

PETERSBURG SCHOOL BOARD

**Work Session
Friday, April 7, 2023
4:00 PM, MS/HS Library
109 Charles W St
Petersburg, AK 99833**

A G E N D A

1. Informational: Curriculum presentation of PE/Health, Foreign Language, K-5 ELA materials 2

The Board reserves the right to enter into executive session on any agenda item as provided for in State Law. Executive sessions will be entered into by motion and approved by a majority of the Board for discussion of the following subjects as permitted by law: (1) matters in the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided that the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential.

Subject Area:	Cost:
Foreign Language	\$2,859
Elementary PE	\$2,905.24
MS PE	
HS PE	
Elementary Swim	\$2,023.56
Elementary Health	\$0
MS Health	\$790
HS Health	\$723.56

Secondary Health Curriculum Review

Samantha Marifern,
Hannah Smith, and
Tyler Thain





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Introduction

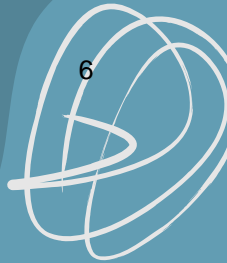
Required by law:

- **Every year 7–12, Alaska Safe Children’s Act is required to be taught**
 - Erin’s Law is taught K–12
 - Bree’s Law is 7th–12th
- **PSD school board policy–BP 6142.1 Family Life/Sex Education**
 - Supports instruction about family life and human sexuality.



+6th grade

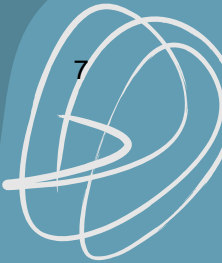
- **Taught in “Intro to Middle School”**
 - **Quarter class at the start of 6th grade**
- **Content**
 - **Healthy relationships (AK Safe Children’s Act), Body Changes, Anti-Bullying**





#7th grade

- **Taught during read block class**
 - **Throughout the year**
- **Content**
 - **Healthy and unhealthy relationships
(AK Safe Children's Act)**





8th grade

- **Taught during health class**
 - **Semester course**
- **Content**
 - **Mental Health**
 - **Sleep**
 - **Nutrition**
 - **Relationships**
 - **Alcohol, Tobacco, and Other Drugs (ATOD)**



Letters

- Sent home before sexual education lessons are taught (8th grade)
- Sent home before AK Safe Children's Act content is taught (6th–8th)



Permission Letters Sent Home



Mitkof Middle School
109 Charles W. St.
P. O. Box 289
Petersburg, Alaska 99833-0289



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109 Charles W. St.
P. O. Box 289
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AK Safe Childrens Letter

Sexual Education Permission Form

Dear Parent/Guardian:

The Alaska Safe Children's Act (House Bill 44) requires public schools to provide child sexual abuse, assault awareness, and prevention training (grades K-12), plus teen dating violence awareness and prevention training (grades 7-12).

In compliance with state law, the Petersburg City School District has adopted classroom learning objectives and curriculum materials to provide age-appropriate information to students in grades K-12. Middle School students will be participating in the Safer, Smarter Teens: Be The Change curriculum, a five-lesson unit on personal safety. The program uses videos, class discussions, and activities to help students learn important information about personal safety, rights, and responsibilities. The Safer, Smarter Teens curriculum (<https://safer-smarter-teens.org/>) will cover the following topics:

- Personal Rights and Responsibilities (Lesson 1)
- Healthy vs. Unhealthy Relationships (Lesson 2)
- The Problem of Sexual Abuse (Lesson 3)
- Dating Violence and Harassment (Lesson 4)
- Advocacy in Action (Lesson 5)

These lessons will be delivered during 8th-grade health from ___insert dates___.

While the law requires public schools to teach the curriculum, it also allows you, as the parent or guardian, the right to excuse your child from these lessons. Please sign and return the bottom section of this letter if you **do not** wish for your child to participate in these lessons and complete an alternative assignment during this time.

Sincerely,

I hereby request that my child, _____ opt-out of participation in the Alaska Safe Children's Act Program (Erin's Law/Bree's Law) for the _____ school year.

Parent/Guardian signature: _____ Date: _____

Parent/Guardian name: _____

Dear Parent/Guardian of an Eighth Grade Student:

Your student is enrolled in our Health Education class at Mitkof Middle School. Health is a required course for all eighth grade students, and the district believes this unit is an important component in the education of our young adults.

One unit of the semester is Healthy Relationships. Topics discussed in the Healthy Relationships unit include building healthy relationships, communication, consent, and dating. A component of that unit is sexual education which includes male and female anatomy, contraceptives, and sexually transmitted infections. The district goal for students is promoting abstinence with an emphasis on skill development including decision-making and refusal skills. To achieve that goal, we may utilize films, activities, speakers, and discussions. Anatomy, abstinence, contraceptives, disease (STI's and STD's), and pregnancy will be covered at the beginning of the unit and will last two days.

While the district requires sexual education to be taught in 8th grade health, you, as the parent or legal guardian, have the right to excuse your student. If you **do not** wish for your child to be a part of the sexual education lessons, you may submit a request in writing, indicating you do not wish for your child to participate in it, and they will be given an alternative assignment. **Written or emailed requests must be received by _____.** Please email me or return this letter with a written request to excuse your student.

If you would like to see any of the materials that will be used or have any questions, please feel free to contact me directly.

Sincerely,

Hannah Smith
Mitkof Middle School
1-877-526-7656
hsmith@pcsd.us



Curriculum Purchases

Middle School

-Updated Digital/Print Michigan Model for Health: Grade 7-8

- Nutrition/Physical Activity-\$145
- Alcohol & Other Drugs=\$145
- Support Materials \$345

High School



Units Covered

- **Physical Health**
- **Mental Health**
- **Nutrition**
- **ATOD (Alcohol, Tobacco, other Drugs)**
- **Healthy Relationships**
- **Sex Education**

*HS Parent/Student Communications

Sex Education Letter

Letter to Parents

Sent 2 weeks prior to Unit

Syllabus

Health Syllabus

Sent first day of the Course

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Health Contract

Health Contract

Sent first day of the Course



Curriculum Purchases

High School

Updated Digital/Print Michigan Model for Health

- Grades 9-12 Sex Education & HIV Prevention
- Grades 9-12 Skills for Health & Life (\$275)
- Support Materials (\$100)

(\$228)

An illustration of a hand with dark skin, wearing a pink sleeve, holding a yellow paintbrush. The hand is painting a blue brain. A yellow flower with a stem and leaves is being painted on the left side of the brain. There are white scribbles to the left of the brain. The background is white with blue wavy shapes, pink leaves, a yellow starburst, a pink heart, and a yellow leaf.

Questions?

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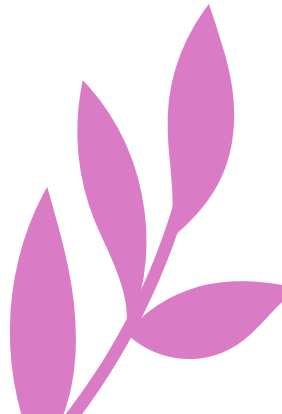
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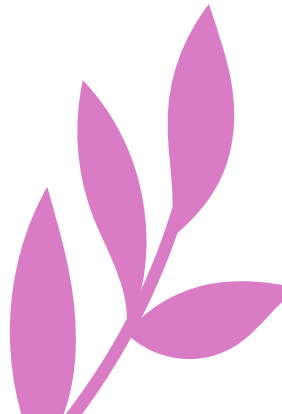
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Health Contract

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Curriculum Purchases



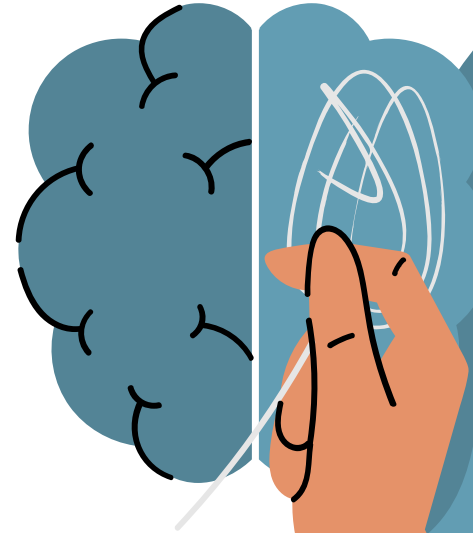
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Questions?

9th Grade Health
Course Overview for 2020-2021
Petersburg High School

Welcome to Health! This class will emphasize the importance of knowledge, attitudes and practices related to personal health and wellness. It is designed to expose students to a broad range of issues and information relating to the various aspects of personal health, which include the physical, mental, social, emotional and environmental aspects. Topics of exploration include, but are not limited to: nutrition, weight management, body systems and functions, physical fitness, tobacco, drugs and alcohol, bullying, goal setting, stress management, suicide prevention/awareness, healthy relationships, sexual education and reproduction.

A few tips to be successful in my classroom:

- ★ Be **RESPECTFUL**- to yourself, to others and to the equipment.
- ★ Be **RESPONSIBLE**- be prepared, do your work, give your best effort; all the time.
- ★ Be **SAFE**- do your part to make this a safe learning environment.

Course Goals

- Comprehend concepts related to health promotion and disease prevention to enhance health
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
- Demonstrate the ability to access valid information, products, and services to enhance health
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health
- Demonstrate the ability to use goal-setting skills to enhance health
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family and community health.

Materials

You are required to bring your charged laptop, a notebook and a pen or pencil to each class session. You are expected to be in your seat, ready to go when the bell rings, otherwise you may be marked down as tardy.

Grading

- | | | | |
|-----------------------|-----|---|-----------|
| ● Activities/projects | 30% | A | 100 - 90% |
| ● Homework | 30% | B | 89 - 80% |
| ● Tests | 30% | C | 79 - 70% |
| ● Participation | 10% | D | 69 - 60% |

You may correct all class work, activities and projects for full credit. You will be expected to rework activities and projects until you have met the requirements of the project. **There are no test retakes.** However, tests may be corrected after school. You may earn up to 50% of what you missed.

Extra Credit

If all prior work is complete, there may be extra credit available for those who want it. Please ask if you would like an extra credit assignment.

Late Assignments

I expect all work to be completed and turned in on time. If you choose to turn in work late, you are choosing to lose 10% for each day it is late, up to 3 days. After 3 days, you will automatically lose 50%. For example, if you turn in an assignment 3 days late and scored an 85%, your final grade would be 55%.

Food/Drink

As a general rule, food and beverages shall not be consumed in the classroom. However, I will make an exception for water. Remember to keep your water bottle away from your laptop.

Cell Phones/Selfish Music

None of these are allowed in my classroom. Cell phones will be put away and out of sight as well as headphones/earbuds. Should your device cause a distraction during class, I will lock your cell phone in a phone cell.

- 1st offense- I will keep for the entire class period.
- 2nd offense- I will keep for the entire day.
- 3rd offense- Parents will need to pick up device from an administrator

Cheating/Plagiarism

Don't do it! Both are strictly prohibited and will result in a zero on the assignment as well as notification of parents and a school administrator.

Contact Information

Contact me with any questions, concerns, etc. I am available before school and after school, any day, for both students and parents. email: acumps@pcsd.us phone: 877.526.7656

Mrs. Cumps' Virtual Learning Expectations

1. **Device:** Use your school computer for class meeting times whenever possible (rather than your phone).
2. **Sign In Name:** Sign in with your school email; you won't be able to join through another email address.

3. **Waiting Room:** Hang out patiently in the waiting room, and I will be with you shortly to admit you to the virtual classroom.
4. **Video Function:** Please use the video function so we can all see each other.
5. **Mute Function:** Once class has started, please mute your microphone until you have something to say to the class. I will be calling on you, so be ready to unmute.
6. **Attendance:** Attendance is REQUIRED--I expect to see you in class! If you are unable to log in, I expect you to communicate with me about the reason, and you can expect a phone call to you and your parent(s) as a follow up.
7. **Online Classroom Behavior Expectations:** To create a positive atmosphere, please, as always, follow the regular school rules and my usual classroom guidelines:
 - a. **Be respectful:**
 - i. Be polite to others—treat them as you wish to be treated
 - ii. Listen well and thoughtfully consider the perspective of others
 - iii. Follow directions
 - iv. Discuss respectfully--discussion routines may take some time to establish in a virtual classroom environment.
 - v. No non-computer electronics (phone, etc.) Please keep your focus on our classroom; this will require some self control now that you're not in the same room as me.
 - b. **Be responsible:**
 - i. Come to class prepared and on time.
 - ii. Meet deadlines--these will be posted on Canvas.
 - iii. Stay organized.
 - iv. Be honest: do your own work; cheating and plagiarism on schoolwork will result in a zero on the assignment, notification of parents/guardians, and further disciplinary action. Obviously this is a lot harder for me to police now, so this will require a higher level of self discipline on your part.
 - v. Ask for help when you need it--use the office hours!
 - vi. Actively participate in class activities, assignments, and discussions.
 - vii. Have a good attitude and make the most of your own learning--this situation provides a unique opportunity to take ownership of your education.
 - c. **Be safe:**
 - i. Be aware of your own space: make sure your work area is conducive to learning.

- ii. Stay in the “assigned” area: don’t wander around during class--stay in one area to stay focused.
- iii. Use materials appropriately--don’t get distracted by other things...

8. **Office Hours:** I will hold virtual office hours from 3:00 - 3:45pm Monday - Thursday.

9. **Questions:** you can email me ANYTIME for help, and you can drop into office hours or ask during our class sessions. Please reach out anytime you have a question, even if it is small. It is essential that we stay well-connected at this time.

10. **Lastly,** please take care of yourself by getting outside, going for walks and exercising safely with the 6-foot+ social distancing rules in mind. Stay connected to your friends, family, and teachers.

FILL OUT THE SECTION ON THE FOLLOWING PAGE AND RETURN TO ME BY FRIDAY, JAN. 29

I have read and understand the policies outlined above, and I agree to abide by them.

Student name (print)

Student signature

Date

Parent signature

Date

Skills for Healthy Living CURRICULUM



Healthy School

ELEMENTARY (K-5)

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ADOPTED: 2023

K-2 Skills for Healthy Living

Instructional Focus: The Alaska State Standards for Skills for Healthy Living are embedded in many other curriculums and instruction that we offer at Stedman Elementary.		
35		
Standards & Objectives		
Objectives	Skills/Activities/Resources	In which setting are these taught?
Standard A: A student should be able to acquire a core knowledge related to well-being. A student who meets this conduct standard should:		
Understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE
Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions.	See Curriculum Documents for Further Skills/Activities/Resources	2nd/3rd Grade Science
Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling
Recognize patterns of abuse directed at self or others and understand how to break these patterns.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling

Use knowledge and skills to promote the well-being of the family.	See Curriculum Documents for Further Skills/Activities/Resources	K-5 Social Studies Counseling
Use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE
Understand the physical and behavioral characteristics of human sexual development and maturity.	See Curriculum Documents for Further Skills/Activities/Resources	N/A
Understand the ongoing life changes throughout the lifespan and healthful responses to these changes.	See Curriculum Documents for Further Skills/Activities/Resources	2nd Grade Science
Standard B: A student should be able to demonstrate responsibility for the student's well-being. A student who meets this conduct standard should:		
Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE Counseling
Demonstrate a variety of communication skills that contribute to well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE Counseling
Assess the effects of culture, heritage, and traditions on personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	1st/2nd Grade Social Studies
Develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures.	See Curriculum Documents for Further Skills/Activities/Resources	2nd Grade Social Studies Counseling

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Evaluate what is viewed, read, and heard for its effect on personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling Library
Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Counseling/Library
Standard C: A student should understand how well-being is affected by relationships with others. A student who meets this conduct standard should:		
		37
Resolve conflicts responsibly.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Communicate effectively within relationships.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Evaluate how similarities and differences among individuals contribute to relationships.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Understand how respect for the rights of self and others contributes to relationships.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Understand how attitude and behavior affect the well-being of self and others.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Assess the effects of culture, heritage, and traditions on well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Standard D: A student should be able to contribute to the well-being of families and communities. A student who meets this		

conduct standard should:		
Make responsible decisions as a member of a family or community.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Take responsible actions to create safe and healthy environments.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Describe how public policy affects the well-being of families and communities.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Describe how volunteer service at all ages can enhance community wellbeing.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Use various methods of communication to promote community well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library

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3-5 Skills for Healthy Living

Instructional Focus:

The Alaska State Standards for Skills for Healthy Living are embedded in many other curriculums and instruction that we offer at Stedman Elementary.

Standards & Objectives

Objectives	Skills/Activities/Resources	In which setting are these taught?
Standard A: A student should be able to acquire a core knowledge related to well-being. A student who meets this conduct standard should:		
Understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE
Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling 39
Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling
Recognize patterns of abuse directed at self or others and understand how to break these patterns.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling
Use knowledge and skills to promote the well-being of the family.	See Curriculum Documents for Further Skills/Activities/Resources	K-5 Social Studies Counseling
Use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE
Understand the physical and behavioral characteristics of human sexual development and maturity.	See Curriculum Documents for Further Skills/Activities/Resources	4th/5th “Puberty Talk”

Understand the ongoing life changes throughout the lifespan and healthful responses to these changes.	See Curriculum Documents for Further Skills/Activities/Resources	3rd Grade Science
Standard B: A student should be able to demonstrate responsibility for the student's well-being. A student who meets this conduct standard should:		
Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE Counseling
Demonstrate a variety of communication skills that contribute to well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE Counseling
Assess the effects of culture, heritage, and traditions on personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	3rd/4th Grade Social Studies
Develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling
Evaluate what is viewed, read, and heard for its effect on personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling Library
Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Counseling/Library
Standard C: A student should understand how well-being is affected by relationships with others. A student who meets this conduct standard should:		
Resolve conflicts responsibly.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE

		Counseling/Library	
Communicate effectively within relationships.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library	
Evaluate how similarities and differences among individuals contribute to relationships.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library	
Understand how respect for the rights of self and others contributes to relationships.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library	41
Understand how attitude and behavior affect the well-being of self and others.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library	
Assess the effects of culture, heritage, and traditions on well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library	
Standard D: A student should be able to contribute to the well-being of families and communities. A student who meets this conduct standard should:			
Make responsible decisions as a member of a family or community.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library	
Take responsible actions to create safe and healthy environments.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library	
Describe how public policy affects the well-being of families and communities.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library	

Identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Describe how volunteer service at all ages can enhance community wellbeing.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Use various methods of communication to promote community well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library

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Petersburg City Schools
Box 289
Petersburg, AK 99833

PHYSICAL EDUCATION CURRICULUM GUIDE INTRODUCTION

Physical education is a necessity for the health and well-being of every student. As a unique and essential part of the total education program, physical education can significantly enhance all aspects of development including health, physical fitness, movement knowledge, academic performance, goal setting, self-esteem, stress management, and social skills.

Evidence continues to mount that regular physical activity can prevent and manage coronary heart disease, which is the leading cause of death and disability in the United States. Unfortunately, few Americans engage in regular physical activity, despite the benefits. Research findings clearly demonstrate that daily exercise, from early childhood throughout life, is a primary factor in maintaining health and enriching the quality of life. People begin to acquire and establish patterns of health-related behavior during childhood and adolescence. Schools are an efficient vehicle for providing this physical education instruction.

Although many students participate in extra-curricular athletics, and these programs may meet the movement and exercise needs of the participants during their season of competition, such programs do not accommodate all students. Therefore, we believe that physical education is an integral part of a comprehensive education and must be included on a daily basis.

Finally, it should be understood that quality physical education is predicated upon having competent, dedicated, and knowledgeable teachers who utilize appropriate instructional techniques, strategies, and assessments.

PHYSICAL EDUCATION CURRICULUM GUIDE PROGRAM STANDARDS

As educators, we are committed to the development and implementation of quality physical education instruction. Moving Into The Future – National Standards for Physical Education, a book developed by the National Association for Sport and Physical Education (copyright 2004), should be used as the guide to the delivery of Petersburg City Schools physical education program.

The following content standards in physical education, which identify what a student should know or be able to do, will be applied to instruction at all grade levels.

A physically educated person

- | |
|---|
| 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Motor Skills) |
| 2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (Application) |
| 3. Participates regularly in physical activity. (Active Living) |
| 4. Achieves and maintains a health-enhancing level of physical fitness. (Physical Fitness) |
| 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. (Personal and Social Skills) |
| 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (Value of Exercise) |

Moving Into The Future articulates the content and assessments for each standard at each grade level.

PHYSICAL EDUCATION CURRICULUM GUIDE PROGRAM DELIVERY

Elementary:

The focus of the elementary physical education program is the introduction and exploration of physical education skills and concepts. As an important part of the elementary school program that uniquely contributes to the school's overall goals, physical education emphasizes the total development of the child (i.e., physical, motor, cognitive, social, and emotional development).

It is critical at the elementary level that students be guided through a series of developmentally appropriate experiences and activities that promote a desire to engage in physical activities, promote a sense of self worth, encourage cooperation and self-control, and lead to choices that promote a healthy life style.

NASPE's recent research recommends an increase in physical activity for children, ages 5 to 12 years of age, to a minimum of 60 minutes and up to several hours per day. To help deliver a quality physical education program, NASPE recommends a minimum of 30 minutes of structured physical education per day. This instruction is to include vigorous physical activity, diagnosis and learning of neuromuscular skills, information about physical activity and fitness, and time to enjoy the use of skills and knowledge. Even though recess is an important part of an elementary school, it should not be used as a substitute for physical education instruction.

Middle School:

The focus of the middle school physical education program is to provide a daily opportunity, or a minimum of 200 minutes per week, for students to participate in a wide variety of physical activities and experiences that promote the mastery of the core skills introduced at the elementary level. Middle school physical education will build a framework for lifetime activities and healthy living.

Middle school is a time of transition, which may bring about an upheaval in physical, emotional, social, and intellectual worlds. To successfully bridge this transition, students will explore and apply information, as well as participate in activities that empower them to assume responsibility for their own lifetime health, wellness, and fitness.

High School:

The focus of the high school physical education program is to promote healthy living and knowledge of lifetime activities. Students will take the responsibility for and apply their learning to their personal lifetime health and wellness. Freshman Physical Education is required for one semester for all 9th grade students and is a prerequisite for all other physical education courses at the high school level. To meet the National Standards and benchmarks and make fitness for life a priority, a minimum of two credits of physical education throughout their high school experience is recommended. Current PHS graduation requirements include one credit of physical education.¹

¹ Introductory narrative borrowed with permission of Kenai Peninsula School District.

Lessons:

All lessons and activities are drawn from the following books and websites, and cover the Physical Education standards.

Books

Pangrazi, R. P., & Dauer, V. P. (1995). *Dynamic physical education for elementary school children*. 11th ed. Boston, Mass., Allyn and Bacon.

2) Lesson plans for dynamic physical education for elementary school children

Author: Pangrazi, Robert P.

Assessment Strategies for Elementary Physical Education Revised Edition

by Suzann Schiemer (Author)

Developing the physical education curriculum: an achievement-based approach

Author: Kelly, Luke E. (Luke Edward), 1952- Publisher: Waveland Press

1) Fitnessgram/Activitygram: test administration kit

Publisher: Human Kinetics

Strength Training for Young Athletes

Book by Steven J. Fleck and William J Kraemer, PH.D.

1) Quality lesson plans for secondary physical education

Author: Zakrajsek, Dorothy

Publisher: Human Kinetics

Foundations of Personal Fitness (NTC: Found of Personal Fitness)

by Don L. Rainey | Jan 1, 2005

Websites:

<https://www.pecentral.org/>

<https://www.shapeamerica.org/>

PE: Kindergarten, 1st Grade, 2nd Grade

Instructional Focus:

Children in grades K-2 are very active and enjoy learning and exploring new ways to move and be active. Physical education will support the development of a wide variety of fine and gross motor activities that involve locomotion, non-locomotion, and manipulation of objects. Students will be engaged in a variety of physical activities that emphasize social interaction, future participation, and enjoyment of life-long physical activity.

K-2 PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Perform various forms of loco-motor movement such as walk, run, slide, gallop, jump, hop, leap, and skip.	<ul style="list-style-type: none"> ★ The student will demonstrate the ability to start and stop movements on a given signal ★ The student will move with locomotor skills using rhythmically accompaniment to an even beat (walking, running and jumping), & an uneven beat (galloping and skipping.) 	Teacher Observation
Perform a variety of non-loco-motor skills such as balancing, bending, stretching, rocking, curling, twisting, turning, pushing, pulling, swinging, swaying.	<ul style="list-style-type: none"> ★ Motor Skills unit will cover all of these non-locomotor skill ★ The gymnastics and rhythm and dance unit will also include most of these skills. Using the parachute and scooters will also reinforce these skills. 	Teacher Observation
Dribble with hands and feet.	<ul style="list-style-type: none"> ★ Basketball unit ★ Soccer unit 	Teacher Observation

Dribble with short-handled and long-handled implements while stationary and moving.	★ Floor Hockey Unit	Teacher Observation
Jump and land in various combinations.	★ Jump Rope unit ★ Gymnastic unit ★ Rhythms and Dance unit	Teacher Observation
Demonstrate balance on the ground and on objects, using bases of support other than both feet.	★ Gymnastics Unit ★ Tripod ★ Bridge ★ Cartwheel	Teacher Observation
Repeatedly jump a turned rope.	★ Jump Rope Unit	Teacher Observation
Perform to music a grade-level appropriate individual or partner dance that utilizes three different patterns.	★ Rhythms and Dance unit	Teacher Observation
Perform a body roll (e.g., log roll, egg roll, shoulder roll, forward roll) followed by a weight transfer.	★ Gymnastics Unit	Teacher Observation
Strike a stationary object using hands or feet with force and accuracy.	★ Soccer Unit	Teacher Observation
Strike a stationary object using a variety of short-handled and long-handled implements.	★ Hockey Unit	Teacher Observation
Strike a moving object using hands and feet.	★ Soccer ★ Volleyball ★ Kickball Unit	Teacher Observation
Strike a moving object using short and long handled implements.	★ Hockey ★ Baseball Units	Teacher Observation
Step forward with the opposite	★ Throwing ★ Tossing	Teacher Observation

foot during a throw.	★ Baseball Units	
Throw or roll with force and accuracy a variety of objects.	★ Kickball Unit *throwing ★ Tossing Unit	Teacher Observation
Catch a variety of objects	★ Throwing ★ Tossing ★ Baseball Units	Teacher Observation
Volley a variety of objects using various body parts.	★ Volleyball Unit	Teacher Observation
Move with effort, time, force, and flow.	★ All Sports Units ★ All Individual Activities	Teacher Observation
Move in a variety of pathways (e.g. straight, curve, zig-zag).	★ Motor and Manipulative Skills Unit	Teacher Observation

Standard B: Apply movement concepts to the learning and performance of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Define open space.	★ Every sport requires the “athletic position”	Teacher Observation
Explain the importance of a wide base of support in balance activities.	★ Throwing ★ Tossing ★ Baseball Unit	Teacher Observation
Identify opportunities to use underhand and overhand movement (throw) patterns.	★ Throwing ★ Tossing ★ Baseball Unit	Teacher Observation
Identify when to begin the kicking motion when kicking a slowly rolling ball.	★ Kickball ★ Soccer Units	Teacher Observation
Explain the purpose of using a side orientation when striking a ball from a batting tee.	★ Baseball Unit	Teacher Observation

Standard C: Participate regularly in physical activity		
Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Participate in physical activity outside of physical education class.	<ul style="list-style-type: none"> ★ Parks n Rec Activities <ul style="list-style-type: none"> ○ Basketball ○ Soccer ○ Open Swim ★ Other Community Activities <ul style="list-style-type: none"> ○ Gymnastics ○ Norwegian Dancing ○ Swim Team ○ Petersburg Little League ★ Parent Supported Activities <ul style="list-style-type: none"> ○ Hiking ○ Snowshoeing ○ Biking ○ Jump roping ○ Kayaking ○ Walking 	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom.
Identify appropriate physical activities for recess and outside of school.	<ul style="list-style-type: none"> ★ After School Clubs ★ Organized team games and individual games ★ Kickball ★ Basketball ★ Baseball ★ Jump roping ★ 4 square, walking *playing on playground equipment ★ Playing catch with a football or soft baseball. 	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Attempt to perform new movement skills and activities.	<ul style="list-style-type: none"> ★ Competency does not apply outside of the classroom 	
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Understand and demonstrate the importance of a proper warm-up prior to physical	<ul style="list-style-type: none"> ★ Yoga ★ Counting heart rate ★ Stretching games 	Teacher Observation

activity.		
Utilize age-appropriate stretching techniques to increase flexibility.	<ul style="list-style-type: none"> ★ Manipulative Skills Unit *bending ★ Twisting ★ Turning ★ Stretching ★ Stretch Routine 	Teacher Observation
Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing).	<ul style="list-style-type: none"> ★ Direct instruction ★ Guided group activity ★ Finding one's resting heart rate and finding their heart rates after exercising 	Teacher Observation
Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing).	<ul style="list-style-type: none"> ★ Mountain Climbers ★ Soldier salutes ★ Coffee grinders ★ Sit ups ★ Heels to the heavens ★ Crunchy frogs ★ Push ups ★ Dips ★ Superman bananas ★ The list is endless... 	Teacher Observation
Discuss the benefits of fitness (e.g., being fit allows me to ride my bike, why it is fun to move).	<ul style="list-style-type: none"> ★ Direct instruction...this unit is covered several times throughout the year. ★ Muscular endurance ★ Muscular strength ★ Cardiovascular endurance ★ Flexibility ★ Body composition 	Teacher Observation
Discuss the benefits of healthy food and beverage choices.	<ul style="list-style-type: none"> ★ Covered in health curriculum but also taught in PE through direct instruction. Class discussion & food guide pyramid. 	Teacher Observation
Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Encourage others by using verbal and nonverbal	<ul style="list-style-type: none"> ★ Make a poster as a class to brainstorm 	Teacher Observation

communication.	★ Relay activity to demonstrate these behaviors	
Apply established class rules, procedures, and safe practices.	★ Have the class come up with their own classroom expectations and consequences for breaking their 'rules.' During the first week of school spend most of the class establishing and going over these procedures.	Teacher Observation
Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.	★ Direct instruction. *have a lesson on how to include someone in your group if you see that person standing alone. Demonstrate what that looks like and how to take initiative and include that person in a group.	Teacher Observation
Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions).	★ Class discussion and demonstrations of proper classroom behavior	Teacher Observation
Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation).	★ Team work activities character education unit	Teacher Observation
Accommodate individual differences. (e.g., ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	★ Native and Norwegian dancing differentiate lessons for children with special needs. Ex: visually impaired, use a yellow ball. Use larger balls for children who struggle with hand-eye coordination etc..	Teacher Observation
Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., bear or moose on playground).	★ During the first week explain and have the children perform the emergency evacuation drills. ★ For a lock down children enter the weight room in between the Parks n Rec gym and high school gym. In the pool the children enter the family	Teacher Observation

	bathroom. *For a fire the children go to the track with the teacher.	
Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).	<ul style="list-style-type: none"> ★ Covered in Swim curriculum <ul style="list-style-type: none"> ○ Layering Concepts ○ Wicking material ○ Insulation ○ Shell 	Teacher Observation
Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).	<ul style="list-style-type: none"> ★ Covered in health and swim curriculum as well. Stress the dangers of not wearing safety equipment ★ Giving current statistics or reading stories about people who have been seriously injured by not having the appropriate gear will help stress the importance of safety. 	Teacher Observation

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Celebrate personal successes and achievements as well as those of others.	<ul style="list-style-type: none"> ★ Celebrate personal successes and achievements as well as those of others. 	<ul style="list-style-type: none"> *give some type of positive reinforcement for positive behaviors witnessed in class. *incorporating lots of team building and setting a positive tone in those first few weeks will really make a huge difference. Work hard on classroom climate during those first weeks.
Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)	<ul style="list-style-type: none"> ★ Exhibit verbal and non-verbal indicators of enjoyment (cheering, smiling, giving high five) 	Brainstorm with the class. Ask, "What should we do when we witness a classmate achieve success?" Have the class practice with each

		other while doing a fun activity. Practice “put-ups” not “put-downs.”
Name physical activities that are enjoyable.	★ Name physical activities that are enjoyable.	Teacher lead brainstorm. Write ideas on a poster board.
Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared, angry, sad).	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Attempt new activities.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Continue to participate when not successful on the first try.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Try new movements and skills willingly.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation

PE: 3rd Grade, 4th Grade, 5th Grade

Instructional Focus:

In grades 3-5, students will attain mature motor skills, use movement patterns, learn movement concepts and explore fitness concepts. Personal and social skills are emphasized through cooperative activities and the introduction of modified games.

3-5 PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Enter, jump, and exit a long (double) rope turned by others.	★ Long Jump Rope	Teacher Observation
Jump repeatedly a self-turned rope while performing different jumping skills.	★ Short Jump Rope	Teacher Observation
Dribble an object with a hand, foot, and long-handled implement in personal and shared space.	★ Basketball ★ Soccer ★ Hockey	Teacher Observation

Perform simple, small-group balance stunts by distributing weight and base of support.	<ul style="list-style-type: none"> ★ Partner Walking ★ Wheelbarrow 	Teacher Observation
Kick and punt a ball at targets from varying distances.	<ul style="list-style-type: none"> ★ Kickball ★ Soccer 	Teacher Observation
Design and perform a creative dance.	<ul style="list-style-type: none"> ★ Line Dancing ★ Movement Patterns 	Teacher Observation
Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.	<ul style="list-style-type: none"> ★ Tumbling ★ Gymnastics ★ Movement Patterns ★ Line Dancing 	Teacher Observation
Strike an object with varying force, short and long distance, using forehand, and introducing backhand strokes.	<ul style="list-style-type: none"> ★ Hockey 	Teacher Observation
Strike an object with an underhand and a side orientation.	<ul style="list-style-type: none"> ★ Volleyball ★ Badminton 	Teacher Observation
Throw overhand a ball to a target with force and accuracy.	<ul style="list-style-type: none"> ★ Wiffle Ball ★ Kickball 	Teacher Observation
Throw and catch an object with a partner while both partners are moving.	<ul style="list-style-type: none"> ★ Basketball ★ Kickball 	Teacher Observation
Volley a lightweight object repeatedly with a partner.	<ul style="list-style-type: none"> ★ Volleyball ★ 2/4 Square 	Teacher Observation

Standard B: Apply movement concepts to the learning and performance of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Select and practice a skill in which improvement is needed.	<ul style="list-style-type: none"> ★ Frisbee's ★ Jump Ropes ★ Dance/Rhythmic Movements ★ Tumbling/Gymnastics ★ Cooperative Games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball ★ Track and Field Skills 	Teacher Observation
Use offensive and defensive skills to obtain and maintain possession of an object.	<ul style="list-style-type: none"> ★ Basketball ★ Soccer ★ Volleyball ★ Floor Hockey 	Teacher Observation
Use a variety of spatial relationships with others in order to play or design a small-group game.	<ul style="list-style-type: none"> ★ Basketball ★ Soccer ★ Volleyball ★ Floor Hockey ★ Tag ★ Baseball ★ Wiffle Ball 	Teacher Observation
Devise cooperative strategies to keep opponents from reaching a specified area, person or object.	<ul style="list-style-type: none"> ★ Cooperative Games ★ Basketball ★ Soccer ★ Hockey ★ Volleyball 	Teacher Observation
Use specific feedback to improve performance.	<ul style="list-style-type: none"> ★ Frisbee's ★ Jump Ropes ★ Dance/Rhythmic Movements ★ Tumbling/Gymnastics ★ Cooperative Games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball 	Teacher Observation

	★ Track and Field Skills and Strategies.	
Demonstrate basic competence in game strategies and concepts.	<ul style="list-style-type: none"> ★ Cooperative games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball 	Teacher Observation
Standard C: Participate regularly in physical activity		
Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.	<ul style="list-style-type: none"> ★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer ★ Unstructured Activities 	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Participate in local physical activity opportunities.	<ul style="list-style-type: none"> ★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer ★ Unstructured Activities 	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Choose to participate in structured and purposeful activity.	<ul style="list-style-type: none"> ★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer 	Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom
Monitor his or her physical activity using a variety of tracking tools (e.g. fitness logs, pedometers).	<ul style="list-style-type: none"> ★ Pedometers ★ Checking heart rate ★ Calculating distances moved (e.g. Pace Trek) 	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.	<ul style="list-style-type: none"> ★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	Teacher Observation
Compare target heart rate and perceived exertion during physical activity.	<ul style="list-style-type: none"> ★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	Teacher Observation Class Discussion
Measure, record, and compare the heart rate before, during, and after participation in physical activity of various levels of intensity.	<ul style="list-style-type: none"> ★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements 	Teacher Observation Class Discussion

	<ul style="list-style-type: none"> ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	
Engage in appropriate physical activity that results in the development of cardiovascular endurance.	<ul style="list-style-type: none"> ★ Soccer ★ Hockey ★ Pace Trek ★ Basketball ★ Fitness Exercises 	Teacher Observation
Recognize that physiological responses to exercise are associated with their own levels of fitness.	<ul style="list-style-type: none"> ★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	Class Discussions
Choose to participate in activities to increase muscular strength and endurance.	<ul style="list-style-type: none"> ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	Teacher Observations
Explain how improved flexibility increases the ability to perform skills.	<ul style="list-style-type: none"> ★ Fitness exercises 	Class Discussions
Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	<ul style="list-style-type: none"> ★ Pace Trek ★ Fitness Exercises 	Class Discussions Individual Assessments

Experience the protocols and mechanics of a nationally recognized fitness assessment tool (e.g. Fitnessgram or Brockport).	★ Fitnessgram	Fitnessgram Testing
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Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Demonstrate awareness and participate safely when involved in activity.	<ul style="list-style-type: none"> ★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	Teacher Observation
Form groups quickly when asked.	<ul style="list-style-type: none"> ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball 	Teacher Observation
Recognize the importance of individual responsibility in a group effort.	<ul style="list-style-type: none"> ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ Baseball ★ Wiffle Ball 	Teacher Observation Class Discussion

	★ Kickball	
Encourage others by using verbal and nonverbal communication.	<ul style="list-style-type: none"> ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball 	Teacher Observation Class Discussion
Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	★ Modified Game Activities (e.g. “bump”, “horse”, modified soccer games...)	Teacher Observation
Work productively with assigned or random groups without adult intervention.	<ul style="list-style-type: none"> ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball 	Teacher Observation
Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.	<ul style="list-style-type: none"> ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball 	Teacher Observation Class Discussion
Act in a safe and healthy manner when confronted with conflict during physical activity.	<ul style="list-style-type: none"> ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square 	Teacher Observation Class Discussion

	<ul style="list-style-type: none"> ★ Baseball ★ Wiffle Ball ★ Kickball 	
Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.	<ul style="list-style-type: none"> ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball 	Teacher Observation Class Discussion
Acknowledge one's opponent or partner before, during, and after a physical activity or game and give positive feedback on the opponent's or partner's performance.	<ul style="list-style-type: none"> ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball 	Teacher Observation Class Discussion
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Develop self-confidence and a positive self-image in physical activity settings.	<ul style="list-style-type: none"> ★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	Teacher Observation Class Discussion

<p>Choose motivators (e.g., music, friends) that will enhance fun and enjoyment in a physical activity setting.</p>	<ul style="list-style-type: none"> ★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	<p>Teacher Observation Class Discussion</p>
<p>Participate in physical activities which will allow students to set and achieve individual and team goals.</p>	<ul style="list-style-type: none"> ★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	<p>Teacher Observation Class Discussion</p>
<p>Participate with others in a variety of competitive and non-competitive physical activities.</p>	<ul style="list-style-type: none"> ★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling 	<p>Teacher Observation Class Discussion</p>

	<ul style="list-style-type: none"> ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	
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PE: Middle School

Middle School activities have been separated by grade levels in order to spend more time working on mastery of different units.

		6th	7th	8th
*Aerobic Activities		x	x	x
*Archery			x	x
*Badminton			x	x
*Basketball		x	x	x

*Dance Video's			x	x	x
*Dance-Dance Revolution.			x	x	x
*Dodgeball			x	x	x
*Flag Football				x	x
*Hockey			x	x	
*Native Youth *Olympics			x	x	x
*Orienteering			x		
*Pickleball			x	x	
*Snowshoeing			x		
*Soccer			x	x	x
*Softball			x		x
*Speedball			x		
*Strength training			x	x	x
*Swimming				x	
*Team Handball				x	

*Ultimate Frizbee				X
*Volleyball		X	X	X
*Weightlifting			X	X
*Wiffleball		X		X
*Wrestling		X	X	X
Full Game/Unit Activities		12	13	12
Total Units		17	18	17

<p>Instructional Focus: THE PETERSBURG MIDDLE SCHOOL PHYSICAL EDUCATION PROGRAM IS DESIGNED TO SERVE AS A BUILDING BLOCK IN THE GOAL OF DEVELOPING A STUDENTS LIFE LONG SELF-CONCEPT. THIS SELF-CONCEPT, DESIGNED INDIVIDUALLY FOR EACH STUDENT, RELIES ON THE EXPECTATIONS AND ACCOMPLISHMENTS POSSIBLE FOR THAT STUDENT. THE FOUR AVENUES OF SELF-CONCEPT TO BE DEVELOPED ARE: MENTAL DEVELOPMENT, SKILL AWARENESS AND IMPROVEMENT, EMOTIONAL AND SOCIAL DEVELOPMENT, AND HEALTH DEVELOPMENT. GRADING IS TO BE BASED ON THESE FOUR AREAS, WHICH CONCENTRATE LESS ON SKILL LEVEL AND MORE ON LIFE LONG PARTICIPATION AND UNDERSTANDING OF PHYSICAL EDUCATION AND HEALTH.</p>		
6th - 8th PE Standards & Objectives		
Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.		
Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
A.1- Demonstrates competent skills for participation in modified team activities (e.g. basketball, volleyball, softball, ultimate Frisbee).	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball 	<ul style="list-style-type: none"> *Rules Tests *Skill Assessment *Strategies discussions

	<ul style="list-style-type: none"> *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Speedball 	
A.2- Demonstrate competent skills for participation in individual and dual activities (golf, Frisbee, bowling, racquet/paddle sports, Native Youth Olympic games).	<ul style="list-style-type: none"> *Badminton *Pickleball *Native Youth Olympics *Wrestling 	<ul style="list-style-type: none"> *Rules Tests *Skill Assessment *Strategies discussions
A.3- Demonstrate competent skills for participation in non-competitive individual activities (e.g. weight training/resistance training, swimming, exercise).	<ul style="list-style-type: none"> ★ ★ *Individual Workout Programs ★ *Swimming ★ 	<ul style="list-style-type: none"> *Workout Sheets *Form Testing *Skill Observations
A.4- Demonstrate competency for participation in rhythmic activities (e.g. social, folk, Native dances).	<ul style="list-style-type: none"> ★ ★ *Aerobic Activities ★ *Dance Video's ★ 	<ul style="list-style-type: none"> *Teacher Observations
A.5- Demonstrate competency for participation in adventure/outdoor activities (e.g. orienteering, snowshoeing, skating).	<ul style="list-style-type: none"> ★ ★ *Orienteering ★ *Snowshoeing 	<ul style="list-style-type: none"> *Orienteering Video's *Avalanche Safety Video's
A.6- Explore Alaskan cultural physical activities (e.g. Native Youth Olympics games and dances).	<ul style="list-style-type: none"> ★ ★ *Alaska Native Olympics 	<ul style="list-style-type: none"> *Rules Discussions *Skills Observations

Standard B: Apply movement concepts to the learning and performance of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
B.1- Identify critical elements of skill for selected movement forms.	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football 	<ul style="list-style-type: none"> *Skill Observations *Discussions/practice on fundamentals for specific activities

	<ul style="list-style-type: none"> *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics *Wrestling *Dance Video's *Aerobic Activities 	
B.2- Detect and correct errors in personal performance in a variety of activities.	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics *Wrestling *Dance Video's *Aerobic Activities 	<ul style="list-style-type: none"> *Rules Testing *Skill Assessment *Strategies Discussions *Fitness Testing
B.3- Explain at least two game tactics involved in playing team, dual and individual activities.	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling 	<ul style="list-style-type: none"> *Discussions on strategies *Observe and discuss various activities
	★	*Discussions on strategies

<p>B.4- Use offensive and defensive strategies while participating in modified team, individual and dual sports.</p>	<ul style="list-style-type: none"> ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Badminton ★ *Pickleball ★ *Native Youth Olympics ★ *Wrestling ★ 	<p>*Observe and discuss various activities</p>
<p>B.5- Design a game that incorporates skills and tactics that can be played by all students.</p>	<ul style="list-style-type: none"> ★ ★ *Modifications for all activities (i.e. “bump” for basketball or “One Bounce” volleyball) ★ 	<p>*Teacher observations</p>
<p>B.6- Implement strategies and safety procedures for success while participating in physical activity (e.g. use a spotter when lifting weights, shift gears one at a time while climbing a hill on a bicycle).</p>	<ul style="list-style-type: none"> ★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Badminton ★ *Pickleball ★ *Native Youth *Olympics ★ *Wrestling ★ *Weightlifting ★ 	<p>*Safety Discussions *Rules Testing *Spotters when lifting *Proper safety equipment</p>
<p>B.7- Identify major muscle groups utilized in a variety of movements.</p>	<ul style="list-style-type: none"> ★ ★ *Class Discussions and Assignments about the major muscle groups and their jobs. 	<p>*Tests on the muscles and the movements they perform.</p>

Standard C: Participate regularly in physical activity		
Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
C.1- Recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle.	*Class Discussions *Class Participation	*N/A
C.2- Set SMART goals, (specific, measurable, attainable, realistic, time sensitive) for participation in activities of own choosing.	*Class/Individual Discussions *Individual Fitness Journal with Goals/Outcomes	*Teacher assessment of journals
C.3- Maintain a physical activity log for a designated period of time (e.g. weight training charts, steps during the day, time engaged in physical activity).	★ ★ *Weight Lifting Charts ★ *Exercise Journals ★	*Weight Lifting Charts *Exercise Journals
C.4- Use current technology (e.g. pedometers, Wii Fitness, Dance-Dance-Revolution) to monitor physical activity to meet personal goals.	★ ★ *Heart Rate Monitors ★ *Pedometers ★ *Dance-Dance Revolution.	*Teacher assessment
C5.- Identify, local, state, national, and international fitness and recreational organizations (e.g. YMCA, United States Cycling Federation, Special Olympics Alaska, Challenge Alaska, and Alpine Alternatives, CITC, Boys And Girls Clubs).	★ ★ *Discussions on local and national organizations and where you may find information on them.	*N/A
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
D.1- Monitor heart rate before, during, and after various intensity levels of personal fitness.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football	*Heart rate monitors *Individual monitoring *Exercise journals

	<ul style="list-style-type: none"> *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling *Weightlifting *Cardiovascular Exercises 	
D.2- Compare the fitness benefits of a variety of activities.	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling *Weightlifting *Cardiovascular Exercises 	*Discussions at the beginning of units/activities as the differences between fitness value of specific movement of forms.
D.3- Improve and achieve age appropriate fitness standards defined in a selected program (e.g. Fitnessgram, Brockport, President's Fitness Test).	<ul style="list-style-type: none"> ★ ★ *Fitnessgram 	*Fitnessgram Testing
D.4- Demonstrate personal fitness by participating in activities to improve specific fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility).	<ul style="list-style-type: none"> ★ ★ *Cardiovascular Workouts ★ *Game Activities ★ *Strength training ★ *Stretching exercises 	*Teacher observations
D5.- Formulate meaningful personal fitness SMART goals based on the results of fitness testing.	<ul style="list-style-type: none"> ★ ★ *Cardiovascular Workouts ★ *Game Activities ★ *Strength training 	<ul style="list-style-type: none"> *Classroom discussions *Individual discussions *Workout journals

★ *Stretching exercises

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
E.1- Demonstrate appropriate behavior in physical activity settings.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics Wrestling *Weightlifting *Cardiovascular Exercises	*Classroom monitoring *Class discussions
E.2- Demonstrate concern for safety of self and others during games and activities.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics Wrestling *Weightlifting *Cardiovascular Exercises	*Classroom monitoring *Class discussions

E.3- Demonstrate self-control and sportsmanship/etiquette during games and activities (e.g. accepting controversial decisions).	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics Wrestling *Weightlifting *Cardiovascular Exercises 	<ul style="list-style-type: none"> *Classroom monitoring *Class discussions
E.4- Accommodate individual differences (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	*Modified game/workout activities based on the different students within the class.	<ul style="list-style-type: none"> *Fitnessgram testing *Individual Observations *Individual discussions

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
F.1- Identify several reasons why participation in physical activities is enjoyable and desirable.	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling 	*Classroom/Individual discussions

F.2- Reflect on reasons for choosing to participate in selected physical activities (e.g. health, challenge, self-expression, social interaction, personal goal).	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling 	*Classroom/Individual discussions
F.3- Enjoy working alone or with others in a sport or physical activity to achieve a goal.	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling 	*Classroom/Individual discussions

PE: Freshman physical Education

Instructional Focus: FRESHMAN PHYSICAL EDUCATION EMPHASIZES THE EXPLORATION OF RECREATIONAL ACTIVITIES THAT THE STUDENT WILL CARRY INTO ADULT LIFE. HIGH SCHOOL PHYSICAL EDUCATION INCLUDES COMPETITIVE UNITS. THE EMPHASIS OF THESE ACTIVITIES IS TO TEACH THE STUDENT PROPER GAME STRATEGIES AND TECHNIQUES NEEDED TO COMPETE IN ORGANIZED COMPETITION. THE STUDENT DEMONSTRATES THROUGH GAME SITUATIONS THE SKILLS NEEDED TO SUCCESSFULLY PLAY VARIOUS LIFETIME SPORTS. THE COMPETITIVE TOURNAMENT FORMAT ALLOWS FOR USE OF PROPER SPORTSMANSHIP AND TEAMWORK CONCEPTS THAT WERE STRESSED DURING THEIR EARLIER YEARS. THE STUDENTS WILL ALSO PARTICIPATE IN A FITNESS PROGRAM, WHICH THEY MAY DESIGN. THIS WILL INCLUDE WEIGHT LIFTING AND CARDIOVASCULAR EXERCISES. THE PROGRAM IS DESIGNED TO GIVE STUDENTS THE NECESSARY KNOWLEDGE TO CONTINUE TRAINING INTO THEIR ADULTHOOD.

TECHNOLOGY WILL BE USED TO ENHANCE THE KNOWLEDGE OF STUDENTS IN BOTH RECREATIONAL ACTIVITIES AND FITNESS.

Freshman PE Standards & Objectives

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.		
A.1- Demonstrate competent skills while participating in modified team activities.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee	*Rules Testing *Skills Assessment *Strategies Discussions
A.2- Demonstrate competent skills while participating in individual and dual activities.	*Badminton *Pickleball	*Rules Testing *Skills Assessment *Strategies Discussions
A.3- Demonstrate competent skills while participating in non-competitive individual activities.	★ ★ *Weightlifting ★ *Cardiovascular Fitness	*Workout Sheets *Fitnessgrams Testing *Safety Rules Testing *Skill Observations
A.4- Demonstrate competent skills while participating in rhythmic activities.	★ ★ *Dance Video's	*Teacher Observations
A.5- Demonstrate competent skills while participating in adventure/outdoor activities.	★ ★ *Orienteering	*Testing

Standard B: Apply movement concepts to the learning and performance of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
B.2- Use a variety of complex movement patterns, independently and routinely, to improve skills.	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness *Orienteering 	<ul style="list-style-type: none"> *Skills Assessment *Fitness Testing *Orienteering and Rock *Climbing Video's
B.3- Acquire new skills while continuing to refine existing ones.	<ul style="list-style-type: none"> ★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Weightlifting ★ *Cardiovascular Fitness ★ *Orienteering ★ 	<ul style="list-style-type: none"> *Safety Rules *Proper Lifting Techniques *Skill Discussions for each sport
B.4- Identify basic biomechanical principles as they pertain to movements within a physical activity.	<ul style="list-style-type: none"> ★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee 	<ul style="list-style-type: none"> *Safety Rules *Proper Lifting Techniques *Skill Discussions for each sport

	<ul style="list-style-type: none"> ★ *Weightlifting ★ *Cardiovascular Fitness ★ *Orienteering ★ 	
B.5- Recognize various levels of performance (novice, competent and proficient).	<ul style="list-style-type: none"> ★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Weightlifting ★ *Cardiovascular Fitness ★ *Orienteering ★ 	<ul style="list-style-type: none"> *Fitnessgrams Testing *Badminton/Pickleball Tournament *Teacher observation and skill assessment. As teams are assigned teacher is cognizant of different skill levels and adjusts teams to reflect equality as best possible.
B.6- Apply knowledge of major muscle groups to improve performance and/or create training plans.	<ul style="list-style-type: none"> *Weightlifting *Cardiovascular Fitness 	<ul style="list-style-type: none"> *Weightlifting Assessments *Cardiovascular Programs
B.7- Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g. weightlifting, wearing a helmet while snowboarding).	<ul style="list-style-type: none"> ★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Weightlifting ★ *Cardiovascular Fitness ★ *Orienteering ★ 	<ul style="list-style-type: none"> *Class Discussions for each sport
Standard C: Participate regularly in physical activity		
Objectives	Skills/Activities	Assessment

(Learning Intentions)		(Success Criteria)
C.1- Use current technology (e.g. heart rate monitors, tri-FIT, Dartfish, Wii Fitness) to monitor physical activity to meet personal goals.	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness 	<ul style="list-style-type: none"> *Fitnessgrams *Heart rate monitors *Individually designed workout programs
C.2- Maintain an outside-of-class physical activity journal based upon units of study.	<ul style="list-style-type: none"> ★ ★ *Weight Lifting ★ *Cardiovascular Fitness 	*Individual Fitness Journal
C.3- Identify local, state, national, and international fitness and recreational resources (e.g. trails, wilderness areas, rivers, lakes, National Center on Physical Activity and Disability - NCPAD).	<ul style="list-style-type: none"> ★ ★ *Discussion on announcements of local and state recreational fitness resources (e.g. local races, classes, and other local recreational opportunities) 	*Class Discussions
C.4- Develop evidence-based personal activity plans that include self-selected physical activities and sports.	<ul style="list-style-type: none"> ★ ★ *Weightlifting ★ *Cardiovascular Fitness ★ *Sports Skills 	*Individual Fitness Journal with Goals/Outcomes

Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
D.1- Meet the age and gender-specific health-related fitness standards using a nationally recognized assessment tool (e.g. Fitnessgram, President’s Challenge, APEAS II – Adaptive Physical Education Assessment).	*Fitnessgrams Testing	*Fitnessgrams Testing

D.2- Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition).	*Fitnessgram Testing *Moodle Assignment *Weight Liftings *Cardiovascular Workouts	*Fitnessgrams Testing *Moodle Assignments *Weightlifting Journals
D.3- Compare and identify fitness value of specific movement forms.	★ *Weight Lifting ★ *Cardiovascular Workouts	*Class/Individual discussions *Individual Weightlifting Programs
D.4- Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.	★ *Weight Lifting ★ *Cardiovascular Workouts	*Weightlifting Journals *Individual Weightlifting Programs

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
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E.1- Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	*Teacher observation *Class discussion
E.2- Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball	*Teacher observation *Quizzes/assignments on rules/expectations while participating in various units/activities

	<ul style="list-style-type: none"> *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness 	Participation points/grades are determined in part on sportsmanship/etiquette
E.3- Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness 	<ul style="list-style-type: none"> *Teacher observation *Teacher working with other resources/staff (e.g. special education department) to help accommodate for individual differences.
E.4- Exhibit sportsmanship/etiquette in all physical activity settings.	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness 	<ul style="list-style-type: none"> *Teacher observation *Participation points/grades are determined in part on sportsmanship/etiquette

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
	<ul style="list-style-type: none"> *Speedball *Wiffleball 	<ul style="list-style-type: none"> *Teacher observation *Class discussion

<p>F.1- Enjoy the challenge of working hard and the satisfaction of improving skills.</p>	<ul style="list-style-type: none"> *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness 	
<p>F.2- Seek personally challenging experiences in physical activity opportunities.</p>	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness 	<p>*Teacher observation and discussion as to expanding beyond the students comfort zone, as well as learning new techniques and skills.</p>
<p>F.3- Recognize physical activity as a positive opportunity for social and group interaction.</p>	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness 	<p>*Teacher observation *Teacher monitoring behavior of students to ensure that interactions between students are positive, as well as correcting behavior as needed.</p>
<p>F.4- Analyze selected physical activity experiences for social, emotional, and health benefits.</p>	<ul style="list-style-type: none"> *Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey 	<p>*Class/Individual discussions</p>

- *Volleyball
- *Softball
- *Ultimate Frizbee
- *Weightlifting
- *Cardiovascular Fitness

PE: Fitness

Instructional Focus: Independent Fitness is a continuation of the fitness concepts developed in Freshman Physical Education. Students will design and implement a fitness program to meet their own needs. Weightlifting, cardiovascular improvement and skill development of individual activities will be implemented into the programs.

Fitness PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
A.1- Demonstrates competent skills while participating in modified team activities.	*Badminton *Volleyball *Basketball	*Skills Assessment
A.2- Demonstrate competent skills while participating in individual and dual activities.	*Badminton *Pickleball *Weightlifting	*Skills Assessment
A.3- Demonstrate competent skills while participating in non-competitive individual activities.	*Weightlifting *Cardiovascular Fitness *Individual Fitness Programs	*Workout Sheets *Fitnessgrams Testing *Safety Rules Testing *Skill Observations
A.4- Demonstrate competent skills while participating in rhythmic activities.	*Individual Workout Programs *Dance Video's *P90X *Insanity Video	*N/A

A.5- Demonstrate competent skills while participating in adventure/outdoor activities.	*Rock climbing *Orienteering	*Certification for Belaying *Orienteering and Rock Climbing Video's
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Standard B: Apply movement concepts to the learning and performance of physical activities.

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Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
B.1- Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities; and advanced skills, tactics, strategies while participating in at least two lifetime activities.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Rules Tests *Skills Assessment *Strategies Discussions *Fitness Testing
B.2- Use a variety of complex movement patterns, independently and routinely, to improve skills.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Rules Tests *Skills Assessment *Strategies Discussions *Fitness Testing *Certification for Belaying *Orienteering and Rock Climbing Video's
B.3- Acquire new skills while continuing to refine existing ones.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Skills Assessment
B.4- Identify basic biomechanical principles as they pertain to movements within a physical activity.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Safety Rules *Proper Lifting Techniques *Skill Discussions for each sport
B.5- Recognize various levels of performance (novice, competent and proficient).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Fitnessgrams Testing *Belaying Certification *Badminton/Pickleball Tournament
B.6- Apply knowledge of major muscle groups to improve performance and/or create training plans.	*Weightlifting *Cardiovascular Fitness	*Weightlifting Assessments *Cardiovascular Programs

B.7- Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g. weightlifting, wearing a helmet while snowboarding).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Class Discussions
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Standard C: Participate regularly in physical activity.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
C.1- Use current technology (e.g. heart rate monitors, tri-FIT, Dartfish, Wii Fitness) to monitor physical activity to meet personal goals.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Fitnessgrams *Heart rate monitors *Individually designed *workout programs
C.2- Maintain an outside-of-class physical activity journal based upon units of study.	*Weight Lifting *Cardiovascular Fitness	*Individual Fitness Journal
C.3- Identify local, state, national, and international fitness and recreational resources (e.g. trails, wilderness areas, rivers, lakes, National Center on Physical Activity and Disability - NCPAD).	*Discussion on announcements of local and state recreational fitness resources (e.g. local races, classes, and other local recreational opportunities)	Discuss websites showing the different locations and options available to them.
C.4- Develop evidence-based personal activity plans that include self-selected physical activities and sports.	*Weightlifting *Cardiovascular Fitness *Sports Skills	*Individual Fitness Journal with Goals/Outcomes

Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
D.1- Meet the age and gender-specific health-related fitness standards using a nationally recognized assessment tool (e.g. Fitnessgram, President's Challenge, APEAS II – Adaptive Physical Education Assessment).	*Fitnessgrams Testing	*Fitnessgrams Testing

D.2- Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition).	*Fitnessgram Testing *Moodle Assignment *Weight Liftings *Cardiovascular Workouts	*Fitnessgrams Testing *Moodle Assignments *Weightlifting Journals
D.3- Compare and identify fitness value of specific movement forms.	*Weightlifting *Cardiovascular Workouts	*Discussions at the beginning of units/activities as the differences between fitness value of specific movement of forms.
D.4- Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.	*Weight Lifting *Cardiovascular Workouts	*Weightlifting Journals *Individual Weight lifting Programs

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
E.1- Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Classroom Monitoring *Weight Room Safety Test
E.2- Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Quizzes/assignments on rules/expectations while participating in various units/activities *Participation points/grades are determined in part on sportsmanship/etiquette

E.3- Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Teacher working with other resources/staff (e.g. special education department) to help accommodate for individual differences.
E.4- Exhibit sportsmanship/etiquette in all physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Participation points/grades are determined in part on sportsmanship/etiquette

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
F.1- Enjoy the challenge of working hard and the satisfaction of improving skills.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Class discussion
F.2- Seek personally challenging experiences in physical activity opportunities.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation and discussion as to expanding beyond the students comfort zone, as well as learning new techniques and skills.

F.3- Recognize physical activity as a positive opportunity for social and group interaction.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Teacher monitoring behavior of students to ensure that interactions between students are positive, as well as correcting behavior as needed.
F.4- Analyze selected physical activity experiences for social, emotional, and health benefits.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Class/Individual discussions

PE: High School Physical Education

Instructional Focus:

High School Physical Education is an elective class designed as a continuation of Freshman Physical Education. Game and Competitive units are incorporated, as well as student designed individual fitness programs.

High School Physical Education PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
A.1- Demonstrates competent skills while participating in modified team activities.	*Indoor Soccer *Gym Hockey *Volleyball *Whiffleball/Softball *Ultimate Frisbee *Kickball	*Teacher observation
A.2- Demonstrate competent skills while participating in individual and dual activities.	*Badminton *Pickle Ball	*Teacher observation
A.3- Demonstrate competent skills while participating in non-competitive individual activities.	*Walking *Running *Snowshoeing	*Teacher observation

A.4- Demonstrate competent skills while participating in rhythmic activities.	*See note below	
A.5- Demonstrate competent skills while participating in adventure/outdoor activities.	*Hiking on trails close to schools *Snowshoeing	*Teacher observation

Standard B: Apply movement concepts to the learning and performance of physical activities.

Competencies	Activities	Assessments
B.1- Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities; and advanced skills, tactics, strategies while participating in at least two lifetime activities.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Rules Tests *Skills Assessment *Strategies Discussions *Fitness Testing
B.2- Use a variety of complex movement patterns, independently and routinely, to improve skills.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Rules Tests *Skills Assessment *Strategies Discussions *Fitness Testing *Certification for Belaying *Orienteering and Rock Climbing Video's
B.3- Acquire new skills while continuing to refine existing ones.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Skills Assessment
B.4- Identify basic biomechanical principles as they pertain to movements within a physical activity.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Safety Rules *Proper Lifting Techniques *Skill Discussions for each sport
B.5- Recognize various levels of performance (novice, competent and proficient).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Fitnessgrams Testing *Belaying Certification *Badminton/Pickleball Tournament
	*Weightlifting *Cardiovascular Fitness	*Weightlifting Assessments *Cardiovascular Programs

B.6- Apply knowledge of major muscle groups to improve performance and/or create training plans.		
B.7- Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g. weightlifting, wearing a helmet while snowboarding).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Class Discussions

Standard C: Participate regularly in physical activity.

C.1- Use current technology (e.g. heart rate monitors, tri-FIT, Dartfish, Wii Fitness) to monitor physical activity to meet personal goals.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Fitnessgrams *Heart rate monitors *Individually designed *workout programs
C.2- Maintain an outside-of-class physical activity journal based upon units of study.	*Weight Lifting *Cardiovascular Fitness	*Individual Fitness Journal
C.3- Identify local, state, national, and international fitness and recreational resources (e.g. trails, wilderness areas, rivers, lakes, National Center on Physical Activity and Disability - NCPAD).	*Discussion on announcements of local and state recreational fitness resources (e.g. local races, classes, and other local recreational opportunities)	Discuss websites showing the different locations and options available to them.
C.4- Develop evidence-based personal activity plans that include self-selected physical activities and sports.	*Weightlifting *Cardiovascular Fitness *Sports Skills	*Individual Fitness Journal with Goals/Outcomes

Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.

Competencies	Activities	Assessments
D.1- Meet the age and gender-specific health-related fitness standards using a nationally recognized assessment tool (e.g. Fitnessgram, President's Challenge, APEAS)	*Fitnessgrams Testing	*Fitnessgrams Testing

II – Adaptive Physical Education Assessment).		
D.2- Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition).	*Fitnessgram Testing *Moodle Assignment *Weight Liftings *Cardiovascular Workouts	*Fitnessgrams Testing *Moodle Assignments *Weightlifting Journals
D.3- Compare and identify fitness value of specific movement forms.	*Weightlifting *Cardiovascular Workouts	*Discussions at the beginning of units/activities as the differences between fitness value of specific movement of forms.
D.4- Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.	*Weight Lifting *Cardiovascular Workouts	*Weightlifting Journals *Individual Weight lifting Programs

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Competencies	Activities	Assessments
E.1- Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Classroom Monitoring *Weight Room Safety Test
E.2- Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Quizzes/assignments on rules/expectations while participating in various units/activities *Participation points/grades are determined in part on sportsmanship/etiquette
E.3- Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical	*Badminton *Pickleball *Basketball *Weightlifting	*Teacher observation *Teacher working with other resources/staff (e.g. special education

activities of a variety of actions, culture, and ethnic origins).	*Cardiovascular Fitness	department) to help accommodate for individual differences.
E.4- Exhibit sportsmanship/etiquette in all physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Participation points/grades are determined in part on sportsmanship/etiquette

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Competencies	Activities	Assessments
F.1- Enjoy the challenge of working hard and the satisfaction of improving skills.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Class discussion
F.2- Seek personally challenging experiences in physical activity opportunities.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation and discussion as to expanding beyond the students comfort zone, as well as learning new techniques and skills.
F.3- Recognize physical activity as a positive opportunity for social and group interaction.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Teacher monitoring behavior of students to ensure that interactions between students are positive, as well as correcting behavior as needed.

F.4- Analyze selected physical activity experiences for social, emotional, and health benefits.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Class/Individual discussions
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PE: Swim Fitness

Instructional Focus:

High school swim fitness allows students of any swimming ability to participate in the class. Beginning swimmers are given more individual attention, as well as stroke specific instruction; whereas the more competent swimmers are given individualized workouts specific to their needs. The various stroke units begin with background information progressing to arm and leg drills and finishing with the whole stroke being swam. These units usually last three to four weeks depending. All classes begin with a warm up, a heart rate set, and a main set. The progression of strokes learned: freestyle, backstroke, butterfly, and breaststroke.

High School Swim Fitness PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Competencies	Activities	Skills	Assessments
A.1 – Demonstrate competent skills while participating in modified team activities	Water Polo	*Right hand/left pass *Treading water with egg beater kick *T-shot *Passing shot *Backhand shot *	*Teacher observation
A.2 – Demonstrate competent skills while participating in individual and dual activities	Swimming	*Freestyle *Backstroke *Breaststroke *Butterfly	*Teacher observation
A.3 – Demonstrate competent skills while participating in non-competitive individual activities	Swimming	*Freestyle *Backstroke *Breaststroke *Butterfly	*Teacher observation
A.4 – Demonstrate competent skills while participating in rhythmic activities	N/A	N/A	N/A
A.5 – Demonstrate competent skills while participating in adventure/outdoor activities	N/A	N/A	N/A

Standard B: Apply movement concepts to the learning and performance of physical activities:

Competencies	Activities	Skills	Assessments
B.1 – Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities; and advanced skills tactics, strategies while participating in at least two lifetime activities.	*Swimming *Water polo	*Freestyle *Backstroke *Breaststroke *Butterfly	*Teacher observation
B.2 – Use a variety of complex movement patterns, independently and routinely, to improve skills.	*Swimming *Water polo	*Freestyle drills *Backstroke drills *Breaststroke drills *Butterfly drills *Turns *Starts *Streamline *Passing *Egg Beater Kick *Various shots on goal	*Teacher observation *Teacher instruction for correct skill form
B.3 – Acquire new skills while continuing to refine existing ones.	*Swimming *Water polo	*Freestyle drills *Backstroke drills *Breaststroke drills *Butterfly drills *Turns *Starts *Streamline *Passing *Egg Beater Kick *Various shots on goal	*Teacher observation *Teacher instruction for correct skill form
B.4 – Identify basic biomechanical principles as they pertain to movements within a physical activity.	*Swimming *Water polo	*Freestyle drills *Backstroke drills *Breaststroke drills *Butterfly drills *Turns *Starts *Streamline *Passing *Egg Beater Kick *Various shots on goal	*Teacher observation *Teacher instruction for correct skill form

B.5 – Recognize various levels of performance and/or create training plans.	*Swimming	*Individualize workout	*Teacher approved and observed.
B.6 – Apply knowledge of major muscle groups to improve performance and/or create training plans.	N/A	N/A	N/A
B.7 – Explain to others the importance of strategies and safety procedures for success while participating in physical activity.	*Swimming *Water polo	*Pool Safety Rules *Cold Water Safety *Open Water Safety	*Keynote presentation

Standard C: Participate regularly in physical activity:			
Competencies	Activities	Skills	Assessments
C.1 – Use current technology to monitor physical activity to meet personal goals.	*Swimming	*Pace clock	*Teacher observation on specific sets when use of pace clock is necessary
C.2 – Maintain an outside-of-class physical activity journal based upon units of study.	*Swimming		*Journaling on Moodle
C.3 – Identify local, state, national, and international fitness and recreational resources	*Swimming *Water polo	N/A	*Discussion of different websites available for information on swimming and water polo (USA Swimming and USA Water Polo), as well as schedule for the local pool.
C.4 – Develop evidence-based personal activity plans that include self-selected physical activities and sports.	*Swimming	*Warm Up *Main Set *Warm Down	*Teacher approval of workout *Teacher observation on deck

Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness:

Competencies	Activities	Skills	Assessments
D.1 – Meet the age and gender-specific health related fitness standards using a nationally recognized assessment tool.	N/A	N/A	*Currently there is no assessment being used.
D.2 – Assess physical fitness status in terms of health-related fitness.	*Swimming	*Endurance	*5 minute swim test administered 2 to 3 times a semester
D.3 – Compare and identify fitness value of specific movement forms.	*Swimming *Water Polo	*Stroke Technique (arms and legs) *Breathing technique *Treading water *Passing	*Teacher observation *Discussions *Demonstrations on deck
D.4 – Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.	*Swimming	*Various adaptations dependent on individual students needs	*Teacher observation

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings:			
Competencies	Activities	Skills	Assessments
E.1 – Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.	*Swimming *Water polo	*Demonstration of rules and behavior during class everyday	*Safety Rules quiz *Teacher observation
E.2 – Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.	*Swimming *Water polo	*Demonstration of rules and behavior during class everyday	*Teacher observation
E.3 – Accommodate individual differences	*Swimming *Water polo		*Use Google translator for ELL students until proficiency level is met *Create individual programs as needed to accommodate for differences and swimming levels. *Work with special education department for students on an IEP for physical activities. *Swim assessment at beginning of class
E.4 – Exhibit sportsmanship/etiquette in all physical activity settings	*Swimming *Water polo	*Demonstration of rules and behavior during class everyday	*Teacher observation

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:			
Competencies	Activities	Skills	Assessments
F.1 – Enjoy the challenge of working hard and the satisfaction or improving skills.	*Swimming *Water polo	N/A	*Teacher observation *Journaling on Moodle

F.2 – Seek personally challenging experiences in physical activity opportunities.	*Swimming *Water polo	*Self-motivation	*Participation in other physical activities (high school sports, club activities, dance, and etc)
F.3 – Recognize physical activity as a positive opportunity for social and group interaction.	*Swimming *Water polo	N/A	*Teacher observation *Journaling on Moodle
F.4 – Analyze selected physical activity as a positive opportunity for social and group interaction.	*Swimming *Water polo	N/A	*Teacher observation *Interaction with students in the class

Various drills used during instruction:

- Float
 - Arms at side
 - Arms in iron cross position
 - Arms in front
 - Concentrate on pushing chest down so that hips are up creating balance and proper body position.
- Balance
 - Continuation of floating drills.
 - Kick on left side with left ear in the water or eyes looking down at the bottom of the pool, turning head to the side to breath.
 - Kick on right side with left ear in the water or eyes looking down at the bottom of the pool, turning head to the side to breath.
 - Kick on back keeping chin up, shoulders back
 - Kick on stomach with hands at side rotating body from left to right to breath
- Kicking
 - Continuation of kicking balance drills to stroke specific kicks i.e. flutter (front and back), dolphin, and whip kick
 - Differentiate between a 2, 4, 6, beat flutter kick with different drills
 - 16 kick to one arm pull
 - 8 kick to one arm pull
 - 6 kicks to one arm pull
 - 4 kicks to one arm pull
 - 2 kicks to one arm pull
 - Explain the importance of the two beat dolphin kick in butterfly and work on proper coordination with arms
 - Breaststroke whip kick
 - Demonstrate on land and in water
 - Help move feet in the right direction
- Arms
 - Freestyle
 - Right arm drill with kick
 - Left arm drill with kick
 - Finger tip drag drill
 - Catch up drill
 - High elbow drill
 - Backstroke
 - Right arm drill with left arm at side

- Left arm drill with right arm at side
 - Rifle drill
 - Hand twist drill
 - o Breaststroke
 - Sculling
 - Breaststroke pull with dolphin kick
 - Breaststroke pull with flutter kick
 - o Butterfly
 - Right arm drill
 - Left arm drill
 - Three right, three left drill
 - Three right, three left, three together drill
- Streamline
 - o Off walls
 - o Off turns
 - o Off starts
- Turns
 - o Open turns
 - Freestyle
 - Breaststroke
 - Butterfly
 - Backstroke
 - o Flip turns
 - Freestyle
 - Backstroke

Water polo is currently being taught in high school swim fitness. Various drills for water polo instruction:

- Passing – These skills begin while standing in shallow water then progress to deep water.
 - o Correct ball handling
 - o Clean passes with right arm
 - o Clean passes with left arm
 - o Alternating hands
 - o Catch with right throw with left
 - o Catch with left throw with right
- Sculling
 - o Scull with both hands in water while vertical
 - o Scull with right hand with left hand out of water
 - o Scull with left hand with right hand out of water
- Egg Beater
 - o Demonstrate on deck
 - o Practice on deck or classroom
 - o Practice in water
 - o Scull with both hands while treading water
 - o Scull with right hand with left hand out of water while treading water
 - o Scull with left hand with right hand out of water while treading water
 - o Tread water with both hands out of water
- Shots on goal
 - o T-shot
 - o Regular shot
 - o Passing shot
 - o Backhand
- Offense/Defense strategies
 - o Demonstrate on white board
 - o View using video clips
 - o Demonstrate in the water

- o Practice

Equipment Needed:

- Flippers – one pair for each swimmer
- Pull Buoys - one for each swimmer (these are borrowed each class period from Viking Swim Club)
- Kickboards – one for each swimmer (these are borrowed each class period from Parks and Recreation)
- Goggles
- Water Polo Balls – one for each swimmer (currently borrowing from elementary school supplies)

PE: Kindergarten, 1st Grade, 2nd Grade

Instructional Focus:

Children in grades K-2 are very active and enjoy learning and exploring new ways to move and be active. Physical education will support the development of a wide variety of fine and gross motor activities that involve locomotion, non-locomotion, and manipulation of objects. Students will be engaged in a variety of physical activities that emphasize social interaction, future participation, and enjoyment of life-long physical activity.

Skills and Activities are based off of: “Dynamic Physical Education For Elementary School Children” by Dauer Pangrazi and Victor Dauer,

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K-2 PE Standards & Objectives

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.		
Perform various forms of loco-motor movement such as walk, run, slide, gallop, jump, hop, leap, and skip.	<ul style="list-style-type: none"> ★ The student will demonstrate the ability to start and stop movements on a given signal ★ The student will move with locomotor skills using rhythmically accompaniment to an even beat (walking, running and jumping), & an uneven beat (galloping and skipping.) 	Teacher Observation
Perform a variety of non-loco-motor skills such as balancing, bending, stretching, rocking, curling, twisting,	<ul style="list-style-type: none"> ★ Motor Skills unit will cover all of these non-locomotor skill 	Teacher Observation

turning, pushing, pulling, swinging, swaying.	★ The gymnastics and rhythm and dance unit will also include most of these skills. Using the parachute and scooters will also reinforce these skills.	
Dribble with hands and feet.	★ Basketball unit ★ Soccer unit	Teacher Observation
Dribble with short-handled and long-handled implements while stationary and moving.	★ Floor Hockey Unit	Teacher Observation
Jump and land in various combinations.	★ Jump Rope unit ★ Gymnastic unit ★ Rhythms and Dance unit	Teacher Observation
Demonstrate balance on the ground and on objects, using bases of support other than both feet.	★ Gymnastics Unit ★ Tripod ★ Bridge ★ Cartwheel	Teacher Observation
Repeatedly jump a turned rope.	★ Jump Rope Unit	Teacher Observation
Perform to music a grade-level appropriate individual or partner dance that utilizes three different patterns.	★ Rhythms and Dance unit	Teacher Observation
Perform a body roll (e.g., log roll, egg roll, shoulder roll, forward roll) followed by a weight transfer.	★ Gymnastics Unit	Teacher Observation

Strike a stationary object using hands or feet with force and accuracy.	★ Soccer Unit	Teacher Observation
Strike a stationary object using a variety of short-handled and long-handled implements.	★ Hockey Unit	Teacher Observation
Strike a moving object using hands and feet.	★ Soccer ★ Volleyball ★ Kickball Unit	Teacher Observation
Strike a moving object using short and long handled implements.	★ Hockey ★ Baseball Units	Teacher Observation
Step forward with the opposite foot during a throw.	★ Throwing ★ Tossing ★ Baseball Units	Teacher Observation
Throw or roll with force and accuracy a variety of objects.	★ Kickball Unit *throwing ★ Tossing Unit	Teacher Observation
Catch a variety of objects	★ Throwing ★ Tossing ★ Baseball Units	Teacher Observation
Volley a variety of objects using various body parts.	★ Volleyball Unit	Teacher Observation
Move with effort, time, force, and flow.	★ All Sports Units ★ All Individual Activities	Teacher Observation

Move in a variety of pathways (e.g. straight, curve, zig-zag).	★ Motor and Manipulative Skills Unit	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		
Define open space.	★ Every sport requires the “athletic position”	Teacher Observation
Explain the importance of a wide base of support in balance activities.	★ Throwing ★ Tossing ★ Baseball Unit	Teacher Observation
Identify opportunities to use underhand and overhand movement (throw) patterns.	★ Throwing ★ Tossing ★ Baseball Unit	Teacher Observation
Identify when to begin the kicking motion when kicking a slowly rolling ball.	★ Kickball ★ Soccer Units	Teacher Observation
Explain the purpose of using a side orientation when striking a ball from a batting tee.	★ Baseball Unit	Teacher Observation
Standard C: Participate regularly in physical activity		
Participate in physical activity outside of physical education class.	★ Parks n Rec Activities <ul style="list-style-type: none"> ○ Basketball ○ Soccer ○ Open Swim ★ Other Community Activities	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom.

	<ul style="list-style-type: none"> ○ Gymnastics ○ Norwegian Dancing ○ Swim Team ○ Petersburg Little League ★ Parent Supported Activities <ul style="list-style-type: none"> ○ Hiking ○ Snowshoeing ○ Biking ○ Jump roping ○ Kayaking ○ Walking 	
Identify appropriate physical activities for recess and outside of school.	<ul style="list-style-type: none"> ★ After School Clubs ★ Organized team games and individual games ★ Kickball ★ Basketball ★ Baseball ★ Jump roping ★ 4 square, walking *playing on playground equipment ★ Playing catch with a football or soft baseball. 	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Attempt to perform new movement skills and activities.	<ul style="list-style-type: none"> ★ Competency does not apply outside of the classroom 	
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Understand and demonstrate the importance of a proper warm-up prior to physical activity.	<ul style="list-style-type: none"> ★ Yoga ★ Counting heart rate ★ Stretching games 	Teacher Observation

<p>Utilize age-appropriate stretching techniques to increase flexibility.</p>	<ul style="list-style-type: none"> ★ Manipulative Skills Unit *bending ★ Twisting ★ Turning ★ Stretching ★ Stretch Routine 	<p>Teacher Observation</p>
<p>Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing).</p>	<ul style="list-style-type: none"> ★ Direct instruction ★ Guided group activity ★ Finding one's resting heart rate and finding their heart rates after exercising 	<p>Teacher Observation</p>
<p>Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing).</p>	<ul style="list-style-type: none"> ★ Mountain Climbers ★ Soldier salutes ★ Coffee grinders ★ Sit ups ★ Heels to the heavens ★ Crunchy frogs ★ Push ups ★ Dips ★ Superman bananas ★ The list is endless... 	<p>Teacher Observation</p>
<p>Discuss the benefits of fitness (e.g., being fit allows me to ride my bike, why it is fun to move).</p>	<ul style="list-style-type: none"> ★ Direct instruction...this unit is covered several times throughout the year. ★ Muscular endurance ★ Muscular strength ★ Cardiovascular endurance ★ Flexibility ★ Body composition 	<p>Teacher Observation</p>

Discuss the benefits of healthy food and beverage choices.	★ Covered in health curriculum but also taught in PE through direct instruction. Class discussion & food guide pyramid.	Teacher Observation
Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Encourage others by using verbal and nonverbal communication.	★ Make a poster as a class to brainstorm ★ Relay activity to demonstrate these behaviors	Teacher Observation
Apply established class rules, procedures, and safe practices.	★ Have the class come up with their own classroom expectations and consequences for breaking their 'rules.' During the first week of school spend most of the class establishing and going over these procedures.	Teacher Observation
Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.	★ Direct instruction. *have a lesson on how to include someone in your group if you see that person standing alone. Demonstrate what that looks like and how to take initiative and include that person in a group.	Teacher Observation
Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions).	★ Class discussion and demonstrations of proper classroom behavior	Teacher Observation

<p>Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation).</p>	<p>★ Team work activities character education unit</p>	<p>Teacher Observation</p>
<p>Accommodate individual differences. (e.g., ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).</p>	<p>★ Native and Norwegian dancing differentiate lessons for children with special needs. Ex: visually impaired, use a yellow ball. Use larger balls for children who struggle with hand-eye coordination etc..</p>	<p>Teacher Observation</p>
<p>Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., bear or moose on playground).</p>	<p>★ During the first week explain and have the children perform the emergency evacuation drills. ★ For a lock down children enter the weight room in between the Parks n Rec gym and high school gym. In the pool the children enter the family bathroom. *For a fire the children go to the track with the teacher.</p>	<p>Teacher Observation</p>
<p>Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).</p>	<p>★ Covered in Swim curriculum</p> <ul style="list-style-type: none"> ○ Layering Concepts ○ Wicking material ○ Insulation ○ Shell 	<p>Teacher Observation</p>

<p>Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).</p>	<ul style="list-style-type: none"> ★ Covered in health and swim curriculum as well. Stress the dangers of not wearing safety equipment ★ Giving current statistics or reading stories about people who have been seriously injured by not having the appropriate gear will help stress the importance of safety. 	<p>Teacher Observation</p>
<p>Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>		
<p>Celebrate personal successes and achievements as well as those of others.</p>	<ul style="list-style-type: none"> ★ Celebrate personal successes and achievements as well as those of others. 	<p>*give some type of positive reinforcement for positive behaviors witnessed in class. *incorporating lots of team building and setting a positive tone in those first few weeks will really make a huge difference. Work hard on classroom climate during those first weeks.</p>
<p>Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)</p>	<ul style="list-style-type: none"> ★ Exhibit verbal and non-verbal indicators of enjoyment (cheering, smiling, giving high five) 	<p>Brainstorm with the class. Ask, “What should we do when we witness a classmate achieve success?” Have the class practice with each other while doing a fun activity. Practice “put-ups” not “put-downs.”</p>
<p>Name physical activities that are enjoyable.</p>	<ul style="list-style-type: none"> ★ Name physical activities that are enjoyable. 	<p>Teacher lead brainstorm. Write ideas on a poster board.</p>

<p>Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared, angry, sad).</p>	<p>★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.</p>	<p>Teacher Observation</p>
<p>Attempt new activities.</p>	<p>★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.</p>	<p>Teacher Observation</p>
<p>Continue to participate when not successful on the first try.</p>	<p>★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.</p>	<p>Teacher Observation</p>
<p>Try new movements and skills willingly.</p>	<p>★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.</p>	<p>Teacher Observation</p>

PE: 3rd Grade, 4th Grade, 5th Grade

Instructional Focus:

In grades 3-5, students will attain mature motor skills, use movement patterns, learn movement concepts and explore fitness concepts. Personal and social skills are emphasized through cooperative activities and the introduction of modified games.

3-5 PE Standards & Objectives

Objectives	Skills/Activities	Assessments
Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.		
Enter, jump, and exit a long (double) rope turned by others.	★ Long Jump Rope	Teacher Observation
Jump repeatedly a self-turned rope while performing different jumping skills.	★ Short Jump Rope	Teacher Observation
Dribble an object with a hand, foot, and long-handled implement in personal and shared space.	<ul style="list-style-type: none"> ★ Basketball ★ Soccer ★ Hockey 	Teacher Observation
Perform simple, small-group balance stunts by distributing weight and	<ul style="list-style-type: none"> ★ Partner Walking ★ Wheelbarrow 	Teacher Observation

base of support.		
Kick and punt a ball at targets from varying distances.	<ul style="list-style-type: none"> ★ Kickball ★ Soccer 	Teacher Observation
Design and perform a creative dance.	<ul style="list-style-type: none"> ★ Line Dancing ★ Movement Patterns 	Teacher Observation
Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.	<ul style="list-style-type: none"> ★ Tumbling ★ Gymnastics ★ Movement Patterns ★ Line Dancing 	Teacher Observation
Strike an object with varying force, short and long distance, using forehand, and introducing backhand strokes.	<ul style="list-style-type: none"> ★ Hockey 	Teacher Observation
Strike an object with an underhand and a side orientation.	<ul style="list-style-type: none"> ★ Volleyball ★ Badminton 	Teacher Observation
Throw overhand a ball to a target with force and accuracy.	<ul style="list-style-type: none"> ★ Wiffle Ball ★ Kickball 	Teacher Observation
Throw and catch an object with a partner while both partners are moving.	<ul style="list-style-type: none"> ★ Basketball ★ Kickball 	Teacher Observation

Volley a lightweight object repeatedly with a partner.	<ul style="list-style-type: none"> ★ Volleyball ★ 2/4 Square 	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		
Select and practice a skill in which improvement is needed.	<ul style="list-style-type: none"> ★ Frisbee's ★ Jump Ropes ★ Dance/Rhythmic Movements ★ Tumbling/Gymnastics ★ Cooperative Games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball ★ Track and Field Skills 	Teacher Observation
Use offensive and defensive skills to obtain and maintain possession of an object.	<ul style="list-style-type: none"> ★ Basketball ★ Soccer ★ Volleyball ★ Floor Hockey 	Teacher Observation
Use a variety of spatial relationships with others in order to play or design a small-group game.	<ul style="list-style-type: none"> ★ Basketball ★ Soccer ★ Volleyball ★ Floor Hockey ★ Tag ★ Baseball ★ Wiffle Ball 	Teacher Observation
Devise cooperative strategies to keep opponents from reaching a	<ul style="list-style-type: none"> ★ Cooperative Games ★ Basketball 	Teacher Observation

specified area, person or object.	<ul style="list-style-type: none"> ★ Soccer ★ Hockey ★ Volleyball 	
Use specific feedback to improve performance.	<ul style="list-style-type: none"> ★ Frisbee's ★ Jump Ropes ★ Dance/Rhythmic Movements ★ Tumbling/Gymnastics ★ Cooperative Games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball ★ Track and Field Skills and Strategies. 	Teacher Observation
Demonstrate basic competence in game strategies and concepts.	<ul style="list-style-type: none"> ★ Cooperative games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball 	Teacher Observation
Standard C: Participate regularly in physical activity		
Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.	<ul style="list-style-type: none"> ★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks 	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom

	<ul style="list-style-type: none"> ★ Soccer ★ Unstructured Activities 	
Participate in local physical activity opportunities.	<ul style="list-style-type: none"> ★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer ★ Unstructured Activities 	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Choose to participate in structured and purposeful activity.	<ul style="list-style-type: none"> ★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer 	Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom
Monitor his or her physical activity using a variety of tracking tools (e.g. fitness logs, pedometers).	<ul style="list-style-type: none"> ★ Pedometers ★ Checking heart rate ★ Calculating distances moved (e.g. Pace Trek) 	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.	<ul style="list-style-type: none"> ★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball 	Teacher Observation

	<ul style="list-style-type: none"> ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	
<p>Compare target heart rate and perceived exertion during physical activity.</p>	<ul style="list-style-type: none"> ★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	<p>Teacher Observation Class Discussion</p>
<p>Measure, record, and compare the heart rate before, during, and after participation in physical activity of various levels of intensity.</p>	<ul style="list-style-type: none"> ★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball 	<p>Teacher Observation Class Discussion</p>

	<ul style="list-style-type: none"> ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	
Engage in appropriate physical activity that results in the development of cardiovascular endurance.	<ul style="list-style-type: none"> ★ Soccer ★ Hockey ★ Pace Trek ★ Basketball ★ Fitness Exercises 	Teacher Observation
Recognize that physiological responses to exercise are associated with their own levels of fitness.	<ul style="list-style-type: none"> ★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	Class Discussions

Choose to participate in activities to increase muscular strength and endurance.	★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observations
Explain how improved flexibility increases the ability to perform skills.	★ Fitness exercises	Class Discussions
Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	★ Pace Trek ★ Fitness Exercises	Class Discussions Individual Assessments
Experience the protocols and mechanics of a nationally recognized fitness assessment tool (e.g. Fitnessgram or Brockport).	★ Fitnessgram	Fitnessgram Testing
Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Demonstrate awareness and participate safely when involved in activity.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops	Teacher Observation

	<ul style="list-style-type: none"> ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	
Form groups quickly when asked.	<ul style="list-style-type: none"> ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball 	Teacher Observation
Recognize importance of individual responsibility in a group effort.	<ul style="list-style-type: none"> ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ Baseball ★ Wiffle Ball ★ Kickball 	Teacher Observation Class Discussion
Encourage others by using verbal and nonverbal communication.	<ul style="list-style-type: none"> ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball 	Teacher Observation Class Discussion

<p>Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).</p>	<p>★ Modified Game Activities (e.g. “bump”, “horse”, modified soccer games...)</p>	<p>Teacher Observation</p>
<p>Work productively with assigned or random groups without adult intervention.</p>	<p>★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball</p>	<p>Teacher Observation</p>
<p>Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.</p>	<p>★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball</p>	<p>Teacher Observation Class Discussion</p>
<p>Act in a safe and healthy manner when confronted with conflict during physical activity.</p>	<p>★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball</p>	<p>Teacher Observation Class Discussion</p>

	<ul style="list-style-type: none"> ★ Wiffle Ball ★ Kickball 	
Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.	<ul style="list-style-type: none"> ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball 	Teacher Observation Class Discussion
Acknowledge one's opponent or partner before, during, and after a physical activity or game and give positive feedback on the opponent's or partner's performance.	<ul style="list-style-type: none"> ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball 	Teacher Observation Class Discussion
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Develop self-confidence and a positive self-image in physical activity settings.	<ul style="list-style-type: none"> ★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball 	Teacher Observation Class Discussion

	<ul style="list-style-type: none"> ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	
Choose motivators (e.g., music, friends) that will enhance fun and enjoyment in a physical activity setting.	<ul style="list-style-type: none"> ★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	Teacher Observation Class Discussion
Participate in physical activities which will allow students to set and achieve individual and team goals.	<ul style="list-style-type: none"> ★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey 	Teacher Observation Class Discussion

	<ul style="list-style-type: none"> ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	
<p>Participate with others in a variety of competitive and non-competitive physical activities.</p>	<ul style="list-style-type: none"> ★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...) 	<p>Teacher Observation Class Discussion</p>

SWIM: Kindergarten, 1st Grade, 2nd Grade

Instructional Focus:

The Stedman Elementary swim program is a part of the physical education program. Students learn how to swim and learn skills for healthy living, and is an integral part of the special education program. The swim program's main focus is on water safety. It includes resource material from both AMSEA- Alaska Marine Safety Education Association and ARC- American Red Cross. The lessons are designed in particular for survival in SE Alaska. The curriculum also includes time for fitness, games, and basic life saving skills. Students are graded on skill improvement in the swimming pool. The students are also graded on being safe, kind and responsible in a pool setting.

Skills and Activities are based off of: [AMSEA](#), [Red Cross CPR](#), [Red Cross Swim Skills](#)

Checklists for Assessments: [Checklists](#)

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K-2 Swim Standards & Objectives

Objectives	Skills/Activities	Assessments
Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.		
Perform a variety of non-locomotor skills such as bending, balancing, stretching, rocking, curling, twisting, turning, pushing, pulling, swinging and swaying.	<ul style="list-style-type: none"> ★ Skulling ★ Treading Water ★ Diving ★ Streamline ★ H.E.L.P Position ★ Huddle Position ★ Paddling 	Teacher Observation
Jump and land in various combinations.	<ul style="list-style-type: none"> ★ Jumping In and Leveling Off ★ Jumping In Feet First ★ Diving 	Teacher Observation

<p>Demonstrate balance on the ground and on objects, using bases of support other than both feet.</p>	<ul style="list-style-type: none"> ★ Jumps In and Swims to Flotation Device (Type 4 PFD) 	<p>Teacher Observation</p>
<p>Perform a body roll followed by a weight transfer.</p>	<ul style="list-style-type: none"> ★ Rolls Over Front to Back and Back to Front ★ Intro to Flip Turns 	<p>Teacher Observation</p>
<p>Move with effort, time, force and flow Move in a variety of pathways.</p>	<ul style="list-style-type: none"> ★ Front Float and Breath Holding <ul style="list-style-type: none"> ○ 10 Count ★ Flutter Kick with and without a Kickboard ★ Dog Paddle/Survival Stroke One Width of the Pool ★ Rhythmic Breathing with Bobs ★ Retrieves Object ★ Back Float with Sculling Arms ★ Flutter Kick ★ Dolphin Kick ★ Backstroke Arms ★ Rhythmic Breathing to the Side ★ Crawl Stroke Arms ★ Crawl Stroke One Width of the Pool ★ Gliding ★ Dog Paddle ★ Survival Stroke ★ Elementary Backstroke 	<p>Teacher Observation</p>

Standard B: Apply movement concepts to the learning and performance of physical activities.

Define open space	★ Finding Personal Space in the Swimming Pool, Locker-Room and Lobby	Teacher Observation
Standard C: Participate regularly in physical activity		
Participate in physical activity outside of physical education class.	<ul style="list-style-type: none"> ★ Parks n Rec Activities <ul style="list-style-type: none"> ○ Basketball ○ Soccer ○ Open Swim ★ Other Community Activities <ul style="list-style-type: none"> ○ Gymnastics ○ Norwegian Dancing ○ Swim Team ○ Petersburg Little League ★ Parent Supported Activities <ul style="list-style-type: none"> ○ Hiking ○ Snowshoeing ○ Biking ○ Jump roping ○ Kayaking ○ Walking ○ Ice skating ○ Fishing ○ Hiking 	Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Understand and demonstrate the importance of a proper warm-up prior to physical activity.	★ Stretching	Class Discussion Teacher Observation

Explain ways the body responds to physical activity e.g., sweating, increased heart rate, increased breathing).	<ul style="list-style-type: none"> ★ Perspiration ★ Increased Heart Rate ★ Increased Breathing ★ Introduction to Swimming for Fitness ★ Treading Water 	Class Discussion
Demonstrate activities that develop muscular strength and endurance.	<ul style="list-style-type: none"> ★ Crawl Stroke ★ Backstroke ★ Treading Water ★ Dolphin Kick 	Class Discussion Teacher Observation
Discuss the benefits of fitness (e.g., being fit allows me to...).	<ul style="list-style-type: none"> ★ Defining Fitness ★ Educate the child about the benefits of physical activity (ie: health heart, strong bones, FIT principles) 	Class Discussion
Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Encourage others by using verbal and non verbal communication.	<ul style="list-style-type: none"> ★ Following School Rules ★ Be safe, kind and responsible ★ Sportsmanship during relays and games 	Class Discussion Teacher Observation
Apply established class rules, procedures, and safe practices.	<ul style="list-style-type: none"> ★ Follow School Rules ★ No Running on Deck or in Locker Room ★ No Diving in Shallow End 	Class Discussion Teacher Observation
Participate cooperatively in a variety of group settings without interfering or excluding others.	<ul style="list-style-type: none"> ★ Swimming Partner Groups ★ Shelter Building, Demonstrating Huddle Position 	Class Discussion Teacher Observation

	<ul style="list-style-type: none"> ★ Demonstrate how to enter and exit a canoe with a partner ★ Paddling with a Partner ★ Apply STAY Rules 	
Identify reasons for rules and procedures during physical activities.	<ul style="list-style-type: none"> ★ Safety ★ Protecting the equipment and helps with following directions 	Class Discussion Teacher Observation
Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation).	<ul style="list-style-type: none"> ★ Taking Turns, Swimming in Own Personal Space ★ Cooperation ★ Teamwork and Listening to the Teacher 	Class Discussion Teacher Observation
Accommodate individual differences (e.g., ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	<ul style="list-style-type: none"> ★ Differentiate lessons for children with differing ability levels 	
Describe appropriate reactions to threatening and or/emergency situations common to physical activity settings.	<ul style="list-style-type: none"> ★ Whales Tales” Red Cross lessons ★ Recognize the need for adult supervision any time they are around water and will seek permission before they play in the water ★ Reaching assists and how to get adult help ★ Understand what makes ice weak 	Class Discussion Teacher Observation

	<ul style="list-style-type: none"> ★ Understand how thick ice should be to go on it ★ Seeking permission from adults ★ Understands what to do if ice breaks ★ Understands the dangers of icebergs and beach ice ★ Understand hypothermia and how to dress and stay warm ★ Demonstrate what to do if muscles cramp ★ Introduction to currents ★ Students will demonstrate knowledge of life jackets ★ How to put on a life jacket ★ How to jump in the water ★ Float and swim with a life jacket ★ How to don an immersion suit in less that one minute ★ Demonstrate how to enter and exit a canoe raft or skiff ★ How to ride safely ★ Paddling techniques ★ Creating a shelter that features a floor to insulate wet ground ★ Walls to keep out the wind and rain ★ Roof to keep out elements ★ Small in size to keep warm ★ Watch a demonstration on rescue breathing ★ Demonstrate how to check the scene for safety 	
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	<ul style="list-style-type: none"> ★ Demonstrate how to open the airway and get help. 	
Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).	<ul style="list-style-type: none"> ★ Layering Clothing ★ Wick ★ Insulate ★ Shell ★ Cotton Kills ★ Hats ★ 5 High Heat Loss Areas (head, neck, armpits, sides and groin) 	Class Discussion
Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).	<ul style="list-style-type: none"> ★ Personal Flotation Devices ★ Immersion Suits ★ Making a Personal Survival Kit 	Class Discussion Teacher Observation
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Celebrate personal successes and achievements as well as others.	<ul style="list-style-type: none"> ★ Character Education ★ Compassion ★ Empathy ★ Respect ★ Cooperation ★ Honesty ★ Empathy ★ Teamwork 	Class Discussion Teacher Observation
Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five).	<ul style="list-style-type: none"> ★ Cheering ★ Smiling, ★ Giving high fives 	Class Discussion Teacher Observation
Name physical activities that are enjoyable.	<ul style="list-style-type: none"> ★ Discussion ★ Bulletin Board ★ Group Work 	Class Discussion Teacher Observation

	★ Posters	
Identify feelings resulting from challenges, successes and failures in physical activity.	★ Group discussion ★ Team building activities	Class Discussion Teacher Observation
Attempt new activities	★ Offer natural progressions and modifications for each child	Class Discussion Teacher Observation
Continue to participate when not successful on first try.	★ Offer natural progressions and modifications for each child	Class Discussion Teacher Observation
Try new movements and skills willingly.	★ Offer natural progressions and modifications for each child	Class Discussion Teacher Observation

SWIM: 3rd Grade, 4th Grade, 5th Grade

Instructional Focus:

The Stedman Elementary swim program is a part of the physical education program. Students learn how to swim and learn skills for healthy living, and is an integral part of the special education program. The swim program's main focus is on water safety. It includes resource material from both AMSEA- Alaska Marine Safety Education Association and ARC- American Red Cross. The lessons are designed in particular for survival in SE Alaska. The curriculum also includes time for fitness, games, and basic life saving skills. Students are graded on skill improvement in the swimming pool. The students are also graded on being safe, kind and responsible in a pool setting.

Skills and Activities are based off of: [AMSEA](#), [Red Cross CPR](#), [Red Cross Swim Skills](#)

3-5 Swim Standards & Objectives

Objectives	Skills/Activities	Assessments
Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical		

activities.		
Throw overhand a ball to a target with force and accuracy.	★ Water Polo	Teacher Observation
Throw and catch an object with a partner while both partners are moving.	★ Water Polo ★ Partner Drills	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		
Select and practice a skill in which improvement is needed.	★ Choice time for improvement on stroke technique or skill development	Teacher Observation
Use offensive and defensive skills to obtain and maintain possession of an object.	★ Water Polo	Teacher Observation
Use a variety of spatial relationships with others in order to play or design a small-group game.	★ Water Polo ★ Rag Tag ★ Relay Throwing Game, Hot Potato	Teacher Observation
Devise cooperative strategies to keep opponents from reaching a specified area, person or object.	★ Water Games (Ex: Marco Polo, water polo, sharks and minnows)	Teacher Observation
Demonstrate basic competence in game strategies and concepts.	★ Water Polo Game	Teacher Observation
Standard C: Participate regularly in physical activity		

<p>Participate in moderate to vigorous activity outside of the swim class on a regular basis.</p>	<ul style="list-style-type: none"> ★ Parks n Rec Activities <ul style="list-style-type: none"> ○ Basketball ○ Soccer ○ Open Swim ★ Other Community Activities <ul style="list-style-type: none"> ○ Gymnastics ○ Norwegian Dancing ○ Swim Team ○ Petersburg Little League ★ Parent Supported Activities <ul style="list-style-type: none"> ○ Hiking ○ Snowshoeing ○ Biking ○ Jump roping ○ Kayaking ○ Walking 	<p>Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom.</p>
<p>Identify appropriate physical activities for recess and outside of school.</p>	<ul style="list-style-type: none"> ★ After School Clubs ★ Organized team games and individual games ★ Kickball ★ Basketball ★ Baseball ★ Jump roping ★ 4 square, walking *playing on playground equipment ★ Playing catch with a football or soft baseball. 	<p>Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom.</p>
<p>Choose to participate in structured and purposeful activity</p>	<ul style="list-style-type: none"> ★ Gymnastics ★ Basketball ★ Volleyball 	<p>Class conversations and outside school observations dealing with physical activity outside of the Swim</p>

	<ul style="list-style-type: none"> ★ Dance ★ Community Run/Walks ★ Soccer ★ After School Clubs 	Classroom
Monitor his or her physical activity using a variety of tracking tools.	<ul style="list-style-type: none"> ★ Fitness Log ★ Stop Watch ★ Timer Clock ★ Checking their own heart rates using a clock and basic math ★ Journal 	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.	<ul style="list-style-type: none"> ★ Stretching ★ Yoga ★ Pilates ★ Plyometrics ★ Sprints ★ Distance swims, cross training ★ Always apply the FITT(frequency, intensity, time and type) principle 	Teacher Observation
Compare target heart rate and perceived exertion during physical activity	<ul style="list-style-type: none"> ★ Lesson on resting heart rates, target rates and the equation to finding one's heart rate while exercising 	Class Discussion Teacher Observation

Measure, record, and compare the heart rate before, during, and after participation in physical activity of various levels in intensity.	<ul style="list-style-type: none"> ★ Randomly blow the whistle to have the class find their heart rates. ★ Be sure to have the children see the difference in their heart rates after wind sprints rather than a distance swim. Anaerobic vs. aerobic exercises. 	Class Discussion Teacher Observation
Engage in appropriate physical activity that results in the development of cardiovascular endurance.	<ul style="list-style-type: none"> ★ Varying the units between distance, mid-level distance and anaerobic workouts to ensure all needs are being met 	Teacher Observation
Recognize that physiological responses to exercise are associated with their own levels of fitness.	<ul style="list-style-type: none"> ★ Direct Instruction ★ Open Discussion on Fitness and Health Topics ★ Increased Perspiration, Heart Rate and Breathing. 	Class Discussion Teacher Observation
Choose to participate in activities to increase muscular strength and endurance.	<ul style="list-style-type: none"> ★ Station Work 	Class Discussion Teacher Observation
Explain how improved flexibility increases the ability to perform skills.	<ul style="list-style-type: none"> ★ Video ★ Direct Instruction ★ Teacher Demonstration 	Class Discussion Teacher Observation
Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	<ul style="list-style-type: none"> ★ Distance Swims 	Teacher Observation

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Demonstrate awareness and practice safety when involved in activity.	<ul style="list-style-type: none"> ★ All Activities in the Pool ★ Safety is the number one goal. (These safety procedures are instilled during the first days of school.) 	Class Discussion Teacher Observation
Form groups quickly when asked.	<ul style="list-style-type: none"> ★ Whistle Mixer ★ Clapper etc.. ★ These are all activities that the children have been trained in to form groups quickly based on a whistle or a clap. (Dr. Pangrazzi) 	Class Discussion Teacher Observation
Recognize the importance of individual responsibility in a group effort.	<ul style="list-style-type: none"> ★ Character Education Unit <ul style="list-style-type: none"> ○ Skits ○ Direct Instruction 	Class Discussion Teacher Observation
Encourage others by using verbal and nonverbal communication.	<ul style="list-style-type: none"> ★ Role Play 	Class Discussion Teacher Observation
Accommodate individual differences.	<ul style="list-style-type: none"> ★ Constantly look to differentiate a lesson for a child who is struggling or who has special needs. (Ex: kickboard, flippers, pull buoy, extra time, separate lane, one-on-one instruction, and use of little pool to gain basic 	Teacher Observation

	skills or overall confidence with water.)	
Work productively with assigned or random groups without adult intervention.	<ul style="list-style-type: none"> ★ Lane Assignments ★ Relays ★ Team Sports 	Teacher Observation
Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.	<ul style="list-style-type: none"> ★ Making the Human Chain ★ Human Life Raft ★ Canoeing ★ Making a Shelter 	Class Discussion Teacher Observation
Acknowledge one's opponent or partner before, during and after a physical activity or game and give positive feedback on the opponent's or partner's performance.	<ul style="list-style-type: none"> ★ Water Polo ★ Sportsmanship Lesson 	Class Discussion Teacher Observation
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Develop self-confidence and a positive self-image in physical activity settings.	<ul style="list-style-type: none"> ★ All activities...always trying our best! 	Class Discussion Teacher Observation
Choose motivators that will enhance fun and enjoyment in a physical activity setting.	<ul style="list-style-type: none"> ★ Music ★ Friends ★ Myself ★ Aide ★ Guest Visitors ★ Mixing up the Lessons ★ Culminating Events 	Teacher Observation
Participate in physical activities which allow students to set and achieve individual and team goals.	<ul style="list-style-type: none"> ★ Tracking laps swam in a journal 	Teacher Observation

	<ul style="list-style-type: none"> ★ Setting short term and long term goals ★ Timed 200 swim. 	
Participate with others in a variety of competitive and non-competitive physical activities.	<ul style="list-style-type: none"> ★ All Swimming Skills ★ AMSEA Cold Water Survival Unit ★ Shelter Unit ★ 7 Steps to Survival ★ Canoeing 	Teacher Observation

Strand	Standard	Literature Connections
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Kindergarten

Instructional Focus: The instructional focus for Kindergarten in the area of English Language Arts is to be introduced and begin to teach to mastery in the areas of letter naming, phonemic segmentation fluency, nonsense word fluency, and reading word fluency.

Readiness Standards: Must be 5 years old by September 1.

Examples and Resources used in Kindergarten:

Writing Core

- 6 Traits
- CKLA Amplify

Reading Core

- CKLA Amplify

Reading Tier 2 and 3 Interventions

- In Classroom Interventions
 - Orton Gillingham (Recipe for Reading)
 - Small Group
 - Tara West
 - Seeing Stars
 - Visualizing and Verbalizing
- Out of Classroom Interventions
 - Small Group
 - Orton Gillingham (Recipe for Reading)
 - SPIRE

Supplemental Reading Program

- University of Florida Literacy Institute (UFLI)

Kindergarten ELA Content Standards

Strand	Standard	Literature Connections
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Strand	Standard	Literature Connections
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Domain: Reading Standards for Literature

<p>Key Ideas and Details</p>	<ul style="list-style-type: none"> ● (RL.K.1) With prompting and support, ask and answer questions about a literary text using key details from the text. ● (RL.K.2) With prompting and support, retell familiar stories, using key details. ● (RL.K.3) With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time
<p>Craft and Structure</p>	<ul style="list-style-type: none"> ● (RL.K.4) Ask and answer questions about unknown words in a text. ● (RL.K.5) Identify common types of texts (e.g., picture books, stories, poems, songs). ● (RL.K.6) With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time
<p>Integration of Knowledge and Idea</p>	<ul style="list-style-type: none"> ● (RL.K.7) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or use illustrations to tell or retell a story. ● (RL.K.8) N/A ● (RL.K.9) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time

Strand	Standard	Literature Connections
Range of Reading and Level of Complexity	<ul style="list-style-type: none"> (RL.K.10) Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed. 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time
Domain: Reading Standards for Informational Text		
Key Ideas and Details	<ul style="list-style-type: none"> (RI.K.1) With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text. (RI.K.2) With prompting and support, identify the main topic and retell key details of a text. (RI.K.3) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time
Craft and Structure	<ul style="list-style-type: none"> (RI.K.4) With prompting and support, ask and answer questions about unknown words in a text. (RI.K.5) Identify the front cover, back cover, and title page of a book. (RI.K.6) Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text. 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> (RI.K.7) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time

Strand	Standard	Literature Connections
	<p>place, thing, or idea in the text an illustration depicts).</p> <ul style="list-style-type: none"> ● (RI.K.8) With prompting and support, identify the opinions an author states in a text. ● (RI.K.9) With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies). 	
Range of Reading and Level of Complexity	<ul style="list-style-type: none"> ● (RI.K.10) Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time
Domain: Reading Standards: Foundational Skills		
Print Concepts	<ul style="list-style-type: none"> ● (RF.K.1.a-d) Demonstrate understanding of the organization and basic features of print; <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page-by-page; b. Recognize that spoken words are represented in written language by specific sequences of letters; c. Understand that words are separated by spaces in print; d. Recognize and name all upper- and lowercase letters of the alphabet. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time
Phonological	<ul style="list-style-type: none"> ● (RF.K.2.a-e) Demonstrate understanding of 	<p>Literature Connections:</p>

Strand	Standard	Literature Connections
Awareness	<p>spoken words, syllables, and sounds (phonemes);</p> <ol style="list-style-type: none"> Recognize and produce rhyming words; Count, pronounce, blend, and segment syllables in spoken words; Blend and segment onsets and rimes of single-syllable spoken words; Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.); Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>*Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.</p>	<ul style="list-style-type: none"> Unknown at this time
Phonics and Word Recognition	<ul style="list-style-type: none"> (RF.K.3.a-d) Know and apply grade-level phonics and word analysis skills in decoding words; <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant; 	<p>Literature Connections:</p> <ul style="list-style-type: none"> Unknown at this time

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels; c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	
Fluency	<ul style="list-style-type: none"> • (RF.K.4) Read emergent-reader texts with purpose and understanding. 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time
Domain: Writing Standards K-5		
Text Types and Purposes	<ul style="list-style-type: none"> • (W.K.1) Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...). • (W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • (W.K.3) Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time

Strand	Standard	Literature Connections
	solved) or a reaction (e.g., a feeling) to what happened.	
Production and Distribution Writing	<ul style="list-style-type: none"> ● (W.K.4)(Begins in grade 3.) ● (W.K.5) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. ● (W.K.6) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time
Research to Build and Present Knowledge	<ul style="list-style-type: none"> ● (W.K.7) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them). ● (W.K.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ● (W.K.9) (Begins in grade 4) 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time
Range of Writing	<ul style="list-style-type: none"> ● (W.K.10) (Begins in grade 3) 	N/A
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	<ul style="list-style-type: none"> ● (SL.K.1. a-b) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time

Strand	Standard	Literature Connections
	<p>adults in small and larger groups;</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion);</p> <p>b. Continue a conversation through multiple exchanges.</p> <ul style="list-style-type: none"> • (SL.K.2) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. • (SL.K.3) Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 	
<p>Presentation of Knowledge and Ideas</p>	<ul style="list-style-type: none"> • (SL.K.4) Describe familiar people, places, things, and events, and with prompting and support, provide additional related details. • (SL.K.5) Add drawings or other visual displays to descriptions as desired to provide additional details. • (SL.K.6) Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time
<p>Domain: Language Standards K-5</p>		
<p>Conventions of Standard English</p>	<ul style="list-style-type: none"> • (L.K.1.a-f) Demonstrate command of the 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time

Strand	Standard	Literature Connections
	<p>conventions of standard English grammar and usage when writing or speaking;</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters; Use frequently occurring nouns and verbs; Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes); Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how); Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with); Produce and expand complete sentences in shared language activities. <ul style="list-style-type: none"> (L.K.2.a-d) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; <ol style="list-style-type: none"> Capitalize the first word in a sentence, the first letter of the student's name, and the pronoun I; Recognize and name end punctuation; Write a letter or letters for most consonant and short-vowel sounds (phonemes); Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	
Knowledge of Language	<ul style="list-style-type: none"> (L.K.3) (Begins in grade 2) 	N/A
Vocabulary Acquisition and Use	<ul style="list-style-type: none"> (L.K.4.a-b) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time

Strand	Standard	Literature Connections
	<p>content;</p> <ol style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck); b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <ul style="list-style-type: none"> ● (L.K.5.a-d) With guidance and support from adults, explore word relationships and nuances in word meanings; <ol style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent; b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms); c. Identify real-life connections between words and their use (e.g., note places at school that are colorful); d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. ● (L.K.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 	

Strand	Standard	Literature Connections
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First Grade

Instructional Focus: The instructional focus for First Graders in the area of English Language Arts is to be introduced to and on their way to mastery in the areas of letter naming, phonemic segmentation fluency, nonsense word fluency, and reading word fluency. First graders will be introduced to oral reading fluency at this level.

Readiness Standards: First graders need to come in at least introduced and approaching to master the following areas of English Language Arts in letter naming, phonemic segmentation fluency, nonsense word fluency, and reading word fluency.

Examples and Resources used in First Grade:

Writing Core

- 6 Traits
- CKLA Amplify

Reading Core

- CKLA Amplify

Reading Tier 2 and 3 Interventions

- In Classroom Interventions
 - Orton Gillingham (Recipe for Reading)
 - Small Group
 - Seeing Stars
 - Visualizing and Verbalizing
- Out of Classroom Interventions
 - Small Group
 - Orton Gillingham (Recipe for Reading)
 - SPIRE

Supplemental Reading Program

- University of Florida Literacy Institute (UFLI)

Strand	Standard	Literature Connections
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Grade 1 ELA Content Standards		
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Strand	Standard	Literature Connections
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Domain: Reading Standards for Literature		
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Key Ideas	<ul style="list-style-type: none"> • (RL.1.1) Ask and answer questions about a literary text using key details from the text. • (RL.1.2) Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson. • (RL.1.3) Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details. 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time
Craft and Structure	<ul style="list-style-type: none"> • (RL.1.4) Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses. • (RL.1.5) Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types. • (RL.1.6) Identify who is telling the story at various points in the text (e.g., a character in the text or a narrator/storyteller). 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time
Integration of Knowledge and Idea	<ul style="list-style-type: none"> • (RL.1.7) Use illustrations and details in a story read or read aloud to describe its characters, 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time

Strand	Standard	Literature Connections
	<p>events, setting, or problem-solution.</p> <ul style="list-style-type: none"> • (RL.1.8) (Not applicable to literature) • (RL.1.9) With prompting and support, compare and contrast the adventures and experiences of characters in stories. 	
Range of Reading and Level of Complexity	<ul style="list-style-type: none"> • (RL.1.10) With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1. 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time
Domain: Reading Standards for Informational Text		
Key Ideas and Details	<ul style="list-style-type: none"> • (RI.1.1) With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text. • (RI.1.2) Identify the main topic or author’s purpose (e.g., to teach or tell us about ...) and retell key details of a text. • (RI.1.3) Describe the connection between two individuals, events, ideas, or pieces of information in a text. 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time
Craft and Structure	<ul style="list-style-type: none"> • (RI.1.4) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • (RI.1.5) Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text. 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> (RI.1.6) Distinguish between information provided by photos or other graphics and information provided by the words in a text. 	
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> (RI.1.7) Use the illustrations and details in a text to describe its key ideas. (RI.1.8) Identify the opinions an author states to support points in a text. (RI.1.9) Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something). 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time
Range of Reading and Level of Complexity	<ul style="list-style-type: none"> (RI.1.10) With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed. 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time
Domain: Reading Standards: Foundational Skills		
Print Concepts	<ul style="list-style-type: none"> (RF.1.1.a) Demonstrate understanding of the organization and basic features of print; <ol style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time
Phonological Awareness	<ul style="list-style-type: none"> (RF.1.2.a-d) Demonstrate understanding of spoken words, syllables, and sounds 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time

Strand	Standard	Literature Connections
	<p>(phonemes);</p> <ol style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words; Orally produce single-syllable words by blending sounds (phonemes), including consonant blends; Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words; Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) 	
<p>Phonics and Word Recognition</p>	<ul style="list-style-type: none"> ● (RF.1.3.a-g) Know and apply grade-level phonics and word analysis skills in decoding words; a. Know the spelling-sound correspondences for common consonant digraphs; b. Decode regularly spelled one-syllable words; c. Know final -e and common vowel team conventions for representing long vowel sounds; d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word; e. Decode two-syllable words following basic patterns by breaking the words into syllables; f. Read words with inflectional endings; g. Recognize and read grade-appropriate, 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time

Strand	Standard	Literature Connections
	irregularly spelled words.	
Fluency	<ul style="list-style-type: none"> ● (RF.1.4.a-c) Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time
Domain: Writing Standards K-5		
Text Types and Purposes	<ul style="list-style-type: none"> ● (W.1.1) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part). ● (W.1.2) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared). 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> • (W.1.3) Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end). 	
Production and Distribution of Writing	<ul style="list-style-type: none"> • (W.1.4) (Begins in grade 3) • (W.1.5) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed. • (W.1.6) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time
Research to Build and Present Knowledge	<ul style="list-style-type: none"> • (W.1.7) Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned). • (W.1.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • W.1.9) (Begins in grade 4) 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time
Range of Writing	<ul style="list-style-type: none"> • (W.1.10) (Begins in grade 3) 	N/A

Strand	Standard	Literature Connections
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Domain: Speaking and Listening Standards K-5

<p>Comprehension and Collaboration</p>	<ul style="list-style-type: none"> ● (SL.1.1a-c) Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups; <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion); b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges; c. Ask questions to clear up any confusion about the topics and texts under discussion. ● (SL.1.2) Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● (SL.1.3) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time
<p>Presentation of Knowledge and Ideas</p>	<ul style="list-style-type: none"> ● (SL.1.4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● (SL.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ● (SL.1.6) Produce complete sentences when 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time

Strand	Standard	Literature Connections
	appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	
Domain: Language Standards K-5		
Conventions of Standard English	<ul style="list-style-type: none"> ● (L.1.1 a-j) Print all upper- and lowercase letters; a. Print all upper- and lowercase letters; b. Use common, proper, and possessive nouns; c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops.; We hop.); d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything); e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home.; Today I walk home.; Tomorrow I will walk home.); f. Use frequently occurring adjectives; g. Use frequently occurring conjunctions (e.g., and, but, or, so, because); h. Use determiners (e.g., articles, demonstratives); i. Use frequently occurring prepositions (e.g., during, beyond, toward); j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> ● (L.1.2 a-e) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; <ol style="list-style-type: none"> a. Capitalize dates and names of people; b. Use end punctuation for sentences; c. Use commas in dates and to separate single words in a series; d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	
Knowledge of Language	<ul style="list-style-type: none"> ● (L.1.3) (Begins in grade 2) 	<ul style="list-style-type: none"> ● N/A
Vocabulary Acquisition and Use	<ul style="list-style-type: none"> ● (L.1.4.a-c) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies; <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase; b. Use frequently occurring affixes as a clue to the meaning of a word; c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). ● (L.1.5.a-d) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings; 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent; b. Define words by category and by one or more key attributes (e.g., A duck is a bird that swims.; A tiger is a large cat with stripes.); c. Identify real-life connections between words and their use (e.g., note places at home that are cozy); d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> ● (L.1.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). 	

Strand	Standard	Literature Connections
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Second Grade

Instructional Focus: The instructional focus for Second Graders in the area of English Language Arts is to be taught to mastery in the areas of letter naming and phonemic segmentation fluency. The following areas of English Language Arts need to continue to be practiced on with hopes of mastering by third grade in nonsense word fluency and reading word fluency. Oral reading fluency, comprehension, and vocabulary will continue to be introduced with the goal of being mastered to each grade level standard.

Readiness Standards: Second graders need to have mastered the following areas of English Language Arts in letter naming and phonemic segmentation fluency.

Examples and Resources used in Second Grade:

Writing Core

- 6 Traits
- CKLA Amplify

Reading Core

- CKLA Amplify

Reading Tier 2 and 3 Interventions

- In Classroom Interventions
 - Orton Gillingham (Recipe for Reading)
 - Small Group
 - Seeing Stars
 - Visualizing and Verbalizing
- Out of Classroom Interventions
 - Small Group
 - Orton Gillingham (Recipe for Reading)
 - SPIRE

Supplemental Reading Program

- University of Florida Literacy Institute (UFLI)

Strand	Standard	Literature Connections
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Grade 2 ELA Content Standards		
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Strand	Standard	Literature Connections
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Domain: Reading Standards for Literature		
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<p>Key Ideas and Literature</p>	<ul style="list-style-type: none"> ● (RL.2.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text. ● (RL.2.2) Retell stories, including fables and folktales from diverse cultures, and determine the author’s purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson, or moral. ● (RL.2.3) Describe how characters in a story, play, or poem respond to major events, problems, and challenges. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time
<p>Craft and Structure</p>	<ul style="list-style-type: none"> ● (RL.2.4) Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind. ● (RL.2.5) Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time

Strand	Standard	Literature Connections
	<p>the ending concludes the action or tells how the problem was solved.</p> <ul style="list-style-type: none"> (RL.2.6) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 	
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> (RL.2.7) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology). (R L.2.8) (Not applicable to literature) (RL.2.9) Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> Unknown at this time
Range of Reading and Level of Complexity	<ul style="list-style-type: none"> (RL.2.10) By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> Unknown at this time
Domain: Reading Standards for Informational Text		
Key Ideas and Literature	<ul style="list-style-type: none"> (RI.2.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational 	<p>Literature Connections:</p> <ul style="list-style-type: none"> Unknown at this time

Strand	Standard	Literature Connections
	<p>texts using key details from the text.</p> <ul style="list-style-type: none"> • (RI.2.2) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. • (RI.2.3) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 	
Craft and Structure	<ul style="list-style-type: none"> • (RI.2.4) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. • (RI.2.5) Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently. • (RI.2.6) Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> • (RI.2.7) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. • (RI.2.8) Describe how reasons given support specific opinions the author states in a text. • (RI.2.9) Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears). 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time

Strand	Standard	Literature Connections
Range of Reading and Level of Complexity	<ul style="list-style-type: none"> ● (RI.2.10) By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range. 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time
Domain: Reading Standards: Foundational Skills		
Phonics and Word Recognition	<ul style="list-style-type: none"> ● (RF.2.3.a-f) Know and apply grade-level phonics and word analysis skills in decoding words; <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words; b. Know spelling-sound correspondences for additional common vowel teams; c. Decode regularly spelled two-syllable words with long vowels; d. Decode words with common prefixes and suffixes; e. Identify words with inconsistent but common spelling-sound correspondences; f. Recognize and read grade-appropriate irregularly spelled words. 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time
Fluency	<ul style="list-style-type: none"> ● (RF.2.4.a-c) Read with sufficient accuracy and fluency to support comprehension; <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding; 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	
Domain: Writing Standards K-5		
Text Types and Purposes	<ul style="list-style-type: none"> • (W.2.1) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion. • (W.2.2) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus. • (W.2.3) Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time

Strand	Standard	Literature Connections
	emphasize a feeling or lesson learned.	
Production and Distribution of Writing	<ul style="list-style-type: none"> ● (W.2.4)(Begins in grade 3) ● (W.2.5) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing. ● (W.2.6) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time
Research to Build and Present Knowledge	<ul style="list-style-type: none"> ● (W.2.7) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation; record data from science observations). ● (W.2.8) Recall information from experiences or gather information from provided sources to answer a question. ● (W.2.9) (Begins in grade 4) 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time
Range of Writing	<ul style="list-style-type: none"> ● (W.2.10) (Begins in grade 3) 	<ul style="list-style-type: none"> ● N/A
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	<ul style="list-style-type: none"> ● (SL.2.1.a-c) Participate in collaborative conversations with diverse partners about 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time

Strand	Standard	Literature Connections
	<p>grade 2 topics and texts with peers and adults in small and larger groups;</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); b. Build on others' talk in conversations by linking their comments to the remarks of others; c. Ask for clarification and further explanation as needed about the topics and texts under discussions. <ul style="list-style-type: none"> • (SL.2.2) Retell or describe key ideas or details from a text read aloud or information presented orally or through other media. • (SL.2.3) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 	
<p>Presentation of Knowledge and Ideas</p>	<ul style="list-style-type: none"> • (SL.2.4) Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences. • (SL.2.5) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. • (SL.2.6) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time

Strand	Standard	Literature Connections
	grade 2 Language standards 1 and 3 for specific expectations.)	
Domain: Language Standards K-5		
Conventions of Standard English	<ul style="list-style-type: none"> • (L.2.1.a-f) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <ol style="list-style-type: none"> a. Use collective nouns (e.g., group); b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); c. Use reflexive pronouns (e.g., myself, ourselves); d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told); e. Use adjectives and adverbs, and choose between them depending on what is to be modified; f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie.; The little boy watched the movie.; The action movie was watched by the little boy.). • (L.2.2.a-e) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names; b. Use commas in greetings and closings of 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time

Strand	Standard	Literature Connections
	<p>letters;</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives;</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil);</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
<p>Knowledge of Language</p>	<ul style="list-style-type: none"> • (L.2.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Compare formal and informal uses of English. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time
<p>Vocabulary Acquisition and Use</p>	<ul style="list-style-type: none"> • (L.2.4.a-e) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies; a. Use sentence-level context as a clue to the meaning of a word or phrase; b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell); c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional); d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly); 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time

Strand	Standard	Literature Connections
	<p>bookshelf, notebook, bookmark);</p> <p>e. Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <ul style="list-style-type: none"> • (L.2.5.a-b) Demonstrate understanding of word relationships and nuances in word meanings; <p>a. Identify real-life connections between words and their use (e.g., Describe foods that are spicy or juicy.);</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <ul style="list-style-type: none"> • (L.2.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.). 	

Strand	Standard	Literature Connections
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Third Grade

Instructional Focus: The instructional focus for Third Graders in the area of English Language Arts is to be taught to mastery in the areas of letter naming and phonemic segmentation fluency. The following areas of English Language Arts need to continue to be practiced on with hopes of mastering by the midpoint of third grade in nonsense word fluency and reading word fluency. Oral reading fluency, comprehension, and vocabulary will continue to be introduced with the goal of being mastered to each grade level standard.

Readiness Standards: Third graders need to have mastered the following areas of English Language Arts in letter naming and phonemic segmentation fluency.

Examples and Resources used in Third Grade:

Writing Core

- 6 Traits
- CKLA Amplify

Reading Core

- CKLA Amplify

Reading Tier 2 and 3 Interventions

- In Classroom Interventions
 - Orton Gillingham (Recipe for Reading)
 - Small Group
 - Seeing Stars
 - Visualizing and Verbalizing
- Out of Classroom Interventions
 - Small Group
 - Orton Gillingham (Recipe for Reading)
 - SPIRE

Grade 3 ELA Content Standards

Strand	Standard	Literature Connections
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Strand	Standard	Literature Connections
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Domain: Reading Standards for Literature

<p>Key Ideas and Details</p>	<ul style="list-style-type: none"> ● (RL.3.1) Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers. ● (RL.3.2) Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures. ● (RL.3.3) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem). 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time
<p>Craft and Structure</p>	<ul style="list-style-type: none"> ● (RL.3.4) Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales). ● (RL.3.5) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> (RL.3.6) Distinguish their own point of view from that of the narrator or those of the characters. 	
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> (RL.3.7) Explain how specific aspects of text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.8) (Not applicable to literature) (RL.3.9) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time
Range of Reading Level and Complexity	<ul style="list-style-type: none"> (RL.3.10) By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range. 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time
Domain: Reading Standards for Informational Text		
Key Ideas and Details	<ul style="list-style-type: none"> (RI.3.1) Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers. (RI.3.2) Determine the main idea of a text and locate details that support the main idea; 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time

Strand	Standard	Literature Connections
	<p>paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.</p> <ul style="list-style-type: none"> • (RI.3.3) Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 	
Craft and Structure	<ul style="list-style-type: none"> • (RI.3.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. • (RI.3.5) Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • (RI.3.6) Determine author’s purpose; distinguish own point of view from that of the author of a text. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time
Integration of Knowledge and Idea	<ul style="list-style-type: none"> • (RI.3.7) Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • (RI.3.8) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time

Strand	Standard	Literature Connections
	first/second/third in a sequence). <ul style="list-style-type: none"> ● (RI.3.9) Compare and contrast the most important points and key details presented in two texts on the same topic or related topics. 	
Range of Reading and Level of Complexity	<ul style="list-style-type: none"> ● (RI.3.10) By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range. 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time
Domain: Reading Standards: Foundational Skills		
Phonics and Word Recognition	<ul style="list-style-type: none"> ● (RF.3.3.a-d) Know and apply grade-level phonics and word analysis skills in decoding words; <ol style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes; b. Decode words with common Latin suffixes; c. Decode multisyllable words; d. Read grade-appropriate, irregularly spelled words. 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time
Fluency	<ul style="list-style-type: none"> ● (RF.3.4.a-c) Read with sufficient accuracy and fluency to support comprehension; <ol style="list-style-type: none"> d. Read on-level text with purpose and understanding; e. Read on-level text orally with accuracy, 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time

Strand	Standard	Literature Connections
	<p>appropriate rate, and expression on successive readings;</p> <p>f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
Domain: Writing Standards K-5		
<p>Text Types and Purposes</p>	<ul style="list-style-type: none"> • (W.3.1.a-d) Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can.); a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons; b. Provide reasons that support the opinion; c. Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example); d. Provide a concluding statement or section that reinforces or restates the opinion. • (W.3.2.a-d) Write informative/explanatory texts to examine a topic and convey ideas and information clearly; a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension; 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> b. Develop the topic with facts, definitions, details, and explanations that support the focus; c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information; d. Provide a concluding statement or section that paraphrases the focus of the text. <ul style="list-style-type: none"> • (W.3.3.a-c) Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology); a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems; c. Use transitional words and phrases to signal event sequences (e.g., later, soon after); d. Provide a sense of closure (e.g., how a problem was solved or how the event ended). 	
Production and Distribution of Writing	<ul style="list-style-type: none"> • (W.3.4) With guidance and support from adults, produce writing in which the development and 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time

Strand	Standard	Literature Connections
	<p>organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <ul style="list-style-type: none"> • (W.3.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) • (W.3.6) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics. 	
<p>Research to Build and Present Knowledge</p>	<ul style="list-style-type: none"> • (W.3.7) Conduct short research projects that build knowledge about a topic. • (W.3.8) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • (W.3.9) (Begins in grade 4) 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time
<p>Range of Writing</p>	<ul style="list-style-type: none"> • (W.3.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time

Strand	Standard	Literature Connections
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Domain: Speaking and Listening Standards K-5

<p>Comprehension and Collaboration</p>	<ul style="list-style-type: none"> ● (SL.3.1.a-d) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly; <ol style="list-style-type: none"> a. After learning a protocol (e.g., Socratic method), come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; d. Explain their own ideas and understanding in light of the discussion. ● (SL.3.2) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● (SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time
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Strand	Standard	Literature Connections
Presentation of Knowledge and Ideas	<ul style="list-style-type: none"> ● (SL.3.4) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ● (SL.3.5) Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details. ● (SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) 	Use: Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time
Domain: Language Standards K-5		
Conventions of Standard English	<ul style="list-style-type: none"> ● (L.3.1.a-i) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <ol style="list-style-type: none"> a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English; b. Form and use regular and irregular plural nouns; c. Use abstract nouns (e.g., childhood); d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked.; I 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time

Strand	Standard	Literature Connections
	<p>walk.; I will walk.) verb tenses;</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*;</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;</p> <p>h. Use coordinating and subordinating conjunctions;</p> <p>i. Produce simple, compound, and complex sentences.</p> <ul style="list-style-type: none"> • (L.3.2.a-g) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; <ul style="list-style-type: none"> a. Capitalize appropriate words in titles; b. Use commas in addresses; c. Use commas and quotation marks in dialogue; d. Form and use possessives; e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness); f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling. 	

Strand	Standard	Literature Connections
Knowledge of Language	<ul style="list-style-type: none"> ● (L.3.3.a-b) Use knowledge of language and its conventions when writing, speaking, reading, or listening; <ol style="list-style-type: none"> a. Choose words and phrases for effect.*; b. Recognize and observe differences between the conventions of spoken and written standard English. 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time
Vocabulary Acquisition and Use	<ul style="list-style-type: none"> ● (L.3.4.a-d) Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies; <ol style="list-style-type: none"> a. Use a sentence-level context as a clue to the meaning of a word or phrase; b. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. ● (L.3.5.a-c) Demonstrate understanding of word relationships and nuances in word meanings; <ol style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time

Strand	Standard	Literature Connections
	<p>steps);</p> <p>b. Identify real-life connections between words and their use (e.g., Describe people who are friendly or helpful.);</p> <p>c. Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty such as knew, believed).</p> <ul style="list-style-type: none"> ● (L.3.6) Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them.). 	

Strand	Standard	Literature Connections
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Fourth Grade

Instructional Focus: The instructional focus for Fourth Graders in the area of English Language Arts is to continue to be introduced and mastered to grade level in the areas of oral reading fluency, comprehension, and vocabulary.

Readiness Standards: Fourth graders need to have mastered the following areas of English Language Arts in letter naming, phonemic segmentation fluency, nonsense fluency, and reading word fluency.

Examples and Resources used in Fourth Grade:

Writing Core

- 6 Traits
- CKLA Amplify

Reading Core

- CKLA Amplify

Reading Tier 2 and 3 Interventions

- In Classroom Interventions
 - Orton Gillingham (Recipe for Reading)
 - Small Group
 - Seeing Stars
 - Visualizing and Verbalizing
- Out of Classroom Interventions
 - Small Group
 - Orton Gillingham (Recipe for Reading)
 - SPIRE

Grade 4 ELA Content Standards

Strand	Standard	Literature Connections
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Strand	Standard	Literature Connections
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Domain: Reading Standards for Literature		
<p>Key Ideas and Details</p>	<ul style="list-style-type: none"> • (RL.4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • (RL.4.2) Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved. • (RL.4.3) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time.
<p>Craft and Structure</p>	<ul style="list-style-type: none"> • (RL.4.4) Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes). • (RL.4.5) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • (RL.4.6) Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time.

Strand	Standard	Literature Connections
	<p>can change the way a reader might see characters or events described.</p>	
<p>Integration of Knowledge and Ideas</p>	<ul style="list-style-type: none"> ● (RL.4.7) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. ● (RL.4.8) (Not applicable to literature) ● (RL.4.9) Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time.
<p>Range of Reading Level and Complexity</p>	<ul style="list-style-type: none"> ● (RL.4.10) By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time.
<p>Domain: Reading Standards for Informational Text</p>		
<p>Key Ideas and Details</p>	<ul style="list-style-type: none"> ● (RI.4.1) Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. ● (RI.4.2) Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time.

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> • (RI.4.3) Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 	
Craft and Structure	<ul style="list-style-type: none"> • (RI.4.4) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. • (RI.4.5) Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. • (RI.4.6) Determine author’s purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time.
Integration of Knowledge and Idea	<ul style="list-style-type: none"> • (RI.4.7) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. • (RI.4.8) Explain how an author uses reasons and evidence to support particular points in a text. • (RI.4.9) Integrate information from two texts on 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time.

Strand	Standard	Literature Connections
	the same topic or related topics in order to write or speak about the subject knowledgeably.	
Range of Reading and Level of Complexity	<ul style="list-style-type: none"> ● (RI.4.10) By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range. 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time.
Domain: Reading Standards: Foundational Skills		
Phonics and Word Recognition	<ul style="list-style-type: none"> ● (RF.4.3.a) Know and apply grade-level phonics and word analysis skills in decoding words; <ol style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time.
Fluency	<ul style="list-style-type: none"> ● (RF.4.4.a-c) Read with sufficient accuracy and fluency to support comprehension; <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding; b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time.

Strand	Standard	Literature Connections
	necessary.	
Domain: Writing Standards K-5		
Text Types and Purposes	<ul style="list-style-type: none"> • (W.4.1a-d) Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ____.); <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose; b. Provide reasons that are supported by facts and details; c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition); d. Provide a concluding statement or section that reinforces or restates the opinion presented. • (W.4.2.a-e) Write informative/explanatory texts to examine a topic and convey ideas and information clearly; <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension; b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus; 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time.

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because); d. Use precise language and domain-specific vocabulary to inform about or explain the topic; e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented. <ul style="list-style-type: none"> • (W.4.3.a-e) Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology); a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts; c. Use a variety of transitional words and phrases to develop the sequence of events; d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely; e. Provide a conclusion that follows from the 	

Strand	Standard	Literature Connections
	narrated experiences or events.	
Production and Distribution of Writing	<ul style="list-style-type: none"> ● (W.4.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● (W.4.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) ● (W.4.6) With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time.
Research to Build and Present Knowledge	<ul style="list-style-type: none"> ● (W.4.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic. ● (W.4.8) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. ● (W.4.9.a-b) Draw evidence from literary or 	Literature Connections: <ul style="list-style-type: none"> ● Unknown at this time.

Strand	Standard	Literature Connections
	<p>informational texts to support analysis, reflection, and research;</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”);</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).</p>	
Range of Writing	<ul style="list-style-type: none"> • (W.4.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time.
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	<ul style="list-style-type: none"> • (SL.4.1.a-d) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly; a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time.

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> b. Follow agreed-upon rules for discussions and carry out assigned roles; c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others; d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <ul style="list-style-type: none"> • (SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • (SL.4.3) Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided). 	
<p>Presentation of Knowledge and Ideas</p>	<ul style="list-style-type: none"> • (SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. • (SL.4.5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully. • (SL.4.6) Differentiate between contexts that call 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time.

Strand	Standard	Literature Connections
	<p>for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)</p>	
Domain: Language Standards K-5		
<p>Conventions of Standard English</p>	<ul style="list-style-type: none"> • (L.4.1.a-g) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <ul style="list-style-type: none"> a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English; b. Form and use the progressive (e.g., I was walking.; I am walking.; I will be walking.) verb tenses; c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions; d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag); e. Form and use prepositional phrases; f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons*; g. Correctly use frequently confused words (e.g., 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time.

Strand	Standard	Literature Connections
	<p>to, too, two, there, their)*.</p> <ul style="list-style-type: none"> ● (L.4.2.a-d) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; <ol style="list-style-type: none"> a. Use correct capitalization; b. Use commas and quotation marks to mark direct speech and quotations from a text; c. Use a comma before a coordinating conjunction in a compound sentence; d. Spell grade-appropriate words correctly, consulting references as needed. 	
Knowledge of Language	<ul style="list-style-type: none"> ● (L.4.3.a-c) Use knowledge of language and its conventions when writing, speaking, reading, or listening; <ol style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely*; b. Choose punctuation for effect*; c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time.
Vocabulary Acquisition and Use	<ul style="list-style-type: none"> ● (L.4.4.a-c) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies; <ol style="list-style-type: none"> a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time.

Strand	Standard	Literature Connections
	<p>and language structure through reading words in text (word order, grammar, syntax); use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase;</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph);</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <ul style="list-style-type: none"> ● (L.4.5.a-c) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; b. Recognize and explain the meaning of common idioms, adages, and proverbs; c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). ● (L.4.6) Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or 	

Strand	Standard	Literature Connections
	states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	

Strand	Standard	Literature Connections
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Fifth Grade

Instructional Focus: The instructional focus for Fifth Graders in the area of English Language Arts is to continue to be introduced and mastered to grade level in the areas of oral reading fluency, comprehension, and vocabulary.

Readiness Standards: Fifth graders need to have mastered the following areas of English Language Arts in letter naming, phonemic segmentation fluency, nonsense fluency, and reading word fluency.

Examples and Resources used in Fifth Grade:

Writing Core

- 6 Traits
- CKLA Amplify

Reading Core

- CKLA Amplify

Reading Tier 2 and 3 Interventions

- In Classroom Interventions
 - Orton Gillingham (Recipe for Reading)
 - Small Group
 - Seeing Stars
 - Visualizing and Verbalizing
- Out of Classroom Interventions
 - Small Group
 - Orton Gillingham (Recipe for Reading)
 - SPIRE

Fifth Grade ELA Content Standards

Strand	Standard	Literature Connections
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Strand	Standard	Literature Connections
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Domain: Reading Standards for Literature		
<p>Key Ideas and Details</p>	<ul style="list-style-type: none"> ● (RL.5.1) Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ● (RL.5.2) Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events in correct sequence. ● (RL.5.3) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved). 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time.
<p>Craft and Structure</p>	<ul style="list-style-type: none"> ● (RL.5.4) Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole). ● (RL.5.5) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time.

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> (RL.5.6) Describe how a narrator’s or speaker’s point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed. 	
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> (RL.5.7) Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (RL.5.8) (Not applicable to literature) (RL.5.9) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development. 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time.
Range of Reading Level and Complexity	<ul style="list-style-type: none"> (RL.5.10) By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range. 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time.
Domain: Reading Standards for Informational Text		
Key Ideas and Details	<ul style="list-style-type: none"> (RI.5.1) Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. (RI.5.2) Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key 	Literature Connections: <ul style="list-style-type: none"> Unknown at this time.

Strand	Standard	Literature Connections
	<p>ideas, events, or procedures including correct sequence when appropriate.</p> <ul style="list-style-type: none"> • (RI.5.3) Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 	
Craft and Structure	<ul style="list-style-type: none"> • (RI.5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. • (RI.5.5) Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. • (RI.5.6) Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent (e.g., social studies topics, media messages about current events). 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time.
Integration of Knowledge and Idea	<ul style="list-style-type: none"> • (RI.5.7) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. • (RI.5.8) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time.

Strand	Standard	Literature Connections
	<p>supports which point(s).</p> <ul style="list-style-type: none"> (RI.5.9) Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably. 	
Range of Reading and Level of Complexity	<ul style="list-style-type: none"> (RI.5.10) By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> Unknown at this time.
Domain: Reading Standards: Foundational Skills		
Phonics and Word Recognition	<ul style="list-style-type: none"> (RF.5.3.a) Know and apply grade-level phonics and word analysis skills in decoding words; <ol style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> Unknown at this time.
Fluency	<ul style="list-style-type: none"> (RF.5.4.a-c) Read with sufficient accuracy and fluency to support comprehension; <ol style="list-style-type: none"> Read on-level text with purpose and understanding; Read on-level text orally with accuracy, appropriate rate, and expression on successive 	<p>Literature Connections:</p> <ul style="list-style-type: none"> Unknown at this time.

Strand	Standard	Literature Connections
	readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Domain: Writing Standards K-5		
Text Types and Purposes	<ul style="list-style-type: none"> • (W.5.1.a-c) Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information; <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose; b. Provide logically ordered reasons that are supported by facts and details; c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all); d. Provide a concluding statement or section that reinforces or restates the opinion presented. • (W.5.2.a-e) Write informative/explanatory texts to examine a topic and convey ideas and information clearly; <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time.

Strand	Standard	Literature Connections
	<p>aiding comprehension;</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic;</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially);</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic;</p> <p>e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p> <ul style="list-style-type: none"> • (W.5.3.a-e) Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology); <p>a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally;</p> <p>b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts;</p>	

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events; d. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely; e. Provide a conclusion that follows from the narrated experiences or events. 	
Production and Distribution of Writing	<ul style="list-style-type: none"> • (W.5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) • (W.5.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) • (W.5.6) With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 	Literature Connections: <ul style="list-style-type: none"> • Unknown at this time.
Research to Build and	<ul style="list-style-type: none"> • (W.5.7) Conduct short research projects that 	Literature Connections:

Strand	Standard	Literature Connections
Present Knowledge	<p>use several sources to build knowledge through investigation of different aspects of a topic.</p> <ul style="list-style-type: none"> ● (W.5.8) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ● (W.5.9) Draw evidence from literary or informational texts to support analysis, reflection, and research; <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”); b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].”). 	<ul style="list-style-type: none"> ● Unknown at this time.
Range of Writing	<ul style="list-style-type: none"> ● (W.5.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time.

Strand	Standard	Literature Connections
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Domain: Speaking and Listening Standards K-5

<p>Comprehension and Collaboration</p>	<ul style="list-style-type: none"> • (SL.5.1.a-d) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly; <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions and carry out assigned roles; c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others; d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • (SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • (SL.5.3) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker). 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time.
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Strand	Standard	Literature Connections
<p>Presentation of Knowledge and Ideas</p>	<ul style="list-style-type: none"> ● (SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ● (SL.5.5) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully. ● (SL.5.6) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time.
Domain: Language Standards K-5		
<p>Conventions of Standard English</p>	<ul style="list-style-type: none"> ● (L.5.1.a-e) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <ul style="list-style-type: none"> a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English; b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked.) verb tenses; c. Use verb tense to convey various times, sequences, states, and conditions; 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time.

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> d. Recognize and correct inappropriate shifts in verb tense*; e. Use correlative conjunctions (e.g., either/or, neither/nor). • (L.5.2.a-e) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; <ul style="list-style-type: none"> a. Use punctuation to separate items in a series*; b. Use a comma to separate an introductory element from the rest of the sentence; c. Use a comma to set off the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?); d. Use underlining, quotation marks, or italics to indicate titles of works; e. Spell grade-appropriate words correctly, consulting references as needed. 	
<p>Knowledge of Language</p>	<ul style="list-style-type: none"> • (L.5.3.a-b) Use knowledge of language and its conventions when writing, speaking, reading, or listening; <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style; b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> • Unknown at this time.

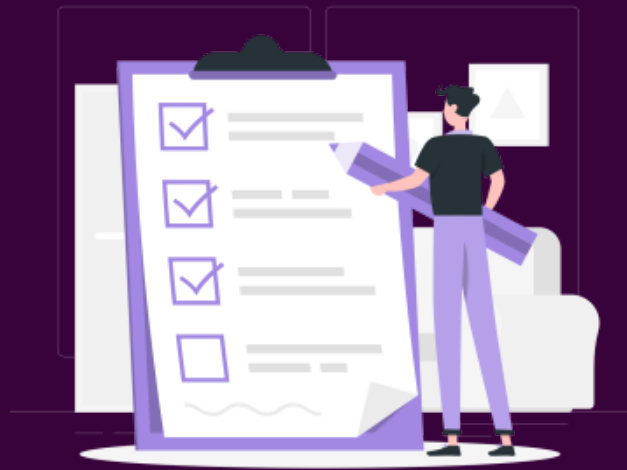
Strand	Standard	Literature Connections
<p>Vocabulary Acquisition and Use</p>	<ul style="list-style-type: none"> ● (L.5.4.a-c) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies; <ul style="list-style-type: none"> a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase; b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis); c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ● (L.5.5.a-c) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context; b. Recognize and explain the meaning of common idioms, adages, and proverbs; c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<p>Literature Connections:</p> <ul style="list-style-type: none"> ● Unknown at this time.

Strand	Standard	Literature Connections
	<ul style="list-style-type: none"> (L.5.6) Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). 	

World Language Curriculum Review

Petersburg School District
April 2023





01

Overview

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AK World Language Standards

03

**Modes of Communication, Instructional
Methods, & Fluency vs. Proficiency**

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Curriculum Funds

01 Overview



01 – Introduction



2016-2018

Rowan Baraza

Spanish 1
Spanish 2



2018-2019

Spanish eLearning Software

Spanish 1
Spanish 2



2019-2021

Mik Potrzuski

Spanish 1
Spanish 2



2021-2023

Dustin Crump

7th Grade Spanish
Spanish 1
Spanish 2
Spanish 3 (23-24)

02

AK World Language Standards



Alaska Content Standards



TARGET A: A student should be able to communicate in two or more languages, one of which is English.



TARGET B: A student should expand the student's knowledge of peoples and cultures through language study.

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TARGET C: A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.

03

Modes of Communication

Proficiency vs. Fluency

Grammar-Based vs. CI-Based Instruction



04

Modes of Communication

Input/Output

Performance Outcomes



Modes of Communication

Interpretive

Input

Reading and Listening

Learners *absorb*
language

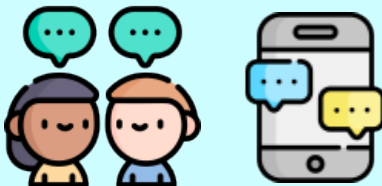


Interpersonal

Input/Output

Unrehearsed
Communication

Practice



Presentational

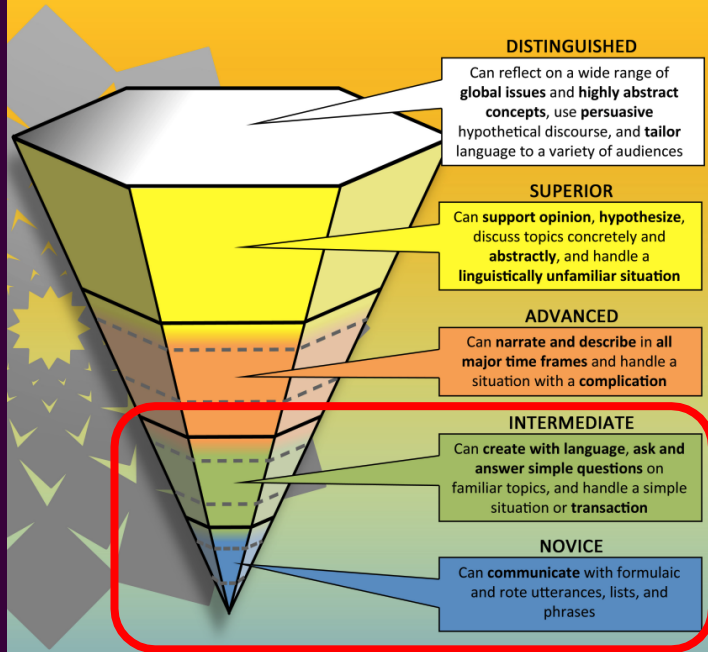
Output

Speaking and Writing

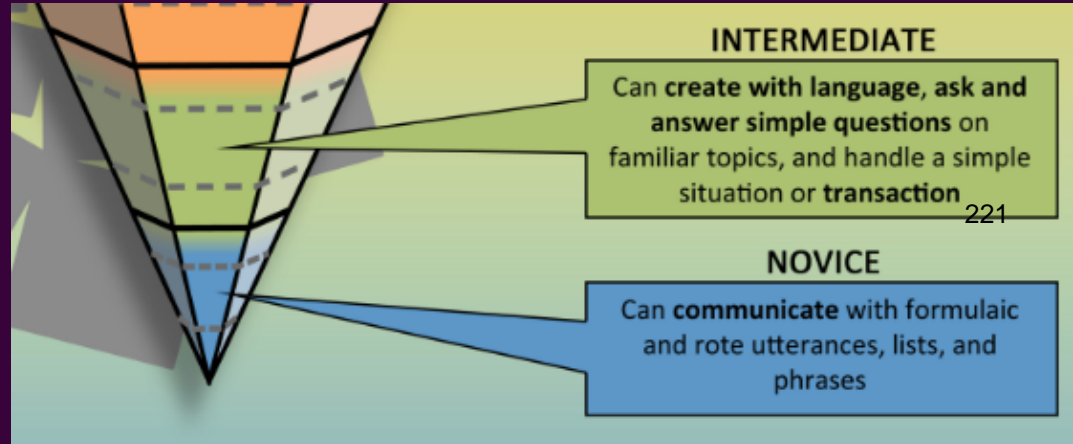
Learners *produce*
language



ACTFL PROFICIENCY LEVELS



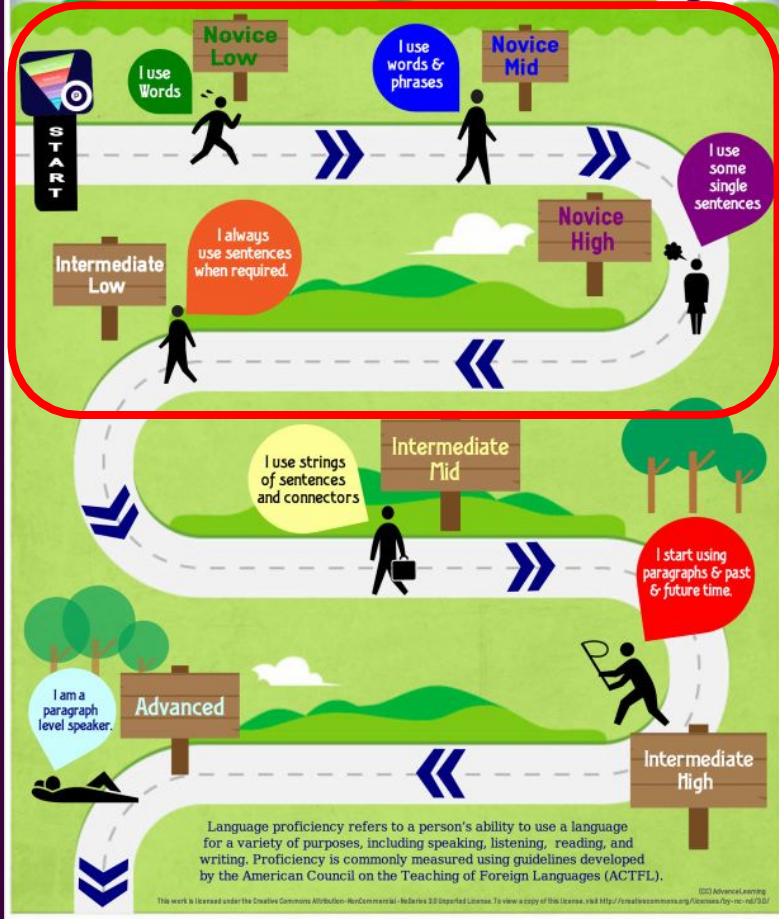
INVERTED PYRAMID REPRESENTING
THE FUNCTIONS OF THE MAJOR LEVELS



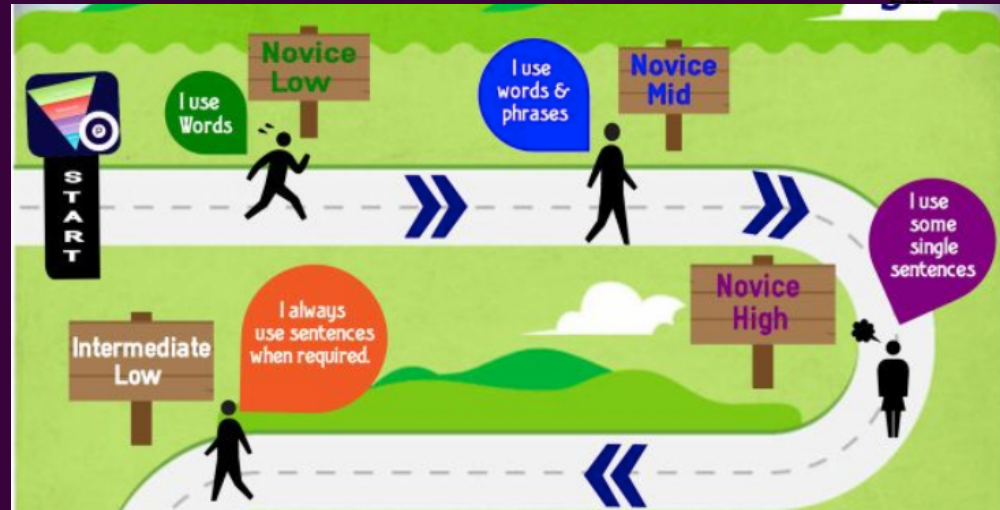
221



Path to Proficiency



“Language proficiency refers to a person’s ability to use a language for a variety of purposes, including speaking, listening, reading and writing. Proficiency is commonly measured using guidelines developed by the American Council of Teaching of Foreign Languages (ACTFL)”



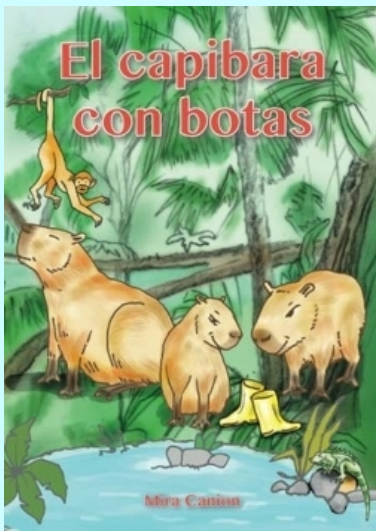
PHS Exit Proficiency Expectations

	End of MS Spanish	End of Spanish 1	End of Spanish 2	End of Spanish 3
Interpretive (Listening)	Novice-Low	Novice-Low/Mid	Novice-Mid	Intermediate-Low
Interpretive (Reading)	Novice-Low	Novice-Low/Mid	Novice-Mid	Novice-High
Interpersonal (Person-to-Person)	Novice-Low	Novice-Low	Novice-Mid	Novice-High / Intermediate-Low
Presentational (Speaking)	Novice-Low	Novice-Low	Novice Low-Mid	Novice-Mid/High
Presentational (Writing)	Novice-Low	Novice Low	Novice Low-Mid	Novice Mid-High

05

Materials & Proficiency Overview





MS Spanish

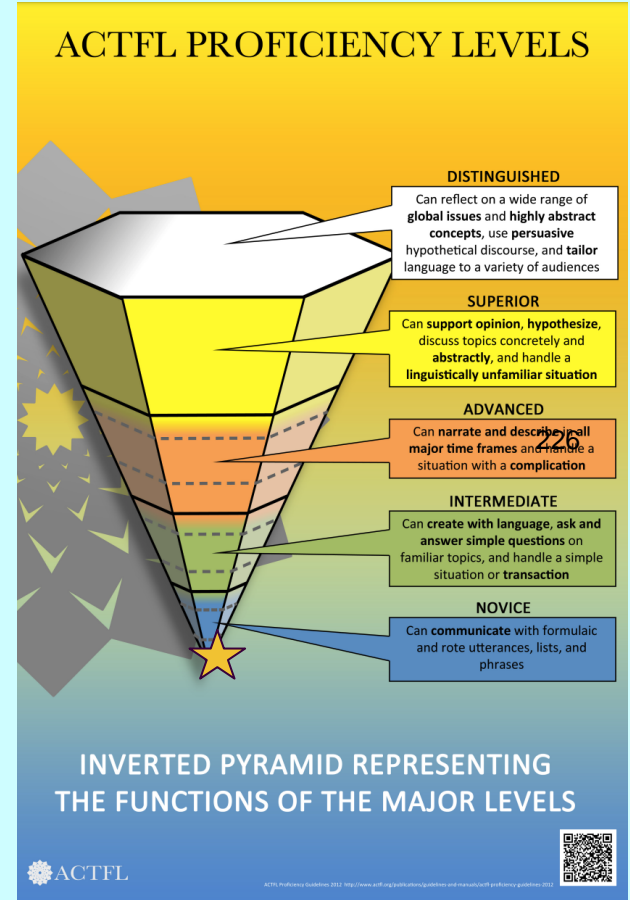


225

- 55 vocab structures
- Geography (Ecuador)
- Mammals
- The Water Cycle

- 75 vocab structures
- Geography (Colombia)
- Mammals
- The Water Cycle

MS Spanish



Spanish 1

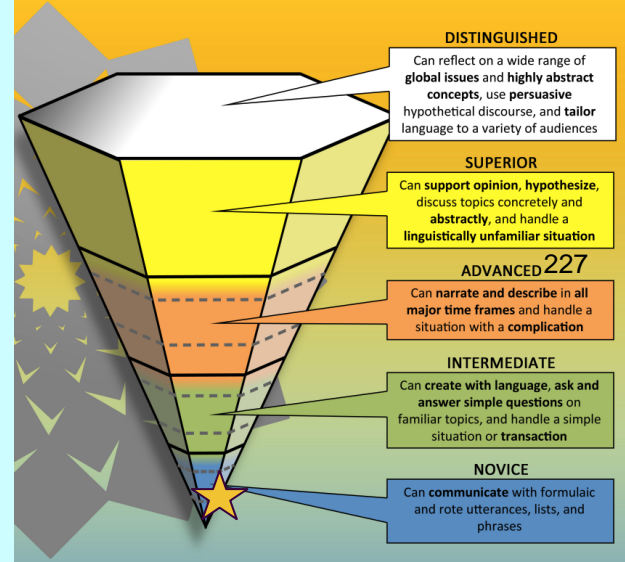
Supplementary Materials:



Class Novels:



ACTFL PROFICIENCY LEVELS



INVERTED PYRAMID REPRESENTING THE FUNCTIONS OF THE MAJOR LEVELS

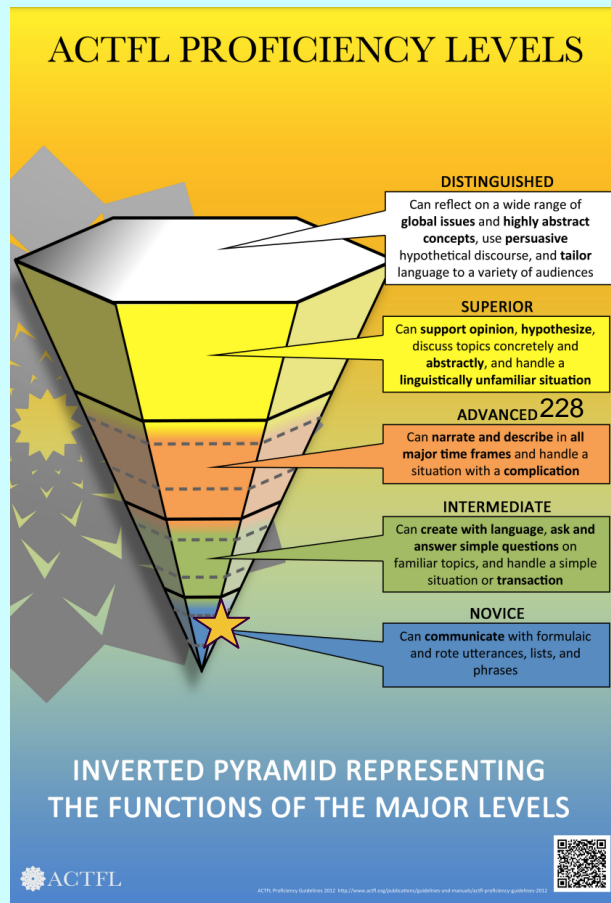


Spanish 2

Supplementary Materials:



Class Novels:



Spanish 3

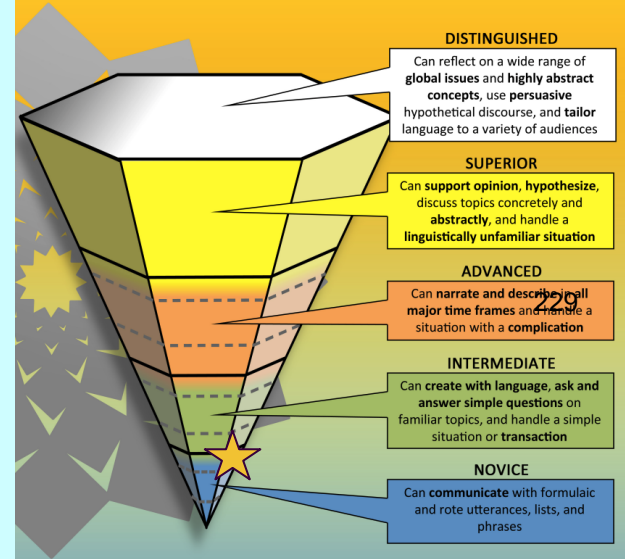
Supplementary Materials:



Class Novels:



ACTFL PROFICIENCY LEVELS



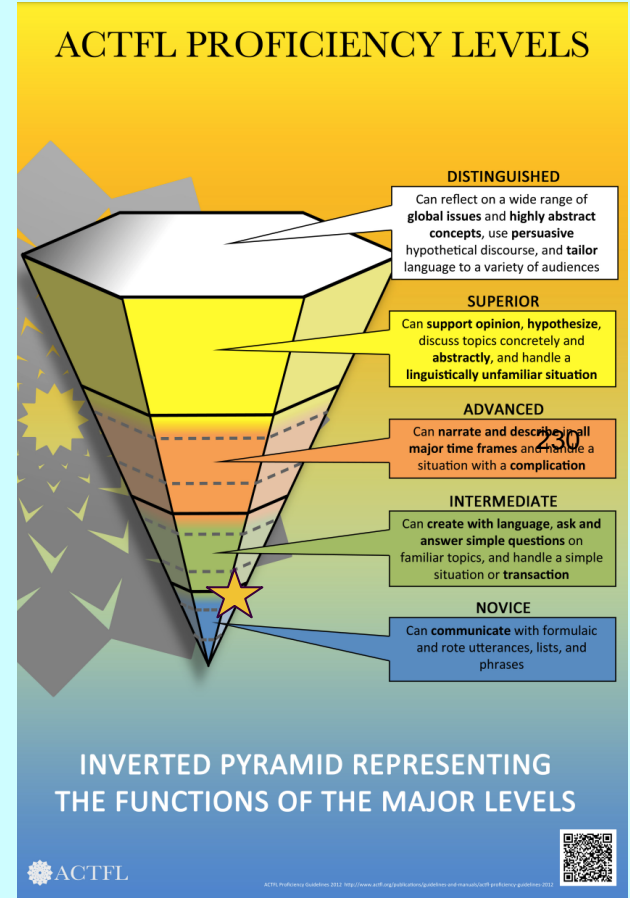
INVERTED PYRAMID REPRESENTING THE FUNCTIONS OF THE MAJOR LEVELS



Spanish 3

TEACH SPANISH FOR PROFICIENCY
SOMOS 2 INTERMEDIATE

This graphic features a vibrant background of a colorful hillside town with buildings in shades of pink, blue, and yellow. Overlaid on the right side is a large, stylized yellow sunburst or starburst pattern. The text is centered in a dark blue horizontal band.



06

Curriculum Funds



Material	Amount	Classes
Essentials		
Somos 1 + Flex Materials	$\$400 + \$350 = \text{\$750}$	Spanish 1 & 2
Somos 2 + Flex Materials	$\$200 + \$150 = \text{\$350}$	Spanish 3
La Perezosa Impaciente Novels & Teacher's Guide	$\$40 \times 5 \text{ sets} + \$65 = \text{\$260}$	MS Spanish
		Total Costs: $\text{\\$1,360}$
Wish List:		
El Mundo en Tus Manos Subscription	$\$100/\text{year} - 6 \text{ years} = \text{\$600}$	All levels – Quote Received
Garbanzo Subscription (Yearly)	$\$150/\text{year} - 6 \text{ years} = \text{\$894}$	All levels – Quote Received
		Total Costs: $\text{\\$2,854}$



SOMOS 1 CURRICULUM MAP

Somos is a Comprehension-based™, Proficiency-oriented, Acquisition-driven curriculum for Novice learners

USING THIS DOCUMENT

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This is the official SOMOS Spanish 1 curriculum map. Please bookmark this map so that you can come back to it easily. We update this map regularly, and so we do not recommend that you create and save your own copy of the file, as it will become outdated. Instead, bookmark or “Star” this living Google Doc!

WHAT DOES THE MAP INCLUDE?

This Curriculum Map lists units from the Original Somos Curriculum as well as supplemental resources from The Comprehensible Classroom that connect to the vocabulary and themes of the curriculum units. Some of these supplemental resources are included in the Somos 1 Complete Curriculum Bundle, and some are not. Some teachers use only the curriculum units, and others use many of the supplements as well. ***To know which resources are included in a purchase of the Somos 1 Complete Curriculum Bundle, look for a check mark in the first column.***

WHICH SOMOS UNITS DO I NEED TO TEACH?

Somos is a spiraled curriculum. The Core Vocabulary from each unit is recycled in subsequent units, and each unit is structured based on the assumption that students will be familiar with Core Vocabulary from previous units. Although it is recommended to move through the curriculum in sequence, teachers *can* skip units and move through the units out of order. Before beginning a unit, scan the Core Vocabulary words from previous Somos units to ensure that your students are familiar with those words. Your students may very well be familiar with them from conversations you have had in class, novels you have read, or other materials that you have taught with. If your students are not familiar with certain Core Vocabulary words from previous units, they may benefit from a quick supplemental lesson that focuses on those words before jumping into the unit.

IS SOMOS A ONE YEAR CURRICULUM?

The Original Somos Curriculum is a Novice Curriculum that fills more than one year of instruction. If you were to teach ALL of the units and supplemental units, it would take at least two years of seeing students every day in 50 minute class periods. If you are planning to use the Original Somos 1 Curriculum in a single year, you will need to skip some portions of some units, and some units altogether. Remember that this is a Novice Curriculum, and the typical student is solidly in the Novice range of proficiency for their first 2+ years of Spanish class. When your students are breaking into the Intermediate range, start bringing in units from the [Somos 2 Curriculum](#) for emerging Intermediate Spanish learners.

WHERE CAN I PURCHASE SOMOS?

- The best way to purchase the Original Somos 1 Curriculum is through our store on Teachers Pay Teachers. [Click here to purchase the Complete Somos 1 Curriculum](#). All resources that are included in the Complete Curriculum Bundle are marked with a ✓ in the first column below.
- Alternatively, you may purchase the curriculum directly from The Comprehensible Classroom. [Contact Us](#) to place your order!

WHAT IS SOMOS FLEX?

Somos Flex is a Virtual/Hybrid curriculum that corresponds directly with the Original Somos Curriculum. Somos Flex may be a better fit than the Original Somos Curriculum for teachers that teach online classes or Hybrid in-person/online classes. Much of the content from Somos Flex overlaps content from the Original Somos Curriculum, but it is formatted differently and there are many stories that are *not* included in the Original Curriculum. To learn more about the differences between the Original Somos Curriculum and the Somos Flex Curriculum, [watch this video](#).



CAN I ACCESS SOMOS LESSONS DIGITALLY?

Yes. All SOMOS texts are available as interactive lessons on www.garbanzo.io. Teachers will find Garbanzo particularly useful to help students that are absent, join the class late, or need additional support or enrichment. Get started with a FREE 14-day trial!

WHERE CAN I GET MORE INFORMATION?

Visit www.somoscurriculum.com to learn more about SOMOS, or [contact us](#).

Included in Complete Curriculum	UNIT NUMBER AND TITLE	CORE VOCABULARY	CULTURAL CONNECTION	SUMMATIVE PERFORMANCE ASSESSMENTS	MINIMUM DURATION
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m Bundle					
✓	Editable syllabus	N/A	N/A	N/A	N/A
✓	Somos 1 Unit 1 <u>Dice</u>	<ul style="list-style-type: none"> · dice · este/esta es · una persona · un chico · una chica · se llama 	Los pollitos dicen children's song	None recommended	4+ days (50 minute class periods)
•	<u>Special person interviews</u>	various	N/A	N/A	Spread across many ²³⁵ days
•	<u>El calendario The Unfair Game</u>	Seasons, Months, Before/After	Northern vs. Southern Hemisphere	N/A	1 class period
•	<u>¿Cuál es la fecha?</u>	<ul style="list-style-type: none"> · hoy es · ayer fue · calendar vocab 	N/A	N/A	Daily
✓	<u>Introductions worksheet</u>	<ul style="list-style-type: none"> · se llama · este es 	N/A	N/A	30 minutes
✓	<u>Me llamo Ronaldo embedded reading</u>	<ul style="list-style-type: none"> · este es, me llamo 	N/A	N/A	1 day (50 minute class period)
•	<u>¿Lo dice o lo dijo? Lotería game</u>	<ul style="list-style-type: none"> · dice · dijo · este es 	N/A	N/A	30 minutes
•	<u>Hay</u>	<ul style="list-style-type: none"> · hay 	N/A	N/A	1 day (50 minute class period)
•	<u>¿Qué hay en tu casa? game</u>	<ul style="list-style-type: none"> · hay 	N/A	N/A	1 day (50 minute class period)
•	<u>Cognates lesson</u>	<ul style="list-style-type: none"> · cognates 	N/A	N/A	1 day

•	<u>The Unfair Game: Hay + animales</u>	<ul style="list-style-type: none"> · hay · grande/pequeño · este/esta es 	N/A	N/A	30 minutes
•	<u>Hay + comida Lotería game</u>	<ul style="list-style-type: none"> · hay · various foods · en · lonchera, refrigerador, plato 	N/A	N/A	30 minutes
•	<u>¿Qué es un ekeko?</u>	<ul style="list-style-type: none"> · este es · hay · es de 	Eekos	N/A	1 day (50 minute class period) 236
✓	<u>¿Qué te gusta?</u>	<ul style="list-style-type: none"> · le gusta · me gusta · te gusta 	N/A	N/A	2 days (50 minute class periods)
✓	Somos 1 Unit 2 <u>Corre</u>	<ul style="list-style-type: none"> · camina hacia · corre · ve 	La carrera de San Silvestre El encierro de toros	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading · Interpretive listening 	8+ days (50 minute class periods)
•	<u>Simple Sentences Game Pack, Units 1-5</u>	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A	20-30 minutes per game
✓	Somos 1 Unit 2.5 <u>La cumbia</u>	<ul style="list-style-type: none"> · no puede · hay · va a 	Cumbia & the cultural diversity of Latin America	N/A	7+ days (50 minute class periods)
✓	<u>Los colores</u>	<ul style="list-style-type: none"> · lleva 	N/A	N/A	2 days (50 minute class periods)
•	<u>Puede/Le gusta Lotería game</u>	<ul style="list-style-type: none"> · puede · le gusta 	N/A	N/A	1 class period

✓	Somos 1 Unit 3 <i>El canal de Panamá</i>	<ul style="list-style-type: none"> · nunca cierra · abre la puerta · son las (#) 	El canal de Panamá	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading · Presentation speaking OPTIONAL	6+ days (50 minute class periods)
✓	Somos 1 Unit 4 <i>La universidad</i>	<ul style="list-style-type: none"> · toma · habla · quiere ser 	Universities in Spanish speaking countries	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading · Interpretive listening 	8+ days (50 minute class periods)
•	<u>Quiero ser diferente</u> storybook	<ul style="list-style-type: none"> · quiero ser · quieres ser 	N/A		N/A
•	<u>El silbo gomero</u>	<ul style="list-style-type: none"> · habla · país · idioma 	El silbo gomero		2 days (50 minute class periods) ²³⁷
✓	Somos 1 Unit 5 <i>La corrida de toros</i>	<ul style="list-style-type: none"> · tiene · novio · hermano · está enojado · va a 	Bullfighting	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading · Interpretive listening 	7+ days (50 minute class periods)
✓	La corrida de toros: ¿cultura o tortura?	<ul style="list-style-type: none"> · tiene · está enojado · va a 	Bullfighting	N/A	4+ days (50 minute class periods)
•	<u>One Word Image Imagination Lab</u>	<ul style="list-style-type: none"> · tiene · puede · quiere 	N/A	N/A	will vary
•	<u>Los pronombres de sujeto</u>	<ul style="list-style-type: none"> · subject pronouns 	Biographies of Spanish speaking individuals	N/A	2+ days (50 minute class periods)
•	<u>Sobremesa Episode 1</u>	<ul style="list-style-type: none"> · camina · dice · hay 	La República Dominicana	N/A	4+ days (50 minute class periods)

✓	<u>Felipe VI</u>	· 'de' for possession	Felipe VI, King of Spain	N/A	2 days (50 minute class periods)
✓	Somos 1 Unit 6 <u>Siéntate</u>	· se sienta · se levanta · le grita	N/A	N/A	4+ days (50 minute class periods)
•	<u>Simple Sentences Game Pack, Units 6-10</u>	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A	20-30 minutes per game
•	<u>TPR Sentence Bingo</u>	· se sienta · se levanta · grita	N/A	N/A	1 class period 238
•	<u>Cris se sienta Storybuilder PLUS™ Forms Edition</u>	· se sienta · se levanta · grita	N/A	N/A	will vary
✓	La criatura Horizontal Conjugation	· 1st person plural verb conjugations, present tense	N/A	N/A	1 day (50 minute class period)
✓	Somos 1 Unit 7 <u>Los castells de Tarragona</u>	· siempre · lo ayuda · simpático · tienes que · no puede	Los castells de Tarragona / España	· Presentational writing · Interpretive reading	8+ days (50 minute class periods)
✓	<u>Mi Bolivia</u>	· possessive adjectives	Bolivia		2+ days (50 minute class periods)
✓	Somos 1 Unit 8 <u>La comida latina</u>	· busca · encuentra · sabes	Various	· Interpretive reading	6+ days (50 minute class periods)
✓	<u>Te amo by Nota</u>	· sabes	Puerto Rico		1 day (50 minute class period)

•	<u>Los verbos -ar</u>	· -ar present indicative verbs			1 day (50 minute class period)
✓	Somos 1 Unit 9 <i>El Cucuy</i>	· tiene miedo de · mira · hacia	El Cucuy / Puerto Rico	· Presentational writing · Interpretive reading	8+ days (50 minute class periods)
✓	<u>El Silbón</u>	· voy, vas, va, vamos, van	El Silbón / Venezuela	N/A	4+ days (50 minute class periods)
✓	<u>La programación de televisión</u>	· mira · days of the week	TV programming / España	N/A	1 day (50 minute class period) 239
✓	<u>¿Qué hora es?</u>	· sale · avión · a las (time) · son las (time)	N/A	N/A	2+ days (50 minute class periods)
✓	Somos 1 Unit 10 <i>Como agua para chocolate</i>	· tiene hambre · está triste · llora · come	Como agua para chocolate / México	· Presentational writing · Interpretive reading · Interpretive listening	8+ days (50 minute class periods)
✓	<u>Lágrimas de cocodrilo</u>	· tiene hambre · está triste · llora	Idiomatic expression	N/A	2+ days (50 minute class periods)
•	<u>La rana de boca grande</u>	· come · vive	Amazonian animals	N/A	2+ days (50 minute class periods)
•	<u>Gazpacho</u>	· come	Gazpacho / España	N/A	3+ days (50 minute class periods)
•	<u>Tener expressions Bingo</u>	· tiene calor, tiene frío, tiene sueño, tiene razón · tiene suerte, ¡Ten cuidado!, tiene hambre, tiene 15 años, tiene miedo		N/A	1 day (50 minute class period)
•	Los verbos -er	· -er present indicative	Rafael Nadal / España	N/A	1 day (50 minute class

		verb conjugations			period)
✓	<u>La perrita bailarina</u>	· baila	Merengue / La República Dominicana	N/A	2+ days (50 minute class periods)
✓	Somos 1 Unit 11 <i>Deportes en los países hispanohablantes</i>	· eres · juega · un deporte · quiere jugar	· El fútbol / various · El béisbol / La República Dominicana · El básquetbol / México	· Presentational writing · Interpretive reading · Interpretive listening	7+ days (50 minute class periods)
•	<u>Simple Sentences Game Pack, Units 11-15</u>	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A	20-30 minutes per game 240
✓	Somos 1 Unit 12 <i>El cortejo</i>	· agarra · no conoce · nadie · sale de	Traditional dating customs in Spanish speaking countries	· Interpretive reading · Interpretive listening	7+ days (50 minute class periods)
•	<u>El gato cleptómano</u>	Direct object pronouns	N/A	N/A	1 day (50 minute class period)
•	<u>QAR</u>	N/A	N/A	N/A	2+ days (50 minute class periods)
✓	Los 6 grados de separación	saber vs. conocer	N/A	N/A	2+ days (50 minute class periods)
✓	Somos 1 Unit 13 <i>Piropos / El acoso callejero</i>	· la mujer · el hombre · comienza a · piensa que · verdadero	· Piropos · El chico del apartamento 512 · Selena	· Interpretive reading · Interpretive listening	7+ days (50 minute class periods) *Note: the vocabulary in the unit that is currently listed on TpT is different. We will be changing the story in the unit to reflect the new vocabulary but will keep the same content focus.

✓	Somos 1 Unit 14 <i>Los derechos de los niños</i>	<ul style="list-style-type: none"> · el niño · escucha · lo que hace · debe hacer 	<ul style="list-style-type: none"> · Los niños prisioneros / Bolivia 	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading 	7+ days (50 minute class periods)
✓	<u>Me gustas tú</u>	me gustas	N/A	N/A	1 day (50 minute class period)
✓	Somos 1 Unit 15 <i>El gaucho</i> **THIS UNIT WILL BE UPDATED IN 2023**	<ul style="list-style-type: none"> · vive · solo · trabaja en · necesita 	<ul style="list-style-type: none"> · Los gauchos · El mate · Argentina 	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading · Interpretive listening 	This was previously sold as Unit 16, and we flipped the order during the 2021-2022 school year
✓	Somos 1 Unit 16 <i>Las abuelas de Plaza de Mayo</i>	<ul style="list-style-type: none"> · miente · dice la verdad · fui / fuiste / fue · le cree · se lleva · siguiente 	<ul style="list-style-type: none"> · Las abuelas de Plaza de Mayo / Argentina · La Guerra Sucia 	<ul style="list-style-type: none"> · Interpretive reading 	12+ days (50 minute class periods)
•	<u>Simple Sentences Game Pack, Units 16-20</u>	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A	20-30 minutes per game
✓	Somos 1 Unit 17 <i>La inmigración</i>	<ul style="list-style-type: none"> · llega · país · regresa · allí · lleva 	La migración y la inmigración / Estados Unidos	<ul style="list-style-type: none"> · Interpretive reading · Interpretive listening 	7+ days (50 minute class periods)
✓	La inmigración a España	<ul style="list-style-type: none"> · llega · país · regresa · allí · lleva 	España	N/A	1 day (50 minute class period)

✓	Somos 1 Unit 18 <i>Las supersticiones</i>	<ul style="list-style-type: none"> · le da · devuelve · le parece · extraño 	Superstitions in various Spanish speaking countries	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading 	7+ days (50 minute class periods)
✓	Somos 1 Unit 19 <i>Biblioburro</i>	<ul style="list-style-type: none"> · viene · pueblo · toda la gente · pone · encima de 	Biblioburro, access to libraries	<ul style="list-style-type: none"> · Interpretive reading · Interpretive listening 	8+ days (50 minute class periods)
✓	<u>El Desfile de Yipao</u>	<ul style="list-style-type: none"> · conduce 	El desfile de Yipao / Colombia	N/A	3+ days (50 minute class periods)
✓	Somos 1 Unit 20 <i>El robo</i>	<ul style="list-style-type: none"> · deja · lleva · camisa · mismo · tienda 	N/A	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading 	6+ days (50 minute class periods)
•	<u>El hábito de San Antonio</u>	<ul style="list-style-type: none"> · lleva · el mismo · vestido 	N/A	N/A	1 day (50 minute class period)
•	<u>Las botas picudas</u>	<ul style="list-style-type: none"> · lleva · jóvenes 	Las botas picudas / México	N/A	3+ days (50 minute class periods)
✓	Somos 1 Unit 21 <i>Una aventura de camping</i>	<ul style="list-style-type: none"> · se duerme · durante · la noche · oye · algo 	N/A	N/A	4+ days (50 minute class periods)
•	<u>Los verbos reflexivos</u>	reflexive verbs	N/A	N/A	1 day (50 minute class period)
✓	<u>El monstruo del armario</u>	<ul style="list-style-type: none"> · se duerme · durante 	“El monstruo del armario” by Pablo	<ul style="list-style-type: none"> · Interpretive reading · Presentational writing 	4+ days (50 minute class periods)

		<ul style="list-style-type: none"> · la noche · oye algo 	Conde / España		
•	<u>Simple Sentences Game Pack, Units 21-27</u>	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A	20-30 minutes per game
✓	<u>La receta del amor</u>	<ul style="list-style-type: none"> · reflexive vs. transitive verbs 			4+ days (50 minute class periods)
✓	<u>La Tomatina</u>	<ul style="list-style-type: none"> · empieza · tira 	La Tomatina / Buñol		3+ days (50 minute class periods) 243
✓	Somos 1 Unit 22 <i>Los tres cerditos</i>	<ul style="list-style-type: none"> · teme · construye · con cuidado · toca · feroz · déjame · termina · sopla 		<ul style="list-style-type: none"> · Presentational writing · Interpretive reading · Interpretive listening 	6+ days (50 minute class periods)
✓	<u>Robarte un beso</u>	<ul style="list-style-type: none"> · déjame 	Colombia		3+ days (50 minute class periods)
✓	<u>Huracanes en el Caribe</u>	<ul style="list-style-type: none"> · teme · construye · con cuidado · toca · feroz · déjame · termina · sopla 	Puerto Rico, Cuba, La República Dominicana		3+ days (50 minute class periods)
✓	Somos 1 Unit 23 <i>El Camino de Santiago</i>	<ul style="list-style-type: none"> · quiere ir · se queda · sigue 	El Camino de Santiago / España	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading · Interpretive listening 	10+ days (50 minute class periods)

	Somos 1 Unit 24 <i>Costa Rica</i>	<ul style="list-style-type: none"> · disfrutaron · protegieron · viajaron · se hicieron 	El ecoturismo y la sostenibilidad / Costa Rica		<i>Currently, this unit is only available in Flex Format (click here).</i>
✓	Somos 1 Unit 25 <i>La lotería de Navidad</i>	<ul style="list-style-type: none"> · cuesta · demasiado · compra · vende 	El Sorteo Extraordinario de Navidad / España	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading · Interpretive listening 	7+ days (50 minute class periods)
✓	Somos 1 Unit 26 <i>El sistema solar</i>	<ul style="list-style-type: none"> · fue el primer · viajó 	Franklin Chang Díaz / Costa Rica	<ul style="list-style-type: none"> · Presentational writing 	8+ days (50 minute class periods) 244
✓	Somos 1 Unit 27 <i>La siesta</i>	<ul style="list-style-type: none"> · hay que · poco a poco · se aburre · vuelve a 	La siesta / España	<ul style="list-style-type: none"> · Presentational writing · Interpretive reading 	6+ days (50 minute class periods)

Ideas for novels:

Many teachers choose to supplement the Somos Curriculum with class novels. The Comprehensible Classroom sees many benefits to reading a novel together with your students, and we encourage teachers to try it!

There are many excellent novels that are available for language learners and written such that students can understand them, and many of them could be great fits for your classes. **We do not recommend any particular novel over another– we recommend finding a reader that your students will enjoy and be able to understand with ease.** The list below is not exhaustive.

Below, we have provided a list of some novels that fit in well with the scope of the curriculum so that you can have an idea about when they might be easy for your students to read, ***if you were to choose to read them.*** ALWAYS order a single copy of the novel first and preview it to see if it will be a good fit for your classes in terms of content and linguistic complexity.

If you are looking to read a novel with your class, we strongly recommend choosing a novel that has an available Teacher’s Guide and working through the novel with the Teacher’s Guide in order to minimize your work load.

- After Somos 1 Unit 5: *Brandon Brown dice la verdad* by Carol Gaab (available from www.fluencymatters.com)

- After Somos 1 Unit 5: *Agentes secretos y el mural de Picasso* by Mira Canion (available from www.miracanon.com)
- After Somos 1 Unit 7: *El capibara con botas* by Mira Canion (available from www.miracanon.com)
- After Somos 1 Unit 7: *Fénix* by Nelly Andrade-Hughes (available from www.waysidepublishing.com) *Easier after Unit 9.
- After Somos 1 Unit 8: *Llama en Lima* by Katie Baker (available from www.fluencymatters.com)
- After Somos 1 Unit 9: *Brandon Brown quiere un perro* by Carol Gaab (available from www.fluencymatters.com)
- After Somos 1 Unit 10 (easy) -or- Unit 17 (easier): *El gorila blanco de Guinea Española* by Craig Klein Dexemple (available from www.spanishcuentos.com)
- After Somos 1 Unit 10: *Itipuru y el monstruo del océano* by Margarita Pérez García (available from <https://cpli-bookstore.myshopify.com/>)
- After Somos 1 Unit 12: *Esmeralda, la tortuga marina* by Kristy Placido (available from www.fluencymatters.com)
- After Somos 1 Unit 21: *Mata la piñata* by Kristy Placido (available from www.fluencymatters.com) rs.com)



SOMOS 2 CURRICULUM MAP

Somos is a Comprehension-based™, Proficiency-oriented, Acquisition-driven curriculum for Novice learners

USING THIS DOCUMENT

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This is the official SOMOS Spanish 2 curriculum map. Please bookmark this map so that you can come back to it easily. We update this map regularly, and so we do not recommend that you create and save your own copy of the file, as it will become outdated. Instead, bookmark or “Star” this living Google Doc!

WHAT DOES THE MAP INCLUDE?

This Curriculum Map lists all resources that are included in the Somos 2 Curriculum for Intermediate Spanish learners (Original).

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IS SOMOS A ONE YEAR CURRICULUM?

The Original Somos 2 Curriculum is a curriculum for emerging Intermediate learners that fills one year of instruction *when paired with the teaching of a class novel, which we strongly recommend.*

WHERE CAN I PURCHASE SOMOS?

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WHERE CAN I GET MORE INFORMATION?

Visit www.somoscurriculum.com to learn more about SOMOS, or [contact us](#).

	Core Vocabulary	Grammar Focus	Link	Duration
Unit 1: Foundations	fue dijo vio		https://www.teacherspayteachers.com/Product/SOMOS-2-Unit-01-Foundations-in-the-past-tenses-in-Spanish-604615	10+ days
Unit 2: La muchacha y la ardilla/Oktapodi	se acercó a vio que había se lo llevó	-ar preterite regular verbs	https://www.teacherspayteachers.com/Product/Spanish-2-Storytelling-Unit-1-AR-preterite-regular-La-muchacha-y-la-ardilla-634469	5 days
Grammar in Context: -AR preterite regular grammar notes			https://www.teacherspayteachers.com/Product/Grammar-Notes-AR-Preterite-regular-with-reading-and-activity-628669	1 day

Reading: Ricitos de oro	se acercó a vio que había se lo llevó		https://www.teacherspayteachers.com/Product/Reading-Ricitos-de-Oro-multiple-reading-formats-and-activities-2277226	1 day
Unit 3: La madre de Jasón	volvió temprano conoció a un joven se divertieron	-er/-ir preterite regular verbs	https://www.teacherspayteachers.com/Product/Spanish-2-Storytelling-Unit-2-er-ir-preterite-regular-La-madre-de-Jason-655255	5 days
Grammar in Context: -ER/-IR preterite regular grammar notes			https://www.teacherspayteachers.com/Product/Grammar-Notes-ER-and-IR-Preterite-Regular-with-reading-and-activity-645502	248 1 day
Song: Todo cambió by Camila and Nota			https://www.teacherspayteachers.com/Product/Song-activity-Todo-cambio-by-Camila-originally-and-Nota-645489	1 day
Unit 4: ¿Soy gringo?		preterite stem change verbs	https://www.teacherspayteachers.com/Product/Cultural-reading-and-grammar-notes-Gringo-and-preterite-stem-change-verbs-2080014	4 days
Unit 5: Ruidos en la noche	cayó al suelo leyeron en el periódico oyó un ruido	preterite i-y stem change verbs	https://www.teacherspayteachers.com/Product/Spanish-2-Storytelling-Unit-05-Preterite-I-Y-verbs-Ruidos-en-la-noche-686091	4 days
Grammar in Context: I-Y spelling change preterite verbs			https://www.teacherspayteachers.com/Product/Grammar-Notes-Verbs-with-I-Y-spelling-change-in-preterite-tense-663319	1 day

Unit 6: El secreto	trajo no pudo supo la verdad	totally irregular preterite verbs	https://www.teacherspayteachers.com/Product/SOMOS-2-Unit-06-El-secreto-irregular-preterite-verbs-in-Spanish-4198795	7 days
Grammar in Context: Irregular preterite			https://www.teacherspayteachers.com/Product/Grammar-notes-Totally-irregular-preterite-tense-verbs-1217455	2 days
Unit 7: El acosador	era iba veía	imperfect irregular verbs	https://www.teacherspayteachers.com/Product/Storytelling-Unit-Imperfect-Irregular-Verbs-El-acosador-1801940	5 days ²⁴⁹
Reading: José Mujica, el presidente más humilde del mundo			https://www.teacherspayteachers.com/Product/Jose-Mujica-El-presidente-mas-humilde-del-mundo-readings-and-authres-2461605	4 days
Unit 8: El hombre feliz			https://www.teacherspayteachers.com/Product/Film-based-Unit-El-hombre-feliz-Spanish-II-with-embedded-reading-1578065	5 days
Unit 9: La chancla & breaking away from chancla culture	lo aguantaba se quejaba de no me contestes	-AR imperfect verbs	https://www.teacherspayteachers.com/Product/SOMOS-Spanish-2-Unit-9-ar-imperfect-La-chancla-3839676	5+ days
Grammar in context: -AR imperfect verbs			https://www.teacherspayteachers.com/Product/Grammar-notes-AR-Imperfect-conjugations-with-reading-and-activities-1133985	
Unit 10: El chico ideal	quería tenía	-ER/-IR imperfect regular verbs	https://www.teacherspayteachers.com/Product/SOMOS-2-Unit-	

	olía a		10-El-chico-ideal-ERIR-Imperfect-verbs-3482958	
Creative Writing Project: El zoológico loco		Imperfect verbs	https://www.teacherspayteachers.com/Product/Grammar-project-El-zoologico-loco-The-imperfect-434367	
Unit 11: El que se enoja, pierde			https://www.teacherspayteachers.com/Product/Legends-Unit-El-que-se-enoja-pierde-Spanish-II-445617	10+ days 250
Unit 12: El lago encantado			https://www.teacherspayteachers.com/Product/SOMOS-Spanish-2-Unit-12-El-lago-encantado-Incan-legend-SOMOS2-3796727	13+ days
NOVEL UNIT: El Nuevo Houdini	Purchase the novel from Fluency Matters: https://fluencymatters.com/product/el-nuevo-houdini-reader/ Purchase the Teacher’s Guide from Fluency Matters: https://fluencymatters.com/product/el-nuevo-houdini-teachers-guide-download/ Use lesson plans provided here: https://martinabex.com/tag/el-nuevo-houdini/			5 weeks
El Ketchup	Use with Chapter 4 of El Nuevo Houdini		https://www.teacherspayteachers.com/Product/Cultural-Activities-Ketchup-Hecho-en-Latinoamerica-and-Asereje-552790	1 day
Unit 13: Crime scene investigation		Estar + participio pasivo	https://www.teacherspayteachers.com/Product/Grammar-Notes-Estar-past-participle-with-crime-scene-activity-2048617	4 days

<p>Unit 14: El pretérito perfecto</p>		<p>El pretérito perfecto</p>	<p>https://www.teacherspayteachers.com/Product/Grammar-notes-Spanish-present-perfect-el-preterito-perfecto-with-reading-1251916</p>	<p>2 days</p>
<p>NOVEL UNIT Brandon Brown versus Yucatán</p>	<p>Purchase the novel from Fluency Matters: https://tprstorytelling.com/products-page/featured-novels/brandon-brown-versus-yucatan/</p> <p>Purchase and use the Teacher’s Guide written by Martina Bex https://tprstorytelling.com/products-page/tprs-pub-audio-books-tgs/brandon-brown-versus-yucatan-teachers-guide-on-cd-2/</p>			<p>5 weeks 251</p>
<p>Midterm assessment</p>	<p>Midterm prep: https://www.teacherspayteachers.com/Product/Reading-Ratones-en-casa-story-for-intermediate-Spanish-speakers-2279670</p> <p>Alma midterm exam: https://www.teacherspayteachers.com/Product/Assessment-Alma-film-based-exam-Spanish-II-318707</p>			
<p>Final assessment</p>	<p>La leyenda del espantapájaros https://www.teacherspayteachers.com/Product/Film-based-Assessment-La-leyenda-del-espantapajaros-320730</p> <p>OR</p> <p>La llorona https://www.teacherspayteachers.com/Product/Assessment-La-Llorona-reading-based-Spanish-II-694233</p>			



Overview

Welcome to a complete unit about animals in Ecuador based on the World-Readiness Standards for Learning Languages and the Common Core English Language Standards. The book *El capibara con botas* can serve as an anchor text for a unit to use with elementary students, middle school students, or beginning high school students. Since the vocabulary in the book is very basic, the lesson plans in this manual assume that learners are young and have no prior Spanish experience.

The text of *El capibara con botas* incorporates the vocabulary and proficiency skills found in a typical first-semester Spanish 1, elementary, or exploratory curriculum. The traditional topics of animals, behavior/ simple action words, emotions, the water cycle, South American geography, Ecuadorian geography, friendships, parents, taking care of the environment, and the like are all topics interwoven into the storyline. Reading *El Capibara con botas* can be used as an introduction or review of these topics. The animal characters are a safe way to discuss human behaviors without getting too personal. Regarding grammar, very simple and repetitive usage of present tense verb forms in narration and dialogue is a great way to introduce and reinforce conjugations and their meanings.

Story summary

Carlos is different because he does not have webbed paws. He becomes nervous when he is in the water and thus does not swim well. However, he becomes easy prey for jaguars and pumas. So, he puts on boots to avoid the water and discovers his boots don't just cover up his paws, they make him special and the ideal candidate to help out the entire capybara community. During his journey, he is forced to take off his boots and sink or swim. By placing his friendship first, he learns that he can swim.

The author does not mention the exact locations of the setting, due to the very simple language level of the book. However, there were some assumptions made. Carlos starts in the Cuyabeno Wildlife Reserve and then heads towards the northern side of the volcano Cotopaxi. This volcano erupted recently in August 2015 after 70 years of relative inactivity. Carlos then heads into Quito and over to the coast. He takes a boat to the Galapagos.

El capibara con botas Teacher's Manual by Mira Canion
Author of *El capibara con botas*

Contributions by Amy Zimmer, Margarita Perez Garcia, and
Megan Hayes
Ecuadorian Amazon photos by Stephanie Marsh



Features

ESSENTIAL QUESTIONS

- ✓ Found in the sidebar for every chapter

OBJECTIVES

- ✓ Written in student-friendly 'I can' format
- ✓ Correspond to activities in the agenda
- ✓ Ready to post or display in the classroom

1. Chapter vocabulary appears at the beginning of every chapter lesson plan
2. One-page chapter lesson plans at a glance
3. Lesson plan outlines to leave for a substitute
4. Lesson plans written in English
5. Lesson plan design is presented according to solid literacy instruction: build background knowledge, think while reading, interact with the text, write and extend one's experiences with what is read
6. Complete lesson plans that also allow teacher creativity
7. Tips and strategies for instruction
8. Word cloud section with one or two sets of clouds per chapter. Use for a variety of activities: predictions, scaffolding for oral exams and written prompts
9. Variety of activities build literacy skills and address the Common Core ELA Standards
10. Supplementary ideas give additional activities and ideas
11. Skill-based progression of activities scaffold skills
12. Performance-based activities aligned with World-Readiness Standards for Learning Languages
13. Authentic images and videos provide a hook
14. Ready-to-use activities
15. Text-dependent chapter questions can be used for class discussion, vocabulary building, or games
16. Kahoot and Quizlet game links with pre-loaded vocabulary and comprehension questions
17. Tons of assessments to use as exit quizzes, check for understanding, unit exams
18. Images to use as assessments, comprehension help or coloring pages
19. Powerpoints presentations to introduce the chapter vocabulary and concepts
20. High-quality photography of animals and Ecuador
21. Author-written activities give unique insights



El capibara con botas

Capibara Thematic Unit Plan	
Language and Level	Spanish, novice-mid proficiency level
AP Theme and Topics	Personal Identity: Self-Image Sub-Topic: Global Challenges: Environmental Issues
Essential Question	What makes each animal and person special?
Enduring Questions	How can you believe in yourself when you think you can't do something? What can we do to preserve our wildlife and their habitats?
Student Learning Objectives	I can name the four geographical regions of Ecuador and describe their wildlife. I can describe animal behavior. I can talk about my friends and parents. I can retell a story using sequencing and narration techniques.
Cultural Content	Animals of South America and their habitat, geography and geographical features of Ecuador, city vs. jungle, deforestation, water cycle



El capibara con botas

<p>Goals and the Standards</p> <p><i>What should students know and be able to do by the end of the unit?</i></p>	<p>World Readiness Standards for Learning Languages</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own language.</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own culture.</p> <p>Common Core English Language Standards (a selection of 4th grade)</p> <p>Key Ideas and Details: CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). CCSS.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
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