Physical Education K-5 Units

- Ki-locomotor (bending, twisting, turning, stretching, pushing, and pulling), and manipulative (rolling, throwing, catching, bouncing, kicking) skills.
- Study of activities that involve locomotor, non-locomotor and manipulative skills, fitness concepts and fitness goals.
- Students will participate in a variety of movement activities leading to experiences of personal success.

PE.K.M.1.1:	Use a variety of locomotor skills to travel in personal and general space.
PE.K.M.1.2:	Strike objects using body parts forcefully.
PE.K.M.1.3:	Balance a lightweight object on a paddle/racket while moving.
PE.K.M.1.4:	Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions.
PE.K.M.1.5:	Use two hands to bounce and catch a large ground ball.
PE.K.M.1.6:	Participate in a variety of introductory water skills.
PE.K.M.1.7:	Catch a variety of self-tossed objects.
PE.K.M.1.8:	Roll and throw a variety of objects using an underhand motion.
PE.K.M.1.9:	Throw a variety of objects forcefully using an overhand motion.
PE.K.M.1.10:	Perform a creative movement sequence with a clear beginning balance, at least one movement and a ending shape.
PE.K.M.1.11:	Balance on a variety of body parts.
PE.K.M.1.12:	Perform a variety of rolling actions.
PE.K.M.1.13:	Move in a variety of ways in relation to others.
PE.K.R.5.1:	Identify ways to cooperate with a partner during physical activity.
PE.K.R.5.2:	Use equipment safely and properly.

PE.K.R.5.3:	Identify ways to treat others with respect during physical activity.
PE.K.R.6.1:	Identify physical activities that are enjoyable.
PE.K.R.6.2:	Identify a benefit of willingly trying new movements and motor skills.
PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.
MA.K12.MTR.1.1:	Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: x Analyze the problem in a way that makes sense given the task. x Ask questions that will help with solving the task. x Build perseverance by modifying methods as needed while solving a challenging task. x Stay engaged and maintain a positive mindset when working to solve tasks. x Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: x Cultivate a community of growth mindset learners. x Foster perseverance in students by choosing tasks that are challenging. x Develop students' ability to analyze and problem solve. x Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: x Build understanding through modeling and using manipulatives. x Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. x Progress from modeling problems with objects and drawings to using algorithms and equations. x Express connections between concepts and representations. x Choose a representation based on the given context or purpose. Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: x Help students make connections between concepts and representations. x Provide opportunities for students to use manipulatives when investigating concepts. x Guide students from concrete to pictorial to abstract representations as understanding progresses. x Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with

	x Select, sequence and present student work to advance and deepen understanding of co increasingly efficient methods. x Develop students' ability to justify methods and compare their responses to the responses of their peers.
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: x Focus on relevant details within a problem. x Create plans and procedures to logically order events, steps or ideas to solve problems. x Decompose a complex problem into manageable parts. x Relate previously learned concepts to new concepts. x Look for similarities among problems. x Connect solutions of problems to more complicated large-scale situations.
MA.K12.MTR.5.1:	Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: x Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. x Support students to develop generalizations based on the similarities found among problems. x Provide opportunities for students to create plans and procedures to solve problems. x Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1:	Assess the reasonableness of solutions.

	x Provide opportunities for students to create models, both concrete and abstract, and perform investigations. x Challenge students to question the accuracy of their models and methods. x Support students as they validate conclusions by comparing them to the given situation. x Indicate how various concepts can be applied to other disciplines.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students sho(a)4 (n41.m

	Clarifications: See Text Complexity for gradelevel complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

	incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
HE.K.B.5.1:	Name situations when a health related decision can be made individually or when assistance is needed.
HE.K.C.1.2:	Recognize the physical dimensions of health.
HE.K.P.7.1:	Identify healthy practices and behaviors to maintain or improve personal health.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school settin