

## Peaceful Playgrounds Programs PECAT SCORE REVIEW

### Physical Education Curriculum Description

The curriculum description is used to provide an overview of the curriculum being assessed. The PECAT coordinator or the entire PECAT committee can complete the curriculum description form.

### Curriculum Description Items

**1. Name of Curriculum:** Peaceful Playgrounds Programs: Physical Activity/Recess; Fundamental Movement PE; Fitness Fun Zone; and We Count Walking Program & 2 Go Games.

**2. Year developed or published: If applicable, year revised:** 2012

**3. Publisher/Developer/Distributor:** Peaceful Playgrounds, Inc.

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**4. What are the overall goals or focus of the curriculum?**

The programs were all designed with physical activity and wellness components with an emphasis on ease of use within a comprehensive approach. The programs include a parent component that keeps parents informed and engaged in their child's learning. The programs were developed by a teacher, principal and administrator with 29 years of educational experiences in a variety of settings with extensive experience in minority and high risk schools and communities, which is reflected in the professional development components and modifications for special needs students. Many lessons have an academic integration component aligned with State Standards in the areas of Language Arts and Math emphasizing integrated learning experiences.

**5. What grade levels does the curriculum address? (check all that apply)**

Kindergarten

Grade 1 X

Grade 2 X

Grade 3 X

Grade 4 X

Grade 5 X

Grade 6

**6. How many lessons/sessions are in the curriculum?**

**7. Is use of this particular curriculum required by the school board or school superintendent's office?**

- Yes
- No
- N/A

**8. Has the curriculum ever been reviewed by another committee?**

- Yes
- No
- Don't know

**If yes, which committee**

**If yes, what type of results were found as a result of the review**

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**9. What guidance does the curriculum provide to notify parents and families about the curriculum or content of instruction?**

None

**General guidance for teachers**

**Specific examples:** sample letters, sample text for teacher or school newsletter

Fundamental Movement has monthly parent newsletters which explain a movement concept including: 1. Suggested activities for parents to do at home with their child to reinforce the skill, 2. A description of related activities that occurred at school, 3.. How the skill translates into daily life and sports experiences, and 4. Why the skill is important to children.

WE Count Walking Program has both Parent and Student Newsletters on concepts related to walking, physical activity and nutrition themes designed to enhance knowledge and experiences in each area.

Peaceful Playgrounds has a series of informational newsletters about the program goals, philosophies and implementation tips.

**10. List the materials, tools, technology, and resources included in the curriculum**

**(e.g., lesson plans, teaching aids such as posters, fitness assessment tools, slides or**

**transparencies).**

Peaceful Playgrounds Physical Activity/Recess materials include: a curriculum pack of activity guides, posters, 4 blueprints, stencils roll out and detail, paint and paint machine, training video, PowerPoint slides, participant handouts, and facilitator notes for training, awards certificates, good sport coupons, forms, reports, approximately 100 pieces of playground equipment, instructional games DVD's, and training webinar.

Fundamental Movement PE Programs includes: 10 teachers guides, checklists, award certificate, parent newsletters, outdoor learning lab, blueprint stencils, motor skills task cards, physical activity exercise cards, approximate 100 pieces of PE equipment, striping machine and paint, and site license.

We Count Walking Program includes: songs in motion CD, parent and student newsletters, mini lessons for teacher, bulletin board, motivational stickers, motivational certificate, step tracking forms, cadences, teacher guide, and a CD with all program materials.

Fitness Fun Zone includes: Stencils, blueprint, paint machine and paint, nutrition cards, 12 fitness stations, 12 jump rope stations, healthy plate nutrition game, four corner court, jump ropes, beanbags, dice, site license, storage backpack, activity manual, music CD Circuit training music CD, Instructional DVD and Fitness Skillastics Activity Kit.

2 Go Games: 2 Go Games set for indoor use includes Hopscotch, Balance Beam, Bean Bag Toss, Number Grid, Alphabet Grid and Target Game. All 6 Games come with a large game mat, markers, beanbags, storage bag and 30 table cards.

Eat Smart. Play Hard Healthy Lifestyle Program focuses on nutrition and physical activity materials developed by a Federal Grant in coordination with the U.S. Department of Agriculture in conjunction with the State Food and Nutrition Service and distributed through USDA.gov. Eat Smart. Play Hard.™ offers resources and tools to convey and reinforce healthy eating and lifestyle behaviors that are consistent with the Dietary Guidelines for Americans and the MyPyramid Food Guidance System. Materials and tools include posters for classroom and cafeteria, kids activity sheets, bookmarks, book covers, parent brochures and other promotional materials including an eating and physical activity tool to monitor and set goals in each area.

### Accuracy Analysis

**Directions: The accuracy analysis should be completed by persons from the PECAT committee capable of assessing the accuracy of the health and scientific information in the written physical education curriculum. The following questions are starting points for consideration:**

Are physical activities and skill activities within the written curriculum represented accurately (e.g., are flexibility exercises represented with accurate technique, form, and safety considerations) in pictures, graphs, and written text?

YES Are the sources (e.g., research materials, references) of the physical education curriculum content made clear? If so, are they reputable sources (e.g., National Association for Sport and Physical Education publications)?

The programs are based on National Physical Education Guidelines, physical activity recommendations from the CDC and Healthy Americans 2010, state physical education standards and physical education frameworks. The content is current based on the latest scientific research.

YES Are data, information, and sources of information up to date and accurately interpreted?

YES Does the curriculum use accurate and appropriate terminology (e.g., physical education class” versus “gym class”)?

YES Are information, examples, scenarios, etc., relevant to the students’ lives? The latest in technology tools such as pedometers, fitness monitoring apps assist students in monitoring health in the rapidly advancing technological environment.

**\*\* Add your own accuracy questions as appropriate, based on the PECAT committee’s decision making.\*\***

### **Determining the accuracy analysis score:**

1. If information is found that is NOT scientifically sound, accurate, and current, complete items A-E, on the accuracy analysis chart located on the following page(s). Then, proceed to the acceptability analysis.

**NA**      A. In column A, list the page(s) in the curriculum where inaccurate, not current, or unsound information appears.

**NA**      B. In column B, briefly describe the inaccuracies.

**NA**      C. In column C, indicate how difficult or easy it will be to correct the inaccuracies. (For example, inaccurate information in a teacher’s guide might be easy to replace with a district-developed teacher supplement. However, inaccurate information in a printed student text might be more difficult to correct because it requires revising and republishing by the developer.)

**NA**      D. In column D, briefly describe what needs to be done to correct the inaccuracies.

**NA\_\_\_E.** In column E, indicate if the corrections will require substantial cost in time or money.

**2. If all information appears sound, accurate, and current, write in a score of "4" in the accuracy analysis score box (page 19) and proceed to the acceptability analysis (pg. 21).**

**Accuracy Analysis Chart: Insert information as specified on the previous page, items A - E (if none, go to next page)**

**Acceptability Analysis Chart: Insert information as specified on the previous page, Items A-E (if none, go to next page)**

<b>A</b> Page location in curriculum	<b>B</b> Brief description of biased, stereotypical, incompatible, or unacceptable information or depiction	<b>C</b> Degree to which information is unacceptable	<b>D</b> Brief description of what needs to be done to correct unacceptable information	<b>E</b> Degree of difficulty to correct or eliminate this information and retain curriculum quality
	NA	<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
	NA	<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
	NA	<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
	NA	<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
	NA	<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
	NA	<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy

PECAT Acceptability Analysis - Page 23

Physical Education Curriculum Analysis Tool (PECAT)

**Physical Education Curriculum Analysis Tool (PECAT)****Feasibility Analysis**

*The feasibility analysis should be completed by persons from the PECAT committee who know whether the physical education curriculum content, materials, and instructional strategies can be successfully implemented and utilized in local schools. Complete each item below. Record notes to justify scores and to inform PECAT committee discussions and decisions.*

- 1. The curriculum can be reasonably implemented within the capacity (e.g., level of training, certification in teaching physical education) of existing physical education teachers.**

Yes     No

Notes:

**All Peaceful Playground materials are targeted at the classroom teacher that may not have specific training in the area of physical education instruction and therefore that program has multiple training options, teacher designed and tested tools, and monitoring materials to insure proper skill growth in students.**

- 2. The curriculum can be implemented within the available instructional time.**

Yes     No, but time can be adjusted     No, it is too lengthy     No, it is too short

Notes:

**The lessons and materials are designed with multiple approaches to teaching concepts which are not time dependent other than practice opportunities to insure skill acquisition. Instruction time, followed by station work allows for variances in schedule and instruction.**

**Physical Education Curriculum Analysis Tool (PECAT)****3. The curriculum can be implemented with the existing physical education facilities and equipment.**

Yes  No, but this can be addressed  No, it is not feasible

**Notes:**

Since many of the programs utilize facilities that most schools have namely, playground space and field space, all program require little more than open space and paint to create engaging, motivating and challenging opportunities for instruction and practice with at a minimal cost.

**Feasibility Analysis Score: Based on the information above, score the curriculum based on how feasible it appears to implement successfully.**

- 4 = Feasible
- 3 = Probably feasible
- 2 = Possibly feasible
- 1 = Probably *un*feasible
- 0 = *Un*feasible

**4**

**Feasibility Analysis Score**



Physical Education Curriculum Analysis Tool (PECAT)**Affordability Analysis**

The affordability analysis should be completed by people who are knowledgeable about curriculum development, purchasing, implementation, and revision costs; costs in changing school operating procedures; and resources available for covering these costs. Complete each item below. Record notes to justify scores and inform PECAT committee discussions and decisions.

**1. What is the initial cost of curriculum materials?**

Items	Unit Cost	Number of Units Needed	Total Initial Cost (Unit cost times number of units needed)
Core curriculum (breakdown of separate grade-specific or content-specific materials might be necessary)	3,999 PP \$ 3,999 FM 2,999 FFZ	1 per school	3,999 PP \$ 3,999 FM 2,999 FFZ
Necessary instructional materials not included as part of core curriculum (may include cost of equipment, videos, CDs, master transparencies, etc.)	399 WC \$ 1299 2Go RUGS	1 per school	399 WC \$ 1299 2Go RUGS
Required consumable student materials	\$		\$
Other (e.g., parent materials; take-home items)	\$		\$
<b>Total Minimum Curriculum Purchase Costs</b>	\$	1 per school	\$
Optional supplementary materials (including suggested, but not required, consumable materials)	\$		\$
<b>Total Initial Curriculum Costs</b>	\$ 12,693		\$ 12,693

**Notes and comments:**

All materials are issued with a site license for using the designs and materials at a single school site. The total cost for all 5 programs equals \$12,693.

Physical Education Curriculum Analysis Tool (PECAT)**2. What is the cost of sustaining the curriculum materials annually?**

Items	Unit Cost	Number of Units Needed	Total Annual Cost (Unit cost times number of units needed)
Core curriculum (breakdown of separate grade-specific or content-specific materials might be necessary)	\$		\$ 0
Necessary instructional materials not included as part of core curriculum (may include cost of equipment, videos, CDs, master transparencies, etc.)	\$		0 \$
Required consumable student materials	\$		\$ \$499
Other (e.g., parent materials; take-home items)	\$		\$ 0
<b>Total Minimum Curriculum Purchase Costs</b>	\$		\$ \$499
Optional supplementary materials (including suggested, but not required, consumable materials)	\$		\$ 0
<b>Total Sustaining Curriculum Costs</b>	\$		\$ 499

Notes and comments:

**Consumable playground equipment like balls, bean bags etc are reflected in the costs above.**

**Physical Education Curriculum Analysis Tool (PECAT)**

**3. What are the additional financial costs related to curriculum implementation?**

Additional staff	\$	<input type="checkbox"/> Initial Cost <input type="checkbox"/> Continuous Annual Cost
Professional development costs/ training fees	\$	<input type="checkbox"/> Initial Cost <input type="checkbox"/> Continuous Annual Cost
Paying substitutes to cover classes	\$	<input type="checkbox"/> Initial Cost <input type="checkbox"/> Continuous Annual Cost
Other	\$	<input type="checkbox"/> Initial Cost <input type="checkbox"/> Continuous Annual Cost
Other	\$	<input type="checkbox"/> Initial Cost <input type="checkbox"/> Continuous Annual Cost
<b>Total Additional Costs</b>	<b>\$</b>	

Notes and comments:

**4. What funds are available for curriculum purchase and implementation?**

SOURCE	AMOUNT
_____	\$ _____
_____	\$ _____
_____	\$ _____

Notes and comments:

Physical Education Curriculum Analysis Tool (PECAT)**5. Funding Summary:**

Item	Initial Cost	Annual Cost
<b>Costs of materials</b> (note: <i>total initial cost</i> is found on page 27; <i>total annual cost</i> is found on page 28)	\$	\$
<b>Additional costs for implementation</b> (note: to find <i>initial</i> implementation costs, add all "initial costs" from question 3 on page 29; next, add all "annual costs" identified from question 3, page 29)	\$	\$
<b>Funds available for purchase and implementation</b> (add total amount available from question 4 on page 29)	\$	\$

Notes and comments:

- 6. Identify needed changes in staffing, facilities, professional development, and class schedule so that lessons and student assessment protocols in the curriculum can be implemented as written. Briefly note any changes that require a cost in dollars, time, or effort.**

Notes and comments:

**Physical Education Curriculum Analysis Tool (PECAT)**

7. **Consider any costs that would be involved in revising the curriculum to ensure that the content is accurate and acceptable (see notes on the accuracy analysis chart, page 18, and acceptability analysis chart, pg. 23).**

Notes and comments:

8. **Based on the information above, score how affordable the curriculum appears to be. (Write score in box below.)**

- 4 = Definitely affordable
- 3 = Probably affordable
- 2 = Possibly affordable
- 1 = Probably *not* affordable
- 0 = Definitely *not* affordable

**Affordability Analysis Score**

**Student Assessment Analysis for Standard 1**

**Grades K-2**

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

Does Curriculum include:

Fully=2

Partially=1

No=0

Protocols for assessing fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) skills?	√		
Protocols for assessing specialized movement skills such as rolling, transfer of body weight to one leg, or rhythmic movement?		√	
Protocols for assessing the combination of movement and motor skills such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?	√		
Protocols for assessing the application of a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as having a student demonstrate how to adapt movement skills to changing conditions (e.g., rolling a ball to a moving partner or moving to music)?	√		
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?		√	

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

Does this standard include:

Fully=2      Partially=1      No=0

	Fully=2	Partially=1	No=0
Specific lessons on critical features of motor skills, such as teaching students about personal space, body awareness, and the distinction between locomotor movements (e.g., run, walk, skip, hop, gallop)?	√		
Specific lessons on movement concepts, including the relationships of movement (e.g., in, out, under, over, through), effort, time, and space (e.g., paths, ranges, and direction of movement)	√		
Specific lessons on the mechanics of movement, such as balance, the role of muscles in body movements, force absorption, and basic throwing mechanics?	√		
Specific lessons on motor learning and motor development concepts (e.g., striking with equipment has many similarities to striking with your hand; control of movement increases with practice; learning a variety of skills allows for more choices)?	√		
Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	√		

**Standard 3: Participates regularly in physical activity**

Does Curriculum include:

Fully=2

Partially=1

No=0

<p>Specific lessons that teach students the difference between moderate and vigorous physical activity and encourage students to participate in moderate-to-vigorous physical activity during leisure time?</p>	<p>√</p>		
<p>Specific lessons that stress the importance of allowing students to be able to choose specific forms of physical activity and/or modify activities they participate in during time outside of physical education?</p>	<p>√</p>		
<p>Specific lessons that allow students to understand the temporary and lasting health-related benefits (e.g., healthy heart, good feelings, strong muscles) of physical activity?</p>	<p>√</p>		
<p>Specific lessons on a variety of activities that allow students to participate in activities that involve locomotion, non-locomotion, and manipulation of objects (e.g., tossing balls, juggling)?</p>	<p>√</p>		
<p>Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?</p>		<p>√</p>	



**Content Analysis for Standard 4**

**Grades K-2**

**Standard 4: Achieves and maintains a health-enhancing level of physical fitness.**

Does Curriculum include:

Fully=2

Partially=1

No=0

Specific lessons about the body's response to physical activity (e.g., increased heart rate, faster breathing, and sweating)?		√	
Specific lessons about developing basic knowledge of the components of health-related fitness (e.g., cardiorespiratory, muscular endurance,		√	
Specific lessons that allow students to participate in vigorous, intermittent physical activity for short periods of time during physical education class?	√		
Specific lessons about the concept of personal choices in physical activity and how those physical activity choices contribute to physical fitness?	√		
Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	√		

**Content Analysis for Standard 5**

**Grades K-2**

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

Does Curriculum include:

Fully=2

Partially=1

No=0

<p>Specific lessons that address cooperation, teamwork, and personal responsibility (e.g., sharing space and equipment with classmates, working with others to complete a task, learning by doing, practicing specific skills to improve self-confidence and resolving conflict through positive mechanisms)?</p>		√	
<p>Specific lessons that stress the importance of establishing rules, etiquette, and procedures for physical education class as well as for games and activities taught during class?</p>		√	
<p>Specific lessons that allow physical educators to teach and discuss the importance of safety issues within physical education class as well as for physical activities outside of class?</p>	√		
<p>Specific lessons that address respect for individual differences within and outside of physical education as well as the importance of engaging with individuals with disabilities and/or special health care needs?</p>	√		
<p>Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?</p>	√		

**Content Analysis for Standard 6**

**Grades K-2**

**Standard 6: Values physical activity for health, enjoyment, challenge, self-interaction**

**expression, and/or social**

Does Curriculum include:	Fully=2	Partially=1	No=0
Specific lessons that teach students the benefits of accepting new challenges in physical activity (e.g., attempting a new movement or skill)?	√		
Specific lessons that allow students to express their feelings toward physical activity, identify the physical activities they enjoy and interactions they enjoy with others through physical activity?	√		
Specific lessons that allow physical educators to teach and discuss the importance of self-expression through movement (e.g., artistic concepts of movement, expression of feelings about physical activity through movement)?	√		
Specific lessons that address the role of physical activity throughout history (e.g., the role physical activity and games played in different cultures)?		√	
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?		√	

**Student Assessment Analysis for Standard 1**

**Grades K-2**

**Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

Does Curriculum include:

Fully=2

Partially=1

No=0

<p>Protocols for assessing fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) skills?</p>	<p>√</p>		
<p>Protocols for assessing specialized movement skills such as rolling, transfer of body weight to one leg, or rhythmic movement?</p>		<p>√</p>	
<p>Protocols for assessing the combination of movement and motor skills such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?</p>	<p>√</p>		
<p>Protocols for assessing the application of a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as having a student demonstrate how to adapt movement skills to changing conditions (e.g., rolling a ball to a moving partner or moving to music)?</p>	<p>√</p>		
<p>Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?</p>		<p>√</p>	

**Student Assessment Analysis for Standard 2**

**Grades K-2**

**Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities**

Does Curriculum include:

Fully=2

Partially=1

No=0

<p>Protocols for assessing critical features of movement forms such as assessing students' ability to make the distinction between various locomotor movements (e.g., run, walk, skip, hop, gallop)?</p>	<p>√</p>		
<p>Protocols for assessing movement concepts, such as the relationships of movement (e.g., in, out, under, over, through), effort, time, and space (e.g., paths, ranges, direction of movement)</p>	<p>√</p>		
<p>Protocols for assessing the mechanics of movement, such as asking students to demonstrate balance and basic throwing mechanics?</p>	<p>√</p>		
<p>Protocols for assessing motor learning and motor development concepts, such as striking with equipment and with hands and demonstrating control of movement with increased practice?</p>		<p>√</p>	
<p>Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?</p>		<p>√</p>	

**Student Assessment Analysis for Standard 3**

**Grades K-2**

**Standard 3: Participates regularly in physical activity**

Fully=2

Partially=1

No=0

Does Curriculum include:

<p>Protocols for assessing student ability to identify different types of physical activity, such as student knowledge about moderate and vigorous activities in and outside of physical education classes?</p>	<p>√</p>		
<p>Protocols for assessing student choice and/or modification of physical activity, such as asking students to identify and explain their favorite activities; likes and dislikes related to physical activities; and ways to modify physical activities according to personal ability?</p>	<p>√</p>		
<p>Protocols for assessing students' knowledge of the temporary and lasting health benefits of physical activity, such as physical benefits (e.g., healthy heart) and psychological benefits (e.g., good feelings)?</p>		<p>√</p>	
<p>Protocols for assessing students' ability to participate in activities that involve manipulating objects, such as ball tossing and juggling</p>	<p>√</p>		
<p>Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?</p>		<p>√</p>	

**Student Assessment Analysis for Standard 4**

**Grades K-2**

**Standard 4: Achieves and maintains a health-enhancing level of physical**

**fitness**

Fully=2

Partially=1

No=0

Does Curriculum include:

<p>Protocols for assessing student knowledge about the body's response to physical activity, such as asking students to identify physical reactions to activity?</p>		√	
<p>Protocols for assessing students' basic knowledge about the components of health-related fitness, such as asking students to identify which activities done during physical education class affect flexibility?</p>	√		
<p>Protocols for assessing students' participation in vigorous, intermittent physical activities during physical education class?</p>	√		
<p>Protocols for assessing students' personal choice in physical activity (e.g., asking students to identify their favorite physical activities outside of physical education) and how choice contributes to physical fitness (e.g., asking students to identify which activities contribute to muscular strength)?</p>	√		
<p>Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?</p>		√	

**Student Assessment Analysis for Standard 5**

**Grades K-2**

**Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

No=0

Does Curriculum include:

Fully=2

Partially=1

<p>Protocols for assessing students' ability to practice cooperation, teamwork, personal responsibility, and conflict resolution?</p>		√	
<p>Protocols for assessing students' identification of and adherence to rules, etiquette, and procedures for physical education class?</p>	√		
<p>Protocols for assessing students' knowledge of safety issues within physical education as well as physical activity outside of class, such as asking students to identify major safety issues related to certain sports and games they participate in after school?</p>	√		
<p>Protocols for assessing personal and social respect regarding individual differences within and outside of physical education?</p>	√		
<p>Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?</p>		√	



**Student Assessment Analysis for Standard 6**

**Grades K-2**

**Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction**

No=0

Does Curriculum include:

Fully=2

Partially=1

Protocols for assessing students' ability to identify new challenges in physical activity, such as attempting a new movement or participating in a new game or sport?	√		
Protocols for assessing students' ability to identify the physical activities they enjoy and to explain why they enjoy being physically active with others?	√		
Protocols for assessing students' ability to identify the importance of self expression through movement (e.g., artistic concepts of movement, expression of feelings through movement)?		√	
Protocols for assessing students' knowledge about the role of physical activity throughout history, such as asking students to identify the different types of games played across cultures and throughout history?		√	
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?		√	

## Score Card

Grades K-2

Fundamental PE, Peaceful Playgrounds Physical Activity, Fitness Fun Zone

	National Standard	Content Analysis Score	Student Assessment Score
1	10	10	8
2	10	10	8
3	10	9	8
4	10	8	8
5	10	8	8
6	10	8	7

## Score Card

Grades K-2

Fundamental PE, Peaceful Playgrounds Physical Activity, Fitness Fun Zone

	National Standard	Content Analysis Score	Student Assessment Score
1	10	10	8
2	10	10	8
3	10	9	8
4	10	8	8
5	10	8	8
6	10	8	7