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Bilingual Physical Education

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Running Head: BILINGUAL PHYSICAL EDUCATION

Bilingual Physical Education

By

Macy Bothman

An Honors Thesis Submitted in Partial Fulfillment
of the Requirements for Graduation from the
Western Oregon University Honors Program

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Abstract

In lieu of obesity rates rising and the increase of native Spanish speaking people in the United States the importance of learning a second language and maintaining a physical active lifestyle cannot be undermined. The population of Spanish-speakers is increasing every year and it has become a coveted privilege to learn a second language at an early age. People of all ages fluent in more than one language are considered better prepared and qualified for living in this globalized society. In addition, obesity rates have been rising as young adults and children are not receiving the physical education and activity they need to maintain a healthy lifestyle. The hours spent in school are short for providing a quality education inclusive of a wide-range of information. Many schools have begun to combine subject areas, using an interdisciplinary approach, in order to cover all of the content expected. An interdisciplinary approach to teaching is when “two or more subjects are integrated with the goal of fostering enhanced learning in each subject area” (Barton et al., 2000, p. 20). Physical Education class is an excellent time to acquire knowledge from other content areas, as neurogenesis, the development of new cells, is happening and the whole body is engaged in learning, especially for second language acquisition. This project combines Spanish and physical education by providing a framework for a horizontal curriculum that integrates Spanish immersion and physical education in order to create a dynamic environment for the learning and application of both second language and fundamental motor skills.

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Chapter 1

The United States is becoming an incredibly diverse country while becoming a more physically inactive one. The importance of acquiring a second language, specifically Spanish, is now evident as well as the need to encourage physical activity in schools. Infusing Spanish into physical education classes provides students a unique environment for the acquisition of a second language and skills for a physically active lifestyle.

In addition, incorporating Spanish into a physical education program would help prepare young people for the demands of the future. “As physical education specialists, we should not stand in opposition to foreign language programs that attempt to prepare students for the demands of the 21st century. Instead, we should recognize our common goal: We, too, are preparing students for the demands of the future” (Barton et. al, 2000. p. 20). The combination of Spanish and physical education would be an innovative way to teach people the Spanish language while preparing them to be physically active for a lifetime.

Purpose

A current gap exists for Spanish physical education resources for American schools. There are substantial English curricula and resources for English Language Learners (ELLs), but not immersion curricula for those learners and speakers of the Spanish language. With the large number of elementary immersion programs, it is important that educators have a range of options for instruction without having to spend extra hours translating current English curricula so students can receive a full bilingual education.

This project was created as a resource for educators to incorporate the Spanish language into their physical education classes. It is a horizontal curriculum, or a physical education plan that spans a course of an entire school year. An educator can take the components of the project and use them as the framework for their entire year. Teachers can use the resources and modify them to meet their needs based on their school's resources, their familiarity with content, and their teaching style.

The horizontal curriculum was developed for elementary school because most Spanish immersion programs are at the elementary level. "The 2006 directory includes 53 immersion programs at the preschool level, **181 at the elementary school level**, 89 at the middle school level, and 37 at the high school level" (Lenker & Rhodes, 2007). Also, at many schools there are no longer physical education specialists and at the elementary level because of recent trends in eliminating physical educators due to costs. A non-licensed physical education teacher but licensed elementary teacher could use the elements of this project to provide guidance when he or she is expected to teach physical education. The many uses of a Spanish horizontal curriculum framework make it an important, necessary, and resourceful tool for all educators seeking to deliver dynamic content during physical education.

Rationale

A horizontal curriculum is the curriculum, or scope and sequence of units, taught within a year (Case & Zucker, 2005). The horizontal curriculum is useful because it can be easily modified and adapted for teachers of all backgrounds and schools to use. It provides a basic framework for teachers for the entire year so they have a plan of action

including assessments, activities, goals, a mission statement, a grading scheme, objectives, and unit block plans.

The purpose of this project was to design three-unit block plans in order for the teachers to view a specific example of how to implement the general assessments and objectives into each unit. The units chosen were Treasure Hunting or Scavenger Hunting, Dance, and Outdoor Adventure so one unit from each season was represented. They are also units many teachers would not be familiar with, so examples were provided.

Along with each unit, numerous assessments were designed for teachers to use in the physical education class accompanied with brief instructions on the use of the assessments. The reason the various assessments were developed was because they can take substantial amounts of time and many teachers do not know how to make assessments for physical education classes. Therefore, several alternatives are provided in order for teachers to have a variety to choose from as well as an idea of the correct way to evaluate in physical education.

Lesson plans were not developed because each teacher has their own style of lesson planning, and way that makes sense to them. Instead, time was spent developing several block plans to serve as guides that can easily be translated into a lesson plan.

Overview

Chapter 2 of the project is an exploration of the scholarly resources concerning the importance of physical education and learning second languages. Specifically this chapter addresses research that encourages integrating Spanish into physical education because of the positive learning environment. This chapter presents research, studies, and

articles with brief explanations. It is the foundation of the project because it outlines the benefits of interweaving Spanish and physical education.

The next section, chapter 3, is an explanation of the process of creating the horizontal curriculum and the utilization of each section. There is a breakdown of each section into individual parts and an explanation of the way they can be used in the gymnasium. Also, there are brief pointers for expansion or simplification for some of the assessments dependent on the age group of students since the project represents an elementary curriculum (Grades 1st-5th). The Spanish resources and sections of the project will appear in designated Appendices explained in chapter 3.

Chapter 4 is a conclusion section. It presents brief reflections of the project, discussions of continuation or expansion of the project, and observations made during the creation of the horizontal curriculum.

Chapter 2: Review of the Literature

21st Century Skills

The opportunities for people who know and speak both Spanish and English are tremendous. In several professions such as education, law enforcement, and medicine Spanish skills are a very marketable trait. “The demand for bilingualism is only increasing as we move into the 21st century.... Advances in technology continue to draw all regions of the world closer together” (Barton et al. pg. 19, 2000). In school districts with large Spanish-speaking populations at the very least cultural knowledge and understanding are expected, and proof or certification of learning those skills is required. The absence of a credential, for example an English for Speakers of Other Languages (ESOL) endorsement, could even be a reason to not be hired in a K-12 academic setting.

As Spanish speakers move and establish communities throughout the country, “implications for law enforcement training are dramatic. A basic knowledge of Spanish is quickly becoming the standard for communities with large Spanish-speaking populations” (Natella & Madera, 2008). The demographic changes are occurring so quickly that many communities are not prepared for the drastic changes. A law enforcement officer with some Spanish skills is considered more highly qualified than someone with no Spanish skills. The same is true for other professions and occupations. Incorporating the Spanish language into school curriculum is crucial for preparing students for the future job market.

Growing Populations

The United States has an extremely diverse population and its Hispanic community has increased dramatically. “Just as our communities become more culturally

diverse, advances in technology continue to draw all regions of the world closer together” (Barton et al., 2000, p.20). The growing number of Spanish speakers influences the need for an education system that helps emerging bilinguals or ELLs learn English as well as support Native English speakers learn Spanish. “Physical education teachers are faced with the great responsibility of satisfying the needs of a growing population and reducing the barriers. To satisfy those needs, it is important to eliminate the language barriers” (Columna & Lieberman, 2011, p. 17). Although it is not the sole responsibility of physical educators to help eliminate language barriers, they can play a crucial role.

In addition, several studies have indicated that Hispanic children are less physically active overall than white adolescents (Basch, 2011). A statistical study took into account whether adolescent students did not meet the daily-recommended amount of physical activity (60 minutes per day on 5 days a week) and the adolescent’s racial background. The statistics revealed that the prevalence of not being physically active among Hispanic females was 35.2%, twice as high as White females, which was 16.7%. Overall the estimates of population-wide levels of physical activity show that Black and Hispanic youth are less physically active than white youth, with apparent disparities among females (Basch, 2011). Considering these statistics, it is apparent that there is an urgent need to engage Hispanic students in physical active on a regular basis.

Although there are several reasons for inactivity, one of them noted is that “low level of physical activity among Black and Hispanic adolescent girls is largely attributed to the nature of the schools they attend” (Basch, 2011, p. 627). It is not just language barriers preventing the young females from engaging in physical activity, but physical educators have an unique opportunity to be part of the solution to this problem of

physical inactivity in all youth but specifically Hispanic youth (Columna et al, 2010).

“The choice to infuse language into teaching is made by teachers in order to accommodate students who may speak a different language and to increase knowledge about culture and language” (Columna & Lieberman, 2011, p. 23). This choice that physical educators can make has the potential to make a positive impact on not only native Spanish speakers but native English speakers as both can be given the opportunity to become bilingual.

Relationship between Physical Activity, Bilingualism, & Cognition

Why combine bilingual programs with physical education?

The opportunity to become bilingual should be encouraged and pursued in school. When English Language Learners (ELLs) enter into a school they will hopefully leave with English skills as well as Spanish skills or skills in their native language. Spanish immersion programs for native English speakers are popular as well because parents see them a way to equip their children for the future and receive a quality education. “Such a growing concern (for bilingualism), combined with research findings show a positive relationship between bilingual fluency and cognitive growth in children, has led to an influx of foreign language instruction in the elementary schools” (Barton et al., 2000, p. 19). The cognitive benefits of bilingual fluency are essential to note when considering an immersion program or developing a curriculum.

The research shows that children who are bilingual engage different parts of the brain as they are acquiring a second language thus leading to cognitive growth. It is most effective to teach students in both their first language and their second language in order

to acquire both languages (Columna & Lieberman, 2011). The most effective way to meet the needs of the Hispanic population of students is by allowing them to build their skills in their first language in a variety of settings during school hours, preferably through an English-Spanish program (Columna & Lieberman, 2011. p. 27). Occasionally there are concerns about an immersion program because people think that people will only learn one language well and not be able to learn two languages proficiently. However “research shows that the acquisition of academic skills was not impaired when students had a double immersion program” (Columna et. al, 2010. p. 3). The same concern exists for the controversy over the inclusion of physical education programs.

People are worried about test scores in reading, writing, math, and science and time allotted to physical education class is cutback. However the President’s Council on Physical Fitness and Sports states that, “Evidence suggests that time spent in physical education does not decrease learning in other subjects. Youth who spend less time in other subjects to allow for regular physical education have been shown to do equally well or better in academic classes” (1999, p. 1). All studies point to the same findings that taking time to implement physical education will not hinder academics. Therefore combining physical education with the Spanish language will better equip students for academics by increasing cognitive growth and providing the environment where students must use different parts of their brain to learn content and motor skills.

Increased Brain Activity with Physical Activity

Recent studies have revealed incredible findings on the effects of physical activity on the entire body. “Physical activity affects metabolism, and all major body systems, exerting powerful positive influences on the brain and spinal cord and, consequently on

emotional stability, physical health, and ability to learn” (Basch, 2011, p. 627).

Promoting physical activity in schools is not something that will distract or take away from learning the basic fundamentals of math, reading, and writing but rather stimulate the brain to promote better learning. No longer can participating in physical activity be seen as optional. Studies strongly support “that physical activity can benefit aspects of cognition, thereby favorably affecting educational outcomes” (Basch, 2011, p. 628). This is crucial as hours are spent trying to increase test scores, keeping students alert and paying attention in class, or in some cases the struggle is just getting students to attend class.

Having a quality physical education curriculum that encourages student participation can help students achieve more in schools. The recommended amount of physical activity for youth is sixty minutes or more of moderate to vigorous physical activity a day, five days or more a week, in fifteen bouts or more. Moderate to vigorous physical activity is considered as basic as walking and the physical activity does not have to be all at the same time. Students receiving the proper amounts of physical activity are less likely to be obese, and so are more likely to attend class because absenteeism is associated with obesity (Basch, 2011).

In Naperville, Illinois, there is a school district that believes physical education is core in a school curriculum. The physical educators founded a K-12 program that does not build athletes but instead teaches physical activity as a lifestyle. The students are highly encouraged to take physical education the class period before their hardest subjects in order to prepare them mentally for the challenge. In his book titled *Spark*, Dr. John J. Ratey’s describes the students after their physical education classes as being

“more prepared to learn in their other classes: their senses are heightened; their focus and mood are improved; they’re less fidgety and tense; and they feel more motivated and invigorated” (Ratey, 2008, p. 35). In other words, more parts of the brain are activated and ready for acquiring new information.

Average composite of 20 students brains taking the same test



(Increased brain activity after twenty minutes of walking) (Sadek, 2011).

Above is a picture of a student’s brains after walking for twenty minutes. The benefits of quality physical activity are clearly tremendous in relation to learning and cognition.

Connection to NASPE Standards

The increase of student involvement in physical activity by infusing language into the curriculum with help physical educators meet the National Association for Sport and Physical Education Standards (NASPE). “The cornerstone of school-based physical activity programs should be a high-quality physical education program based on the national standards” (Basch, 2011, p. 629). The following section will describe each standard and the way a Spanish immersion Physical Education curriculum will increase the students’ ability to meet the national guidelines. All standards have been taken from

the book, *Moving in to the Future: National Standards for Physical Education*, second edition, (National Association for Sport and Physical Education, 2004).

Standard 1.

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

This is a common standard that many physical educators place as their primary goal when designing their curriculum. In their article, Barton et al. explain, (2000), titled “Let’s Speak Spanish in Physical Education” they explain that “Our intent here is to provide simple ways in which movement concepts-body, space, effort, and relationships, or BSER-can be integrated with foreign language instruction” (p. 19). Having instruction in Spanish will not hinder students to develop motor skills but rather help them connect movement patterns to Spanish vocabulary.

Standard 2.

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

Standard 2 is not the hardest to assess but can be the hardest to teach. It refers to the more cognitive aspect of participating in physical activity. Rarely can people solely rely on motor skills when engaging in physical activity. When instructing these sorts of lessons, it can be difficult even in English to grasp the strategies and tactics concepts. Using Spanish will benefit the English Language Learners (ELLs), whose native language is Spanish, when receiving the information in their dominant language. For the Native English speakers, it helps reinforce terms they may be learning in their Spanish courses by placing them in context. “This practice enriches the curriculum, allowing the

students to learn the words and formulaic expressions that they most commonly use in physical education” (Columna et al. 2010, p. 2). In addition, the collaboration can reinforce what is being taught in the language courses as students are moving and using their brains during physical education class (Columna & Lieberman, 2011, p. 23). This is a great way to use the stimulated brain activity to enhance learning right away.

Standard 3.

Participates regularly in physical activity.

The increased understanding of physical activity concepts and improvements in motor skills will increase the participation of both native English speakers and ELL students in physical activity. For ELLs, instead of physical education being a subject only taught only in English, there would be an n understanding of the content and connection to the information. For the Native English speakers, there will be a vested interest in physical education because they will need to learn the vocabulary and concepts in order to fully engage. One of the best ways to do so would be to practice the movements outside of class. The engagement in physical activity during and outside of class will be greater as all students are seeking to better both language skills and motor abilities.

Standard 4.

Achieves and maintains a health-enhancing level of physical fitness.

A physical education program cannot be solely about performing during class and then never using those skills again. Instead it should aim to provide students with experiences and skills they could use for a lifetime. “By teaching new ways to value physical activity, we are helping students to establish lifelong fitness habits” (Barton et al., 2000, p. 20). Incorporating language into a physical education curriculum engages

students in a different way than before and could inspire many to continue with physical activity outside of class. As explained in the previous sections, Hispanic students and non-Hispanic students are not meeting the daily-recommended amounts of physical activity. It is important to eliminate language barriers in the physical education setting so that teachers can have a greater impact on students' lifestyles and future choices (Columna & Lieberman, 2011).

Standard 5.

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

Teaching how to be a respectful, responsible, and a cooperative mover is an essential component to fully participating in physical activity. "Physical education class is an important opportunity for youth to be active and to learn self-awareness, self-regulation, and other social-emotional skills, such as teamwork and cooperation" (Basch, 2011, p. 629). By increasing the engagement of both ELLs and native English speakers then there will be an increase in the development of responsibility and social skills applicable to all areas in their life and academic careers.

Standard 6.

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

Everyone finds their own niche in society as well as when choosing their physical activity of preference. The inclusion of the Spanish language in a curriculum will help students engage more fully, understand the concepts, and find the value of participation in physical activity. "Relatively strong evidence indicates the positive effects of physical

activity and fitness on mental and emotional health of youth” (Basch, 2011, p. 627). The health benefits will lead to an enjoyment of physical activity, social interaction acknowledgement of the health benefits, excitement from succeeding, and the opportunity of self expression.

Benefits both Native English Speakers and English Language Learners

The incorporation of language to the physical activity setting is a unique cognitive challenge as students must listen and learn new vocabulary in a different language. Both ELLs and English speaking students will be able to fully express themselves in an environment where they feel free to explore the variety of movement sensations associated with physical activity. “A psychological environment characterized by encouragement to be active and minimization of teasing and other aggressive behaviors will have benefits beyond physical activity” (Basch, 2011, p. 629). Language can encourage social interaction and support amongst peers as all students are both language learners and language experts.

Acceptance

A determining factor for students to engage in any kind of activity is the notion of being accepted in society as a result of participation. “Studies indicate that Hispanic students may find that participation in sport creates opportunities for acceptance within the majority culture of the school” (Columna & Lieberman, 2011, p. 18). All students want to ‘fit in’ and physical education class is a place for students to develop skills that will help them participate in after-school athletic programs.

Physical Education may be the only place they have the opportunity to practice motor movements, skills, and activities before attempting to be a part of a team. Many times students may come into an English dominated environment where the only thing they are expected to improve on is their English rather than their physical capabilities. “When physical educators assume that all students have the same level of oral English proficiency, they are embracing the stance that all it takes to teach ELLs is just good teaching” (Gomez & Jimenez-Silva, 2012, p. 14). The misconception that adjustments do not need to be made to help Native Spanish speakers succeed in physical education pushes them behind their peers in another academic area by not working to incorporate Spanish into the curriculum.

Many students have difficulty finding the acceptance in schools because sports are the main way to be acknowledged or noticed. “Immigrant youth from any country may find participation in school sport especially difficult because of language problems, lack of economic resources, and unfamiliarity with traditional U.S. sports, such as football” (Columna & Lieberman, 2011, p. 18). Especially with how early many children now start participation in organized sports, all students need the time in physical education to learn vocabulary, skills, and increase understanding of strategies or tactics for them to be successful movers outside of school. By instructing in Hispanic student’s native language, the language barrier is lessened with increased potential for learning. The role physical educators play in acknowledging athletic potential in students and helping students learn tactics, strategies, and skills in relation to physical activities cannot be undermined as all students are striving for their social acceptance.

Cultural Awareness and Language Skills

Today's students are growing up in a diverse society where people from all backgrounds play active roles in shaping the American culture. Particularly the Hispanic population is increasing all over the United States. The census in 2000 revealed the almost three million school-age children spoke Spanish as their native language, and the number has increased since then and continues to rise (Diaz-Rico & Weed, 2010). It is projected that the percentage of non-white and Hispanic enrollment will reach nearly 50 million by the year 2026 which will be about 70% of the entire student body in the United States (Garcia, 2002). The drastic changes in the diversity of students has led to an increase in cultural awareness and multiple language instruction so students of all backgrounds can help one another with their educational endeavors.

Infusing physical education with language instruction can help bridge the cultural gap that is apparent amongst students of different backgrounds. "The choice to infuse language into teaching is made by teachers in order to accommodate students who may speak a different language and to increase knowledge about culture and language by itself" (Columna & Lieberman, 2011, p. 23). However, there are not many resources available for teachers to use when seeking to incorporate language into their daily lesson plans. "Even though there are materials and quality information regarding multicultural approaches to physical education, there is a scarcity of literature that provides physical educators with the information necessary to develop activities that facilitate language development" (Gomez & Jimenez-Silva, 2012, p. 14). There is a need to create a quality Spanish curriculum for teachers to have access to and use in their physical education

courses in order to foster the language development of both native English speakers and ELLs.

There are many benefits to foster an environment for students to practice Spanish language skills. “These benefits include enhancing the foreign language ability of non-Spanish speakers; promoting diversity, open-mindedness, and understanding of other cultures; and generating a stronger sense of community among all students who participate in diverse classes” (Columna et. all, 2010, p. 1). The understanding of other cultures is a critical part of creating community and a safe place for students to explore physical activity. The open-mindedness is important too because as students interact with one another, misconceptions and stereotypes will not be enforced, but rather all students will be free to be who they want to be. “Most students love taking physical education class regardless of their race, sex, or ability. For them, entering the gym means entering a world of movement activities, challenges, and opportunities to be successful” (Columna & Lieberman, 2011, p. 26). The incorporation and reinforcement of Spanish language skills in a physically active environment is a unique approach to fostering cultural awareness and language development in schools.

Learning a Second Language is Beneficial for Everyone

Research shows that the most effective way to teach a second language is to teach in both the student’s first language and their second language (Columna & Lieberman, 2011). It is important for students to be able to relate the things they are learning to their own experiences. Just learning vocabulary words outside of the proper context makes it difficult for students to apply the information to actual life. A characteristic that predicted academic success for students learning a second language was the “use of current

approaches to teaching the academic curriculum through two languages, including discovery learning, cooperative learning, thematic units, activities that tap into the “multiple intelligences” and bridging techniques that draw on students’ personal experiences” (Díaz-Rico & Weed, 2010, p. 169). The context of the information and knowledge taught in physical education is immediately applicable in many cases as students receive instruction and then follow or perform those guidelines. They are able to directly use the new vocabulary or content they are learning as well as practice it outside of class. “It is easier to learn language that is embedded in that visual context provided by equipment, visual cues, or physical demonstrations that are commonly used in the physical education curriculum” (Gomez & Jimenez-Silva, 2012, p. 14-15). To further engage students, teachers can give the students the new vocabulary words to practice as homework so they can show their parents and by movement show demonstration of understanding.

Another aspect to consider when incorporating Spanish into a physical education curriculum is the change in status quo. “Integrating other languages into physical education...may provide challenging experiences for English-speaking students and may even awaken their desire to learn a foreign language” (Columna et. al, 2010, p. 1). When instruction and cues are given in Spanish, the ELLs rather than the native English students will understand the content best at first. They will then be sought out to help with comprehension by the native English speakers. “By providing a safe and secure environment, physical education teachers can serve a vital role in helping ELLs integrate with native English speakers” (Gomez & Jimenez-Silva, 2012, p. 17). Gomez and Jimenez-Silva explain that this interaction will help ELLs learn English, but in the

Spanish immersion setting, the relationship will help non-Spanish speakers improve their Spanish.

Also, the ELLs will maintain their home language by having opportunities to practice academic Spanish and improve their own understanding of the physical education content. “Grade-level cognitive proficiency in language is achieved through a student’s first language” (Columna & Lieberman, 2011, p. 27) and “The use of a children’s primary language sends a strong message of welcome and helps to create a community wherein all children can feel valued and valuable” (Columna et. al, 2010, p. 3). An immersion program recognizes this fact, as two languages are used for teaching students so all students are seen as emerging bilinguals rather than just second language learners.

Studies have shown positive and supportive environments provide the best learning opportunities for students, especially when it comes to learning a second language. The stress that many children may feel in the classroom setting can be diminished so they are more confident to explore and practice their second language. “Physical education settings can serve as a safe haven from the rigors of the classroom and with planning of the teacher, can be an ideal setting for language learning” (Gomez & Jimenez-Silva, 2012, p. 17). The inclusion of Spanish in an immersion physical education setting helps students grasp acceptance, become more culturally aware, and develop both Spanish and English language skills.

Chapter 3: Process of Creation

A horizontal curriculum is created in a logical progression based on the goals and objectives of a district, school, or teacher. However, there is not a perfect outline of the order of creation for each section because of discrepancies among teachers' preferences. The horizontal curriculum for this project was based off on an English format developed by Dr. Gay Timken, Associate Professor for physical education at Western Oregon University. The model Timken uses focuses on developing standards, then assessments, followed by more specific day-to-day teaching plans. In order to incorporate Spanish and Physical Education together, the horizontal curriculum was created in Spanish as a resource for all teachers seeking to create a bilingual educational setting.

Mission Statement

The very first step in the project was creating a mission statement. This is very important because it helps the entire curriculum hold a clear and concise purpose. The mission statement reflects the heart of current physical education to encourage all types of physical activity. Physical education also is a place to learn about health, responsibility, and is a place of self-discovery as students learn about their own bodies physically, emotionally, and mentally (see Appendix A).

Goals & Objectives

The mission statement is followed by over-arching goals for the entire year. Every educator desires for their students to leave with more knowledge and skills than when they started the year. The goals represent those main skills and knowledge a teacher wants his or her students to acquire. The goals of the horizontal curriculum are based on the standards for the National Association for Sport and Physical Education (NASPE).

NASPE has six standards while there are five goals for the project. The main ideas for the goals are: the students will learn responsibility and respect, participate regularly in physical activity, learn about various physical activities, understand the importance of being active for health purposes, as well as finding their favorite physical activities. Although the goals may seem broad, they become more specific when the objectives are created (see Appendix A).

The objectives are the most important part of a curriculum because they are the backbone for the structure of the units. Without specific and quality objectives there is little guidance or purpose for the lessons and activities. The units become random games and exercises to keep students busy rather than a structured curriculum guiding students to become better movers. There are fifteen general objectives total, three for each goal in order to make sure students meet the goals by the end of the year. The objectives written for a horizontal curriculum are much more general because they are repeated during several units. More specific objectives are written for some units to highlight unique skills as demonstrated by the dance block plan explained in another section.

Assessments

The next step is the creation of assessments for each objective. The assessments are important because they give students and teachers feedback on learning. It can be a time consuming process because every objective needs some kind of assessment for it to be measured. The assessments must be valid and reliable meaning they measure accurately and consistently student's performances. The assessments do not have overall point values assigned to them because each school has their own method of grading. Many schools use numbers, some use percentages, others use letters, therefore the rubrics

are adaptable to those grading systems. Some rubrics are number scaled (5, 4, 3, 2, 1, 0) with criteria matching to number but can be easily modified to meet the grading system of choice. Several assessments have a 'Nota a la maestra' section at the end that gives brief directions for the way to use it, how often, and ways to make it fit smoothly into a lesson. In the paragraphs that follow there are brief explanation and descriptions of each of the assessments (see Appendices B-H).

1.a. El Grafico de Cumplido Semanal (Weekly Compliments Chart).

The Weekly Compliments Chart would be displayed in the classroom near the door for students to fill out each week. The goal is for students to practice complimenting their classmates and writing the complement down. There is a space for the teacher to put all the names of the students, and then a space for the students to write down the person's name they complimented. The goal is for students to have to practice receiving and giving compliments. It is recorded by students' everyday, and then by the teacher every week so there is not an added amount of daily assessing for the teacher. It is a simple step towards creating a safer and happier classroom environment (see Appendix B).

1.b. Nota Estudiantil del Civismo (Student Citizenship Grade).

To assess students on their behavior, several physical educators use citizenship grades. The rubric provided for this project assesses students on them following directions, playing well with their classmates, not complaining about activities, and the teacher not having to reprimand students. The grade can be posted online or on a chart so parents can see it easily in order to have daily or bi-daily feedback concerning their child's behavior during class (see Appendix B).

1.c. Respetando las Materiales (Respecting the Equipment).

The Respecting the Equipment Checklist is very simple, it simply would have the children's names in one column and another column for a checkmark or a minus sign to be placed based on student behavior. This assessment could be used when there are a lot of activities during a lesson that use several pieces of equipment so students listen more closely to what they should be doing and use all pieces of equipment correctly (see Appendix B).

2.a. Tabla de Ejercicios (Exercise Log).

An exercise of physical activity log is very important for students to keep and be aware of because they need to be getting at least an hour or more of physical activity (CDC, 2011). The teacher can also get a better idea of activities outside of school the students are able to access. Then the physical education environment can include realistic activities they can take out of school and provide some activities that student would otherwise never be able to experience. An exercise log is very helpful for students to stay disciplined and quality feedback for teacher (see Appendix C).

2.b. MVAF Evaluación (MVPA-Moderate to Vigorous Physical Activity Evaluation).

The MVPA assessment is one used by physical educators to measure the amount of physical activity a student is doing during class. They choose a time interval, and on every interval they look to see if students are doing moderate to vigorous physical activity (walking is considered moderate). Usually the assessment is individual so it can also help to show if students are on-task if one student's MVPA is lower than all other students. Although it is time consuming, teachers can use it just during fitness time, and split up the students so they are assessed on different days but at least once a week. The

goal is to have about 75% of the time engaged in MVPA during fitness time in order to meet the objective (see Appendix C).

2.c. La Nueva Actividad del Mes (New Activity of the Month).

The worksheet for this objective is for the younger grades but can be used for all elementary students. The students are expected to do a new physical activity every month and can use one from PE class if they want. They are to describe or draw the activity to explain the activity, the date they did the activity, the people they did the activity with, as well as the equipment needed for the activity. The goal of this assessment is for students to be able to share about something new they did and to think about the things they need in order to engage in the physical activity again. It helps the teacher know if the students are aware of the equipment necessary for activities, the activities they seem to enjoy, as well as an better awareness of the community setting (see Appendix C).

3.a. Examen Escrito de _____ (Written Exam of _____).

The written exam is a general test best used for sports activities. The test questions address rules, movements, strategies, and equipment used for the unit. It is generalized so it does not have to be re-written for each new unit but can be used for all activities. This is helpful to the teacher because then they do not have to write a new test and helpful for the students because then they know the expectations for learning (see Appendix D).

3.b. Rúbrica de Movimiento (Movement Rubric).

The Movement Rubric can be used for all activities done in physical education because it assesses the efficiency, effectiveness, and correctness of the students' motor skills. The basic grading scale is based on whether students do the proper movements

correctly most of the time, some of the time, or incorrectly most of the time. Although this may seem very general, it provides feedback on specific aspects of their movements and focus on doing it correctly every time during class (see Appendix D).

3.c. Materiales de Educación Física (Physical Education Equipment Checklist).

The checklist is similar to the Respecting the Equipment Assessment (1.a.) but is different because it addresses the motor skills in connection with the equipment. Both are necessary and useful because they address different goals in the over-arching plan for the year. In addition, the 1.a assessment could be used for younger ages while the 3.c. checklist can be used for a more sophisticated analysis of correctly using the equipment. There are two separate criteria for students to receive a check or minus, one being effectively using the equipment and the other being correctly using the equipment (see Appendix D).

4.a. Ritmo Cardíaco de Recuperación (Recovery Heart Rate).

The Recovery Heart Rate is an excellent tool to use to combine math with physical education. The students also acquire a skill they can use for the rest of their lives to test their heart's health and physical fitness level. The graph is simple and can be used for several tests so students can document their improvements throughout the school year (see Appendix E).

4.b. Examen Escrito de Salud (Written Health Test).

The test is specific to the body's reaction to physical activity. It can be repeated for several different units because the questions address the arms, legs, brains, stomach, skin, and heart's reactions to exercise. It is important for students to be aware of their body's physical changes to movements during various units. This helps students

determine personal likes and dislikes as well as how physical activities affect different parts of our bodies, and they understand to stay healthy it is good to engage in more than just one type of physical activity (see Appendix E).

4.c. La Carta a los Padres (Letter to Parents).

Parents are crucial partners in helping students to be physically active outside of school. Providing a way for students to talk and teach their parents about the importance of physical activity is important. It helps encourage both students and parents to do physical activity and encourages parents to view the importance of physical education in their children's lives. Also, it is a fun way for students to think critically and to show off to their parents what they are learning in school (see Appendix E).

5.a. Proyecto de Vacaciones (Vacation Project).

All the work done throughout the year to increase students' physical fitness and interest in physical activity can be lost during summer time if students are ignorant to the activities they can do during their nice summer breaks. This end of the year project is a great way for students to look back on the year and think about the physical activities they would prefer to do in their free time. Also, it provides a framework for the environment and equipment they will need for doing the activities. Not only will it encourage students to stay healthy but help them apply the knowledge they have acquired throughout to school to everyday life (see Appendix F).

5.b. Diversidad de Actividades (Diversity of Activities).

The simple chart designed to meet objective 5.b. is for teacher use and reflection only. It is needed so teachers keep track of the activities they do throughout a school year and the length they stay on the activities. It is hard to remember year to year all the

details of units and this will help make a plan most beneficial to students. Also, it will help teachers provide a range of activities including games, dance, individual sports, outdoor adventure, or adventure education in order for students to find their niche in the physical activity realm (see Appendix F).

5.c. La Tabla de Actividades Favoritas (Favorite Activities Table).

This assessment, three times a year, will give students an opportunity to reflect on their favorite activities. At the end of the year they can see how their preferences have or have not changed based on experiences in and out of school. The table has a column for their ‘feelings during the activity’ in order for them to realize the reason why they like an activity. Is it because of the challenge? Do they enjoy it? It is self-expressive? So they can begin to realize why they prefer certain activities over others. This may be a more complex chart for upper elementary grades, but it can be modified so pictures are drawn instead or with less questions/columns for lower elementary grades (see Appendix F).

Las Evaluaciones Generales de Juegos (The General Games Rubrics).

In alignment with objective 3.b. concerning movement, there are four extra rubrics created for assessing specific types of games. There are four different categories of games including invasion games (ex. Soccer, football, rugby), net/wall games (ex. tennis, volleyball, badminton), target games (ex. Golf, bowling, darts), and striking and fielding games (ex. Baseball, softball, cricket). The games assessments are general so can be used for all games of their type because the criteria are more general, like movement, form, teamwork, passing, clearing the net etc. It is helpful to have these types of rubrics so teachers do not have to create and familiarize themselves with a different rubric for each unit (see Appendix G).

B1/B2: Rúbrica de Baile (Dance Rubrics).

The dance rubrics are specific to the dance unit explained in the block plans. The general assessments made for objectives 1-15 are not always going to be sufficient for all units. Also, every educator stresses different aspects of physical education, so they may want to add more rubrics and assessments to their horizontal curriculum for additional evaluation. B1 is a checklist so teachers can quickly assess if students know their left and rights as well as their knowledge of the dance. B2 is a more descriptive rubric that can be used to assess all forms of dance and student's abilities (see Appendix H).

Table of Alignment

After creating all the goals, objectives, and assessments it is important to make sure all of it is aligned and organized. A chart or table is the best way to organize all the data so it is easy to access. The table of alignment for the project has six columns titled, Objective #, Objective statement, Goal #, Evaluation Title, Evaluation number, and who and when the assessment would be completed. The table makes it easier to find the assessments for each objective as well as directions on whether the assessment is take home or in-class and teacher, peer, and self-assessed. A teacher can then make sure to not have too many of one kind of assessment in one unit or throughout the year. Variability in assessments is important so students of all learning styles of opportunities to showcase their skills and knowledge to the best of their abilities (see Appendix I).

Activities Plan for the Year

Finally after creating the table of alignment, a plan is laid out for the activities of the year. The project was designed for a 38 week or nine and a half month school year. The activities are separated by season and listed next to them are the number of weeks for

each activity. Throughout the school year students would be participating in fourteen different activities with the longest unit lasting four weeks. Another consideration of the yearly plan is the temperature and weather of the environment. The plan is set-up for outdoor activities during the warmer and dryer months and indoor activities during the colder and wetter months. Also, several of the units can be shifted around due to unexpected weather or other changes in plans throughout a school year. In addition, if a school does not have access to the equipment for one of the activities than an educator can easily replace it with an activity they are equipped to instruct (see Appendix J).

Block Plans

After finalizing the activities for the year, there is a need for block plans. Block plans are important for teaching units because they provide a basic outline for the entire unit. Included in the block plans for the elementary level is an Introduction Activity, followed by a Fitness Activity, then the Lesson Focus. The activities listed are easily found in current elementary physical education textbooks or on the Internet at various physical education websites if a teacher is unfamiliar with the title of the activity. Also organized are the objectives met during that lesson and an assessment that can be used everyday that connects to the content and objective. The block plans included are Scavenger Hunting, Dance, and Outdoor Adventure. Those were chosen because they are unfamiliar activities to many physical educators. The block plans not only provide a solid structure for the entire unit but also provide teachers with a guide for every single lesson (see Appendix K).

Next Steps

Lesson Plans

The next step in the process would be to create the individual lesson plans for every lesson. They would be straightforward to make because the activities, objectives, and assessments are already laid out in the block plans. Every teacher has their own unique way to making lesson plans so they were not created for this project because the focus was to create a horizontal curriculum framework, not day-by-day lesson plans.

Grading Scheme

In addition, some curricula provide an overall grading scheme. However every school has their own unique way to assign grades including numbers, letters, check marks, smiley faces etc. The assessments were created with general enough grading structure so the teachers can modify them to fit their own schools structure.

English Language Learners (ELLs)

A final step for increasing the effectiveness of the project would be to incorporate ELL strategies. Teachers can create word walls for their gymnasiums, use sentence frames, as well as translate the task cards so students are reading activities in both Spanish and English as they go. There are many other strategies they could use as well, but many teachers have the strategies they prefer and are accustomed to so they can implement those as they see fit. This would increase the reputation of physical education as well because then it would be seen as a crucial part of the ELLs experience as they strive to be healthier individuals and become educated bilingual citizens.

Implementation

The project can be used as a framework for an elementary school's year-long physical education curriculum. The goals and objectives are the driving force of a yearly plan so they can guide a teacher when designing his or her lesson plans and the focus of the classroom rules. The assessments can be printed out or redesigned on spreadsheets so teachers can fill in the names of their students or they can be rewritten on a word processing document so they can be used on an iPad or Tablet when assessing students. The rubrics can be displayed on the classroom bulletin board so students are aware of the expectations and how they are being evaluated.

The table of alignment will be helpful for teachers because once they know the objective(s) they want to focus on for a unit or lessons then they already know the assessments to use for evaluating. In addition, the block plans guide teachers so they can easily put together lesson plans because the activities are already organized logically. Overall, it is beneficial because it provides a clear list of activities, assessments, and ideas for implementation of a PE curriculum in Spanish so teachers can provide an environment for students to improve their language and psychomotor skills.

Chapter 4: Final Discussion

Review

Incorporating language into physical education as an interdisciplinary approach will be beneficial in achieving both physical activity and language learning outcomes. An interdisciplinary approach to teaching is when “two or more subjects are integrated with the goal of fostering enhanced learning in each subject area” (Barton et al, 2000, p. 20). A Spanish infused Physical Education curriculum provides an environment where learning is contextualized, less fragmented, and stimulating for all students. Incorporating Spanish into the physical education curriculum would be beneficial for students who speak Spanish at home because students will have the opportunity to use their native language during school even if they are not part of an immersion program. Including Spanish will also help monolingual English speakers learn Spanish in a meaningful context and provide a safe environment for them to experiment with second language skills.

In addition to the external environmental factors of that are beneficial to student learning in physical education class, there are intrinsic physiological factors at work. During and after physical activity, there is an increase in brain activity. Considering the increased brain activity, students will be able to grasp and retain new information and language more effectively while participating in physical education class. Therefore, the Spanish Horizontal Physical Education curriculum was developed so educators have a resource for transforming their classrooms into a language-learning environment for all students.

The components of the project include a mission statement, goals, and objectives so the teachers have a foundation for the curriculum they are planning to teach. In

addition, there are assessments to measure each objective so students are evaluated fairly and valid and reliable data is documented on student growth. Included in the project are block plans so teachers already have several days of activity outlined and it is clear how the assessments, goals, objectives, and activities align with each other. The yearly plan and table of alignment are quick reference guides for teachers in order for it to be easier to maneuver through the entire school and provide a quality physical education environment for student learning and physical development.

Extension

The Spanish portion of the project is a framework for a yearlong curriculum. It includes the mission statement, goals, objectives, assessments, and block plans. The next step in order to implement the project would be to create daily lesson plans based on the block plans. Every teacher has his or her own way of doing lesson plans so there is room for teachers to make them personal and applicable to their teaching style and classroom routines.

Another extension to the project would be to assign point values and create a grading scheme for an entire year. Teachers need to use the assessments as part of the grades of the students for meaningful feedback. Each teacher also has different focuses or priorities so they can stress their main things when creating the grading system.

Another extension of the project would be to modify the curriculum to include other languages. People fluent in other languages can meet the needs of students from various language backgrounds by modifying the project. The structure can be a framework for colleagues with the same desire to include languages as part of their physical education experience.

Finally, adding and creating English Language Learning strategies can enhance the project. Although the project was created in to learn the Spanish language, simple steps can be taken to help students improve their English at the same time. It would be as simple as incorporating and creating word walls, sentence frames, and translating the visual task cards that provide instruction during activities. This would foster a culturally diverse classroom where both Spanish and English are being portrayed as equally important while students are engaging in physical activity that will help improve their overall health and physical capabilities.

Conclusion

The goal of the project was to develop the framework of a horizontal curriculum in Spanish for physical education. Overall, the project was successful in achieving its goal. The components of the curriculum can be used for both physical educators and classroom teachers to instruct their students in Spanish while providing them with quality physical education instruction. The implementation of the horizontal curriculum will provide students with a dynamic physical education experience where they are learning a second language as well as well becoming more physically active individuals. Any educator wanting to inspire students to be more culturally aware, acquire a second language, improve their motor skills, and to live a healthy lifestyle can utilize the project as the structure for their physical education time without having to develop their own set of goals, objectives, block plans, and assessments because they are already created and ready to use to benefit every student during their educational experience.

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Appendix A

Declaración de la Misión

La participación en actividades físicas es importante para el cuerpo, el cerebro, y las emociones. La clase de educación física se debe enfocar en la búsqueda de las actividades favoritas de cada persona para que todos disfruten de alguna manera de la actividad física. Debe ser un lugar de descubrimiento donde los estudiantes puedan aprender, practicar, y aplicar los conceptos de movimiento, de salud, y de responsabilidad.

Metas Programáticas

1. Los estudiantes serán responsables y respetuosos consigo mismos y con sus compañeros de clase durante su participación en las actividades físicas.
2. Los estudiantes participarán diariamente en la educación física, dentro y fuera de la escuela.
3. Los estudiantes demostrarán la comprensión de reglas, uso de materiales de educación física, y los movimientos de varias actividades físicas.
4. Los estudiantes mostrarán la comprensión sobre la importancia de ser activos para mantener un cuerpo saludable.
5. Los estudiantes buscarán en la educación física, sus actividades físicas favoritas y sus razones personales por participar. (Razones pueden incluir la salud, la interacción social, la expresión personal, el gozo, el reto etc.)

Objetivos

- 1.a. Los estudiantes podrán decir cinco cumplidos cada semana a otros alumnos durante clase y serán evaluados a través de un Gráfico de Cumplidos Semanal.
- 1.b. Los estudiantes podrán recibir un promedio de 4 de 5 puntos, al final de cada clase, en civismo, y serán evaluados a través de la Rúbrica llamada, Nota Estudiantil de Civismo.
- 1.c. Los estudiantes respetarán los materiales durante la clase, ayudarán a recogerlos al final de la clase, tendrán cuidado con ellos, y los usarán de la mejor manera, y serán registrados en una Lista de Control (Respetando los Materiales).

- 2.a. Los estudiantes completarán un serie de ejercicios cada mes, la describirán en detalle la cantidad de ejercicios y el tipo de ejercicios que el estudiante ha realizado en los cinco días de la semana y serán registrados en una Tabla de Ejercicios.
- 2.b. Los estudiantes estarán en movimiento a menos 75% de la clase, durante la actividad de entrenamiento físico y están medidas por MVAF (Actividad Física Moderada Vigorosa) Análisis.
- 2.c. Los estudiantes intentarán una nueva actividad física, dentro o fuera del horario escolar, y escribirán o dibujarán sobre la experiencia y serán evaluadas a través de la rúbrica llamada, La Nueva Actividad del Mes.

3.a. Los estudiantes completarán un examen escrito, y obtendrán al menos 80%, sobre las reglas, movimientos, y materiales de la actividad física y serán evaluados a través del examen escrito.

3.b. Los estudiantes demostrarán capacidad física en los movimientos de cada actividad durante clase, haciéndolos correctamente, eficientemente, y efectivamente y serán evaluadas a través de la Rúbrica de Movimiento.

3.c. Los estudiantes usarán los materiales correctamente y efectivamente durante la clase y serán evaluados a través de una Lista de Control de los Materiales de Educación Física.

4.a. Los estudiantes tomarán su Ritmo cardíaco de la recuperación correctamente, durante la clase, y serán evaluados a través de una tabla de Ritmo cardíaco de recuperación.

4.b. Los estudiantes describirán 5 cambios que observan en su cuerpo cuando participan en la clase de educación física que son saludables, y serán evaluados a través de Un Examen Escrito de Salud.

4.c. Los estudiantes escribirán o dibujarán una carta a sus padres, durante clase, que explica 3 cosas importantes sobre el ejercicio, y serán evaluados a través de la rúbrica llamada La Carta a Padres.

5.a. Los estudiantes escribirán una lista de 10 actividades físicas, antes de salir para las vacaciones de verano, que puedan hacer para mantener la salud, el lugar para hacer la actividad, y los materiales que necesitan y serán evaluados a través de la rúbrica del Proyecto de Vacaciones.

5.b. Los estudiantes participarán durante el año escolar en por lo menos 12 actividades físicas diferentes, de 4 tipos distintos y serán medidas a través de una lista de control llamada, Diversidad de Actividades.

5.c. Los estudiantes escribirán una lista, tres veces durante el año escolar, sobre sus actividades favoritas, la razón porque son sus favoritas, como se siente el cuerpo después de hacerlas, y serán evaluadas a través de La Tabla de Actividades Favoritas.

Appendix B

1.a. Los estudiantes podrán decir cinco cumplidos cada semana a otros alumnos durante clase y serán evaluados a través de un Gráfico de Cumplidos Semanal.

Evaluación 1.a.: El Gráfico de Cumplidos Semanal

Escribe el nombre del estudiante al que diste un cumplido. Necesitas decir cinco cumplidos a la semana.

Nombre de Estudiante	Cumplido #1	#2	#3	#4	#5

Nota a la maestra: Puede imprimir esta evaluación y ponerla al lado de la puerta por donde los niños salen. Puede hacerlo cada semana o solo durante las actividades físicas mas competitivas para animar a los estudiantes a ser respetuosos y amables con sus compañeros.

1.b. Los estudiantes podrán recibir un promedio de 4 de 5 puntos, al final de cada clase, en civismo, y serán evaluados a través de la Rubrica llamada, Nota Estudiantil de Civismo.

Evaluación: 1.b.

Estudiantil de la Civismo

Nota	Criterios
5	Durante toda la clase, el estudiante sigue las instrucciones, se comporta bien con sus compañeros de clase, nunca se queja sobre las actividades, y la maestra nunca necesita hablar con el estudiante sobre un mal comportamiento.
4	Durante la mayoría de las clases, el estudiante sigue las instrucciones, se comporta bien con sus compañeros de clase, nunca se queja sobre las actividades, y la maestra nunca necesita hablar con el estudiante sobre un mal comportamiento.
3	Durante la mitad de la clase, el estudiante sigue las instrucciones, se comporta bien con sus compañeros de clase, no se queja sobre las actividades, y la maestra nunca necesita hablar con el estudiante sobre un mal comportamiento.
2	A veces el estudiante sigue las instrucciones, se comporta bien con sus compañeros de clase, nunca se queja sobre las actividades, y la maestra nunca necesita hablar con el estudiante sobre un mal comportamiento..
1	Raravez el estudiante sigue las instrucciones, se comporta bien con sus compañeros de clase, no se queja sobre las actividades, y la maestra nunca necesita hablar con el estudiante sobre un mal comportamiento.
0	Nunca el estudiante sigue las instrucciones, se comporta bien con sus compañeros de clase, no se queja sobre las actividades, y la maestra nunca necesita hablar con el estudiante sobre un mal comportamiento..

Nota a la maestra: Puede utilizar este Rúbrica para dar a sus estudiantes una nota de civismo al fin de cada día. Sera mas fácil y mas útil si puede ponerlo en un sitio en el internet que los padres puedan ver para chequear en sus niños.

1.c. Los estudiantes respetarán los materiales durante la clase, ayudarán a recogerlos al final de la clase, tendrán cuidado con ellos, y los usarán de la mejor manera, y serán registrados en una Lista de Control (Respetando los Materiales).

2.b. Los estudiantes estarán en movimiento a menos 75% de la clase, durante la actividad de entrenamiento físico y esta medida por MVAF (Actividad Física Moderada Vigorosa) Análisis.

MVAF del Estudiante						
Escuela:	Grado:		Fecha:			
Estudiante	Estudiante	Estudiante	Estudiante	Estudiante	Estudiante	Estudiante
1	Y	N	Y	N	Y	N
2	Y	N	Y	N	Y	N
3	Y	N	Y	N	Y	N
4	Y	N	Y	N	Y	N
5	Y	N	Y	N	Y	N
6	Y	N	Y	N	Y	N
7	Y	N	Y	N	Y	N
8	Y	N	Y	N	Y	N
9	Y	N	Y	N	Y	N
10	Y	N	Y	N	Y	N
11	Y	N	Y	N	Y	N
12	Y	N	Y	N	Y	N
13	Y	N	Y	N	Y	N
14	Y	N	Y	N	Y	N
15	Y	N	Y	N	Y	N
Totals	/ 15		/ 15		/ 15	
%						
Actividades:						
MVPA=Caminando o cualquier otra cosa que requiere mas energia que caminando						

MVAF del Estudiante						
Escuela:	Grado:		Fecha:			
Estudiante	Estudiante	Estudiante	Estudiante	Estudiante	Estudiante	Estudiante
1	Y	N	Y	N	Y	N
2	Y	N	Y	N	Y	N
3	Y	N	Y	N	Y	N
4	Y	N	Y	N	Y	N
5	Y	N	Y	N	Y	N
6	Y	N	Y	N	Y	N
7	Y	N	Y	N	Y	N
8	Y	N	Y	N	Y	N
9	Y	N	Y	N	Y	N
10	Y	N	Y	N	Y	N
11	Y	N	Y	N	Y	N
12	Y	N	Y	N	Y	N
13	Y	N	Y	N	Y	N
14	Y	N	Y	N	Y	N
15	Y	N	Y	N	Y	N
Totals	/ 15		/ 15		/ 15	
%						
Actividades:						
MVPA=Caminando o cualquier otra cosa que requiere mas energia que caminando						

MVAF del Estudiante						
Escuela:	Grado:		Fecha:			
Estudiante	Estudiante	Estudiante	Estudiante	Estudiante	Estudiante	Estudiante
1	Y	N	Y	N	Y	N
2	Y	N	Y	N	Y	N
3	Y	N	Y	N	Y	N
4	Y	N	Y	N	Y	N
5	Y	N	Y	N	Y	N
6	Y	N	Y	N	Y	N
7	Y	N	Y	N	Y	N
8	Y	N	Y	N	Y	N
9	Y	N	Y	N	Y	N
10	Y	N	Y	N	Y	N
11	Y	N	Y	N	Y	N
12	Y	N	Y	N	Y	N
13	Y	N	Y	N	Y	N
14	Y	N	Y	N	Y	N
15	Y	N	Y	N	Y	N
Totals	/ 15		/ 15		/ 15	
%						
Actividades:						
MVPA=Caminando o cualquier otra cosa que requiere mas energia que caminando						

2.c. Los estudiantes intentarán una nueva actividad física, dentro o fuera del horario escolar, y escribirán o dibujarán sobre la experiencia y será evaluada a través de la rúbrica llamada, La Nueva Actividad del Mes.

Evaluación 2.c.

La Nueva Actividad del Mes

Escribe una descripción o dibuja un tipo de ejercicio o actividad física que hiciste durante o fuera de la clase de educación física este mes. En la descripción debe tener:

- **La Actividad**
- **La Fecha**
- **Las Otras Personas**
- **Los Materiales**

<p><u>Espacio para Escribir:</u></p>	<p><u>Espacio para Dibujar:</u></p>
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3.b. Los estudiantes demostrarán capacidad física en los movimientos de cada actividad durante clase, haciéndolos correctamente, eficientemente, y efectivamente y serán evaluadas a través de la Rúbrica de Movimiento.

Evaluación 3.b.

Rúbrica de Movimiento

Puntos	Correctamente	Eficientemente	Efectivamente
3	El/la estudiante hace el movimiento correcto, con equilibrio, y buena forma la mayor parte del tiempo.	El/la estudiante hace el movimiento con la parte correcta del cuerpo, sin dudar, y en un tiempo razonable la mayor parte del tiempo.	El/la estudiante hace el movimiento sin pensar mucho tiempo antes de hacerlo, el producto del movimiento es que intenta, y usa los materiales correctamente la mayor parte del tiempo.
2	El/la estudiante hace el movimiento correcto, con equilibrio, y buena forma la mitad de las veces.	El/la estudiante hace el movimiento con la parte correcta del cuerpo, sin dudar, y en un tiempo razonable la mitad de las veces.	El/la estudiante hace el movimiento sin pensar mucho tiempo antes de hacerlo, el producto del movimiento es que intenta, y usa los materiales correctamente la mitad de la veces
1	El/la estudiante hace el movimiento correcto, con equilibrio, y buena forma veces pero es incorrecto la mayor parte del tiempo.	El/la estudiante hace el movimiento con la parte correcta del cuerpo, sin dudas, y en un tiempo razonable a veces pero es incorrecto la mayor parte del tiempo.	El/la estudiante hace el movimiento sin pensar mucho tiempo antes de hacerlo, el producto del movimiento es que intenta, y usa los materiales correctamente a veces pero es incorrecto la mayor parte del tiempo.

3.c. Los estudiantes usarán los materiales correctamente y efectivamente durante la clase y serán evaluados a través de una Lista de Control de los Materiales de Educación Física.

Evaluación 3.c.

Materiales de Educación Física

Nombre de Estudiante	Correctamente	Efectivamente

- No

√ Sí

Pon un indicador en esta tabla para evaluar a sus estudiantes si están usando los materiales correctamente o efectivamente. Pon un menos si ellos no saben como usar los materiales correctamente o efectivamente.

Criterios de Correctamente:

- La Función apropiada
- Como la maestra demostraba
- Seguramente

Efectivamente:

- La función apropiada
- Lo que intentaba hacer el estudiante con su movimiento lo hizo

Appendix E

4.a. Los estudiantes tomarán su Ritmo cardíaco de la recuperación correctamente, durante la clase, y serán evaluados a través de una tabla de Ritmo cardíaco de recuperación.

Evaluación 4.a.

Ritmo Cardíaco de Recuperación

Nombre: _____ Actividad: _____

	Ritmo Cardíaco después de 2 minutos de ejercicio difícil (RC1)	Ritmo Cardíaco después de 2 minutos de descanso (RC2)	Ritmo Cardíaco de la Recuperación (RC1 – RC 2)
Prueba 1 Fecha: _____			
Prueba 2 Fecha: _____			
Prueba 3 Fecha: _____			

La Escala:

12 o menos: Habla con la maestra

12-20: Regular

20-30: Bueno

30-40: Excelente

40 o más: Excepcional

Nota a la maestra: La maestra puede añadir pruebas al gráfico para usar el mismo formato para todo el año. Todo depende si la maestra quiere hacerlo como una unidad o algo para medirlo durante una parte o todo el año. Es bueno porque da a los estudiantes algo para medir, practicar, y mejorar durante un tiempo. También ayuda a la maestra a documentar la capacidad física de sus estudiantes.

4.b. Los estudiantes describirán 5 cambios que observan en su cuerpo cuando participan en la clase de educación física que son saludables, y serán evaluados a través de Un Examen Escrito de Salud.

Evaluación 4.b.

Examen Escrito de Salud

Unidad/Actividad:

Nombre:

Fecha:

Puntos: /5

Por favor responde a las siguientes preguntas sobre los cambios del cuerpo que ocurren cuando haces ejercicio. Responde a 5 preguntas como mínimo.

1. ¿Cómo sientes tu cuerpo cuando participas en la educación física?

2. ¿Cómo se sienten tus brazos?

3. ¿Cómo se sienten tus piernas?

4. ¿Qué pasa con tu cerebro?

5. ¿Cómo se siente el estómago cuando haces ejercicio?

6. ¿Qué pasa con tu piel?

7. ¿Qué le pasa al corazón?

Nota a la maestra: Hay 7 preguntas y solo necesitan responder a 5 porque diferentes actividades afectan a diferentes partes del cuerpo. Por eso, algunos estudiantes no van a sentir mucho en sus brazos cuando están jugando el fútbol.

4.c. Los estudiantes escribirán o dibujarán una carta a sus padres, durante clase, que explica 3 cosas importantes sobre el ejercicio, y será evaluado a través de la rúbrica llamada La Carta a Padres.

Evaluación 4.c.

Carta a los Padres

En el espacio abajo escribe una carta o dibuja, (puedes escribir y dibujar) para explicar 3 cosas importantes sobre el ejercicio. Vas a dar a tus padres el dibujo o la carta. Es una oportunidad para explicar las cosas que estas aprendiendo durante la clase de educación física y la importancia de hacer actividades físicas para la salud.

Nota a la maestra: Es muy simple de corregir/evaluar, solo necesitas marcar si tienen a lo menos 3 cosas o no. Puedes devolvérsela a los estudiantes para que puedan añadir más si no hay 3 cosas.

Appendix F

5.a. Los estudiantes escribirán una lista de 10 actividades físicas, antes de salir para las vacaciones de verano, que puedan hacer para mantener la salud, el lugar para hacer la actividad, y los materiales que necesitan y serán evaluados a través de la rúbrica del Proyecto de Vacaciones.

Evaluación 5.a.

Rubrica de La Lista para Durante las Vacaciones

Puntos	Criterio
5	Los estudiantes incluyeron 10 actividades, el lugar y los materiales necesarios para realizar las actividades físicas que pudieron hacer durante las vacaciones.
4	Los estudiantes incluyeron 8-9 actividades, el lugar y los materiales necesarios para realizar las actividades físicas que pudieron hacer durante las vacaciones
3	Los estudiantes incluyeron 6-7 actividades, el lugar y los materiales necesarios para realizar las actividades físicas que pudieron hacer durante las vacaciones
2	Los estudiantes incluyeron 3-5 actividades, el lugar y los materiales necesarios para realizar las actividades físicas que pudieron hacer durante las vacaciones.
1	Los estudiantes incluyeron 1-2 actividades, el lugar y los materiales necesarios para realizar las actividades físicas que pueden hacer durante las vacaciones.

Un ejemplo de un gráfico que puedes dar a tus estudiantes para completar:

Actividad	Materiales	Lugar

5.b. Los estudiantes participarán durante el año escolar en por lo menos 12 actividades físicas diferentes, de 4 tipos distintos y será medida a través de una lista de control llamada, Diversidad de Actividades.

Evaluación 5b.

Diversidad de Actividades

Numero	Mes/Fechas de Actividades	Nombre de Actividad	Categoría de Actividad	¿Quieres hacerlo el año que viene?
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Diferentes Tipos para llenar en la ‘Categoría de Actividad’ columna:

- Invasión/Territorio (Invasion/Territory)
- Red, Malla/Pared (Net/Wall)
- Interceptar y Devolver/Golpeando (Fielding/Striking)
- Tiro al Blanco (Target)
- Individual
- Aventuras al Aire Libre (Outdoor Adventure)
- Educación para la Aventura (Adventure Education)

Nota a la maestra: Este cuadro puede hacerse en la computadora de la maestra, en su tabla de anuncios, u otra lugar para que se pueda consultar y añadir antes y después de cada unidad.

5.c. Los estudiantes escribirán una lista, tres veces durante el año escolar, sobre sus actividades favoritas, la razón porque son sus favoritas, como se siente el cuerpo después de hacerlas, y será evaluado a través de La Tabla de Actividades Favoritas.

Evaluación 5.c.

Tabla de Actividades Favoritas

Instrucciones: Por favor, completa la tabla abajo. En el primer cuadro escribes tu actividad favorita. Luego respondes a las preguntas sobre la actividad que escribiste.

Actividad Favorita	¿Porque es tu favorito?	¿Cómo te sientes cuando haces la actividad?	¿Cómo puedes hacerlo afuera de escuela?
1.			
2.			
3.			

Nota a la maestra: Puedes asignar puntos o simplemente marcarlo cuando está completo.

Appendix G

Evaluación General de Juegos de Invasión:

Invasión	4	3	2	1
Control de la pelota	El/la estudiante mantiene el control de la pelota cuando la tiene en su posesión la mayor parte del tiempo.	A veces el/la estudiante mantiene control de la pelota cuando la tiene en su posesión.	La mayor parte del tiempo el/la estudiante pierde el control de la pelota.	El/la estudiante nunca mantiene el control de la pelota.
Pasando la pelota	El/la estudiante pasa la pelota exitosamente a sus compañeros de equipo la mayoría del tiempo.	El/la estudiante a veces pasa la pelota exitosamente a sus compañeros de equipo.	El/la estudiante trata de pasar la pelota a sus compañeros de equipo pero raramente tiene éxito.	El/la estudiante nunca pasa ni trata de pasar la pelota a sus compañeros de equipo.
Movimiento	El/la estudiante se mueve estratégicamente cuando no tiene la pelota, para estar listo/a para recibir la pelota, para defenderla, o hacer espacio para su equipo la mayor parte del tiempo.	A veces el/la estudiante se mueve estratégicamente cuando no tiene la pelota, para estar listo/a para recibir la pelota, para defenderla, o hacer espacio para su equipo.	Raramente el/la estudiante mueva estratégicamente cuando no tiene la pelota para estar listo/a para recibir la pelota, para defenderla, o hacer espacio para su equipo pero si trata.	El/la estudiante nunca se mueve estratégicamente cuando no tiene la pelota para estar listo/a para recibir la pelota, para defenderla, o hacer espacio para su equipo la mayor parte del tiempo.
Respeto	El/la estudiante respeta a sus compañeros de equipo y los miembros del otro equipo todo el tiempo.	El/la estudiante respeta a sus compañeros de equipo y los miembros del otro equipo casi todo el tiempo.	A veces el/la estudiante respeta a sus compañeros de equipo y los miembros del otro equipo.	El/la estudiante raramente respeta a sus compañeros de equipo y los miembros del otro equipo.
Transiciones	El/la estudiante esta listo/a para la transición ofensiva a defensiva durante el partido la mayor parte del tiempo.	El/la estudiante a veces esta listo/a para la transición ofensiva a defensiva durante el partido.	Es muy difícil para el/la estudiante estar listo/a para la transición ofensiva a defensiva durante el partido la mayor parte del tiempo.	Raramente el/la estudiante esta listo/a para la transición ofensiva a defensiva durante el partido.

Evaluación General de Juegos de Red/Pared:

Red/Pared	4	3	2	1
Vuelta	El/la estudiante devuelve la pelota por encima de la red casi todo el tiempo.	A veces el/la estudiante devuelve la pelota por encima de la red.	Raramente el/la estudiante puede la pelota por encima de la red.	El/la estudiante nunca devuelve la pelota por encima de la red
Control de la pelota	El/la estudiante mantiene control de la pelota cuando la tiene en su posesión la mayoría del tiempo.	A veces el/la estudiante mantiene control de la pelota cuando la tiene en su posesión.	La mayoría del tiempo el/la estudiante pierde el control de la pelota.	El/la estudiante nunca mantiene control de la pelota.
Límites	El/la estudiante respeta los límites designados y no pega la pelota fuera de ellos la mayor parte del tiempo.	A veces, el/la estudiante respeta los límites designados y no pega a la pelota fuera de ellos.	El/la estudiante raramente respeta los límites designados y no pega a la pelota fuera de ellos.	El/la estudiante nunca respeta los límites designados y no pega la pelota fuera de ellos.
Posición	El/la estudiante esta en posición atlética, lista para la reacción del otro jugador/equipo todo el tiempo.	El/la estudiante esta en posición atlética, lista para la reacción del otro jugador/equipo casi todo el tiempo.	A veces el/la estudiante esta en posición atlética, lista para la reacción del otro jugador/equipo.	El/la estudiante raramente esta en posición atlética, lista para la reacción del otro jugador/equipo.
Los Materiales	El/la estudiante respeta los materiales durante el partido. Lo usa como las reglas indican, como la maestra ha demostrado, y lo cuida todo el tiempo.	El/la estudiante respeta los materiales durante el partido. Lo usa como las reglas indican, como la maestra ha demostrado, y lo cuida casi todo el tiempo.	A veces el/la estudiante respeta los materiales durante el partido, lo usa como las reglas indican, como la maestra ha demostrado, y lo cuida.	Raramente el/la estudiante respeta los materiales durante el partido, no lo usa como las reglas indican, como la maestra ha demostrado, y no lo cuida.

Evaluación General de Juegos de Intercepción y Devolución/Pegando:

Interceptar y devolver/ Pegando	4	3	2	1
Toman Turnos	El/la estudiante siempre espera su turno para que sea justo para todos.	El/la estudiante casi siempre espera su turno para que sea justo para todos.	A veces el/la estudiante espera su turno para que sea justo para todos.	El/la estudiante raramente espera su turno para que sea justo para todos.
Positivo	El/la estudiante siempre es amable, respetuoso, y gentil con sus compañeros de equipo y los miembros del otro equipo.	El/la estudiante casi siempre es amable, respetuoso, y gentil con sus compañeros de equipo y los miembros del otro equipo.	A veces el/la estudiante es amable, respetuoso, y gentil con sus compañeros de equipo y los miembros del otro equipo.	El/la estudiante raramente es amable, respetuoso, y gentil a sus compañeros de equipo y los miembros del otro equipo.
Pega Efectivamente	Cuando es su turno, el/la estudiante pega a la pelota efectiva y estratégicamente todo el tiempo.	Cuando es su turno, el/la estudiante pega a la pelota efectiva y estratégicamente casi todo el tiempo.	A veces cuando es su turno, el/la estudiante pega a la pelota efectiva y estratégicamente.	Cuando es su turno, el/la estudiante nunca a pega la pelota efectiva y estratégicamente.
Comunicación	La mayoría del tiempo el/la estudiante se comunica con sus compañeros de equipo, usando sus nombres, dándoles directivas, y ayudándoles durante el partido.	A veces el/la estudiante se comunica con sus compañeros de equipo, usando sus nombres, dándoles directivas, y ayudándoles durante el partido.	Raramente el/la estudiante se comunica con sus compañeros de equipo, usando sus nombres, dándoles directivas, y ayudándoles durante el partido.	El/la estudiante nunca se comunica con sus compañeros de equipo, usando sus nombres, dándoles directivas, y ayudándoles durante el partido.
Estilo	El/la estudiante usa el estilo que la clase ha practicado la mayor parte del tiempo.	A veces el/la estudiante usa el estilo que la clase ha practicado.	El/la estudiante usa el estilo que la clase ha practicado la raramente.	El/la estudiante nunca usa el estilo que la clase ha practicado.

Evaluación General de Juegos de Tiro al Blanco:

Tiro al Blanco/Target	4	3	2	1
Exactitud	El/la estudiante obtiene exactitud de 90% del tiempo cuando participa en los juegos de Tiro al Blanco.	El/la estudiante obtiene una exactitud de 75-89.9% cuando participa en los juegos de Tiro al Blanco.	El/la estudiante obtiene exactitud de 51-74.4% cuando participa en los juegos de Tiro al Blanco.	El/la estudiante obtiene exactitud de <50% cuando participa en los juegos de Tiro al Blanco.
Estilo	El/la estudiante usa el estilo que la clase ha practicado la mayor parte del tiempo.	A veces el/la estudiante usa el estilo que la clase ha practicado.	El/la estudiante usa el estilo que la clase ha practicado la raramente.	El/la estudiante nunca usa el estilo que la clase ha practicado.
Cooperación	Cuando es necesario estar en equipos, el/la estudiante ayuda, anima, y trabaja bien con su(s) compañero(s) de equipo todo el tiempo.	Cuando es necesario estar en equipos, el/la estudiante ayuda, anima, y trabaja bien con su(s) compañero(s) de equipo casi todo el tiempo.	Cuando es necesario estar en equipos, a veces el/la estudiante ayuda, anima, y trabaja bien con su(s) compañero(s) de equipo.	Cuando es necesario estar en equipos, el/la estudiante raramente ayuda, anima, y trabaja bien con su(s) compañero(s) de equipo.
Reglas	El/la estudiante muestra buen conocimiento de las reglas todo el tiempo.	El/la estudiante muestra buen conocimiento de las reglas casi todo el tiempo.	A veces el/la estudiante muestra conocimiento de las reglas.	El/la estudiante no demuestra conocimiento de las reglas.
Esfuerzo	El/la estudiante siempre demuestra esfuerzo durante su participación.	El/la estudiante casi siempre demuestra esfuerzo durante su participación.	El/la estudiante a veces demuestra esfuerzo durante su participación.	El/la estudiante raramente demuestra esfuerzo durante su participación.

Notas a la maestra:

-Es posible dar una nota de '0' (cero), si piensa que el estudiante no hizo nada.

-No necesita usar toda la Rúbrica, pero puede decidir por tres o cuatro criterios que quieres para su clase. También, es posible añadir mas criterios a los niveles más altos y solo tener dos o tres criterios para los niños mas pequeños.

-También, puede quitar categorías, y añadir criterios de deporte específicos para una unidad.

Appendix H

Evaluación B1: Gráfica de Baile (Indicador)

Nombre de Estudiante	Sabe la diferencia entre la Izquierda y la Derecha	Nota de ‘Cupid Shuffle’	Nota de ‘Footloose’

Evaluación B2: La Rúbrica de Baile	3	2	1
Ritmo	El/la estudiante baila con el ritmo correcto y con la música la mayor parte del tiempo	A veces el/la estudiante baila con el ritmo correcto y con la música	Raramente el/la estudiante baila con el ritmo correcto y con la música a veces
Pasos Correctos	El/la estudiante hace los pasos correctos del baile la mayor parte del tiempo, sin fracasos que afectan su habilidad de completar exitosamente el baile	El/la estudiante hace los pasos correctos del baile pero hay equivocaciones obvias	El/la estudiante no hace los pasos correctos y hay bastantes equivocaciones obvias
Conciencia de Espacio	El/la estudiante no está demasiado cerca a otros alumnos durante la presentación del baile, y nunca toca a otros estudiantes excepto si es parte del baile	El/la estudiante a veces está demasiado cerca de otros alumnos durante la presentación del baile y a veces por accidente toca a otras personas durante el baile	El/la estudiante está demasiado cerca de otros alumnos durante la presentación del baile y muchas veces toca a otros estudiantes por accidente o no por accidente

Appendix I

Tabla de Alineación					
Obj. #	Objetivo	# Meta Progra mática	Titulo de la Evaluación	Eval. #	Completo por quien y cuando
1.a.	Los estudiantes podrán decir cinco cumplidos cada semana a otros alumnos durante clase y serán evaluados a través de un Gráfico de Cumplidos Semanal.	#1	Gráfico de Cumplidos Semanal	1.a.	El estudiante al final de clase
1.b.	Los estudiantes podrán recibir un promedio de 4 de 5 puntos, al final de cada clase, en civismo, y serán evaluados a través de la Rúbrica llamada, Nota Estudiantil de Civismo.	#1	Nota Estudiantil de Civismo	1.b.	Maestra después de clase
1.c.	Los estudiantes respetarán los materiales durante la clase, ayudarán a recogerlos al final de la clase, tendrán cuidado con ellos, y los usarán de la mejor manera, y serán registrados en una Lista de Control (Respetando los Materiales).	#1	Respetando los Materiales	1.c.	Maestra al fin o después de clase
2.a.	Los estudiantes completarán una serie de ejercicios cada mes, la describirán en detalle la cantidad de ejercicios y el tipo de ejercicios que el estudiante ha realizado en los cinco días de la semana y serán	#2	Tabla de Ejercicios	2.a.	Estudiante/ lleva a Casa

	registrados en una Tabla de Ejercicios.				
2.b.	Los estudiantes estarán en movimiento a menos 75% de la clase, durante la actividad de entrenamiento físico y esta medida por MVAF (Moderado a Vigoroso Actividad Física) Análisis.	#2	MVAF Análisis	2.b.	Maestra durante clase
2.c.	Los estudiantes intentarán una nueva actividad física, dentro o fuera del horario escolar, y escribirán o dibujarán sobre la experiencia y serán evaluadas a través de la rúbrica llamada, La Nueva Actividad del Mes.	#2	La Nueva Actividad del Mes	2.c.	Estudiante fuera de clase
3.a.	Los estudiantes completarán un examen escrito, y obtendrán al menos 80%, sobre las reglas, movimientos, y materiales de la actividad física y serán evaluados a través de un examen escrito.	#3	Examen Escrito de _____ —	3.a.	Estudiante durante clase
3.b.	Los estudiantes demostrarán capacidad física en los movimientos de cada actividad durante clase, haciéndolos correctamente, eficientemente, y efectivamente y serán evaluados a través de la Rúbrica de Movimiento, o las Evaluaciones Generales de Juegos.	#3	Rúbrica de Movimiento; Evaluaciones Generales de Juegos de Invasión, o de Tiro al Blanco, o de Red/Pared, o de interceptar/ devolver/ pegando	3.b. Las Generales	Maestra durante clase o posiblemente estudiante a estudiante

3.b.	Los estudiantes demostrarán capacidad física en los movimientos de cada actividad durante clase, haciéndolos correctamente, eficientemente, y efectivamente y serán evaluados a través de la Rúbrica de Movimiento.	#3	Rúbrica de Movimiento	3.b.	Maestra durante clase
3.c.	Los estudiantes usarán los materiales correctamente y efectivamente durante la clase y serán evaluados a través de una Lista de Control de los Materiales de Educación Física.	#3	Materiales de Educación Física	3.c.	Maestra durante clase
4.a.	Los estudiantes tomarán su Ritmo cardíaco de la recuperación correctamente, durante la clase, y serán evaluados a través de una tabla de Ritmo cardíaco de recuperación.	#4	Ritmo Cardíaco de Recuperación	4.a.	Estudiante durante la clase
4.b.	Los estudiantes describirán 5 cambios que observan en su cuerpo cuando participan en la clase de educación física que son saludables, y será evaluado a través de Un Examen Escrito de Salud.	#4	Examen Escrito de Salud	4.b.	Estudiante durante la clase
4.c.	Los estudiantes escribirán o dibujarán una carta a sus padres, durante clase, que explica 3 cosas importantes sobre el ejercicio, y serán evaluados a través de la rúbrica llamada La Carta	#4	La Carta a Padres	4.c.	Estudiante durante y/o fuera de clase

	a Padres.				
5.a.	Los estudiantes escribirán una lista de 10 actividades físicas antes de salir para las vacaciones de verano, que puedan hacer para mantener la salud, el lugar para hacer la actividad, los materiales que necesitan y serán evaluados a través de la rúbrica del Proyecto de Vacaciones.	#5	Proyecto de Vacaciones	5.a.	Estudiante fuera de clase
5.b.	Los estudiantes participarán durante el año escolar en por lo menos 12 actividades físicas diferentes, de 4 tipos distintos y serán medidas a través de una lista de control llamada, Diversidad de Actividades.	#5	Diversidad de Actividades	5.b.	Maestra afuera de clase, después y antes de la unidad
5.c.	5.c. Los estudiantes escribirán una lista, tres veces durante el año escolar, sobre sus actividades favoritas, la razón porque son sus favoritas, como se siente el cuerpo después de hacerlas, y serán evaluados a través de La Tabla de Actividades Favoritas.	#5	La Tabla de Actividades Favoritas	5.c.	Estudiante durante y/o fuera de clase
B1	B1: Los estudiantes podrán a mostrar la diferencia entre su lado izquierdo y su lado derecho durante el baile y será medido por una	#3	Gráfica de Baile (Indicador)	B1	Maestra durante clase

	Gráfica de Baile (indicador).				
B2	B1: Los estudiantes podrán ganar a lo menos 7 de los 9 puntos en la representación del baile mostrado y será medido por La Rúbrica de Baile.	#3	La Rúbrica de Baile	B2	Maestra durante la clase

Appendix J

Ejemplo de un Plan Anual

En el Otoño

1. Educación de Aventura (2 semanas)
2. Unidad Caminando, haciendo footing, y corriendo (2 semanas)
- 3. Búsqueda de Tesoros (2 semanas)**
4. Fútbol (3 semanas)
5. Disco Volador Último (3 semanas)
6. Yoga (2 semanas)

Total: 14 semanas

En el Invierno

7. Baloncesto (3 semanas)
8. Voleibol (3 semanas)
9. Natación (3 semanas)
- 10. Baile (3 semanas)**
11. Saltar la cuerda (3 semanas)

Total: 14 semanas

En a Primavera

12. Atletismo (Track & Field) (4 semanas)
13. Bicicletas (3 semanas)
- 14. Aventuras al Aire Libre (3 semanas)**
 - Ejemplos
 - a. Excursiones
 - b. Viaje con mochila
 - c. Trepar Árboles
 - d. Juegos en el patio de recreo

Total: 10 semanas

Total de semanas: 38

Nota para la maestra: Las actividades en negrita son las que hay un ejemplo de un plan que podría usar como un bosquejo. El bosquejo enseña como puedes usar las evaluaciones generales y los objetivos para las unidades. También la plan anual está organizado para que durante los meses soleados puedan estar al aire libre, y para los meses fríos o lluviosos, hay unidades para estar dentro. También este plan anual es muy fácil de cambiar o modificar.

Appendix K

Bosquejos de Unidades (Block Plans)

Búsqueda de Tesoros

Día 1	Día 2	Día 3	Día 4	Día 5
<p>Intro: Persona a Persona</p> <p>Capacidad Física: Alto-5</p> <p>Enfoque de la Lección: Mirando o leyendo cuidadosamente las pistas</p> <p>Objetivos: 1.a.; 1.b.; 2.a.; 3.c.</p> <p>Evaluación que puede usar: 1.b., 2.a.: Tabla de Ejercicios (Dar a los estudiantes el primer día del mes)</p>	<p>Intro: Toca los triángulos</p> <p>Capacidad Física: Ritmo cardíaco del recuperación</p> <p>Enfoque de la Lección: Aprender sobre el Ritmo cardíaco del recuperación</p> <p>Objetivos: 1.a.; 4.a.; 1.b.</p> <p>Evaluación que puede usar: 4.a: Ritmo Cardíaco del Recuperación</p>	<p>Intro: Baile de ‘Cupid Shuffle’</p> <p>Capacidad Física: Circuito de Entrenamiento</p> <p>Enfoque de la Lección: Una búsqueda de tesoros simple donde estudiantes practican completar las instrucciones de las pistas.</p> <p>Objetivos: 1.a.; 1.b.; 3.c.</p> <p>Evaluación que puede usar: 3.c.: Buen Uso de los materiales.</p>	<p>Intro: Toca la Pelota</p> <p>Capacidad Física: Carrera de Relevos</p> <p>Enfoque de la Lección: Tratan a sus miembros de equipo con respeto</p> <p>Objetivos: 1.a. 1.b.</p> <p>Evaluación que puede usar: 1.a.: Gráfico de Cumplido Semanal</p>	<p>Intro: Espejo, Espejo</p> <p>Capacidad Física: Limpian las Arterias</p> <p>Enfoque de la Lección: Los estudiantes podrán hacer una búsqueda de tesoros mas extensa</p> <p>Objetivos: 1.a.; 1.b.; 2.c.</p> <p>Evaluación que puede usar: 2.c. La Nueva Actividad del Mes</p>
Día 6	Día 7	Día 8	Día 9	Día 10
<p>Intro: Construye una Maquina en grupos</p> <p>Capacidad Física: Alrededor del Mundo</p> <p>Enfoque de la Lección: ¿Cómo hacer su propia búsqueda de tesoros?</p>	<p>Intro: Toca la Ameba</p> <p>Capacidad Física: Juego de Cartas</p> <p>Enfoque de la Lección: Habla sobre como puedes hacer la búsqueda de tesoros mas rápida, específicamente</p>	<p>Intro: Escribiendo tu nombre con tu cuerpo</p> <p>Capacidad Física: Hacer tu propia Circuito</p> <p>Enfoque de la Lección: Hacer su propia Búsqueda de Tesoros</p>	<p>Intro: Movimientos de Locomotores</p> <p>Capacidad Física: Ritmo cardíaco del recuperación</p> <p>Enfoque de la Lección: Repasar el Ritmo Cardíaco del recuperación,</p>	<p>Intro: Su examen final de Búsqueda de Tesoros</p> <p>Capacidad Física: Búsqueda de Tesoros</p> <p>Enfoque de la Lección: La Búsqueda de Tesoros Final</p> <p>Objetivos: 1.a.; 1.b.; 3.a.</p> <p>Evaluación que puede usar: 3.a.:</p>

<p>Muestra como hacer su propia búsqueda de tesoros. Objetivos: 1.a.; 1.b.; 1.c. Evaluación que puede usar: 1.c.: Respetando los materiales</p>	<p>sin parar muchas veces, pero moviéndose continuamente todo el tiempo. Objetivos: 1.a.; 1.b.; 2.b. Evaluación que puede usar: MVAF Análisis</p>	<p>Objetivos: 1.a.; 1.b. Evaluación que puede usar: 1.a.: Rúbrica Estudiantil de Civismo</p>	<p>y preparar estudiantes para la Búsqueda de Tesoros Final Objetivos: 1.a.; 1.b.; 4.a. Evaluación que puede usar: 4.a: Ritmo Cardíaco del Recuperación</p>	<p>Examen Escrito de</p> <hr/>
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Baile

Objetivos Especificas al Baile:

B1: Los estudiantes podrán a mostrar la diferencia entre su lado izquierdo y su lado derecho durante el baile y será medido por una Gráfica de Baile (indicador).

B2: Los estudiantes podrán ganar a lo menos 7 de los 9 puntos en la representación del baile mostrado y será medido por La Rúbrica de Baile.

Día 1	Día 2	Día 3	Día 4	Día 5
<p>Intro: Baile: “Cha Cha Slide”</p> <p>Capacidad</p> <p>Física: Cuatro Pared</p> <p>Enfoque de la Lección: Enfoca en la diferencia entre la izquierda y la derecha</p> <p>Objetivos: 1.a.; 1.b.; 5.b.</p> <p>Evaluación que puede usar: 5.b.: Diversidad de Actividades</p>	<p>Intro: Mano a Mano</p> <p>Capacidad</p> <p>Física: Alto-5</p> <p>Enfoque de la Lección: Los pasos de “Cupid Shuffle”.</p> <p>Moviendose a la derecha y la izquierda</p> <p>Objetivos: 1.a.; 1.b.; B1</p> <p>Evaluación que puede usar: B1: La Rúbrica del Baile (Indicador)</p>	<p>Intro: Simón Dice</p> <p>Capacidad</p> <p>Física: Ritmo Cardíaco de la Recuperación</p> <p>Enfoque de la Lección: “Cupid Shuffle”, todos los pasos del baile</p> <p>Objetivos: 1.a.; 1.b.; 4.a.</p> <p>Evaluación que puede usar: 4.a.: Ritmo Cardíaco de la Recuperación</p>	<p>Intro: Escribiendo tu nombre con tu cuerpo</p> <p>Capacidad</p> <p>Física: Busca de Tesoros</p> <p>Enfoque de la Lección: La Representación del baile “Cupid Shuffle”</p> <p>Objetivos: 1.a.; 1.b.;</p> <p>Evaluación que puede usar: La Rúbrica de Baile</p>	<p>Intro: Movimientos de Locomotor</p> <p>Capacidad</p> <p>Física: Circuito</p> <p>Enfoque de la Lección: Día de hacer su propio baile</p> <p>Objetivos: 1.a.; 1.b.; 2.b.</p> <p>Evaluación que puede usar: 2.b.: MVAF Análisis</p>
Día 6	Día 7	Día 8	Día 9	Día 10
<p>Intro: Espejo, Espejo</p> <p>Capacidad</p> <p>Física: Pista de Carreras</p> <p>Enfoque de la Lección: Aprender pasos de ‘Footloose’ fuera del baile. (K-Step y Karaoke)</p> <p>Objetivos: 1.a.; 1.b.; 3.b.</p> <p>Evaluación que puede</p>	<p>Intro: “Cupid Shuffle”</p> <p>Capacidad</p> <p>Física: Juego de Cartas</p> <p>Enfoque de la Lección: Aprender los primeros pasos de ‘Footloose’ con la música</p> <p>Objetivos: 1.a.; 1.b.</p> <p>Evaluación que puede usar: 1.b.: Rúbrica Estudiantil de</p>	<p>Intro: Puntos Musicales (Como Sillas Musicales excepto con puntos)</p> <p>Capacidad</p> <p>Física: Carrera de Relevos</p> <p>Enfoque de la Lección: Continua practicando el ‘Footloose’.</p> <p>Objetivos: 1.a.; 1.b.; B1</p> <p>Evaluación que</p>	<p>Intro: “Cha, Cha, Slide”</p> <p>Capacidad</p> <p>Física: Juego de Uno</p> <p>Enfoque de la Lección: Continua la practica de ‘Footloose’ (debe ser casi todo el baile)</p> <p>Objetivos: 1.a.; 1.b.;</p> <p>Evaluación que puede usar: 1.a.: Gráfico de</p>	<p>Intro: Él Mas Rápido en el Oeste</p> <p>Capacidad</p> <p>Física: Pelota de Saltar (Sproutball)</p> <p>Enfoque de la Lección: Dibujando la Carta a sus padres sobre la actividad física</p> <p>Objetivos: 1.a.; 1.b.; 4.a.</p> <p>Evaluación que puede</p>

usar: 3.b.: Rúbrica de Movimiento	Civismo	puede usar: B1 La Rúbrica de Baile (Indicador)	Cumplido Semanal	usar: 4.c.: Carta a los Padres
Día 11	Día 12	Día 13	Día 14	Día 15
Intro: “Cupid Shuffle” Capacidad Física: Pista de Carreras Enfoque de la Lección: Perfeccionar el baile ‘Footloose’ Objetivos: 1.a.; 1.b.; 2.b. Evaluación que puede usar: 2.b.: MVAF Análisis	Intro: Mano a Mano Capacidad Física: Alto-5 Enfoque de la Lección: Las representaciones de ‘Footloose’ Objetivos: 1.a.; 1.b.; Evaluación que puede usar: La Rúbrica de Baile	Intro: Movimientos de locomotor Capacidad Física: Cuatro Pared Enfoque de la Lección: Las representaciones de ‘Footloose’ Objetivos: 1.a.; 1.b.; B2 Evaluación que puede usar: B2: La Rúbrica del Baile	Intro: Baile: “Cha Cha Slide” Capacidad Física: Ritmo Cardíaco de Recuperación Enfoque de la Lección: Creación de Bailes Objetivos: 1.a.; 1.b.; 4.a. Evaluación que puede usar: 4.a.: Ritmo Cardíaco de la Recuperación	Intro: Examen Escrito de la Salud Capacidad Física: Baile Libre Guiado Enfoque de la Lección: Baile Libre o representación de bailes creados de Día 14 Objetivos: 1.a.; 1.b.; 4.b. Evaluación que puede usar: 4.b.: Examen Escrito de Salud

Aventuras del Aire Libre Plan De Bloque

(Este plan contiene: Escalando por las Rocas, Excursiones, y Juegos en un Patio de Recreo)

Día 1	Día 2	Día 3	Día 4	Día 5
<p>Intro: Imita la Naturaleza #1</p> <p>Capacidad Física: Caminas como Animales Diferentes</p> <p>Enfoque de la Lección: Introducción para subir por las piedras, específicamente los pasos de seguridad para escalar rocas adentro del gimnasio</p> <p>Objetivos: 1.a.; 1.b.; 1.c.</p> <p>Evaluación que puede usar: 1.c.: Respetando los materiales</p>	<p>Intro: Mano a Mano</p> <p>Capacidad Física: Ritmo Cardiaco de la Recuperación</p> <p>Enfoque de la Lección: Aprendiendo a como atar nudos para subir por las piedras o para otras actividades en la naturaleza.</p> <p>Objetivos: 1.a.; 1.b.; 4.a.</p> <p>Evaluación que puede usar: 4.a.: Ritmo Cardiaco de la Recuperación</p>	<p>Intro: Movimientos de Locomotor</p> <p>Capacidad Física: Jugando con el Paracaídas</p> <p>Enfoque de la Lección: Estaciones de escalar piedras y atar nudos.</p> <p>Objetivos: 1.a.; 1.b.</p> <p>Evaluación que puede usar: 1.a.: Gráfico de Cumplido Semanal</p>	<p>Intro: Toca de Triangulo</p> <p>Capacidad Física: Saltando las Cuerdas</p> <p>Enfoque de la Lección: Estaciones de escalar piedras y atar nudos.</p> <p>Objetivos: 1.a.; 1.b.; 3.b.</p> <p>Evaluación que puede usar: 3.b.: Rúbrica de Movimiento</p>	<p>Intro: Examen Final de Subiendo las Piedras</p> <p>Capacidad Física: Toca de Balanza</p> <p>Enfoque de la Lección: EL Último día de escalar Piedras y atar nudos.</p> <p>Objetivos: 1.a.; 1.b.; 3.a.</p> <p>Evaluación que puede usar: 3.a.: Examen Escrito de</p>
Día 6	Día 7	Día 8	Día 9	Día 10
<p>Intro: Imita la Naturaleza #2</p> <p>Capacidad Física: El Dueño del Circo</p> <p>Enfoque de la Lección: Introducir el concepto de ir a excursiones</p> <p>Objetivos: 1.a.; 1.b.; 2.a.</p> <p>Evaluación que puede usar: 2.a.: Tabla de Ejercicios (para</p>	<p>Intro: Capturando las Colas</p> <p>Capacidad Física: 4-pared</p> <p>Enfoque de la Lección: Aprender en estaciones de ejercicio sobre la importancia de cuidar a la naturaleza.</p> <p>Objetivos: 1.a.; 1.b.; 2.b.</p>	<p>Intro: Luz roja, luz verde</p> <p>Capacidad Física: La Aventura después de Clase</p> <p>Enfoque de la Lección: Aprender sobre la seguridad durante caminatas o excursiones pequeñas alrededor de la</p>	<p>Intro: Simón Dice</p> <p>Capacidad Física: Tablero de Juegos de Aptitud</p> <p>Enfoque de la Lección: Preparar para la excursión del próxima día, repasar seguridad, cuidar la naturaleza, el</p>	<p>Intro: N/A</p> <p>Capacidad Física: N/A</p> <p>Enfoque de la Lección: La Excursión Final: Para una actividad al fin del año, los estudiantes pueden ir a una excursión real a un lugar cerca de la escuela.</p> <p>Objetivos: 1.a.; 1.b.; 2.c.</p> <p>Evaluación que</p>

<p>el mes de Junio)</p>	<p>Evaluación que puede usar: 2.b.: MVAF Análisis</p>	<p>propiedad de la escuela. Objetivos: 1.a.; 1.b.; 1.c. Evaluación que puede usar: 1.c.: Respetando los materiales</p>	<p>equipo, y practicar caminar. Objetivos: 1.a.; 1.b.; 5.b. Evaluación que puede usar: 5.b.: Diversidad de Actividades</p>	<p>puede usar: 2.c.: La Nueva Actividad del Mes</p>
<p>Día 11</p>	<p>Día 12</p>	<p>Día 13</p>	<p>Día 14</p>	<p>Día 15</p>
<p>Intro: Examen de Salud Capacidad Física: Circuito de Ejercicios Enfoque de la Lección: Tiempo para jugar en el patio de recreo para que la maestra tenga la oportunidad de observar cómo y dónde juegan los estudiantes sin muchas restricciones. (Habla sobre las reglas de seguridad antes del tiempo libre) Objetivos: 1.a.; 1.b.; 4.b. Evaluación que puede usar: 4.b.: Examen Escrito de Salud</p>	<p>Intro: Sigue al Líder Capacidad Física: Saltar la Cuerda Enfoque de la Lección: Estaciones en cada diferente tipo de equipo y grupos pequeños se turnan en cada estación Objetivos: 1.a.; 1.b.; 5.a. Evaluación que puede usar: 5.a.: Lista para durante las Vacaciones</p>	<p>Intro: Caminata-mini excursión fuera de la escuela Capacidad Física: Carrera de Obstáculo Enfoque de la Lección: Terminar las estaciones porque probablemente hay mas estaciones que grupos. Objetivos: 1.a.; 1.b.; 2.b. Evaluación que puede usar: 2.b.: MVAF Análisis</p>	<p>Intro: Mano a Mano Capacidad Física: Ritmo Cardíaco de la Recuperación Enfoque de la Lección: Jugar juegos como ‘El Monstruo de Lava’; Tener Competencias de ‘Barras’, Equilibrio, etc.; Si hay tiempo extra, do estudiantes tiempo para hacer su propio juegos Objetivos: 1.a.; 1.b.; 4.a Evaluación que puede usar: 4.a.: Ritmo Cardíaco de la Recuperación</p>	<p>Intro: Jugar en el Patio de Recreo Capacidad Física: Jugar en el Patio de Recreo Enfoque de la Lección: Jugar en el Patio de Recreo Objetivos: 1.a.; 1.b. Evaluación que puede usar: 1.b.: Rúbrica Estudiantil de Civismo</p>