

Clarity for Learning Planning Template	
Standard 1: Demonstrate competency in a variety of motor skills and movement patterns. Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
Concepts (Nouns) Motor skills like throwing can be used alone or with a partner Cardiovascular endurance activities increase my heart rate	Skills (Verbs) Throwing to a partner is more difficult than throwing to a wall. Participating in activity that raises my heart rate is health-enhancing
Learning Progressions Throwing <ul style="list-style-type: none"> • Student throwing skills progress rapidly during the K-2 program. Students first learn the cues and how to throw. The next step is to refine the throwing such that they can throw to a stationary partner. They learn that all students will learn this skill and different rates. Cardiovascular <ul style="list-style-type: none"> • Health enhancing fitness activities include cardiovascular activities. Student learn that these activities result in an increase in heart rate. They also learn to feel their own heart rate by simply feeling their chest or taking their pulse at their neck. 	
Learning Intentions (I am learning to...)	Success Criteria (I know I'm successful when...)
I am learning to perform motor skills I am learning to perform cardiovascular activities	I know I am successful when I can: <ul style="list-style-type: none"> • Throw a small ball to a partner demonstrating 2 of 4 cues • Identify activities that increase my heart rate.