

Plantation Games Day
Current Standards

SYNOPSIS OF PROGRAM

Kindergarten through grade three learn games that would have been played by children in the colonial era. Students will also learn about the Drayton family and how their life during the colonial era differs from life today.

Correlation with South Carolina Standards

SOCIAL STUDIES

Interpretation

Kindergarten

Standard K-1 The student will demonstrate an understanding of the way families live and work together now and the way they lived and worked together in the past.

Indicator K-1.1 Compare the daily lives of children and their families in the United States in the past with the daily lives of children and their families today.

Indicator K-1.2 Explain how changes in modes of communication and transportation have changed the way that families live and work, including e-mail and the telephone as opposed to letters and messengers for communication and the automobile as opposed to the horse for transportation.

Standard K-2 The student will demonstrate an understanding of rule and authority in a child's life.

Indicator K-2.1 Explain the purposes of rules and laws and the consequences of breaking them, including the sometimes unspoken rules of sportsmanship and fair play.

ENGLISH LANGUAGE ARTS

Kindergarten

Standard KC2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

K-C2.1 Demonstrate the ability to follow one- and two-step oral directions.

K-C2.4 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.

Grade 1

Standard 1-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

K-C2.1 Demonstrate the ability to follow one- and two-step oral directions.

Grade 2

Standard 2-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

2-C2.1 Demonstrate the ability to follow multi-step oral directions

Grade 3

Standard 3-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situation.

3-C2.3 Demonstrate the ability to focus attention on a person who is speaking and listen politely without interrupting.

PHYSICAL EDUCATION

PreK-K

Standard 1 Benchmarks:

The student will

- demonstrate controlled traveling, rolling, and balancing actions;
- travel with control forward, backward, and sideways using a variety of locomotor patterns and change direction quickly;
- move with awareness of others in general space; and
- kick, throw, and catch,...objects under simple conditions.

Standard 2 Benchmarks:

The student will

- identify fundamental movement patterns (e.g., skip, strike);
- identify beginning movement concepts (BSER) in body management, games....(e.g., fast/slow speeds, balance); and
- apply appropriate movement concepts (BSER) to performance (e.g., change direction while running, move from a gallop to a hop when directed).

Standard 3 Benchmark:

The student will

- identify likes and dislikes connected with participation in physical activity.

Standard 4 Benchmark:

The student will

- sustain moderate to vigorous physical activity for short period of time.

Standard 5 Benchmarks:

The student will

- know rules, procedures, and safe practices for participation and respond appropriately; and
- share space and equipment with others.

Standard 6 Benchmarks:

The student will

- participate willingly in individual and group activities; and
- interact positively with others.

Standard 7 Benchmarks:

The student will

- demonstrate a willingness to try new movement activities and skills; and
- identify feelings resulting from participation in physical activity.

Grades 1-2

Standard 1 Benchmarks:

The student will

- demonstrate mature form in locomotor skills (walk, run, hop, skip, jump, gallop, slide, and leap);
- sequence weight bearing, rolling, balancing, and traveling activities with control, both with and without equipment;
- adapt kicking, striking, and throwing patterns to simple, changing environments (e.g., kicking, moving ball, or striking a friendly toss); and
- throw a hand-size ball overhand with force.

Standard 2 Benchmarks:

The student will

- identify the critical elements of basic locomotor and manipulative skills (e.g., jump two feet to two feet, skip-step-hop with continuous pattern, opposition in throwing, and reach and give to catch); and
- use feedback to improve performance.

Standard 3 Benchmarks:

The student will

- engage regularly in moderate to vigorous physical activity outside of physical education class; and
- identify social and psychological benefits from participation in physical activity (e.g., why some activities are fun and some are not).

Standard 4 Benchmark:

The student will

- engage in sustained physical activity that causes an increase heart rate and heavy breathing.

Standard 5 Benchmarks:

The student will

- follow directions;
- apply rules, procedures, and safe practices with few or no reminders;
- work cooperatively with another to complete an assigned task; and
- resolve conflicts in socially acceptable ways.

Standard 6 Benchmarks:

The student will

- treat others with respect during play; and

- play and cooperate with others regardless of personal differences such as gender, skill level, or ethnicity.

Standard 7 Benchmarks:

The student will

- be aware of the feeling resulting from challenges, successes, and failures in physical activity; and
- be willing try new activities.

Grade 3

Standard 3 Benchmark:

The student will

- identify personal interests and capabilities in regard to his or her own physical activity.

Standard 5 Benchmarks:

The student will

- participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations; and
- work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive activities.

Standard 6 Benchmarks:

The student will

- recognize the influence of individual differences (e.g., age, disability, gender, race, culture, skill level) on participation in physical activities;
- recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activity; and
- work cooperatively with peers of differing skill levels.