

Physical Education

Philosophy:

The purpose of the physical education curriculum is to develop skills, to prevent injury, enhance safety and provide knowledge of nutrition for life. Our students are to learn about physical fitness with the goal that they will remain fit and healthy throughout their lives. We provide the opportunities to work individually and/or as a team member to accomplish goals; learning to resolve conflicts on and off the field. Our physical education program focuses on fitness rather than competition.

Curriculum is based on the Standards and Benchmarks developed by McREL (Mid-Continent Research for Education).

Physical Education Curriculum

Standard 1: Uses a variety of basic and advanced movement forms

Benchmarks

Grades Pre-K

1. Coordinates movements in space to accommodate objects and boundaries
2. Demonstrates a sense of balance (e.g., stands on one foot, walks on a balance beam)
3. Coordinates body movement in a variety of activities (e.g., climbing stairs, wading in different directions, jumping forward, galloping)
4. Demonstrates coordinated movements in kicking, catching, and throwing
5. Coordinates movement with a tempo or rhythm (e.g., marching to music, dancing)
6. Demonstrates strength and control to accomplish a variety of tasks
7. Uses hand-eye coordination to complete tasks (e.g. string beads, do puzzles, copy and trace a variety of figures)
8. Uses manual coordination to control tools (e.g., pencils, crayons, scissors) and manipulate objects (e.g. zippers, buttons, and snaps)

Grades K-2

1. Uses a variety of basic locomotor movements (e.g., running, skipping, hopping, sliding)
2. Uses a variety of basic non-locomotor skills (e.g., bending, twisting, stretching, turning, lifting)
3. Uses a variety of basic object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike)
4. Uses simple combinations of fundamental movements skills (e.g., locomotor, non-locomotor, object control, body control, and rhythmical skills)
5. Uses control in weight-bearing activities on a variety of body parts (e.g., jumping and landing using combinations of one and two foot take-offs and landings)
6. Uses control in balance activities on a variety of body parts (e.g., one foot, one hand and one foot, hands and knees, headstands)
7. Uses control in travel activities on a variety of body parts (e.g., travels in backward direction and changes direction quickly and safely, without falling; changes speeds and directions in response to various rhythms; combines traveling patterns to music)
8. Uses smooth transitions between sequential motor skills (e.g., running into a jump)
9. Uses locomotor skills in rhythmical patterns (e.g. even, uneven, fast, and slow)

Grades 3-6

1. Uses mature form in object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, pass)
2. Uses basic sport-specific skills for a variety of physical activities (e.g., basketball chest pass, soccer dribble, fielding a softball with a glove)
3. Uses mature form and appropriate sequence in combinations of fundamental locomotor, object control, and rhythmical skills that are components of selected modified games, sports, and dances (e.g., combining steps to perform certain dances; combining running, stopping, throwing, shooting, kicking for sideline soccer)

4. Uses mature form in balance activities on a variety of apparatuses (e.g., balance board, large apparatus, skates)
5. Uses beginning strategies for net and invasion games (e.g., keeping object going with partner using striking pattern, placing ball away from opponent in a racket sport, hand and foot dribble while preventing an opponent from stealing the ball in basketball)

Grades 7-8

1. Uses intermediate sport-specific skills for individual, dual, and team sports
2. Uses intermediate sport-specific skills for dance and rhythmical activities
3. Uses intermediate sport-specific skills for outdoor activities

Standard 2: Uses movement concepts and principles in the development of motor skills

Benchmarks

Grades Pre-K

1. Not appropriate for this level

Grades K-2

1. Understands a vocabulary of basic movement concepts (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance twist)
2. Understands terms that describe a variety of relationships with objects (e.g., over/under, behind, alongside, through)
3. Uses concepts of space awareness and movement control with a variety of basic skills (e.g., running, hopping, skipping) while interacting with others
4. Understands the critical elements of a variety of basic movement patterns such as throwing (e.g., the ready position, arm preparation, step with leg opposite the throwing arm, follow-through, accuracy of throw)
5. Uses feedback to improve performance (e.g., peer/coach review)
6. Understands the importance of practice in learning skills

Grades 3-6

1. Uses information from a variety of internal and external sources to improve performance (e.g., group projects, student journal, self-assessment, peer and coach review)
2. Understands principles of practice and conditioning that improve performance
3. Understands proper warm-up and cool-down techniques and reasons for using them
4. Uses basic offensive and defensive strategies in unstructured game environments (e.g., limited rules, modified equipment, small numbers of participants)

Grades 7-8

1. Understands principles of training and conditioning for specific physical activities
2. Understands the critical elements of advanced movement skills (e.g., such as a racing start in freestyle swimming)

3. Uses basic offensive and defensive strategies in modified version of a team and individual sport
4. Understands movement forms associated with highly skilled physical activities (e.g., moves that lead to successful serves, passes, and spikes in an elite volleyball game)

Standard 3: Understands the benefits and costs associated with participation in physical activity

Benchmarks

Grades Pre-K

1. Understands the need for exercise

Grades K-2

1. Understands the health benefits of physical activity (e.g., good health, physical endurance)

Grades 3-6

1. Knows about the opportunities for participation in physical activities both in and out of school (e.g., recreational leagues, intramural sports, clubs)
2. Chooses physical activity based on a variety of factors (e.g., personal interests and capabilities, perceived social and physical benefits, challenge and enjoyment)
3. Knows factors that inhibit physical activity (e.g., substance abuse)
4. Knows how to modify activities to be more health-enhancing (e.g., walking instead of riding, taking the stairs rather than the elevator)
5. Understands detrimental effects of physical activity (e.g., muscle soreness, overuse injuries, over-training, temporary tiredness, and discovering inability)
6. Understands activities that provide personal challenge (e.g., risk-taking, adventure, and competitive activities)

Grades 7-8

1. Understands long-term physiological benefits of regular participation in physical activity (e.g., improved cardiovascular and muscular strength, improved flexibility and body composition)
2. Understands long-term psychological benefits of regular participation in physical activity (e.g., healthy self-image, stress reduction, strong mental and emotional health)

Standard 4: Understands how to monitor and maintain a health-enhancing level of physical fitness

Benchmarks

Grades Pre-K

1. Exercises through play and group games to increase strength, endurance, and flexibility

Grades K-2

1. Engages in basic activities that cause cardiorespiratory exertion (e.g., running, galloping, skipping, hopping)
2. Knows how to measure cardiorespiratory fitness (e.g., listening to heartbeat, counting pulse rate)
3. Knows the physiological indicators (e.g., perspiration, increased heart and breathing rate) that accompany moderate to vigorous physical activity
4. Engages in activities that develop muscular strength and endurance (e.g., climbing, hanging, taking weight on hands)
5. Engages in activities that require flexibility (e.g., stretching toward the toes while in the sit-and-reach position, moving each joint through its full range of motion)
6. Knows how body composition influences physical fitness levels (e.g., proportion of lean body mass to fat body mass)
7. Knows similarities and differences in body height, weight, and shape

Grades 3-6

1. Engages in activities that develop and maintain cardiorespiratory endurance (e.g., timed or distance walk/run and other endurance activities at a specified heart rate)
2. Engages in activities that develop and maintain muscular strength (e.g., push-ups, pull-ups, curl-ups, isometric strength activities, jump rope)
3. Engages in activities that develop and maintain flexibility of the major joints (e.g., sit and reach, trunk twists, and arm-shoulder stretches)
4. Knows the effects of physical activity and nutrition on body composition
5. Knows how to monitor intensity of exercise (e.g., heart rate, breathing rate, perceived exertion, and recovery rate)
6. Meets health-related fitness standards for appropriate level of a standardized physical fitness test (e.g., aerobic capacity, body composition, muscle strength, endurance, and flexibility)
7. Knows the characteristics of a healthy lifestyle (e.g., daily health-enhancing physical activity, proper nutrition)
8. Uses information from fitness assessments to improve selected fitness components (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition)
9. Participates in moderate to vigorous physical activity in a variety of settings (e.g., gymnastics clubs, community sponsored youth sports)

Grades 7-8

1. Engages in more advanced activities that develop and maintain cardiorespiratory endurance (e.g., timed or distance walk/run and other endurance activities at specified heart rate/heart rate recovery)
2. Engages in more advanced activities that develop and maintain muscular strength and endurance (e.g., calisthenics activities, resistance, and weight training)
3. Engages in more advanced levels of activity that develop and maintain flexibility
4. Understands the role of exercise and other factors in weight control and body composition
5. Understands basic principles of training that improve physical fitness (e.g., threshold, overload, specificity, frequency, intensity, duration, and mode of exercise)
6. Meets health-related fitness standards for appropriate level of a standardized physical fitness test (e.g., aerobic capacity, body composition, muscle strength, endurance, and flexibility)
7. Knows how to interpret the results of physical fitness assessments and use the information to develop individual fitness goals
8. Knows how to differentiate the body's response to physical activities of various exercise intensities (e.g., measurement of heart rate, resting heart rate, heart rate reserve; taking pulse at rest and during exercise)

Standard 5: Understands the social and personal responsibility associated with participation in physical activity

Benchmarks

Grades Pre-K

1. Uses equipment (e.g., jungle gym, swings, tricycle) in a coordinated and safe manner

Grades K-2

1. Follows rules and procedures (e.g., playground, classroom, and gymnastic rules) with little reinforcement
2. Uses equipment and space safely and properly (e.g., takes turns using equipment, puts equipment away when not in use)
3. Understands the purpose of rules in games
4. Understands the social contributions of physical activity (e.g., learning to cooperate and interact with others, having a role in team sports)
5. Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task
6. Understands the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration)
7. Understands the importance of playing, cooperating, and respecting others regardless of personal differences (e.g., gender, ethnicity, disability) during physical activity

Grades 3-6

1. Knows how to develop rules, procedures, and etiquette that are safe and effective for specific activity situations
2. Works in a group to accomplish a set goal in both cooperative and competitive activities
3. Understands the role of physical activities in learning more about others of like and different backgrounds (e.g., gender, culture, ethnicity, and disability)
4. Understands the physical challenges faced by people with disabilities (e.g., wheelchair basketball, dancing with a hearing disability)
5. Understands the origins of different sports and how they have evolved

Grades 7-8

1. Understands the importance of rules, procedures, and safe practice in physical activity settings
2. Understands proper attitude toward both winning and losing
3. Knows the difference between inclusive (e.g., changing rules of activity to include less skilled players) and exclusionary (e.g., failing to pass a ball to less skilled players) behaviors in physical activity settings
4. Understands physical activity as a vehicle for self-expression (e.g., dance, gymnastics, and various sport activities)
5. Understands the concept that physical activity (e.g., sport, games, dance) is a microcosm of modern culture and society