

# Physical Education 2018

Stanton Community Schools



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## Acknowledgements

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## **District Mission Statement**

The Stanton Community Schools exist to create, foster, and provide a positive learning environment in which all students can become responsible and productive members of the United States of America through academic, physical, social, vocational, technical, and emotional growth.

## **Goals**

The students will:

1. Engage in a 21st century learning environment by
  - a. Exceeding learning standards in the core curricular areas of Language Arts, Mathematics, Science and Social Science.
  - b. Acquiring lifelong learning skills such as self-direction, adaptability, and higher-order thinking/problem solving. Also, included in these learning skills are researching information & reporting results, developing inter-personal & cross-cultural relationships, and utilizing the student's curiosity & creativity.
  - c. Utilizing learning technologies to explore & investigate concepts; access, manage, analyze, & synthesize information; and communicate & produce quality products.
2. Be prepared to compete in a global society following graduation.
3. Develop respect and a positive attitude for themselves and others.
4. Assume civic responsibility as a member of a family, community, nation, and world.
5. Develop an appreciation for the visual and performing arts.
6. Be provided with vocational and technological skills.
7. Have the knowledge and skills needed to maintain healthy and fit bodies throughout their lives.
8. Be provided an environment that stimulates emotional growth.
9. Assume responsibility and ownership for their education.

## **Physical Education Mission Statement**

Students completing the Stanton Physical Education curriculum will be able to develop a healthy lifestyle that demonstrates competency in movement and responsible social behavior while maintaining a health enhancing level of physical fitness.

### **Physical Education Goals**

#### The student will:

- \* Demonstrate competency in many movement forms and proficiency in a few movement forms.
- \* Apply movement concepts and principles to the learning and development of motor skills.
- \* Exhibit a physically active lifestyle.
- \* Achieve and maintains a health-enhancing level of physical fitness.
- \* Demonstrate responsible behavior and safety concerns in all physical activity settings.
- \* Demonstrate understanding and respect for differences among people in physical activity settings.
- \* Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
- \* Know the implications of and the benefits from involvement in physical activities.

## Physical Education Curriculum Guides

### Kindergarten Physical Education Curriculum

**Purpose Statement:** The purpose of Kindergarten Physical Education is for the students to develop the ability to control the use of a pattern and demonstrate continuous progress towards mature status in the simplest of conditions. The students will develop positive attitudes toward participation in physical activity and enjoy physical activity for pleasure. Students will begin to learn and utilize behaviors in physical activity settings.

**Outcome P.E.K.1:** Students will demonstrate and identify progress toward the form of selected manipulative, locomotor and non-locomotor skills.

- P.E.K.1.1 Travel in forward and sideways directions using a variety of locomotor (non-locomotor) patterns and change direction quickly in response to a signal.
- P.E.K.1.2 Roll sideways without hesitating or stopping.
- P.E.K.1.3 Toss a ball and catch it before it bounces twice.
- P.E.K.1.4 Kick a stationary ball using a smooth continuous running step.
- P.E.K.1.5 Walk and run in forward and sideways directions.
- P.E.K.1.6 Hop and skip in forward and sideways directions.
- P.E.K.1.7 Follow leader locomotor patterns.
- P.E.K.1.8 Change directions quickly in response to a signal.

**Outcome P.E.K.2:** Students will establish a beginning movement vocabulary. (personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, and twist).

- P.E.K.2.1 Demonstrate travel at various speeds.
- P.E.K.2.2 Understand verbal instructions.
- P.E.K.2.3 Develop the ability to change directions quickly.
- P.E.K.2.4 Demonstrate various levels and heights of throwing, catching and kicking.
- P.E.K.2.5 Demonstrate ability to travel at high and low levels.
- P.E.K.2.6 Develop ability to move light and heavy objects efficiently.

**Outcome P.E.K.3:** Students will engage in moderate to vigorous physical activity.

- P.E.K.3.1 Participate regularly in vigorous physical activity.
- P.E.K.3.2 Recognize that physical activity is good for personal well-being.
- P.E.K.3.3 Are aware of their elevated heart rate during physical activity.
- P.E.K.3.4 Use locomotor movements continuously for various increments of time.
- P.E.K.3.5 Remain actively involved in activity for short period of time.
- P.E.K.3.6 Identify feelings that result from participation in physical activities.
- P.E.K.3.7 Participate in physical activities during recess.
- P.E.K.3.8 Actively and willingly participate in all activities during physical education class.

**Outcome P.E.K.4:** Students will apply, with teacher reinforcement, classroom rules, procedures and safe practices.

- P.E.K.4.1 Know the rules for participating in the gym and other physical education areas.
- P.E.K.4.2 Respond to teacher signals for attention.
- P.E.K.4.3 Follow directions given to the class for an all-class activity.
- P.E.K.4.4 Practice safety at all times.
- P.E.K.4.5 Practice good sportsmanship

**Outcome P.E.K.5:** Students will share space and equipment with others.

- P.E.K.5.1 Work in a group setting without interfering with others.
- P.E.K.5.2 Handle equipment safely by putting it away when not in use.
- P.E.K.5.3 Take turns using a piece of equipment.
- P.E.K.5.4 Establish spatial awareness during loco motor movements.
- P.E.K.5.5 Understand spatial awareness during locomotor movements while using an object.

## **First Grade Physical Education Curriculum**

**Purpose Statement:** The purpose of First Grade Physical Education is for the students to realize basic cognitive concepts associated with movement and how to use them to guide their performance in games, body management, and dance. The students will develop positive attitudes toward participation in physical activity and enjoy physical activity for pleasure. Students will begin to learn how social interaction makes activities more fun.

**Outcome P.E.1.1:** Students will demonstrate correct form in different loco motor movements.

- P.E.1.1.1 Demonstrate clear contrasts between slow and fast movement while traveling.
- P.E.1.1.2 Demonstrate correct form of carioca, walk, run, and shuffle.
- P.E.1.1.3 Maintain momentary stillness bearing weight on a variety of body parts.
- P.E.1.1.4 Demonstrate correct form in a variety of static stretches.
- P.E.1.1.5 Demonstrate correct form in a variety of dynamic stretches.

**Outcome P.E.1.2:** Students will apply appropriate concepts to performance.

- P.E.1.2.1 Identify and use spatial awareness with objects.
- P.E.1.2.2 Identify and begin to utilize the technique employed to soften the landing in jumping.
- P.E.1.2.3 Establish technique to maintain balance while changing direction.
- P.E.1.2.4 Establish technique to decelerate locomotor movements.
- P.E.1.2.5 Establish technique to accelerate locomotor movements.

**Outcome P.E.1.3:** Students will identify likes and dislikes connected with participation in physical activity.

- P.E.1.3.1 Identify positive feelings that result from participation in physical activities.
- P.E.1.3.2 Identify negative feelings that result from participation in physical activities.
- P.E.1.3.3 Differentiate between emotional and physical feelings that result from participation in physical activity.
- P.E.1.3.4 Identify their elevated heart rate during physical activity.
- P.E.1.3.5 Identify their elevated respiratory rate during physical activity.

**Outcome P.E.1.4:** Students will apply, with teacher reinforcement, classroom rules and procedures and safe practices.

P.E.1.4.1 Identify the rules for participating in the gym and other physical education areas.

P.E.1.4.2 Respond to teacher signals for attention.

P.E.1.4.3 Give examples of directions given to the class for an all-class activity.

P.E.1.4.4 Give examples of good sportsmanship in a physical activity setting.

P.E.1.4.5 Give examples of poor sportsmanship in a physical activity setting.

**Outcome P.E.1.5:** Students will interact positively with students, share space, and equipment with others.

P.E.1.5.1 Work in a group setting without interfering with others.

P.E.1.5.2 Handle equipment safely by putting it away when not in use.

P.E.1.5.3 Take turns using a piece of equipment.

P.E.1.5.4 Choose playmates without regard to personal differences.

P.E.1.5.5 Enjoy participation alone and with others.

P.E.1.5.6 Choose to encourage other students.

**Outcome P.E.1.6:** Students will try new movement activities and skills while engaging in physical activities.

P.E.1.6.1 Willingly attempt new movement activities.

P.E.1.6.2 Associate feelings with participation in physical activity.

P.E.1.6.3 Identify “terms for success” when learning a new skill.

P.E.1.6.4 Willingly participate in Physical Education classes.

P.E.1.6.5 Identify feelings that result from participation in physical activities.

P.E.1.6.6 Differentiate between emotional and physical feelings associated with physical activity.

## **Second Grade Physical Education Curriculum**

**Purpose Statement:** The purpose of Second Grade Physical Education is for the students to demonstrate mature patterns in skipping, hopping, galloping, and sliding. The students will develop positive attitudes toward regular physical activity and know safe practices, rules and procedures, and be able to apply them with little or no reinforcement. Students will identify concepts such as cooperation, sharing, and considering regardless of differences.

**Outcome P.E.2.1:** Students will demonstrate correct form in skipping, hopping, jumping, galloping, and sliding.

- P.E.2.1.1 Combine locomotor patterns in time to music.
- P.E.2.1.2 Receive and send an object in a continuous motion.
- P.E.2.1.3 Demonstrate skills of chasing, fleeing, and dodging.
- P.E.2.1.4 Demonstrate dynamic stretching techniques.
- P.E.2.1.5 Use a manipulative to throw and catch an object.

**Outcome P.E.2.2:** Students will demonstrate control in traveling activities, weight bearing, and balance activities on a variety of body parts.

- P.E.2.2.1 Balance, demonstrating momentary stillness, in symmetrical shapes on a variety of body parts.
- P.E.2.2.2 Balance, demonstrating momentary stillness, in non-symmetrical shapes on a variety of body parts.
- P.E.2.2.3 Demonstrate ability to balance using loco motor movements.
- P.E.2.2.4 Demonstrate ability to jump and land using a combination of one and 2 foot take offs and landings.
- P.E.2.2.5 Develop ability to maintain balance using locomotor movement on an object.

**Outcome P.E.2.3:** Students will apply movement concepts to a variety of basic skills.

- P.E.2.3.1 Use concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling.
- P.E.2.3.2 Identify and demonstrate the major characteristics of walking, running, hopping, and skipping.
- P.E.2.3.3 Show ability to incorporate skills into game situations.
- P.E.2.3.4 Strike an object effectively.
- P.E.2.3.5 Demonstrate timing using loco motor movements with an object.

**Outcome P.E.2.4:** Students will engage in sustained physical activity that causes and increased heart rate and heavy breathing.

- P.E.2.4.1 Sustain activity for longer periods of time while participating in chasing or fleeing, traveling activities in physical education.
- P.E.2.4.2 Jog at a constant pace for an extended time.
- P.E.2.4.3 Develop the ability to recover in less amount of time.
- P.E.2.4.4 Understand heart rate in response to various movements.
- P.E.2.4.5 Understand respiratory rate in response to various activities.

**Outcome P.E.2.5:** Students will apply rules, procedures, and safe practices with little or no reinforcement.

- P.E.2.5.1 Use equipment safely and properly.
- P.E.2.5.2 Use space safely and properly.
- P.E.2.5.3 Follow teachers' instruction and rules.
- P.E.2.5.4 Respond positively to an occasional reminder about a rule infraction.
- P.E.2.5.5 Practice specific skills as assigned until the teacher signals the end of practice.
- P.E.2.5.6 Stop activity immediately at the signal to do so.
- P.E.2.5.7 Demonstrate good sportsmanship.

**Outcome P.E.2.6** Students will work cooperatively and respectfully with another student to complete an assigned task regardless of personal differences.

- P.E.2.6.1 Invite a peer to take his or her turn at a piece of apparatus before repeating a turn.
- P.E.2.6.2 Share equipment with others.
- P.E.2.6.3 Work productively with others while participating.
- P.E.2.6.4 Appreciate the benefits that accompany cooperation and sharing.
- P.E.2.6.5 Cooperate with students of other genders or ethnicity.
- P.E.2.6.6 Assist others in class.
- P.E.2.6.7 Display consideration of others in physical activity settings.
- P.E.2.6.8 Work well with others.
- P.E.2.6.9 Develop a willingness to share equipment with others.
- P.E.2.6.10 Accept the feelings resulting from challenges, successes, and failures in physical activity.
- P.E.2.6.11 Try new activities.
- P.E.2.6.12 Deal with failure in an acceptable manner.

## **Third Grade Physical Education Curriculum**

**Purpose Statement:** The purpose of Third Grade Physical Education is for the students to identify critical elements for fundamental skills and use them in performance, develop positive attitudes toward regular physical activity and its effect on health. The students will engage in a variety of settings that promote cardiovascular health, musculoskeletal, and body composition benefits. Students will identify concepts such as cooperation, sharing, and considering regardless of differences. The students will work cooperatively in a partner or group setting.

**Outcome P.E.3.1:** Students will demonstrate motor patterns in simple combinations.

- P.E.3.1.1 Demonstrate skills of chasing, fleeing, and dodging to avoid others.
- P.E.3.1.2 Strike an object repeatedly.
- P.E.3.1.3 Develop the ability to start, stop, and change directions quickly.
- P.E.3.1.4 Demonstrate timing when using equipment.
- P.E.3.1.5 Develop ability to strike an object while in motion.

**Outcome P.E.3.2:** Students will engage in moderate to vigorous physical activity with the use of technology.

- P.E.3.2.1 Seek participation in gross motor activity of a moderate to vigorous nature.
- P.E.3.2.2 Seek a wide variety of activities that involve technology, locomotion, non-locomotion, and manipulation of objects outside of physical education class.
- P.E.3.2.3 Understand the use of technology in relation to physical fitness.
- P.E.3.2.4 Demonstrate ability to effectively use a pedometer.
- P.E.3.2.5 Seek participation in an activity based mobile app.

**Outcome P.E.3.3:** Students will identify the components of health-related physical fitness.

- P.E.3.3.1 Recognize the importance of physical activity.
- P.E.3.3.2 Move each joint through full range of motion.
- P.E.3.3.3 Participate in frequent physical fitness activities.
- P.E.3.3.4 Understand importance of proper warm-up and cool down exercises.
- P.E.3.3.5 Find interest in physical activity outside of class.
- P.E.3.3.6 Demonstrate proper dynamic warm up and cool down techniques.

- Outcome P.E.3.4:** Students will follow directions.
- P.E.3.4.1 Respond positively to an occasional reminder about a rule infraction.
  - P.E.3.4.2 Practice specific skills as assigned until the teacher signals the end of practice.
  - P.E.3.4.3 Stop activity immediately at the signal to do so.
  - P.E.3.4.4 Demonstrate good sportsmanship.
  - P.E.3.4.5 Identify poor sportsmanship.
- Outcome P.E.3.5:** Students will work cooperatively with another to complete an assigned task regardless of personal differences.
- P.E.3.5.1 Invite a peer to take his or her turn at a piece of apparatus before repeating a turn.
  - P.E.3.5.2 Help others accomplish a task.
  - P.E.3.5.3 Develop a willingness to share equipment with all students.
  - P.E.3.5.4 Appreciate the benefits that accompany cooperation and sharing.
  - P.E.3.5.5 Be willing to assist others with different abilities.
  - P.E.3.5.6 Treat others with respect during play.
- Outcome P.E.3.6:** Students will accept the feelings resulting from challenges, successes, failures in physical activity and resolve conflicts in socially acceptable ways.
- P.E.3.6.1 Demonstrate the elements socially acceptable for conflict resolution.
  - P.E.3.6.2 Treat others fairly during all activities.
  - P.E.3.6.3 Develop the ability to deal with others in a respectful manner.
  - P.E.3.6.4 Demonstrate the elements of socially acceptable conflict resolution.
  - P.E.3.6.5 Be willing to try new activities.
  - P.E.3.6.6 Show enjoyment in certain physical activities.
  - P.E.3.6.7 Demonstrate good sportsmanship in all activities.

## **Fourth Grade Physical Education Curriculum**

**Purpose Statement:** The purpose of Fourth Grade Physical Education is for the students to attain mature motor patterns for the basic locomotor, non-locomotor, and selected isolated manipulative skills. The students will develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits. The students will identify the purposes for and follow, with few reminders, activity-specific safe practices, rules, procedures, and etiquette. The students will be encouraged to develop cultural/ethnic self-awareness.

**Outcome P.E.4.1:** Students will demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills.

- P.E.4.1.1 Throw and catch demonstrating correct technique.
- P.E.4.1.2 Kick demonstrating correct form.
- P.E.4.1.3 Jump and land for height/distance using correct form.
- P.E.4.1.4 Demonstrate basic sport related skills and movements.
- P.E.4.1.5 Combine loco motor movements into a movement pattern.
- P.E.4.1.6 Show ability to catch an object while moving.

**Outcome P.E.4.2:** Students will acquire beginning skills of a few specialized movement forms.

- P.E.4.2.1 Balance with control using variety of objects.
- P.E.4.2.2 Develop the ability to balance using different loco motor movements.
- P.E.4.2.3 Understand the importance of balance and movement.
- P.E.4.2.4 Demonstrate ability to accelerate basic locomotor movements.
- P.E.4.2.5 Demonstrate ability to decelerate basic locomotor movements.

**Outcome P.E.4.3:** Students will apply critical elements to improve personal performance in fundamental and selected specialized motor skills.

- P.E.4.3.1 Transfer weight from feet to hands at fast and slow speeds using large extensions.
- P.E.4.3.2 Accurately recognize the critical elements of a throw made by a fellow student and provide feedback to that student.
- P.E.4.3.3 Provide feedback to each other.
- P.E.4.3.4 Recognize points of performance when executing locomotor movements.
- P.E.4.3.5 Accurately recognize the critical elements of a catch and provide feedback to a fellow student.

**Outcome P.E.4.4:** Students will identify the benefits derived from regular physical activity.

P.E.4.4.1 Describe healthful benefits that result from regular and appropriate participation in physical activity.

P.E.4.4.2 Identify at least one formal activity that they participate in on a regular basis.

P.E.4.4.3 Identify at least on informal activity that they participate in on a regular basis.

P.E.4.4.4 Begin to be aware of opportunities for more formal participation in physical activities in the community.

P.E.4.4.5 Attempt to participate in a formal activity outside of class.

**Outcome P.E.4.5:** Students will identify several activities related to each component of physical fitness.

P.E.4.5.1 Engage in appropriate activity that results in the development of muscular strength.

P.E.4.5.2 Engage in appropriate activity that results in the development of cardiovascular endurance.

P.E.4.5.3 Identify activities that result in an elevated heart rate.

P.E.4.5.4 Enjoy engaging in longer lasting activities.

P.E.4.5.5 Engage in appropriate activity that results in the development of muscular endurance.

P.E.4.5.6 Engage in appropriate activity that results in the development of flexibility.

P.E.4.5.7 Engage in appropriate activity that results in the development of age appropriate body composition.

**Outcome P.E.4.6:** Students will work cooperatively and productively with a partner or small group to follow activity specific rules, procedures, and etiquette.

P.E.4.6.1 Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions towards others.

P.E.4.6.2 Assess their own performance problems without blaming others.

P.E.4.6.3 Take seriously their role to teach an activity or skill to two other classmates.

P.E.4.6.4 Demonstrate with a partner to improve the overhand throw pattern for distance by using the critical elements of the process.

P.E.4.6.5 Understand that everyone has different abilities.

P.E.4.6.6 Demonstrate proper sportsmanship in all activities.

**Outcome P.E.4.7:** Students will explore cultural/ethnic self-awareness and enjoyment through participation in physical activity.

- P.E.4.7.1 Indicate respect for persons from different backgrounds and cultural significance they attribute to various games, dances, and physical activities.
- P.E.4.7.2 Understand the cultural significance they attribute to various games, dances, and physical activity.
- P.E.4.7.3 Recognize differences and similarities in others' physical activity.
- P.E.4.7.4 Demonstrate acceptance of the skills and abilities of others through verbal and nonverbal behavior.
- P.E.4.7.5 Show compassion for other students, whether it be positive or negative setting.
- P.E.4.7.6 Experience positive feelings as a result of involvement in physical activity.
- P.E.4.7.7 Celebrate personal successes and achievement as well as those of others.
- P.E.4.7.8 Enjoy practicing activities to increase skill competence.

## **Fifth Grade Physical Education Curriculum**

**Purpose Statement:** The purpose of Fifth Grade Physical Education is for the students to identify and apply concepts that impact the quality of movement performances in increasingly complex movement situations. The students will develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits. The students will interpret the results and understand the significance of information provided by formal measures of physical fitness and develop cooperation skills to enable completion of a common goal while working with a partner or in small groups. The students will be challenged by learning a new physical activity and enjoy broadening their repertoire of movement skills.

**Outcome P.E.5.1:** Students will adapt a skill to the demands of a dynamic, unpredictable environment.

- P.E.5.1.1 Dribble an object around a moving target.
- P.E.5.1.2 Pass an object to a moving target.
- P.E.5.1.3 Strike a moving object with a manipulative.
- P.E.5.1.4 Throw and catch an object while moving.
- P.E.5.1.5 Dodge a moving object.

**Outcome P.E.5.2:** Students will combine movement skills in applied settings.

- P.E.5.2.1 Develop and refine a creative dance sequence into a repeatable pattern.
- P.E.5.2.2 Develop and refine creative dance movements.
- P.E.5.2.3 Perform complex movement patterns in applied settings.
- P.E.5.2.4 Perform complex movement patterns in applied settings with a partner.
- P.E.5.2.5 Perform complex movement patterns in applied settings in a group.

**Outcome P.E.5.3:** Students will recognize and apply concepts that impact the quality of increasingly complex movement performance.

- P.E.5.3.1 Consistently strike a moving object with a body part.
- P.E.5.3.2 Consistently strike an object with a manipulative.
- P.E.5.3.3 Demonstrate appropriate grip of an object while striking.
- P.E.5.3.4 Understand that appropriate practice improves performance.
- P.E.5.3.5 Show desire to practice a skill.

**Outcome P.E.5.4:** Students will participate regularly in physical activities and associate results of fitness testing for the purpose of improving skill and health.

- P.E.5.4.1 Regularly participate in physical activity for the purpose of developing a healthy lifestyle and improving physical fitness
- P.E.5.4.2 Attempt an organized activity outside of class.
- P.E.5.4.3 Practice activities on own time.
- P.E.5.4.4 Support, lift, and control body weight in a variety of activities.
- P.E.5.4.5 Understand why physical fitness is important to a healthy lifestyle.
- P.E.5.4.6 Associate fitness testing results with physical activity levels outside of school.

**Outcome P.E.5.6:** Students will work cooperatively and productively with a partner or small group.

- P.E.5.6.1 Take seriously their role to teach an activity or skill to two other classmates.
- P.E.5.6.2 Work productively with a partner to improve the overhand throw pattern for distance by using the critical elements of the process.
- P.E.5.6.3 Utilize safety principles in activities involving others.
- P.E.5.6.4 Develop social skills in a group setting.
- P.E.5.6.5 Demonstrate proper etiquette while working in a social group.

**Outcome P.E.5.7:** Students will explore cultural/ethnic self-awareness and enjoyment through participation in physical activity and recognize attributes that different people bring to group activities.

- P.E.5.7.1 Indicate respect for persons from different backgrounds.
- P.E.5.7.2 Understand the cultural significance as they attribute to various games, dances, and physical activities.
- P.E.5.7.3 Recognize differences and similarities in others' physical activity.
- P.E.5.7.4 Demonstrate acceptance of the skills and abilities of others through verbal and nonverbal behavior.
- P.E.5.7.5 Respect all other students' abilities.
- P.E.5.7.6 Experience positive feelings because of involvement in physical activity.
- P.E.5.7.7 Celebrate personal successes and achievement as well as those of others.
- P.E.5.7.8 Deal and demonstrate with failure in a positive fashion.

## **Sixth Grade Physical Education Curriculum**

**Purpose Statement:** The purpose of Sixth Grade Physical Education is for the students to demonstrate mature patterns for all basic manipulative, locomotor, and non-locomotor skills, while the student is beginning to acquire the basic skills of selected sport, dance and gymnastic activities. The students will develop voluntary participation in and out-of-class physical activities with the goal of developing interest and improving and maintaining an active lifestyle. The students will identify the purposes for and follow, with few reminders, activity-specific safe practices, rules, procedures, and etiquette. The students should be able to participate in moderate to vigorous physical activity in a variety of settings for longer periods of time. The students will develop cooperation skills to enable completion of a common goal while working with a partner or in small groups. The students will understand and respect the contributions of others with like and different skill levels and cultural heritage to the group or team goal.

**Outcome P.E.6.1:** Students will demonstrate mature form for all basic manipulative, locomotor and non-locomotor skills.

- P.E.6.1.1 Design and perform dance sequences that combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed and flow.
- P.E.6.1.2 Keep an object moving continuously with a partner using a striking pattern.
- P.E.6.1.3 Keep an object moving continuously alone using a striking pattern.
- P.E.6.1.4 Design and perform dance sequences in a group.
- P.E.6.2.5 Demonstrate beginning strategies for net and invasion games

**Outcome P.E.6.2:** Students will adapt and combine skills to the demands of increasingly complex situations of selected movement forms.

- P.E.6.1.1 Develop basic weight lifting movement techniques
- P.E.6.2.2 Identify proper warm-up techniques and the reasons for using them.
- P.E.6.2.3 Identify proper cool-down techniques and the reasons for using them.
- P.E.6.2.4 Identify basic practice and conditioning principles that enhance performance.
- P.E.6.2.5 Demonstrate ability to perform basic form and agility movements.

**Outcome P.E.6.3:** Students will participate daily in some form of health-enhancing physical activity.

P.E.6.3.1 Participate in games, sports, dance and outdoor pursuits in school based on individual interests and capabilities.

P.E.6.3.2 Participate in leisure activities out of school based on individual interests and capabilities.

P.E.6.3.3 Identify opportunities close to home for participation in different kinds of activities.

P.E.6.3.4 Identify opportunities to engage family and friends in different physical activities.

P.E.6.3.5 Demonstrate ability to keep an elevated heart rate for a period of time to maintain fitness benefits.

**Outcome P.E.6.4:** Students will work somewhat independently with minimal supervision in pursuit of personal fitness goals.

P.E.6.4.1 Correctly demonstrate activities designed to improve and maintain muscular strength.

P.E.6.4.2 Correctly demonstrate activities designed to improve and maintain flexibility.

P.E.6.4.3 Correctly demonstrate activities designed to improve and maintain cardiorespiratory functioning.

P.E.6.4.4 Correctly demonstrate activities designed to improve and maintain proper body composition.

P.E.6.4.5 Correctly demonstrate activities designed to improve and maintain muscular endurance.

**Outcome P.E.6.5:** Students will participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.

P.E.6.5.1 Make suggestions for modifications in a game or activity that can improve the game.

P.E.6.5.2 Include concerns for safety in self-designed activities.

P.E.6.5.3 Distinguish between acts of honor and reckless acts.

P.E.6.5.4 Make responsible decisions about using time, applying rules, and following through with the decisions made.

P.E.6.5.5 Demonstrate good sportsmanship during physical activities.

**Outcome P.E.6.6:** Students will acknowledge differences in behaviors of people of different gender, culture, ethnicity, and disability and seek to learn more about both similarities and differences.

P.E.6.6.1 Recognize the importance of one's personal heritage.

P.E.6.6.2 Recognize the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.

P.E.6.6.3 Demonstrate, through verbal and nonverbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical activity setting.

P.E.6.6.4 Seek out, participate with, and show respect for persons of like and different skill levels.

P.E.6.6.5 Demonstrate ability to change the rules of a game to fit the needs of the participants.

## **Seventh and Eighth Grade Physical Education Curriculum**

**Purpose Statement:** The purpose of Seventh and Eighth Grade Physical Education is for the students to begin to identify principles of practice and conditioning that enhance movement performance. The students will identify the purposes for and follow, with few reminders, activity-specific safe practices, rules, procedures, and etiquette. The students will understand and respect the contributions of others with like and different skill levels and cultural heritage to the group or team goal. The students will be exposed to challenge, enjoyment, and positive social interaction.

**Outcome P.E.7/8.1:** Students will demonstrate increasing competence in more advanced movement and specialized skills.

- P.E.7/8.1.1 Understand the importance of practice in developing advanced skills.
- P.E.7/8.1.2 Realize the elements of biomechanics needed for advanced skills.
- P.E.7/8.1.3 Appreciate various aspects of advanced movement skill.
- P.E.7/8.1.4 Throw a variety of objects demonstrating both accuracy and force.
- P.E.7/8.1.5 Hand dribble and foot dribble while preventing an opponent from stealing the object.
- P.E.7/8.1.6 Accurately place an object away from an opponent in a racket sport activity.
- P.E.7/8.1.7 Demonstrate control of an object with a manipulative.

**Outcome P.E.7/8.2:** Students will participate daily in some form of health-enhancing physical activity.

- P.E.7/8.2.1 Identify proper dynamic warm-up and cool down techniques and reasons for using them.
- P.E.7/8.2.2 Set personal goals for improvement
- P.E.7/8.2.3 Display positive attitude toward physical activities.
- P.E.7/8.2.4 Demonstrate a good effort while engaged in exercise.
- P.E.7/8.2.5 Identify and perform an activity for different health related components.

**Outcome P.E.7/8.3:** Students will identify the critical aspects of a healthy lifestyle.

- P.E.7/8.3.1 Identify opportunities close to home for participation in different kinds of activities.
- P.E.7/8.3.2 Participate in fitness-enhancing organized physical activities outside of school.
- P.E.7/8.3.3 Identify the critical aspects of a healthy lifestyle.
- P.E.7/8.3.4 Participate in a moderate to vigorous physical activity in a variety of settings.
- P.E.7/8.3.5 Identify healthy nutrition habits.

**Outcome P.E.7/8.4:** Students will work cooperatively, productively, and time effectively in a group to accomplish a set goal in both cooperative and competitive activities.

- P.E.7/8.4.1 Remain on-task in a group activity without close teacher monitoring.
- P.E.7/8.4.2 Choose a partner that they can work with productively.
- P.E.7/8.4.3 Respect similarities and differences among team members and opponents.
- P.E.7/8.4.4 Make responsible decisions about using time, applying rules, and following through with the decisions made.
- P.E.7/8.4.5 Use time wisely when given the opportunity to practice and improve performance.
- P.E.7/8.4.6 Refrain from horseplay or wasting time during physical activities.

**Outcome P.E.7/8.5:** Students will acknowledge differences in the behaviors of people of different gender, culture, ethnicity, and disability and seek to learn more about both similarities and differences.

- P.E.7/8.5.1 Recognize the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.
- P.E.7/8.5.2 Recognize the importance of one's personal heritage.
- P.E.7/8.5.3 Demonstrate, through verbal and non-verbal behavior, cooperation with peers of different gender, race, and ethnicity in physical activity setting.
- P.E.7/8.5.4 Cooperate with disabled peers and those of different gender, race, and ethnicity.
- P.E.7/8.5.5 Demonstrate ability to change the rules of a game to fit the needs of the participants.

**Outcome P.E.7/8.6:** Students will demonstrate competence in modified versions of a variety of movement forms.

- P.E.7/8.6.1 Perform a variety of simple folk dances.
- P.E.7/8.6.2 Perform a variety of square dances.
- P.E.7/8.6.3 Perform a variety of country line dances.
- P.E.7/8.6.4 Create own flash mob/step/modern dance.
- P.E.7/8.6.5 Perform a variety of dances in a group.

**Outcome P.E.7/8.7:** Students will recognize the influence of peer pressure and will solve problems by analyzing causes and potential solutions.

- P.E.7/8.7.1 Identify positive peer influence.
- P.E.7/8.7.2 Identify negative peer influence.
- P.E.7/8.7.3 Understand the difference between positive and negative peer pressure.
- P.E.7/8.7.4 Handle conflicts that arise with others without confrontation.
- P.E.7/8.7.5 Recognize that peers do not always have to agree to work well together.

**Outcome P.E.7/8.8:** Students will research an activity/health related topic, compose a document, and create/design a power point presentation.

- P.E.7/8.8.1 Demonstrate ability to compose a document.
- P.E.7/8.8.2 Demonstrate ability to utilize technology to research a topic.
- P.E.7/8.8.3 Demonstrate ability to find credible sources of information.
- P.E.7/8.8.4 Demonstrate ability to create a power point presentation.
- P.E.7/8.8.5 Demonstrate ability to create a reference page for sources.
- P.E.7/8.8.6 Develop techniques to become an effective presenter.

## **Lifetime Leisure Activities Physical Education Curriculum**

**Purpose Statement:** The purpose of Lifetime Leisure Activities is for the students to identify health beneficial activities that can be enjoyed throughout their lifetime. The students will practice problem-solving techniques to resolve conflicts when necessary in competitive activities and be exposed to physical activities that provide confidence. Students will recognize the role of physical activity in understanding diversity in modern culture.

**Outcome P.E.LL.1:** Students will demonstrate competence in an increasing number of more complex versions of at least three of the following different types of movement forms: team sports, individual and dual sports, outdoor pursuits, dance.

- P.E.LL.1.1 Use offensive strategies in a modified version of a team sport and individual sport.
- P.E.LL.1.2 Use defensive strategies in a modified version of a team sport and individual sport.
- P.E.LL.1.3 Develop a variety of advanced movement patterns in team sports.
- P.E.LL.1.4 Develop a variety of advanced movement patterns in individual sports.
- P.E.LL.1.5 Demonstrate ability to create a flash mob dance.

**Outcome P.E.LL.2:** Students will participate regularly in health-enhancing physical activities to accomplish these goals both in and out of physical education class.

- P.E.LL.2.1 Understand importance of being physically active, in regards to overall health benefits, throughout life.
- P.E.LL.2.2 List long-term physiological and cultural benefits that may result from regular participation in physical activity.
- P.E.LL.2.3 List long-term psychological benefits that may result from regular physical activity.
- P.E.LL.2.4 Participate in an individualized physical activity program designed with the help of the teacher.
- P.E.LL.2.5 Demonstrate ability to perform physical activity movements properly.

**Outcome P.E.LL.3:** Students will participate in a variety of health-related fitness activities in both school and non-school settings.

- P.E.LL.3.1 Participate in fitness-enhancing physical activities outside of school.
- P.E.LL.3.2 Participate in fitness-enhancing physical activities during school.
- P.E.LL.3.3 Work with community-based health related organizations.
- P.E.LL.3.4 Participate in a skill-enhancing activity during school.
- P.E.LL.3.5 Participate in a skill-enhancing activity outside of school.

**Outcome P.E.LL.4:** Students will analyze potential consequences when confronted with a behavior choice.

- P.E.LL.4.1 Play within the rules of a game or activity.
- P.E.LL.4.2 Consider the consequences when confronted with a behavior choice.
- P.E.LL.4.3 Accept a controversial decision of an official.
- P.E.LL.4.4 Demonstrate good sportsmanship always during an activity.
- P.E.LL.4.5 Identify poor sportsmanship behaviors.

**Outcome P.E.LL.5:** Students will identify behaviors that are supportive and inclusive in physical activity settings.

- P.E.LL.5.1 Respect the physical limitations of self and others.
- P.E.LL.5.2 Respect the performance limitations of self and others.
- P.E.LL.5.3 Participate in large group activities.
- P.E.LL.5.4 Participate in small group activities.
- P.E.LL.5.5 Demonstrate ability to change the rules of an activity to fit the participants.

**Outcome P.E.LL.6:** Students will recognize the social benefits of participation in physical activity.

- P.E.LL.6.1 Demonstrate appropriate social interactions.
- P.E.LL.6.2 Participate willingly in group activities.
- P.E.LL.6.3 Acknowledge successes of others and self in a variety of physical activity settings.
- P.E.LL.6.4 Seek social groups based upon a learned activity from class.
- P.E.LL.6.5 Display a willingness to try new and unfamiliar activities.
- P.E.LL.6.6 Participate in multicultural activities presented by others.

## **Personalized Training Physical Education Curriculum**

**Purpose Statement:** The purpose of Personalized Training Physical Education is for the students to achieve competency in keeping themselves healthy for a lifetime. The students will work to improve fitness levels by applying principles of training to participation in exercise and physical activities chosen with a specific training intent. The students will demonstrate the benefits of the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings. The students will enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving. Members of competitive teams will experience the positive feelings associated through working with others to achieve a distant goal.

**Outcome P.E.PT.1:** Students will use specialized knowledge to develop movement competence or proficiency.

- P.E.PT.1.1 Apply bio-mechanical concepts and principles to analyze and improve performance of self and others.
- P.E.PT.1.2 Analyze and compare health and fitness benefits derived from various physical activities.
- P.E.PT.1.3 Apply points of performance to correct movement patterns.
- P.E.PT.1.4 Apply skill movements to achieve proper physiological movement patterns.
- P.E.PT.1.5 Demonstrate ability to utilize various forms of a basic movement to change the physical benefits.

**Outcome P.E.PT.2:** Students will understand and apply more advanced discipline specific knowledge.

- P.E.PT.2.1 Describe principles of strength training for specific physical activities.
- P.E.PT.2.2 Describe principles of conditioning for specific physical activities.
- P.E.PT.2.3 Describe principles of plyometric training for specific physical activities.
- P.E.PT.2.4 Identify the need for training and conditioning program in their daily life.
- P.E.PT.2.5 Identify the need for training and conditioning program in a specific physical activity.

**Outcome P.E.PT.3:** Students will seek and participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting based on personal interest.

- P.E.PT.3.1 Participate in health-enhancing activities that can be pursued in the community.
- P.E.PT.3.2 Analyze and compare health and fitness benefits derived from various physical activities.
- P.E.PT.3.3 Analyze and evaluate personal fitness profile.
- P.E.PT.3.4 Identify personal behavior that supports and does not support a healthy lifestyle.
- P.E.PT.3.5 Participate in a variety of physical activities appropriate for enhancing physical fitness.
- P.E.PT.3.6 Implement personal fitness profile into daily routine.

**Outcome P.E.PT.4:** Students will use principles of training for the purpose of modifying levels of fitness.

- P.E.PT.4.1 Identify personal fitness goals before a period of training.
- P.E.PT.4.2 Generate personal fitness goals after a period of training.
- P.E.PT.4.3 Incorporate fitness goals into advanced training levels.
- P.E.PT.4.4 Assess own fitness levels.
- P.E.PT.4.5 Adjust personal fitness goals after a period of training.

**Outcome P.E.PT.5:** Students will begin to design personal health-related fitness programs based on an accurately assessed fitness profile.

- P.E.PT.5.1 Design and implement a personal fitness program.
- P.E.PT.5.2 Evaluate personal fitness program after a period of time on the program.
- P.E.PT.5.3 Identify successes and failures of a created program.
- P.E.PT.5.4 Develop new improved methods to achieve higher levels of fitness.
- P.E.PT.5.5 Adjusts personal fitness program after a period of time.

**Outcome P.E.PT.6:** Students will develop relationships and resolve conflicts in appropriate ways.

- P.E.PT.6.1 Display and describe socially acceptable behavior.
- P.E.PT.6.2 Positively solve verbal confrontation.
- P.E.PT.6.3 Listen to all sides before taking action in conflict situations.
- P.E.PT.6.4 Request teacher mediation when peer conflict resolution strategies are unsuccessful.
- P.E.PT.6.5 Demonstrate appropriate group relationships in a physical activity setting.