

Physical Education Curriculum Guidelines K – 8



St. Luke's School
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National Standards for Physical Education

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity and understands the implications of and benefits derived from physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Introduction

At St. Luke's School our physical education program is planned, sequential instruction that promotes lifelong physical activity. It is designed to develop basic movement skills, sports skills, and physical fitness as well as enhance each child's mental, social, and emotional abilities. The Physical Education Standards at St. Luke's School are based on the RI Physical Education Framework & National Standards for Physical Education.

Standard 1

Students will demonstrate competency in many movement forms and proficiency in a few movement forms.

Intent of Standard: This standard is what makes physical education unique. Physical education is truly the only subject that has as a focus a child's psychomotor development with the goal of developing lifetime physical activity habits.

Student Performance Indicators:

As a result of physical education instruction, students will demonstrate the ability to:

Kindergarten & Grade 1

K-1.S1.1 - use mature form in basic gross locomotor patterns (walk, run, jump, hop, leap).

K-1.S1.2 - show awareness of movement in relation to body, space, time, and effort (tempo, kinesphere, directionality, relationship).

K-1.S1.3 - use initial form in fundamental manipulative skills (e.g., throw, catch, strike, dribble).

K-1.S1.4 - demonstrate initial form in fundamental combinations of movement skills (e.g., run and jump, strike and run).

Grades 2 & 3

2-3.S1.1 - use mature form in combination gross locomotor patterns (skip, gallop, slide).

2-3.S1.2 - master non-locomotor skills (body, space, time, effort, relationship).

2-3.S1.3 - use rudimentary form in fundamental manipulative skills (e.g., throw, catch, strike, dribble).

2-3.S1.4 - apply fundamental combinations of movement skills, in low organized games and activities (e.g., run and jump, strike and run).

Grades 4 & 5

4-5.S1.1 - use mature form in many gross locomotor and many combination patterns (run, hop, jump, leap, skip, gallop, slide).

4-5.S1.2 - use mature form in non-locomotor skills (body, space, time, effort, relationship).

4-5.S1.3 - show mature form in fundamental manipulative skills (e.g., throw, catch, strike, dribble).

4-5.S1.4 - show mature form in fundamental combinations of movement skills (e.g., run and jump, strike and run).

4-5.S1.5 - apply beginning strategies in various games and sports.

4-5.S1.6 - transfer movement skills between activities at a rudimentary level.

4-5.S1.7 - practice activities to increase skill competence.

Grades 6-8

6-8.S1.1 - use mature form in many basic manipulative, locomotor and non-locomotor skills.

6-8.S1.2 - show consistency in skills specific to games and sports (e.g., pivoting, sliding, setting).

6-8.S1.3 - adapt and combine skills to the demands of increasingly complex situations of selected movement forms.

6-8.S1.4 - show competence in modified versions in a variety of movement forms (e.g., half-court basketball – use different size ball, more players on team).

Standard 2

Students will apply movement concepts and principles to the learning and development of motor skills.

Intent of Standard: This standard complements Standard 1 by teaching students the concepts and principles of motor skills to develop competent and proficient movers in a variety of individual and group activities.

Student Performance Indicators:

As a result of physical education instruction, students will demonstrate the ability to:

Kindergarten & Grade 1

K-1.S2.1 - recognize an initial movement vocabulary (e.g. heart rate) .

K-1.S2.2 - listen and respond appropriately to feedback in regard to movement skills.

Grades 2 & 3

2-3.S2.1 - apply movement vocabulary to an appropriate situation.

2-3.S2.2 - use introductory application of biomechanical principles (e.g., center of gravity, base of support, force).

2-3.S2.3 - recognize critical elements of movement skills to provide feedback to self and others (e.g. peer assessment).

2-3.S2.4 - recognize introductory strategies for offensive and defensive concepts (e.g., off ball movement, recognize passing lanes, scoring strategies, passing ahead).

Grades 4 & 5

4-5.S2.1 - use rudimentary application of biomechanical principles (e.g. center of gravity, base of support, force).

4-5.S2.2 - use critical elements of fundamental and specialized movement skills to provide feedback to self and others (e.g. self/peer assessment of: transfer of weight, opposition skills, point to target).

4-5.S2.3 - use rudimentary strategies for offensive and defensive concepts (e.g., off ball movement, recognize passing lanes, scoring strategies, passing ahead).

4-5.S2.4 - transfer movement skills, concepts, and principles between activities at a rudimentary level.

Grades 6 – 8

6-8.S2.1 - use information from a variety of sources of internal and external origin to improve performance.

6-8.S2.2 - identify and apply bio-mechanical principles to enhance performance.

6-8.S2.3 - identify and apply critical elements of various movement forms to provide feedback for both self- and peer-assessment.

6-8.S2.4 - understand and apply strategies in a variety of game situations.

6-8.S2.5 - transfer movement skills, concepts and principles between activities at a consistent level.

Standard 3

Students will understand the implications of and the benefits derived from involvement in physical activity.

Intent of Standard: This standard focuses directly on the impact of physical activity on personal health and wellness. Students will be able to explain why physical activity is a necessary part of their daily lives and the healthful benefits physical activity offers.

Student Performance Indicators:

As a result of physical education instruction, students will demonstrate the ability to:

Kindergarten & Grade 1

K-1.S3.1 - recognize the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention).

K-1.S3.2 - use physical activity as a means of self-expression.

Grades 2 & 3

2-3.S3.1 - recognize the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes).

2-3.S3.2 - recognize the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline).

2-3.S3.3 - recognize the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork).

2-3.S3.4 - use physical activity as a means of self-expression.

Grades 4 & 5

4-5.S3.1 - identify the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes).

4-5.S3.2 - identify the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline).

4-5.S3.3 - identify the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork).

4-5.S3.4 - identify the cognitive benefits of regular participation in physical activity (e.g., improves focus and concentration).

4-5.S3.5 - use physical activity as a means of self-expression.

Grades 6 – 8

6-8.S3.1 - explain the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes).

6-8.S3.2 - explain the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline).

6-8.S3.3 - explain the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork).

6-8.S3.4 - explain the cognitive benefits of regular participation in physical activity (e.g., improves focus and concentration).

6-8.S3.5 - participate in more challenging activities to learn new skills.

6-8.S3.6 - use physical activity as a means of self-expression.

Standard 4:

Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.

Intent of standard: This standard is the foundation for leading a physically active lifestyle. Being physically active requires more than just moving - it requires knowing the type, frequency, duration, and intensity of physical activity to achieve good health and physical fitness. This standard brings together the essential components of physical activity, fitness, and health, and provides the student with the knowledge and ability to engage in health-enhancing physical activity behaviors in and outside of school. Lifelong skills will include how to assess, achieve, and maintain a health-enhancing level of fitness by employing behavioral and cognitive strategies such as self-monitoring, goal-setting, and reevaluation.

Student Performance Indicators:

As a result of physical education instruction, students will demonstrate the ability to:

Kindergarten & Grade 1

K-1.S4.1 - participate in activities promoting health-related fitness.

K-1.S4.2 - recognize components of health-related physical fitness assessment.

K-1.S4.3 - identify health-enhancing physical activities in which they participate.

Grades 2&3

2-3.S4.1 - participate at the introductory level in some components of a health-related physical fitness assessment tool (e.g., FitnessGram, Physical Best, President's Council on Physical Fitness).

2-3.S4.2 - select and participate regularly in physical activities for the purpose of improving skills and health.

2-3.S4.3 - recognize how fitness testing results relate to their ability to perform various physical activities.

2-3.S4.4 - participate in several activities related to each component of health-related physical fitness (e.g., cardio-respiratory, muscular strength and endurance, flexibility, balance, agility).

2-3.S4.5 - recognize changes in pre and post- test results in health-related fitness tests resulting from physical activity.

2-3.S4.6 - recognize that a variety of technologies exist that may enhance fitness levels (e.g. web-based programs, fitness machines, etc.).

Grades 4&5

4-5.S4.1 - participate in a health-related physical fitness assessment (e.g., FitnessGram, Physical Best, President's Council).

4-5.S4.2 - make progress towards, meet, or exceed the health-related fitness standards of the assessment tool.

4-5.S4.3 - understand how physical fitness testing results (e.g., pre/post test, assessments, charts) relate to their ability to perform various activities.

- 4-5.S4.4 - recognize changes in pre and post test results in health-related fitness tests and develop a basic physical activity plan based on these results.
- 4-5.S4.5 - identify several physical activities related to each component of health-related physical fitness (e.g., cardiovascular – jogging, aerobics, hiking, spinning) or (e.g., cardio-respiratory, muscular strength and endurance, flexibility, balance, agility).
- 4-5.S4.6 - select and participate regularly in physical activities for the purpose of improving physical skills and health.
- 4-5.S4.7 - identify factors that promote and that prevent physical activity and develop some strategies to maintain a physically active lifestyle.
- 4-5.S4.8 - identify ways to be physically active in structured and non-structured settings that promote lifelong fitness.
- 4-5.S4.9 - identify a variety of technologies that can assist in the development of a fitness plan.

Grades 6-8

- 6-8.S4.1 - participate in a health-related physical fitness assessment.
- 6-8.S4.2 - make progress towards, meet, or exceed in the health-related fitness standards of the assessment tool.
- 6-8.S4.3 - assess and evaluate personal health status from fitness assessment results.
- 6-8.S4.4 - develop personal fitness goals and a plan to achieve those goals based on the results of the health-related physical fitness assessment.
- 6-8.S4.5 - participate in activities to achieve personal fitness goals.
- 6-8.S4.6 - participate in activities to improve skills and health (include activities related to each component of health-related physical fitness).
- 6-8.S4.7 - explain factors that affect physical activity and develop strategies some strategies to maintain a physically active lifestyle.
- 6-8.S4.8 - meet or exceed national physical activity recommendations* by participating in physical activities in structured and non-structured settings that promote lifelong fitness and health.
- 6-8.S4.9 - describe how various technologies can help to assess, plan, maintain and enhance physical activity level (e.g. web-based programs, heart rate monitors, pedometers, etc).

Standard 5:

Students will demonstrate responsible personal and social behavior in physical activity settings.

Intent of Standard: This is a global outcome for education. Physical education and physical activity settings are ideal for helping students take responsibility for their actions. Students will learn and understand what it means to be responsible and be given multiple opportunities to take responsibility. Key concepts learned include respect, responsibility, caring, compassion, honesty, cooperation, fair play and perseverance.

Student Performance Indicators:

As a result of physical education instruction, students will demonstrate the ability to:

Kindergarten & Grade 1

K-1.S5.1 - use self control with regard to personal and general space.

K-1.S5.2 - follow activity-specific laws, rules, procedures, and etiquette.

K-1.S5.3 - utilize safety principles in activity situations and settings.

K-1.S5.4 - work cooperatively and productively with a partner and/or a group to accomplish a set goal.

K-1.S5.5 - work independently and on task for developmentally appropriate periods of time.

K-1.S5.6 - understand and use appropriate interactions with peers while participating in group activities.

Grades 2 & 3

2-3.S5.1 - use self control in movement activities.

2-3.S5.2 - follow activity-specific laws, rules, procedures, and etiquette.

2-3.S5.3 - utilize safety principles in activity situations and settings.

2-3.S5.4 - work cooperatively and productively with a partner and/or a group to accomplish a set goal.

2-3.S5.5 - work independently and on task for developmentally appropriate periods of time.

2-3.S5.6 - recognize ways to peacefully resolve conflicts.

2-3.S5.7 - describe appropriate interactions for participating in group activities.

Grades 4 & 5

- 4-5.S5.1 - use self control in game and movement activities.
- 4-5.S5.2 - follow activity-specific laws, rules, procedures, and etiquette.
- 4-5.S5.3 - utilize safety principles in activity situations and settings.
- 4-5.S5.4 - work cooperatively and productively with a partner and/or a group to accomplish a set goal.
- 4-5.S5.5 - work independently and on task for developmentally appropriate periods of time.
- 4-5.S5.6 - describe and use appropriate ways to peacefully resolve conflicts.
- 4-5.S5.7 - interact appropriately with peers while participating in group activities.

Grades 6 – 8

- 6-8.S5.1 - use responsible decision making in all physical activity settings. (e.g., applying safe practices, laws, rules, and procedures).
- 6-8.S5.2 - explain the influence of peer pressure on behavior in physical activity settings.
- 6-8.S5.3 - resolve conflict in appropriate ways.
- 6-8.S5.4 - analyze potential consequences when confronted with a behavior choice.
- 6-8.S5.5 - work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.
- 6-8.S5.6 - discuss the use of physical activity as a means for social interaction.
- 6-8.S5.7 - participate with others in games, sports, and activities to achieve a common goal.

Standard 6

Students will understand that internal and external environments influence physical activity.

Intent of Standard: There are many internal and external barriers and promoters to being physically active, such as neighborhood, family lifestyle, self-esteem, peer influence, and technology. Students will understand and value the importance of lifetime physical activity and find ways to analyze and find solutions to constraints to leading an active lifestyle.

Student Performance Indicators:

As a result of physical education instruction, students will demonstrate the ability to:

Kindergarten & Grade 1

- K-1.S6.1 - recognize characteristics of appropriate and safe areas within their neighborhood to participate in physical activity.
- K-1.S6.2 - recognize physical activities that can be performed in a variety of settings.
- K-1.S6.3 - realize there are youth organizations in the community that offer physical activity program.
- K-1.S6.4 - know there are a variety of valid sources to find information about physical activity.

Grades 2 & 3

- 2-3.S6.1 - recognize appropriate and safe areas within the community to participate in physical activity.
- 2-3.S6.2 - recognize physical activities that can be performed in a variety of settings.
- 2-3.S6.3 - recognize how peers, media, and technology can impact one's level of physical activity.
- 2-3.S6.4 - recognize healthy ways to promote physical activity with peers.
- 2-3.S6.5 - identify youth organizations in the community that offer physical activity programs.
- 2-3.S6.6 - identify a variety of valid sources to find information about physical activity.

Grades 4 & 5

- 4-5.S6.1 - identify appropriate and safe areas within the community to participate in physical activity.
- 4-5.S6.2 - identify physical activities that can be performed in a variety of settings.
- 4-5.S6.3 - have a fundamental understanding of how media and technology can impact one's level of physical activity.
- 4-5.S6.4 - identify healthy ways to promote physical activity with peers.
- 4-5.S6.5 - identify youth organizations in the community that offer physical activity programs.
- 4-5.S6.6 - use a variety of valid sources to find information about physical activity.
- 4-5.S6.7 - identify a variety of emotions that can impact physical activity levels.

Grades 6 – 8

- 6-8.S6.1 - describe appropriate and safe areas within the community to participate in physical activity.
- 6-8.S6.2 - describe physical activities that can be performed in a variety of settings.
- 6-8.S6.3 - describe different forms of media and technology that impact one's level of physical activity.
- 6-8.S6.4 - describe how one's home/family environment can impact one's level and type of physical activity.
- 6-8.S6.5 - describe healthy ways to promote physical activity with one's peers.
- 6-8.S6.6 - identify youth organizations in the community that offer physical activity programs.
- 6-8.S6.7 - use a variety of reliable and valid sources to find information about physical activity.
- 6-8.S6.8 - describe how positive and negative emotions can impact physical activity levels.

