

**PRAIRIE HILL SCHOOL DISTRICT
PHYSICAL EDUCATION CURRICULUM
GRADES KINDERGARTEN THROUGH EIGHT**

Elementary physical education programs emphasize the importance of physical activity and personal fitness. Fitness is developed through the activities in the daily lessons which emphasize physical activity, continuous movement, and challenges that involve appropriately overloading the major muscle groups. Students are provided with opportunities to understand the fitness components, fitness assessment, and the need for a lifetime of physical activity. Participation in physical activity is also an important venue for the social, psychological, and emotional development of children.

OVERALL GOALS:

- A. Students will exhibit a physically active lifestyle.
- B. Students will apply movement concepts and principles to the learning and development of motor skills.
- C. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- D. Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.
- E. Students will achieve and maintain a health-enhancing level of physical fitness.
- F. Students will demonstrate responsible personal and social behavior in physical activity settings.
- G. Students will understand and respect differences among people in physical activity settings.

GOAL: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Benchmark: Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

| K - 2 | 3 -5 | MIDDLE SCHOOL |
|---|---|--|
| Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills. | Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns. | Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports. |

Benchmark: Analyze various movement concepts and applications.

| K - 2 | 3 -5 | MIDDLE SCHOOL |
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| Understand spatial awareness and relationships to objects and people. | Identify the principles of movement (e.g., absorption and application of force, equilibrium). | Compare and contrast efficient and inefficient movement patterns. |

Benchmark: Demonstrate knowledge of rules, safety and strategies during physical activity

| K - 2 | 3 -5 | MIDDLE SCHOOL |
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| Demonstrate safe movement in physical activities. | Identify and apply rules and safety procedures in physical activities. | Apply rules and safety procedures in physical activities. |
| | Identify offensive, defensive and cooperative strategies in selected activities and games. | Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports. |

GOAL: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Benchmark: Know and apply the principles and components of health-related fitness

| K - 2 | 3 -5 | MIDDLE SCHOOL |
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| Identify characteristics of health-related fitness (e.g., flexibility, muscular strength). | Describe the benefits of maintaining a health-enhancing level of fitness. | Identify the principles of training: frequency, intensity, time and type (FITT). |
| Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement. | Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness. | Identify and participate in activities associated with the components of health-related fitness. |

Benchmark: Assess individual fitness levels

| K - 2 | 3 -5 | MIDDLE SCHOOL |
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| Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate). | Monitor individual heart rate before, during and after physical activity, with and without the use of technology. | Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology. |
| | Match recognized assessments of health-related fitness (e.g., AAHPERED, AAU) to corresponding components of fitness. | Evaluate the strengths and weaknesses of a personal fitness profile. |

Benchmark: Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

| K - 2 | | 3 -5 | | MIDDLE SCHOOL |
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| Identify a realistic health-related goal. | Set a personal health-related fitness goal. | Set realistic short-term and long-term goals for a health-related fitness component. | Set realistic, short-term, health-related fitness goals based on individual profiles. | Set realistic, long-term, health-related fitness goals based on an individual profile. |
| | Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength). | Identify opportunities within the community for regular participation in physical activities. | Evaluate physical fitness services, products and advertising. | Understand how aging, illness and injury affect physical activity. |
| | | Apply the principles of training to the health-related fitness goals. | Design and implement a personal fitness program. | Use profile data to monitor an individual wellness/fitness plan. |

GOAL: Develop team-building skills by working with others through physical activity.

Benchmark: Demonstrate individual responsibility during group physical activities

| K - 2 | 3 -5 | MIDDLE SCHOOL |
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| Follow directions and class procedures while participating in physical activities. | Accept responsibility for their own actions in group physical activities. | Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders). |
| Use identified procedures and safe practices with little or no reinforcement during group physical activities. | Use identified procedures and safe practices without reminders during group physical activities. | Participate in establishing procedures for group physical activities. |
| Work independently on tasks for short periods of time. | Work independently on task until completed. | Remain on task independent of distraction (e.g., peer pressure, environmental stressors). |

Benchmark: Demonstrate cooperative skills during structured group physical activity

| K - 2 | 3 -5 | MIDDLE SCHOOL |
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| Work cooperatively with another to accomplish an assigned task. | Work cooperatively with a partner or small group to reach a shared goal during physical activity. | Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance). |

GOAL: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Benchmark: Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict

| K - 2 | 3 -5 | MIDDLE SCHOOL |
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| Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying). | Identify causes and consequences of conflict among youth. | Describe possible causes and consequences of conflict and violence among youth in schools and communities. |
| Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening). | Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language). | Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). |
| | | Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace. |

Benchmark: Apply decision-making skills related to the protection and promotion of individual health.

| K - 2 | 3 -5 | MIDDLE SCHOOL |
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| Recognize how choices can affect health (e.g., not brushing/ tooth decay, smoking/risk of cancer and heart disease). | Describe key elements of a decision-making process. | Apply a decision-making process to an individual health concern. |

Benchmark: Demonstrate skills essential to enhancing health and avoiding dangerous situations

| K - 2 | 3 -5 | MIDDLE SCHOOL |
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| Demonstrate basic refusal skills (e.g., “Just Say No”, “Stranger Danger”). | Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation). | Apply refusal and negotiation skills to potentially harmful situations. |