

PHYSICAL EDUCATION CURRICULUM

Philosophy/Goals

Physical education 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. It is our goal that students will know the benefits of their choice to be involved in physical activity and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles.

This curriculum has embedded both the National Association for Sport and Physical Education (NASPE) Standards and the Illinois State Standards for Physical Development as the primary steering tenants for the entire program.

Through this physical education program, it is paramount that students learn a variety of important life skills that include movement skills, knowledge, and behavior/social skills, over the course of each school year. Some of these include: locomotor, non-locomotor and manipulative skills, team-building, social interaction skills, and cognitive concepts linked to fitness, wellness, skills development, and social skills appropriate to each grade/developmental level.

Program Delivery

Our physical education classes are effective standards-based environments that foster understanding of physical fitness, skill development, competition and cooperation through a meaningful content that provides:

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child.
- Fitness education and assessment to help children understand, improve, and/or maintain their physical well-being.
- Development of cognitive concepts about motor skills and fitness.
- Opportunities to improve their emerging social and cooperative skills and gain a multicultural perspective.
- Promotion of regular amounts of appropriate physical activity now and throughout life.

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National Standards/State Goals with Sample Grade Range Benchmarks

Both the National Standards and State Goals for physical education are in place to help drive and support a quality physical education program and all physical education lesson experiences.

- **National Standard 1 (State Goal 19)** – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **National Standard 2 (State Goal 19)** – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- **National Standard 3 (State Goal 20)** – Participates regularly in physical activity.
- **National Standard 4 (State Goal 20)** – Achieves and maintains a health-enhancing level of physical fitness.
- **National Standard 5 (State Goal 21)** – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- **National Standard 6 (State Goal 21)** – Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Assessment and Evaluation Guidelines

We believe that students are learning a wide variety of skills, knowledge, and positive attitudes in physical education. For our purposes, grades are assigned based on student behaviors and attitudes in the physical education environment, in addition to proficiency levels as measured through developmentally appropriate indicators.

Grade Level Overviews

The following overviews provide a snapshot description of the physical education programs for each grade level, including a course description, listing of the effective components of the program, essential questions, and assessment processes.

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KINDERGARTEN

Course Description: In kindergarten, students are introduced to basic locomotor and non-locomotor skills and concepts. Spatial awareness is also presented. Students are introduced to basic physical changes that occur as a result of physical activity. In addition, students learn to follow directions and interact appropriately with classmates, regardless of personal differences in a physical setting.

Effective Components of the Kindergarten Grade P.E. Program

- Kindergarten students receive 200 minutes per week of physical education
- All students attend daily physical education classes
- Provides maximum participation for all students
- Provides positive, specific feedback as well as corrective feedback
- Facilitates children’s physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels
- Communicates through a humane, sensitive approach that every child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity

ESSENTIAL QUESTIONS

- *Why is it important to know how to move in different ways?*
- *Why is it important to have strong muscles?*
- *What changes happen to my body when I am physically active?*
- *What does being respectful, responsible and safe look like in physical education class?*

<input checked="" type="checkbox"/> Observation	<input checked="" type="checkbox"/> Conferencing
<input checked="" type="checkbox"/> Participation	<input checked="" type="checkbox"/> Rubrics
<input checked="" type="checkbox"/> Performance Tasks	

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FIRST GRADE

Course Description: In first grade, the primary goal is for students to begin to master basic locomotor and non-locomotor skills and concepts. Students are introduced to more physical changes that occur as a result of physical activity. In addition, there is an emphasis in following directions and interacting appropriately with classmates regardless of differences in a physical setting.

Effective Components of the 1st Grade P.E. Program

- First grade students receive 200 minutes per week of physical education
- All students attend daily physical education classes
- Provides maximum participation for all students
- Provides positive, specific feedback as well as corrective feedback
- Facilitates children's physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels
- Communicates through a humane, sensitive approach that every child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity

ESSENTIAL QUESTIONS

- *Why is it important to know how to move in different ways?*
- *Why is it important to have strong muscles?*
- *What changes happen to my body when I am physically active?*
- *What does being respectful, responsible and safe look like in physical education class?*

<input checked="" type="checkbox"/> Observation	<input checked="" type="checkbox"/> Conferencing
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<input checked="" type="checkbox"/> Performance Tasks	

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SECOND GRADE

Course Description: In second grade, students demonstrate mastery of basic locomotor and non-locomotor skills while performing to changing conditions and expectations. Students progress towards mature form in complex manipulative skills, such as foot dribble and throwing. They are able to sustain physical activity for longer periods of time and have a deeper understanding of the benefits of physical activity. Students work independently in small groups.

Effective Components of the 2nd Grade P.E. Program

- Second grade students receive 200 minutes per week of physical education
- All students attend daily physical education classes
- Provides maximum participation for all students
- Provides positive, specific feedback as well as corrective feedback
- Facilitates children’s physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels
- Communicates through a humane, sensitive approach that every child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity

ESSENTIAL QUESTIONS

- *Why is it important to know how to move in different ways?*
- *Why is physical activity important for my health?*
- *Why is it important to improve your cardiovascular fitness and muscular endurance?*
- *What does being respectful, responsible and safe look like in physical education class?*

<input checked="" type="checkbox"/> Observation	<input checked="" type="checkbox"/> Conferencing
<input checked="" type="checkbox"/> Participation	<input checked="" type="checkbox"/> Rubrics
<input checked="" type="checkbox"/> Performance Tasks	

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THIRD GRADE

Course Description: In third grade, students seek to improve their motor skills by applying movement concepts to skills. Students work on body management skills in game-like settings. Specific sports skills are also emphasized. Students participate in physical activities successfully in a group, regardless of personal differences.

Effective Components of the 3rd Grade P.E. Program

- Third grade students receive 200 minutes per week of physical education
- All students attend daily physical education classes
- Provides maximum participation for all students
- Provides positive, specific feedback as well as corrective feedback
- Facilitates children’s physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels
- Communicates through a humane, sensitive approach that every child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity

ESSENTIAL QUESTIONS

- *Why is it important to know how to move in different ways?*
- *Why is physical activity important for my health?*
- *Why is it important to improve your cardiovascular fitness and muscular endurance?*
- *What does being respectful, responsible and safe look like in physical education class?*

<input checked="" type="checkbox"/> Observation	<input checked="" type="checkbox"/> Conferencing
<input checked="" type="checkbox"/> Participation	<input checked="" type="checkbox"/> Rubrics
<input checked="" type="checkbox"/> Performance Tasks	

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FOURTH GRADE

Course Description: In fourth grade, students focus on the importance of motor skills and movement concepts to be successful in physical activity and/or sports. Students develop a deeper understanding of the components of fitness. Students continue to work successfully in a group, regardless of personal differences.

Effective Components of the 4th Grade P.E. Program

- Fourth grade students receive 200 minutes per week of physical education
- All students attend daily physical education classes
- Provides maximum participation for all students
- Provides positive, specific feedback as well as corrective feedback
- Facilitates children’s physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels
- Communicates through a humane, sensitive approach that every child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity

ESSENTIAL QUESTIONS

- *What changes occur to my body when I am physically active?*
- *Why is physical activity important for my health?*
- *What does being respectful, responsible and safe look like in physical education class?*

<input checked="" type="checkbox"/>	Observation	<input checked="" type="checkbox"/>	Conferencing
<input checked="" type="checkbox"/>	Participation	<input checked="" type="checkbox"/>	Rubrics
<input checked="" type="checkbox"/>	Performance Tasks		

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FIFTH GRADE

Course Description: In fifth grade, students apply learned skills in dynamic and complex environments and begin to refine sport-specific skills. Basic game strategies are introduced. Students work without direct teacher supervision and help other students be successful. Students develop a deeper understanding of the health benefits derived from regular participation in physical activity.

Effective Components of the 5th Grade P.E. Program

- Fifth grade students receive 200 minutes per week of physical education
- All students attend daily physical education classes
- Provides maximum participation for all students
- Provides positive, specific feedback as well as corrective feedback
- Facilitates children's physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels
- Communicates through a humane, sensitive approach that every child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity

ESSENTIAL QUESTIONS

- *Why is it necessary to develop specific sports skills to be successful in a game?*
- *What basic strategies do I need to use to be successful in a game?*
- *How can individual differences enhance and contribute to group productivity?*
- *What does being respectful, responsible and safe look like in physical education class?*

<input checked="" type="checkbox"/>	Observation	<input checked="" type="checkbox"/>	Conferencing
<input checked="" type="checkbox"/>	Participation	<input checked="" type="checkbox"/>	Rubrics
<input checked="" type="checkbox"/>	Performance Tasks		

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SIXTH GRADE

Course Description: In sixth grade, students participate in a variety of physical activities and sports through which they will develop positive attitudes toward group interaction; sportsmanship; the joy of effort; fair play; cooperation; initiative; and an appreciation for the abilities and limitations of self and others. Activities emphasized include: organized exercises, lead-up games, traditional team sports, dual sports, individual sports, rhythmic activities, and self-testing activities. The program is designed to continue development of physical fitness, motor, perception, rhythm, and movement skills.

Effective Components of the 6th Grade P.E. Program

- Sixth grade students receive 200 minutes per week of physical education
- All students attend daily physical education classes
- Provides maximum participation for all students
- Provides positive, specific feedback as well as corrective feedback
- Facilitates children’s physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels
- Communicates through a humane, sensitive approach that every child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity

ESSENTIAL QUESTIONS

- *Why is it necessary to develop specific sports skills to be successful in a game?*
- *What rules of the game are implemented to deter conflict and insure safety?*
- *What does it mean to be physically fit?*
- *What is sportsmanship?*
- *How does sportsmanship and teamwork carry over into every day life?*
- *What does being respectful, responsible and safe look like in physical education class?*

<input checked="" type="checkbox"/> Observation	<input checked="" type="checkbox"/> Conferencing
<input checked="" type="checkbox"/> Participation	<input checked="" type="checkbox"/> Rubrics
<input checked="" type="checkbox"/> Performance Tasks	

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SEVENTH GRADE

Course Description: In seventh grade, students concentrate on physical fitness and developing mature sports skills. Specific skills are developed through team, individual, and dual sports as well as rhythmic activities. Emphasis is placed on the introduction of basic fundamentals of sports; developing the knowledge of rules, building personal responsibility, good sportsmanship, and leadership.

Effective Components of the 7th Grade P.E. Program

- Seventh grade students receive 200 minutes per week of physical education
- All students attend daily physical education classes
- Provides maximum participation for all students
- Provides positive, specific feedback as well as corrective feedback
- Facilitates children's physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels
- Communicates through a humane, sensitive approach that every child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity

ESSENTIAL QUESTIONS

- *How is performance influenced by proper technique?*
- *How does the responsibility of abiding by the rules affect participation and strategy?*
- *Is there a difference between muscular strength and muscular endurance?*
- *How will positive choices pertaining to physical activities affect one later in life?*
- *What is the relationship between attitude toward an active lifestyle and physical health?*
- *What does being respectful, responsible and safe look like in physical education class?*

<input checked="" type="checkbox"/>	Observation	<input checked="" type="checkbox"/>	Conferencing
<input checked="" type="checkbox"/>	Participation	<input checked="" type="checkbox"/>	Rubrics
<input checked="" type="checkbox"/>	Performance Tasks	<input checked="" type="checkbox"/>	Peer Assessments

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EIGHTH GRADE

Course Description: In eighth grade, students refine the skills learned in the previous grade. A greater understanding of game strategies is developed. Continued emphasis is placed on good sportsmanship, personal responsibility, and attaining a higher level of personal fitness.

Effective Components of the 8th Grade P.E. Program

- Eighth grade students receive 200 minutes per week of physical education
- All students attend daily physical education classes
- Provides maximum participation for all students
- Provides positive, specific feedback as well as corrective feedback
- Facilitates children's physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels
- Communicates through a humane, sensitive approach that every child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle
- Promotes purposeful activities for all students that will encourage them to become lifelong adherents of physical activity

ESSENTIAL QUESTIONS

- *What is speed and agility and how do they improve performance?*
- *How does one improve health-related fitness?*
- *How will positive choices pertaining to physical activities affect one later in life?*
- *How does individual participation affect team or group success?*
- *What does being respectful, responsible and safe look like in physical education class?*

<input checked="" type="checkbox"/> Observation	<input checked="" type="checkbox"/> Conferencing
<input checked="" type="checkbox"/> Participation	<input checked="" type="checkbox"/> Rubrics
<input checked="" type="checkbox"/> Performance Tasks	<input checked="" type="checkbox"/> Peer Assessments

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Developmental Learning Stages

K-1 – The learner characteristics of children in kindergarten and first grade make it necessary to create a positive instructional learning environment. The majority of activities for younger children are individual in nature and center on learning movement concepts through theme development. Children learn movement principles and body management skills at this level.

2-3 – Children at these grade levels are developing in their physical abilities that allows for an emphasis on the refinement of fundamental skills and an introduction to specialized skills. Practicing a variety of manipulative skills enhances visual-tactile coordination. Students are taught the how and why of activity patterns. Cooperation with peers is encouraged with more emphasis placed on group and team play. Initial instruction in sport skills and the use of sport lead-up activities is utilized to allow for children to apply newly learned skills in a small group setting.

4-5 – At the fourth and fifth grade levels the activities shift toward specialized skills and sport activities. Students continue learning and improving sport skills while participating in cooperative sport lead-up games. Less emphasis is placed on movement concept activities and a larger percentage of instructional time is devoted to manipulative activity. Adequate time is set aside for the rhythmic program, body management skills, and gymnastics.

6-8 - The middle school program allows for students to apply mature sport specific skills to participate successfully in a variety of individual, dual, team, and lifetime sports and activities. Physical fitness concepts and the benefits of a healthy, active lifestyle are emphasized throughout the three middle school grade level programs.

Pangrazi, R. P. (2010). *Dynamic Physical Education for Elementary School Children*. (16th Edition ed.). San Francisco, CA: Pearson Education, Inc.

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