

Elkhart Community Schools

Physical Education

CURRICULUM GUIDE

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Physical Education Curriculum Guide

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Steering Committee Members

Elementary Representatives

Tom Cripliver – Administrator

Bruce Klonowski – Administrator

Sue Friesner - Teacher

Judy Johnston – Teacher

Michael Pflugner- Teacher

Kelli Weaver – Teacher

Mr./Mrs. David Henke - Parent

Mr. Danny Hurt – Parent

Secondary Representatives

Tom Firestone – Administrator

Ted Foland – Administrator

Barry Beyer – North Side

Betsy Tepe – North Side

Arvis Dawson – West Side

Trudy Battjes – Central

Marshall Sellers – Central

Janie Boyden – Memorial

Jon Cook – Memorial

Mrs. Kathy Kain – Parent

District Level Administrator

Wayne Stubbs

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Philosophy of Physical Education

We believe

Physical education provides scientifically based opportunities to develop skills, knowledge, and attitudes for all students through fundamental movements, rhythmic, sport, and fitness vigorous exercise and sports. The key is to assist individuals in assuming responsibility for their own health and well being through an active life style.

We believe

A comprehensive physical education should progress from introductory movement skills in the primary grades to advanced skills and in-depth study in high school. Programs should be designed to assist students in the development of their physical, mental, designed and effectively implemented program.

We believe

In a structured physical education program providing Kindergarten through Grade 10 and important and integral part of the educational curriculum. In addition, programs should be taught by physical education specialists.

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PHYSICAL EDUCATION POLICES AND PROCEDURES

CURRENT TIME ALLOTMENT PER WEEK

Elementary: K 20 minutes per week

Elementary: 1-6 40 minutes per week

Middle School: 7-8 One Semester

High School: Two Semesters Required

Medical Examination Policy

It is require that a student have physical examination before entering kindergarten, seventh grade and ninth grade. Any pertinent information in regard to the student's performance in physical education classes should be made known to the physical education teacher by the school nurse.

Excuse From Participation

Temporary excuses from participation in regular physical education classes should be granted when the reason for the request is of a medical nature and may be granted by the physical education teacher, school nurse, or student's physician.

Insurance

All students will be given an opportunity to enroll in the school insurance plan offered at the beginning of each school year.

First Aid Policy

Each teacher should be aware of Elkhart Community School's policies and procedures concerning illness, accidents, and bloodspills. This information should be obtained through the school nurse.

Accident Reports

Each teacher should be familiar with the Elkhart Community School's procedures and forms that are used for accident reports. A written report (in duplicate) is required for all accidents in class and/or during extra-curricular activities.

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PHYSICAL EDUCATION POLICES AND PROCEDURES cont.

Facilities and Equipment

All equipment and facilities should be examined regularly for needed adjustment repair. Special care should be given to mats and mat covers, gymnastic apparatus, other hanging and climbing apparatus. Physical education teachers are responsible for the storage and care of all equipment. An up-to-date inventory of the equipment should be kept at all times by elementary physical education teachers and secondary department chairpersons.

Budget and Purchasing

Each physical education teacher should be familiar with the school's procedures for budget and purchasing equipment. This information may be obtained from the principal.

Dress For Physical Education

Each student is encouraged to have a pair of gym shoes for use when participating in activities in the school gym. Some schools may require a physical education uniform.

Grades

Grades should be given in physical education classes in the same manner as they are in other school subjects. The method of determining the grades shall reflect the purposes of the instructional program and the effort and achievement of the individual students.

Evaluation and Testing

Each unit taught should have expected outcomes consistent with the adopted curriculum. Different methods of measuring these outcomes should be used.

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Grade Two

ACADEMIC STANDARD 1: *Demonstrate competency in many movement forms and proficiency in a few movement forms.*

Students are refining fundamental movement skills to a more mature level. By the end of second grade students are able to vary and combine locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull skills. Students demonstrate more advanced forms of movement in their physical activities.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
2.1.1 Demonstrate the ability to perform locomotor (traveling actions) and non-locomotor (movement in place) skills proficiently. <u>Example:</u> Run, walk, and skip to music. When music stops they swing, sway, bend, reach without moving from their spot.	<u>Locomotor/non-locomotor skills:</u> <ul style="list-style-type: none"> Have students travel through general space using specified locomotor movement. When they come to an obstacle, leap over it and continue on. (2.1.1) 	1. Teacher can use a checklist and observe for correct student performance. (2.1.1)	<u>2.1.1</u> 1. Appendix A 2. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 86
2.1.2 Demonstrate the ability to perform stability (balance) skills alone and/or with a partner. <u>Example:</u> Walk across a balance beam suspended 6 inches from the floor, without touching the floor or any other object.	<u>Stability skills:</u> <ul style="list-style-type: none"> Students upon signal will do 3 different body poses holding each for five seconds. (2.1.2) 	1. Teacher can use a checklist and observe for correct student performance. (2.1.2)	<u>2.1.2</u> 1. Teacher generated checklist
2.1.3 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects. <u>Example:</u> Jump a self-twirled rope.	<u>Manipulation of objects:</u> <ul style="list-style-type: none"> Students will jump a self-twirled rope. (2.1.3) 	1. Teacher can use a checklist and observe for correct student performance. (2.1.3)	<u>2.1.3</u> 1. <i>Teaching Children Movement Concepts and Skills</i> , C. Buschner P. 33-34 2. Appendix A
2.1.4 Demonstrate the ability to perform basic rhythmic skills alone and with a partner. <u>Example:</u> Participate in jumping	<u>Rhythmic Skills:</u> <ul style="list-style-type: none"> Student jumps rope that is turned by others. (2.1.4) 	1. Teacher can use a checklist and observe for correct student performance. (2.1.4)	<u>2.1.4</u> 1. Appendix A

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rope turned by others.			
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Grade Two

ACADEMIC STANDARD 2: *Applies movement concepts and principles to the learning and development of motor (movement) skills.*

Students learn and apply basic concepts and associated movement vocabulary linked to mature movement patterns. Students will demonstrate concepts and use feedback related to space, effort, and relationships that vary the quality of movement.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
2.2.1 Identify and use a variety of relationships with objects (e.g. over/under, behind, alongside, through) <u>Example:</u> Participate in a simple obstacle course involving jumping across objects, moving under a bar, stepping through tires, etc.	<u>Spatial skills:</u> <ul style="list-style-type: none"> • Students will go through a teacher made obstacle course. • Each student will have a hula hoop. Teacher will give direction of where to stand in relationship to the hula hoop. (i.e. on the right side, on the left side, etc. (2.2.1) 	1. Teacher developed rubrics to evaluate student performance. (2.2.1)	<u>2.2.1</u> 1. Teacher generated materials. 2. Appendix A
2.2.2 Identify and begin to utilize the techniques that provide for efficient and safe movements. <u>Example:</u> Identify and begin to utilize leg flexion employed to soften the landing of a jump.	<u>Identification of techniques of safe and efficient movements::</u> <ul style="list-style-type: none"> • Teacher will demonstrate the techniques for efficient and safe movement. (2.2.2) 	1. Students can identify pictures showing safe and unsafe movements when shown. (2.2.2)	<u>2.2.2</u>
2.2.3 Identify dimensions/ characteristics of mature locomotor (traveling actions), non-locomotor (movement in place), and manipulative skills (throw, catch, strike, swing, push, pull). <u>Example:</u> Walk, run, jump, balance, bounce, kick, throw, and strike objects during a variety of movements and in games of low organization.	<u>Knowledge of characteristics of mature locomotor/non-locomotor/manipulation skills:</u> (2.2.3)	1. Students can identify from pictures the characteristics of mature skills. (2.2.3)	<u>2.2.3</u> 1. <i>Assessment Strategies In Elementary Physical Education</i> , S. Schiemer, P. 36-63

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Grade Two

<p>2.2.4 Understand and demonstrate strategies for simple games and activities.</p>	<p><u>Understanding the strategy in simple games.:</u></p> <ul style="list-style-type: none"> • Teacher introduces new game and asks students to develop their own strategies. (2.2.4) 	<p>1. Student self-assessment. (2.2.4)</p>	<p><u>2.2.4</u></p> <ol style="list-style-type: none"> 1. Teacher generated materials 2. Appendix A
<p>2.2.5 Integrate and reinforce a variety of educational concepts through games, rhythmic, and fitness activities. Example: Students pair up to form alphabet letters using their bodies, while lying on the floor.</p>	<p><u>Integration of educational concepts:</u></p> <ul style="list-style-type: none"> • Teacher conducts relay races with one race involving the spelling of words. (2.2.5) 	<p>(2.2.5)</p>	<p><u>2.2.5</u></p>

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ACADEMIC STANDARD 3: *Exhibit a physically active lifestyle.*

Students begin to understand not only the physiological benefits of physical activity but the social and psychological benefits as well. Students observe positive attitudes of athletes and others engaged in physical activity, and can discuss their own feelings about leading a physically active lifestyle. Students also begin to see the negative consequences of physical inactivity and can discuss ways to avoid these consequences.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
2.3.1 Participate in moderate to vigorous physical activity during and after school.	<u>Experience to develop students participation:</u> <ul style="list-style-type: none"> • Students will participate in a 3 minute jog/run every class. (2.3.1) 	1. (2.3.1)	<u>2.3.1</u> 1. <i>Teaching for Outcomes In Elementary Physical Education, C. Hopple, P. 75</i>
2.3.2 Experience satisfaction from regular participation during and after school. <u>Example:</u> Choose favorite game or activity when asked by the teacher. (2.3.2)	<u>Experience to develop students participation:</u> <ul style="list-style-type: none"> • Teacher provides the opportunity for student participation in a wide variety of games. (2.3.2) 	1. Students can list their favorite game activity. (2.3.2)	<u>2.3.2</u>
2.3.3 Define and identify activities associated with skill and health-related (healthy lifestyle) physical activity. <u>Example:</u> Students will be able to identify activities that include kicking. (2.3.3)	<u>Experience to develop students participation:</u> <ul style="list-style-type: none"> • Instructor discusses difference between healthy and unhealthy lifestyles. (2.3.3) 	1. Students can identify pictures portraying a healthy lifestyle. (2.3.3)	<u>2.3.3</u> 1. <i>Teaching for Outcomes In Elementary Physical Education, C. Hopple, P. 75</i>

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ACADEMIC STANDARD 4: *Achieves and maintains a health-enhancing level of physical fitness.*

Students begin to progress to vigorous and fun activities for longer periods of time and at higher intensity levels. Students learn about health-related (healthy lifestyle) fitness through observation, experimentation, and practice.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
2.4.1 Achieve and value a reasonable level of health-related (healthy lifestyle) fitness. <u>Example:</u> Run a set distance without stopping in progressively shorter time duration.	<u>Knowledge of components of healthy lifestyles:</u> <ul style="list-style-type: none"> • Teacher-led discussion explaining the components of health-related fitness. <ol style="list-style-type: none"> 1. Reasonable level of health-related fitness. 2. Physical appearance. 3. Intensity. (2.4.1) 	1. Using pictures, students can identify activities contributing to a healthy lifestyle. (2.4.1)	<u>2.4.1</u>
2.4.2 Describe what can happen to the bodies of people who do not exercise and who eat too much.	<u>Knowledge of components of healthy lifestyles:</u> <ul style="list-style-type: none"> • Teacher-led discussion explaining the components of health-related fitness. <ol style="list-style-type: none"> 1. Reasonable level of health-related fitness. 2. Physical appearance. 3. Intensity. (2.4.2) 	1. Using pictures, students can identify activities contributing to a healthy lifestyle. (2.4.2)	<u>2.4.2</u>
2.4.3 Understand the components (parts) of health-related (healthy lifestyle) fitness. <u>Example:</u> Describe the components of health-related fitness as being strong hearts, strong muscles, lean bodies, and good range of motion.	<u>Knowledge of body parts that are affected by exercise</u> <ul style="list-style-type: none"> • When moving or doing exercises share with students or have them explore what muscles are being used. (i.e., sit-ups—abdominal muscles). (1.4.3) 	1. Using pictures, students can identify activities contributing to a healthy lifestyle. (2.4.3)	<u>2.4.3</u>

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ACADEMIC STANDARD 4: *Achieves and maintains a health-enhancing level of physical fitness.*

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Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
2.4.4 Distinguish between high, medium, and low intensity activities for all components of fitness. <u>Example:</u> Identify walking as a low intensity activity, jogging as a medium intensity activity, and sprinting as a high intensity activity for cardiovascular (heart and lung) health.	<u>Knowledge of activities that increase cardiovascular endurance:</u> <ul style="list-style-type: none"> • After a vigorous activity, have students feel their own heart. Discuss why the heart is beating faster. (2.4.4) 	1. Students can identify pictures showing a low/medium /high levels of intensity. (2.4.4)	<u>2.4.4</u>

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ACADEMIC STANDARD 5: Demonstrate responsible personal and social behavior in physical activity settings.

Students continue to learn and apply acceptable behavior which demonstrate an understanding of rules and directions, safety practices, and working cooperatively with others.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
2.5.1 Demonstrate an understanding of rules, regulations, and safety practices. <u>Example:</u> Student demonstrates through participation knowledge of the rules of simple games.	<u>Personal responsibility:</u> <ul style="list-style-type: none"> • Teacher explains rules, safety procedures, and working cooperatively with others during activities. (2.5.1) 	1. Observation by teacher. (2.5.1)	<u>2.5.1</u> 1. <i>Teaching for Outcomes In Elementary Physical Education, C. Hopple, P. 44-45</i>
2.5.2 Work cooperatively with other students; Exhibit individual, partner, small, and large group socialization skills regardless of personal differences. <u>Example:</u> Engage easily in low organization (few rules and low level skills) games requiring cooperative play.	<u>Personal responsibility:</u> <ul style="list-style-type: none"> • Teacher explains rules, safety procedures, and working cooperatively with others during activities. (2.5.2) 	1. Observation by teacher. (2.5.2)	<u>2.5.2</u> 1. <i>Teaching for Outcomes In Elementary Physical Education, C. Hopple, P. 44-45</i>
2.5.3 Follow teacher directives when first directed. <u>Example:</u> Respond to teacher directives, signals, and suggestions.	<u>Personal responsibility:</u> <ul style="list-style-type: none"> • Teacher explains rules, safety procedures, and working cooperatively with others during activities. (2.5.3) 	1. Observation by teacher. (2.5.3)	<u>2.5.3</u> 1. <i>Teaching for Outcomes In Elementary Physical Education, C. Hopple, P. 44-45</i>

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ACADEMIC STANDARD 6: *Demonstrate understanding and respect for differences among people in physical activity settings.*

As students approach the end of the second grade they are practicing etiquette on a daily basis in a variety of school settings. They observe etiquette in physical activities and are able to apply understanding and respect for individual differences when acting in a team environment.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
2.6.1 Demonstrate etiquette and concern toward others. <u>Example:</u> Encourage a lesser skilled player to attempt a skill a second or third time after an unsuccessful attempt.	<u>Sense of respect for others:</u> <ul style="list-style-type: none"> • To provide activities for students to demonstrate etiquette, respect, and cooperation while working with various partners. (2.6.1) 	1. Teacher observation. (2.6.1)	<u>2.6.1</u> 1. <i>Teaching for Outcomes In Elementary Physical Education, C. Hopple, P. 45</i>
2.6.2 Enjoy participation in physical activities with a variety of partners. <u>Example:</u> Demonstrate independent and cooperative participation.	<u>Sense of respect for others:</u> <ul style="list-style-type: none"> • To provide activities for students to demonstrate etiquette, respect, and cooperation while working with various partners. (2.6.2) 	1. Teacher observation. (2.6.2)	<u>2.6.2</u> 1. <i>Teaching for Outcomes In Elementary Physical Education, C. Hopple, P. 45</i>
2.6.3 Demonstrate respect for others who are different from themselves. <u>Example:</u> Display consideration of others without regard to personal differences.	<u>Sense of respect for others:</u> <ul style="list-style-type: none"> • To provide activities for students to demonstrate etiquette, respect, and cooperation while working with various partners. (2.6.3) 	1. Teacher observation. (2.6.3)	<u>2.6.3</u> 1. <i>Teaching for Outcomes In Elementary Physical Education, C. Hopple, P. 45</i>
2.6.4 Display cooperation with others when resolving conflicts. <u>Example:</u> Demonstrate positive sportsmanship, encourage playmates, and do not dispute official calls.	<u>Sense of respect for others:</u> <ul style="list-style-type: none"> • To provide activities for students to demonstrate etiquette, respect, and cooperation while working with various partners. (2.6.4) 	1. Teacher observation. (2.6.4)	<u>2.6.4</u> 1. <i>Teaching for Outcomes In Elementary Physical Education, C. Hopple, P. 45</i>

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ACADEMIC STANDARD 7: *Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.*

Children exhibit positive feelings through the challenge of new activities and participation in old favorites. Students express their joy of participation in physical activities freely and with exuberance. Students will explore variations to learned activities so as to make them new and more stimulating.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
2.7.1 Express feelings about participation in physical activity. <u>Example:</u> Accept the feelings resulting from challenges, successes, and failures in physical activity.	<u>Understanding the benefits physical activity has on the affective domain:</u> <ul style="list-style-type: none"> • Teacher-led discussions about feelings and successes and failures in physical activity. (2.7.1) 	1. Teacher observation of discussion. (2.7.1)	<u>2.7.1</u>
2.7.2 Accept the challenge of participation in new activities. <u>Example:</u> Attempt new activities willingly.	<u>Understanding the benefits physical activity has on the affective domain.</u> <ul style="list-style-type: none"> • Teacher provides new and challenging activities. (2.7.2) 	1. Students vote by show of thumbs up or down as to enjoyment of new activities. (2.7.2)	<u>2.7.2</u>
2.7.3 Engage in and enjoy independent and interactive (with others) physical activity. <u>Example:</u> Choose to practice a new skill alone first and later with a partner.	<u>Understanding the benefits physical activity has on the affective domain:</u> <ul style="list-style-type: none"> • Students are to practice under-hand throw to the wall alone and then with partner. (2.7.3) 	1. Teacher observation. (2.7.3)	<u>2.7.3</u>