

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 Three

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

By third grade, students have developed mature locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull skills). They begin to practice these skills to adapt and refine them to be used in a variety of specific situations.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
3.1.1 Demonstrate movement skills with many variations. <u>Example:</u> Explore variations of throwing a ball (overhand, underhand, sidearm, one hand, two hands).	<u>Demonstrations of variety of movement skills:</u> Students explore variations of throwing a ball (overhand, under hand sidearm, one and two handed combining different movement skills into more complex skills. (3.1.1)	1. (3.1.1)	<u>3.1.1</u>
3.1.2 Combine different movement skills to form more complex skills. <u>Example:</u> Dribble a basketball while traveling at different speeds and changing hands.	<u>Combining different movement skills into more complex skills:</u> Upon teacher request, student will dribble a basketball while traveling at different speeds and changing hands. (3.1.2)	1. Teacher observation. (3.1.2)	<u>3.1.2</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 138
3.1.3 Utilize implements (bat, ball, racquet) combined with motor skills (movement skills) to perform specific skills. <u>Example:</u> Using an appropriate sized bat, strike a ball that is thrown by a partner.	<u>Utilization of implements combined with motor skill:</u> Using a bat, the student will strike a ball thrown by a partner. (3.1.3)	1. Partners use rubric to evaluate each other's skill. (3.1.3)	<u>3.1.3</u> 1. Source unknown

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

Students explore movement concepts that allow them to adapt to changes in their environment. As they gain more motor (movement) control, they begin to adapt their movement forms in order to produce a desired effect.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
3.2.1 Describe various balance forms utilizing base of support concepts. <u>Example:</u> Use two, three and four point balance points to demonstrate most stable bases of support.	<u>Base of support concepts:</u> Have student balance on carpet squares, hula hoop, etc. (3.2.1)	1. Student rubric. (3.2.1)	<u>3.2.1</u> 1. Teacher generated material. 2. Appendix A
3.2.2 Describe motor (movement) skills that involve crossing the mid-line of the body. <u>Example:</u> Identify batting a ball as being a skill that crosses the mid-line.	<u>Skills for crossing the mid-line of the body:</u> Teacher should define crossing the mid-line to the students and give examples. Have students experiment to see how many ways they can cross the midline. (3.2.2)	1. Student written examples. (3.2.2)	<u>3.2.2</u>
3.2.3 Identify the use of various amounts of force to propel (move) objects varying distances. <u>Example:</u> Kick/throw a ball using light force, medium force, and hard force to see what distance the ball achieves at each force level.	<u>Ability to identify use of various forces to propel objects:</u> Teacher provides opportunity for students to kick/throw a ball at various forces and distances. (3.2.3)	1. Teacher-led class discussion. (3.2.3)	<u>3.2.3</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 70.
3.2.4 Explain and demonstrate how force can be increased, when performing a striking movement. <u>Example:</u> Kick a ball with only ankle flexion. Then kick a ball	<u>Understanding of how force can be increased when striking:</u> Students explore differences in force by kicking with and without a follow through.	1. Teacher-led class discussion. (3.2.4)	

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with ankle flexion, knee extension, and hip flexion to produce an increase in force. Striking a ball off a tee with feet in a stationary position. Then strike a ball by stepping.	Teacher will discuss differences with the students. (3.2.4)		
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Grade Three

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

Students are actively involved in activities that produce higher levels of fitness. They are naturally physically active at this age and thrive on activities that provide challenge and opportunities for movement.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
3.3.1 Participate actively in all physical education classes. <u>Example:</u> Enter game situations or movement practice without prompting.	<u>Experiences to develop a student's physically active lifestyle:</u> Teacher-led discussion on the benefits and importance of participation in all P. E. classes. Teacher provides opportunities for successful participation. (3.3.1)	1. Teacher observation. (3.3.1)	<u>3.3.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 168
3.3.2 Report on activities conducted outside of class that provides opportunities to demonstrate a healthy lifestyle. <u>Example:</u> Student can list outside of class opportunities that would demonstrate a healthy lifestyle.	<u>Recording on activities outside of class:</u> Class discussion of student involvement in outside activities. (3.3.2)	1. Teacher-led discussion. (3.3.2)	<u>3.3.2</u>

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

Students identify cause and effect in relationship to health-related (healthy lifestyle) fitness. They list the components (parts) of health related fitness and describe activities that will product a training effect (improvement) on these.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
3.4.1 Participate in self-assessment and formal fitness assessments. <u>Example:</u> Assess self using a general fitness (a fitness test) assessment	<u>Participation in self and formal assessment:</u> Teacher explains and demonstrates each test item. (3.4.1)	1. Fitness test. (3.4.1)	<u>3.4.1</u>
3.4.2 Identify areas of strength and weakness. <u>Example:</u> Utilize a scoring chart to find fitness level based upon age.	<u>Awareness of areas of strength and weakness:</u> Teacher explains scoring charts of fitness standards displayed in gym. (3.4.2)	1. Self-assessment. (3.4.2)	<u>3.4.2</u>
3.4.3 Determine personal goals based upon results of fitness assessments. <u>Example:</u> Recognize the need to do more developmental stretching (stretches that improve range of motion of a joint) activities with the hamstrings (back of thigh) and lower back to improve score on sit and reach (a test for flexibility).	<u>Setting of personal goals from self-assessment:</u> - Teacher-led discussion about goal setting and test interpretation. - Provides opportunity to write personal goals. (3.4.3)	1. Teacher observation. (3.4.3) 2. Teacher reviews written goals. (3.4.3)	<u>3.4.3</u> 1. Teacher generated material. 2. Appendix A
3.4.4 Define the five components (parts) of health-related (healthy lifestyle) fitness. <u>Example:</u> Describe and define cardiovascular (heart and lung) fitness.	<u>Knowledge of five components of fitness:</u> - Teacher-led discussion on the 5 components of fitness. - Teacher gives examples of activities and exercises for each component.	1. Teacher and self-assessment. (3.4.4)	<u>3.4.4</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 97 2. Teacher generated

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	• Student choose to do 1 exercise related to each component daily for specific amount of time. (3.4.4)		material. 3. Appendix A
3.4.5 Demonstrate examples of the five components (parts) of health-related (healthy lifestyle) fitness. <u>Example:</u> Identify and demonstrate an exercise to increase muscular strength (how much) of the upper arms (biceps and triceps).	<u>Knowledge of five components of fitness:</u> • Teacher-led discussion on the 5 components of fitness. • Teacher gives examples of activities and exercises for each component. • Student choose to do 1 exercise related to each component daily for specific amount of time. (3.4.5)	1. Teacher and self-assessment. (3.4.5)	<u>3.4.5</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P. 97 2. Teacher generated material. 3. Appendix A
3.4.6 Participate in activities that enhance health related (healthy lifestyle) fitness on a regular basis. <u>Example:</u> Stretch lower back and hamstrings (muscles on the back of thigh) for 60 seconds per day.	<u>Knowledge of five components of fitness:</u> • Teacher discussion on the 5 components of fitness. • Teacher gives examples of activities and exercises for each component. • Student choose to do 1 exercise related to each component daily for specific amount of time. (3.4.6)	1. Teacher and self-assessment (3.4.6)	<u>3.4.6</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P. 97 2. Teacher generated material. 3. Appendix A

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

Students begin to lose the “me” attitude and become more accepting of others. They can describe rules and policies although they may need frequent reminders. They are very well aware of right and wrong and safe and unsafe practices.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
3.5.1 Demonstrate good sportsmanship in and out of class activities. <u>Example:</u> Accept losses in competition without whining or placing blame.	<u>Good sportsmanship:</u> Teacher-led discussion on elements and examples of good and bad sportsmanship and following rules. (3.5.1)	1. Teacher observation. (3.5.1)	<u>3.5.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 43-45
3.5.2 Recognize and avoid unsafe practices and situation. <u>Example:</u> Adhere to gymnasium rules of conduct.	<u>Use of safe practices:</u> Teacher-led discussion of safe and unsafe practices and situations. (3.5.2)	1. Teacher observation. (3.5.2)	<u>3.5.2</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 43-45
3.5.3 Respect the rights of others. <u>Example:</u> Share equipment during physical activity with those who have not had a turn.	<u>Respect of others:</u> Teacher-led discussion giving examples on respect. (3.5.3)	1. Teacher observation. (3.5.3)	<u>3.5.3</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 43-45

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

Third grade students begin to recognize differences that set people apart. They demonstrate a need to understand these differences and an interest to know more about people who are different from themselves.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
Demonstrate a tolerance for individual difference <u>Example:</u> Choose to participate in an activity with someone of different ability.	<u>Tolerance for individual differences:</u> - Teacher discusses meaning of tolerance and appreciation of differences. - Students give examples of individual differences and how they can learn from each other. (3.6.1)	1. Teacher observation. (3.6.1-3.6.4)	<u>3.6.1</u>
3.6.2 Accept and give constructive (helpful) criticism. <u>Example:</u> Gives verbal assistance to a partner to help them successfully bat a ball.	<u>Ability to give and receive constructive criticism:</u> - Teacher-led discussion of methods of wording helpful criticism. - Teacher and students give examples and role-play. - Teacher would discuss cues for specific skills. (3.6.2)	1. Teacher-led discussion and observation. (3.6.2)	<u>3.6.2</u>
3.6.3 Encourage classmates who demonstrate difficulty with a skill. <u>Example:</u> Shout encouragement to a classmate trying to reach their goal.	<u>Ability to give encouragement to other students having difficulties:</u> Teacher will lead a discussion and students will list ways that they can give help or encouragement to others. Shout encouragement. (3.6.3)	1. Teacher-led discussion. (3.6.3)	<u>3.6.3</u>

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

Students develop a greater attitude towards the importance of health-related fitness. They can describe activities that enhance fitness and which are enjoyable to do with friends. They accept challenges in activities that involve new or recently attained skills.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
3.7.1 Demonstrate feelings through a pattern of locomotor (traveling actions) and non-locomotor (movement in place) movements. <u>Example:</u> Create a dance that shows sadness and happiness.	<u>Ability to express feeling through movement:</u> Students work with a partner or group to create a sequence of non-locomotor and locomotor movements expressing different feeling assigned by the teacher. <u>Example:</u> Group 1 (Fear), Group 2 (Sadness) etc. (3.7.1)	1. Group discussion to see if criteria were met. (3.7.1)	<u>3.7.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 80
3.7.2 Enjoy participation in partner and team physical activities. <u>Example:</u> Move with a partner over an obstacle course, helping each other as needed.	<u>Ability enjoy participation with a partner or group:</u> Teacher will set up the gym with different obstacles. The class is divided in partners. One partner is blindfolded. The other partner has to stand on the side and give cues to his partner in order to complete the course. The partners switch places. (3.7.2)	Group discussion to see what problems were encountered and if everyone enjoyed the challenge. (3.7.2)	<u>3.7.2</u>
3.7.3 Participate in cooperative problem solving activities. <u>Example:</u> Participate in a parachute game of trying to toss a beach ball over the heads of those on the opposite side of the	<u>Ability to work in a group and learn to cooperate in solving a problem.</u> Teacher presents the groups with a problem situation. <u>Example:</u> Stranded on an	(3.7.3)	<u>3.7.3</u>

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parachute.	island and have to move to new island. Students have to cooperate to move their group using only materials provided. (3.7.3)		
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