

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 Five

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

Students are beginning to achieve maturity with most locomotor (traveling actions), non-locomotor (movement in place) and manipulative (throw, catch, strike, swing, push, pull) skills. They begin the process of integrating (putting together) these skills into a variety of developmental levels.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
5.1.1 Demonstrate the ability to integrate locomotor (traveling action), non-locomotor (movement in place), and stability (balance movements in more complex skills). <u>Example:</u> Demonstrate mature motor (movement) patterns in increasingly complex environments (e.g. obstacle courses).	<p><u>Ability to demonstrate locomotor, non-locomotor, and stability movements in more complex skill:</u></p> <ul style="list-style-type: none"> Students with a partner combine 2 locomotor, 2 non-locomotor, and 2 balance movements into sequences and perform for class. (5.1.1) 	1. Teacher observation. (5.1.1)	<p><u>5.1.1</u></p> <p>1. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P. 48</p>
5.1.2 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects with the skills necessary to participate in games and lead-up (preparing for sports) activities. <u>Example:</u> Engage in simple games requiring manipulative skills.	<ul style="list-style-type: none"> Students divide into two teams, each throwing from their half of the gym, and attempting to throw overhand and hit the opponent backboard, scoring a point. (5.1.2) 	1. Teacher observation. (5.1.2)	<p><u>5.1.2</u></p>
5.1.3 Demonstrate the ability to perform more complex rhythmic skills alone and with a partner. <u>Example:</u> Perform rhythmic body movements and communicate ideas and feelings with and without music.	<p><u>Ability to perform more complex rhythmic skills:</u></p> <ul style="list-style-type: none"> Teacher explains and demonstrates basic square dance movements, such as do-si-do, honor your partner, swing your partner, corner, etc. Teacher provides sequence of 	1. Teacher assessment. (5.1.3)	<p><u>5.1.3</u></p> <p>1. <i>Teaching Children Dance</i>, T. Purcell, P. 75-77</p> <p>2. <i>Teaching Children Dance</i>, M. Purcell, P. 49</p>

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	movements and aids student practice. <ul style="list-style-type: none">• Students perform square dance to music. (5.1.3)		
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ACADEMIC STANDARD 2: *Applies movement concepts and principles to the learning and development of motor skills.*

Students begin to demonstrate an understanding of proper movement forms. They self analyze their own skills and that of their classmates and discuss methods for improving performance.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
5.2.1 Identify ways that movement concepts can be used to refine movement skills. <u>Example:</u> Understand that practice improves performance.	<p><u>Ability to understand how movement concepts can help students become more proficient at a skill.</u></p> <ul style="list-style-type: none"> Teacher discusses movement concepts for shooting a basketball (body & hand awareness, level, force, etc.) Students practice a certain number of shots. (5.2.1) 	1. Teacher designed task card or rubric. (5.2.1)	<p><u>5.2.1</u></p> <ol style="list-style-type: none"> Teacher generated material. Appendix A
5.2.2 Describe and demonstrate essential elements of mature movement patterns. <u>Example:</u> Describe the critical (important) elements of an overhand throw.	<p><u>Knowledge of critical elements of basic movement skills.</u></p> <ul style="list-style-type: none"> Teacher demonstrates a skill and the students give the teacher the important elements (cues) of the skill. (Forearm bump; arms, shoulders make a triangle, ball hits arm between wrist and elbow, etc.) Students then work in small groups to write and demonstrate important elements of specific complex skills. (5.2.2) 	1. Student work. (5.2.2)	<p><u>5.2.2</u></p> <ol style="list-style-type: none"> <i>Teaching for Outcomes in Elementary Physical Education, C. Hopple, P. 146-151</i>

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Grade Five

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

Students begin to understand the relationship between lifestyle and health. They describe the benefits of leading a healthy lifestyle. Through observation and analysis, they are able to critique others as they begin to develop an awareness of the physical, social, and emotional importance of physical activity. They choose to participate in activities out of school that are healthy and will produce a desired level of fitness.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
5.3.1 Participate in health enhancing physical activity. <u>Example:</u> Establish physical activity goals.	<u>Teacher introduces several health enhancing physical activities:</u> <ul style="list-style-type: none"> • (5.3.1) 	1. Student work. (5.3.1)	<u>5.3.1</u>
5.3.2 Recognize the positive emotional effects of participation in leisure time physical activity. <u>Example:</u> List the possible emotional responses one feels after being physically active in an activity that is enjoyable.	<u>Positive emotional effects of participation:</u> <ul style="list-style-type: none"> • Teacher-led discussion on benefits and importance of participation in physical education class. • Teacher provides opportunities for successful participation. (5.3.2) 	1. Student work. (5.3.2)	<u>5.3.2</u>

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Grade Five

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

As their fitness levels improve, students participate in moderate to vigorous activity for longer periods of time. They are able to describe how levels of fitness are achieved and identify what their age appropriate physical fitness goals should be. They participate in group and self-assessment activities.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
5.4.1 Achieve a responsible level in all components of health-related (healthy lifestyle) fitness. <u>Example:</u> Using a pre-test and post-test, demonstrate how to set personal fitness goals.	<u>Knowledge and achievement of an appropriate level of physical fitness per standardized test:</u> <ul style="list-style-type: none"> • Explain test items to students and provide items to practice. (5.4.1) 	1. Fitness test. (5.4.1)	<u>5.4.1</u>
5.4.2 Demonstrate age appropriate muscular strength (how much) and muscular endurance (how many times). <u>Example:</u> Participate in a calisthenics (exercises designed to improve muscle tone) circuit.	<u>Knowledge and achievement of an appropriate level of physical fitness per standardized test:</u> <ul style="list-style-type: none"> • Explain test items to students and provide items to practice. (5.4.2) 	1. Fitness test. (5.4.2)	<u>5.4.2</u>
5.4.3 Demonstrate age appropriate cardiovascular (heart and lung) endurance. <u>Example:</u> Participate in the one-mile run for time.	Knowledge and achievement of an appropriate level of physical fitness per standardized test: <ul style="list-style-type: none"> • Explain test items to students and provide items to practice. (5.4.3) 	1. Fitness test. (5.4.3)	<u>5.4.3</u>
5.4.4 Demonstrate age appropriate flexibility. <u>Example:</u> Participate in developmental stretching (stretches that improve the range of motion of a joint) exercises as a pre-activity warm-up.	Knowledge and achievement of an appropriate level of physical fitness per standardized test: <ul style="list-style-type: none"> • Explain test items to students and provide items to practice. (5.4.4) 	1. Fitness test. (5.4.4)	<u>5.4.4</u>

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<p>5.4.5 Demonstrate age appropriate body composition (the relationship between body fat and lean muscle mass). <u>Example</u>: Describe how excessive intake of calories or lack of exercise can lead to obesity.</p>	<p>Knowledge and achievement of an appropriate level of physical fitness per standardized test:</p> <ul style="list-style-type: none"> • Explain test items to students and provide items to practice. (5.4.5) 	<p>1. Student generated list (work). (5.4.5)</p>	<p><u>5.4.5</u></p>

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

Students begin to show competence for working independently and co-operatively, in pairs and small groups as they observe, explore and apply the principles of physical activity in both the gymnasium and in out of school activities. They demonstrate an evolving appreciation for positive class conduct in accordance with rules and policies. Their ability to solve problems increases with their understanding.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
5.5.1 Exhibit independence and ability to succeed in groups. <u>Example:</u> Participate in cooperative and challenge activities.	<u>Ability to work independently and in groups:</u> <u>Good Sportsmanship:</u> <ul style="list-style-type: none"> • Teacher-led discussion on elements and examples of good and bad sportsmanship and following rules. (5.5.1) 	1. Teacher observation. (5.5.1)	<u>5.5.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 43-45
5.5.2 Perform activities safely and follows class rules of conduct. <u>Example:</u> Describe appropriate conduct including ethical and unethical behavior.	<u>Use of safe practices:</u> <ul style="list-style-type: none"> • Teacher-led discussion of safe and unsafe practices and situations. 	1. Teacher observation. (5.5.2)	<u>5.5.2</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 43-45
5.5.3 Distinguish between compliance and noncompliance with game rules and fair play. <u>Example:</u> Describe positive sportsmanship.	<u>Use of respect:</u> <ul style="list-style-type: none"> • Teacher-led discussion giving examples of respect. 	1. Teacher observation. (5.5.2)	<u>5.5.3</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.*

Students begin to analyze the differences in individuals and develop an appreciation for these differences. They observe, critique, and assist classmates to improve skill levels where needed. They seek out the company of many different people through physical activity, and begin to apply conflict management skills when needed during these physical activities.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
5.6.1 Demonstrate positive attitude toward self and others through physical activity. <u>Example:</u> Demonstrate an admiration for high skill levels in others by offering congratulations when appropriate.	<u>Positive attitude toward self and others:</u> <ul style="list-style-type: none"> • Discuss experience in and outside of class. <ul style="list-style-type: none"> ...Ways to pick partners without arguing. ...Playing cooperatively with others. (5.6.1) 	1. Teacher observation. (5.6.1)	<u>5.6.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 45
5.6.2 Enjoy participation alone and with others. <u>Example:</u> Demonstrate self-motivated movement.	<u>Willingness to participate in new and enjoyable activities:</u> <ul style="list-style-type: none"> • Teacher will provide opportunities for participation in new and challenging activities. (cross country skiing, roller-blading, rock climbing, etc. (5.6.2) 	1. Teacher made reflective stems. (5.6.2)	<u>5.6.2</u> 1. <i>Professional and Student Portfolios for Physical Education</i> , V. Melograno, P. 101 2. Appendix A
5.6.3 Choose playmates without regard to personal differences. <u>Example:</u> Demonstrate acceptance of other's limitations through verbal and nonverbal behavior.	<u>Tolerance for individual differences:</u> <ul style="list-style-type: none"> • Teacher discusses meaning of tolerance and appreciation of differences. • Students give examples of individual differences and how they can learn from each other. (5.6.3) 	1. Teacher observation. (5.6.3)	<u>5.6.3</u>

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5.6.4 Resolve conflict in socially accepted ways. <u>Example</u> : Demonstrate positive sportsmanship.	(5.6.4)	(5.6.4)	<u>5.6.4</u>
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ACADEMIC STANDARD 7: *Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.*

Students begin to better identify those activities they enjoy and those in which they have greater skill or less skill. They articulate why they like or dislike certain activities. They identify those classmates with whom they prefer playing or engaging in physical activity. They participate in more challenging activities without showing intimidation.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
5.7.1 Exhibit positive feeling about participation in physical activity. <u>Example:</u> Celebrates individual and group accomplishments.	<u>Willingness to participate in new and enjoyable activities:</u> <ul style="list-style-type: none"> • Teacher will provide opportunities for participation in new and challenging activities.(cross country skiing, roller-blading, rock climbing, etc.) (5.7.1) 	1. Teacher made reflective stems. (5.7.1)	<u>5.7.1</u> 1. <i>Professional and Student Portfolios for Physical Education, V.</i> Melograno, P. 101 2. See Appendix A
5.7.2 Engage in the challenge of new activities. <u>Example:</u> Receptive to new games, sports, and rhythm activities.	<u>Willingness to participate in new and enjoyable activities:</u> <ul style="list-style-type: none"> • Teacher will provide opportunities for participation in new and challenging activities. (cross country skiing, roller-blading, rock climbing, etc.) (5.7.2) 	1. Teacher made reflective stems. (5.7.2)	<u>5.7.2</u> 1. <i>Professional and Student Portfolios for Physical Education, V.</i> Melograno, P. 101
5.7.3 Engage in and enjoys independent and interactive physical activity. <u>Example:</u> Incorporate physical skills during leisure time activities.	<u>Experiences to develop students participation in activities that provide enjoyment and self-expression.</u> <ul style="list-style-type: none"> • Discuss sports and activities that students can do with others. Encourage them to participate once a week. • Write about their experiences. 	1. Student work (turned in voluntarily). (5.7.3)	<u>5.7.3</u>

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	(5.7.3)		
5.7.4 Use physical activity as a means of self-expression. <u>Example</u> : Compose a dance that tells a story from a book they read in language arts class.	<p><u>Experiences to develop students participation in activities that provide enjoyment and self-expression.</u></p> <ul style="list-style-type: none"> • Discuss sports and activities that students can do with others. Encourage them to participate once a week. • Write about their experiences. (5.7.4) 	1. Student work (turned in voluntarily). (5.7.4)	<u>5.7.4</u>