

Elkhart Community Schools  
**Physical Education**  
**CURRICULUM GUIDE**

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## Physical Education Curriculum Guide

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## Physical Education Curriculum Guide

### **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

## Physical Education Curriculum Guide

### **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 Six

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

*Six grade students have mastered the basic fundamental movement skills for locomotion (traveling actions, non-locomotion (movement in place), and manipulative (throw, catch, strike, swing, push, pull) activities. Movement forms become more complex and are combined to be used in more specific game and performance situations. Students participate, primarily, in more modified and unstructured games and use the basic motor (movement) skills in these activities while they are developing the more complex skills necessary for sports participation.*

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
6.1.1. Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. <u>Example:</u> Dribble a basketball around stationary objects using both right and left hands.	<u>Ability to demonstrate mature forms in locomotor, non-locomotor, and manipulative skills:</u> <ul style="list-style-type: none"> <li>Have students practice throwing Frisbees back and forth with a partner. (6.1.1)</li> </ul>	(6.1.1)	<u>6.1.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 48
6.1.2 Demonstrate basic competency in more complex motor (movement) skills related to specific sports activities. <u>Example:</u> Develop a 60 second dance program using combinations of locomotor (traveling actions) and non-locomotor (movement in place) skills with changes of direction, pace, and level.	<u>Ability to demonstrate locomotor, non-locomotor, and stability movements in more complex skill:</u> <ul style="list-style-type: none"> <li>Students with a partner combine 2 locomotor, 2 non-locomotor and 2 balance movements into sequences and perform for class. (6.1.2)</li> </ul>	1. Teacher observation. (6.1.2)	<u>6.1.2</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 48

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### Grade Six

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

*The student begins to apply concepts of conditioning and practice to improve movement skills and to build greater levels of fitness. Movement skills are now more reactive than planned. Students use internal and external stimuli to guide their movement patterns.*

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
6.2.1 Identify basic concepts that apply to the movement and sports skills being practiced. <u>Example:</u> Throw a softball different distances using varied trajectories (angles) and amounts of force.	<u>Ability to identify basic concepts that apply to the movement and sports skills:</u> <ul style="list-style-type: none"> <li>• Set carpet squares in various locations and have students shoot toward wall targets from each one. Discuss how distance affects how they must shoot the ball. (6.2.1)</li> </ul>	1. Teacher observation of student responses. (6.2.1)	<u>6.2.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 123
6.2.2 Explain how practicing movement skills improves performance. <u>Example:</u> Maintain a log of practice attempts for throwing a softball at a target, comparing differences in successful throws from first attempts to last attempts.	<u>Knowledge of how practicing improves performance:</u> <ul style="list-style-type: none"> <li>• Use a 1pre-test and post-test rubric for a specific skill to see improvement. (6.2.2)</li> </ul>	1. Pre-post and post-test rubrics. (6.2.2)	<u>6.2.2</u> 1. Teacher generated material. 2. Appendix A.
6.2.3 Describe basic strategies for offense and defense in simple lead-up games. <u>Example:</u> Guard another player who is dribbling a basketball, attempting to prevent a pass or shot.	<u>Knowledge of offense and defense:</u> <ul style="list-style-type: none"> <li>• Discuss with students how, in certain net and volley games (volleyball, tennis), the objective is to hit where one’s partner is not, rather to where they are.</li> <li>• Also, discuss the defensive strategies of being ready to move at all times and covering</li> </ul>	1. Have students discuss what strategies work and what strategies did not work. 2. Teacher observation of student responses. (6.2.3)	<u>6.2.3</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 57



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	the area between partners. (6.2.3)		
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### Grade Six

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

*Students develop greater interests in doing out of school activities that can lead to a healthier lifestyle. They explore and identify activities they enjoy and which are within their competency levels. They utilize this information when choosing movement activities.*

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
6.3.1 Identify activities that, when done regularly, can contribute to an active lifestyle. <u>Example:</u> List activities that can increase (cardiovascular (heart and lung) endurance.	<p><u>Experiences to develop students' active lifestyles:</u></p> <ul style="list-style-type: none"> <li>Ask questions to facilitate discussion and review, such as these: (a) What is the only way you can become physically fit? (b) What are some ways people, especially on TV, try to make you think you can become physically fit, ways that really don't work? (6.3.1)</li> </ul>	1. Group worksheet of activities brainstorming. (6.3.1)	<p><u>6.3.1</u></p> <p>1. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P.166</p>
6.3.2 Participate in activities, outside of school, that are health enhancing and can be continued throughout a lifetime. <u>Example:</u> Student can list outside of class opportunities that are health enhancing and can be continued throughout a lifetime.	<p>Knowledge of health-enhancing activities:</p> <ul style="list-style-type: none"> <li>Have students keep a log of their activities for 2 weeks. What do they do each day to be active? After two weeks reflect on activities they think are health enhancing. What can they do to be more active? (6.3.2)</li> </ul>	1. Student logs. (6.3.2)	<p><u>6.3.2</u></p> <p>1. Teacher generated material. 2. Appendix A.</p>
6.3.3 Describe the elements of a healthy lifestyle. <u>Example:</u> List the benefits of leading an active life.	<p>Knowledge of healthy lifestyle:</p> <ul style="list-style-type: none"> <li>Discuss how fitness is just one part of overall wellness, and how being fit helps people feel better about themselves and, consequently their overall</li> </ul>	1. Student brainstorming sheets. (6.3.3)	<p><u>6.3.3</u></p> <p>1. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P. 204</p>

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	<p>wellness.</p> <ul style="list-style-type: none"><li>• Ask students to brainstorm and list on paper different things that help them to be “well” not just fit. (6.3.3)</li></ul>		
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### Grade Six

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

*Students begin to comprehend the relationship between activity and physical fitness. They explore various activities and rate them on their potential to increase health-related (healthy lifestyle) fitness levels. They assess their individual levels of health-related fitness and use the results to develop their fitness goals.*

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
6.4.1 Describe and monitor (keep a record of) intensity of exercise. <u>Example:</u> Record heart rate after participation in a physical activity.	<u>Understanding of intensity of exercise:</u> <ul style="list-style-type: none"> <li>• Use a jump rope worksheet to measure intensity. (i.e. heartbeat – usual pace, quickly racing, wobbly legs)</li> <li>• (P. 119. <i>Assessment Strategies for Physical Education</i>) (6.4.1)</li> </ul>	1. Worksheet. (6.4.1)	<u>6.4.1</u> 1. <i>Assessment Strategies for Physical Education</i> , S. Schiemer P. 119 2. Appendix A
6.4.2 Develop individual goals for each of the health-related (healthy lifestyle) fitness components. <u>Example:</u> Set a goal to successfully perform 10 pull-ups before Thanksgiving.	<u>Ability to develop individual goals for each fitness component:</u> <ul style="list-style-type: none"> <li>• Pre-test of fitness test.</li> <li>• Give tests to students and talk about each component related to standards. Have students write goals for each component they did not achieve. (i.e. <i>Teaching Children Fitness in Elementary Physical Education</i>, T. Ratliffe, L. Ratliffe, P. 108) (6.4.2)</li> </ul>	1. Goal sheets. (P 107-108. <i>Teaching Children Fitness in Elementary Physical Education</i> , T. Ratliffe, L. Ratliffe, P. 107-108, (6.4.2)	<u>6.4.2</u> 1. <i>Teaching Children Fitness in Elementary Physical Education</i> , T. Ratliffe, L. Ratliffe, P. 107
6.4.3 Assess individual fitness levels in each of the health-related (healthy lifestyle) fitness components (parts) in relation to age.	<u>Understanding of fitness assessments:</u> <ul style="list-style-type: none"> <li>• Discuss with students why we are testing fitness and explain</li> </ul>	1. Fitness test results. (6.4.3)	

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<p><u>Example:</u> Participate in a fitness assessment (a fitness test).</p>	<p>how each component is evaluated, and what will be done with the results. (6.4.3)</p>		
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**ACADEMIC STANDARD 5: *Demonstrate responsible personal and social behavior in physical activity settings.***

*Sixth grade students demonstrate cooperative skills in group activities. They identify examples where teamwork is critical to success. They participate in activities without being reminded to follow safety practices and rules. They are capable of establishing rules for safety and class procedures.*

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
6.5.1 Participate in cooperative activities in both a leadership and a follower role. <u>Example:</u> Choose partners for a cooperative activity who they feel can work efficiently and successfully together to reach a group goal.	<u>Ability to use leadership and follower roles in cooperative activities:</u> <ul style="list-style-type: none"> <li>• Using cooperative activities, give each student in the group a job of: lead, encourager, timekeeper, recorder, etc.</li> <li>• At the end of the activity students fill out a self-evaluation of their role in their group. (6.5.1)</li> </ul>	1. Student evaluated rubric. (6.5.1)	<u>6.5.1</u> 1. <i>Assessment Strategies for Elementary Physical Education</i> , S. Schiemer, P. 109.
6.5.2 Acknowledge and apply rules to game situations to ensure personal and group safety. <u>Example:</u> Refrain from using equipment until instructed to do so by the teacher.	<u>Ability to apply rules to game situations to ensure personal and group safety:</u> <ul style="list-style-type: none"> <li>• Instructor discusses with students the importance of safety and playing by the rules. Students can give examples of proper ways to apply rules and improper ways to apply rules. (6.5.2)</li> </ul>	1. Student responses to teacher-led discussion. (6.5.2)	<u>6.5.2</u>

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

*Students analyze and compare the contributions of different cultures in the development of sports activities popular today. They begin to develop a greater tolerance of individuals who are different and willingly display inclusionary behavior in most activities.*

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
6.6.1 Analyze, describe, and participate in simple forms of dances and games of various cultures from around the world. <u>Example:</u> Participate in a game from another country.	<u>Exposure to dances and games from various cultures around the world:</u> <ul style="list-style-type: none"> <li>• Invite someone from the community to talk with your students about the games, sports, dances that are popular in his or her native country and even participate with your students in one of these activities. (6.6.1)</li> </ul>	(6.6.1)	<u>6.6.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education, C. Hopple, P. 42</i>
6.6.2 Display an appreciation of the accomplishments of both greater and less skilled individuals in group or team activities. <u>Example:</u> Participate in a follow-up discussion after a cooperative game, noting the positive contributions of each group member.	<u>Appreciation of the accomplishments of both greater and less skilled individuals:</u> <ul style="list-style-type: none"> <li>• Discuss with students how everyone can do something well. Give each student a piece of paper and a pencil. Have each one write his/her name on one side. And fold in half. Put all into a box. Each student takes out one name and writes something good about the person. Then return paper to box and pick a new name. Give all papers back to owners and let them read one out loud. (6.6.2)</li> </ul>	1. Teacher observation. (6.6.2)	<u>6.6.2</u>

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### Grade Six

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

*Students begin to seek the company of groups, and express enjoyment for participation physical activities with their friends. They place value on the acquisition to high levels of skills, and respect and admire those who possess these skills. As their self-esteem and physical skill levels increase, students seek outlets that provide excitement, challenge, and competition.*

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
6.7.1 Recognize and participate in physical activities as an opportunity to socialize with friends and family. <u>Example:</u> Introduce physical activities that are available outside of class.	<u>Understanding that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction:</u> <ul style="list-style-type: none"> <li>• Discuss sports and activities that are fun for students to do with a friend or family member. Encourage students to try one of these activities at least once a week. If they do, have them write it down or draw it. Spotlight one or two examples in school newsletter. (6.7.1)</li> </ul>	1. Student work (turned in voluntarily). (6.7.1)	<u>6.7.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education, C. Hopple, P. 42</i> 2. Teacher generated material. 3. Appendix A.
6.7.2 Participate in challenging activities requiring the utilization of newly acquired skills. <u>Example:</u> Encourage participation in activities that require newly acquired skills.	<u>Understanding that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction:</u> <ul style="list-style-type: none"> <li>• Discuss sports and activities that that are fun for students to do with a friend or family member. Encourage students to try one of these activities at least once a week. If they do, have them write it down or draw it. Spotlight one or two</li> </ul>	1. Student work (turned in voluntarily). (6.7.2)	<u>6.7.2</u> 1. <i>Teaching for Outcomes in Elementary Physical Education, C. Hopple, P. 42</i> 2. Teacher generated material. 3. Appendix A



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	examples in school newsletter. (6.7.1)		
6.7.3 Identify the social, emotional and physical benefits of participation physical activities. <u>Example</u> : Write a theme about how it feels to successfully master a new physical skill.	<p><u>Understanding that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction</u>:</p> <ul style="list-style-type: none"> <li>• Discuss sports and activities that that are fun for students to do with a friend or family member. Encourage students to try one of these activities at least once a week. If they do, have them write it down or draw it. Spotlight one or two examples in school newsletter. (6.7.3)</li> </ul>	1. Student work (turned in voluntarily). (6.7.3)	<p><u>6.7.3</u></p> <ol style="list-style-type: none"> <li>1. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P. 42</li> <li>2. Teacher generated material.</li> <li>3. Appendix A</li> </ol>