

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

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.

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.

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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Kindergarten

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

Students begin to develop fundamental movements and basic body management competence. They observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
K.1.1 Perform locomotor (traveling actions) and non-locomotor (movement in place) skills at a beginning level. <u>Example:</u> Walk, run, hop, jump, skip, leap, gallop, slide, swing, sway, bend, stretch, and twist with variation in speed, direction, force, shape, and level in general and personal space.	<u>Locomotor/non-locomotor skills:</u> <ul style="list-style-type: none"> • Teacher will demonstrate and students will practice locomotor and non-locomotor skills. • Have students travel to music using locomotor movement you call out. When the music stops, the student performs a non-locomotor movement. (K.1.1) 	1. Teacher can use a checklist and observe for correct student performance. (K.1.1}	<u>K.1.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 86 2. Teacher generated checklist 3. Appendix A
K.1.2 Perform stability (balance) skills alone and/or with a partner. <u>Example:</u> Transfer weight to perform rocking, rolling, flight, and high-step actions. Balance on beam or perform simple stunts and tumbling skills like the stork stand or log roll.	<u>Stability skill:</u> <ul style="list-style-type: none"> • Students practice rolling “like a log” on a mat. • Students are asked to perform various simple balances (one foot, one foot and two hands, two feet and one hand) on their carpet square. (K.1.2) 	1. Observe students to see if they can hold the balance without falling. (K.1.2)	<u>K.1.2</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 113
K.1.3 Manipulate objects (throw, catch, strike, swing, push, pull) at a level. <u>Example:</u> Throw an object with an overhand/underhand motion. Jumps rope.	<u>Manipulation of objects:</u> <ul style="list-style-type: none"> • Have students use two hands to bounce and catch a playground ball. • Demonstrate the difference between overhand/underhand throw. Students will practice 	1. Have students look at a picture of person’s throwing overhand/underhand, and have the student circle the person throwing overhand. (K.1.3)	<u>K.1.3</u> 1. <i>Teaching Children Movement Concepts and Skills</i> , C. Buschner Page 33-34. 2. Appendix A

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	throwing overhand/underhand to a target on the wall. (K.1.3)		
K.1.4 Perform basic rhythmic skills alone and with a partner. <u>Example:</u> Perform exercises or simple dances to music or to teacher/student produced rhythmical sounds.	<p><u>Basic Rhythmic Skills:</u></p> <ul style="list-style-type: none"> To counts of 8, students march and clap to the beat of the drum, or 2/4 music. (K.1.4) 	1. Teacher Observation. (K.1.4)	<p><u>K.1.4</u></p> <p>1. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P. 86</p>

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Kindergarten

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

Students develop movement vocabulary and use terminology accurately. Students apply movement concepts to motor skills by responding appropriately to direction (front/back, side/side, left/right, high/low), personal and general space, effort and force (hard/soft), and speed and flow (fast/slow).

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
<p>K.2.1 Identify and uses a variety of relationships with objects. <u>Example:</u> Move over/under, behind, alongside, through, etc. as directed.</p>	<p><u>Relationships with objects:</u></p> <ul style="list-style-type: none"> • Each child should have a hula-hoop. Teacher will direct students to lie inside a hoop, make a wide shape inside of a hoop. Stand behind the hoop. Find a way to move around your hoop, etc. • Make an obstacle course in which students jump over low hurdles, crawl under and through items, etc. (K.2.1) 	<p>1. Observe for child’s understanding by response to directions. (K.2.1)</p>	<p><u>K.2.1</u></p> <p>1. <i>Teaching Children Movement Concepts and Skills</i>, C. Bushner, P. 83</p> <p>2. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P. 77.</p>
<p>K.2.2 Identify concepts used in specific movement situations. <u>Example:</u> When moving, students can maintain personal space by responding appropriately with direction and speed.</p>	<p><u>Identification of Concepts:</u></p> <ul style="list-style-type: none"> • The students travel to music and have students stop when the music stops. They check to see how close they are to other people. • From their hoops, students throw a yarn ball to general space (where nobody is). space (“where nobody is”) K.2.2 	<p>1. Observe students to see if they touch anyone or any thing (maintaining self-space). (K.2.2)</p>	<p><u>K.2.2</u></p> <p>1. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P. 62.</p>

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Kindergarten

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

Students develop movement vocabulary and use terminology accurately. Students apply movement concepts to motor skills by responding appropriately to direction (front/back, side/side, left/right, high/low), personal and general space, effort and force (hard/soft), and speed and flow (fast/slow).

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
<p>K.2.3 Identify and demonstrate characteristics of developmentally appropriate locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. <u>Example:</u> Students can differentiate between correct and incorrect characteristics of a skill.</p>	<p><u>Ability to identify and demonstrate characteristics of locomotor, non-locomotor, and manipulative skills:</u></p> <ul style="list-style-type: none"> Instructor will demonstrate a skill and students will identify characteristics (cues) of the skill. If performed incorrectly, student could demonstrate the correct characteristics. (K.2.3) 	<p>1. Give students a picture of a person performing a skill. Circle the correct performance. (K.2.3)</p>	<p><u>K.2.3</u></p> <ol style="list-style-type: none"> <i>Assessment Strategies for Elementary Physical Education</i>, S. Schiemer, P. 129 Appendix A

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Kindergarten

ACADEMIC STANDARD 3: Exhibits a physically active lifestyle.

Students maintain an active level of participation in physical education class and in activities outside of class.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
<p>K.3.1 Participate in moderate to vigorous physical activity during and after school. <u>Example:</u> Participate fully in physical education class activities and are encouraged to participate in unstructured play with friends, family, or through organized movement experiences for young children.</p>	<p><u>Exhibit a physically active lifestyle:</u></p> <ul style="list-style-type: none"> Instructor will define what active means and what inactive means. Have the students tell you what active things they have done, and what inactive things they have done. (K.3.1) 	<p>1. Students bring pictures of person being active and inactive. If the teacher wishes, the class could make a bulletin board, etc. Have students draw a self-picture of being active. (K.3.1)</p>	<p><u>K.3.1</u> 1. <i>Teaching Children Fitness</i>, T. Ratliffe, L. Ratliffe, P. 54</p>
<p>K.3.2 Experience satisfaction from regular participation in activity during and after school. <u>Example:</u> Choose to play favorite games often or attempts new activities willingly.</p>	<p><u>Exhibit a physically active lifestyle:</u></p> <ul style="list-style-type: none"> Instructor will define what active means and what inactive means. Have the students tell you what active things they have done, and what inactive things they have done. (K.3.1) 	<p>1. Students bring pictures of person being active and inactive. If the teacher wishes, the class could make a bulletin board, etc. Have students draw a self-picture of being active. (K.3.2)</p>	<p><u>K.3.2</u> 1. <i>Teaching Children Fitness</i>, T. Ratliffe, L. Ratliffe, P. 54.</p>

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

Students progress from vigorous and fun activity for short periods of time to longer periods of time as they begin to achieve and maintain a health enhancing level of physical fitness.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
K.4.1 Set goals for an age appropriate level of health-related fitness (healthy lifestyle). <u>Example:</u> Students determine that one of his/her fitness goals is to be able to run 5 laps around the gymnasium without walking	<u>Ability to set goals:</u> <ul style="list-style-type: none"> • Instructor will lead a discussion on what a goal is, and an example. (K.4.1) 	1. Ask students what their goals are and see if they meet their goal. (K.4.1)	<u>K.4.1</u>

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

Students behave appropriately, follow rules and directions, practice safety, and work cooperatively with others.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
K.5.1 Demonstrate an understanding of rules, regulations, and safety practices. <u>Example:</u> Students follow and are able to verbalize rules in physical education class. Use appropriate safety equipment and follow safe practices in class. Participate in activities without intentionally colliding into other students or objects.	<u>Understanding of rules, regulations and safety practices:</u> <ul style="list-style-type: none"> • For “self space” have students pretend that there is a bubble around them (their self space), and that they must stay in their own bubbles while they line up, not breaking anyone else’s bubble. (K.5.1) 	1. Observe students to see if they line up without touching others. (K.5.1)	<u>K.5.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 45
K.5.2 Work cooperatively with other students regardless of personal differences. <u>Example:</u> Respond to teacher’s signals or verbal instructions.	<u>Working cooperatively with others:</u> <ul style="list-style-type: none"> • Discuss concepts of cooperation; use activities such as the parachute, to help demonstrate how everyone must work together. (K.5.2) 	1. Observe students to see if they work cooperatively. (K.5.2)	<u>K.5.2</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C Hopple, P. 46
K.5.3 Follow simple directions when first directed. <u>Example:</u> Respond to teacher’s signals or verbal instructions.	<u>Response to teacher’s signals and directions:</u> <ul style="list-style-type: none"> • Practice and discuss signals for stop, go, quiet, etc. (K.5.3) 	1. Observe students to see if they follow signals. (K.5.3)	<u>K.5.3</u>
K.5.4 Follow the rules for simple games and activities. <u>Example:</u> When playing a simple game, the child follows the rules and participates successfully with the group.	<u>Follow rules for simple games:</u> <ul style="list-style-type: none"> • Discuss the reasons for rules • when playing games. (K.5.4) 	1. Observe students to see if they follow the rules of the games. (K.5.4)	<u>K.5.4</u> 1. <i>Teaching Children Games</i> , D. Belka. P. 10.

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Kindergarten

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

Students use positive interpersonal skills such as cooperation, sharing, and courtesy.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
K.6.1 Demonstrate positive attitudes toward self and others through physical activity. <u>Example:</u> Play cooperatively with others.	<u>Respect for others:</u> <ul style="list-style-type: none"> • Discuss experiences in and outside of class. <ol style="list-style-type: none"> 1) Ways to pick partners without arguing. 2) Playing cooperatively with others. (K.6.1) 	1. Teacher observation. (K.6.1)	<u>K.6.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C Hopple, P. 45
K.6.2 Enjoy participation alone and with others. <u>Example:</u> Play without interfering with others.	<u>Respect for others:</u> <ul style="list-style-type: none"> • Discuss experiences in and outside of class. <ol style="list-style-type: none"> 1) Ways to pick partners without arguing. 2) Playing cooperatively with others. (K.6.2) 	1. Teacher observation. (K.6.2)	<u>K.6.2</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 45
K.6.3 Treat playmates with respect. <u>Example:</u> Choose a variety of partners without arguing. Offer support and or assistance to classmates.	<u>Respect for others:</u> <ul style="list-style-type: none"> • Discuss experiences in and outside of class. <ol style="list-style-type: none"> 1) Ways to pick partners without arguing. 2) Playing cooperatively with others. (K.6.3) 	1. Teacher observation. (K.6.3)	<u>K.6.3</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 45
K.6.4 Resolve conflicts in socially accepted ways. <u>Example:</u> Students are able to decide who goes first during play. Recognize appropriate penalties for rules infractions.	<u>Respect for others:</u> <ul style="list-style-type: none"> • Discuss experiences in and outside of class. <ol style="list-style-type: none"> 1) Ways to pick partners without arguing. 2) Playing cooperatively with others. (K.6.4) 	1. Teacher observation. (K.6.4)	<u>K.6.4</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, Page 45

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

Students seek out and enjoy challenging new activities and participate in favorite games.

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
K.7.1 Exhibit self-confidence and enjoyment when participating in movement experiences. <u>Example:</u> Attempt new activities after being introduced to the activities.	<u>Self-confidence:</u> <ul style="list-style-type: none"> Introduce new activity, then ask students to share positive and negative feelings about participation. (K.7.1) 	1. Have students draw a smiley face if they enjoy the activity or sad face if they did not enjoy the activity. (K.7.1)	<u>K.7.1</u> 1. <i>Assessment Strategies for Elementary Physical Education</i> , S. Schiemer, P. 128 2. <u>Appendix A</u>
K.7.2 Express feelings about participation in physical activity when asked. <u>Example:</u> Share positive and negative feelings about participation.	<u>Self-confidence:</u> <ul style="list-style-type: none"> Introduce new activity, then ask students to share positive and negative feelings about participation. (K.7.2) 	1. Have students draw a smiley face if they enjoy the activity or sad face if they did not enjoy the activity. (K.7.2)	<u>K.7.21</u> 1. <i>Assessment Strategies for Elementary Physical Education</i> , S. Schiemer, P. 128 2. <u>Appendix A</u>
K.7.3 Attempt new skills and demonstrate a determination to develop skills through repetitive practice. <u>Example:</u> Participate willingly in skill drills involving repetitive movements.	<u>Determination to develop skills:</u> <ul style="list-style-type: none"> Introduce a new skill and allow time for students to practice to develop skill. (K.7.3) 	1. Observe students practicing and use self-evaluated rubric for determination. (K.7.3)	<u>K.7.3</u> 1. <i>Assessment Strategies for Elementary Physical Education</i> , S. Schiemer, P. 128 2. <u>Appendix A</u>