Physical Education/Health Curriculum

Grades K-5

Health / Physical Education Curriculum History
Board of Education Approved Curriculum, 1995
Curriculum Revised, 1997
Board of Education Approved Revised Curriculum, April 1998
Review & Revision of CCO's and Integration into
Health/Physical Education, 2000
Revision of Health CCO’s Adopted by Board of Education,
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Presented to CAC, February 2007
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Beliefs

Rockwood School District

■ **Education** provides the opportunity for each student to achieve his or her potential.

■ **Students** have the responsibility to be active participants in their learning.

■ **Employees** have the responsibility to ensure the maximum achievement of all children and adults with whom they work.

■ **Parents/Guardians** have the responsibility to support and participate in the education of their child.

■ **Community Members** have the responsibility to support and participate in the educational process.

Mission

All students, with support from the community, parents, and staff, will be provided a dynamic curriculum within a safe and caring environment so they will develop the skills, abilities, and attitudes to be lifelong learners and citizens of good character who are prepared to contribute to an ever-changing, global society.
ROCKWOOD STUDENTS ARE LEARNERS:

- With positive self-worth
- Who demonstrate verbal, quantitative, cultural, and technical literacy.
- Who can utilize community resources to foster continual growth and development.
- With skills and attitudes necessary to become self-directed, life-long learners.
- Who understand the value of effort in realizing their full educational, vocational, civic, and personal potential.
- Who understand the principles of physical and emotional health and the importance of maintaining them.
- With effective skills in written and oral communication.
- Who demonstrate critical thinking and problem-solving skills in all areas.
- Who demonstrate the adaptability necessary for life in a changing world.
- Who think and express themselves creatively and appreciate the creativity of others.
- Who have a broad familiarity with the world of work to develop and enhance their career potentials and opportunities.
- Who understand and appreciate the elements and principles of the arts and their influence on all areas of life.
- Who understand and demonstrate individual, social, and civic responsibility, including a global concern, tolerance, and respect for others.
- Who demonstrate individual and social ethics.
The Rockwood School District believes that it is the right of every student to receive equal opportunities in all educational programs and activities conducted by the district. It is the policy of the Board of Education to accord equal considerations and impartial treatment regardless of race, color, national origin, ancestry, religion, socioeconomic status, sex, age, or disability. In keeping with this policy, the district strives to ensure equitable programs, course offerings, services, facilities, and educational materials. In addition, the district promotes equal opportunities for educational development by equipping all students with technology, research/information processing, and job-preparedness skills.

In order to promote equity, the Rockwood Department of Curriculum and School Leadership use the following codes* to identify equity and readiness in all curriculum documents:

GE = Gender Equity
RE = Racial/Ethnic Equity
D = Disability Equity
T = Technology Skills
R = Research/Information Processing
W = Workplace/Job Preparedness

Historically, Physical Education curriculum documents locally and nationally have a strong emphasis in the areas of respect for others, cooperation in small group and large group activities, demonstration of good sportsmanship, the following of rules/regulations of the various games/activities, and gender equity in all sports/activities. This Rockwood School District Health/Physical Education curriculum document strongly reflects these equity traits.

*Codes in this document will appear in the Facilitating Activities.
Graduate Goals for Rockwood
Health / Physical Education Students

Through the Rockwood Health / Physical Education curriculum, students will be able to:

- Apply personal fitness concepts and good nutritional habits associated with a healthy active lifestyle.
- Demonstrate competency in a variety of movement forms.
- Demonstrate sport and activity skills in a variety of physical activities.
- Recognize the importance and benefits of participation in lifetime physical activities and participate in them regularly.
- Demonstrate positive personal and social behaviors while participating in a variety of physical activities.
- Develop and apply decision-making skills to enhance health.
- Examine and analyze the effects of high risk behaviors on a healthy lifestyle.
- Regularly practice and apply personal health and wellness behaviors.
All students, with the support of staff, parents, and the community, will be provided with a safe and caring environment to develop a lifetime appreciation for and practice of: the principles of wellness, the benefits of physical activity, and advocacy for all aspects of wellness which contribute to a healthy lifestyle.
Rockwood K-5 Health/Physical Education Program

Introduction

Health/Physical Education is a vital part of the total education program. A child’s health status is a major determination of his/her educational achievement. The healthy, physically active child is more likely to be academically motivated, alert and successful in school and more likely to establish a healthy active lifestyle.

Rationale

Health/Physical Education is an ongoing process that begins in early childhood and continues throughout one’s life. Health/Physical Education provides the student with fundamental knowledge, behaviors, and skills necessary for a healthy active life.

The Rockwood Health/Physical Education program is committed to promoting a healthy active lifestyle. Through daily participation in Health/Physical Education activities and the utilization of technology, each student will become physically educated and health-literate.

Each student will be provided opportunities to maximize his/her physical, social, and intellectual potential. A planned, sequential, and developmentally appropriate curriculum in Health/Physical Education is essential for encouraging students to develop a lifestyle that fosters good health and contributes to the well-being of the community.

Course Description/Format

The Health/Physical Education curriculum is based on nine core conceptual objectives developed by Rockwood health/physical educators with input from other members of the community. The core conceptual objectives are directly aligned with the National Physical Education Standards (NPE) set by the National Association for Sports and Physical Education (NASPE) organization. They are also aligned with the Missouri Show-Me-Health/Physical Education Standards (SMHPE), as well as the Missouri Show-Me Performance Standards (SM).

These objectives are accomplished by students participation in sequential and developmentally appropriate activities selected by the teachers from the suggested facilitating activities. This document includes a Scope and Sequence for each content and skills area. Content and skills are referenced with: I (introduce), E (emphasize), and R (reinforce) throughout this document. An activities resource book accompanies this document to provide teachers the flexibility to teach a wide variety of activities to accomplish these objectives.

The Health/Physical Education curriculum is divided by grade levels, kindergarten through fifth grades, with the first 6 core conceptual objectives focusing on physical education and the last 3 core conceptual objectives focusing on health education. Teachers will make modifications throughout the curriculum in order to differentiate instruction to meet the needs and abilities of all students. In addition, physical education expectations for learning are provided for each grade level.
The teacher or teacher teams at the elementary schools will plan their yearly activities to meet the nine core conceptual objectives. The Activities Resource Book provides flexibility and variety for each school to develop their unique program. Assessment is ongoing and is a required component of curriculum and instruction. Assessment tools are included for each of the nine core conceptual objectives. Additional assessment tools are found with the activities in the resource book.

**Pre Assessment**

Students are pre-assessed at each grade level. In physical education students are pre-assessed with individual basic skills tests. These tests include basic locomotor and non-locomotor skills, movement patterns, and manipulative skills. These tests will aid the teacher in decisions about differentiation and acceleration. In health students will take pretests either written or verbal to guide the teacher in decisions for instruction. A health-related physical fitness test will be administered to first through fifth grade students to inform each child of their current level of fitness ability.

**Differentiation / Acceleration**

Health/Physical Education teachers differentiate and accelerate instruction in a variety of ways. Students are divided when appropriate to work on specific skills based on the pre-assessment. Teachers work with students who need additional time to master skills and accelerate students who are ready to move ahead. Practice of skills is done in small ability groups to assure that all ability levels get a chance to participate. In health, cooperative learning will be used to help differentiate assignments. Teachers will work to develop tiered assignments for different ability groups. In the area of fitness, heart rate monitors are used to individualize exercise according to target heart rate levels. Students develop individual plans with goals for improving their fitness levels. These plans allow for differentiation of activities to meet their goals.

**Assessment**

Assessment is the most important part of the curriculum. Formative and summative assessments have been written to allow students to perform and think at three different levels of Bloom’s taxonomy, Knowledge/Comprehension, Application/Analysis, and Synthesis/Evaluation. Quality assessment tools have been developed and provided for teachers in the appendix of this document. Use of all application level assessments is mandatory. Application level assessments are used as a tool to assist the teachers in providing feedback to students and parents, and to assign grades.
Technology

Technology is integrated into the Health and Physical Education Curriculum. FitnessGram is a software program used by all Physical Education Teachers throughout the school district. This software package allows for the recording and reporting of each student’s fitness scores, along with prescriptive feedback for each student and parent. All schools use heart rate monitors to teach the importance of increasing one’s heart rate during exercise to make improvements in physical fitness and wellness. The students analyze their heart rate zones during exercise and record/log their time in the zone during physical activity. All schools have access to nutrition information at mypyramid.gov, which helps students to plan and analyze their nutritional needs. Additionally, all schools have access to http://www.unitedstreaming.com, which provides the teacher with downloadable instructional video segments on numerous amounts of health related topics.

Basic and Essential Skills in Health/Physical Education

Basic Skills, those skills which lay the basis and foundation for all future learning: reading, writing, math, problem solving, working with others, analytical skills, and communicating effectively.

In K-12 Health/Physical Education basic skills are integrated throughout the document in the Facilitating Activities and the Application Level Assessments. Students participate in sports and cooperative activities that focus on strengthening their social skills. The health curriculum is skill based and focuses on communication, goal setting, decision making, problem solving, refusal skills, and conflict resolution.

Essential Skills are those skills which are vital to future learning (specific to each content area). They are specific skills listed by grade level/course, scope and sequence, and critical to mastery of the course.

In the K-12 Health/Physical Education Curriculum, essential skills are specific and clearly articulated. The skills are labeled as content that “all students should know” and as skills “all students should be able to do” by the end of a specific grade level or course. Essential skills form the foundation of a spiraling scope and sequence where each year’s learning contributes to mastery in the future.

District and State Expectations for Health/Physical Education

MSIP standards call for students to receive instruction in physical education for a minimum of 50 minutes per week. The Rockwood expectation is that students will have thirty minutes of daily instruction in Health/Physical education, which includes one health related lesson each week. The class size goal is to have a certified Health/Physical Education Teacher teaching no more than one elementary grade level classroom of students, each instructional period.
# K-5 Health/Phys Ed Scope & Sequence

I = Introduce - E = Emphasize - R = Reinforce

## CCO I

<table>
<thead>
<tr>
<th>Content and Skill</th>
<th>Kindergarten</th>
<th>Grades 1 &amp; 2</th>
<th>Grade 3</th>
<th>Grade 4 &amp; 5</th>
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<td>I,E</td>
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<td>Non-locomotor skills</td>
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<td>E</td>
<td>R</td>
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<tr>
<td>Self or personal space</td>
<td>I</td>
<td>I,E</td>
<td>E</td>
<td>R</td>
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<tr>
<td>General space</td>
<td>I</td>
<td>I,E</td>
<td>E</td>
<td>R</td>
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<tr>
<td>Directions</td>
<td>I</td>
<td>I,E</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>Levels, Pathways</td>
<td>I</td>
<td>I,E</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>Extension</td>
<td>I</td>
<td>I,E</td>
<td>E</td>
<td>R</td>
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<tr>
<td>Body Parts</td>
<td>I</td>
<td>I,E</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>Kinesthetic feelings</td>
<td>I</td>
<td>I,E</td>
<td>E</td>
<td>R</td>
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<tr>
<td>Body in Space</td>
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<td>I,E</td>
<td>E</td>
<td>R</td>
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<td>Body in Relations</td>
<td>I</td>
<td>I,E</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>Time, Force, Flow</td>
<td>I</td>
<td>I</td>
<td>E</td>
<td>R</td>
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<tr>
<td>Relationship with body parts</td>
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<td>I,E</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>Relationship with objects and people</td>
<td>I</td>
<td>I,E</td>
<td>E</td>
<td>R</td>
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<tr>
<td>Manipulative Skills</td>
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<td>I,E</td>
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<td>Combining two or more locomotor non-locomotor</td>
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<td>I,E</td>
<td>R</td>
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<tr>
<td>Combining two or more manipulative skills</td>
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<td>I</td>
<td>I,E</td>
<td>E,R</td>
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<tr>
<td>Timing Movements</td>
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<td>I</td>
<td>I,E</td>
<td>E,R</td>
</tr>
<tr>
<td>Keeping object in motion</td>
<td>I</td>
<td>I</td>
<td>I,E</td>
<td>E,R</td>
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<tr>
<td>Passing accurately in game conditions</td>
<td>I</td>
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## CCO III

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<td>Healthy Active Lifestyle</td>
<td>I</td>
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<tr>
<td>Benefits for mind &amp; body</td>
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<td>I,E</td>
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<tr>
<td>Increase quality of life</td>
<td>I</td>
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<tr>
<td>Strength, flexibility, endurance</td>
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<td>I,E</td>
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<td>Locate heartbeat</td>
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<td>I,E</td>
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<td>Change in heart rate</td>
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<tr>
<td>Target Heart Rate</td>
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<td>I,E</td>
<td>E</td>
<td>I,E</td>
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<td>3 parts of workout</td>
<td>I</td>
<td>I,E</td>
<td>E</td>
<td>R</td>
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<tr>
<td>Aerobic and anaerobic exercise</td>
<td>I</td>
<td>I,E</td>
<td>I</td>
<td>E,R</td>
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<tr>
<td>F.I.T. principal</td>
<td>I</td>
<td>I,R</td>
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# CCO V

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<td>Classroom rules and procedures</td>
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<td>I, E</td>
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<td>Rules for games and activities</td>
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<td>Body awareness and control</td>
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<td>I, E</td>
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<td>Safety procedures</td>
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<td>Listening skills</td>
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<td>Cooperative play</td>
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<td>Respect for individual differences</td>
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<td>I, E</td>
<td>E</td>
<td>E,R</td>
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<tr>
<td>Respect for rules</td>
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<td>Sportsmanship</td>
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<td>Problem solving</td>
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<td>Self discipline</td>
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<tr>
<td>Team Building</td>
<td>I</td>
<td>E</td>
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<tr>
<td>Team Strategies</td>
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# CCO VI

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<td>Decision making</td>
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<td>Problem solving</td>
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<td>Risk Taking</td>
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<td>Goal setting</td>
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# CCO VII

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<tbody>
<tr>
<td>Muscles &amp; Bones - How they work.</td>
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<td>Five senses</td>
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<tr>
<td>Heart &amp; Lungs - How they work.</td>
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<tr>
<td>Brain &amp; Nerves</td>
<td>I</td>
<td>I</td>
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<tr>
<td>Circulatory system</td>
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<td>Respiratory system</td>
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### CCO VIII

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<td>Common Drugs</td>
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<td><strong>DISEASE PREVENTION</strong></td>
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<td>Communicable/Non-communicable</td>
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<td>Basic Line of Defense</td>
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<td><strong>SAFETY &amp; FIRST AID</strong></td>
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<td>Non-Swimming Rescues</td>
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### CCO IX

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<tr>
<th>Content and Skill</th>
<th>Kindergarten</th>
<th>Grades 1 &amp; 2</th>
<th>Grade 3</th>
<th>Grade 4 &amp; 5</th>
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<td>E,R</td>
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<td>MyPyramid</td>
<td>I</td>
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<td>E,R</td>
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<td>Food Services</td>
<td>I,E</td>
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<tr>
<td>Six Nutrients</td>
<td>I</td>
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<td>Balanced Meals</td>
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<td>Food Labels</td>
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Rockwood K-5 Health/Physical Education Core Conceptual Objectives

BOE approved 4-17-07

I. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (SMHPE 4) (NASPE 1)

II. Students will demonstrate movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (SMHPE 4) (NASPE 2)

III. Students will participate in regular physical activity. (SMHPE 2, 4) (NASPE 3)

IV. Students will demonstrate comprehension of how to achieve and maintain a health-enhancing level of physical fitness. (SMHPE 2, 4, 5) (NASPE 4)

V. Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings. (SMHPE 2, 5) (NASPE 5)

VI. Students will communicate the intrinsic values and benefits of physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction. (SMHPE 2, 5) (NASPE 6)

VII. Students will identify and analyze the structure, functions and interrelations of human body systems. (SMHPE 1) (NHE 1)

VIII. Students will examine and assess risk factors and behaviors that affect a healthy lifestyle. (SMHPE 3, 5, 7) (NHE 4, 7)

IX. Students will identify and apply the principles relating to health-enhancing behaviors. (SMHPE 2, 6) (NHE 7)
I. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (SMHPE 4) (NASPE 1)

A. Content and Skills
   1. Locomotor skills:
      a. Walk
      b. Hop
      c. Skip
      d. Gallop
      e. jump
      f. run
      g. slide
      h. roll
   2. Non-locomotor skills:
      a. Push
      b. Pull
      c. Bend
      d. Stretch
      e. Twist
      f. Turn
      g. Lift
      h. Swing
      i. Stop
      j. Dodge
      k. Balance
   3. Self or personal space, general space, directions, levels, pathways, extension, time, force and flow
   4. Body parts, kinesthetic feelings, body in space, body in relation to objects and others
   5. Manipulative skills
      a. Passing
      b. Throwing
      c. Catching
      d. Striking
      e. Kicking
      f. Dribbling (hand and foot)
      g. Volleying

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. show expression in rhythm and dance.
   2. show time, force and flow in movement

   Application/Analysis Level
   Students will:
   1. demonstrate warm-up activities
   2. practice skills in low organized games.
   3. participate in stunts and tumbling.
   4. experiment in movement exploration activities.
   5. demonstrate they can move through an obstacle course with varying levels and directions.
   6. practice manipulative activities.
   7. practice toss and catch activities.
   8. practice jumping activities.
Synthesis/Evaluation Level
Students will:
1. identify and perform animal movements.
2. evaluate cooperative activities.

C. Application Level Assessment
1. Teacher observation of student performance of manipulative skills in a variety of active participation activities, using the criteria from the checklist assessment document (reference assessment section).
<table>
<thead>
<tr>
<th>NAME</th>
<th>WALKS SMOOTHLY</th>
<th>RUNS SMOOTHLY</th>
<th>HOPS RIGHT</th>
<th>HOPS LEFT</th>
<th>JUMPS</th>
<th>SKIP</th>
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Key
X - MASTERY
/- MAKING PROGRESS
* - AREA OF CONCERN
II. Students will demonstrate movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (SMHPE 4) (NASPE 2)

A. Content and Skills
   1. Combining two or more locomotor/non-locomotor movements
   2. Combining manipulative skills
   3. Timing movements in relation to other obstacles/variables
   4. Keeping an object continuously in motion

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. show expression in rhythm and dance activities.

   Application/Analysis Level
   Students will:
   1. practice manipulative activities
   2. practice jumping activities.
   3. experiment in movement exploration activities.
   4. participate in stunts and tumbling.

   Synthesis/Evaluation Level
   Students will:
   1. develop skills in low organization games.

C. Application Level Assessment
   1. Teacher observation of student performance of combined movement components in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
<table>
<thead>
<tr>
<th>NAME</th>
<th>Bounce and Catch</th>
<th>Toss and Catch</th>
</tr>
</thead>
</table>

**BOUNCE AND CATCH**
* Bounce with appropriate force
* Follow's ball with eyes
* Catches ball both hands (not body)

**TOSS AND CATCH**
* Toss ball overhand with appropriate force
* Follows ball with eyes
* Catches ball with both hands (not body)

**KEY**
X - Mastery
/ - Making progress
* - Area of concern
III. Students will participate in regular physical activity. (SMHPE 2, 4) (NASPE 3)

A. Content and Skills
   1. Active lifestyle.
   2. Multiple benefits for both mind and body.
   3. Quality of life.

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. show expression in rhythm and dance.
   2. identify body parts and muscle groups.

   Application/Analysis Level
   Students will:
   1. demonstrate warm-up activities
   2. practice skills in low organized games.
   3. participate in stunts and tumbling.
   4. experiment in movement exploration activities.
   5. demonstrate they can move through an obstacle course with varying levels and directions.
   6. practice manipulative activities.
   7. practice toss and catch activities.
   8. practice jumping activities.

   Synthesis/Evaluation Level
   Students will:
   1. identify and perform animal movements.
   2. evaluate cooperative activities. (W)

C. Application Level Assessment
   1. Teacher observation of student active participation in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
The following indicators should be used to assess individual student participation in physical activities. These indicators may be placed in a grade book or on a spread sheet to record the level of participation by each individual student.

4- Student actively participates in all activities.
3- Student actively participates in most activities.
2- Student actively participates in a few activities.
1- Student does not actively participate in activities.
IV. Students will demonstrate comprehension of how to achieve and maintain a health-enhancing level of physical fitness. (SMHPE 2, 4, 5) (NASPE 4)

A. Content and Skills
1. Strength, endurance, flexibility
2. Locate heart beat
3. Change in heart beat
4. Three parts of a workout: warm-up, physical activity, cool-down

B. Facilitating Activities
Knowledge/Comprehension Level
Students will:
1. be active participants in activities that create an interest in lifetime physical fitness.

Application/Analysis Level
Students will:
1. demonstrate warm-up, workout, and cool down.

Synthesis/Evaluation Level
Students will:
1. tell why the heart beats faster during exercise.

C. Application Level Assessment
Students will:
1. show the changes in heart rate (slow, moderate and fast) during physical activity.
Students will locate their heart rate by placing their hands on their chest, or by using a heart rate monitor to determine if their heart is beating at a slow, moderate, or fast pace.
V. Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings. (SMHPE 2, 5) (NASPE 5)

A. Content and Skills
   1. General classroom rules and procedures
   2. Rules for games and activities
   3. Body awareness and control
   4. Safety procedures when using equipment
   5. Listening Skills
   6. Cooperative play
   7. Respect for others
   8. Respect for rules
   9. Sportsmanship
   10. Problem solving
   11. Self discipline

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. demonstrate responsible social behavior while participating in game and activities. (W)
   2. demonstrate body awareness and control while moving.
   3. demonstrate acceptance and respect for the decisions made by game officials.
   4. follow rules and procedures.

   Application/Analysis Level
   Students will:
   1. apply rules and safety procedures in physical activities.
   2. show proper use of all equipment.

   Synthesis/Evaluation Level
   Students will:
   1. evaluate personal social behaviors during physical activity. (W)

C. Application Level Assessment
   1. Teacher observation of student active participation in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
## RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR

<table>
<thead>
<tr>
<th>NAME</th>
<th>FOLLOWS DIRECTIONS</th>
<th>FOLLOWS RULES</th>
<th>BODY UNDER CONTROL</th>
<th>USES EQUIPMENT APPROPRIATELY</th>
<th>LISTENING SKILLS</th>
<th>PLAYS COOPERATIVELY</th>
<th>RESPECTS OTHERS</th>
<th>EXHIBITS SPORTSMANSHIP</th>
</tr>
</thead>
</table>

**Key**

X - MASTERY
/
- MAKING PROGRESS
* - AREA OF CONCERN
VI. Students will communicate the intrinsic values and benefits of physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction. (SMHPE 2, 5) (NASPE 6)

A. Content and Skills
   1. Values of physical activity
   2. Decision making
   3. Problem solving
   4. Risk Taking

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. identify activities that provide enjoyment.

   Application/Analysis Level
   Students will:
   1. practice in a variety of movement activities that promote self-expression.
   2. participate in a variety of games and activities.

   Synthesis/Evaluation Level
   Students will:
   1. compose a movement sequence.
   2. choose an appropriate way to handle a disagreement in class. (W)

C. Application Level Assessment
   Students will:
   1. express the values and benefits of physical activity and how participating makes them feel.
Directions: Look at each of the statements below, circle the statement that best describes how you feel when participating in various physical sports/activities.

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<th><strong>3</strong></th>
<th><strong>2</strong></th>
<th><strong>1</strong></th>
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<tbody>
<tr>
<td><strong>ENJOYMENT</strong></td>
<td>I enjoy PE sports and other physical activities.</td>
<td>I often enjoy PE sports and other physical activities.</td>
<td>I sometimes enjoy PE, sports and other activities.</td>
<td>I would rather watch than participate in physical activity.</td>
</tr>
<tr>
<td><strong>CHALLENGE</strong></td>
<td>I always try my hardest in physical activities.</td>
<td>I try my hardest in most physical activities.</td>
<td>I sometimes try my hardest in physical activities.</td>
<td>I like it when my parent writes me a note so I don't have to participate in physical activity.</td>
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<tr>
<td><strong>SELF-EXPRESSION</strong></td>
<td>I am able to find many ways that I am successful in physical activities.</td>
<td>I am able to find some ways that I am successful in physical activities.</td>
<td>I know I can be successful in physical activities. I will keep trying.</td>
<td>I know I can be successful but don't want to try.</td>
</tr>
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</table>

CCO IV - STUDENTS WILL DETERMINE THE LEVEL TO WHICH PHYSICAL ACTIVITY PROVIDES ENJOYMENT, CHALLENGE, AND SELF EXPRESSION.
PHYSICAL EDUCATION EXPECTATIONS FOR LEARNING

Through participation in a quality physical education program, it is reasonable to expect that the student will be able to:

- Travel, in different ways, in a large group without bumping into others or falling.
- Travel, in forward and sideways directions and change direction quickly in response to a signal.
- Demonstrate clear contrasts between slow and fast speeds as they travel.
- Distinguish between straight, curved and zigzag pathways while traveling in various ways.
- Travel, demonstrating a variety of relationships with objects; over, under, behind, alongside and through.
- Place a variety of body parts into high, middle and low levels.
- Without falling, walk forward and sideways the length of a line.
- Toss a ball and catch it before it bounces twice.
- Demonstrate the difference between an overhand and underhand throw.
- Kick a stationary ball.
- Jump a swinging rope held by others.
- Walk and run using a mature motor pattern.
- Sustain moderate physical activity.
- Demonstrate safety while participating in physical activity.
- Identify selected body parts.
- Recognize that skill development requires practice.
- Recognize that physical activity is good for personal well being.
- Identify the feelings that result from participation in physical activities.
I. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (SMHPE 4) (NASPE 1)

A. Content and Skills
1. Locomotor skills:
   a. Walk
   b. Hop
   c. Skip
   d. Gallop
   e. Leap
   f. Jump
   g. Run
   h. Slide
   i. Roll
2. Non-locomotor skills:
   a. Push
   b. Pull
   c. Bend
   d. Stretch
   e. Twist
   f. Turn
   g. Lift
   h. Swing
   i. Stop
   j. Dodge
   k. Balance
3. Self or personal space, general space, directions, levels, pathways, extension, time force and flow
4. Body parts, kinesthetic feelings, body in space, body in relation to objects and others
5. Manipulative skills
   a. Passing
   b. Throwing
   c. Catching
   d. Striking
   e. Kicking
   f. Dribbling (hand and foot)
   g. Volleying

B. Facilitating Activities
Knowledge/Comprehension Level
Students will:
1. show expression in rhythm and dance.
2. show time, force and flow in movement.
3. identify body parts and muscle groups.

Application/Analysis Level
Students will:
1. demonstrate warm-up activities
2. practice skills in low organized games.
3. participate in stunts and tumbling.
4. experiment in movement exploration activities.
5. demonstrate they can move through an obstacle course with varying levels and directions.
6. practice manipulative activities.
7. practice toss and catch activities.
Synthesis/Evaluation Level
Students will:
1. identify and perform animal movements.
2. evaluate cooperative activities
3. evaluate jumping activities.

C. Application Level Assessment
1. Teacher observation of student performance of manipulative skills in a variety of active participation activities, using the criteria from the checklist assessment document (reference assessment section).
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**Key**
- X - MASTERY
- / - MAKING PROGRESS
- * - AREA OF CONCERN
II. Students will demonstrate movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (SMHPE 4) (NASPE 2)

A. Content and Skills
   1. Combine two or more locomotor/non-locomotor movements
   2. Combine manipulative skills
   3. Timing movements in relation to other obstacles/variables
   4. Keeping an object continuously in motion

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. show expression in rhythm and dance activities.

   Application/Analysis Level
   Students will:
   1. practice manipulative activities
   2. practice jumping activities.
   3. experiment in movement exploration activities.
   4. participate in stunts and tumbling.

   Synthesis/Evaluation Level
   Students will:
   1. develop skills in low organization games.

C. Application Level Assessment
   1. Teacher observation of student performance of combined movement components in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
<table>
<thead>
<tr>
<th>NAME</th>
<th>Bounce and Catch</th>
<th>Toss and Catch</th>
</tr>
</thead>
</table>

**BOUNCE AND CATCH**

* Bounce with appropriate force
* Follow's ball with eyes
* Catches ball both hands (not body)

**TOSS AND CATCH**

* Toss ball overhand with appropriate force
* Follows ball with eyes
* Catches ball with both hands (not body)

**KEY**

X - Mastery
/ - Making progress
* - Area of concern
III. Students will participate in regular physical activity. (SMHPE 2, 4) (NASPE 3)

A. Content and Skills
   1. Active lifestyle.
   2. Multiple benefits for both mind and body.
   3. Quality of life.

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. shows expression in rhythm and dance.
   2. identify body parts and muscle groups.

   Application/Analysis Level
   Students will:
   1. demonstrate warm-up activities
   2. practice skills in low organized games.
   3. participate in stunts and tumbling.
   4. experiment in movement exploration activities.
   5. demonstrate they can move through an obstacle course with varying levels and directions.
   6. practice manipulative activities.
   7. practice toss and catch activities.

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   Students will:
   1. identify and perform animal movements.
   2. evaluate cooperative activities
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C. Application Level Assessment
   1. Teacher observation of student active participation in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
The following indicators should be used to assess individual student participation in physical activities. These indicators may be placed in a grade book or on a spread sheet to record the level of participation by each individual student.

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3- Student actively participates in most activities.

2- Student actively participates in a few activities.

1- Student does not actively participate in activities.
IV. Students will demonstrate comprehension of how to achieve and maintain a health-enhancing level of physical fitness. (SMHPE 2, 4, 5) (NASPE 4)

A. Content and Skills
1. Strength, endurance, flexibility
2. Locate heart beat
3. Change in heart beat
4. Three parts of a workout: warm-up, physical activity, cool-down
5. How often, how hard, how long, what type of activity. (F.I.T.T.)

B. Facilitating Activities

Knowledge/Comprehension Level
Students will:
1. be active participants in games that elevate the heart rate.
2. recognize that family physical activities will maintain fitness levels.

Application/Analysis Level
Students will:
1. demonstrate basic dance steps
2. show warm-up, workout and cool down activities
3. demonstrate and analyze activities designed to improve each area of fitness
4. show the changes in heart rate during physical activity (T)
5. classify exercises or activities in relationship to the three parts of a workout.

Synthesis/Evaluation Level
Students will:
1. tell why the heart beats faster during exercise.

C. Application Level Assessment
Students will
1. demonstrate activities that improve each component of fitness.
2. analyze the results of their fitness test scores compared to healthy fitness zones.
PARTS OF FITNESS

DIRECTIONS: Circle the activities below that improve each area of fitness.

Endurance

STRENGTH
Teacher will provide students with FitnessGram standards for the Healthy Fitness Zone and the results of their own Physical Fitness Tests.

Students will analyze their own fitness report and identify areas where they need improvement. Once they have identified the areas they need to improve, they will develop a person “plan of action” to improve their fitness scores to be in the Health Fitness Zone on each fitness test item.

** Analysis can be done at the time of the test or when FitnessGram is printed and given to the students.

*** The Person plan of action can be written, illustrated with drawings, or verbally given to the Teacher.
V. Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings. (SMHPE 2, 5) (NASPE 5)

A. Content and Skills
   1. General classroom rules and procedures
   2. Rules for games and activities
   3. Body awareness and control
   4. Safety procedures when using equipment
   5. Listening Skills
   6. Cooperative play
   7. Respect for others
   8. Respect for rules
   9. Sportsmanship
   10. Problem solving
   11. Self discipline

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. demonstrate responsible social behavior while participating in game and activities.
   2. demonstrate body awareness and control while moving.
   3. demonstrate acceptance and respect for the decisions made by game officials.
   4. follow rules and procedures.

   Application/Analysis Level
   Students will:
   1. apply rules and safety procedures in physical activities.
   2. show proper use of all equipment.

   Synthesis/Evaluation Level
   Students will:
   1. evaluate personal social behaviors during physical activity.

C. Application Level Assessment
   1. Teacher observation of student active participation in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
<table>
<thead>
<tr>
<th>NAME</th>
<th>FOLLOWS DIRECTIONS</th>
<th>FOLLOWS RULES</th>
<th>BODY UNDER CONTROL</th>
<th>USES EQUIPMENT APPROPRIATELY</th>
<th>LISTENING SKILLS</th>
<th>PLAYS COOPERATIVELY</th>
<th>RESPECTS OTHERS</th>
<th>EXHIBITS SPORTSMANSHIP</th>
</tr>
</thead>
</table>

**Key**

X - MASTERY
/
- MAKING PROGRESS
* - AREA OF CONCERN
VI. Students will communicate the intrinsic values and benefits of physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction. (SMHPE 2, 5) (NASPE 6)

A. Content and Skills
   1. Value of physical activity
   2. Goal setting
   3. Decision making
   4. Problem solving
   5. Risk taking

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. identify activities that will enhance health related fitness.

   Application/Analysis Level
   Students will:
   1. participate in activities that promote self-expression. (GE, RE)
   2. participate in a variety of games and activities.

   Synthesis/Evaluation Level
   Students will:
   1. tell why we have rules for our games.
   2. tell why you have to put forth your best effort in physical activity.
   3. tell why goal setting is important. (W)

C. Application Level Assessment
   Students will:
   1. demonstrate a physical activity that provides enjoyment, challenge, and self-expression.
CCO 6  Grades K - 5

Directions: Look at each of the statements below, circle the statement that best describes how you feel when participating in various physical sports/activities

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td><strong>ENJOYMENT</strong></td>
<td>I enjoy PE sports and other physical activities.</td>
<td>I often enjoy PE sports and other physical activities.</td>
<td>I sometimes enjoy PE, sports and other activities.</td>
<td>I would rather watch than participate in physical activity.</td>
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<tr>
<td><strong>CHALLENGE</strong></td>
<td>I always try my hardest in physical activities.</td>
<td>I try my hardest in most physical activities.</td>
<td>I sometimes try my hardest in physical activities.</td>
<td>I like it when my parent writes me a note so I don't have to participate in physical activity.</td>
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<tr>
<td><strong>SELF-EXPRESSION</strong></td>
<td>I am able to find many ways that I am successful in physical activities.</td>
<td>I am able to find some ways that I am successful in physical activities.</td>
<td>I know I can be successful in physical activities. I will keep trying.</td>
<td>I know I can be successful but don't want to try.</td>
</tr>
</tbody>
</table>

CCO IV - STUDENTS WILL DETERMINE THE LEVEL TO WHICH PHYSICAL ACTIVITY PROVIDES ENJOYMENT, CHALLENGE, AND SELF EXPRESSION.
VII. Students will identify and analyze the structure, functions, and interrelations of human body systems. (SMHPE 1) (NHE 1)

A. Content and Skills
   1. Muscles and Bones
   2. Five senses
   3. Heart and Lungs

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. discuss and participate in activities to identify the five senses.
   2. identify, discuss, and participate in activities that introduce the basic functions of the heart and lungs.

   Application/Analysis Level
   Students will:
   1. participate in a variety of activities to introduce muscles and bones.
   2. participate in games and activities to distinguish different body parts.
   3. distinguish between bones and muscles.

   Synthesis/Evaluation Level
   Students will:
   1. identify the five senses and associate them with the proper body part. (R)

C. Application Level Assessment
   Students will:
   1. analyze and illustrate different body systems.
VIII. Students will examine and assess risk factors and behaviors that affect a healthy lifestyle. (SMHPE 5, 7) (NHE 4, 7)

A. Content and Skills
   1. Substance abuse
   2. Safe use of medicine
   3. Common drugs (caffeine, tobacco/nicotine, alcohol)
   4. Disease prevention and control
      a. How germs are spread
      b. Symptoms of illness
   5. Safety and first aid
      a. Calling 911
      b. Home safety
      c. Fire safety
      d. Safety from strangers
      e. Bicycle safety
      f. Motor vehicle safety
      g. Water safety

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. identify and discuss common drugs and the safe use of medicine.
   2. describe safe behaviors.

   Application/Analysis Level
   Students will:
   1. list the symptoms of illness.

   Synthesis/Evaluation Level
   Students will:
   1. evaluate ways germs are spread.
   2. evaluate practices that lead to prevent the spread of germs. (R)

C. Application Level Assessment
   Students will:
   1. predict the consequences of safe and unsafe practices.
IX. Students will identify and apply the principles relating to health-enhancing behaviors. (SMHPE 2, 6) (NHE 7)

A. Content and Skills
1. Personal health care
   a. Dental health
      i. Proper brushing and flossing
      ii. Regular check-ups
   b. Hand washing
   c. Exercise and sleep
2. Nutrition
   a. Food as energy
   b. Classifying food in the food groups
   c. Food advertising

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. identify proper techniques for personal health care.

   Application/Analysis Level
   Students will:
   1. categorize food into food groups. (T)
   2. examine the role of food choice in staying healthy. (R)

   Synthesis/Evaluation Level
   Students will:
   1. evaluate the importance of exercise and sleep have on a healthy lifestyle. (R)

C. Application Level Assessment
   Students will:
   1. interpret how making health-enhancing choices affects daily life.
1st and 2nd GRADE PHYSICAL EDUCATION
EXPECTATIONS FOR LEARNING

Through participation in a quality physical education program, it is reasonable to expect that the student will be able to:

- Travel in a backward direction and change direction quickly and safely, without falling.
- Travel, changing speeds and directions, in response to a variety of rhythms.
- Combine various traveling patterns in time to the music.
- Jump and land using a combination of one and two foot take-off and landings.
- Demonstrate skills of chasing, fleeing and dodging to avoid or catch others.
- Roll smoothly in a forward direction without stopping or hesitating.
- Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground.
- Throw a ball; demonstrating an overhand technique, a side orientation and stepping in opposition.
- Catch, using properly positioned hands, a gently thrown ball.
- Continuously dribble a ball, using the hands or feet, without losing control.
- Use at least three different body parts to strike an object.
- Consistently strike a ball with a bat from a tee or cone, using a correct grip and side orientation.
- Jump a self-turned rope.
- Skip, hop, gallop and slide using a mature motor pattern.
- Manage own body weight while hanging and climbing.
- Demonstrate safety while participating in physical activity.
- Participate in a wide variety of activities that involve locomotion, non-locomotion, and the manipulation of various objects.
- Recognize similar movement concepts in a variety of skills.
- Identify appropriate behaviors for participating with others in physical activity.
- Identify changes in the body during physical activity.
- State reasons for safe and controlled movements.
- Appreciate the benefits that accompany cooperation and sharing.
- Accept the feelings resulting from challenges, successes, and failures in physical activity.
- Be considerate of others in physical activity settings.
I. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (SMHPE 4) (NASPE 1)

A. Content and Skills
1. Locomotor skills:
   a. Walk
   b. Hop
   c. Skip
   d. Gallop
   e. Leap
   f. Jump
   g. Run
   h. Slide
   i. Roll
2. Non-locomotor skills:
   a. Push
   b. Pull
   c. Bend
   d. Stretch
   e. Twist
   f. Turn
   g. Lift
   h. Swing
   i. Stop
   j. Dodge
   k. Balance
3. Self or personal space, general space, directions, levels, pathways, extension, time, force, and flow
4. Body parts, kinesthetic feelings, body in space, body in relation to objects and others
5. Manipulative skills:
   a. Passing
   b. Throwing
   c. Catching
   d. Striking
   e. Kicking
   f. Dribbling (hand and foot)
   g. Volleying

B. Facilitating Activities
Knowledge/Comprehension Level
Students will:
1. show expression in rhythm and dance.

Application/Analysis Level
Students will:
1. demonstrate warm-up activities
2. practice skills in low organized games.
3. participate in stunts and tumbling.
4. experiment in movement exploration activities.
5. demonstrate they can move through an obstacle course with varying levels and directions.
6. practice manipulative activities.
7. practice toss and catch activities.
Synthesis/Evaluation Level
Students will:
1. identify and perform animal movements.
2. evaluate cooperative activities
3. evaluate jumping activities.

C. Application Level Assessment
1. Teacher observation of student performance of manipulative skills in a variety of active participation activities, using the criteria from the checklist assessment document (reference assessment section).
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<th>WALKS SMOOTHLY</th>
<th>RUNS SMOOTHLY</th>
<th>HOPS RIGHT</th>
<th>HOPS LEFT</th>
<th>JUMPS</th>
<th>SKIP</th>
<th>GALLOP</th>
<th>SLIDE</th>
<th>ROLL</th>
<th>LEAP</th>
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<thead>
<tr>
<th>NAME</th>
<th>UNDERHAND THROW</th>
<th>OVERHAND THROW</th>
<th>CATCHING</th>
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<tbody>
<tr>
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</table>

**UNDERHAND THROW**

* Steps in opposition
* Underhand motion
* Aim toward target

**OVERHAND THROW**

* Opposite shoulder toward target
* Steps in opposition
* Appropriate elbow position
* Follows through toward target

**CATCHING**

* Uses two hands
* Eyes track ball
* Catches ball

**KEY**

X - Mastery
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<table>
<thead>
<tr>
<th>NAME</th>
<th>JUMPING JACKS</th>
<th>FOOT DRIBBLING</th>
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**JUMPING JACKS**
- * Arms and legs move correctly
- * Arms and legs move with coordination
- * Performs for a period of time

**FOOT DRIBBLING**
- * Strikes ball with the feet
- * Keeps ball close to foot
- * Maintains control of ball

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   2. Locate heart beat
   3. Change in heart beat
   4. Three parts of a workout: warm-up, physical activity, cool-down
   5. How often, how hard, how long, what type of activity. (F.I.T.T.)

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. be active participants in games that elevate the heart rate.
   2. recognize that family activities will maintain fitness levels.

   Application/Analysis Level
   Students will:
   1. demonstrate basic dance steps
   2. show warm-up, workout and cool down activities
   3. demonstrate and analyze activities designed to improve each area of fitness
   4. show the changes in heart rate during physical activity (T)
   5. classify exercises or activities in relationship to the three parts of a workout.

   Synthesis/Evaluation Level
   Students will:
   1. tell why the heart beats faster during exercise. (R)

C. Application Level Assessment
   Students will:
   1. demonstrate activities that improve each component of fitness.
   2. analyze the results of their fitness test scores compared to healthy fitness zones.
DIRECTIONS: Circle the activities below that improve each area of fitness.

**Endurance**

- Basketball player dribbling
- Person sitting on the floor
- Soccer ball

**Strength**

- Person lifting weights
- Person sitting on the floor
- Person doing a handstand
FLEXIBILITY
Teacher will provide students with FitnessGram standards for the Healthy Fitness Zone and the results of their own Physical Fitness Tests.

Students will analyze their own fitness report and identify areas where they need improvement. Once they have identified the areas they need to improve, they will develop a person “plan of action” to improve their fitness scores to be in the Health Fitness Zone on each fitness test item.

** Analysis can be done at the time of the test or when FitnessGram is printed and given to the students.

*** The Person plan of action can be written, illustrated with drawings, or verbally given to the Teacher.
V. Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings. (SMHPE 2, 5) (NASPE 5)

A. Content and Skills
   1. General classroom rules and procedures
   2. Rules for games and activities
   3. Body awareness and control
   4. Safety procedures when using equipment
   5. Listening skills
   6. Cooperative play
   7. Respect for others
   8. Respect for rules
   9. Sportsmanship
   10. Problem solving
   11. Self discipline

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. demonstrate responsible social behavior while participating in game and activities. (W)
   2. demonstrate body awareness and control while moving.
   3. demonstrate acceptance and respect for the decisions made by game officials.
   4. follow rules and procedures.

   Application/Analysis Level
   Students will:
   1. apply rules and safety procedures in physical activities.
   2. show proper use of all equipment.

   Synthesis/Evaluation Level
   Students will:
   1. evaluate personal social behaviors during physical activity.
   2. tell why responsible social skills enhance the enjoyment of activities.

C. Application Level Assessment
   1. Teacher observation of student active participation in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
## RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR

<table>
<thead>
<tr>
<th>NAME</th>
<th>FOLLOWS DIRECTIONS</th>
<th>FOLLOWS RULES</th>
<th>BODY UNDER CONTROL</th>
<th>USES EQUIPMENT APPROPRIATELY</th>
<th>LISTENING SKILLS</th>
<th>PLAYS COOPERATIVELY</th>
<th>RESPECTS OTHERS</th>
<th>EXHIBITS SPORTSMANSHIP</th>
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**Key**

- X - MASTERY
- / - MAKING PROGRESS
- * - AREA OF CONCERN
VI. Students will communicate the intrinsic values and benefits of physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction. (SMHPE 2, 5) (NASPE 6)

A. Content and Skills
   1. Value of physical activity
   2. Goal setting
   3. Decision making
   4. Problem solving
   5. Risk taking

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. identify activities that provide enjoyment.

   Application/Analysis Level
   Students will:
   1. participate in a variety of movement activities that promote self-expression. (GE, RE)
   2. participate in a variety of games and activities.

   Synthesis/Evaluation Level
   Students will:
   1. tell why we have rules for our games.
   2. tell why you have to put forth your best effort in physical activity.
   3. tell why goal setting is important. (W)

C. Application Level Assessment
   Students will:
   1. demonstrate a physical activity that provides enjoyment, challenge, and self-expression.
Directions: Look at each of the statements below, circle the statement that best describes how you feel when participating in various physical sports/activities.

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<td>I am able to find many ways that I am successful in physical activities.</td>
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CCO IV - STUDENTS WILL DETERMINE THE LEVEL TO WHICH PHYSICAL ACTIVITY PROVIDES ENJOYMENT, CHALLENGE, AND SELF EXPRESSION.
VII. Students will identify and analyze the structure, functions, and interrelations of human body systems. (SMHPE 1) (NHE 1)

A. Content and Skills
   1. Muscles: how they work
      a. Leg
      b. Arm
      c. Stomach
   2. Skeleton:
      a. Shoulder
      b. Hip
      c. Elbow
      d. Knee
      e. Ankle
      f. Wrist
   3. Nervous System
      a. Brain
      b. Nerves
      c. Five senses
   4. Heart and Lungs: how they work

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. describe how muscles work together in pairs to move the skeletal system.
   2. participate in activities that identify the purpose and parts of the skeletal system.
   3. participate in games and activities that explain the functions of the heart and lungs and how they work together.
   4. explain how the heart and lungs function during exercise.

   Application/Analysis Level
   Students will:
   1. point out the relationships between the brain, nerves, and senses.

   Synthesis/Evaluation Level
   Students will:
   1. create a model of the skeleton (R, T)
   2. identify the brain and nerves and analyze how they function with the five senses to keep the body safe. (R)

C. Application Level Assessment
   Students will:
   1. analyze and illustrate different body systems.
VIII. Students will examine and assess risk factors and behaviors that affect a healthy lifestyle. (SMHPE 5, 7) (NHE 4, 7)

A. Content and Skills
   1. Substance abuse
      a. Safe use of medicine
         i. Confusing medicine with candy
         ii. Adult administration
      b. Common drugs (caffeine, tobacco/nicotine, alcohol)
         i. Sources
         ii. Harmful effects
         iii. Refusal skills
   2. Disease prevention and control
      a. Types of germs (bacteria, virus)
      b. Preventing the spread of germs
      c. Practices to stay healthy
   3. Safety and first aid
      a. Calling 911
      b. Home safety
      c. Fire safety
      d. Safety from strangers
      e. Bicycle safety
      f. Motor vehicle safety
      g. Water safety

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. study and discuss common drugs and the safe use of medicine.
   2. identify activities to reinforce safety practices and procedures.

   Application/Analysis Level
   Students will:
   1. participate in activities related to types of germs and the prevention of diseases.
   2. distinguish between healthy and non-healthy disease prevention strategies.

   Synthesis/Evaluation Level
   Students will:
   1. appraise when and how to respond to emergency situations. (R)

C. Application Level Assessment
   Students will:
   1. predict the consequences of safe and unsafe practices.
IX. Students will identify and apply the principles relating to health-enhancing behaviors. (SMHPE 2, 6) (NHE 7)

A. Content and Skills
   1. Personal health care
      a. Dental health
         i. Primary and permanent teeth
         ii. Cavities
         iii. Preventive care of teeth and gums
      b. Skin care
         i. Cleaning
         ii. Protecting
      c. Posture
      d. Rest and sleep
         i. Amount
         ii. Benefits
   2. Nutrition
      a. MyPyramid
      b. Food servings
      c. Importance of water
      d. Food advertising

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. identify proper techniques for personal health care.

   Application/Analysis Level
   Students will:
   1. classify foods according to food groups. (T)

   Synthesis/Evaluation Level
   Students will:
   1. determine the importance of proper posture.
   2. evaluate the benefits of rest and sleep. (R)

C. Application Level Assessment
   Students will:
   1. interpret how making health-enhancing choices affects daily life.
Through participation in a quality physical education program, it is reasonable to expect that the student will be able to:

- Travel in a backward direction and change direction quickly and safely, without falling.
- Travel, changing speeds and directions, in response to a variety of rhythms.
- Combine various traveling patterns in time to the music.
- Jump and land using a combination of one and two foot take-offs and landings.
- Demonstrate skills of chasing, fleeing and dodging to avoid or catch others.
- Roll smoothly in a forward direction without stopping or hesitating.
- Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground.
- Throw a ball; demonstrating an overhand technique, a side orientation and stepping in opposition.
- Catch, using properly positioned hands, a gently thrown ball.
- Continuously dribble a ball, using the hands or feet, without losing control.
- Use at least three different body parts to strike an object.
- Consistently strike a ball with a bat from a tee or cone, using a correct grip and side orientation.
- Jump a self-turned rope.
- Skip, hop, gallop and slide using a mature motor pattern.
- Manage own body weight while hanging and climbing.
- Demonstrate safety while participating in physical activity.
- Participate in a wide variety of activities that involve locomotion, non-locomotion, and the manipulation of various objects.
- Recognize similar movement concepts in a variety of skills.
- Identify appropriate behaviors for participating with others in physical activity.
- Identify changes in the body during physical activity.
- State reasons for safe and controlled movements.
- Appreciate the benefits that accompany cooperation and sharing.
- Accept the feelings resulting from challenges, successes, and failures in physical activity.
- Be considerate of others in physical activity settings.
I. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (SMHPE 4) (NASPE 1)

A. Content and Skills
   1. Locomotor skills:
      a. Walk
      b. Hop
      c. Skip
      d. Gallop
      e. Gallop
      f. Jump
      g. Run
      h. Slide
      i. Roll
      j. Roll
   2. Non-locomotor skills
      a. Push
      b. Pull
      c. Bend
      d. Stretch
      e. Twist
      f. Turn
      g. Lift
      h. Swing
      i. Stop
      j. Dodge
      k. Balance
   3. Self or personal space, general space, directions, levels, pathways, extension, time, force, and flow
   4. Body parts, kinesthetic feelings, body in space, body in relation to objects and others
   5. Manipulative skills
      a. Passing
      b. Throwing
      c. Catching
      d. Striking
      e. Kicking
      f. Dribbling (hand and foot)
      g. Volleying

B. Facilitating Activities

Knowledge/Comprehension Level
Students will:
1. show expression in rhythm and dance.
2. identify and perform complex combination movement patterns.

Application/Analysis Level
Students will:
1. demonstrate warm-up activities
2. practice skills in low organized games.
3. participate in stunts and tumbling.
4. experiment in movement exploration activities.
5. demonstrate they can move through an obstacle course with varying levels and directions.
6. practice manipulative activities.
7. practice toss and catch activities.
Synthesis/Evaluation Level
Students will:
1. evaluate toss and catch activities.
2. evaluate cooperative activities
3. evaluate jumping activities.

C. Application Level Assessment
1. Teacher observation of student performance of manipulative skills in a variety of active participation activities, using the criteria from the checklist assessment document (reference assessment section).
### OVERHEAD THROW
- Opposite shoulder to target
- Step in opposition
- Appropriate arm motion
- Successful throw

### FOOT DRIBBLING
- Uses both feet
- Uses sides of feet
- Ball under control

### KEY
- 4- Mastery of all skills
- 3- Mastery of most skills
- 2- Mastery of few skills
- 1- Mastery of no skills
II. Students will demonstrate movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (SMHPE 4) (NASPE 2)

A. Content and Skills
   1. Combine two or more locomotor/non-locomotor movements
   2. Combine manipulative skills
   3. Timing movements in relation to other obstacles/variables
   4. Keeping an object continuously in motion

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. show expression in rhythm and dance activities.

   Application/Analysis Level
   Students will:
   1. practice manipulative activities
   2. practice jumping activities.
   3. experiment in movement exploration activities.
   4. participate in stunts and tumbling.

   Synthesis/Evaluation Level
   Students will:
   1. develop skills in low organization games.

C. Application Level Assessment
   1. Teacher observation of student performance of combined movement components in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
<table>
<thead>
<tr>
<th>NAME</th>
<th>JUMPING ROPE</th>
<th>HAND DRIBBLING</th>
</tr>
</thead>
</table>

**JUMP ROPE**
- * Smooth arm movement
- * Jump is timed
- * Sustained coordinated jumping pattern

**OVERHAND THROW**
- * Dribbling with fingers
- * Using proper force
- * Maintains control of ball

**KEY**
- X - Mastery
- / - Making progress
- * - Area of concern
III. Students will participate in regular physical activity. (SMHPE 2, 4) (NASPE 3)

A. Content and Skills
   1. Active lifestyle.
   2. Multiple benefits for both mind and body.
   3. Quality of life.

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. show expression in rhythm and dance
   2. identify body parts and muscle groups
   3. identify and perform complex combination movements

   Application/Analysis Level
   Students will:
   1. demonstrate warm-up activities
   2. practice skills in low organized games
   3. participate in stunts and tumbling
   4. experiment in movement exploration activities
   5. demonstrate they can move through an obstacle course with varying levels and directions
   6. practice manipulative activities
   7. practice toss and catch activities

   Synthesis/Evaluation Level
   Students will:
   1. evaluate toss and catch activities
   2. evaluate cooperative activities
   3. evaluate jumping activities

C. Application Level Assessment
   1. Teacher observation of student active participation in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
The following indicators should be used to assess individual student participation in physical activities. These indicators may be placed in a grade book or on a spread sheet to record the level of participation by each individual student.

4- Student actively participates in all activities.
3- Student actively participates in most activities.
2- Student actively participates in a few activities.
1- Student does not actively participate in activities.
IV. Students will demonstrate comprehension of how to achieve and maintain a health-enhancing level of physical fitness. (SMHPE 2, 4, 5) (NASPE 4)

A. Content and Skills
   1. Flexibility, strength, endurance, body composition
   2. Measure pulse
   3. Change in heart rate
   4. Target heart rate zone
   5. Aerobic and anaerobic activities
   6. Three parts of an aerobic workout: warm-up, physical activity, cool-down
   7. Frequency, intensity, time, type (F.I.T.T.) (How often, how hard, how long, what type of activity)

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. be active participants in health enhancing games and activities
   2. recognize that family physical activities will maintain fitness levels.

   Application/Analysis Level
   Students will:
   1. show warm-up, workout, and cool down activities
   2. monitor heart rates while participating in activities. (T)
   3. analyze activity levels through the use of a pedometer or heart rate monitor. (T)

   Synthesis/Evaluation Level
   Students will:
   1. select activities that benefit each component of fitness. (R)

C. Application Level Assessment
   Students will:
   1. demonstrate activities that improve each component of fitness.
   2. analyze the results of their fitness test scores compared to healthy fitness zones.
# Components of Fitness

Directions: Circle the activities below that improve each of the components of fitness.

## Endurance

<table>
<thead>
<tr>
<th>Softball</th>
<th>Swimming</th>
<th>Soccer game</th>
</tr>
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<tbody>
<tr>
<td>Running</td>
<td>Curl ups</td>
<td>Pull ups</td>
</tr>
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</table>

## Muscular Strength

<table>
<thead>
<tr>
<th>Push ups</th>
<th>Quad stretch</th>
<th>Sit and Reach</th>
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<tbody>
<tr>
<td>Curl ups</td>
<td>Weight lifting</td>
<td>Hamstring stretch</td>
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## Flexibility

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<th>Quad stretch</th>
<th>Pull ups</th>
<th>Skipping</th>
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<tr>
<td>Jogging</td>
<td>Sit and Reach</td>
<td>Push ups</td>
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</table>
V. Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings. (SMHPE 2, 5) (NASPE 5)

A. Content and Skills
   1. General classroom rules and procedures
   2. Rules for games and activities
   3. Body awareness and control
   4. Safety procedures when using equipment
   5. Listening Skills
   6. Cooperative play
   7. Respect for others
   8. Respect for rules
   9. Sportsmanship
   10. Problem solving
   11. Self discipline
   12. Team building

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. demonstrate responsible social behavior while participating in game and activities. (W)
   2. demonstrate body awareness and control while moving.
   3. be active participants in team building activities.
   4. demonstrate acceptance and respect for the decisions made by game officials. (W)
   5. identify rules and procedures of games.

   Application/Analysis Level
   Students will:
   1. apply rules and safety procedures in physical activities.
   2. show proper use of all equipment.

   Synthesis/Evaluation Level
   Students will:
   1. evaluate social behaviors of self and peers during physical activity.
   2. tell why responsible social skills enhance the enjoyment of activities.

C. Application Level Assessment
   1. Teacher observation of student active participation in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
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- X - MASTERY
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- * - AREA OF CONCERN
VI. Students will communicate the intrinsic values and benefits of physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction. (SMHPE 2, 5) (NASPE 6)

A. Content and Skills
   1. Values of physical activity
   2. Goal setting
   3. Decision making
   4. Problem solving
   5. Risk taking

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. identify personal fitness goals and strategies to achieve fitness goals.

   Application/Analysis Level
   Students will:
   1. participate in activities that promote self-expression.
   2. participate in a variety of games and activities.
   3. perform a provided dance, rhythm or jump rope routine.

   Synthesis/Evaluation Level
   Students will:
   1. compare through writing or pictures activities that provide enjoyment, challenge, and self-expression. (R, T)

C. Application Level Assessment
   Students will:
   1. interpret how physical activity provides enjoyment, challenge, and self-expression (written, oral, and/or demonstration).
Directions: Look at each of the statements below, circle the statement that best describes how you feel when participating in various physical sports/activities.

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VII. Students will identify and analyze the structure, functions, and interrelations of human body systems. (SMHPE 1) (NHE 1)

A. Contents and Skills
   1. Circulatory system
      a. Heart
      b. Blood
      c. Vessels
   2. Respiratory system
      a. Lungs (oxygen/carbon dioxide exchanges)
   3. Muscular system
      a. Quadriceps
      b. Hamstrings
      c. Biceps
      d. Triceps
   4. Skeletal system
      a. Ribs
      b. Sternum
      c. Cranium
      d. Vertebrate
      e. Phalanges
   5. Digestive system
   6. Nervous system
      a. Brain
      b. Nerves
      c. Spinal cord

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. describe the functions of the heart, blood, and vessels.
   2. identify the two major muscle groups of the arms and legs.
   3. identify different bones and their purpose.

   Application/Analysis Level
   Students will:
   1. discover how the lungs inhale oxygen and exhale carbon dioxide.
   2. analyze how the digestive system uses food for energy.
   3. examine the relationship between the three parts of the nervous system and how they work together.

   Synthesis/Evaluation Level
   Students will:
   1. determine how different body systems work together. (R)

C. Application Level Assessment
   Students will:
   1. identify the structures and functions of body systems.
VIII. Students will examine and assess risk factors and behaviors that affect a healthy lifestyle. (SMHPE 5, 7) (NHE 4, 7)

A. Content and Skills
   1. Substance abuse
      a. Safe use of medicine
         1. OTC vs. prescription
         2. Safe practices (adult supervision, proper dose, correct usage)
      b. Drugs
         1. Review caffeine, tobacco/nicotine, alcohol
         2. Legal vs. illegal
         3. Use vs. abuse
         4. Refusal skills
   2. Disease prevention and control
      a. Types of disease
         1. Communicable (contagious)
            i. Virus (cold, flu, chicken pox)
            ii. Bacteria (ear infection, strep throat, pink eye, staph)
            iii. Fungi (ringworm, athletes foot)
         2. Non-communicable (non-contagious)
            i. Allergies
               a. environmental
               b. food
            ii. Asthma
            iii. Cancer
            iv. Heart disease
      b. Reduction of risk
         1 Healthy lifestyle choices
            i. nutrition, sleep, exercise
         2 Preventing the spread of germs
   3. Safety and first aid
      a. Recognizing dangers in everyday situations
      b. Introduction to first aid

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. identify and discuss drug use and abuse.
   2. give examples of the safe use of medicines.

   Application/Analysis Level
   Students will:
   1. distinguish between communicable and non-communicable diseases.

   Synthesis/Evaluation Level
   Students will:
   1. evaluate the importance of safety in everyday situations. (W)
   2. develop a plan to prevent the spread of diseases. (T, R)
C. Application Level Assessment
   Students will:
   1. compare and contrast safe and unsafe drug use.
   2. compare and contrast communicable and non-communicable diseases.
   3. distinguish ways to reduce hazards that could lead to injuries.
IX. Students will identify and apply the principles relating to health-enhancing behaviors. (SMHPE 2, 6) (NHE 7)

A. Content and Skills (HPE 1, 2, 6)
   1. Personal health care
      a. Dental health care
         i. Parts of a tooth (crown, root, enamel, gums)
         ii. Plaque and tartar (calculus)
         iii. Fluoride
      b. Skin care
         i. Hygiene
         ii. UV protection
      c. Posture
         i. Benefits of good posture
         ii. Safe lifting techniques
         iii. Safe backpack use
      d. Rest and sleep
   2. Benefits of adequate sleep and rest
   3. Nutrition
      a. Six essential nutrients (carbohydrates, proteins, fat, vitamins, minerals, water)
      b. Recommended servings from MyPyramid
      c. Planning a balanced meal
      d. Calories
      e. Influences that affect nutritional choices

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. identify and reinforce proper techniques for personal health care.
   2. recognize the importance of healthy food choices.
   3. identify the six essential nutrients. (T)
   4. will label the parts of the tooth. (T)

   Application/Analysis Level
   Students will:
   1. question the influences that affect nutritional choices.
   2. value the proper use of UV protection.

   Synthesis/Evaluation Level
   Students will:
   1. use MyPyramid to design a balanced meal plan. (T)
   2. assess the importance of posture and lifting techniques. (R)

C. Application Level Assessment
   Students will:
   1. identify and analyze practices that contribute to personal health care.
   2. apply the guidelines of good nutrition in making healthy choices.
PHYSICAL EDUCATION EXPECTATIONS FOR LEARNING

Through participation in a quality physical education program, it is reasonable to expect that the student will be able to:

- Leap, leading with either foot.
- Hand dribble and foot dribble a ball and maintain control while traveling within a group.
- Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts.
- Consistently strike a softly thrown ball with a bat or paddle demonstrating correct form.
- Develop patterns and combinations of movements into repeatable sequences.
- Without hesitating, travel into, and out of, a rope, turned by others.
- Balance with obvious control.
- Jump and land for height, and jump and land for distance using a mature motor pattern.
- Throw, catch, and kick using mature motor patterns.
- Maintain appropriate body alignment during activity; (lift, carry, push, pull).
- Support, lift, and control body weight in a variety of activities.
- Regular participation in physical activity for improving skillful performance and physical fitness.
- Participate in vigorous activities for sustained periods of time while maintaining a target heart rate.
- Monitor heart rates before, during, and after activity.
- Correctly demonstrate activities designed to improve and maintain muscular strength, muscular endurance, flexibility and cardiovascular functioning.
- Strive to improve each area of their individual fitness test.
- Distinguish between compliance and non-compliance with game rules and fair play.
- Recognize fundamental components and strategies used in simple games and activities.
- Identify ways movement concepts can be used to refine movement skills.
- Identify activities that contribute to positive personal feelings.
- Describe health benefits that result from regular and appropriate participation in physical activity.
- Analyze potential risks associated with physical activity.
- Appreciate differences and similarities in others’ physical abilities.
- Enjoy the positive feelings resulting from involvement in physical activity.
- Celebrate personal successes and achievements, and those of others.
- Accept and respect the decisions made by game officials, whether they are students, teachers, or officials outside of the school.
I. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (SMHPE 4) (NASPE 1)

A. Content and Skills
   1. Locomotor skills:
      a. Walk
      b. Hop
      c. Skip
      d. Gallop
      e. Leap
      f. Jump
      g. Run
      h. Slide
      i. Roll
      j. Grapevine

   2. Non-locomotor skills
      a. Push
      b. Pull
      c. Bend
      d. Stretch
      e. Twist
      f. Turn
      g. Lift
      h. Swing
      i. Stop
      j. Dodge
      k. Balance

   3. Self or personal space, general space, directions, levels, pathways, extension, time, force, and flow

   4. Body parts, kinesthetic feelings, body in space, body in relation to objects and others

   5. Manipulative skills
      a. Passing
      b. Throwing
      c. Catching
      d. Striking
      e. Kicking
      f. Dribbling (hand and foot)
      g. Volleysing

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. show competency in rhythm and dance.
   2. identify and perform complex combination movement patterns.

   Application/Analysis Level
   Students will:
   1. demonstrate warm-up activities
   2. practice skills in low organized games.
   3. participate in stunts and tumbling.
   4. experiment in movement exploration activities.
   5. demonstrate they can move through an obstacle course with varying levels and directions.
   6. practice manipulative activities.
Synthesis/Evaluation Level
Students will:
1. evaluate toss and catch activities.
2. evaluate cooperative activities
3. evaluate jumping activities.

C. Application Level Assessment
1. Teacher observation of student performance of manipulative skills in a variety of active participation activities, using the criteria from the checklist assessment document (reference assessment section).
**VOLLEYING OR DRIBBLING**

- Appropriate contact
- Under control
- Continuous movement

**STRIKING**

- Grip
- Eye contact
- Contacts object directionally

**KEY**

- 4- Mastery of all skills
- 3- Mastery of most skills
- 2- Mastery of few skills
- 1- Mastery of no skills
II. Students will demonstrate movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (SMHPE 4) (NASPE 2)

A. Content and Skills
   1. Combine two or more locomotor/non-locomotor movements into a sequential pattern
   2. Combine manipulative skills while maintaining a fluid motion
   3. Timing movements in relation to other obstacles/variables
   4. Keeping an object continuously in motion
   5. Passing accurately in game conditions

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
      1. show expression and competency in rhythm and dance activities.

   Application/Analysis Level
   Students will:
      1. practice manipulative activities
      2. practice jumping activities.
      3. experiment in movement exploration activities.
      4. participate in stunts and tumbling.

   Synthesis/Evaluation Level
   Students will:
      1. develop skills in low organization games.

C. Application Level Assessment
   1. Teacher observation of student performance of combined movement components in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
<table>
<thead>
<tr>
<th>NAME</th>
<th>JUMPING ROPE</th>
<th>HAND DRIBBLING</th>
<th>Passing accurately</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**JUMP ROPE**

* Smooth arm movement
* Jump is timed
* Sustained coordinated jumping pattern

**OVERHAND THROW**

* Dribbling with fingers
* Using proper force
* Maintains control of ball

**KEY**

X - Mastery
/ - Making progress
* - Area of concern
III. Students will participate in regular physical activity. (SMHPE 2, 4) (NASPE 3)

A. Content and Skills
   1. Active lifestyle.
   2. Multiple benefits for both mind and body.
   3. Quality of life.

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. show expression and competency in rhythm and dance.
   2. identify body parts and muscle groups.
   3. identify and perform complex combination movement patterns.

   Application/Analysis Level
   Students will:
   1. demonstrate warm-up activities
   2. practice skills in low organized games.
   3. participate in stunts and tumbling.
   4. experiment in movement exploration activities.
   5. demonstrate they can move through an obstacle course with varying levels and directions.
   6. practice manipulative activities.

   Synthesis/Evaluation Level
   Students will:
   1. evaluate toss and catch activities.
   2. evaluate cooperative activities
   3. evaluate jumping activities.

C. Application Level Assessment
   1. Teacher observation of student active participation in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
The following indicators should be used to assess individual student participation in physical activities. These indicators may be placed in a grade book or on a spread sheet to record the level of participation by each individual student.

4- Student actively participates in all activities.
3- Student actively participates in most activities.
2- Student actively participates in a few activities.
1- Student does not actively participate in activities.
IV. Students will demonstrate comprehension of how to achieve and maintain a health-enhancing level of physical fitness. (SMHPE 2, 4, 5) (NASPE 4)

A. Content and Skills
   1. Flexibility, strength, endurance, body composition
   2. Measure pulse
   3. Target heart rate zone
   4. Aerobic and anaerobic activities
   5. Three parts of an aerobic workout: warm-up, physical activity, cool-down
   6. Frequency, intensity, time, type (F.I.T.T.) (How often, how hard, how long, what type of activity)

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. be active participants in health enhancing games and activities
   2. recognize extracurricular activities.

   Application/Analysis Level
   Students will:
   1. show warm-up, workout, and cool down activities
   2. monitor heart rates while participating in activities. (T)
   3. analyze activity levels through the use of a pedometer or heart rate monitor.
   4. list and analyze their physical activities. (T)

   Synthesis/Evaluation Level
   Students will:
   1. select activities that benefit each component of fitness.
   2. develop a personal fitness plan that will enhance their physical health. (T, R)

C. Application Level Assessment
   Students will:
   1. demonstrate activities that improve each component of fitness.
   2. analyze the results of their fitness test scores compared to healthy fitness zones.
   3. analyze heart rate data by monitoring heart rate.
Components of Fitness

Directions: Circle the activities below that improve each of the components of fitness.

<table>
<thead>
<tr>
<th>Endurance</th>
<th>Muscular Strength</th>
<th>Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Softball</td>
<td>Swimming</td>
<td>Soccer game</td>
</tr>
<tr>
<td>Running</td>
<td>Curl ups</td>
<td>Pull ups</td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Push ups</td>
<td>Sit and Reach</td>
</tr>
<tr>
<td></td>
<td>Curl ups</td>
<td>Weight lifting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hamstring stretch</td>
</tr>
<tr>
<td></td>
<td>Quad stretch</td>
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</tr>
<tr>
<td></td>
<td>Weight lifting</td>
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<td></td>
<td>Quad stretch</td>
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<td></td>
<td>Pull ups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jogging</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sit and Reach</td>
<td>Push ups</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Teacher will provide students with FitnessGram standards for the Healthy Fitness Zone and the results of their own Physical Fitness Tests.

Students will analyze their own fitness report and identify areas where they need improvement. Once they have identified the areas they need to improve, they will develop a person “plan of action” to improve their fitness scores to be in the Health Fitness Zone on each fitness test item.

** Analysis can be done at the time of the test or when FitnessGram is printed and given to the students.

*** The Person plan of action can be written, illustrated with drawings, or verbally given to the Teacher.
Analyzing Heart Rates Test

1. When exercising, your target heart rate zone should be between _______ and _______.

2. When John played soccer in P.E. class, his heart rate was 155.
   Was John in his target heart rate zone? ______________
   Will this heart rate level during exercise help him maintain a good level of cardiovascular
   endurance? ____________________

3. When Sue jumps rope in P.E. class, her heart rate was 175.
   Did Sue get into her target heart rate zone? ________________
   Will this heart rate level during exercise help her maintain a good level of cardiovascular
   endurance? ____________________

4. When Jasmine was juggling in P.E. class, her heart rate was 95.
   Did Jasmine get into her target heart rate zone? ________________
   Will this heart rate level during exercise help her maintain a good level of cardiovascular
   endurance? ____________________

5. When Michael was Bowling in P.E. class, his heart rate was 105.
   Did Michael get into his target heart rate zone? ________________
   Will this heart rate level during exercise help him maintain a good level of cardiovascular
   endurance? ____________________
V. Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings. (SMHPE 2, 5) (NASPE 5)

A. Content and Skills
   1. General classroom rules and procedures
   2. Rules for games and activities
   3. Body awareness and control
   4. Safety procedures when using equipment
   5. Listening Skills
   6. Cooperative play
   7. Respect for others
   8. Respect for rules
   9. Sportsmanship
   10. Problem solving
   11. Self discipline
   12. Team building
   13. Team strategies

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. demonstrate responsible social behavior while participating in game, team sports and activities. (W)
   2. demonstrate body awareness and control while moving.
   3. be active participants in team building activities. (W)
   4. demonstrate acceptance and respect for the decisions made by game officials. (W)
   5. identify rules and procedures of games.

   Application/Analysis Level
   Students will:
   1. apply rules and safety procedures in physical activities.
   2. show proper use of all equipment.

   Synthesis/Evaluation Level
   Students will:
   1. evaluate social behaviors of self and peers during physical activity.
   2. evaluate how social skills enhance or detract from the enjoyment of activities.

C. Application Level Assessment
   1. Teacher observation of student active participation in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
<table>
<thead>
<tr>
<th>NAME</th>
<th>FOLLOWS DIRECTIONS</th>
<th>FOLLOWS RULES</th>
<th>BODY UNDER CONTROL</th>
<th>USES EQUIPMENT APPROPRIATELY</th>
<th>LISTENING SKILLS</th>
<th>PLAYS COOPERATIVELY</th>
<th>RESPECTS OTHERS</th>
<th>EXHIBITS SPORTSMANSHIP</th>
</tr>
</thead>
</table>

**Key**

X - MASTERY  
/ - MAKING PROGRESS  
* - AREA OF CONCERN
VI. Students will communicate the intrinsic values and benefits of physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction. (SMHPE 2, 5) (NASPE 6)

A. Content and Skills
   1. Values of physical activity
   2. Goal setting
   3. Decision making
   4. Problem solving
   5. Risk taking

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. identify in writing personal fitness goals and strategies to achieve the fitness goals. (T, W)

   Application/Analysis Level
   Students will:
   1. participate in individual activities that promote self-expression.
   2. participate in a variety of games and activities.
   3. participate in activities that enhance health related fitness.

   Synthesis/Evaluation Level
   Students will:
   1. create a dance, movement or jump rope routine (T, R)
   2. compare through writing or pictures activities that provide enjoyment, challenge, and self-expression. (T, R)

C. Application Level Assessment
   Students will
   1. interpret how physical activity provides enjoyment, challenge, and self-expression (written, oral, and/or demonstration).
   2. develop individualized fitness plans with goals for improving their level of fitness.
Directions: Look at each of the statements below, circle the statement that best describes how you feel when participating in various physical sports/activities

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENJOYMENT</strong></td>
<td>I enjoy PE sports and other physical activities.</td>
<td>I often enjoy PE sports and other physical activities.</td>
<td>I sometimes enjoy PE, sports and other activities.</td>
<td>I would rather watch than participate in physical activity.</td>
</tr>
<tr>
<td><strong>CHALLENGE</strong></td>
<td>I always try my hardest in physical activities.</td>
<td>I try my hardest in most physical activities.</td>
<td>I sometimes try my hardest in physical activities.</td>
<td>I like it when my parent writes me a note so I don't have to participate in physical activity.</td>
</tr>
<tr>
<td><strong>SELF-EXPRESSION</strong></td>
<td>I am able to find many ways that I am successful in physical activities.</td>
<td>I am able to find some ways that I am successful in physical activities.</td>
<td>I know I can be successful in physical activities. I will keep trying.</td>
<td>I know I can be successful but don't want to try.</td>
</tr>
</tbody>
</table>

CCO IV - STUDENTS WILL DETERMINE THE LEVEL TO WHICH PHYSICAL ACTIVITY PROVIDES ENJOYMENT, CHALLENGE, AND SELF EXPRESSION.
VII. Students will identify and analyze the structure, functions and interrelations of human body systems. (SMHPE 1) (NHE 1)

A. Content and Skills

1. Circulatory system
   a. Arteries
   b. Veins
   c. Capillaries
   d. Four chambers of heart
2. Muscular system
   a. Voluntary/involuntary
   b. Abdominal
   c. Gluteus maximus
3. Respiratory system
   a. Nose and mouth
   b. Trachea and bronchial tubes
   c. Lungs and alveoli
4. Skeletal system
   a. Humerus
   b. Femur
   c. Patella
   d. Clavicle
   e. Joints (ball and socket-shoulder, hip/hinge-elbow, knee)
5. Digestive system – digestive process
   a. Mouth
   b. Esophagus
   c. Stomach
   d. Small intestines
   e. Large intestines
6. Nervous system
   a. Thinking, feeling, moving
   b. Balance
   c. Coordination

B. Facilitating Activities

   Knowledge/Comprehension Level
   Students will:
   1. identify how the blood flows through the four heart chambers and throughout the body.
   2. identify and discuss the parts of the respiratory system and their functions.
   3. identify the bones of the skeletal system and the types and function of a joint.

   Application/Analysis Level
   Students will:
   1. examine and discuss the parts and function of each body system.
   2. analyze how the nervous system controls their thinking, feeling, and movements.

   Synthesis/Evaluation Level
   Students will:
   1. identify the major muscles and arrange into voluntary or involuntary muscle groups.
   2. construct the path of food as it moves through the digestive system. (T, R)

C. Application/Analysis Level

   Students will:
   1. identify the structures and functions of body systems.
VIII. Students will examine and assess risk factors and behaviors that affect a healthy lifestyle.  
(SMHPE 5, 7) (NHE 4, 7)

A. Content and Skill
1. Substance abuse
   a. Effects of tobacco, alcohol and other drugs on body systems
   b. Tobacco/nicotine
   c. Alcohol
   d. Marijuana
2. Refusal skills
   a. Peer pressure
   b. Influence of advertising
3. Disease prevention and control
   a. Types of disease
      i. Communicable (contagious)
         1. Virus (cold, flu, chicken pox)
         2. Bacteria (ear infection, strep throat, pink eye, staph)
         3. Fungi (ringworm, athletes foot)
      ii. Non-communicable (non-contagious)
         1. Allergies
            a. environmental
            b. food
         2. Asthma
            a. Cancer
            b. Heart disease
4. Body’s basic line of defense
   a. Skin
   b. Mucous membranes
   c. Hairs in nasal passages
   d. Cilia
   e. Stomach acid
   f. White blood cells
5. Prevention
   a. Immunizations
   b. Vaccinations
   c. Booster
6. Safety and first aid
   a. Responding to emergencies
   b. First aid for minor injuries
      i. Cuts and scrapes
      ii. Blisters
      iii. Mild burns
      iv. Strains and sprains (RICE)
7. Weather emergencies
B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. list examples of communicable and non-communicable diseases.

   Application/Analysis Level
   Students will:
   1. practice refusal skills to stay drug-free.
   2. analyze the harmful effects of common drugs on the body.
   3. distinguish how the body defends against disease.

   Synthesis/Evaluation Level
   Students will:
   1. design a plan to respond to emergency situations. (R, T)
   2. decide the proper first aid for most common injuries.
   3. predict the negative consequences of drug abuse.

C. Application Level Assessment
   Students will
   1. analyze the body’s defense against disease.
   2. appraise the necessary first aid for minor injuries.
IX. Students will identify and apply the principles relating to health-enhancing behaviors.
(SMHPE 2, 6) (NHE 7)

A. Content and Skills (HPE 1, 2, 6)
   1. Personal health care
      a. Growth and development (video/nurse)
         1. Boys: hygiene
         2. Girls: hygiene and body changes
      b. Nutrition
         1. MyPyramid
         2. Six essential nutrients
            i. Sources
            ii. Functions
         3. Reading food labels
         4. Healthy meal planning
         5. Influences that affect nutritional choices

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. discuss the contents of a video on hygiene and body changes.
   Application/Analysis Level
   Students will:
   1. analyze the sources and functions of the essential nutrients and their role in good nutrition.
   2. analyze practices that contribute to proper hygiene.
   3. interpret food labels. (T)
   Synthesis/Evaluation Level
   Students will:
   1. utilize MyPyramid.gov to determine how to make healthy food choices. (T, R)

C. Application Level Assessment
   Students will:
   1. apply the guidelines of good nutrition in making healthy choices.
4th and 5th Grade Physical Education Expectations for Learning

Through participation in a quality physical education program, it is reasonable to expect that the student will be able to:

- Throw a variety of objects demonstrating both accuracy and distance.
- Continuously strike a ball to a wall or a partner with a paddle, using forehand and backhand strokes.
- Consistently strike a ball so that it travels in an intended direction and height.
- Design and perform a movement sequence.
- Hand dribble and foot dribble while preventing an opponent from stealing the ball.
- In a small group, keep an object continuously in the air without catching it.
- Consistently throw and catch a ball while guarded by opponents.
- Design a routine combining various jump rope movements to music.
- Use mature motor patterns during gross motor activities.
- Participate in vigorous activities for a sustained period while maintaining a target heart rate.
- Monitor heart rate before, during and after activity.
- Correctly demonstrate activities designed to improve and maintain muscular strength, muscular endurance, flexibility and cardiovascular functioning.
- Participate in games, sports, dance and/or outdoor pursuits, both in and outside of school; based on individual interests and capabilities.
- Strive to improve each area of their individual fitness test.
- Recognize that time and effort are prerequisites for skill improvement and fitness benefits.
- Recognize the role of games, sports and dance in getting to know and understand others.
- Identify opportunities in the school and community for regular participation in physical activity.
- Demonstrate and understand proper warm-up, physical activity, and cool-down techniques.
- Identify benefits resulting from participation in different forms of physical activities.
- Accept and respect the decisions make by game officials, whether they are students, teachers or officials outside the school.
- Appreciate differences and similarities in others’ physical abilities.
I. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (SMHPE 4) (NASPE 1)

A. Content and Skills
   1. Locomotor skills:
      a. Walk
      b. Hop
      c. Skip
      d. Gallop
      e. Leap
      f. Jump
      g. Run
      h. Slide
      i. Roll
      j. Grapevine

   2. Non-locomotor skills
      a. Push
      b. Pull
      c. Bend
      d. Stretch
      e. Twist
      f. Turn
      g. Lift
      h. Swing
      i. Stop
      j. Dodge
      k. Balance

   3. Self or personal space, general space, directions, levels, pathways, extension, time, force, and flow
   4. Body parts, kinesthetic feelings, body in space, body in relation to objects and others
   5. Manipulative skills
      a. Passing
      b. Throwing
      c. Catching
      d. Striking
      e. Kicking
      f. Dribbling (hand and foot)
      g. Volleying

B. Facilitating Activities

   Knowledge/Comprehension Levels
   Students will:
   1. show competency in rhythm and dance.
   2. identify and perform complex combination movement patterns.

   Application/Analysis Level
   Students will:
   1. demonstrate warm-up activities.
   2. practice skills in low organized games.
   3. participate in stunts and tumbling.
   4. experiment in movement exploration activities.
   5. demonstrate they can move through an obstacle course with varying levels and directions.
   6. practice manipulative activities.
Synthesis/Evaluation Level
Students will:
1. evaluate cooperative activities.
2. evaluate jumping activities.
3. evaluate toss and catch activities.

C. Application Level Assessment
1. Teacher observation of student performance of manipulative skills in a variety of active participation activities, using the criteria from the checklist assessment document (reference assessment section).
<table>
<thead>
<tr>
<th>NAME</th>
<th>VOLLEYING</th>
<th>STRIKING</th>
</tr>
</thead>
</table>

**VOLLEYING OR DRIBBLING**

- Appropriate contact
- Under control
- Continuous movement

**STRIKING**

- Grip
- Eye contact
- Contacts object directionally

**KEY**

4- Mastery of all skills
3- Mastery of most skills
2- Mastery of few skills
1- Mastery of no skills
II. Students will demonstrate movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (SMHPE 4) (NASPE 2)

A. Content and Skills
1. Combining two or more locomotor/non-locomotor movements into a sequential pattern
2. Combining manipulative skills while maintaining a fluid motion
3. Timing movements in relation to other obstacles/variables
4. Keeping an object continuously in motion
5. Passing accurately in game conditions

B. Facilitating Activities (See resource book)
   Knowledge/Comprehension Level
   Students will:
   1. show competency in rhythm and dance activities.

   Application/Analysis Level
   Students will:
   1. practice manipulative activities
   2. practice jumping activities.
   3. experiment in movement exploration activities.
   4. participate in stunts and tumbling.

   Synthesis/Evaluation Level
   Students will:
   1. develop skills in low organization games.

C. Application Level Assessment
1. Teacher observation of student performance of combined movement components in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
## JUMP ROPE
* Smooth arm movement
* Jump is timed
* Sustained coordinated jumping pattern

## OVERHAND THROW
* Dribbling with fingers
* Using proper force
* Maintains control of ball

### KEY
- **X** - Mastery
- **/** - Making progress
- ***** - Area of concern
III. Students will participate in regular physical activity. (SMHPE 2, 4) (NASPE 3)

A. Content and Skills
   1. Active lifestyle.
   2. Multiple benefits for both mind and body.
   3. Quality of life.

B. Facilitating Activities
   Knowledge/Comprehension Levels
   Students will:
   1. show competency in rhythm and dance.
   2. identify body parts and muscle groups.
   3. identify and perform complex combination movement patterns.

   Application/Analysis Level
   Students will:
   1. demonstrate warm-up activities.
   2. practice skills in low organized games.
   3. participate in stunts and tumbling.
   4. experiment in movement exploration activities.
   5. demonstrate they can move through an obstacle course with varying levels and directions.
   6. practice manipulative activities.

   Synthesis/Evaluation Level
   Students will:
   1. evaluate cooperative activities.
   2. evaluate jumping activities.
   3. evaluate toss and catch activities.

C. Application Level Assessment
   1. Teacher observation of student active participation in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
The following indicators should be used to assess individual student participation in physical activities. These indicators may be placed in a grade book or on a spread sheet to record the level of participation by each individual student.

4- Student actively participates in all activities.

3- Student actively participates in most activities.

2- Student actively participates in a few activities.

1- Student does not actively participate in activities.
IV. Students will demonstrate comprehension of how to achieve and maintain a health-enhancing level of physical fitness. (SMHPE 2, 4, 5) (NASPE 4)

Content and Skills
1. Flexibility, strength, endurance, body composition
2. Measure pulse
3. Target heart rate zone
4. Aerobic and anaerobic activities
5. Three parts of an aerobic workout: warm-up, physical activity, cool-down
6. Frequency, intensity, time, type (F.I.T.T.) (How often, how hard, how long, what type of activity)

Facilitating Activities
Knowledge/Comprehension Level
Students will;
1. be active participants in health enhancing games and activities
2. recognize extracurricular activities.

Application/Analysis Level
Students will:
1. show warm-up, workout, and cool down activities
2. monitor heart rates while participating in activities. (T)
3. analyze activity levels through the use of a pedometer or heart rate monitor. (T, R)
4. list and analyze their physical activities.

Synthesis/Evaluation Level
Students will:
1. select activities that benefit each component of fitness.
2. develop a personal fitness plan that will enhance their physical health. (T, R)

Application Level Assessment
Students will:
1. demonstrate activities that improve each component of fitness.
2. analyze the results of their FITNESSGRAM scores compared to healthy fitness zones.
3. analyze heart rate data by monitoring heart rate.
Components of Fitness

Directions: Circle the activities below that improve each of the components of fitness.

<table>
<thead>
<tr>
<th>Endurance</th>
<th>Muscular Strength</th>
<th>Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Softball</td>
<td>Push ups</td>
<td>Quad stretch</td>
</tr>
<tr>
<td>Swimming</td>
<td>Quad stretch</td>
<td>Pull ups</td>
</tr>
<tr>
<td>Soccer game</td>
<td>Sit and Reach</td>
<td>Weight lifting</td>
</tr>
<tr>
<td>Running</td>
<td>Curl ups</td>
<td>Hamstring stretch</td>
</tr>
<tr>
<td>Curl ups</td>
<td>Weight lifting</td>
<td></td>
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<tr>
<td>Pull ups</td>
<td></td>
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</tr>
<tr>
<td>Jogging</td>
<td>Sit and Reach</td>
<td>Push ups</td>
</tr>
<tr>
<td>Quad stretch</td>
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<tr>
<td>Sit and Reach</td>
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<tr>
<td>Weight lifting</td>
<td></td>
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<tr>
<td>Hamstring stretch</td>
<td></td>
<td></td>
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<tr>
<td>Pull ups</td>
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</tbody>
</table>
Teacher will provide students with FitnessGram standards for the Healthy Fitness Zone and the results of their own Physical Fitness Tests.

Students will analyze their own fitness report and identify areas where they need improvement. Once they have identified the areas they need to improve, they will develop a person “plan of action” to improve their fitness scores to be in the Health Fitness Zone on each fitness test item.

** Analysis can be done at the time of the test or when FitnessGram is printed and given to the students.

*** The Person plan of action can be written, illustrated with drawings, or verbally given to the Teacher.
Analyzing Heart Rates Test

1. When exercising, your target heart rate zone should be between ______and ______.

2. When John played soccer in P.E. class, his heart rate was 155.
   Was John in his target heart rate zone? ________________
   Will this heart rate level during exercise help him maintain a good level of cardiovascular endurance? ________________

3. When Sue jumps rope in P.E. class, her heart rate was 175.
   Did Sue get into her target heart rate zone? ________________
   Will this heart rate level during exercise help her maintain a good level of cardiovascular endurance? ________________

4. When Jasmine was juggling in P.E. class, her heart rate was 95.
   Did Jasmine get into her target heart rate zone? ________________
   Will this heart rate level during exercise help her maintain a good level of cardiovascular endurance? ________________

5. When Michael was Bowling in P.E. class, his heart rate was 105.
   Did Michael get into his target heart rate zone? ________________
   Will this heart rate level during exercise help him maintain a good level of cardiovascular endurance? ________________
V. Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings. (SMHPE 2, 5) (NASPE 5)

A. Content and Skill
1. General classroom rules and procedures
2. Rules for games and activities
3. Body awareness and control
4. Safety procedures when using equipment
5. Listening skills
6. Cooperative play
7. Respect for others
8. Respect for rules
9. Sportsmanship
10. Problem solving
11. Self discipline
12. Team building
13. Team strategies

B. Facilitating Activities
Knowledge/Comprehension Level
Students will:
1. demonstrate responsible social behavior while participating in game, team sports and activities. (W)
2. demonstrate body awareness and control while moving.
3. be active participants in team building activities.
4. demonstrate acceptance and respect for the decisions made by game officials.
5. identify rules and procedures of games.

Application/Analysis Level
Students will:
1. apply rules and safety procedures in physical activities.
2. show proper use of all equipment.

Synthesis/Evaluation Level
Students will:
1. evaluate social behaviors of self and peers during physical activity.
2. evaluate how social skills enhance or detract from the enjoyment of activities. (W)

C. Application Level Assessment
1. Teacher observation of student active participation in a variety of activities, using the criteria from the checklist assessment document (reference assessment section).
## RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR

<table>
<thead>
<tr>
<th>NAME</th>
<th>FOLLOWS DIRECTIONS</th>
<th>FOLLOWS RULES</th>
<th>BODY UNDER CONTROL</th>
<th>USES EQUIPMENT APPROPRIATELY</th>
<th>LISTENING SKILLS</th>
<th>PLAYS COOPERATIVELY</th>
<th>RESPECTS OTHERS</th>
<th>EXHIBITS SPORTSMANSHIP</th>
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</table>

### Key
- X - Mastery
- / - Making Progress
- * - Area of Concern
VI. Students will communicate the intrinsic values and benefits of physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction. (SMHPE 2, 5) (NASPE 6)

A. Content and Skills
   1. Values of physical activity
   2. Goal setting
   3. Decision making
   4. Problem solving
   5. Risk taking

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. identify, in writing, personal fitness goals and strategies to achieve the fitness goals. (T, W)

   Application/Analysis Level
   Students will:
   1. participate in individual activities that promote self-expression. (GE)
   2. participate in a variety of games and activities.
   3. participate in activities that enhance health related fitness.

   Synthesis/Evaluation Level
   Students will:
   1. create a dance, movement or jump rope routine.
   2. compare through writing or pictures activities that provide enjoyment, challenge, and self-expression. (T, R)

C. Application Level Assessment
   Students will
   1. interpret how physical activity provides enjoyment, challenge, and self-expression (written, oral, and/or demonstration).
   2. develop individualized fitness plans with goals for improving their level of fitness.
Directions: Look at each of the statements below, circle the statement that best describes how you feel when participating in various physical sports/activities.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENJOYMENT</strong></td>
<td>I enjoy PE sports and other physical activities.</td>
<td>I often enjoy PE sports and other physical activities.</td>
<td>I sometimes enjoy PE, sports and other activities.</td>
<td>I would rather watch than participate in physical activity.</td>
</tr>
<tr>
<td><strong>CHALLENGE</strong></td>
<td>I always try my hardest in physical activities.</td>
<td>I try my hardest in most physical activities.</td>
<td>I sometimes try my hardest in physical activities.</td>
<td>I like it when my parent writes me a note so I don't have to participate in physical activity.</td>
</tr>
<tr>
<td><strong>SELF-EXPRESSION</strong></td>
<td>I am able to find many ways that I am successful in physical activities.</td>
<td>I am able to find some ways that I am successful in physical activities.</td>
<td>I know I can be successful in physical activities. I will keep trying.</td>
<td>I know I can be successful but don't want to try.</td>
</tr>
</tbody>
</table>

CCO IV - STUDENTS WILL DETERMINE THE LEVEL TO WHICH PHYSICAL ACTIVITY PROVIDES ENJOYMENT, CHALLENGE, AND SELF EXPRESSION.
VII. Students will identify and analyze the structure, functions and interrelations of human body systems. (SMHPE 1) (NHE 1)

A. Content and Skills
   1. Circulatory–respiratory systems
      a. Review parts
      b. How they work together
      c. Circulation of blood flow
      d. Path of Oxygen
   2. Muscular–skeletal systems
      a. Review parts
      b. How they work together
      c. Joints, ligaments, tendons, cartilage
   3. Digestive-excretory systems
      a. How they work together
      b. Urinary system; kidneys, bladder
   4. Nervous system
      a. Nerve pathway
      b. Review parts

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. review the parts and functions of the muscular-skeletal systems and how they work together.
   2. review the parts of the nervous system and the pathway of nerve impulses.

   Application/Analysis Level
   Students will:
   1. analyze the parts and functions of the circulatory-respiratory systems.
   2. analyze the parts and functions of the muscular-skeletal system.
   3. analyze the parts and functions of the digestive-excretory system.
   4. analyze the parts and functions of the nervous system.

   Synthesis/Evaluation Level
   Student will:
   1. construct the path of oxygen as it moves through the circulatory-respiratory system. (T, R)

C. Application Level Assessment
   Students will:
   1. analyze the structures, functions and interrelations of body systems.
VIII. Students will examine and assess risk factors and behaviors that affect a healthy lifestyle. (SMHPE 5, 7) (NHE 4, 7)

A. Content and Skills
   1. Substance abuse (D.A.R.E. program)
      a. Reinforce previous information about drug use and abuse
      b. Refusal skills
         1. Decision making
         2. Peer pressure
         3. Media influence
   2. Disease prevention and control
      a. Types of diseases
         1. Communicable (contagious)
            A. Virus (cold, flu, chicken pox, Mono, HIV/AIDS)
            b. Bacteria (ear infection, strep throat, pink eye, staph)
            c. Fungi (ringworm, athlete’s foot)
            d. Protozoa
         2. Non-communicable (non-contagious)
            a. Seizures
            b. Diabetes
            c. Review allergies, asthma, cancer, and heart disease
      b. Factors that influence non-communicable disease
         1. Heredity
         2. Environmental factors
         3. Lifestyle choices
      c. Body’s basic line of defense
         1. Skin
         2. Mucous membranes
         3. Hairs in nasal passages
         4. Cilia
         5. Stomach acid
         6. Immune system
   3. Safety and first aid
      a. Reinforce first aid for minor injuries
         1. Bleeding
         2. Choking
         3. Heat-related emergencies
         4. Extreme cold
      b. Non-swimming rescues

B. Facilitating Activities

Knowledge/Comprehension Level

Students will:
1. participate in the D.A.R.E. program.
2. practice refusal skills that counteract peer and media influence. (W)
3. recognize the relationship between lifestyle choices and other factors that contribute to non-communicable disease.
Application/Analysis Level
Students will:
1. compare and contrast communicable and non-communicable disease.
2. analyze the body’s defenses and how the immune system fights disease.

Synthesis/Evaluation Level
Students will:
1. design a plan to respond to emergency situations. (R, T)
2. evaluate factors that influence non-communicable disease
3. decide the proper first aid for most common injuries.

C. Application Level Assessment
 Students will
1. analyze the body’s defense against disease.
2. appraise the necessary first aid for minor injuries.
IX. Students will identify and apply the principles relating to health-enhancing behaviors. (SMHPE 2, 6) (NHE 7)

A. Content and Skills (HPE 1, 2, 6)
   1. Personal health care
      a. Growth and development (video/nurse)
         1) Boys: hygiene and body changes
         2) Girls: hygiene and body changes
   2. Nutrition
      a. MyPyramid
      b. Six essential nutrients
         1) Sources
         2) Functions
      c. Interpreting food labels to make food selections
      d. Healthy meal planning
      e. Safe food handling
      f. Influences that affect nutritional choices

B. Facilitating Activities
   Knowledge/Comprehension Level
   Students will:
   1. discuss the contents of a video on hygiene and body changes.
   2. recognize the importance of handling food safely.

   Application/Analysis Level
   Students will:
   1. analyze a food label for its nutritional value. (T)
   2. analyze practices that contribute to proper hygiene

   Synthesis/Evaluation Level
   Students will:
   1. assess the importance of the six essential nutrients to good nutrition.
   2. utilize Mypyramid.gov to determine how to make healthy food choices. (T, R)

C. Application Level Assessment
   Students will
   1. apply the guidelines of good nutrition to make healthy choices.
4th and 5th Grade Physical Education
Expectations for Learning

Through participation in a quality physical education program, it is reasonable to expect that the student will be able to:

- Throw a variety of objects demonstrating both accuracy and distance.
- Continuously strike a ball to a wall or a partner with a paddle, using forehand and backhand strokes.
- Consistently strike a ball so that it travels in an intended direction and height.
- Design and perform a movement sequence.
- Hand dribble and foot dribble while preventing an opponent from stealing the ball.
- In a small group, keep an object continuously in the air without catching it.
- Consistently throw and catch a ball while guarded by opponents.
- Design a routine combining various jump rope movements to music.
- Use mature motor patterns during gross motor activities.
- Participate in vigorous activities for a sustained period while maintaining a target heart rate.
- Monitor heart rate before, during and after activity.
- Correctly demonstrate activities designed to improve and maintain muscular strength, muscular endurance, flexibility and cardiovascular functioning.
- Participate in games, sports, dance and/or outdoor pursuits, both in and outside of school; based on individual interests and capabilities.
- Strive to improve each area of their individual fitness test.
- Recognize that time and effort are prerequisites for skill improvement and fitness benefits.
- Recognize the role of games, sports and dance in getting to know and understand others.
- Identify opportunities in the school and community for regular participation in physical activity.
- Demonstrate and understand proper warm-up, physical activity, and cool-down techniques.
- Identify benefits resulting from participation in different forms of physical activities.
- Accept and respect the decisions made by game officials, whether they are students, teachers or officials outside the school.
- Appreciate differences and similarities in others’ physical abilities.
Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

1. Structures of, functions of, and relationships among human body systems.
2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management).
3. Diseases and methods for prevention, treatment and control.
4. Principles of movement and physical fitness.
5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use).
6. Consumer health issues (such as the effects of mass media and technologies on safety and health).
7. Responses to emergency situations.

Overview of Performance Standards

All Missourians are eager to ensure that graduates of Missouri’s public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students to reach their maximum potential. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These proposed standards are the work of that group. The standards are built around the belief that the success of Missouri’s students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve their maximum potential. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

The academic standards are grouped around four goals:

**Goal 1** -- Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

**Goal 2** -- Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

**Goal 3** -- Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

**Goal 4** -- Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.
National Standards for Physical Education

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

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

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Purpose of the National Standards Document

**Standards Provide the Framework for a Quality Physical Education Program**

What is worth teaching and learning in physical education? The national content standards define what a student should know and be able to do as result of a quality physical education program. They provide a framework for developing realistic and achievable expectations for student performance at every grade level. These expectations are the first step in designing an instructionally aligned program.

**National Standards Provide Guidance for Developing State and Local Standards**

States and local school districts across the country have used the national standards to develop standards, frameworks, and curricula. Others have revised their existing standards and curricula to align with the national standards.

**Standards Increase the Professional Stature of Physical Education**

The national standards demonstrate that physical education has academic standing equal to other subject areas. They describe achievement, show that knowledge and skills matter, and confirm that mere willing participation is not the same as education. In short, national physical education standards bring accountability and rigor to the profession.