



Cincinnati Hills Christian Academy

Armleder School – Physical Education

Grades K – 6 Scope and Sequence

Vision

Above all, physical education at CHCA reflects the high value God places on human life and the respect we have for each person in God's community. Our program offers opportunities for spiritual growth where students are encouraged to explore what God honoring choices and behaviors look like. The program focuses on the cognitive, psychomotor, affective, and spiritual domains. Each student is encouraged to develop their God given gifts and talents to their fullest potential in the areas of sportsmanship, leadership, cooperation, teamwork, grace and respect. The goal of C.H.C.A. physical education is to develop physically literate individuals who have the motivation, knowledge, confidence and competence to enjoy a lifetime of healthful physical activity. The department strives to facilitate a learning environment that is safe, welcoming, fun, celebrates diversity, noncompetitive and encourages students to develop at their own pace and full potential. This positive classroom setting fosters creativity and celebrates student's successes while supporting them in their challenges.

Standards and Core Competencies

Students work to master the following overarching skills:

- ❖ ***Behaving responsibly and making Christ-centered choices***
- ❖ ***Achieving mature and versatile motor skills***
- ❖ ***Applying knowledge of concepts, principles, strategies, and tactics related to movement and performance***
- ❖ ***Engaging in life-long physical activity and building physical fitness***
- ❖ ***Building Manipulative Skill: Object Control***

Kindergarten Topics: Introduction to Gross Motor Skills: locomotor (walking, running, hopping, leaping, galloping, skipping, sliding); stability skills (static, dynamic balancing, landing, dodging, swinging, twisting, stretching, bending); tumbling skills (log and egg roll); dance (individual, circle, line). Introduction to movement concepts: relationships to objects and people (near, far, under, over, around, extension), effort (time, force, and flow), and space (general, self, pathways). Introduction to manipulative skills: throwing (opposition), catching, kicking, trapping, striking, bouncing. Students apply movement concepts and principles to learn and develop motor skills. Cooperative behavior and the ability to use combined movement skills and strategies in small games and activities is introduced. Responsible personal, social, and Christian behavior in physical activity is expected. Students are taught the importance of achieving and maintaining a health-enhancing level of physical fitness.

Grades 1 & 2 Topics: Refinement of Gross Motor Skills: locomotor (walking, running, hopping, leaping, galloping, skipping, sliding); stability skills (static, dynamic balancing, landing, dodging, swinging, twisting, stretching, bending); tumbling skills (log and egg roll, forward and backward roll, transfer of weight) and dance (individual, circle, line, creative). Introduction to movement concepts: relationships to objects and people (near, far, under, over, around, extension), effort (time, force, and flow), and space (general, self, pathways). Refinement of manipulative and fine motor skills: throwing balls and discs (opposition), catching, kicking, trapping, striking, bouncing, juggling, jump rope. Cooperate activities/games. Students apply movement concepts and principles to learn and develop motor skills; cooperative behavior and the ability to use combined movement skills and strategies/problem solving in small games and activities is the focus.



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Grade 3 Topics: Proficiency in Gross Motor Skills: locomotor (walking, running, hopping, leaping, galloping, skipping, sliding); stability skills (static, dynamic balancing, landing, dodging, swinging, twisting, stretching, bending); tumbling skills (log and egg roll, forward and backward roll, transfer of wieght, mule kick, cartwheel) and dance (individual, circle, line, student-created sequences). Proficiency in movement concepts: relationships to objects and people (near, far, under, over, around, extension), effort (time, force, and flow), and space (general, self, pathways). Proficiency in manipulative skills: throwing balls and discs (opposition), catching, kicking, trapping, striking, bouncing, juggling, jump rope. Cooperation and Teambuilding; strategy in game play and games that promote whole class participation. Introduction to lifetime activities (basketball, soccer) and a focus on small sided games and activities.

Grade 4, 5 and 6 Topics: Activities based mostly in games. Emphasis placed on sportsmanship and cooperation. Fitness activities: cardiovascular, circuit training: strength, and flexibility exercises, pedometers, heart and body health, target heart rates, F.I.T.T principle; Tumbling: sequential combinations with flow; Dance: circle, line and student created; Cooperative Games: cooperation, team building, trust, and Christ-like behavior; Games: field, tag, target, net and wall, invasion, creating fair teams, strategy in game play and games that promote whole class participation, student created games; Team Sports/Lifetime Activities: Football skills: passing, catching, running routes; Soccer skills: dribbling, trapping, kicking, shooting, positions, rules and regulations; Basketball skills: dribbling, passing, shooting, pivot, positions, rules and regulations; Handball: position play, passing, strategy, shooting, goalkeeping. Orienteering: maps and map reading, 4 directions/compasses, rules.



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