

*Curriculum  
Guide  
For  
Physical  
Education*

(Revised July 2015)



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# **The Purpose of Physical Education in St. John's Lutheran School Curriculum**

**At St. John's Lutheran School we value the study of physical education as an important tool in implementing our vision and philosophy statements. Physical Education is a component of education that takes place through movement. It creates the opportunity for individuals to learn and understand academic applications for healthy lives. We at St. John's believe that the main purposes of physical education are for all students:**

- To learn and develop fundamental movement skills**
- To become physically fit to participate regularly in physical activity**
- To know the implications of and the benefits from involvement in physical activities, and**
- To appreciate the value of physical activity and its contributions to a healthy lifestyle.**

**Physical Education also deals with social and personal attitudes. We want our students to see that cooperation and fellowship, assertiveness and leadership, persistence and goal setting, and sportsmanship in a competitive setting are important areas that are dealt with in the context of our continuing lives in Christ.**

**\* All Grade levels have P. E twice a week for at least 30 minutes.**

# **St. Johns Physical Education** **Curriculum Standards**

(Adapted from the Colorado Model Content Standards)

## **1. Movement Competence & Understanding -**

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities and sports.
- Demonstrate understanding of movement concepts, principals, strategies, and tactics as they apply to learning and performing physical activities and sports.

## **2. Physical and Personal Wellness -**

- Participate regularly in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships
- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

## **3. Emotional and Social Wellness –**

- Utilize knowledge and skills to enhance mental, emotional, and social well-being
- Exhibit responsible personal and social behavior that respects self and others in physical activity

(Continued on next page)

## **4. Prevention and Risk-Management**

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs.
- Apply knowledge and skills that promote healthy, violence free relationships
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

## **5. Students demonstrate attitudes toward care of whole physical being as a remarkable work of God, the creator.**

# Overview of Physical Education Curriculum

## Physical Education Curriculum: Kindergarten

### Areas of Content

- Body Management (locomotor and non-locomotor movement)
- Manipulative Skills
- Tumbling and Apparatus
- Rhythms
- Health-Related Fitness
- Safety and Physical Understanding
- Health and Wellness (w/focus on nutrition and exercise )

### Units of Study (suggested list)

- Movement and Space: Locomotor and Non-Locomotor Skills in personal space and shared space
- Games
- Jumping
- Balls, Bean Bags, Hula Hoops, etc. . .
- Hitting, Striking, and Kicking a ball or other object for physical activity
- Music and Movement
- Tumbling and Stunts

### Integration of Faith

- God created you special (Genesis 1, Isaiah 43:1)
- God loves you so much (John 3:16)
- We say thanks to God by using our bodies to glorify Him (I Cor: 6:20)
- We respect and love others because God first loved us (I John)
- We can forgive because God forgives in Jesus
- God gives us our physical breath on this earth and our spiritual breath (in baptism)
- Prayers: thanks for our bodies and safety, petition for repentance, forgiveness, safety, healing and health for sick or hurt classmates

\*\*\*\* In physical education there is opportunity to tell the children they are God's special creation. They can thank God by using their bodies to take care of themselves and by helping others through care and cooperation. In the midst of others we will compare ourselves. Students are taught that we are all different yet we are all precious to God. We show how special each person is to God by the way we speak to and care for each child.

**Objectives for Physical Education: Kindergarten**  
**By the end of Kindergarten the students will be able to:**

**Movement and Space**

1. Demonstrate walking, running, skipping, jumping, hopping, side-slide, galloping, and leaping.
2. Explain and demonstrate personal space and shared space.
  - personal space is anywhere I can touch with my body
  - shared space is moving my personal space around without touching anybody
  - the students can skip around the play area without bumping each other
3. Move at different speeds (slow, medium, fast).
  - walk slow, medium, and fast
  - skip slow, medium, and fast
4. Move in different pathways (curved, zig-zag, diagonal).
  - run in a curve
  - jump in a zigzag
  - side-slide in a different path
  - travel within a large group without bumping others or falling while using a variety of locomotor skills.
5. Move at different levels (low, medium, high) through space.
  - hop down low
  - leap at a medium height
  - gallop at a high level (way up on your tip toes)
6. Create different shapes by bending body parts.
7. Demonstrate self control

**Games**

8. Play simple group games using equipment.  
Sample Games: Clean Your Room (uses fluff or nerve ball or socks rolled up)  
Numbers Game
9. Work together with classmates in cooperative games.  
Sample Games: Houdini Hoops  
Ducks in the Pond
10. Play games without equipment.  
Sample Games: Chickens Go Home  
Freeze Tag  
Sugar Tag  
Line Tag

**Jumping**

11. Jump back and forth over a line (both forward/backward and left/right).
12. Hop on one foot.

### **Balls, Bean Bags, etc. . .**

13. Toss and catch a bean bag by self 10 times.
14. Underhand toss and catch with a partner.
15. Toss a bean bag and hit a target.
16. Dribble a ball with one and two hands.
17. Throw and catch a ball

### **Let's Hit It**

18. Kick and trap a ball.
19. Strike a balloon in the air.

### **Music and Movement**

20. Follow simple steps to music and lyrics.  
Samples: "The Bunny Hop"  
"The Hokey Pokey"
21. Create movements when listening to music.  
Samples: Move using various locomotor skills to music  
Skate on paper plates to music.
22. March to music.
23. Sing songs with actions.

### **Tumbling and Stunts**

24. Balance on one leg.
25. Demonstrate various animal walks.
26. Do a side roll and a forward roll.

### **Health and Wellness**

27. Identify major body parts, their location, and how some body parts help the body move (Head, Shoulders, Knees, and Toes / Make Alphabet Letter with body parts)
28. Discuss their need for physical activity to keep themselves healthy and strong.
29. Demonstrates techniques that improve or maintain personal health, i.e., washing hands, brushing teeth, exercise.
30. Name some things and foods that keep teeth healthy.
31. Demonstrate proper tooth brushing techniques.
32. Describe or list healthy and unhealthy foods and discuss why these foods are classified as such.

### **Health Related Fitness**

33. Do simple abdominal exercises.
34. Run and do other locomotor activities for short periods of time.

### **Safety and Physical Understanding**

35. Understand and demonstrate the importance of using all play equipment safely.
36. Understand the importance of sharing space properly with others.
37. Understand exercise makes the heart beat faster.
38. Understand exercise helps take care of the bodies God has given us.
39. Show respect and care for others.
40. Use physical activity as an emotional release.
41. Kindergarten Field Day Preparation

**(Grade One continued on next page)**

## **Physical Education Curriculum: Grade One**

### **Areas of Content**

- Body Management (locomotor and non-locomotor movement)
- Manipulative Skills
- Tumbling and Stunts
- Rhythms
- Health-Related Fitness
- Safety and Physical Understanding
- Health and Wellness (w/focus on nutrition and exercise )

### **Units of Study** (suggested list)

- Movement and Space: Locomotor and Non-Locomotor Skills in personal space and shared space
- Games
- Jumping
- Balls, Bean Bags, Hula Hoops, etc. . .
- Hitting, Striking, and Kicking a ball or other object for physical activity
- Music and Movement
- Tumbling and Stunts
- Field Day Preparation

### **Integration of Faith**

- God created you special (Genesis 1, Isaiah 43:1)
- God loves you so much (John 3:16)
- We say thanks to God by using our bodies to glorify Him (I Cor: 6:20)
- We respect and love others because God first loved us (I John)
- We can forgive because God forgives in Jesus
- God gives us our physical breath on this earth and our spiritual breath (in baptism)
- Prayers: thanks for our bodies and safety, petition for repentance, forgiveness, safety, healing and health for sick or hurt classmates

\*\*\*\* In Grade One P.E. we reinforce and build on that which was introduced in Kindergarten. The children are special creation of God and He loved them so much Jesus died for them. They can thank God by using their bodies to take care of themselves and by helping others through care and cooperation. In the midst of others we will compare ourselves. Students are taught that we are all different yet we are all precious to God. We show how special each person is to God by the way we speak to and care for each child.

### **Objectives for Physical Education: Grade One**

**By the end of Grade One the students will be able to:**

### **Movement and Space**

1. Demonstrate walking, running, skipping, jumping, hopping, side-slide, galloping, and leaping.
2. Explain and demonstrate personal space and shared space.
3. Move at different speeds (slow, medium, fast) while doing a locomotor skill.
4. Move in different pathways (curved, zig-zag, diagonal) while doing a locomotor skill.
5. Move at different levels (low, medium, high) while doing a locomotor skill.
6. Combine objectives 3,4,5 : ( ex: Walk slowly, in a curved path, at a low level)

### **Games**

7. Play simple group games using equipment.
8. Play simple group games without equipment.
9. Work together with classmates in cooperative games (both partner and larger group games).

### **Jumping**

10. Hop on one foot.
11. Jump on two feet.
12. Jump rope a designated number of times without error.

### **Balls, Bean Bags, etc. . .**

13. Toss a bean bag, clap one time while it is in the air, and catch it before it falls to the ground.
14. Underhand toss and catch a bean bag with a partner a designated number of times.
15. Toss a bean bag and hit a target.
16. Bounce a ball a designated number of times.
17. Throw a ball and hit a target.
18. Catch a bounced ball thrown from a partner.
19. Dodge a ball while running.

### **Let's Hit It**

20. Kick a slow rolling ball.
21. Trap a moving ball with one foot.
22. Try to affect or decide the direction when kicking a rolling ball.

### **Music and Movement**

23. Follow simple steps to music and lyrics.
24. Create movements when listening to music.
25. March to music.
26. Sing songs with actions.

### **Tumbling and Stunts**

27. Perform various balancing stunts.
28. Demonstrate various animal walks.
29. Do a side roll and a forward roll.

### **Field Day Preparation**

30. Demonstrate knowledge of rules in chosen field day events.
31. Demonstrate ability to perform chosen field day event correctly and safely.

### **Health and Wellness**

32. Demonstrate a basic understanding of the Food Guide Pyramid
33. Distinguish between healthy and non-healthy foods.
34. Understand the importance of drinking water in keeping your body healthy.
35. Recognize that regular physical activity results in one being healthier and in having the endurance to play longer.
36. Understand that following these basic rules leads to being “A Fit Kid”
37. Eat a variety of foods, especially fruits and vegetables.
38. Drink water and milk most often.
39. Listen to your body.
40. Limit screen time. (Screen time- T.V, Video Games, Etc.)
41. Be active.

### **Health Related Fitness**

42. Follow teacher led warm-ups.
43. Do simple abdominal exercises (lay on back and lift feet off the ground for 3 seconds).
44. Run and do other locomotor activities for short periods of time (5-10 minutes).

### **Safety and Physical Understanding / Prevention & Risk Management**

45. Understand and demonstrate the importance of using all play equipment safely.
46. Understand the importance of sharing space properly with others.
47. Understand exercise makes the heart beat faster.
48. Understand exercise helps take care of the bodies God has given us.
49. Demonstrate safety skills and habits.
50. Understand stretching helps prepare our bodies for physical activities.

### **Physical Education Curriculum: Grade Two**

## **Areas of Content**

- Body Management (locomotor and non-locomotor movement)
- Manipulative Skills
- Games / Sports
- Health-Related Fitness
- Safety and Physical Understanding
- Health and Wellness (w/focus on nutrition and exercise as well as emotional and social wellness)
- Apply personal safety

## **Units of Study** (suggested list)

- Movement and Space: Locomotor and Non-Locomotor Skills in personal space and shared space
- Games
- Jumping
- Balls, Bean Bags, Hula Hoops, etc. . .
- Hitting, Striking, and Kicking a ball or other object for physical activity
- Parachute
- Intro To Sports (see list in objectives)
- Field Day Preparation

## **Integration of Faith**

- God created you special (Genesis 1, Isaiah 43:1)
- God loves you so much (John 3:16)
- We say thanks to God by using our bodies to glorify Him (I Cor: 6:20)
- We respect and love others because God first loved us (I John)
- We can forgive because God forgives in Jesus
- God gives us our physical breath on this earth and our spiritual breath (in baptism)
- Prayers: thanks for our bodies and safety, petition for repentance, forgiveness, safety, healing and health for sick or hurt classmates

\*\*\*\* In Grade 2 differences in physical abilities become even more visible. We reinforce what we have been teaching in previous grades. Each child is a special creation of God and precious in His sight. They can thank God by using their bodies to care for themselves and others. When conflicts between students arise (or teasing happens) it is a great opportunity to discuss how we resolve this as Christians. When we say “sorry” we are also saying with the Holy Spirits help that we will change the wrong action we have done. When we say “I forgive you” we know because I am forgiven in Christ I can forgive others. We show how special each person is to God by the way we speak to and care for them.

**Objectives for Physical Education: Grade Two**  
**By the end of Grade Two the students will be able to:**

**Movement and Space**

1. Demonstrate walking, running, skipping, jumping, hopping, side-slide, galloping, and leaping with proficiency.
2. Explain and demonstrate personal space and shared space.
3. Move at different speeds, pathways, and levels (see grade one objectives).
4. Combine speed, pathway, and level while doing a locomotor movement (walk quickly in a zig zag for example).

**Games**

5. Play some organized games with skill (with equipment and without)
6. Cooperated with other in competitive games.
7. Work with others in cooperative team games.

**Jumping**

8. Jump forward and backward using a jump rope.
9. Jump rope forward for ten continuous jumps.

**Balls, Bean Bags, etc. . .**

10. Toss a bean bag in the air, clap 2 or more times and catch it before it falls to the ground.
11. Catch and throw a bean bag with a partner with proficiency.
12. Catch and throw a bean bag with 3-5 students in a circle.
13. Toss a bean bag and hit a target with accuracy.
14. Perform some simple partner activities with a ball.
15. Throw a ball and hit a target
16. Catch a ball in the air thrown from a partner.
17. Dodge a ball while running.

**Let's Hit It**

18. Kick a rolling ball.
19. Keep a balloon in the air by striking it with different body parts..

## **Parachute**

20. Use in and with various stretching movements.
21. Use in and with various strength development activities.
22. Use in and with various locomotor and non-locomotor skills.
23. Play group games using parachute.
24. Demonstrate cooperation skills while using parachute in various games and activities.

## **Introduction to Sports**

25. Demonstrate introduction and entry skills needed to play/perform the following sports.
  - a. Soccer
  - b. Hockey (Floor)
  - c. Basketball
  - d. Kickball
  - e. Frisbee (learn to throw)
26. Demonstrate knowledge of basic rules/procedures of the sports listed above.
27. Play entry level skill games related to these sports.
28. Demonstrate teamwork and cooperation skills in the performance of these games/sports.

## **Field Day Preparation**

29. Demonstrate knowledge of rules in chosen field day events.
30. Demonstrate ability to perform chosen field day event correctly and safely.

## **Health and Wellness**

31. Understand and discuss the benefits of exercise (Exercise Makes Your Heart Happy, Exercise Strengthens Muscles, Exercise Makes You Flexible, Exercise Keeps the Body in Balance, Exercise Makes You Feel Good).
32. Define physical fitness and describe why it is important to exercise safely and moderately.
33. Identify methods to keep the body healthy and clean.
34. Identify where a food fits on the food pyramid.
35. Discuss the relationship between good health and proper diet.
36. Explain how brushing, eating healthy snacks and regularly visiting a dentist all help to prevent tooth decay.
37. Distinguish between healthy and non-healthy foods
38. Prepare for end of year endurance run

## **Health Related Fitness**

39. Follow teacher led warm-ups.
40. Do a sit up
41. Demonstrate a push up.
42. Run and do other locomotor activities for a short period of times (10-15 minutes)

### **Safety and Physical Understanding**

43. Use equipment in P.E. and on the playground safely.
44. Share space with others while moving.
45. Describe how the heart and lungs work together as partners.
46. Understand individual growth rates vary and have an effect on motor performance.
47. Understand stretching activities helps prepare our bodies for physical activity.
48. Care for equipment and property.

**(Grade Three continued on next page)**

## **Physical Education Curriculum: Grade Three**

### **Areas of Content**

- Body Management
- Manipulative Skills
- Games/Sports
- Rhythms & Tumbling
- Health-Related Fitness
- Safety and Physical Understanding
- Health and Wellness (w/focus on nutrition and exercise as well as emotional and social wellness)

### **Units of Study** (suggested list)

- Volleyball
- Frisbee
- Soccer & Kickball
- Basketball
- Hockey
- Dance and Rhythms
- Cupstacking
- Track and Field
- Field Day Preparation
- Other Ball and Field Games

### **Integration of Faith**

- God loves you so much (John 3:16)
- Our Bodies are a temple of the Holy Spirit (I Cor. 6:19)
- We say thanks to God by using our bodies to glorify Him (I Cor. 6:20)
- We work together as a body of Christ (II Cor.) – sportsmanship and forgiveness

\*\*\*\* In Grade 3 we will build upon the foundation laid in K-2. At this age the differences in physical ability become even more pronounced. This leads to a grand opportunity to teach and emphasize the body of Christ (as Paul addresses in Corinthians). In this process it is the goal to make sure the students are getting equal opportunity to be active and have some success both individually and corporately. Lots of love and encouragement are both modeled and taught.

**Objectives for Physical Education: Grade Three**  
**By the end of third grade the students will be able to:**

**Volleyball**

1. Understand the rules of the game.
2. Learn how to properly pass the ball to prevent injury.
3. Learn how to serve the ball underhand.
4. Begin simple games.

**Frisbee**

5. Throw and catch a frisbee with correct form.
6. Play games using a Frisbee.

**Soccer & Kickball**

7. Learn how to kick the ball
8. Learn how to direct the ball to others and the goal
9. Learn how to defend the goal.
10. Play a game and other skill-related games
11. Understand the rules for correctly playing soccer.
12. Kickball Variations – Learn bases, outs, fouls, and pop-fly rules

**Basketball**

13. Be introduced to shooting skills and have the opportunity to practice.
14. Demonstrate dribbling a basketball with dominant hand.
15. Learn how to run and walk while dribbling.
16. Learn how to shoot the ball
17. Play skill related games such as knockout, relays, and 3 on 3.
18. Understand the rules for correctly playing basketball.

**Hockey (Floor)**

19. Learn how to hold the stick.
20. Learn to pass and control the puck (ball)
21. Play a hockey game.
22. Understand the rules for correctly playing hockey

**Cupstacking**

23. Develop eye-hand coordination
24. Learn how to perform the following stacks (3-6-3 stack /6-6 stack / 10 cup stack)
25. Challenge others in races in stacks listed above / try and perform a 3-6-3 stack in eight seconds.

26. Understand the rules for correctly performing cupstacking.

### **Dance and Rhythms / Tumbling**

27. Perform simple movements to a beat.
28. Learn and demonstrate dances with simple steps.
29. Learn forward and backward rolls

### **Track and Field**

30. Complete an obstacle course.
31. Run a half mile and demonstrate what it means to pace in this run.
32. Work with a team and demonstrate a variety of relays.

### **Field Day Preparation**

33. Demonstrate knowledge of rules in chosen field day events.
34. Demonstrate ability to perform chosen field day event correctly and safely.

### **Other Ball and Field Games**

35. Play a variety of field and ball games.
36. Play simple team games.
37. Manipulate a variety of objects by themselves, with a partner, or in team play.
38. Cooperate with classmates in games.

### **Health and Wellness**

39. Identify methods to keep the body healthy and clean
40. Identify muscles and their use, as well as what fat is in the body.
41. Recognize that regular physical activity results in increased strength and endurance, higher energy levels and more restful sleep.
42. Understand how the heart rate changes when exercising.
43. Understand what it means to be overweight (how it is measured and how it affects your health now and in the future)
44. Understand what BMI (Body Mass Index) is and what it indicates.
45. Understand what a calorie is, how they are used, how many calories a school age student should be eating (1,600 to 2,500) per day, and what happens if you don't eat enough or eat too many calories.
46. Understand the importance of a good breakfast (daily) on one's health and diet.
47. Prepare for end of year endurance run

### **Health Related Fitness**

48. Stretch (warm up) properly for more rigorous activity.
49. Run a half mile and demonstrate what it means to pace in this run.
50. Do sit ups and push ups.
51. Use pre and post tests in endurance, strength, and agility to assess physical improvement.

52. Begin life long habits for taking care of their bodies.
53. Experience success and fun in a variety of activities.
54. Understand vigorous exercise is recognized through body cues: sweat, accelerated heart rate, and respiration.

### **Safety and Physical Understanding**

55. Understand the values of good sportsmanship and demonstrate it..
56. Understand that correct practicing of a physical activity develops self improvement.
57. Begin life long habits for taking care of their bodies.
58. Understand and apply safety rules during P.E. and on the playground at recess.
59. Understand good eating and exercising habits will help their bodies and make them feel better.
60. Know they are special to God and belong to His family along with the rest of us.
61. Understand their bodies are temples of the Holy Spirit.

**(Grade Four continued on next page)**

## **Physical Education Curriculum: Grade Four**

### **Areas of Content**

- Body Management
- Manipulative Skills
- Stunts, Tumbling, and Apparatus
- Games/Sports
- Health-Related Fitness
- Safety and Physical Understanding
- Health and Wellness (w/focus on nutrition, exercise, and substance abuse)

### **Units of Study** (suggested list)

- Football
- Frisbee
- Volleyball
- Basketball / Kickball Variations
- Foot Bag
- Softball
- Gymnastics/Tumbling
- Track and Field
- Field Day Preparation
- Other Ball and Field Games

### **Integration of Faith**

- God loves you so much (John 3:16)
- Our Bodies are a temple of the Holy Spirit (I Cor. 6:19)
- We say thanks to God by using our bodies to glorify Him (I Cor. 6:20)
- We work together as a body of Christ (II Cor.) – sportsmanship and forgiveness
- We are new creatures in Christ (II Cor. 5:17)

\*\*\*\* In Grade Four reinforcement is needed in cooperation and sportsmanship-the emphasis on us being a family of God's children reflecting the great love he has for us. Also, this is a good time to begin exercise habits outside of physical education class (caring for the bodies that God has given to us-that we might glorify Him). Lots of love and encouragement are modeled and taught.

**Objectives for Physical Education: Grade Four**  
**By the end of Grade Four the students will be able to:**

**Football**

1. Demonstrate passing, centering, and catching a football .
2. Play various lead up games/activities
3. Understand basic rules for playing flag football

**Frisbee**

4. Throw and catch a frisbee with correct form.
5. Play games using a frisbee as the main tool.

**Volleyball**

6. Be introduced to the skills and strategies needed to play volleyball
7. Understand how to play and what the rules are.
8. Learn how to bump and pass.

**Basketball / Kickball**

9. Work on skills and strategies needed to play basketball
10. Play and build on different types of Kickball Games

**Foot Bag**

11. Perform simple foot bag kicks (Inside, outside).
12. Demonstrate proper stance and eye focus.
13. Play foot bag in its different forms (individual, partner, group)
14. Understand the rules for correctly playing foot bag.

**Softball**

15. Throw, catch, and hit a small ball (like a tennis ball or rag softball)
16. Understand and practice fielding skills for softball.
17. Understand the rules for correctly playing softball

**Gymnastics/Tumbling**

18. Perform a variety of individual, partner, and group stunts.
19. Design a short tumbling routine (individual or small group)

**Track and Field**

20. Demonstrate base running.

21. Perform beginning track and field activities: ball throw, dashes, broad jumps, and longer distance running.

### **Field Day Preparation**

22. Demonstrate knowledge of rules in chosen field day events.
23. Demonstrate ability to perform chosen field day event correctly and safely.

### **Other Ball and Field Games**

24. Play a variety of field and ball games (ex. Four Square)
25. Work with a small group to create a game with some manipulatives.
26. Cooperate with classmates in games.

### **Health and Wellness**

27. Recognize that regular physical activity results in increased strength and endurance, higher energy levels and more restful sleep.
28. Discuss the effects of being overweight (both physical and emotional)
29. Identify recommended daily servings of food groups
30. Understand what carbohydrates are (both simple and complex), how they body uses them, and how they fit into a proper diet.
31. Understand what fats are, the different types if fats, why we need fats in our diets, and how they fit into a healthy diet.
32. Understand what proteins and amino acids are, what foods they come from, and how much is enough?
33. Understand why smoking is harmful to the body.
34. Recognize diseases caused by smoking.
35. Discuss why people do or do not choose to use tobacco, and discuss laws pertaining to cigarette smoking and buying tobacco.

### **Health Related Fitness**

36. Follow teacher led warm-ups.
37. Run/walk a mile in 15 minutes or less.
38. Use pre and post tests in endurance, strength, and agility to assess physical improvement.
39. Begin life long habits for taking care of their bodies.
40. Experience success and fun in a variety of activities.
41. Understand cardio respiratory endurance is improved by performing exercise for in increasing duration 3-5 times per week.
42. Prepare for end of year endurance run

### **Safety and Physical Understanding**

43. Understand the values of good sportsmanship and demonstrate it.
44. Respect others bodies.

45. Understand that correct practicing of a physical activity develops self improvement.
46. Begin life long habits for taking care of their bodies.
47. Know the three areas of body fitness and assess themselves in them: strength, flexibility, endurance.
48. Understand good eating and exercising habits will help their bodies and make them feel better.
49. Understand their bodies are temples of the Holy Spirit.

**(Grades Five and Six continued on next page)**

## **Physical Education Curriculum Grades 5 & 6**

### **Areas of Content**

- Manipulative Skills
- Rhythms
- Games/Sports
- Health Related Fitness
- Safety and Physical Understanding
- Health and Wellness (w/focus on nutrition, exercise, and substance abuse)

### **Units of Study**

- Basketball
- Dance/Rhythms
- Strength, Stretches, and Aerobic Activity
- Kickball & Soccer
- Speedball
- Ultimate Frisbee
- Circuits
- Track and Field
- Field Day
- Capture the Flag / Cooperative Games
- Badminton
- Jump Rope
- Volleyball
- Other Suggested Games/Activities (See list in objectives)

### **Integrating the Faith**

- God created you-it's a gift from Him (Gen: 26-27)
- Our bodies are a temple of the Holy Spirit (I Cor. 6:19)
- We say thanks to God by using our bodies to glorify Him (I Cor. 6: 20)
- God has prepared good works in advance for us (Eph. 2:8-10), this includes taking care of our bodies, saying sorry, and forgiving each other.

\*\*\* In fifth and sixth grade we emphasize caring for the bodies God has given to us. The challenges that face the teacher are great. Student ability levels are on full display at this age. Everyone is aware who is more physically capable and less capable. As we move into more sport we want to remember the main goal-to take care of the bodies God has given us. To introduce more skill and competition without hindering student desire to be active is important here. Remind students everyone has different physical abilities and likes and dislikes. We are not competing with others

but with ourselves-to be the best we can be with the body God has given us. The teacher should provide a variety of experiences to encourage individual and group success.

## **Objectives for Physical Education: Grades 5 & 6**

### **Basketball**

1. Demonstrate a lay-up, jump-shot, and free throw.
2. Demonstrate a bounce pass, and chest pass.
3. Demonstrate dribbling with left and right hand.
4. Perform a pivot, bounce pass, chest pass, and overhead pass.
5. Know defense and offense position.
6. Participate in basketball team tournament.
7. Show increased skill in the basics of basketball.

### **Dance/Rhythms**

1. Understand basic rhythms.
2. Demonstrate different types of rhythms.
3. Understanding dance steps, set to music.
4. Perform a dance routine.

### **Strength, Stretches and Aerobic Activity**

1. Know different stretches for different muscles.
2. Lead the class in stretches.
3. Demonstrate different strengthening activities.
4. Understand stretching is an essential part of physical fitness and perform them daily.
5. Perform an aerobics/strength building routine led by the teacher, students, or other media (videos, internet, etc.)
6. Know that a variety of activities can accomplish aerobic fitness (walking, swimming, dance, etc.)
7. Understand that Cardio-respiratory endurance is increased by performing aerobic exercise 3-5 times per week for a minimum of 15-20 minutes while in the target heart rate zone.

### **Kickball & Soccer**

1. Understand each position and its responsibilities.
2. Understand the basic rules.
3. Demonstrate each position.
4. Participate in the different types of Kickball games.

## **Capture the Flag / Cooperative Games**

1. Know the rules of Capture the Flag.
2. Understand the basic strategies and teamwork in Capture the Flag.
3. Participate in a game of Capture the Flag.
4. Participate in various cooperative games/activities
5. Demonstrate good sportsmanship to others.
6. Understand the importance of cooperation in solving a given task.
7. Participate in team activities.
8. Respect others different levels of fitness.

## **Circuits**

1. Perform each activity at given area.
2. Perform each of the following at given area.
  - Push-up
  - Sit-up
  - Jumping Jack
  - Wall Sits
  - Calf-raises
  - Jump Rope
  - Lunges
3. Understand the importance of exercise 3 days a week.
4. Recognize vigorous exercise is recognized by the body's cues of sweat, accelerated heart, and respiration.

## **Volleyball**

1. Understand fully rules of the game.
2. Perform a bump, a set, and a spike.
3. Be able to serve (either underhand or overhand)
4. Understand rotations and positions in the game.

## **Track and Field**

1. Develop track and field skills.
  - a. Running – Sprints/ Relays/ Distance running
  - b. Jumps – Long jumps and others
  - c. Throws – Ball and others
  - d. Hurdles

## **Speedball**

1. Understand rules of the game, and strategies for playing it.

## **Field Day Preparation**

1. Demonstrate knowledge of rules in chosen field day events.
2. Demonstrate ability to perform chosen field day event correctly and safely.

## **Badminton**

1. Understand the rules of Badminton.
2. Participate in daily practice.
3. Play Badminton games.

## **Jump Rope**

1. Understand jumping rope is a heart healthy activity.
2. Learn and demonstrate basic jump roping technique.
3. Participate in learning different jump rope “tricks”.

## **Ultimate Frisbee**

1. Display proper technique in throwing frisbee
2. Demonstrate knowledge of the rules of the game

## **Other Suggested or Possible Activities:**

1. Bowling
2. Golf
3. Biking
4. Other activities may be substituted

## **Heath and Wellness**

1. Understands how much activity is necessary to maintain an active lifestyle (Frequency, duration, & intensity of activity for reducing health risks and improving cardiovascular performance)
2. Understands how physical fitness and motor skills contribute to employment and a productive lifestyle.
3. Understand what vitamins and minerals are, which ones that you need and in what foods you can find them, and how they help your body.
4. Understand how to read and understand food labels.
5. Identify and describe the amount of fat, fiber, and sugar in foods.
6. Evaluate their diet to determine its sugar, fat, and fiber content.
7. Identify high fiber and low fat foods.
8. Understand what eating disorders are, what causes them, and how they effect your health.

9. Understand the effects of stress on your health.
10. List various stress management techniques.
11. Explains how feeling good about oneself influences health.
12. Identify methods to keep the body healthy and clean.
13. Discuss why people do or do not choose to use tobacco, alcohol, marijuana, and other drugs
14. Describe the effects of using and overusing alcohol on the body (both short and long term).

### **Health Related Fitness**

1. Use physical fitness testing to improve self in strength, endurance, and flexibility.
2. Choose activities outside of Physical Education that promote physical well being.
3. Continue to develop life long habits for taking care of their bodies.
4. Understand taking care of their bodies improves their energy and self esteem.
5. Prepare for end of the year endurance run (mile run).

**(Grades Seven and Eight continued on next page)**

## 7<sup>th</sup> and 8<sup>th</sup> Grade Physical Education Curriculum

### Areas of Content

- Manipulative Skills
- Rhythms
- Games/Sports
- Health Related Fitness and Understanding (anaerobic and aerobic)
- Tumbling, Stunts
- Health and Wellness (nutrition, substance abuse, exercise)

### Units of Study

- Other Field and Court games and skills

- Volleyball
- Flag Football
- Handball
- Speedball
- Gatorball
- Ultimate Frisbee
- Softball
- Variations of Kickball
- Floor Hockey
- Lacrosse
- Soccer
- Basketball
- Tennis

- Recreational Activities

- Frisbee Golf
- Biking
- Golf
- Bowling
- Lawn games
- Hiking
- Archery
- Pool/darts
- Boating
- Skiing
- Self-defense/martial arts

- Cooperative and Initiative Games
- Tumbling
- Dance/Rhythms
- Strength and Endurance Circuits
- Jump Rope
- Aerobic Activities-relays, running, tags
- Badminton
- Pickleball

- Swimming & Water Safety Skills.

In 7<sup>th</sup> and 8<sup>th</sup> grade we emphasize caring for the bodies God has given us. Learning finer skills and sports is also part of the goal. Giving them a chance to participate in a variety of games and activities will help to instill in them the importance of life long health.

### 7<sup>th</sup> & 8<sup>th</sup> Grade Objectives

#### **Flag Football**

1. Know how to throw the football
2. Put on flags and belts properly
3. Understand the basic rules and strategies of flag football
4. Know how to catch a football

#### **Ultimate Frisbee and Frisbee Golf**

5. Demonstrate an understanding of the rules and scoring
6. Demonstrate proper throwing technique
7. Understand strategies and differentiate between offense and defense

#### **Volleyball**

8. Accomplish an underhand or overhand serve
9. Understand the basic rules and strategies of volleyball
10. Know how to rotate properly
11. Demonstrate different skills properly: set, serve, pass, attack, block
12. Apply knowledge in a written test

#### **Cooperative and Initiative Games**

13. Work together toward a common goal
14. Develop cooperative strategies
15. Establish a sense of teamwork and respect
16. Understand what it means to rely on one another

#### **Tumbling**

17. Perform individual stunts
18. Perform partner stunts
19. Demonstrate proper safety techniques

#### **Dance/Rhythms**

20. Jump rope to music
21. Learn basic aerobic moves
22. Perform line dances
23. Move correctly to beat and rhythm

#### **Softball**

24. Demonstrate an understanding of the rules
25. Know how to hit, catch, and throw correctly

26. Understand strategies of the game
27. Apply knowledge in a written test

### **Speedball/Gatorball/Handball**

28. Understand rules and how to score (goal, pass, basket)
29. Display good sportsmanship
30. Demonstrate proper skills and techniques of the game (air dribbling, self conversions, etc.)

### **Kickball**

31. Become familiar with new variations of an old game
32. Develop trust and reliance on others
33. Show knowledge of rules through actual play

### **Strength and Endurance Circuits and Activities**

34. Demonstrate how to check heart rate
35. Show improvement in endurance and strength
36. Understand the necessity and importance of lifelong wellness

### **Jump Rope**

37. Be able to complete a 10-minute test and 1 minute test in the required time
38. Perform and record the basic jumps with a certain number of reps
39. Select and perform the required number of optional jumps with correct reps

### **Floor Hockey**

40. Understand the rules and apply them in a game
41. Demonstrate a correct pass, stop, and shot
42. Know to explain offsides
43. Apply knowledge to a written test

### **Lacrosse**

44. Demonstrate the various shots
45. Correctly catch and throw a ball
46. Correctly hold the stick
47. Take a written test
48. Knows rules and demonstrates them especially contact with a stick

### **Biking / Self-Defense**

49. Get introduced to lifelong activities
50. Expand knowledge on activities
51. Try new things
52. Develop safety skills to carry on in life

### **Aerobic Activities (i.e. relays, running)**

53. Understand how aerobic activities affect body
54. Have an heart rate at 80% for 10 minutes or more

55. Build endurance

### **Badminton/Pickleball**

- 56. Understand demonstrate rules to game while playing
- 57. Take a written test
- 58. Correctly serve and hit ball
- 59. Correctly hold paddle, racket
- 60. Know how to keep score
- 61. Work cooperatively

### **Soccer**

- 62. Show various ways to kick (instep, etc.)
- 63. Demonstrate correct way to throw in the ball
- 64. Know rules and apply to game-like setting
- 65. Play lead-up games
- 66. Know positions and play them correctly in game

### **Tennis**

- 67. Know how to keep score
- 68. Correctly hold racket
- 69. Correctly serve and hit
- 70. Know and understand rules
- 71. Have the experience of playing

### **Swimming & Water Safety Skills**

- 72. Demonstrate proper technique for breast stroke, side stroke, front crawl, and backstroke
- 73. Tread water for 5 minutes
- 74. Have elevated heart rate during aerobic activities
- 75. Understand basic water safety and survival techniques.

### **Basketball**

- 76. Demonstrate passes: baseball, chest, bounce
- 77. Demonstrate shots: lay-up, free-throw, jump
- 78. Show pivoting and rebounding
- 79. Demonstrate an understanding of the game offensive and defensive strategies (screens, pics, etc.) through actual play and written test
- 80. Play lead-up and cooperative games to develop teamwork and certain skills
- 81. Perform both man-to-man and zone defense

### **Health and Wellness**

Health and wellness in the 7<sup>th</sup> and 8<sup>th</sup> grade P.E. class will primarily be a review of topics discussed in previous grades K-6. A project approach is used to assess knowledge and understanding of these topics. (8<sup>th</sup> graders have a separate health class where topics such as physical fitness, nutrition, sex education, and substance abuse will be covered in depth).

***- An example of project students will complete to show understanding of skills and knowledge learned in previous grades:***

**Activity: Food Guide Pyramid**

Students will record their individual food intake for five days. At the end of the week, they will exchange their data with another student for evaluation.

Students need to meet the following indicators to *exceed the standard*.

- Demonstrates proper consumption of various food groups
- Keeps intake of sugars, fats, caffeine, etc. to the minimum requirements
- Demonstrates healthy eating patterns i.e. three meals per day
- Shows moderation in serving size of food groups

Students need to meet the following indicators to be *proficient, or meet the standard*.

- Demonstrates consumption of various food groups
- Intake of sugars, fats, caffeine, etc. higher than normal, but not high risk
- Demonstrates regular eating patterns i.e. two meals per day with snacking
- Shows moderation in serving size some of the time