

MSAD #56

**Physical Education Curriculum
K-12**

May 22, 2007

BOARD APPROVED MAY 22, 2007

MSAD #56 PHYSICAL EDUCATION CURRICULUM COMMITTEE

This curriculum was based on the work of the MSAD #56 District Health & P.E. Curriculum Committee who spent two years reviewing, aligning, and identifying the Essential Learnings, Content, and Skills/Processes for each grade level.

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Physical Education Curriculum, Grades K-12

Board Approved May 22, 2007

K-2

| Objectives | Learner Outcomes | Grade Level Expectations | Assessments | Activities | MLR |
|---|---|---|--|--|-----|
| <p>A. Physical Fitness</p> <p>Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis.</p> | Identify the physical changes that accompany moderate to vigorous activity (e.g., sweating, increased heart rate, heavy breathing). | <p><u>K</u> – None</p> <p><u>Gr. 1</u> – None</p> <p><u>Gr. 2</u> – List the 3 things our bodies do when exercising vigorous</p> | <ul style="list-style-type: none"> - Student Drawings - Event Tasks - Portfolios - Student Displays | <ul style="list-style-type: none"> - Snowshoeing - Hiking - Track & Field | A1 |
| | Introduce vocabulary and identify activities associated with each of the 5-health related fitness components. | <p><u>K</u> – Present the 5 terms</p> <p><u>Gr. 1</u> – Identify examples of each of the terms.</p> <p><u>Gr. 2</u> – Demonstrate the knowledge of these terms.</p> | <ul style="list-style-type: none"> - Teacher Observation - Student Drawings - Event Tasks - Portfolios - Student Displays - K- Centers - 1st- Picture/Word Match - 2nd- Match term and ex. | <ul style="list-style-type: none"> - Team Groupings - Coloring Images - Weight Room Activities - Track & Field | A3 |
| | Move with an awareness of self and others | <p><u>K</u> – Know self space and general space</p> <p><u>Gr. 1</u> – Move in gym without bumping into objects and/or people</p> <p><u>Gr. 2</u> – Dribbling a ball in general space</p> | <ul style="list-style-type: none"> - Teacher Observation - Self Assessment - Student Drawings - Video Evaluation | <ul style="list-style-type: none"> - Cooperative Games Over, Under & Around - Bouncing/Dribbling Activities - Chasing, Fleeing, and Dodging | A4 |
| | State reasons for safe and controlled movements | <p><u>K</u> – Learn Classroom rules and expectations</p> <p><u>Gr. 1</u> – Demonstrate proper clothing and sneakers</p> <p><u>Gr. 2</u> – 3 basic rules for safe & controlled movement:</p> <ul style="list-style-type: none"> ▪ Don't get hurt ▪ Don't hurt others ▪ Show respect | <ul style="list-style-type: none"> - Event Tasks - Student Drawings - Student Displays - Fill-In Quiz | <ul style="list-style-type: none"> - Cooperative Games Over, Under & Around - Bouncing/Dribbling Activities - Chasing, Fleeing, and Dodging | A5 |
| | Engage in moderate to vigorous physical activity. | <p><u>K</u> – Know the Pathways</p> <p><u>Gr. 1</u> – Demonstrate between walking, jogging, running, and sprinting</p> <p><u>Gr. 2</u> – Demonstrate between skipping and galloping</p> | <ul style="list-style-type: none"> - Peer Observation - Videotaping - Teacher Observation | <ul style="list-style-type: none"> - Jumping & Landing - Track & Field - Over, Under & Around | A2 |

Resources - Graham, George Children Moving
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Physical Education Curriculum, Grades K-12

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K-2

| Objectives | Learner Outcomes | Grade Level Expectations | Assessments | Activities | MLR |
|--|--|---|---|--|-----|
| <p>B. <u>Motor Skills</u></p> <p>Students will develop motor skills and apply these to enhance their movement and physical performance.</p> | Demonstrate progress in mastering locomotor skills and non-locomotor skills. | <p><u>K</u> – Demonstrate how to gallop, skip, walk, hop</p> <p><u>Gr. 1</u> – Demonstrate how to gallop</p> <p><u>Gr. 2</u> – Demonstrate how to leap</p> | <ul style="list-style-type: none"> - Teacher Observation - Self Assessment - Student Drawings | <ul style="list-style-type: none"> - Pathways - Track & Field - Calisthenics - Floor Gymnastics | B1 |
| | Demonstrate improving form when using various sports accessories. | <p><u>K</u> – Demonstrate underhand throw and catch</p> <p><u>Gr. 1</u> – Demonstrate Overhand Throw and catch</p> <p><u>Gr. 2</u> – Demonstrate Overhand Throw to a moving target</p> | <ul style="list-style-type: none"> - Peer Evaluation - Self Evaluation - Video Evaluation | <ul style="list-style-type: none"> - Floor Hockey - Juggling - Throwing & Catching - Track & Field | B2 |
| | Demonstrate simple combinations of motor patterns. | <p><u>K</u> – Demonstrate directions, pathways, and levels</p> <p><u>Gr. 1</u> – Progress from a walk to a running pattern</p> <p><u>Gr. 2</u> – While running, they demonstrate leaping over an object</p> | <ul style="list-style-type: none"> - Peer Evaluation - Self Evaluation - Video Evaluation | <ul style="list-style-type: none"> - Dribbling Skills - Throwing on the Move - Rope Jumping | B3 |
| | Make smooth transitions between sequential motor skills. | <p><u>K</u> – Walk, run, walk</p> <p><u>Gr. 1</u> – Run and jump</p> <p><u>Gr. 2</u> – Run, leap, run</p> | <ul style="list-style-type: none"> - Video Evaluation - Student Drawings - Student Check List | <ul style="list-style-type: none"> - Track & Field - Over, Under & Around - Jumping & Landing | B4 |
| | Adapt and adjust motor skills from a closed to a more open environment. | <p><u>K</u> – Transferring weight</p> <p><u>Gr. 1</u> – Transfer weight from low to high in a stationary position</p> <p><u>Gr. 2</u> – Use of jumping motion to produce a dance.</p> | <ul style="list-style-type: none"> - Teacher Observation - Self Assessment - Video Evaluation | <ul style="list-style-type: none"> - Tag - Throwing to a Moving Partner - Catching While on the Move | B5 |
| | Identify the critical elements of fundamental movement patterns. | <p><u>K</u> – Directions</p> <p><u>Gr. 1</u> – Pathways</p> <p><u>Gr. 2</u> – Time/Speed</p> | <ul style="list-style-type: none"> - Teacher Observation - Student Drawings - Student Check List | <ul style="list-style-type: none"> - Obstacle Course - Throwing & Catching - Track & Field - Over, Under, Around | B6 |
| | Apply movement concepts to a variety of fundamental skills. | <p><u>K</u> – Traveling at different levels</p> <p><u>Gr. 1</u> – Body shapes, levels</p> <p><u>Gr. 2</u> – Leaping over a hurdle</p> | <ul style="list-style-type: none"> - Teacher Observation - Self Assessment - Student Drawings | <ul style="list-style-type: none"> - Space Awareness - City Streets - Jump Rope | B7 |

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Physical Education Curriculum, Grades K-12

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K-2

| Objectives | Learner Outcomes | Grade Level Expectations | Assessments | Activities | MLR |
|--|--|---|---|--|------------|
| C. <u>Personal and Social Interactions</u> The student will demonstrate responsible personal and social behaviors in physical activity settings. | Identify the rules of a given activity. | <u>K</u> – Visual Demonstration <u>Gr. 1</u> – Visual and Auditory Demonstration <u>Gr. 2</u> – Write the rules of an activity | - Teacher Observation - Student Drawings - Student Check List | - Group Discussion - Flash cards - Reviews | C1 |
| | Demonstrate cooperative skills while participating in physical activities. | <u>K</u> – Lending a helping hand to other classmates <u>Gr. 1</u> – Working cooperatively with others <u>Gr. 2</u> – Returning equipment to proper storage | - Peer “Face” Picture Choice - Teacher “Face” Picture Choice - Self “Face” Picture Choice | - Parachute Games - Four Square - Floor Hockey | C2 |
| | Use equipment appropriately and responsibly. | <u>K</u> – Use equipment when instructed <u>Gr. 1</u> – Use equipment safely <u>Gr. 2</u> – Use equipment as intended | - Student Drawings - Student Check List - Teacher Observation | - Soccer - Throwing & Catching - T-Ball | C3 |
| | Describe rules and behaviors that contribute to productive participation in physical activity. | <u>K</u> – Verbally describe <u>Gr. 1</u> – Role Playing <u>Gr. 2</u> – Select 2-6 appropriate rules out of 10 | - Teacher Observation - Student Drawings - Student Check List | - Group Discussion - Flash cards - Reviews | C4 |

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Physical Education Curriculum, Grades K-12
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 Grades 3-4

| Objectives | Learner Outcomes | Grade Level Expectations | Assessments | Activities | MLR |
|--|---|---|---|---|----------|
| A. Physical Fitness Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis. | Identify the components of health-related fitness. 1. Cardiovascular Endurance 2. Muscular Endurance 3. Muscular Strength 4. Flexibility 5. Body Composition | Gr. 3 – Identify the 5 verbally Gr. 4- Write out the 5 components | - Peer Observation - Teacher Observation - Written Quiz/Test | - Weight Room - Hiking - Flash Cards | A1 |
| | Demonstrate specific activities to improve each of the health-related fitness components and identify the benefits. | Gr. 3- Experience the components through fitness centers Gr. 4- Anticipate in physical fitness activity and keep a portfolio | - Small Group Peer Observation - Small Group Activities with Large Group Observation - Teacher Observation - Videotaping | - Expressive Dance (Individual & or Group) - Weight Room Routine - Exercise Routine | A2 A3 |
| | Participate in physical activity for the purpose of improving health-related fitness. | Gr. 3- To participate in all fitness testing centers Gr. 4- To participate in all fitness centers and record their data | - Self Assessment Checklist | - Tennis - Soccer - Basketball - Dance - Fitness Testing | A4 |
| | Participate in health-related fitness assessment | Gr. 3- Record their fitness results Gr. 4- Record their fitness results and recognize their improvements | - Teacher Assessment - Peer Assessment - Video Assessment | - Video - Written - Verbal | A5 |
| | Analyze potential risks of physical activities. | Gr. 3- Make a visual demonstration of a potential risk Gr. 4- Observe and record potential risks of a P.E. Class | - Group Discussion - Journal - Flash Cards - Written Quiz | - Sprints - Floor Hockey - Throwing & Catching | A6 |
| | Utilize safety principles during activities. | Gr. 3- Understand purpose of warm-up and cool down Gr. 4- Team leader to demonstrate a warm-up and cool-down | - Teacher Assessment - Peer Assessment - Video Assessment | - Weight Room - Floor Hockey - Badminton | A7 |

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Physical Education Curriculum, Grades K-12
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 Grades 3-4

| Objectives | Learner Outcomes | Grade Level Expectations | Assessments | Activities | MLR |
|---|---|--|--|--|------------|
| B. <u>Motor Skills</u> Students will develop motor skills and apply these to enhance their movement and physical performance. | Create movement patterns in combination and/or sequence using movement concepts. | Gr. 3 – Demonstrate the movement concepts to music Gr. 4- Put together 5 movement concepts in a 2-minute routine | - Self Assessment Checklist - Peer Assessment Checklist - Teacher Assessment | - Throwing & Catching - Floor Gymnastics - Creative Dance | B1 |
| | Distinguish between locomotor and non-locomotor skills in physical activities. | Gr. 3- Perform locomotor and non-locomotor skill Gr. 4- List locomotor and non-locomotor skills in baseball | - Group Discussion - Drawings - Written Quiz/Test | - Weight Room Routine - Exercise Routine - Baseball | B2 |
| | Demonstrate mature form in all locomotor patterns, non-locomotor skills, and selected sports accessories. | Gr. 3- Perform various locomotor skills in time to music Gr. 4- Perform juggling | - Teacher Assessment - Peer Assessment - Video Assessment | - Track & Field - Juggling - Expressive Dance | B3 |
| | Adapt a skill to the demands of the environment. | Gr. 3- Invent a game for the gym using only one ball Gr. 4- Adapt a game for a partner with a disability | - Teacher Assessment - Self Assessment - Video Assessment | - Basketball - Flag Football - Floor Hockey | B4 |
| | Demonstrate beginning skills of two or more specific movement forms. | Gr. 3- Demonstrate Narrow to wide shapes Gr. 4- Dribbling and passing a ball to a moving receiver | - Teacher Assessment - Self Assessment - Video Assessment | - Floor Gymnastics - Exercise Routine - Expressive Dance | B5 |
| | Combine movement skills in applied settings. | Gr. 3- Play 3-on-3 soccer game with no cues Gr. 4- Play 5-on-5 with no cues | - Teacher Assessment | - Track & Field - Over, Under & Around | B6 |
| | Apply critical elements to improve personal performance. | Gr. 3- Enhance playing conditions to challenge the soccer skills Gr. 4- Perform the proper passing and dribbling skills in soccer | - Teacher Assessment - Self Assessment - Peer Assessment | - Floor Gymnastics - Exercise Routine - Basketball - Soccer | B7 |
| | Recognize and apply concepts that have an impact on the quality of movement. | Gr. 3 – Demonstrate forearm volleyball pass to a target Gr. 4- Demonstrate the underhand serve | - Teacher Assessment - Self Assessment - Peer Assessment | - Floor Gymnastics - Snowshoeing - Volleyball | B8 |
| | Identify and demonstrate appropriate safety practices and rules for activities. | Gr. 3 – Identify rules of a variety of low-organized games Gr. 4- Identify rules of a sport | - Teacher Assessment - Self Assessment - Peer Assessment | - Floor Hockey - Tennis - Badminton | B9 |

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 Grades 3-4

| Objectives | Learner Outcomes | Grade Level Expectations | Assessments | Activities | MLR |
|--|---|---|--|---|-----|
| C. <u>Personal and Social Interactions</u> The student will demonstrate responsible personal and social behaviors in physical activity settings. | Demonstrate appropriate communication skills in a variety of physical activities and describe how these skills can enhance group/team cooperation and effort. | Gr. 3 – Use correct skill terminology in the game of volleyball for the betterment of the learning environment Gr. 4- Create a poster of the terms | <ul style="list-style-type: none"> - Teacher Assessment - Self Assessment - Peer Assessment | <ul style="list-style-type: none"> - Team Building Conversations - Copy Cat Dance - Volleyball | C1 |
| | Follow activity-specific rules, procedures, and etiquette. | Gr. 3- To participate in a modified game according to the specific rules of the game Gr. 4- To participate in a modified game with different rules according to the specific rules of the game | <ul style="list-style-type: none"> - Group Discussion - Drawings - Written Quiz/Test | <ul style="list-style-type: none"> - Floor Hockey - Basketball - Four Square | C2 |
| | Demonstrate safety principles in physical activity settings. | Gr. 3- Be aware of self and others during chasing, fleeing, and dodging Gr. 4- share space equally with others to allow safe movement | <ul style="list-style-type: none"> - Group Discussion - Drawings - Written Quiz/Test | <ul style="list-style-type: none"> - Chasing, Fleeing & Dodging - Kicking/Punting - Striking with Implements | C3 |
| | Participate cooperatively with partners to improve skill performance during practice. | Gr. 3- Follow your partners' lead in copycat dancing Gr. 4- Learns to support classmates cooperatively | <ul style="list-style-type: none"> - Teacher Assessment - Self Assessment - Peer Assessment | <ul style="list-style-type: none"> - Copy Cat Dance - Rhythmic Dance - Basketball | C4 |
| | Assess their own performance problems without blaming others. | Gr. 3- Self reflection Gr. 4- Self reflection | <ul style="list-style-type: none"> - Teacher Assessment - Self Assessment | <ul style="list-style-type: none"> - Copy Cat Dance - Team Jump Roping - Bowling | C5 |

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Grades 5-8

| Objectives | Learner Outcomes | Grade Level Expectations | Assessments | Activities | MLR |
|--|---|---|---|---|-----------|
| <p>A. <u>Physical Fitness</u></p> <p>Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis.</p> | <p>Define the components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed) and health-related fitness and identify activities which contribute to the development of each component.</p> | <p>Gr. 5 – Identify the health related and skill related fitness components Gr. 6 – Identify an activity for each health related and skill related fitness components Gr. 7 – Participate in activities for each health related and skill related fitness components Gr. 8 – Teach, observe, officiate, and assess an activity for each health related and skill related fitness components</p> | <ul style="list-style-type: none"> - Peer Observation - Teacher Observation - Written Quiz/Test | <ul style="list-style-type: none"> - Soccer - Gymnastics - Striking with Implements | <p>A1</p> |
| | <p>Participate in and distinguish among a variety of health-related fitness activities.</p> | <p>Gr. 5 – Participate in the 1 mile run for cardiovascular endurance Gr. 6 – Participate in activities for cardiovascular endurance and muscular strength Gr. 7 – Participate in weight training and distinguish which activity relates to the health related fitness components Gr. 8 – Design and implement a work-out program and perform a Fitnessgram on a peer student</p> | <ul style="list-style-type: none"> - Small Group Peer Observation - Small Group Activities with Large Group Observation - Teacher Observation - Videotaping | <ul style="list-style-type: none"> - Expressive Dance (Individual & or Group) - Weight Room Routine - Exercise Routine | <p>A2</p> |
| | <p>Assess health-related fitness levels and develop personal fitness goals.</p> | <p>Gr. 5 – Research and participate in activities to improve their fitness level Gr. 6 – Design a series of activities bi-weekly Gr. 7 – Design a work-out program to meet their personal fitness goals Gr. 8 – Design and assess and modify their personal work-out program</p> | <ul style="list-style-type: none"> - Drawings - Written Quiz/Test - Verbal Group Quiz | <ul style="list-style-type: none"> - Design Work-Out Program - Design Progression Chart - Design Flash Cards | <p>A3</p> |

Physical Education Curriculum, Grades K-12
 Board Approved May 22, 2007

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| | <p>Establish personal physical activity goals and participate regularly in health-enhancing activities to accomplish these goals.</p> | <p>Gr. 5 – Sign a written contract to participate in a physical activity during free time Gr. 6 – Design and perform a three-step workout to peers Gr. 7 - Design and teach a physical activity to a peer student Gr. 8 – Research and participate in physical activities from community resources</p> | <ul style="list-style-type: none"> - Self Assessment Checklist - Journal | <ul style="list-style-type: none"> - Walking - Swimming - Basketball - Dance | <p>A4</p> |
| | <p>Demonstrate understanding of and apply the following principles of training: specificity, progression and overload.</p> | <p>Gr. 5 – Identify the principles of training Gr. 6 - Identify an activity for each principle of training Gr. 7 - Participate in activities for each principle of training Gr. 8 - Teach, observe, officiate, and assess an activity for each principle of training</p> | <ul style="list-style-type: none"> - Teacher Assessment - Peer Assessment - Video Assessment | <ul style="list-style-type: none"> - Track & Field - Weight room | <p>A5</p> |
| | <p>Assess physiological indicators of exercise during and after physical activity (e.g., pulse rate, sweating).</p> | <p>Gr. 5 – Identify the physiological indicators of exercise during and after physical activity Gr. 6 – After the 1 mile run, find their heart rate and where it fits in to their target heart rate zone from Gr. 7 – Research the body’s reaction to physical activity through perspiration (sweating) Gr. 8 – Research the relationship between heart rate and perspiration (sweating) through physical activity</p> | <ul style="list-style-type: none"> - Group Discussion - Journal - Written Quiz/Test | <ul style="list-style-type: none"> - Sprints - Field Hockey - Tennis | <p>A6</p> |

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Grades 5-8

| Objectives | Learner Outcomes | Grade Level Expectations | Assessments | Activities | MLR |
|---|--|--|--|---|-----------|
| <p>A. <u>Physical Fitness</u></p> <p>Continued</p> | <p>Demonstrate appropriate stretching and warm up exercises that enhance the learning and performance of activities.</p> | <p>Gr. 5 – Demonstrate three proper stretching/warm up exercises Gr. 6 – Choose and perform proper stretching/warm up exercises from a selection of choices Gr. 7 – Design and perform proper stretching/warm up exercises for a specific sport Gr. 8 - Design and perform proper stretching/warm up exercises for Weight Room activities</p> | <ul style="list-style-type: none"> - Teacher Assessment - Peer Assessment - Written Quiz/Test | <ul style="list-style-type: none"> - Group Stretching - Partner Stretching - Partner Jogging | <p>A7</p> |
| | <p>Identify and apply rules and procedures designed for safe participation.</p> | <p>Gr. 5 – Student led discussion covering rules for a given activity Gr. 6 – Student designed “Rules” poster for display in gym Gr. 7 – Students design rules for given activity Gr. 8 – Record one safety rule and procedure and share in small groups</p> | <ul style="list-style-type: none"> - Group Discussion - Journal - Written Quiz/Test | <ul style="list-style-type: none"> - Floor Hockey - Basketball - Volleyball | <p>A8</p> |

Grades 5-8

| Objectives | Learner Outcomes | Grade Level Expectations | Assessments | Activities | MLR |
|--|--|---|--|---|-----------|
| <p>B. <u>Motor Skills</u></p> <p>Students will develop motor skills and apply these to enhance their movement and physical performance.</p> | <p>Demonstrate the correct use of skills in simplified versions of a variety of physical activities (e.g., a 3- on 3 basketball game, a simple folk or square dance).</p> | <p>Gr. 5 – Throw an object to a moving target Gr. 6 – Catch an object with a defender Gr. 7 – Catch an object while dodging stationary objects Gr. 8 – Catch an object while fleeing and dodging</p> | <ul style="list-style-type: none"> - Self Assessment Checklist - Peer Assessment Checklist - Teacher Assessment | <ul style="list-style-type: none"> - Throwing & Catching - Floor Gymnastics - Creative Dance | <p>B1</p> |
| | <p>Identify the critical elements of more advanced movement skills (e.g., describe elements of a sprinter’s stance in track).</p> | <p>Gr. 5 – Identify the “Starting Position Stance” for the sprint Gr. 6 – Identify the proper running motion of the sprint Gr. 7 – Identify the proper “hand off” position of the baton Gr. 8 - Identify the “hop, step and jump” for the long jump</p> | <ul style="list-style-type: none"> - Group Discussion - Drawings - Written Quiz/Test | <ul style="list-style-type: none"> - Weight Room Routine - Sprints - Track and Field | <p>B2</p> |
| | <p>Describe and apply principles of practice and conditioning that enhance performance (e.g., warm-up before and cool-down after an activity).</p> | <p>Gr. 5 – Perform and describe verbally to a specific warm up stretch that pertains to a given activity Gr. 6 – Stretch specific muscle groups and describe their importance Gr. 7 – Research a particular activity pertaining to a certain muscle group Gr. 8 – Research a particular activity pertaining to a certain muscle group and lead class through conditioning</p> | <ul style="list-style-type: none"> - Teacher Assessment - Peer Assessment - Self Assessment | <ul style="list-style-type: none"> - Track & Field - Juggling - Expressive Dance | <p>B3</p> |
| | <p>Recognize general characteristics of movement that can be applied to specific settings (e.g., the “ready” position is similar for volleyball and softball or baseball).</p> | <p>Gr. 5 – Identify similar movements in the sport of soccer and baseball Gr. 6 - Identify similar movements in dance and football Gr. 7 - Identify similar movements in soccer and dance</p> | <ul style="list-style-type: none"> - Teacher Assessment - Self Assessment Checklist - Peer Assessment Checklist | <ul style="list-style-type: none"> - Volleyball - Baseball/Softball - Racket Sport | <p>B4</p> |

Physical Education Curriculum, Grades K-12
Board Approved May 22, 2007

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| | | Gr. 8 - Identify similar movements in tennis and badminton | | | |
| | Use offensive and defensive strategies in simple games and in non-complex settings (e.g., strategies for a singles or doubles tennis match). | Gr. 5 - Understand the difference between zone and man-to-man defense in basketball Gr. 6 - Identify and implement zone and man-to-man defense in basketball Gr. 7 - Design an offensive team-oriented scoring pattern in any sport/activity Gr. 8 - Design a defensive formation to prevent the opponent from scoring in any activity | - Teacher Assessment - Self Assessment - Written Quiz/Test | - Flag Football - Basketball - Baseball/Softball | B5 |
| | Differentiate among the characteristics of highly skilled performances in different forms (e.g., explain the difference between a long distance run and a sprint). | Gr. 5 - Differentiate between a jog and a sprint Gr. 6 - Demonstrate how to walk, jog, run, and sprint Gr. 7 - Demonstrate how to perform in the 1 mile run and the 10 meter dash Gr. 8 - Demonstrate techniques used in the baton relay race | - Teacher Assessment - Peer Assessment - Self Assessment | - Tennis - Floor Aerobics - Track & Field | B6 |
| | Explain and apply more advanced knowledge of sport/activities (e.g., positional play in a game of basketball). | Gr. 5 - Explain and demonstrate traveling and the double-dribble in basketball Gr. 6 - Demonstrate how to transition from offense to defense in basketball Gr. 7 - Design a defensive strategy against the fast-break in basketball Gr. 8 - Design and implement an offensive play in the game of basketball | - Teacher Assessment - Self Assessment - Written Quiz/Test | - Basketball - Lacrosse - Floor Hockey | B7 |

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Grades 5-8

| Objectives | Learner Outcomes | Grade Level Expectations | Assessments | Activities | MLR |
|--|--|---|--|---|-----|
| B. <u>Motor Skills</u> Continued | Use feedback from others to improve a skill by focusing on critical elements of the skill. | Gr. 5 – Record partner’s feedback on the underhand serve in volleyball and share with partner Gr. 6 - Journal the positive and corrective feedback of the underhand serve in volleyball Gr. 7 - Verbally critique a partner while performing the overhead serve in volleyball Gr. 8 - In a group setting, give feedback to two classmates on either the volleyball forearm pass or overhead set pass | <ul style="list-style-type: none"> - Peer Assessment - Teacher Assessment | <ul style="list-style-type: none"> - Volleyball - Badminton - Floor Hockey | B8 |
| | Create a safe environment for skill practice. | Gr. 5 - Recite class rules and expectations Gr. 6 - Identify 3 safety aspects when practicing batting during softball Gr. 7 - Design a stationary floor plan for 20 students to pass an object (i.e. hockey puck) Gr. 8 - Design a mobile floor plan for 20 students in passing skills (i.e. hockey puck) | <ul style="list-style-type: none"> - Self Assessment - Peer Assessment - Teacher Assessment | <ul style="list-style-type: none"> - Group Discussions - Peer Led Discussions | B9 |

Grades 5-8

| Objectives | Learner Outcomes | Grade Level Expectations | Assessments | Activities | MLR |
|--|--|---|--|---|------------|
| C. <u>Personal and Social Interactions</u> The student will demonstrate responsible personal and social behaviors in physical activity settings. | Describe ways in which respect for individual similarities and differences among people is demonstrated in physical activity settings. | Gr. 5 – Identify the similarities and differences in ability levels for students with disabilities Gr. 6 - Express good sportsmanship with a partner of a different ability level Gr. 7 - Perform confidence building activities with unfamiliar students Gr. 8 - Identify how differences in ability can come together as team concept in various sports/activities | - Teacher Assessment - Self Assessment - Peer Assessment | - Cooperative Games - Small/Large Group Discussions - Brain Storming Rules & Consequences | C1 |
| | Participate safely and cooperatively with others to achieve group goals in competitive and cooperative physical activities. | Gr. 5 - Perform sideline basketball to enhance group cooperative strengths Gr. 6 - Perform a orienteering gait and pace group activity Gr. 7 - Perform compass reading in a group setting Gr. 8 - Perform a map/compass reading and location in a group setting | - Group Discussion - Group Brain Storming List - Teacher Assessment | - Cooperative Games - Basketball - Orienteering | C2 |
| | Recognize the influence of peer pressure on individuals during physical activities. | Gr. 5 - Write and describe 3 ways peer pressure affects individuals Gr. 6 - Write down 3 ways to prevent negative peer pressure Gr. 7 - Write down 3 ways to promote positive peer pressure Gr. 8 - Recognize the difference between positive and negative peer pressure | - Student Behavior Observation Away from Phys. Ed. Class - Video Assessment | - Observe Peers from afar - Results Journals - Peer Led Discussions | C3 |
| | Solve problems which occur in physical activities by analyzing causes and potential solutions. | Gr. 5 - Identify potential problems that occur in P.E. Gr. 6 – Problem solving in small groups Gr. 7 - Problem solving in large groups | - Video Assessment - Peer Assessment | - Cooperative Games with Group Discussions - Cooperative Games with Group Discussions | C4 |

Physical Education Curriculum, Grades K-12
Board Approved May 22, 2007

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| | | Gr. 8 - Develop solutions to potential problems observed in a P.E. class | | | |
| | Identify behaviors that are supportive and inclusive in physical activity. | Gr. 5 - Identify behaviors that are supportive vs. non-supportive behaviors Gr. 6 - Demonstrate behaviors that are supportive vs. non-supportive behaviors Gr. 7 - Record one supportive behavior observed in each class during a unit Gr. 8 - List 3 behaviors that are supportive and inclusive to students with disabilities | - Group Discussion - Group Brain Storming List - Teacher Assessment | - Cooperative Games with Group Discussions - Peer Led Discussions | C5 |
| | Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity. | Gr. 5 - Demonstrate a daily routine of putting away equipment Gr. 6 - Demonstrate appropriate warm-up skills Gr. 7 - Demonstrate the ability to follow directions throughout the lesson Gr. 8 - Design a warm-up and cool-down routine with safety implemented | - Self Assessment - Peer Assessment - Teacher Assessment | - Volleyball - Cooperative Games - Tennis | C6 |
| | Apply a decision-making process to the safety of themselves and others in activity settings. | Gr. 5 - Brainstorm in small groups potential risks of an activity Gr. 6 - Brainstorm and implement safety procedures for an activity led by students Gr. 7 - Identify 5 reasons why safety is important in P.E. and implement them Gr. 8 - Design an appropriate warm-up and cool-down to a given activity to enhance their physical safety from injury | - Peer Assessment - Teacher Assessment | - Track & Field - Field/Floor Hockey - Cooperative Games | C7 |

Resources - Graham, George [Children Moving](#)
National Standards for Physical Education [Moving into the Future](#)
The Children's Health, INC. [The Great Body Shop](#)

Searsport District High School
Content Standards
Physical Education

By the end of grade 12:

Standard A: The student demonstrates an intermediate to advanced competency in motor skills and movement patterns needed to perform at least 3 physical activities.

Standard B: The student demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of at least 3 physical activities.

Standard C: The student participates regularly in physical activity.

Standard D: The student achieves and maintains a health-enhancing level of physical fitness.

Standard E: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Physical Education

Essential Questions: How will team affiliation develop motor skills and self confidence while improving lifelong fitness?

Unit: **Team Sports** (i.e. Basketball, Lacrosse, Volleyball, Ultimate-Frisbee, Flag-football, Rugby, Soccer or Team Handball)

Unit Description:

In this unit students will participate in various roles involved with team sports such as coach, official, and player among others. Students will use their personal strengths to develop motor skills and enhance team concept.

SDHS Standards:

- Student demonstrates an intermediate to advanced competency in motor skills and movement patterns needed to perform at least 3 physical activities.
- Student demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the performance of at least 3 physical activities.
- Student participates regularly in physical activity.
- Student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Content:

- Knowledge of Sport Education model.
- Knowledge of game rules and officiating.
- Knowledge of sport specific motor skills, movement patterns and game strategies.
- Knowledge of group dynamics.
- Offensive and defensive game strategies.
- Officiating roles and signals.
- Game etiquette
- Group dynamics

Skills/Processes:

- Recognize proper technique and methods of improving skills.
- Design practice sessions based on teams strengths and weakness.
- Analyze self and team performance.
- Provide performance feedback.
- Develop league play.
- Recognize the health/fitness benefits of team sports.

Activities:

- In teams students will practice skills and drills.
- As a team students will research and teach officiating hand signals.
- Teams will participate in the games/officiate.
- Team members will perform all roles (coach, official, and player) during the unit.
- Teams will create a class tournament.

Assessments:

- Skills test.
- Video evaluation-shooting.
- Dimensions of sport.
- Team drills.
- Officiating skills test.
- Team and individual portfolios.

Physical Education

Essential Questions:

In comparison to team sports how can dual sports maintain lifelong fitness?

Unit: **Dual Sports** (i.e. Tennis, Badminton, Pickleball, Table Tennis)

Unit Description:

In this unit students will participate in various roles of dual sport games (coach, official, and player).

SDHS Standards:

- Student demonstrates and intermediate to advanced competency in motor skills and movement patterns needed to perform at least 3 physical activities.
- Student demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of at least 3 physical activities.
- Student participates regularly in physical activity.
- Student achieves and maintains a health-enhancing level of physical fitness.
- Student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Content:

- Knowledge of Sport Education model.
- Knowledge of game rules and officiating.
- Knowledge of sport specific motor skills, movement patterns and game strategies.
- Review skill development and components of a drill.
- Fitness benefits of Tennis.

Skills/Processes:

- Proper technique and methods of improving skill.
- Teach game strategies.
- Teach officiating roles.
- Design practice sessions based on teams/players' strengths and weakness.
- Analysis of performance (self and peers)
- Students will analyze the fitness requirements of tennis.

Activities:

- Teams/players will practice skills and drills.
- Teams/players will research and teach officiating.
- Participate in the game of dual sports as well as officiate.
- Perform all roles (coach, official, and player) during the unit.
- Develop fitness requirements for the game of tennis.

Assessments:

- Skills test.
- Skills notebook.
- Fitness logs.
- Dimensions of dual sports.

Essential Questions:

How can I use my personal strengths to be a positive member of a group?

What skills do I need to survive in the natural environment?

How will my level of fitness determine my success as a member of a group during outdoor activities?

Unit I: **Outdoor Adventure**

Unit Description:

In this unit students will learn to use their personal strengths to enhance group dynamics in a physical activity setting. In this unit students learn to travel, navigate and survive in an outdoor setting. Students will develop an appreciation of their natural environment.

SDHS Standards:

- Student demonstrates and intermediate to advanced competency in motor skills and movement patterns needed to perform at least 3 physical activities.
- Student demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of at least 3 physical activities.
- Student participates regularly in physical activity.
- Student achieves and maintains a health-enhancing level of physical fitness.
- Student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Content:

- Students will gain the knowledge of:
 - Survival
 - Trip planning
 - Baxter State Park and other State/National park rules and history
 - Group dynamics
 - Training principles
 - Ropes course safety
 - Hiking safety
 - Navigation
 - Causes and treatment of hypothermia

Skills/Processes:

- Navigate with a map and compass
- Make a fire using materials found in the woods
- Identify park rules
- Identify causes and treatment of hypothermia
- Apply training principles to prepare for hiking trip
- Plan a camping/hiking trip to Baxter State Park
- Identify potential safety hazards while hiking and completing low-ropes course.
- Work as a team
- Leadership development

Activities:

- In groups, students will hike 1-3 times per week.
- In small groups, students will complete 5 low-ropes elements.
- Produce a basic teepee fire.
- Research and define park rules.
- Develop a plan to improve cardio-respiratory endurance using the principles of training.
- In groups, students will research and plan a hiking trip.
- In groups students will discuss and reflect on potential safety hazards in different outdoor settings.
- In groups, students will build a basic survival shelter.
- Identify park rules.
- Identify causes and apply treatment of Hypothermia.

Assessments:

- One match fire test.
- Dimensions of Outdoor Adventure
- Create an orienteering course.
- Hiking plan.
- Low-ropes checklist.
- Baxter State Park trip plan.
- Survival shelter.

Essential Questions:

In comparison to team sports how can individual sports maintain lifelong fitness?

Unit: **Golf (Individual sports)**

Unit Description:

In this unit students will participate in various roles of the game of Golf (coach and player among others).

SDHS Standards:

- Student demonstrates and intermediate to advanced competency in motor skills and movement patterns needed to perform at least 3 physical activities.
- Student demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of at least 3 physical activities.
- Student participates regularly in physical activity.
- Student achieves and maintains a health-enhancing level of physical fitness.
- Student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Content:

- Knowledge of Sport Education model.
- Students will gain the knowledge of:
 - game rules
 - scoring
 - etiquette
 - grip
 - stance
 - drives
 - chips
 - putts
 - club use
 - Course layout and terminology
 - Golf related fitness.

Skills/Processes:

- Recognize proper technique and methods of improving skill.
- Design practice sessions to improve skill.
- Analyze self and team performance.
- Provide performance feedback to peers.
- Recognize the fitness benefits of golf.
- Analyze and develop the fitness requirements of golf.
- Implement the strategies of golf.
- Recognize appropriate club use for given situations

Activities:

- Teams/players will practice skills and drills.
- Teams/players will research and teach officiating.
- Participate in the game of tennis as well as officiate.
- Perform the roles of coach and player during the unit.
- Develop fitness requirements for the game of golf.
- Design a practice course.

Assessments:

- Golf skills test peer checklist.
- Golf skills notebook.
- Golf fitness logs.
- Video swing analysis.
- Cyber Golf.
- Golf reflections.

Essential Questions:

How can my participation and knowledge of fitness and weight training potentially improve my quality of life now and for the future?

Unit: **Personal Fitness**

Unit Description:

Students will design and implement a fitness plan based on the results of an accurately assessed fitness test applying the principles of training.

SDHS Standards:

- Student demonstrates and intermediate to advanced competency in motor skills and movement patterns needed to perform at least 3 physical activities.
- Student demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of at least 3 physical activities.
- Student participates regularly in physical activity.
- Student achieves and maintains a health-enhancing level of physical fitness.
- Student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Content:

- Students will gain the knowledge of:
 - Fitness assessment.
 - Exercise terminology. (i.e. sets, reps)
 - Training principles. (progression, overload, specificity)
 - Types of resistance training. (weights, resistance bands, plyometrics, calisthenics...)
 - The F.I.T.T. formula. (frequency, intensity, time, type)
 - Two types exercise. (aerobic and anaerobic)
 - Health related fitness components. (muscular strength, muscular endurance, cardio-respiratory endurance, flexibility, body composition)

Skills/Processes:

- Review Health Related Fitness components.
- Review exercise benefits.
- Analyze fitness test results.
- Goal Setting based on fitness test results.
- Assess changes in fitness levels.
- How to care for fitness equipment.
- Weight room etiquette and how to use equipment.
- Design a personal fitness plan.

Activities:

- Fitness testing.
- Set short-term and long-term goals.

Physical Education Curriculum, Grades K-12

Board Approved May 22, 2007

- Weight room orientation.
- Aerobics (Aerobic activities).
- Weight training. (Intro)
- Circuit training.
- Plyometrics.
- Plan your workout.
- Fitness trainer. (Prescribe a fitness plan for you/partner)

Assessments:

- Pre and Post test of 5 health related fitness components.
- Training principles and fitness terminology test.
- Workout plan.
- Fitness logs.
- Fitness trainer plan.
- Long-term fitness plan.
- Fitness reflections.
- Weight exercise demonstration test.

Physical Education

Essential Questions:

How can I maintain or improve my level of fitness during the winter months?
How does staying physically active during the winter months affect my overall feeling of wellness?

Unit: Winter Outdoor Activities (Individual and group activities)

Unit Description:

Students will learn the fundamental skills needed to snowshoe and cross-country ski. Students will participate in both. Depending on weather conditions, students may participate in Nordic walking.

SDHS Standards:

- Student demonstrates and intermediate to advanced competency in motor skills and movement patterns needed to perform at least 3 physical activities.
- Student demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of at least 3 physical activities.
- Student participates regularly in physical activity.
- Student achieves and maintains a health-enhancing level of physical fitness.
- Student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Content:

- How to select and maintain the appropriate snowshoe and cross country ski equipment.
- Snowshoeing techniques:
 - Traverse
 - Switch-backing
 - Kick-stepping
 - Herringbone
 - Jump twist
- Cross Country skiing techniques:
 - “Classic” or diagonal stride technique (same arm and pole movement in Nordic walking)
 - Herringbone climbing technique
- Learn the physical structure of snowshoes and cross country ski equipment and how to maintain them.
- Winter safety and survival (dress, weather conditions, winter first-aid, hypothermia)

Skills/Processes:

- Review causes and treatment of hypothermia
- Students will fit themselves with appropriately sized equipment
- Apply snowshoeing and cross-country skiing techniques to conditions and situations.
- Provide feedback to peers
- Identify the health benefits of outdoor activities.
- Leadership development
- Compare Nordic waling to hiking and cross country skiing

Activities:

- Daily safety check of equipment
- Participate in snowshoeing
- Participate in cross country skiing
- Participate in Nordic walking
- Follow the leader excursions
- Orienteering course

Assessments:

- Identification and terminology test
- Skills test
- Reflection Questions
- THR logs