

# **KINDERGARTEN CURRICULUM**

**Kindergarten** students meet for physical education 45 minutes twice per six day cycle.

Students will:

- Be introduced to selected motor skills.
- Be introduced to object control skills.
- Develop a health related level of fitness.
- Develop body control skills.
- Foster appropriate personal and social skills such as, best effort, following directions, compassion for others, cooperation.

## **Movement Concepts**

Travel within a large group, without bumping into others or falling, while using locomotor skills.

Travel forward and sideways while changing direction quickly in response to a signal.

Demonstrate contrasts between slow and fast speeds while using locomotor skills.

Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.

Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.

Identify and independently use personal space, general space and boundaries and discuss why they are important.

## **Body Management**

Create shapes by using non-locomotor movements.

Balance on one, two, three, four and five body parts.

Balance while walking forward and sideways on a narrow, elevated surface.

Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.

Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.

Explain base of support.

### **Locomotor Movement**

Perform a continuous log roll.

Travel in straight, curved, and zigzag pathways.

Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.

Identify the locomotor skills of walk, jog, run, hop, jump, slide, skip and gallop.

### **Manipulative Skills**

Strike a stationary ball or balloon with the hands, arms, and feet.

Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.

Kick a stationary object, using a simple kicking pattern.

Bounce a ball continuously, using two hands.

Explain the role of the eyes when striking objects with the hands, arms, and feet.

Identify the point of contact for kicking a ball in a straight line.

Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.

### **Rhythmic Skills**

Perform locomotor and non-locomotor movements to a steady beat.

Clap in time to a simple, rhythmic beat.

### **Fitness Concepts**

Participate in physical activities that are enjoyable and challenging.

Identify physical activities that are enjoyable and challenging.

Describe the role of water as an essential nutrient for the body.

Explain that nutritious food provides energy for physical activity.

### **Muscular Strength/Endurance**

Hang from overhead bars for increasing periods of time.

Climb a ladder, net or rope.

Explain that strong muscles help the body to climb, hang, push, and pull.

Describe the role of muscles in moving the bones.

### **Flexibility**

Stretch shoulders, legs, arms, and back without bouncing.

Identify the body part involved when stretching.

### **Aerobic Capacity**

Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

Identify the location of the heart and explain that it is a muscle.

Explain that physical activity increases the heart rate.

Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

### **Body Composition**

Explain that the body is composed of bones, organs, fat, and other tissues.

### **Assessment**

Identify indicators of increased capacity to participate in vigorous physical activity.

### **Self-Responsibility**

List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

Identify the feelings that result from participation in physical activity.

Participate willingly in physical activities.

### **Social Interaction**

Demonstrate the characteristics of sharing in a physical activity.

Describe how positive social interaction can make physical activity with others more fun.

### **Group Dynamics**

Participate as a leader and a follower during physical activities.

Actively participates with a peer mentor during physical activity.

# **FIRST GRADE CURRICULUM**

**First grade** students meet for physical education 45 minutes twice per six day cycle.

Students will:

- Continue to develop selected motor skills.
- Continue to develop object control skills.
- Continue to develop health related fitness skills.
- Continue to develop body control skills.
- Develop appropriate personal, social, attitudinal and character traits such as best effort, following directions, compassion for others and cooperation.
- Be assessed on skipping, sliding (slide step), underhand throw, catching a rolling ball, and aerobic fitness.

## **Movement Concepts**

Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.

Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.

Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.

Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping.

Identify the right and left sides of the body and movement from right to left and left to right.

Identify people/objects that are within personal space and within boundaries.

## **Body Management**

Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.

Identify the base of support of balanced objects.

## **Locomotor Movement**

Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.

Land on both feet after taking off on one foot and on both feet.

Jump a swinging rope held by others.

Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

### **Manipulative Skills**

Demonstrate the underhand, overhand and two-handed movement (throw) patterns.

Catch, showing proper form, a gently thrown ball.

Catch a self-tossed ball.

Catch a self-bounced ball.

Kick a rolled ball from a stationary position.

Kick a stationary ball, using a smooth, continuous running approach.

Strike a balloon upward continuously, using arms, hands and feet.

Dribbling a ball in a forward direction, using the inside of the foot.

Dribble a ball continuously with one hand.

Identify examples of underhand and overhand movement patterns.

Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel.

Explain that the non-throwing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.

Explain that the point of release influences the direction of a tossed object and of a thrown object.

Describe the proper hand and finger position for catching a ball.

Demonstrate and explain how to reduce the impact force while catching an object.

Identify the placement of the non-kicking foot when kicking with a smooth, running approach.

Identify the location of the contact point to strike an object upward.

Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.

### **Fitness Concepts**

Participate in physical activities that are enjoyable and challenging.

Identify enjoyable and challenging physical activities that one can do for increasing periods of time

without stopping.

Explain the importance of drinking water during and after physical activity.

Explain that nutritious food provides energy for alertness and mental concentration.

### **Rhythmic Skills**

Create or imitate movement in response to rhythms and music.

### **Muscular Strength/Endurance**

Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position.

Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.

Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.

Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.

### **Flexibility**

Stretch arms, shoulders, back, and legs without hyper flexing or hyper extending the joints.

Explain that the proper body position while stretching and strengthening will help prevent injury.

Diagram how flexible muscles allow more range of motion in physical activity.

### **Body Composition**

Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Identify the body components (bones, muscles, organs, fat, and other tissues)

### **Aerobic Capacity**

Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.

Explain that increasing the heart rate during physical activity strengthens the heart muscle.

Identify physical activities that cause the heart to beat faster.

Describe the role of blood in transporting oxygen from the lungs.

### **Assessment**

Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.

### **Self-Responsibility**

List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

Participate willingly in new physical activities.

Identify and demonstrate acceptable responses to challenges, successes, and failure in physical activity.

### **Social Interaction**

Demonstrate the characteristics of sharing and cooperation in physical activity.

Invite others to use equipment or apparatus before repeating a turn.

### **Group Dynamics**

Identify and demonstrate the attributes of an effective partner in physical activity.

Identify and demonstrate effective practices for working with a group without interfering with others.

# **SECOND GRADE CURRICULUM**

**Second grade** students meet for physical education 45 minutes twice per six day cycle.

Students will:

- Demonstrate competence in selected motor skills.
- Demonstrate competence in selected object control skills.
- Demonstrate competence in health related fitness skills.
- Demonstrate competence in body control skills.
- Students will exhibit appropriate social personal and attitudinal traits (following directions, best effort, compassion for others and cooperation.)
- Students are assessed on aerobic fitness and six basic skills: kicking, foot dribble, hand dribble, overhand throw, catching fly balls, and striking (batting).

## **Movement Concepts**

Move to open spaces within boundaries while traveling at increasing rates of speed.

Define open space.

Explain how to reduce the impact force of an oncoming object.

## **Body Management**

Transfer weight from feet to hands and from hands to feet, landing with control.

Demonstrate balance on the ground and on objects, using bases of support other than both feet.

Create a routine that includes two types of body rolls, such as log roll, egg roll, shoulder roll, forward roll, and a stationary balance position after each roll.

Explain the importance of a wide rather than a narrow base of support in balance activities.

Explain why one hand or foot is often preferred when practicing movement skills.

## **Locomotor Movement**

Jump for distance, landing on both feet and bending the hips, knees and ankles to reduce the impact force.

Skip and leap, using proper form.

Compare and contrast locomotor movements conducted to even and uneven beats.

## **Manipulative Skills**

Roll a ball for distance, using proper form.

Throw a ball for distance, using proper form.

Catch a gently thrown ball above the waist, reducing the impact force.

Catch a gently thrown ball below the waist, reducing the impact force.

Kick a slowly rolling ball.

Strike a balloon consistently in an upward or forward motion, using hands or various body parts.

Strike a ball with a bat from a tee or cone, using correct grip and side orientation.

Hand-dribble, with control, a ball for a sustained period.

Foot-dribble, with control, a ball along the ground.

Jump a rope turned repeatedly.

Identify opportunities to use underhand and overhand movement patterns (thrown).

Identify different opportunities to use striking skills.

Compare the changes in force applied to a ball and the ball speed when rolling a ball from various distances.

Explain key elements of throwing for distance.

Identify the roles of body parts not directly involved in catching objects.

Identify when to begin the kicking motion when kicking a slowly rolling ball.

Identify the different points of contact when striking a balloon upward and striking a balloon forward.

Explain the purpose of using a side orientation when striking a ball from a batting tee.

Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.

### **Rhythmic Skills**

Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.

Perform a dance routine according to rhythmic beats and visual instruction.

### **Fitness Concepts**

Participate in enjoyable and challenging physical activities for increasing periods of time.

Explain the fuel requirements of the body during physical activity and inactivity.

Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.

Identify ways to increase time for physical activity outside of school.

Discuss how body temperature is maintained during physical activity when an adequate amount of water is consumed.

Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel used during physical activity.

### **Muscular Strength/Endurance**

Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups to enhance endurance and increase muscle efficiency.

Climb the ladder one bar at a time.

Describe how muscle strength and muscle endurance enhance motor skill performance.

Identify muscles being strengthened during the performance of particular physical activities.

Identify which activities or skills would be accomplished more efficiently with stronger muscles.

Explain the role that weight-bearing activities play in bone strength.

### **Flexibility**

Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps.

Identify the muscles being stretched during the performance of particular physical activities.

Explain why it is safer to stretch a warm muscle rather than a cold muscle.

### **Body Composition**

Engage in moderate to vigorous physical activity for increasing periods of time.

Describe the differences in size and weight between bones, muscles, organs and fat.

### **Aerobic Capacity**

Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Compare and contrast the function of the heart during rest and during physical activity.

Describe the relationship between the heart and lungs during physical activity.

Compare and contrast changes in heart rate before, during, and after physical activity.

### **Assessment**

Measure improvements in individual fitness levels.

### **Self-Responsibility**

List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

Participate in a variety of group settings, such as partners, small groups, large groups, without interfering with others.

Accept responsibility for one's own behavior in a group activity.

### **Social Interaction**

Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.

Encourage others by using verbal and nonverbal communication.

Demonstrate respect for self, others, and equipment during physical activities.

Demonstrate how to solve a problem with another person during physical activity.

### **Group Dynamics**

Participate positively in physical activities that rely on cooperation.

# **THIRD GRADE CURRICULUM**

**Third grade** students meet for physical education 45 minutes twice per six day cycle.

Students will:

- Demonstrate competence in selected motor skills.
- Demonstrate competence in selected object control skills.
- Be assessed in physical fitness (cardio, flexibility, agility and muscular strength).  
Test used include- ½ mile run, shuttle run, push ups, curl ups, sit and reach.
- Students will exhibit appropriate social personal and attitudinal traits (respect for others, responsibility, self-control and constructive competition).

## **Movement Concepts**

Chase, flee, and move away from others in a constantly changing environment.

Describe how changing speed and changing direction can allow one person to move away from another.

## **Body Management**

Perform an inverted balance (tripod) by evenly distributing weight on body parts.

Perform a forward roll.

Perform a s straddle roll.

## **Locomotor Movement**

Jump continuously in a forward-turning rope and a backward-turning rope.

## **Manipulative Skills**

Balance while traveling and manipulating an object on a ground-level balance beam.

Catch, while traveling, an object thrown by a stationary partner.

Roll a ball for accuracy toward a target.

Throw a ball, using the overhand movement pattern with increasing accuracy.

Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.

Kick a ball to a stationary partner, using the inside of the foot.

Strike a ball continuously upward, using various pieces of equipment.

Hand-dribble a ball continuously while moving around obstacles.

Foot-dribble a ball continuously while traveling and changing direction.

Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.

Explain the difference between throwing to a stationary partner and throwing to a moving partner.

Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.

Identify the differences between dribbling a ball with the hand and the foot, separately, while moving forward and when changing direction.

### **Rhythmic Skills**

Perform a line dance or a circle dance with a partner.

Define the terms line dance and circle dance.

Compare and contrast line dances, and circle dances.

### **Fitness Concepts**

Demonstrate warm-up and cool-down exercises.

Demonstrate how to lift and carry objects correctly.

Identify the body's normal reactions to moderate to vigorous physical activity.

List and define the components of physical fitness.

Explain the purpose of warming up before physical activity and cooling down after physical activity.

Recognize that the body will adapt to increased workloads.

Explain that fluid needs are linked to energy expenditure.

Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed.

### **Muscular Strength/Endurance**

Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from the floor.

Climb a vertical ladder or rope.

Explain that a stronger heart muscle can pump more blood with each beat.

Identify which muscles are used in performing muscular endurance activities.

Name and locate the major muscles of the body.

Describe and demonstrate how to relieve a muscle cramp.

Describe the role of muscle strength and proper lifting in the prevention of back injuries.

### **Flexibility**

Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back and neck.

Identify flexibility exercises that are not safe for the joints and should be avoided.

Explain why a particular stretch is appropriate preparation for a particular physical activity.

### **Aerobic Capacity**

Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large-muscle groups to increase breathing and heart rate.

Describe the relationship between the heart, lungs, muscles, blood and oxygen during physical activity.

Describe and record the changes in heart rate before, during, and after physical activity.

### **Body Composition**

Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.

### **Assessment**

Measure and record improvement in individual fitness activities.

### **Self-Responsibility**

List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

Set a personal goal to improve a motor skill and work toward that goal in non-school time.

Collect data and record progress toward mastery of a motor skill.

### **Social Interaction**

Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.

Demonstrate respect for individual differences in physical abilities.

### **Group Dynamics**

Work in pairs or small groups to achieve an agreed-upon goal.

# **FOURTH GRADE CURRICULUM**

**Fourth grade** students meet for physical education 45 minutes twice per six day cycle.

Students will:

- Demonstrate competence in selected motor skills.
- Demonstrate competence in selected object control skills.
- Be assessed in physical fitness (cardio, flexibility, agility and muscular strength).  
Test used include- half-mile run, shuttle run, push ups, curl ups, sit and reach.
- Students will exhibit appropriate social personal and attitudinal traits (respect for others, responsibility, self-control and constructive competition).

## **Body Management**

Perform simple balance stunts with a partner while sharing a common base of support.

Change direction quickly to maintain the spacing between two players.

Change direction quickly to increase the spacing between two players.

Determine the spacing between offensive and defensive players based on the speed of the players.

Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.

Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.

## **Locomotor Movement**

Jump a self-turned rope.

## **Manipulative Skills**

Throw and catch an object with a partner while both partners are moving.

Throw overhand at increasingly smaller targets, using proper follow-through.

Throw a flying disc for distance, using the backhand movement pattern.

Catch a fly ball above the head, below the waist, and away from the body.

Kick a ball to a moving partner, using the inside of the foot.

Kick a stationary ball from the ground into the air.

Punt a ball dropped from the hands.

Strike, with various pieces of equipment, a lightweight object that has been tossed by a partner.

Serve a lightweight ball to a partner, using the underhand movement pattern.

Strike a gently tossed ball with a bat, using a side orientation.

Keep a foot-dribbled ball away from a defensive partner.

Keep a hand-dribbled ball away from a defensive partner.

Manipulate an object by using a long-handled implement.

Stop a kicked ball by trapping it with the foot while standing still.

Volley a tossed lightweight ball, using the forearm pass.

Explain the similar movement elements of the underhand throw and the underhand volleyball serve.

Distinguish between punting and kicking and describe the similarities and differences.

Compare and contrast dribbling a ball without a defender and with a defender.

Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.

Identify key body positions used for volleying a ball.

### **Rhythmic Skills**

Perform a series of basic rhythmic routines.

Perform a routine to music that includes even and uneven locomotor patterns.

Design a routine to music that includes even and uneven locomotor patterns.

### **Movement Concepts**

Explain the difference between offense and defense.

Describe ways to create more space between an offensive player and a defensive player.

### **Fitness Concepts**

Participate in appropriate warm-up and cool-down exercises for particular physical activities.

Demonstrate the correct body position for pushing and pulling large objects.

Identify the correct body alignment for performing lower-body stretches.

Explain the principles of physical fitness: frequency, intensity, time and type.

Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.

Identify healthful choices for meals and snacks that help improve physical performance.

Explain why the body needs water before, during and after physical activity.

Explain why the body uses a higher percentage of carbohydrates for fuel during high intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.

Explain the purpose of warm-up and cool-down periods.

### **Muscular Strength/Endurance**

Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and tricep push-ups.

Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.

Describe the difference between muscular strength and muscular endurance.

Recognize how strengthening major muscles can improve performance at work and play.

Describe the correct form to push and pull heavy objects.

### **Flexibility**

Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip abductors, and calves.

Explain the value of increased flexibility when participating in physical activity.

### **Aerobic Capacity**

Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15 second intervals.

Explain why a strong heart is able to return quickly to its resting rate after exertion.

Identify two characteristics of physical activity that build aerobic capacity.

Determine the intensity of personal physical activity by using the concept of perceived exertion.

### **Body Composition**

Sustain continuous movement for increasing periods of time while participate in moderate to vigorous physical activity.

Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.

### **Assessment**

Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.

Meet minimum requirements for health-related physical fitness, using scientifically based health related physical fitness assessments.

### **Self-Responsibility**

List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

Set a personal goal to improve an area of health-related physical fitness and work toward that goal in non-school time.

Collect data and record progress toward attainment of a personal fitness goal.

Accept responsibility for one's own performance without blaming others.

Respond to winning and losing with dignity and respect.

### **Social Interaction**

Include others in physical activities and respect individual differences in skill and motivation.

### **Group Dynamics**

Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge of physical fitness.

# **FIFTH GRADE CURRICULUM**

**Fifth grade** students meet for physical education 45 minutes three times per six day cycle.

Students will:

- Demonstrate competence in selected motor skills.
- Demonstrate competence in selected object control skills.
- Be assessed in physical fitness (cardio, flexibility, agility and muscular strength). Test used include- half-mile run, shuttle run, push ups, curl ups, sit and reach.
- Students will exhibit appropriate social personal and attitudinal traits (respect for others, responsibility, self-control and constructive competition).

## **Body Management**

Perform simple small-group balance stunts by distributing weight and base of support.

Explain how to adjust body position to catch a ball thrown off-center.

## **Locomotor Movement**

Jump for height, using proper takeoff and landing form.

Jump for distance, using proper takeoff and landing form.

## **Manipulative Skills**

Enter, jump, and leave a long rope turned by others.

Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.

Throw and catch an object underhand and overhand while avoiding an opponent.

Field a thrown ground ball.

Punt a ball, dropped from the hands, at a target.

Stop a kicked ball by trapping it with the foot while moving.

Strike a dropped ball, with various pieces of equipment, toward a target by using the forehand movement pattern.

Hit a softly tossed ball backhanded with a piece of equipment.

Strike a tossed ball, with different implements, from a side orientation.

Serve a lightweight ball over a low net, using the underhand movement pattern.

Dribble a ball (by hand or foot) while preventing another person from stealing the ball.

Dribble a ball and kick it toward a goal while being guarded.

Pass a ball back and forth with a partner, using a chest pass and bounce pass.

Volley a tossed ball to an intended location.

Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.

### **Rhythmic Skills**

Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.

Design and perform a routine to music that involves manipulation of an object.

Design a routine to music, changing speed and direction while manipulating an object.

### **Movement Concepts**

Explain the importance of open space in playing sport-related games.

Explain the differences in applying and receiving force when jumping for height and distance.

### **Fitness Concepts**

Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.

Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.

Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.

Explain why dehydration impairs temperature regulation and physical and mental performance.

Develop and describe three short-term and three long-term fitness goals.

Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.

Explain the elements of warm-up and cool-down activities.

Awareness of water intake before, during and after physical activity.

Describe the principles of training and the application to each of the components of health-related physical fitness.

### **Muscular Strength/Endurance**

Perform an increasing number of oblique curl-ups on each side.

Perform increasing numbers of triceps push-ups.

Explain the benefits of having strong arm, chest, and back muscles.

### **Flexibility**

Perform flexibility exercises that will stretch particular muscle areas for given physical activities.

Explain the benefits of stretching after warm-up activities.

### **Aerobic Capacity**

Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.

Identify the heart rate intensity (target heart rate range) that is necessary to increase aerobic capacity.

Determine the intensity of personal physical activity, using the concept of perceived exertion.

Compare target heart rate and perceived exertion during physical activity.

Measure and record the heart rate before, during, and after vigorous physical activity.

Explain how technology can assist in the pursuit of physical fitness.

### **Body Composition**

Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.

Explain why body weight is maintained when calorie intake is equal to the calories expended.

Describe the short and long term benefits of maintaining body composition within the healthy fitness zone.

### **Assessment**

Assess health-related physical fitness by using a scientifically based health-related fitness assessment.

Meet age and gender specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.

### **Self-Responsibility**

List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.

Work toward a long-term physical activity goal and record data on one's progress.

Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.

Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.

### **Social Interaction**

Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.

Acknowledge orally the contributions and strengths of others.

### **Group Dynamics**

Accommodate individual difference in others' physical abilities in small-group activities.

Appreciate physical games and activities reflecting diverse heritages.

# **SIXTH GRADE CURRICULUM**

**Sixth grade** students meet for physical education 45 minutes three times per six day cycle.

Students will:

- Demonstrate competence in selected motor skills.
- Demonstrate competence in selected object control skills.
- Be assessed in physical fitness (cardio, flexibility, agility and muscular strength). Test used include- half-mile run, shuttle run, push ups, curl ups, sit and reach.
- Students will exhibit appropriate social personal and attitudinal traits (respect for others, responsibility, self-control and constructive competition).

## **Manipulative Skills**

Volley an object repeatedly with a partner, using the forearm pass.

Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.

Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.

Dribble and pass a ball to a partner while being guarded.

Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement patterns.

Explain the role of the legs, shoulders, and forearm in the forearm pass.

Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.

Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.

Identify opportunities to pass or dribble while being guarded.

## **Rhythmic Skills**

Perform line dances and creative movement routines.

Develop, refine, and demonstrate routines to music.

Identify steps and rhythm patterns for line dances and movement routines.

Explain how movement qualities contribute to the aesthetic dimension of physical activity.

### **Movement Concepts**

Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.

Combine motor skills to play a lead up or modified game.

Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

Explain how to increase force based on the principles of biomechanics.

Explain how impact force is reduced by increasing the duration of impact.

Analyze and correct errors in movement patterns.

Provide feedback to a partner to assist in developing and improving movement skills.

Identify practices and procedures necessary for safe participation in physical activities.

Participation in a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.

### **Fitness Concepts**

Distinguish between effective and ineffective warm-up and cool-down techniques.

Develop a week long personal physical fitness plan specifying the intensity, time and types of physical activities for each component of health related physical fitness.

Classify physical activities as aerobic or anaerobic.

Explain methods of monitoring heart rate intensity.

### **Assessment**

Assess the components of health-related physical fitness by using a scientifically based health-related fitness assessment.

Compare individual physical fitness results with research-based standards for good health.

Develop individual goals for each of the components of health-related physical fitness.

Measure and evaluate changes in health-related physical fitness based on physical activity patterns.

List the long-term benefits of participation in regular physical activity.

### **Self-Responsibility**

List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

Participate in moderate to vigorous physical activity a minimum of four days each week.

Monitor the intensity of one's heart rate during physical activity.

Participate productively in group physical activities.

Evaluate individual responsibility in group efforts.

Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.

### **Social Interaction**

Identify and define the role of each participant in a cooperative physical activity.

### **Group Dynamics**

Identify and agree on a common goal when participating in a cooperative physical activity.

Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.