



PHYSICAL EDUCATION CURRICULUM

SCHOOL DISTRICT OF THREE LAKES

REVISED:
September 2014

Mission statement:
Teaching Students to be Productive Citizens!

Physical Education Philosophy

Physical fitness, skill development, and the benefits derived from physical activity are the basis of the Physical Education Program in the Three Lakes School District. This developmental program is based upon the assumption that growth is a sequential and orderly process, and that children do indeed pass through stages of development in their physical, emotional-social, and intellectual growth. Physical education develops abilities and provides for the acquisition of skills to develop habits of healthful living and life-long recreational activities.

General Goals

Physical Development

Students will develop physical movements, fitness and strength with respect to their age and growth level. An emphasis will be placed on the Fitnessgram fitness test and tracking improvement. Instill a sense of appreciation of the acronym DREAM – Diet, Rest, Exercise, Attitude, & Measurement.

Intellectual Development

Students will learn basic skills and rules involved in common activities.
Students will learn basic skills related to diet, rest, and exercise.

Social Development

Students will learn teamwork through cooperative and competitive activities.

Emotional Development

Students will develop attitudes concerning physical and emotional benefits derived from physical activity.

Statement of Evaluation

Evaluation of student work is done on the following basis:

1. Student's effort, ability, and classroom/outdoor performance
2. Progress is reviewed individually and/or in a group activity
3. Areas of evaluation may include:
 - a. Technique
 - b. Skills Learned
 - c. Process
 - d. Understanding of Concepts
 - e. Product (demonstration)
 - f. Participation
 - g. Cooperation

Note: This update was done with assistance from the following people: Stacy Keast, Jason Stebbeds, and Bill Greb.

Model Physical Education Classroom Grades k-12

The school district will:

1. Provide adequate space for individual and group learning in indoor and outdoor classrooms
2. Provide adequate funding to meet resource needs
3. Appreciate individual differences in students and staff
4. Keep facilities and equipment up to date
5. Limit class sizes in relation to facility and supervision for safety reasons (Ideally 18-24)

The teacher will:

1. Make resources available to students
2. Show enthusiasm for learning
3. Provide a safe learning environment, both physically and psychologically
4. Model proper skills and strategies
5. Extend lesson to include higher order physical and thinking skills
6. Link learning to authentic tasks
7. Have high expectations for students
8. Provide a variety of activities to accommodate individual learning styles
9. Maintain professional development

The student will:

1. Come prepared for class
2. Be an active learner – participate in discussions and activities
3. Respect others in the classroom
4. Respect property and facilities
5. Demonstrate effort, regardless of ability
6. Learn to work cooperatively in a variety of group situations (pairs, small group, large group)

Other Departments will:

Promote the importance of physical education to overall health and wellness

K-12 Physical Education Objectives

Kindergarten through Second Grade

1. Use loco-motor/non-loco-motor skills
 - Skip, hop, gallop, etc.
 - Travel at varied speeds, change direction, respond to obstacles
 - Balance with body and/or objects
 - Start entry level/practice Fitnessgram activities
2. Use manipulative skills
 - Throw ball overhand and underhand
 - Control ball with hands, feet, implement
3. Demonstrate understanding of skills and procedures
 - Follow directions, cues, prompts, and safety guidelines
 - Start to understand the benefits of exercise
 - Make adjustments to improve performance from corrective feedback
4. Choose to be physically active and engage in physical activity
 - Participate in a variety of self or peer led activities in and out of school during unstructured time
 - Join or have desire to join community based physical activities
 - Show enjoyment and participation
 - Attempt new skills and movements
5. Demonstrate positive behavior
 - Cooperate with partner, team, and group by taking turns and sharing
 - Understand and accept results
 - Work in a diverse setting
 - Resolve issues and conflicts in an efficient manner

Grades Three through Five

1. Refine skill development and application
 - Jump and land with correct form
 - Throw overhand with correct form
 - Catch with correct form
 - Strike objects toward a target and moving target using feet or implement: soccer, volleyball, baseball, hockey, rackets, etc.
 - Perform combination movements
 - Dribble, pass, shoot
 - Rhythm patterns
 - Jump rope
 - Etc.
2. Demonstrate understanding and skill application
 - Understand the benefit of practice
 - Lead a proper warm-up activity
 - Progress to Fitnessgram test
 - Identify large muscle groups
3. Choose to be physically active and set attainable goals
 - Identify benefits from physical activity
 - Participate appropriately in structured physical activity
 - Recognize weakness and set goals
 - Set personal Fitnessgram goals after base test
4. Demonstrate responsible and respectful behavior and a value for physical activity
 - Follow directions and rules
 - Understand and accept consequences of game rules
 - Cooperate with classmates and teammates
 - Work productively with partner and small group
 - Feel accomplished and productive by participating

Grades Six through Eight

1. Display competence in motor skills, patterns, and strategies needed in physical activity and sport
 - Serve and dribble with correct form
 - Glide and stop while rollerblading
 - Apply tactics and positioning in lead-up activities and sport
 - Describe elements of sport skills: free throw, three-pointer, set, serve, penalty kick, etc.
 - Self-detect errors and help correct peers to improve technique
 - Communicate with teammates
2. Participate regularly in physical education
 - Complete survey on personal interest and physical activity
 - Set realistic goals based on Fitnessgram results
 - List what exercises and activities can lead to meeting goals
 - Relate leisure and recreational activities outside of class to physical education
3. Acquire and apply fitness knowledge
 - Know the benefits of warming-up
 - Apply dynamic warm-up exercises
 - Define aerobic fitness and apply
 - Complete static stretching or major muscle groups
 - Explain body weight strength training exercises
 - Perform weight room circuit
4. Respect self and others in physical education setting
 - Use time wisely
 - Follow class procedures
 - Communicate with teacher and peers when problems arise
 - Employ self control when a conflict arises
 - Accept rules, boundary lines, official's calls, etc
 - Accept consequences and redirect after poor choices
5. Value physical education
 - Participate in either sport or leisure activities outside of class

Grades Nine through Twelve

1. Display competence in advanced, mature motor skills
 - Use proper mechanics for throwing, kicking, serving, etc.
 - Use mature form in racquet sports
 - Display balance and body control
 - Play lead-up games while applying sport principles
 - Efficiently apply skills in lifetime activities
 - Pass and catch stationary and moving
 - Execute tactical shots in racquet sports
 - Employ some offensive and defensive positional strategies
 - Perform proper warm-up and cool-down (dynamic and static)
2. Display understanding movement concepts, tactics, and strategies
 - Apply new skills to old for advancement
 - Recognize advanced skills in others
 - Recognize what skills they need to improve on
 - Identify some tactics in competitive games
3. Participate in physical activity
 - Willingly dresses and participates
 - Establish goals based on Fitnessgram results
 - Create a plan to try and attain Fitnessgram goals
 - Chart healthy fitness zone based on results and see where they fall
4. Achieve fitness goals
 - Work toward a fitness goal
 - Identify specific exercise that can help meet goals
 - Work to meet HFZ (healthy fitness zone)
5. Respect self and others in physical education setting
 - Solve conflict
 - Accept rules and official's calls
 - Work with peers
 - Work individually and with partners
6. Value physical education
 - Participate in either sport or leisure activities outside of class

** All students in grades 4-12 will participate in fitness testing twice each year. The assessments will measure four components of health-related fitness including: aerobic capacity, muscular strength, muscular endurance, and flexibility. Data collected will be used as a measure of the district goal “Teaching Students to be Productive Citizens” with regard to general fitness.

Example units may include, but are not limited to, Lead-up/Sport/Recreation instructional lessons in:

Archery
Basketball
Climbing
Cycling
Disc Golf
Football- Throwing, Catching, Evading games
Frisbee- Ultimate
Golf
Hockey- Broomball, Pillow Polo, Striking
Jump Rope
Racquet Sports- Tennis, Badminton, Pickleball, Lollipop Paddles
Rhythm
Rollerblading
Scooter Games
Snowshoeing
Soccer- Kicking games
Tagging, Dodging, Fleeing Games
Team Building and Cooperative Games
Track and Field
Tumbling
Volleyball
Weight Training
Yard Games