

PHYSICAL EDUCATION SCOPE AND SEQUENCE

GRADES K – 8

2016-2017

There are three strands of learning around which the Pre K – 12 Physical Education curriculum is designed;

- a. Fitness and Wellness,
- b. Adventure Based Learning and Cooperative Education, and
- c. Movement and Sport Education.

Pre K – 1st Grade

- Develop and refine gross motor skills. (e.g., hopping, galloping, jumping, running, and marching).
- Develop and refine fine motor skills (e.g. uses smaller-sized manipulatives during play, and grasping finger dexterity)
- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Express needs, wants, and feelings in health and safety related situations.
- Explain what it means to demonstrate good sportsmanship.
- Understand what a decision is and why it is advantageous to think before acting.
- Can tell the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- Demonstrate appropriate behavior when engaged in play and interacting with others.
- Can identify concept of practice and its relation to performing physical skills.
- Demonstrate strategies that enable team members to achieve goals.
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- Educational Gymnastics, Climbing Activities - Whittle

2nd – 3rd Grade

- Utilize gross motor skills in low organized games and activities.
- Identify the role of regular physical activity in relation to personal health
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Demonstrate effective interpersonal communication in health and safety related situations.
- Can relate “decision making” by self and others regarding physical activity to one’s health level.
- Explain what a decision is and why it is advantageous to think before acting.
- Use the decision making process when addressing health related issues.
- Identify reasons why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and moral community.
- Determine how attitudes and assumptions towards individuals with disabilities may negatively or positively impact them.
- Correct movement errors in response to feedback.
- Demonstrate sportsmanship and cooperative behavior in game play
- Use specific rules and procedures during physical activity and explain how they contribute to a safe environment

- Determine how attitude impacts physical performance.
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- Explain the difference between offense and defense.
- Educational Gymnastics, Traverse climbing wall, Climbing Activities-Whittle

4th and 5th Grade

- Determine the relationship of personal health practices and behaviors on an individual's body system.
- Can explain how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- Describes the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Develop a health related fitness goal and track progress using health/fitness indicators.
- Demonstrate strategies that enable team members to achieve goals.
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
- Can list ways to proactively include peers with disabilities at home, at school, and in community activities.
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- Can Identify strategies used to impact individual and team effectiveness and use them to improve performance.
- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Educational Gymnastics, Traverse climbing wall, Climbing Activities-Whittle

6th Grade

- Determine to what extent various activities improve skill-related versus health-related fitness.
- Relate physical activity, healthy eating, and body composition to personal fitness and health.
- Explain and apply the training principles of frequency, intensity, time, and type F.I.T.T to improve personal fitness.
- Outline a personal fitness plan using the SMART model of decision making.
- Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- Demonstrate verbal and nonverbal interpersonal communication in various setting that impacts the health of oneself and others.
- Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
- Determine how conflicting interests may influence one's decisions.
- Explain how character in core ethical values can be useful in addressing challenging situations.
- Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

- Use self-evaluation and external feedback (Peer Coaching model) to detect and correct errors in one's movement performance.
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
- Participate in and experience a variety of team and lifetime sport activities. (e.g. Basketball, Volleyball, Jump Rope, Dance, Bowling, Yoga)

7th – 8th Grade

- Relate advances in technology to maintaining and improving personal health.
- Analyze factors that support or hinder the achievement of personal health goals during different life stages.
- Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- Determine to what extent various activities improve skill-related versus health-related fitness.
- Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
- Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
- Use the primary principles of training F.I.T.T. for the purposes of modifying personal levels of fitness.
- Analyze the results of a personal fitness plan using SMART model and make recommendations for change as appropriate.
- Learn the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
- Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
- Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and in different situations.
- Analyze strategies to enhance character development in individual, group, and team activities.
- Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
- Use effective decision-making strategies.
- Analyze strategies to enhance character development in individual, group, and team activities.
- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- Detect, analyze, and correct errors and apply to refine movement skills.
- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
- Assess the effectiveness of specific mental strategies applied to improve performance.
- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior (Sports Education model).
- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
- Participate in and experience a variety of team and lifetime sport activities. (e.g. Tennis, Team Handball, Hockey, Dance, Back yard games, Pickle ball, Frisbee, Soccer, Softball)