

2015-2016

Physical Education Curriculum Report

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“Movement is more than a physical act. It evokes an interaction among the person, their emotions, relationships with others, and the environment. This is meaningful physical education and sport.” - Eleanor Metheny, Ann Jewett

The overall goal of the Physical Education program at Miquon is to develop physically educated individuals who have the knowledge, skills, and confidence to make active living a way of life. Physical education is important in educating the whole student. Not only does physical education directly contribute to physical competence and fitness, it helps students develop socially, emotionally, and cognitively.

What is a physically educated person?

The National Association for Sports and PE (NASPE) identifies a ***physically educated person*** as someone who:

...HAS learned skills necessary to perform a variety of physical activities
...IS physically fit
...DOES participate regularly in physical activity
...KNOWS the implications of and the benefits from involvement in physical activities
...VALUES physical activity and its contribution to a healthful lifestyle in order to pursue a lifetime of healthful physical activity.

These are the **Essential Questions** used in planning the PE curriculum as they align with the National Standards in Physical Education.

Standard 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- What are some ways I can move from one point to another?
- What are some combinations of movement patterns I can use from one point to another? (skip, gallop, hop, jump, run, walk, jog, march)
- What are some ways I can move an object from one point to another? (throw, kick, strike, volley)
- How can I combine movement with objects?
- What are some skills I can perform combining movements with objects? (striking a volleyball, catching, kicking, shooting a basketball)

- How can I use a combination of skills in a game situation? (running and dribbling)
- What are different ways I can use equipment to participate in physical activities?

Standard 2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- What locomotor skills do I use in PE?
- What are the differences between the patterns of locomotor skills?
- What are the basic movement patterns used to perform a variety of motor skills? (throwing, striking, volleying, kicking, etc.)

Standard 3. Participates regularly in physical activity.

- What are some physical activities I can participate in outside of school?
- How does physical activity help me be healthy?
- What physical activities do I participate in daily?
- What are some physical activities I can participate in where I live?
- How do I exhibit a physically active lifestyle outside of school?
- How do I encourage others to participate in physical activities?

Standard 4. Achieves and maintains a health-enhancing level of physical fitness.

- What happens to my heart rate when I participate in physical activities?
- How does physical fitness keep me healthy?
- How does physical fitness affect my life?
- What are the benefits of maintaining an increased heart rate during physical activities?
- What are the benefits of aerobic activity?
- How do the Health-Related Physical Fitness Components affect my life?

Standard 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- Why is it important that I play fair with everyone?
- Why is it important for me to respect my classmates?
- Why is it important for me to be a good sport?
- How can sportsmanship affect my participation?
- What qualities does it take to be a good leader?
- How can I be a responsible leader?

Standard 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- What physical activities do I like to participate in?
- What are some feelings I experience when I participate in physical activities?
- What are some positive reasons I participate in physical activities?
- What are some specific reasons I need to participate in physical activities?

Skills and concepts covered this year (by grade level):

Nursery and Kindergarten Physical Education is mainly focused on basic movement concepts, body awareness, basic individual eye-hand, eye-foot, and gross-motor coordination skills, and getting acquainted with different types of equipment. In Kindergarten Physical Education, students get introduced to more partner skills and small group games and activities (mostly modified and/or lead-up games, a lot of them made up).

*Skills and Concepts that have been covered/practiced this year in **Nursery and/or Kindergarten**:*

Body awareness concepts/skills: general space, personal space, boundaries, spatial awareness (where you are in relation to everything and everyone else), balancing objects on different body parts, shapes (wide, narrow, round, twisted), balancing on different objects, directions (forward, backward, and sideways), levels (high, medium, and low), and relationships (over, under, around, and through).

Movement concepts/skills: the importance of movement and locomotor skills (running, hopping, jumping, galloping, skipping, and sliding), pathways (straight, curved, and zig-zag), traveling across objects while maintaining balance (balance beam, plank, stepping stones, etc.), transfer of weight/rolling (log roll, egg roll, forward roll), jumping and landing, and climbing.

Eye-hand/eye-foot coordination skills: throwing overhand, throwing underhand, throwing at targets (stationary and moving), underhand ball rolling, underhand throwing, underhand throwing at targets, catching, catching with implements (cones upside down, homemade scoops, and jai-alai scoops), dribbling with hands, intro to shooting a basketball, intro to throwing a Frisbee (using foam hoops), throwing with short-handled implements (cones and scoops), intro to throwing and catching with long-handled implements (mini-lacrosse sticks), kicking a stationary ball (inside of the foot and instep/laces), kicking a moving ball (rolling toward), hoop skills/"tricks" (hula hoops), and striking/volleying without an implement (hands).

This year, for the **1st through 6th grade**, we started the year off with **cooperation and problem solving activities**. In these activities, the group is confronted with a specific scenario or problem to solve (a sinking ship to escape, a poisonous or toxic swamp to cross, an electric fence to get over, or a minefield to get a blindfolded partner through safely). The focus in these activities is to foster cooperation, encourage dialogue, be able to listen to someone's opinion which may differ from yours, and to have fun at the same time! These activities helped me get to know the new students and helped all of us to get used to the new groupings (since group dynamics change as students leave the groups as they get older and new students move into the groups from lower grades). The activities, of course, also worked on collaboration, communication, cooperation, teamwork, and problem solving skills (since those skills are a necessity for the success of any physical activity, game, or sport...at least any that involve more than one person).

As a whole, **1st, 2nd, and 3rd grade Physical Education** is focused on continuing to build on individual skills and applying them to partner and small group activities (mostly modified and/or lead-up games, a lot of them made up). Cooperation/collaboration problem solving activities are introduced.

*Skills and Concepts that have been covered/practiced this year in **1st, 2nd, and 3rd grades**:*

Body awareness concepts/skills: general space, personal space, boundaries, and spatial awareness (where you are in relation to everything else, moving into open space).

Movement concepts/skills: the importance of movement, locomotor skills (running, hopping, jumping, galloping, skipping, and sliding), traveling across objects while maintaining balance (balance beam, plank, stepping stones, etc.), transfer of weight/rolling (log roll, egg roll, forward roll), jumping and landing, climbing, chasing, fleeing, and dodging, and cutting (moving into open space in order to get open).

Fitness concepts/skills: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and goal setting (the importance of it and how to effectively do it).

Social Skills: cooperation, teamwork, effective communication, sportsmanship, and character (what it is and how their words and actions affect it).

Eye-hand/eye-foot coordination skills: throwing (to partner and at targets, stationary and moving), catching (a self toss, a rebound off the wall, and from partners), throwing and catching with implements (cones and scoops), kicking (with instep/laces), punting, striking and volleying without implements (using hands, head, thigh, shoulder, foot, etc. with balloons and with hands as in four square), striking with longer-handled implements (speedminton and whiffle bats), dribbling, passing, and shooting with long-handled implement (pillow polo sticks), striking/volleying a ball without an implement (hands, as in foursquare), throwing and catching with short-handled implements (scoops), throwing and catching with longer-handled implements (lacrosse sticks), and dribbling and shooting a basketball.

As a whole, **4th grade Physical Education** is focused on continuing to build on individual, partner and team skills and applying them to small and large/whole group activities (some modified and/or lead-up games and some traditional).

*Skills and Concepts that were covered/practiced this year in **4th grade**:*

Body awareness concepts/skills: general space, personal space, boundaries, and spatial awareness (where you are in relation to everything else, moving into open space).

Movement concepts/skills: the importance of movement, chasing, fleeing, dodging, moving into open space, and cutting (changing direction and/or speed in order to get away from the

defense).

Fitness concepts/skills: cardio-respiratory endurance, muscular strength, muscular endurance, and goal setting.

Health related concepts: muscular system (names of major muscle groups and how they work together), cardio-respiratory endurance, and the importance of physical activity and its effect on the heart, lungs, bones, and other muscles (other than the heart).

Social Skills/Concepts: cooperation, teamwork, effective communication, problem solving, conflict resolution, sportsmanship, and character (what it is and how your actions and words affect it).

Eye-hand/eye-foot coordination skills: throwing (to partner and at targets, stationary and moving), catching (rebound off the wall, and from partners), throwing and catching a variety of implements (foam hoops, Frisbees, chickens, and footballs), kicking for power and/or distance (instep/laces), punting (gator skin ball), dribbling, passing, and shooting a basketball, striking with short-handled implements (pickle ball rackets), striking with longer-handled implements (speedminton and whiffle bats), dribbling, passing, and shooting with long-handled implement (pillow polo sticks, hockey sticks), striking/volleying a ball without an implement (hands, as in foursquare), throwing and catching with short-handled implements (scoops), throwing and catching with longer-handled implements (lacrosse sticks).

In **5th and 6th grade, Physical Education** is mostly focused on refining concepts and skills and applying them to a variety of activities and games (some traditional and some non-traditional, some made up). It is also a goal to expose the students to a variety of lifetime activities and sports to aid them in their success in their new schools (a lot of schools require participation on teams) and to hopefully help them find a sport or activity that they enjoy and will want to participate in outside of school now and/or in the future (whether it be on an organized team or just recreational/fun). As stated earlier, it is important for every individual to participate in physical activity throughout their life span and interest and enjoyment in physical activity starts now!

*Skills and Concepts that have been covered/practiced this year for **5th and 6th grades:***

Body awareness concepts/skills: general space, personal space, boundaries, and spatial awareness (where you are in relation to everything else, moving into open space).

Movement concepts/skills: the importance of movement, chasing, fleeing, dodging, and cutting (changing direction and/or speed in order to get away from the defense).

Skill related concepts of fitness: agility, balance, coordination, power, reaction time, speed, and goal setting.

Health related concepts: muscular strength, muscular endurance, cardio-respiratory endurance, flexibility, body composition, muscular system (names of major muscle groups and how they work together), respiratory system, and how physical activity affects these components of fitness and systems.

Social Skills/Concepts: cooperation, teamwork, effective communication, problem solving, conflict resolution, sportsmanship, and character (what it is and how your actions and words affect it).

Eye-hand/eye-foot coordination skills: throwing (to partner and at targets, stationary and moving), catching (rebound off the wall, and from partners), throwing and catching a variety of implements (gator-skin balls of various sizes, basketballs, footballs, and foam hoops), throwing at targets (small, large, stationary, moving), kicking for power and/or distance (instep/laces), punting (gator skin ball and football), dribbling, passing, and shooting a basketball, striking with short-handled implements (pickle ball rackets, speedminton rackets), dribbling, passing, and shooting with long-handled implement (pillow polo sticks, hockey sticks, and field hockey sticks), striking/volleying a ball without an implement (hands, as in foursquare), throwing and catching with short-handled implements (scoops), throwing and catching with longer-handled implements (lacrosse sticks).