

Voluntary State Curriculum – Physical Education

1.0 Exercise Physiology – Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.

Pre K	K	Grade 1	Grade 2	Grade 3
<p>A. Exercise Physiology</p> <p>1. Identify and demonstrate the effects of physical activity on the body systems. a. Locate the heart beat after vigorous exercise.</p> <p>2. Explore the components of the Frequency, Intensity, Type, and Time (FIT) principle using physical activity. a. Explore various movements through play.</p> <p>3. Explore and identify the components that relate to fitness activities. a. Explore and identify a variety of physical activities.</p> <p>4. Investigate the benefits of physical activity. a. Identify physical benefit of exercise.</p>	<p>A. Exercise Physiology</p> <p>1. Identify and demonstrate the effects of physical activity on the body systems. a. Explore how exercise affects the heart.</p> <p>2. Explore the components of the Frequency, Intensity, Type, and Time (FIT) principle using physical activity. a. Explore the various types of movement and the effect it has on the body.</p> <p>3. Explore and identify the components of fitness. a. Participate in activities to enhance the health related fitness component of <i>aerobic capacity/cardio respiratory</i> endurance.</p> <p>4. Investigate the benefits of physical activity. a. Identify through participation, physical benefits of <i>aerobic capacity (cardio respiratory)</i> endurance.</p>	<p>A. Exercise Physiology</p> <p>1. Identify and demonstrate the effects of physical activity on the body systems. a. Identify and demonstrate how the heart and blood vessels respond to exercise.</p> <p>2. Explore and identify the components of the Frequency, Intensity, Type, and Time (FIT) principle using physical activity. a. Identify and demonstrate the FIT component: Type, through physical activity.</p> <p>3. Explore and distinguish between the components of fitness. a. Participate in activities to enhance the health related fitness components: muscular strength, <i>aerobic capacity/cardio respiratory</i> endurance and flexibility.</p> <p>4. Investigate the benefits of physical activity. a. Identify through participation physical benefits of <i>aerobic capacity/cardio respiratory</i> endurance and muscular endurance.</p>	<p>A. Exercise Physiology</p> <p>1. Identify and demonstrate the effects of physical activity on the body systems. a. Identify and demonstrate how the components of the circulatory system respond to exercise.</p> <p>2. Explore and distinguish between the components of the Frequency, Intensity, Type, and Time (FIT) principle using physical activity. a. Identify and demonstrate the FIT components: Type and Time, through physical activity.</p> <p>3. Explore and distinguish between the components of fitness. a. Participate in activities to enhance the health related fitness components: <i>aerobic capacity/cardio respiratory</i> endurance, muscular endurance, muscular strength, and <i>flexibility</i>.</p> <p>4. Investigate the benefits of physical activity. a. Identify through participation physical benefits developed for each of the health related fitness components: <i>aerobic capacity/cardio respiratory</i> endurance, muscular endurance, muscular strength, and <i>flexibility</i>.</p>	<p>A. Exercise Physiology</p> <p>1. Explain and demonstrate the effects of physical activity on the body systems. a. Identify and demonstrate how the components of the cardiovascular system respond to exercise.</p> <p>2. Adapt components of the Frequency, Intensity, Type, and Time (FIT) principle to adjust levels of physical activity. a. Identify and demonstrate the FIT components: frequency, type, and time through physical activity.</p> <p>3. Recognize and identify the components necessary to design a fitness plan. a. Identify and participate in activities to enhance the health related fitness components: <i>aerobic capacity/cardio respiratory</i> endurance, muscular endurance, muscular strength and flexibility.</p> <p>4. Investigate the benefits of physical activity. a. Identify the physical benefits that are developed through physical activity.</p>

Pre K	K	Grade 1	Grade 2	Grade 3
	<p>5. Recognize the relationship between nutrition and physical activity a. Compare how food is to your body as fuel is to a car.</p> <p>6. Recognize the factors influencing exercise adherence. a. Identify activities that promote fitness</p> <ul style="list-style-type: none"> • Individual • Family 	<p>5. Recognize the relationship between nutrition and physical activity a. Identify what foods are the most efficient fuel (nutritious vs. junk food).</p> <p>6. Recognize the factors influencing exercise adherence. a. Identify activities that promote fitness</p> <ul style="list-style-type: none"> • Individual • Group/Peers • Family 	<p>5. Identify the relationship between nutrition and physical activity a. Explain and demonstrate how nutritious food (foods with complex carbohydrates and protein) provides a better source of energy for activity than junk food.</p> <p>6. Recognize and examine the factors influencing exercise adherence. a. Identify and explain how activities promote fitness for the individual, group/peers, and family.</p>	<p>5. Analyze the relationship between nutrition and physical activity through movement experiences. a. Describe how balancing food intake will affect physical activity: energy intake vs. energy expenditure.</p> <p>6. Examine the factors influencing exercise adherence. a. Identify the factors that promote or limit physical activity for elementary school students such as peers, parents/family, equipment, facilities, motivation, recreational opportunities, and financial limitations.</p>

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3.0 *Social Psychological Principles* - Students will demonstrate the ability to use skills essential for developing *self-efficacy*, fostering a sense of community, and working effectively with others in physical activity settings.

Pre K	K	Grade 1	Grade 2	Grade 3
<p>A. Social Psychological Principles</p> <p>1. Develop an understanding of effort and improvement.</p> <p>a. Participate in a variety of activities in order to experience effort.</p> <p>b. Experience continued success through practice.</p> <p>2. Work effectively with others in physical activity settings.</p> <p>a. Experience collaborative <i>effort</i> by imitating socially acceptable behaviors.</p> <ul style="list-style-type: none"> • Cooperation • Respect (self, space, others) • Responsibility • Sportsmanship <p>3. Build relationships to develop a sense of community within the class.</p> <p>a. Identify the meaning of the word caring.</p>	<p>A. Social Psychological Principles</p> <p>1. Identify the meaning of effort.</p> <p>a. Participate in a variety of activities and display effort.</p> <p>b. Recognize increasingly successful performance through practice.</p> <p>2. Work effectively with others in physical activity settings.</p> <p>a. Identify and model appropriate behaviors that facilitate collaborative <i>effort</i>.</p> <ul style="list-style-type: none"> • Cooperation • Respect (self, space, others) • Responsibility • Sportsmanship <p>3. Build relationships to develop a sense of community within the school.</p> <p>a. Identify caring members of a community.</p>	<p>A. Social Psychological Principles</p> <p>1. Recognize the relationship between effort and improvement.</p> <p>a. Participate in a variety of activities in order to recognize the concept of <i>effort</i>, such as more, better, harder, etc.</p> <p>b. Recognize that skill improvement requires <i>effort</i>.</p> <p>2. Work effectively with others in physical activity settings.</p> <p>a. Identify the need for rules in social settings and choose appropriate behaviors.</p> <p>3. Build and maintain relationships which develop a sense of community and a peaceful, healthy environment for all.</p> <p>a. Recognize healthy ways to show self expression.</p> <p>4. Establish and modify personal physical activity goals while monitoring progress towards achievement.</p> <p>a. Identify the concept of goal setting.</p>	<p>A. Social Psychological Principles</p> <p>1. Recognize the relationship between effort and improvement.</p> <p>a. Participate in a variety of activities in order to recognize and explain the importance of <i>effort</i> as it relates to <i>improvement</i>.</p> <p>b. Identify the meaning of persistence.</p> <p>2. Work effectively with others in physical activity settings.</p> <p>a. Identify the need for rules in social settings and demonstrate appropriate behaviors.</p> <p>3. Build and maintain relationships which develop a sense of community and a peaceful, healthy environment for all.</p> <p>a. Explore healthy ways to show self expression.</p> <p>4. Establish and modify personal physical activity goals while monitoring progress towards achievement.</p> <p>a. Demonstrate the concept of goal setting.</p>	<p>A. Social Psychological Principles</p> <p>1. Recognize the relationship between effort and improvement.</p> <p>a. Participate in a variety of activities and explain the relationship between <i>effort</i> and <i>improvement</i>.</p> <p>2. Work effectively with others in physical activity settings.</p> <p>a. Identify the need for rules in social settings and choose appropriate behaviors.</p> <p>3. Build and maintain relationships which develop a sense of community and a peaceful, healthy environment for all.</p> <p>a. Recognize healthy ways to show self expression.</p> <p>4. Establish and modify personal physical activity goals while monitoring progress towards achievement.</p> <p>a. Explain the importance of goal setting as it relates to achievement.</p>

3.0 Cont'd.

Pre K	K	Grade 1	Grade 2	Grade 3
			<p>5. Apply effective time management strategies. a. Recognize the importance of staying on-task.</p>	<p>5. Apply time management strategies wisely. a. Pace physical activity to remain physically active for a specific length of time.</p>

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4.0 *Motor Learning Principles* – Students will demonstrate the ability to use motor skill principles to learn and develop *proficiency* through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

Pre K	K	Grade 1	Grade 2	Grade 3
<p>A. Motor Learning</p> <p>1. Experience a variety of play situations a. Experience a variety of age appropriate activities that include walking, hopping, jumping, etc.</p> <p>4. Improve performance through positive feedback a. Use verbal and visual cues to improve personal performance.</p>	<p>A. Motor Learning</p> <p>1. Experience a variety of age appropriate activities a. Demonstrate a basic understanding of specific locomotor and non locomotor skills. b. Demonstrate gross motor skills as throwing, kicking, leaping, etc. c. Demonstrate fine motor skills such as manipulating items, e.g. stack cups.</p> <p>2. Demonstrate skill improvement a. Demonstrate skills to improve through teacher directed activities.</p> <p>4. Improve performance through positive feedback a. Provide verbal and visual cues to improve personal performance.</p>	<p>A. Motor Learning</p> <p>1. Recognize through participating in a variety of activities, how individual progress through stages of learning at various rates a. Identify simple mechanics of a skill.</p> <p>2. Recognize a person’s skill development results from prior experience, natural ability and practice a. Demonstrate developmentally appropriate activities.</p> <p>3. Recognize that skills will develop with practice over time a. Improve performance with appropriate practice.</p> <p>4. Recognize the importance of positive feedback on performance a. Provide verbal and visual cues to improve personal performance.</p>	<p>A. Motor Learning</p> <p>1. Recognize through participating in a variety of activities, how individual progress through stages of learning at various rates. a. Perform practice progressions that will enhance personal skill development.</p> <p>2. Recognize a person’s skill development results from prior experience, natural ability and practice a. Demonstrate developmentally appropriate activities.</p> <p>3. Recognize that skills will develop with practice over time a. Improve performance with appropriate practice. b. Recognize components of individual skills and make changes for improvement.</p>	<p>A. Motor Learning</p> <p>1. Recognize how individuals progress through learning stages at various rates through participating in a variety of activities. a. Identify and recognize personal stage of skill development as compared to age appropriate peers.</p> <p>2. Recognize through participation in a variety of activities that personal skill development results from prior experiences, natural ability, and practice. a. Recognize that repeated appropriate practice contributes to increased motor skill development.</p> <p>3. Show that skills will develop with practice over time. (i.e. throwing, catching, kicking, striking) a. Recognize that appropriate practice leads to improved performance.</p> <p>4. Recognize the importance of self evaluation and feedback in the improvement of motor skills. a. Develop a self awareness to assess skills. b. Recognize the different sources of feedback that apply to motor skill learning.</p>

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5.0 Physical Activity - Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

Pre K	K	Grade 1	Grade 2	Grade 3
<p>A. Physical Activity</p>	<p>A. Physical Activity 1. Experience individual aerobic capacity/cardio respiratory fitness a. Experience the difference between <i>resting heart rate</i> and <i>active heart rate</i>.</p>	<p>A. Physical Activity 1. Explore individual aerobic capacity/cardio respiratory fitness a. Introduce different locations to find your <i>pulse</i>. b. Recognize that different activities affect <i>heart rate</i>. c. Compare <i>resting heart rate</i> with <i>active heart rate</i>. d. Explore <i>aerobic</i> and <i>anaerobic</i> activity.</p> <p>2. Experience activities that involve muscular strength and muscular endurance. a. Experience developmentally appropriate activities involving muscular strength and muscular endurance</p> <p>3. Examine individual flexibility. a. Participate in developmentally appropriate activities involving <i>flexibility</i>.</p>	<p>A. Physical Activity 1. Explore and examine individual aerobic capacity/cardio respiratory fitness a. Explore individual <i>pulse</i> points during various activities. b. Explain how different activities affect <i>heart rate</i>.</p> <p>2. Examine and compare individual muscular strength and muscular endurance. a. Identify and participate in developmentally appropriate activities involving <i>muscular strength</i>. b. Identify and participate in developmentally appropriate activities involving <i>muscular endurance</i>.</p> <p>3. Examine individual flexibility. a. Identify and participate in developmentally appropriate activities involving <i>flexibility</i>.</p>	<p>A. Physical Activity 1. Recognize individual aerobic capacity/cardio respiratory fitness a. Define aerobic activity and apply methods for measuring heart rates. b. Participate in developmentally appropriate <i>aerobic capacity/cardio respiratory</i> fitness activities such as jogging or running. .</p> <p>2. Examine and compare individual muscular strength and muscular endurance. a. Identify and participate in developmentally appropriate muscular strength and muscular endurance. b. Identify and demonstrate a muscular strength task that identifies a specific muscle group. c. Locate personal level of muscular strength through a systematic approach using a standardized fitness chart. d. Identify personal level of muscular endurance through a systematic approach using a standardized fitness chart.</p> <p>3. Examine and compare individual flexibility. a. Identify and participate in developmentally appropriate activities involving flexibility. b. Identify personal level of flexibility through a systematic approach using a standardized fitness test..</p>

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6.0 Skillfulness - Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills

Pre K	K	Grade 1	Grade 2	Grade 3
<p>A. Skillfulness</p> <p>1. Explore and experience fundamental movement skills.</p> <p>a. Explore spatial awareness (general and self space, levels, directions, pathways)</p> <p>b. Explore variety of locomotor skills, such as walk, gallop, run, skip, hop, slide, jump, and leap.</p> <p>2. Develop creative movement skills.</p> <p>a. Identify body parts and explore how they move.</p> <p>b. Explore shapes through movement (curved, twisted, narrow and wide).</p> <p>3. Explore and experience skill themes</p> <p>a. Explore throwing at a variety of levels.</p> <p>b. Track a self thrown object.</p> <p>c. Demonstrate striking a light weight object with different body parts.</p> <p>d. Explore balancing on a variety of body parts.</p>	<p>A. Skillfulness</p> <p>1. Practice fundamental movement skills.</p> <p>a. Practice spatial awareness (general and self space, levels, directions, pathways).</p> <p>b. Practice variety of locomotor skills, such as walk, gallop, run, skip, hop, slide, jump, and leap.</p> <p>c. Explore a variety of non-locomotor movements such as bend, pull, stretch, twist, turn, push, swing, and lift.</p> <p>2. Develop creative movement skills.</p> <p>a. Move body parts through a variety of different shapes (curved, twisted, narrow and wide).</p> <p>3. Practice skill themes</p> <p>a. Demonstrate catching a self thrown light weight object such as scarf and balloon.</p> <p>b. Practice underhand tosses and overhand throws.</p> <p>c. Practice striking light weight objects with various body parts.</p> <p>d. Practice balancing on a variety of body parts.</p> <p>e. Explore transferring weight from different body parts.</p>	<p>A. Skillfulness</p> <p>1. Demonstrate fundamental movement skills.</p> <p>a. Demonstrate proficiency of a variety of locomotor patterns skills such as hop jump or skip gallop.</p> <p>b. Explore and practice components of effort such as speed, force, and flow.</p> <p>2. Develop creative movement skills.</p> <p>a. Develop a movement experience using the body to interpret a given situation such as stories, music, and rhythm.</p> <p>b. Demonstrate the ability to move the body symmetrically and asymmetrically while stationary.</p> <p>3. Developing proficiency in skill themes</p> <p>a. Demonstrate catching a bounced ball.</p> <p>b. Demonstrate using opposition when tossing and throwing.</p> <p>c. Practice striking with implements.</p> <p>d. Experience and practice transferring weight from feet to hands.</p> <p>e. Explore a variety of tumbling experiences.</p>	<p>A. Skillfulness</p> <p>1. Demonstrate fundamental movement skills.</p> <p>a. Demonstrate proficiency of a variety of locomotor skills using different pathways and directions.</p> <p>b. Demonstrate mastery of non-locomotor movements using different levels such as bend, pull, stretch, twist, turn, push, swing, and lift.</p> <p>c. Demonstrate proficiency in the ability to vary speed, force, and flow.</p> <p>2. Develop creative movement skills.</p> <p>a. Develop a movement experience using the body and implements to interpret a given situation such as stories, music, and rhythm.</p> <p>b. Demonstrate the ability to move the body symmetrically and asymmetrically while traveling in general space.</p> <p>3. Demonstrate competency in skill themes</p> <p>a. Demonstrate catching a thrown object.</p> <p>b. Refine skills needed in catching, tossing and throwing.</p> <p>c. Refine skills needed in striking with body parts and implements.</p> <p>d. Demonstrate a tumbling sequence using balance and weight transfer.</p>	<p>A. Skillfulness</p> <p>1. Demonstrate fundamental movement skills.</p> <p>a. Combine locomotor and non-locomotor skills into a movement pattern.</p> <ul style="list-style-type: none"> • Speed • Pathways • Directions • Levels • Space <p>2. Develop creative movement skills.</p> <p>a. Create an individual movement sequence to show emotions, expressions and feelings such as wands, hoops, balls, rhythm sticks, jump bands, and tinkling sticks.</p> <p>3. Demonstrate competency in skill themes</p> <p>a. Demonstrate and perform individual skill themes:</p> <ul style="list-style-type: none"> • Throwing • Catching • Striking with the body and implements • Educational Gymnastics • Kicking • Rolling • Object manipulation