

PHYSICAL EDUCATION, Grades 1-2-3

PURPOSE

This course is designed to provide students with varied experiences of an individual and team nature toward the development of a complete person.

I. STUDENT OUTCOMES

- A. Students will gain a knowledge of rules, movements, and procedures involved in specific skills.
- B. Students will begin to develop a favorable attitude toward athletic endeavors by providing activities in which they can experience a degree of success.
- C. Students will be introduced to the importance of physical fitness.
- D. Students will begin to develop increased motion skills through ~ movements resulting in a coordinated effort.
- E. Students will begin to value elements of social physical activities and the need for sportsmanship.
- F. Students will be introduced to the aesthetics of physical activity.
- G. Students will gain an appreciation of the importance of working cooperatively as a group or team in athletics and physical activities.

II. CONTENT

- A. Basic Body Movement 1. Skipping 2. Running 3. Hopping 4. Jumping

B. Basic Skills

1. Dribbling
2. Throwing/catching
3. Control of the ball

C. Rhythms

1. Fundamental rhythms, i.e., skipping or marching
2. Exercises/aerobic rhythms
3. Ball rhythms (bouncing balls to music)
4. Free physical expression to music
5. Parachute rhythms

D. Stunts, Tumbling

1. Forward rolls
2. Cartwheels
3. Free exercise

E. Apparatus

1. Vaulting buck/box
2. Rope skills
3. Parallel bars
4. Balance beam
5. Horizontal bar
6. Uneven bars

F. Cooperative Games and Simple Game Activities

G. Athletic Skills and Games

1. Introductory games and skills of team activities
 - a. Soccer / i.e., side line soccer or mini games
 - b. Basketball, i.e., sideline basketball with lowered basket
 - c. Volleyball, i.e., use of beach ball
 - d. Floor hockey, i.e., mini games
2. Individual Activities
 - a. Track and Field
 - b. Bowling
 - c. Tennis
 - d. Badminton

H. President's Fitness Challenge

1. Shuttle Run
2. V-Seat Reach
3. Pull-up/Arm Hang
4. Mile Run 5. Curl-ups

Note: Mats are to be used with all D (Stunts, tumbling activities), E (Apparatus activities), H.5 (Curl-ups), and any additional activities as necessary.

Note: Certain activities and equipment may be excluded or adapted at individual schools depending on program emphasis, facilities, and the needs of the children.

III. EVALUATION ~

- A. Students will be expected to attend class regularly.
- B. Students will be expected to follow teacher directions.
- C. Students will be expected to be prepared and to dress safely and appropriately for physical activities.
- D. Students will attempt to demonstrate an acceptable level of proficiency in all of the goals and objectives of the course within the previously defined content and instructional areas.
- E. Students will be expected to attempt to work with others in a productive and positive manner .
- F. The evaluation of student proficiencies shall consist of demonstrated performance completed to the best of each student's ability.
- G. The final grade represents the teacher's professional judgment as to what the student has contributed and/or achieved. The aforementioned requirements will represent the basis for this judgment.

REVISED: August 1992 August 1995

PHYSICAL EDUCATION Grades 4-5-6

PURPOSE

This course is designed to provide students with varied experiences of an individual and team nature toward the development of a complete person.

I. STUDENT OUTCOMES

- A. Students will gain a knowledge of rules, movements, and procedures involved in specific skills.
- B. Students will begin to develop a favorable attitude toward athletic endeavors by providing activities in which they can experience a degree of success.
- C. Students will be introduced to the importance of physical fitness.
- D. Students will begin to develop increased motion skills through movements resulting in a coordinated effort.
- E. Students will begin to value elements of social physical activities and the need for sportsmanship.
- F. Students will be introduced to the aesthetics of physical activity.
- G. Students will gain an appreciation of the importance of working cooperatively as a group or team in athletics and physical activities.

II. CONTENT

- A. Basic Body Movement
 - 1. Skipping
 - 2. Running
- B. Basic Skills
 - 1. Dribbling
 - 2. Throwing
 - 3. Control of the ball

- C. Rhythms (grade 4- Optional activity in grades 5 and 6)
 - 1. Fundamental rhythms, marching
 - 2. Folkdance
 - 3. Ball rhythms (bouncing balls to a record)
 - 4. Free physical expression to music
 - 5. Aerobic rhythms

- D. Stunts, Tumbling (grades 5, 6)
 - 1. Forward rolls

 - 2. Cartwheels
 - 3. Free exercise
 - 4. Handsprings (Optional in grade 4)
 - 5. Walkovers
 - 6. Round-off

- E. Apparatus
 - 1. Vaulting buck
 - 2. Rope skills
 - 3. Parallel bars
 - 4. Balance beam
 - 5. Horizontal bar
 - 6. Uneven bars

- F. Cooperative Games and Simple Game Activities

- G. Athletic Skills and Games
 - 1. Team Activities
 - a. Touch and flag football (grades 5, 6 -Optional in grade 4)
 - b. Soccer
 - c. Basketball
 - d. Volleyball (grades 5, 6- Optional in grade 4)
 - e. Field hockey (grades 5,6 -Optional in grade 4)
 - f. Softball
 - g. Team handball {grades 5,6- Optional in grade 4)
 - h. Floor hockey
 - i. Indoor soccer
 - j. Wiffle ball

 - 2. Individual Activities
 - a. Wrestling (grades 5, 6)
 - b. Track and field

- c. Tennis (Optional)
- d. Badminton (Optional)

H. President's Fitness Challenge

- 1. Shuttle Run
- 2. V -Seat Reach
- 3. Pull-ups, Arm Hang
- 4. Mile Run
- 5. Curl-ups

Note: Mats are to be used with all D {Stunts, tumbling activities), E (Apparatus activities), H.5 (Curl-ups), and any additional activities as necessary.

Note: Certain activities and equipment may be excluded or adapted at individual schools depending on program emphasis, facilities, and the needs of the children.

III. EVALUATION

- A. Students will be expected to attend class regularly.
- B. Students will be expected to follow teacher directions.
- C. Students will be expected to be prepared and to dress safely and-appropriately for physical activities.
- D. Students will attempt to demonstrate an acceptable level of proficiency in all of the goals and objectives of the course within the previously defined content and instructional areas.
- E. Students will be expected to attempt to work with others in a productive and positive manner.
- F. The evaluation of student proficiencies shall consist of quizzes and performance which must be completed to the best of each student's demonstrated ability. Teacher weakly observations of the student's proficiencies, involvement, and learning with the class activities and in the classroom environment will also be considered.
- G. The final grade represents the teacher's professional judgment as to what the student has contributed and/or achieved. The aforementioned requirements will represent the basis for this judgment.

REVISED:: August 1992 August 1995

TO: Elementary Physical Education Teachers Elementary Health Teachers Elementary Principals Elementary Supervisors

FROM: Deborah Schwartz
Supervisor of Athletics

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Physical Education Coordinator K-8

Patricia A. Lewis
District Supervisor of Elementary Curriculum

SUBJECT: **RECOMMENDED INSTRUCTIONAL PROCEDURES REGARDING THE USE OF SPOTTERS IN PHYSICAL EDUCATION**

These recommended procedures are offered in an attempt to clarify the use of "spotters" in physical education classes.

1. Spotting" is recommended as a safety procedure in all gymnastics classes utilizing any large physical education apparatus, such as the balance beam, rope, vaulting buck, and/or parallel bars.
2. Spotting" is recommended when the gym is used for multiple teaching situations. In this case it is recommended in small schools that only one station at a time be used requiring the teacher as a "spotter." Large schools would, of course, use two stations at a time. These individual stations could be rotated each week to allow for all equipment to be used over a series of weeks.
3. The use of students as "spotters" should be limited to situations where they are only expected to walk or stand beside a student, for example, assisting on the floor balance beam.
4. Additionally, it is recommended that students be verbally reminded of safety procedures prior to the use of gymnastics equipment.

This generic open ended statement could be adapted to any piece of equipment.

Today we are going to be working on _____ . Here are a few safety precautions you should consider _____ .

In summary, it must be understood that the procedure of "spotting" is essential to student safety .The teacher remains responsible even if students are asked to assist. The use of students should be restricted to limited situations.

August 1992 July 1999 August 2002

Reviewed and revised: August 2010