

St. Mark Evangelical Lutheran Church and School

Wisconsin Evangelical Lutheran Synod



Physical Education Curriculum Guide

Philosophy of Physical Education

Through this physical education program, it is important that students learn a variety of important life skills which include movement skills, knowledge, and behavior/social skills, over the course of each school year. Some of these include: locomotor, non-locomotor, and manipulative skills, team-building, social interaction skills, and cognitive concepts linked to fitness, wellness, skill development, and social skills appropriate to each grade/development level. We want all students to be competent in a variety of fundamental motor skills, because these skills enhance everyday living. The acquisition of fundamental motor skills are essential to improving one's overall fitness and key in leading an enjoyable active lifestyle. Moreover, we want all students to develop an understanding of the importance of lifelong fitness and skill building concepts. It is important we instill healthy living and activity knowledge, skills and disposition at a young age in an attempt to impact positive lifestyle choices and patterns for the long term. Overall, we promote physical fitness, knowing that God has blessed us with wonderful bodies that we use to honor him. *I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.* (Psalm 139:14)

Justification and Need for Physical Education

A growing body of research evidence supported by many groups is indicating that a child participating in regular physical education can focus better in their other subject areas, as well as being more productive with their class time. Although recess provides an opportunity for physical activity, a structured physical education class will provide developmentally appropriate learning activity in areas of fitness, motor skill development, cooperative behavior, critical thinking and problem solving skills.

Belief Statements

We believe every student has the ability to benefit socially, physically and mentally from his or her regular participation in physical education class. Physical education should be focused on allowing the student's maximum safe participation, and it is the educator's responsibility to ensure a quality physical education experience. We believe that the learning of locomotor, non-locomotor and manipulative skills associated with sport and game skills, recreational activities, body management skills, and rhythmical skills during elementary school physical education will increase the chances that students will be active into their adult lives. In addition, physical education programs have been linked as cognitive support for other disciplines.

General Safety Guidelines

Safety is a primary concern in all physical education classes. The following list includes some general safety and common sense practices that are important with the physical education program.

- A. Students will respect themselves, their classmates, their teachers, and the equipment and facilities.
- B. Students are encouraged to wear tennis shoes suitable for Physical Education movement activities for safety and efficiency of movement.
- C. Safe movement practice will be emphasized in all classes.
- D. Students must ask permission if it becomes necessary to leave the gymnasium, activity space, and/or the classroom during Physical Education Class. Safe supervision will be continuously maintained.

Elementary School Level Physical Education Outcomes

By the end of elementary school, the learner will have foundational skills and knowledge of fitness and skill-related concepts to successfully transition to middle school physical education.

First Grade – *First grade students will demonstrate mature form in non-locomotor skill in educational activities. Students will continue to develop basic body control and health-related fitness components such as strength, endurance, and flexibility. They will learn rules, procedures, and strategies necessary for effective participation in simple games with emphasis on safety. They will begin to understand and learn the benefits of health fitness.*

1. The student demonstrates various locomotor skills while moving in different levels and pathways
2. The student demonstrates the skills of chasing, fleeing, and dodging
3. The student demonstrates the knowledge and understanding for their classroom rules and expectations
4. The student demonstrates proper safety practices while being physically active
5. The student demonstrates proper throwing and catching skills
6. The student demonstrates basic striking skills
7. The student demonstrates basic kicking skills
8. The student demonstrates proper use of equipment in class
9. The student demonstrates the knowledge and rules of simple games and the honest play associated with the activity

Second Grade – *Second grade students will learn to work towards demonstrating mature form in manipulate skills. They will advance their learning and progression in locomotor and non-locomotor movements in various activities.*

1. The student demonstrates the ability to work with other students in class
2. The student demonstrates the knowledge and understanding of health-related fitness concepts
3. The student demonstrates body control while performing various locomotor skills
4. The student demonstrates rhythm with movement during activities
5. The student demonstrates spatial awareness during activities
6. The student demonstrates advanced striking skills (i.e. striking with a raquet)
7. The student demonstrates advanced kicking skills (i.e. kicking a moving ball, punting, etc.)

Third Grade – *Third grade students begin to demonstrate mature form in fundamental locomotor and manipulative skills during skill practice and game situations. Students will refine, vary, and combine skills in complex situations. They will apply movement concepts and health-related fitness components to regular physical activity. Students will begin to learn game strategies and apply safety rules and etiquette while working cooperatively with peers.*

1. The student demonstrates a variety of locomotor skills (throwing, catching, striking, etc.) during activities
2. The student demonstrates the ability to perform locomotor skills during game-type situations
3. The student demonstrates the ability to perform non-locomotor skills during game-type situations
4. The student demonstrates the ability to start taking charge of their health related fitness
5. The student demonstrates the ability to assess themselves and others during various fitness tests (i.e. ½ mile/mile run, sit up, push up and sit and reach)
6. The student will continue to work on manipulative/striking skills

Fourth Grade – *Fourth grade students will continue and try to apply skill – related components of fitness in skill practices, activities, and assessments. The students will still learn and apply goals for improving health and fitness. They will work with peers and apply tactical strategies in simple partner activities.*

1. The student demonstrates the ability to work in large groups
2. The student demonstrates the ability to communicate potential strategies with others during

activities

3. The student demonstrates the ability to effectively communicate safety concerns with others during activities
4. The student demonstrates the ability to make safe choices during activities
5. The student continues to demonstrate the ability to assess themselves and others during various fitness tests
6. The student demonstrates the ability to apply basic skills (i.e. kicking, throwing, catching, etc.) into team-based and cooperative activities
7. The student will start to demonstrate the basic concepts of team games
8. The student will continue to work on manipulative/striking skills

Fifth Grade – *Fifth grade students will apply all major fundamental skills and concepts to enhance their movement proficiency, personal fitness, game strategy and tactics. The students will demonstrate and analyze social skills necessary to be successful in physical activities.*

1. The student demonstrates the ability to form strategies during independent activities
2. The student demonstrates the ability to form strategies during partner activities
3. The student demonstrates the ability to effectively help and improve other students during certain activities
4. The student continues to demonstrate mature, advance skills in game activities
5. The student continues to maturely assess their physical fitness during tests and activities
6. The student will continue to work on basic rules and concepts of team games
7. The student will continue to work on mastering their manipulative/striking skills

Sixth Grade – *Sixth grade students will apply all major fundamental skills and concepts to enhance their movement proficiency, personal fitness, game strategy and tactics. The students will demonstrate and analyze social skills necessary to successful in physical activities.*

1. The student will demonstrate the use of basic skills for individual, dual, team, lifetime games and activities
2. The student will demonstrate the use of basic rhythmic patterns
3. The student will demonstrate the use of game transition of offense/defense in game situations
4. The student will demonstrate the use of basic rules of game
5. The student engages fully in physical fitness concepts of warm up, cool down, muscular strength, muscular endurance, flexibility and cardiovascular

6. The student demonstrates how to solve conflict resolution correctly and is respectful and responsible and acceptant of others

Seventh and Eighth Grade – *Seventh and Eighth grade students will develop and apply all major fundamental skills and concepts to demonstrate competence in their personal fitness, game strategy and tactics. The students will demonstrate and perform the social skills necessary to be successful in team game and individual sports.*

1. The students perform in an advanced use sport specific skills applied in appropriate time/sequence for individual, dual team, lifetime games and activities
2. The students demonstrate the use of balance, agility, speed, and coordination are applied to rhythmic activity
3. The students demonstrate and use smooth transition between offense and defense
4. The students demonstrate and use strategic game plans
5. The students are able to self-officiate games
6. The students are improving their health related fitness, but also the benefits to them and applying it to sports and life time activities
7. The students fully know the concept of personal responsibility
8. The students fully demonstrate positive interaction with others and are fully acceptant of others