



**Physical Education Curriculum – Intermediate
Level**

May 2007

Introduction

Physical Education Curriculum

Physical Education at Baker Demonstration School is a time for children to learn through the physical, with emphasis on activities that promote teamwork, cooperation and skill development. The physical education program has been developed to allow maximum participation in all activities and to provide optimum physical, emotion and intellectual growth for each student.

The goals for physical education and health foster workplace skills, including identifying short and long term goals, following directions, and working cooperatively with others. Problem solving, communication, responsible decision making, and team-building skills are major emphases as well. Healthy minds and bodies are basic to academic success and in later life these enhance the ability to contribute to a productive work environment.

2nd - 3rd Grade

Concepts

Movement skills and concepts needed to engage in health-enhancing physical activity

Health-enhancing level of physical fitness based upon continual self-assessment

Team-building skills
Working with others through physical activity

Skills and Processes

- Demonstrates control when performing combinations and sequences in locomotor, non-locomotor and manipulative patterns
 - Understands spatial awareness and relationships to objects and people
 - Can identify and apply rules and safety procedures in physical activities
 - Can identify offensive, defensive and cooperative strategies in selected activities and games
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- Identifies characteristics of health-related fitness (e.g., flexibility, muscular strength)
 - Engages in sustained physical education activity that causes increased heart rate, muscle strength and range of movement
 - Describes immediate effects of physical activity on the body (e.g., faster heartbeat, increased breathing rate)
 - Monitors individual heart rate before, during and after physical activity, without the use of technology
 - Can match recognized assessments of health-related fitness (e.g., The President's Fitness Challenge Test) to corresponding components of fitness
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- Follows directions and class procedures while participating in physical activities
 - Uses identified procedures and safe practices with little or no reinforcement during group physical activities
 - Works cooperatively with a partner or small group to reach a shared goal during physical activity
 - Works independently on tasks for an assigned period of time

Concepts

Principles of health promotion and the prevention and treatment of illness and injury

Human body systems and factors that influence growth and development

Effective communication and decision making skills

Assessments

Skills and Processes

- Can identify methods of health promotion and illness prevention (e.g., hand washing, brushing and flossing teeth, eating practices, sleep, and cleanliness)
- Recognizes dangerous situations (e.g., traffic, improper use of medicine and poisons, and strangers) and identifies safe methods to reduce risks
- Describes and compares health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen)
- Encourages and supports others in making positive health choices (e.g., eating practices, cleanliness, and safety practices)

- Can identify basic parts of body systems and their functions (e.g., heart, lungs, eyes)
- Can identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).
- Can identify individual differences in growth and development among people

- Differentiates between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)
- Demonstrates positive verbal and nonverbal communication skills (e.g., polite conversations, attentive listening, and body language)
- Recognizes how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease)
- Demonstrates basic refusal skills (e.g., “Just Say No”, “Stranger Danger”)

- Tools used for assessment include: participation, group work, self-assessment, individual and group presentations

4th - 5th Grade

Concepts

Movement skills and concepts needed to engage in health-enhancing physical activity

Skills and Processes

- Demonstrates control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports
- Can identify the principles of movement (e.g., absorption of force, application of force, equilibrium)
- Can identify and apply rules and safety procedures in physical activities
- Applies basic offensive, defensive and cooperative strategies in selected activities, games and sports

Concepts

Achievement of a health-enhancing level of physical fitness based upon continual self-assessment

Skills and Processes

- Describes the benefits of maintaining a health-enhancing level of fitness
- Regularly participates in physical activity for the purpose of sustaining or improving individual levels of health-related fitness
- Monitors individual heart rate before, during and after physical activity, with and without the use of technology
- Can match recognized assessments of health-related fitness (e.g., The President's Fitness Challenge Test) to corresponding components of fitness
- Sets a personal health-related fitness goal
- Demonstrates the relationship between movement and health-related fitness components (e.g., running/cardio respiratory, tug-of-war/strength)

Team-building skills
Working with others through physical activity

- Accepts responsibility for his or her own actions in group physical activities
- Follows directions and decisions of responsible individuals (e.g., teachers, peer leaders, group leaders)
- Uses identified procedures and safe practices without reminders during group physical activities
- Participates in establishing procedures for group activities
- Remains on task independent of distractions (e.g., peer pressure, environment stressors)
- Works cooperatively with others to accomplish a set goal in both competitive situations and non-competitive. (e.g., sports, dance)

Principles of health promotion and the prevention and treatment of illness and injury

- Can identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances)
- Demonstrates strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices)
- Can identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise risks of cancer and heart disease)
- Explains routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian)
- Describes how individuals and group influence the health of individuals (e.g., peer pressure, media and advertising)
- Explains interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer)

Human body systems and factors that influence growth and development

- Can identify basic body systems and their functions (e.g., circulatory, respiratory, reproductive, and nervous)
- Can differentiate between positive and negative effects of health-related action on body systems (e.g., drug use, exercise, and diet)
- Identifies physical, mental, social and cultural factors affecting growth and development of children (e.g. nutrition, self-esteem, family and illness)
- Identifies stages in growth and development of children (e.g., stages in the life cycle from infancy to old age)

Concepts

Effective communication and decision-making skills

Skills and Processes

- Can identify causes and consequences of conflict among youths
- Demonstrates methods for addressing interpersonal differences without harm (e.g. avoidance, compromise, cooperation)
- Demonstrates positive verbal and nonverbal communication skills (e.g., polite conversations, attentive listening, and body language)
- Describes key elements of a decision-making process
- Can explain how positive communication helps to build and maintain relationships at school, at home and in the workplace
- Demonstrates situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, physical abuse and exploitation)
- Applies refusal and negotiation skills to potentially harmful situations

Assessments

- Tools used for assessment participation: group work, self-assessment, individual and group presentation