



# Physical Education Curriculum K-12



**KENAI PENINSULA BOROUGH SCHOOL DISTRICT**

Spring 2010

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# Physical Education Curriculum

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# **Physical Education Curriculum**

## **Introduction**

Physical education is a necessity for the health and well-being of every student. As a unique and essential part of the total education program, physical education can significantly enhance all aspects of development including health, physical fitness, movement knowledge, academic performance, goal setting, self-esteem, stress management, and social skills.

Evidence continues to mount that regular physical activity can prevent and manage coronary heart disease, which is the leading cause of death and disability in the United States. Unfortunately, few Americans engage in regular physical activity, despite the benefits. Research findings clearly demonstrate that daily exercise, from early childhood throughout life, is a primary factor in maintaining health and enriching the quality of life. People begin to acquire and establish patterns of health-related behavior during childhood and adolescence. Schools are an efficient vehicle for providing this physical education instruction.

Although many students participate in extra-curricular athletics and these programs may meet the movement and exercise needs of the participants during their season of competition, such programs do not accommodate all students nor do they educate the students as to the importance of a daily physical education program. Therefore, we believe that physical education is an integral part of a comprehensive education and must be included on a daily basis.

Finally, it should be understood that quality physical education is predicted upon having competent, dedicated, and knowledgeable teachers who utilize appropriate instructional techniques, strategies, and assessments.

# Elementary Physical Education Curriculum



The focus of the elementary physical education program is the introduction and exploration of physical skills and concepts. As an integral part of the elementary school program that uniquely contributes to the school's overall goals, physical education emphasizes the child's physical, motor, cognitive, social, and emotional development. It is critical at the elementary level that students be guided through a series of developmentally appropriate experiences. These activities promote a desire to engage in physical activities, develop a sense of self-worth, encourage cooperation and self-control, and lead to choices that promote a healthy life style.

National Association for Sport and Physical Education, NASPE, recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day while avoiding prolonged periods of inactivity. To help deliver a quality physical education program, NASPE recommends that schools provide 150 minutes of instructional physical education for elementary school children per week for the entire school year. This instruction is to include vigorous physical activity, learning of neuromuscular skills, information about physical activity and fitness, and time to enjoy the use of skills and knowledge.

<b>Physical Education</b>	
<b>Kindergarten</b>	
<b>Standard A: Students will demonstrate competency in motor and movement skills needed to perform a variety of physical activities.</b>	
1.	Performs various forms of loco-motor movement such as walk, run, gallop, and jump
2.	Performs a variety of non-loco-motor skills, such as, stretching, rocking, curling, pushing, pulling, swinging
3.	Demonstrate balance on the ground and on objects, using bases of support other than both feet.
4.	Perform a log roll.
5.	Strike a stationary object using hands or feet.
6.	Strike a stationary object using a variety of short and long-handled implements.
7.	Move in a variety of pathways (e.g., straight, curve, zig-zag)
8.	Throw or roll with limited body movement; arm dominated.
9.	Catch an object with some success.
10.	Volley a balloon.
11.	Bounce a larger ball using one or two hands.
12.	Turn rope over the head and hop over the rope.
13.	Perform movements to music.
<b>Standard B: Students will apply movement concepts to the learning and performance of physical activities.</b>	
1.	Define open space
<b>Standard C: Students will participate regularly in physical activity.</b>	
1.	Participate in physical activity outside of physical education class.
2.	Identify appropriate physical activities for recess and outside of school.
3.	Attempt to perform new movement skills and activities.
<b>Standard D: Students will apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.</b>	
1.	Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing)
2.	Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing)
3.	Discuss the benefits of fitness (e.g., being fit allows me to ride my bike, why it is fun to move)
4.	Discuss the benefits of healthy food and beverage choices. (health curriculum)
<b>Standard E: Students will exhibit personal and social behavior that respects self and others in physical activity settings.</b>	
1.	Encourage others by using verbal and nonverbal communication.
2.	Apply established class rules, procedures, and safe practices.
3.	Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.
4.	Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions)
5.	Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation)
6.	Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., near or moose on playground).
7.	Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).
8.	Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device)

**Standard F: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

1. Celebrate personal successes and achievements as well as those of others.
2. Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)
3. Name physical activities that are enjoyable.
4. Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared, angry, sad)
5. Attempt new activities.
6. Continue to participate when not successful on first try.
7. Try new movements and skills willingly.

# Physical Education

## First-Second Grades

### **Standard A: Student will demonstrate competency in motor and movement skills needed to perform a variety of physical activities.**

1. Performs various forms of loco-motor movement such as slide, hop, leap, and skip
2. Performs a variety of non-loco motor skills, such as, balancing, bending, twisting, swaying
3. Demonstrate balance on the ground and on objects, using bases of support other than both feet with increased quantity of time and quality of movement.
4. Perform a body roll (e.g., egg roll, shoulder roll,, forward roll) followed by a weight transfer.
5. Strike a stationary object using hands or feet with force and accuracy.
6. Strike a moving object using short and long-handed implements.
7. Move with effort, time, force, and flow.
8. Step forward with opposite foot during throw.
9. Throw or roll with force and accuracy a variety of objects.
10. Catch a variety of objects.
11. Volley a variety of objects using various body parts.
12. Dribble with hands and feet.
13. Dribble/strike with short-handed and long-handed implements while stationary and moving.
14. Jump and land in various combinations: jumps/leaps from one foot to the other.
15. Repeatedly jump a short or long turned rope.
16. Perform to music a grade level appropriate individual or partner dance.

### **Standard B: Students will apply movement concepts to the learning and performance of physical activities.**

1. Demonstrate the importance of a wide base of support in balance activities.
2. Identify opportunities to use underhand and overhand.
3. Identify when to use underhand and overhand movement (throw) patterns.
4. Identify when to begin the kicking motion a slowly rolling ball.
5. Explain the purpose of using a side orientation when striking a ball from a batting tee.

### **Standard C: Students will participate regularly in physical activity.**

1. Participate in physical activity outside of physical education class.
2. Identify appropriate physical activities for recess and outside of school.
3. Attempt to perform new movement skills and activities

### **Standard D: Students will apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.**

1. Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing)
2. Understand and demonstrate the importance of a proper warm-up prior to physical activity
3. Utilize age-appropriate stretching techniques to increase flexibility.

### **Standard E: Students will exhibit personal and social behavior that respects self and others in physical activity settings.**

1. Encourage others by using verbal and nonverbal communication.
2. Apply established class rules, procedures, and safe practices.
3. Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.
4. Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions)
5. Demonstrate respect for differences (e.g., gender, ethnicity, disability among people, and physical activities of a variety of national, cultural, and ethnic origins).
6. Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., near or moose on playground).
7. Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).
8. Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device)

<b>Standard F: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>
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| 1. Celebrate personal successes and achievements as well as those of others   |
| 2. Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)                            |
| 3. Name physical activities that are enjoyable.   |
| 4. Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared,, angry, sad) |
| 5. Attempt new activities.  |
| 6. Continue to participate when not successful on first try.  |
| 7. Try new movements and skills willingly.  |

	<b>Kinder</b>	<b>First-Second</b>
<b>Standard A:</b>		
<b>Student will demonstrate competency in motor and movement skills needed to perform a variety of physical activities.</b>		
	Performs various forms of loco-motor movement such as walk, run, gallop, and jump	Performs various forms of loco-motor movement such as slide, hop, leap, and skip
	Performs a variety of non-loco-motor skills, such as, stretching, rocking, curling, pushing, pulling, swinging	Performs a variety of non-loco motor skills, such as, balancing, bending, twisting, swaying
	Demonstrate balance on the ground and on objects, using bases of support other than both feet.	Demonstrate balance on the ground and on objects, using bases of support other than both feet with increased quantity of time and quality of movement.
	Perform a log roll.	Perform a body roll (e.g., egg roll, shoulder roll,, forward roll) followed by a weight transfer.
	Strike a stationary object using hands or feet.	Strike a stationary object using hands or feet with force and accuracy.
	Strike a stationary object using a variety of short and long-handled implements.	Strike a moving object using short and long-handled implements.
	Move in a variety of pathways (e.g., straight, curve, zig-zag)	Move with effort, time, force, and flow.
		Step forward with opposite foot during throw.
	Throw or roll with limited body movement; arm dominated.	Throw or roll with force and accuracy a variety of objects.
	Catch an object with some success.	Catch a variety of objects.
	Volley a balloon.	Volley a variety of objects using various body parts.
	Bounce a larger ball using one or two hands.	Dribble with hands and feet.
		Dribble/strike with short-handed and long-handed implements while stationary and moving.
		Jump and land in various combinations: jumps/leaps from one foot to the other.
	Turn rope over the head and hop over the rope.	Repeatedly jump a short or long turned rope.
	Perform movements to music.	Perform to music a grade level appropriate individual or partner dance.

	<b>Kinder</b>	<b>First-Second</b>
<b>Standard B</b>		
<b>Students will apply movement concepts to the learning and performance of physical activities.</b>		
	Define open space.	
		Demonstrate the importance of a wide base of support in balance activities.
		Identify opportunities to use underhand and overhand.
		Identify when to use underhand and overhand movement (throw) patterns.
		Identify when to begin the kicking motion a slowly rolling ball.
		Explain the purpose of using a side orientation when striking a ball from a batting tee.
<b>Standard C</b>		
<b>Students will participate regularly in physical activity.</b>		
	Participate in physical activity outside of physical education class.	Participate in physical activity outside of physical education class.
	Identify appropriate physical activities for recess and outside of school.	Identify appropriate physical activities for recess and outside of school.
	Attempt to perform new movement skills and activities.	Attempt to perform new movement skills and activities

	<b>Kinder</b>	<b>First-Second</b>
<b>Standard D</b>		
<b>Students will apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.</b>		
	Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing)	
	Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing)	Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing)
	Discuss the benefits of fitness (e.g., being fit allows me to ride my bike, why it is fun to move)	
	Discuss the benefits of healthy food and beverage choices. (health curriculum)	
		Understand and demonstrate the importance of a proper warm-up prior to physical activity
		Utilize age-appropriate stretching techniques to increase flexibility.
<b>Standard E</b>		
<b>Students will exhibit personal and social behavior that respects self and others in physical activity settings.</b>		
	Encourage others by using verbal and nonverbal communication.	Encourage others by using verbal and nonverbal communication.
	Apply established class rules, procedures, and safe practices.	Apply established class rules, procedures, and safe practices.
	Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.	Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.
	Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions)	Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions)

Continue Standard E	Kinder	First-Second
	Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation)	Demonstrate respect for differences (e.g., gender, ethnicity, disability among people, and physical activities of a variety of national, cultural, and ethnic origins).
	Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., near or moose on playground).	Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., near or moose on playground).
	Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).	Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).
	Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device)	Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device)
<b>Standard F</b>		
<b>Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>		
	Celebrate personal successes and achievements as well as those of others.	Celebrate personal successes and achievements as well as those of others
	Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)	Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)
	Name physical activities that are enjoyable.	Name physical activities that are enjoyable.
	Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared,, angry, sad)	Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared,, angry, sad)
	Attempt new activities.	Attempt new activities.
	Continue to participate when not successful on first try.	Continue to participate when not successful on first try.
	Try new movements and skills willingly.	Try new movements and skills willingly.

<b>Physical Education</b>	
<b>Third-Fourth Grades</b>	
<b>Standard A: Student will demonstrate competency in motor and movement skills needed to perform a variety of physical activities.</b>	
1.	Enter, jump, and exit a long rope turned by others.
2.	Jump repeatedly a self-turned rope while performing different jumping skills.
3.	Dribble an object with a hand, foot, and long-handed implement in personal and shared space.
4.	Perform simple, small-group balance stunts by distributing weight and base of support.
5.	Kick and punt a ball at targets from varying distances.
6.	Strike an object with an underhand and a side orientation.
7.	Throw a ball overhand to a target with force and accuracy.
8.	Throw and catch an object with a partner while both partners are moving.
9.	Volley a lightweight object repeatedly with a partner.
10.	Perform a creative dance.
11.	Perform multiple gymnastic skills in a sequence.
<b>Standard B: Students will apply movement concepts to the learning and performance of physical activities.</b>	
1.	Use a variety of spatial relationships with others in order to play or design a small-group game.
2.	Use specific feedback to improve performance.
3.	Demonstrate basic competence in game strategies and concepts.
<b>Standard C: Students will participate regularly in physical activity.</b>	
1.	Participate in local physical activity opportunities.
2.	Choose to participate in structure and purposeful activity.
<b>Standard D: Students will apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.</b>	
1.	Engage in appropriate physical activity that results in the development of cardiovascular endurance.
2.	Recognize that physiological responses to exercise are associated with their own levels of fitness.
<b>Standard E: Students will exhibit personal and social behavior that respects self and others in physical activity settings.</b>	
1.	Demonstrate awareness and participate safely when involved in activity.
2.	Form groups quickly when asked.
3.	Recognize importance of individual responsibility in a group effort.
4.	Encourage others by using verbal and nonverbal communication
5.	Accommodate individual differences in ability levels of others.
6.	Work productively with assigned or random groups without adult intervention.
7.	Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.
8.	Act in a safe and healthy manner when confronted with conflict during physical activity.
9.	Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.
10.	Acknowledge one's opponent or partner before, during, and after a physical activity or game and give positive feedback on the opponent's or partner's performance.
<b>Standard F: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>	
1.	Develop self-confidence and a positive self-image in physical activity settings.
2.	Choose motivators (e.g., music, friends,) that will enhance fun and enjoyment in a physical activity setting.
3.	Participate with others in a variety of competitive and non-competitive physical activities.

<b>Physical Education</b>	
<b>Fifth Grade</b>	
<b>Standard A: Student will demonstrate competency in motor and movement skills needed to perform a variety of physical activities.</b>	
1.	Jump repeatedly a self-turned rope while performing different jumping skills with increasing speed and accuracy.
2.	Kick and punt a ball at targets from varying distances with accuracy.
3.	Strike an object with varying force, short and long distance, using forehand, and introducing backhand strokes.
4.	Design and perform a creative dance.
5.	Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.
<b>Standard B: Students will apply movement concepts to the learning and performance of physical activities.</b>	
1.	Select and practice in which improvement is needed.
2.	Use offensive and defensive skills to obtain and maintain possessive of an object.
3.	Devise cooperative strategies to keep opponents from reaching a specified area, person or object.
<b>Standard C: Students will participate regularly in physical activity.</b>	
1.	Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.
2.	Monitor his or her physical activity using a variety of tracking tools (e.g., fitness logs, pedometers)
<b>Standard D: Students will apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.</b>	
1.	Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.
2.	Compare target heart rate and perceived exertion during physical activity.
3.	Measure and compare the heart rate before, during, and after participation in physical activity of various levels of intensity.
4.	Choose to participate in activities to increase muscular strength and endurance.
5.	Explain how improved flexibility increases the ability to perform skills.
6.	Maintain heart rate within the target heart zone for a specified length of time during an aerobic activity.
7.	Experience the protocols and mechanics of a nationally recognized fitness assessment tool (e.g., Fitnessgram or Brockport)
<b>Standard E: Students will exhibit personal and social behavior that respects self and others in physical activity settings.</b>	
1.	Demonstrate awareness and participate safely when involved in activity.
2.	Form groups quickly when asked.
3.	Recognize importance of individual responsibility in a group effort.
4.	Encourage others by using verbal and nonverbal communication
5.	Accommodate individual differences in ability levels of others.
6.	Work productively with assigned or random groups without adult intervention.
7.	Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.
8.	Act in a safe and healthy manner when confronted with conflict during physical activity.
9.	Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.
10.	Acknowledge one's opponent or partner before, during, and after a physical activity or game and give positive feedback on the opponent's or partner's performance.

<b>Standard F: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>
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| 1. Develop self-confidence and a positive self-image in physical activity settings.                              |
| 2. Choose motivators (e.g., music, friends,) that will enhance fun and enjoyment in a physical activity setting. |
| 3. Participate with others in a variety of competitive and non-competitive physical activities.                  |
| 4. Participate in physical activities which will allow students to set and achieve individual and team goals.    |

	<b>Third-Fourth</b>	<b>Fifth</b>
<b>Standard A</b>		
<b>Student will demonstrate competency in motor and movement skills needed to perform a variety of physical activities</b>		
	Enter, jump, and exit a long rope turned by others.	
	Jump repeatedly a self-turned rope while performing different jumping skills.	Jump repeatedly a self-turned rope while performing different jumping skills with increasing speed and accuracy.
	Dribble an object with a hand, foot, and long-handed implement in personal and shared space .	
	Perform simple, small-group balance stunts by distributing weight and base of support.	
	Kick and punt a ball at targets from varying distances.	Kick and punt a ball at targets from varying distances with accuracy.
	Strike an object with an underhand and a side orientation.	Strike an object with varying force, short and long distance, using forehand, and introducing backhand strokes.
	Throw a ball overhand to a target with force and accuracy.	
	Throw and catch an object with a partner while both partners are moving.	
	Volley a lightweight object repeatedly with a partner.	
	Perform a creative dance.	Design and perform a creative dance.
	Perform multiple gymnastic skills in a sequence.	Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

<b>Standard B</b>	<b>Third-Fourth</b>	<b>Fifth</b>
<b>Students will apply movement concepts to the learning and performance of physical activities.</b>		
	Use a variety of spatial relationships with others in order to play or design a small-group game.	
	Use specific feedback to improve performance.	
	Demonstrate basic competence in game strategies and concepts.	
		Select and practice in which improvement is needed.
		Use offensive and defensive skills to obtain and maintain possessive of an object.
		Devise cooperative strategies to keep opponents from reaching a specified area, person or object.
<b>Standard C</b>		
<b>Students will participate regularly in physical activity.</b>		
	Participate in local physical activity opportunities.	
	Choose to participate in structure and purposeful activity.	
		Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.
		Monitor his or her physical activity using a variety of tracking tools (e.g., fitness logs, pedometers)

<b>Standard D</b>	<b>Third-Fourth</b>	<b>Fifth</b>
<b>Students will apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness</b>		
	Engage in appropriate physical activity that results in the development of cardiovascular endurance.	
	Recognize that physiological responses to exercise are associated with their own levels of fitness.	
		Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.
		Compare target heart rate and perceived exertion during physical activity.
		Measure and compare the heart rate before, during, and after participation in physical activity of various levels of intensity.
		Choose to participate in activities to increase muscular strength and endurance.
		Explain how improved flexibility increases the ability to perform skills.
		Maintain heart rate within the target heart zone for a specified length of time during an aerobic activity.
		Experience the protocols and mechanics of a nationally recognized fitness assessment tool (e.g., Fitnessgram or Brockport)

<b>Standard E</b>	<b>Third-Fourth</b>	<b>Fifth</b>
<b>Students will exhibit personal and social behavior that respects self and others in physical activity settings.</b>		
	Demonstrate awareness and participate safely when involved in activity.	Demonstrate awareness and participate safely when involved in activity.
	Form groups quickly when asked.	Form groups quickly when asked.
	Recognize importance of individual responsibility in a group effort.	Recognize importance of individual responsibility in a group effort.
	Encourage others by using verbal and nonverbal communication	Encourage others by using verbal and nonverbal communication
	Accommodate individual differences in ability levels of others.	Accommodate individual differences in ability levels of others.
	Work productively with assigned or random groups without adult intervention.	Work productively with assigned or random groups without adult intervention.
	Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities	Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.
	Act in a safe and healthy manner when confronted with conflict during physical activity.	Act in a safe and healthy manner when confronted with conflict during physical activity.
	Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.	Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.
	Acknowledge one's opponent or partner before, during, and after a physical activity or game and give positive feedback on the opponent's or partner's performance.	Acknowledge one's opponent or partner before, during, and after a physical activity or game and give positive feedback on the opponent's or partner's performance.

<b>Standard F</b>	<b>Third-Fourth</b>	<b>Fifth</b>
<b>Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</b>		
	Develop self-confidence and a positive self-image in physical activity settings.	Develop self-confidence and a positive self-image in physical activity settings.
	Choose motivators (e.g., music, friends,) that will enhance fun and enjoyment in a physical activity setting.	Choose motivators (e.g., music, friends,) that will enhance fun and enjoyment in a physical activity setting.
	Participate with others in a variety of competitive and non-competitive physical activities.	Participate with others in a variety of competitive and non-competitive physical activities.
		Participate in physical activities which will allow students to set and achieve individual and team goals.

# Middle School Physical Education Curriculum



The focus of the middle school physical education program is to provide a minimum of 45 minutes per day for students to participate in a wide variety of physical activities and experiences that promote the mastery of the core skills introduced at the elementary level. Middle school physical education programs will continue to build a framework for lifetime activities and healthy living skills.

Middle school is a time of transition, which brings about changes in physical, emotional, social, and intellectual worlds. To successfully bridge this transition, students will participate in activities that empower them to assume responsibility for their own lifetime health, wellness, and fitness.

<b>Physical Education</b>	
<b>Sixth Grade</b>	
<b>Standard A: Student will demonstrate competency in motor and movement skills needed to perform a variety of physical activities.</b>	
1.	Demonstrate skills for participation in modified team activities (e.g., basketball, volleyball, softball, ultimate Frisbee)
2.	Demonstrate skills for participation in individual and dual activities (e.g., golf, Frisbee, bowling, racquet/paddle sports, Native Youth Olympics games.)
3.	Demonstrate skills for participation in non-competitive activities (e.g., weight training/resistance training, swimming, exercise)
4.	Demonstrate skills for participation in rhythmic activities (e.g., social, folk, Native dances)
5.	Demonstrate skills for participation in adventure/outdoor activities (e.g., orienteering,, snowshoeing, skating)
6.	Explore Alaskan cultural physical activities (e.g., Native Youth Olympics games and dances.
<b>Standard B: Students will apply movement concepts to the learning and performance of physical activities.</b>	
1.	Identify critical elements of skills for selected movement forms.
2.	Detect and correct errors in personal performance in a variety of activities.
3.	Explain at least two game tactics involved in playing team, dual, and individual activities.
4.	Use offensive and defensive strategies while participating in modified team, individual and dual sports.
<b>Standard C: Students will participate regularly in physical activity.</b>	
1.	Recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle.
2.	Set SMART goals, (specific, measurable, attainable, realistic, time sensitive) for participation in activities of own choosing.
3.	Maintain a physical activity log for a designated period of time (e.g., weight training charts, steps during the day, time engaged in physical activity)
4.	Use current technology (e.g., pedometers, Wii Fitness, Dance-Dance-Revolution) to monitor physical activity to meet personal goals.
5.	Identify local, state, national, and international fitness and recreational organizations (e.g., YMCA,, United States Cycling Federation, Special Olympics Alaska, and Alpine Alternatives, CITC, Boys & Girls Clubs)
<b>Standard D: Students will apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.</b>	
1.	Monitor heart rate before, during, and after various intensity levels of physical activity.
2.	Compare the fitness benefits of a variety of activities.
3.	Improve and achieve age appropriate fitness standards defined in a selected program (i.e., Fitnessgram, Brockport, President's Fitness Test).
4.	Formulate meaningful personal fitness SMART goals based on the results of fitness testing.
<b>Standard E: Students will exhibit personal and social behavior that respects self and others in physical activity settings.</b>	
1.	Demonstrate appropriate behavior in physical activity settings.
2.	Demonstrate concern for safety of self and others during games and activities.
3.	Demonstrate self-control and sportsmanship/etiquette during games and activities (e.g., accepting controversial decisions)
4.	Demonstrate cooperation with peers of different ages, disabilities, genders, races, ethnicities, SES, cultures, and abilities in physical activity settings (e.g., through verbal and non-verbal behavior)
<b>Standard F: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>	
1.	Identify several reasons why participation in physical activities is enjoyable and desirable.
2.	Reflect on reasons for choosing to participate in selected physical activities (e.g., health, challenge, self-expression, social,, interaction, personal goal)
3.	Enjoy working alone or with others in a sport or physical activity to achieve a goal.

<b>Physical Education</b>	
<b>Seventh/Eighth</b>	
<b>Standard A: Student will demonstrate competency in motor and movement skills needed to perform a variety of physical activities.</b>	
1.	Demonstrate competent skills for participation in modified team activities (e.g., basketball, volleyball, softball, ultimate Frisbee)
2.	Demonstrate competent skills for participation in individual and dual activities (e.g., golf, Frisbee, bowling, racquet/paddle sports, Native Youth Olympics games.)
3.	Demonstrate competent skills for participation in non-competitive activities (e.g., weight training/resistance training, swimming, exercise)
4.	Demonstrate competent skills for participation in rhythmic activities (e.g., social, folk, Native dances)
5.	Demonstrate competent skills for participation in adventure/outdoor activities (e.g., orienteering,, snowshoeing, skating)
6.	Explore Alaskan cultural physical activities (e.g., Native Youth Olympics games and dances.
<b>Standard B: Students will apply movement concepts to the learning and performance of physical activities.</b>	
1.	Design a game that incorporates skills and tactics that can be played by all students.
2.	Implement strategies and safety procedures for success while participating in physical activity (e.g., use a spotter when lifting weights, shift gears one at a time while climbing a hill on a bike)
3.	Identify major muscle groups utilized in a variety of movements.
<b>Standard C: Students will participate regularly in physical activity.</b>	
1.	Recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle.
2.	Set SMART goals, (specific, measurable, attainable, realistic, time sensitive) for participation in activities of own choosing.
3.	Maintain a physical activity log for a designated period of time (e.g., weight training charts, steps during the day, time engaged in physical activity)
4.	Use current technology (e.g., pedometers, Wii Fitness, Dance-Dance-Revolution) to monitor physical activity to meet personal goals.
5.	Identify local, state, national, and international fitness and recreational organizations (e.g., YMCA,, United States Cycling Federation, Special Olympics Alaska, and Alpine Alternatives, CITC, Boys & Girls Clubs)
<b>Standard D: Students will apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.</b>	
1.	Demonstrate personal fitness by participating in activities to improve specific fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility)
<b>Standard E: Students will exhibit personal and social behavior that respects self and others in physical activity settings.</b>	
2.	Demonstrate appropriate behavior in physical activity settings.
3.	Demonstrate concern for safety of self and others during games and activities.
4.	Demonstrate self-control and sportsmanship/etiquette during games and activities (e.g., accepting controversial decisions)
5.	Demonstrate cooperation with peers of different ages, disabilities, genders, races, ethnicities, SES, cultures, and abilities in physical activity settings (e.g., through verbal and non-verbal behavior)
<b>Standard F: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>	
1.	Identify several reasons why participation in physical activities is enjoyable and desirable.
2.	Reflect on reasons for choosing to participate in selected physical activities (e.g., health, challenge, self-expression, social,, interaction, personal goal)
3.	Enjoy working alone or with others in a sport or physical activity to achieve a goal.

	<b>Sixth</b>	<b>Seventh/Eighth</b>
<b>Standard A</b>		
<b>Student will demonstrate competency in motor and movement skills needed to perform a variety of physical activities.</b>		
	Demonstrate skills for participation in modified team activities (e.g., basketball, volleyball, softball, ultimate Frisbee)	Demonstrate competent skills for participation in modified team activities (e.g., basketball, volleyball, softball, ultimate Frisbee)
	Demonstrate skills for participation in individual and dual activities (e.g., golf, Frisbee, bowling, racquet/paddle sports, Native Youth Olympics games.)	Demonstrate competent skills for participation in individual and dual activities (e.g., golf, Frisbee, bowling, racquet/paddle sports, Native Youth Olympics games.)
	Demonstrate skills for participation in non-competitive activities (e.g., weight training/resistance training, swimming, exercise)	Demonstrate competent skills for participation in non-competitive activities (e.g., weight training/resistance training, swimming, exercise)
	Demonstrate skills for participation in rhythmic activities (e.g., social, folk, Native dances)	Demonstrate competent skills for participation in rhythmic activities (e.g., social, folk, Native dances)
	Demonstrate skills for participation in adventure/outdoor activities (e.g., orienteering,, snowshoeing, skating)	Demonstrate competent skills for participation in adventure/outdoor activities (e.g., orienteering,, snowshoeing, skating)
	Explore Alaskan cultural physical activities (e.g., Native Youth Olympics games and dances.	Explore Alaskan cultural physical activities (e.g., Native Youth Olympics games and dances.
<b>Standard B</b>		
<b>Students will apply movement concepts to the learning and performance of physical activities.</b>		
	Identify critical elements of skills for selected movement forms.	
	Detect and correct errors in personal performance in a variety of activities.	
	Explain at least two game tactics involved in playing team, dual, and individual activities.	

<b>Continue Standard B</b>	<b>Sixth</b>	<b>Seventh/Eighth</b>
	Use offensive and defensive strategies while participating in modified team, individual and dual sports.	
		Design a game that incorporates skills and tactics that can be played by all students.
		Implement strategies and safety procedures for success while participating in physical activity (e.g., use a spotter when lifting weights, shift gears one at a time while climbing a hill on a bike)
		Identify major muscle groups utilized in a variety of movements.
<b>Standard C</b>		
<b>Students will participate regularly in physical activity.</b>		
	Recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle.	Recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle.
	Set SMART goals, (specific, measurable, attainable, realistic, time sensitive) for participation in activities of own choosing.	Set SMART goals, (specific, measurable, attainable, realistic, time sensitive) for participation in activities of own choosing.
	Maintain a physical activity log for a designated period of time (e.g., weight training charts, steps during the day, time engaged in physical activity)	Maintain a physical activity log for a designated period of time (e.g., weight training charts, steps during the day, time engaged in physical activity)
	Use current technology (e.g., pedometers, Wii Fitness, Dance-Dance-Revolution) to monitor physical activity to meet personal goals.	Use current technology (e.g., pedometers, Wii Fitness, Dance-Dance-Revolution) to monitor physical activity to meet personal goals.
	Identify local, state, national, and international fitness and recreational organizations (e.g., YMCA., United States Cycling Federation, Special Olympics Alaska, and Alpine Alternatives, CITC, Boys & Girls Clubs)	Identify local, state, national, and international fitness and recreational organizations (e.g., YMCA., United States Cycling Federation, Special Olympics Alaska, and Alpine Alternatives, CITC, Boys & Girls Clubs)

<b>Standard D</b>	<b>Sixth</b>	<b>Seventh/Eighth</b>
<b>Students will apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness</b>		
	Monitor heart rate before, during, and after various intensity levels of physical activity.	
	Compare the fitness benefits of a variety of activities.	
	Improve and achieve age appropriate fitness standards defined in a selected program (i.e., Fitnessgram, Brockport, President's Fitness Test).	
	Formulate meaningful personal fitness SMART goals based on the results of fitness testing.	
		Demonstrate personal fitness by participating in activities to improve specific fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility)
<b>Standard E</b>		
<b>Students will exhibit personal and social behavior that respects self and others in physical activity settings</b>		
	Demonstrate appropriate behavior in physical activity settings.	Demonstrate appropriate behavior in physical activity settings.
	Demonstrate concern for safety of self and others during games and activities.	Demonstrate concern for safety of self and others during games and activities.
	Demonstrate self-control and sportsmanship/etiquette during games and activities (e.g., accepting controversial decisions)	Demonstrate self-control and sportsmanship/etiquette during games and activities (e.g., accepting controversial decisions)
	Demonstrate cooperation with peers of different ages, disabilities, genders, races, ethnicities, SES, cultures, and abilities in physical activity settings (e.g., through verbal and non-verbal behavior)	Demonstrate cooperation with peers of different ages, disabilities, genders, races, ethnicities, SES, cultures, and abilities in physical activity settings (e.g., through verbal and non-verbal behavior)

<b>Standard F</b>	<b>Sixth</b>	<b>Seventh/Eighth</b>
<b>Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>		
	Identify several reasons why participation in physical activities is enjoyable and desirable.	Identify several reasons why participation in physical activities is enjoyable and desirable.
	Reflect on reasons for choosing to participate in selected physical activities (e.g., health, challenge, self-expression, social, interaction, personal goal)	Reflect on reasons for choosing to participate in selected physical activities (e.g., health, challenge, self-expression, social, interaction, personal goal)
	Enjoy working alone or with others in a sport or physical activity to achieve a goal.	Enjoy working alone or with others in a sport or physical activity to achieve a goal.

# High School Physical Education Curriculum



The focus of the high school physical education program is to promote healthy living and knowledge of lifetime activities. Students select a variety of activity courses (individual/dual sports, team sports, non-competitive sports, dance/rhythms, aquatics/water safety, adventure/outdoor activities, and activities unique to our communities); set goals; and identify local, regional, state, and national venues and programs to enhance their physical activities and/or fitness. Students are encouraged to take physical education every year to meet Alaska Physical Education Standards.

Although many students participate in extra-curricular athletics and these programs may meet the movement and exercise needs of the participants during their season of competition, such programs do not accommodate all students nor do they educate the students as to the importance of a daily physical education program. Therefore, we believe that physical education is an integral part of a comprehensive education and must be included on a daily basis.

<b>Physical Education</b>
<b>High School</b>
<b>Standard A: Student will demonstrate competency in motor and movement skills needed to perform a variety of physical activities.</b>
1. Demonstrates a variety of swimming strokes.
2. Demonstrate competent skills while participating in modified team activities (e.g., soccer, lacrosse, hockey)
3. Demonstrate competent skills while participating in individual and dual activities (e.g., golf, tennis, bowling.)
4. Demonstrate competent skills while participating in non-competitive activities (e.g., walking, yoga, aquatic water safety, Native Youth Olympics games)
5. Demonstrate competent skills while participating in rhythmic activities (e.g., social, folk, Native dances)
6. Demonstrate competent skills while participating in adventure/outdoor activities (e.g., Alaskan cultural physical activities, hunting, fishing, skiing, biking, hiking, wilderness survival, camping)
<b>Standard B: Students will apply movement concepts to the learning and performance of physical activities.</b>
1. Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities; and advanced skills, tactics, strategies while participating in at least two lifetime activities.
2. Use a variety of complex movement patterns, independently and routinely, to improve skills.
3. Acquire new skills while continuing to refine existing ones.
4. Identify basic biomechanical principles as they pertain to movements within a physical activity.
5. Recognize various levels of performance (novice, competent, and proficient)
6. Apply knowledge of major muscle groups to improve performance and/or create training plans.
7. Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g., weightlifting, wearing a helmet while snowboarding)
<b>Standard C: Students will participate regularly in physical activity</b>
1. Use current technology (e.g., heart rate monitors, Tri-FIT, Dartfish, Wii Fitness) to monitor physical activity to meet personal goals.
2. Maintain an outside-of-class physical activity journal based upon units of study.
3. Identify local, state, national, and international fitness and recreational resources (e.g., trails, wilderness areas, rivers, lakes, National Center on Physical Activity and Disability- NCPAD, health & sports clubs)
4. Develop evidence-based personal activity plans that include self-selected physical activities and sports.

<b>Standard D: Students will apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.</b>
1. Meet the age and gender-specific health-related fitness standards using a nationally recognized assessment tool (e.g., Fitnessgram, President’s Challenge, APEAS II- Adaptive Physical Education Assessment)
2. Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition)
3. Compare and identify fitness value of specific movement forms.
4. Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.
<b>Standard E: Students will exhibit personal and social behavior that respects self and others in physical activity settings.</b>
1. Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.
2. Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.
3. Make appropriate personal choices for engaging in physical activities recognizing the influence of age, disability, gender, race, ethnicity, socio-economic status,, and culture.
4. Exhibit sportsmanship/etiquette in all physical activity settings.
5. Participate in an activity because of personal enjoyment rather than only when friends are participating.
6. Show leadership by diffusing conflict during competition.
<b>Standard F: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>
1. Enjoy the challenge of working hard and the satisfaction of improving skills.
2. Seek personally challenging experiences in physical activity opportunities.
3. Recognize physical activity as a positive opportunity for social and group interaction.
4. Analyze selected physical activity experiences for social, emotional, and health benefits.