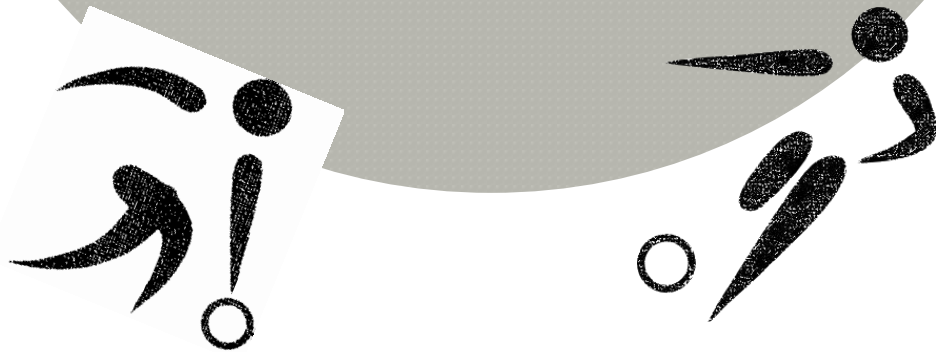




# Physical Education



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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 predicated upon having competent, dedicated, and knowledgeable teachers who utilize appropriate instructional techniques, strategies, and assessments.

KPBSD Physical Education Enduring Understandings  
And Essential Questions

Physical activity involves using movement and motor skills throughout a lifetime.

- Why is the development of motor skills essential?
- Why are skills and game knowledge important to participate in physical activities and sports?

Efficient movement improves performance.

- How does your movement affect performances?

Positive decision making about fitness and nutrition contributes to a healthy lifestyle.

- How do you measure one's physical fitness?
- Why is physical fitness important?
- How do you maintain physical fitness?

Rules and etiquette in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful.

- What are the characteristics of fair play?
- What role does cooperation play in physical activities/sports?

Physical activity, sports, dance and/or rhythms can provide opportunities for personal enjoyment, self-expression, challenge, and social interaction.

- How does physical education enhance social, mental, emotional and physical well-being?

Physical activity contributes to building and maintaining a fitness level to enable one to participate in activities of daily living for a lifetime.

- What makes physical activity meaningful?

## Program Delivery

### Elementary:

The goal of the Kenai Peninsula Borough School District's (KPBSD) elementary physical education curriculum is to, develop fundamental and advanced motor skills, improve a student's self-confidence, encourage sportsmanship and leadership qualities, and significantly contribute to a student's healthy lifestyle. High quality physical education instruction will provide opportunities for increased levels of physical fitness which have a strong correlation with high academic achievement. Integrated physical activity acquired during childhood and adolescence is likely to be maintained throughout one's life span; providing physical, mental, and social benefits. Our focus is to provide a positive learning environment that meets the diverse needs and abilities of each student while promoting a physically active lifestyle.

### Middle School and High School:

The goal of the middle school physical education program is to provide a daily opportunity, or a minimum of 225 minutes per week, 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 will build a framework for lifetime activities and healthy living. To successfully bridge this transition to High School, students will explore and apply information, as well as participate in activities that empower them to assume responsibility for their own lifetime health, wellness, and fitness.

The focus of the high school physical education program is to promote healthy living and knowledge of lifetime activities. The goal is for students to take responsibility for and apply their learning to their personal lifetime health and wellness. In order to meet the National Physical Education Standards, District benchmarks and personal fitness goals, students are encouraged to participate in physical education classes throughout their high school experience. The Lifetime Activities and Healthy Living course is recommended for one semester for all 9<sup>th</sup> grade students.

Current KPBSD graduation requirements include one credit of physical education. Students can receive Physical Education credit through a variety of courses depending on the resources and facilities of those areas. High School Physical Education Courses include, but are not limited to:

- Lifetime Activities and Healthy Living (.5 credits)
- Physical Training (.5 credits)
- Movement and Activity (.5 credits)
- Individual/ Dues/Team Activities

## Physical Education Kindergarten

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

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

Objectives	Suggested Activities	Suggested Assessments
<ol style="list-style-type: none"> <li>1. Performs various forms of loco-motor movement such as run, walk, gallop and jump.</li> <li>2. Demonstrate balance on the ground and on objects, using bases of support other than both feet.</li> <li>3. Strike a stationary object using hands or feet.</li> <li>4. Catch an object with some success.</li> <li>5. Volley a balloon.</li> <li>6. Bounce a larger ball using one or two hands.</li> <li>7. Demonstrate open space.</li> </ol> <p>Additional supporting objectives:</p> <ul style="list-style-type: none"> <li>• Performs a variety of non-loco motor skills, such as, stretching, rocking, curling, pushing, pulling and swinging.</li> <li>• Strike stationary object using a variety of short and long-handled implements.</li> <li>• Move in a variety of pathways (e.g. straight, curve, zig-zag)</li> <li>• Throw or roll with limited body movement: arm dominated.</li> <li>• Turn rope</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Simon Says</i></li> <li>• <i>Follow the Leader</i></li> <li>• <i>Tag games</i></li> <li>• <i>Animal Walks</i></li> <li>• <i>Tumbling</i></li> <li>• <i>Hula Hoops</i></li> <li>• <i>Beach/Nerf/Play balls</i></li> <li>• <i>Racquets/Paddles and balloons</i></li> <li>• <i>Bean bag skills</i></li> <li>• <i>Balance skills</i></li> <li>• <i>Parachute</i></li> <li>• <i>Jump ropes</i></li> <li>• <i>Scooters</i></li> </ul>	

## Physical Education Kindergarten

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

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

Objectives	Suggested Activities	Suggested Assessments
<ol style="list-style-type: none"> <li>1. Attempt to perform new movement skills and activities.</li> <li>2. Demonstrate activities that develop muscular strength and endurance (e.g. climbing, weight bearing)</li> <li>3. Demonstrate the benefits of fitness (e.g. being fit allows me to ride my bike, why it is fun to move)</li> </ol> <p>Additional supporting objectives:</p> <ul style="list-style-type: none"> <li>• Encourage participation in physical activity outside of physical education class.</li> <li>• Identify appropriate physical activities for recess and outside of school.</li> <li>• Explain ways the body responds to physical activity (e.g. sweating, increased heart rate, increase of breathing).</li> <li>• Discuss the benefits of healthy food and beverage choices (health curriculum).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Simon Says</i></li> <li>• <i>Follow the Leader</i></li> <li>• <i>Tag games</i></li> <li>• <i>Animal Walks</i></li> <li>• <i>Tumbling</i></li> <li>• <i>Hula Hoops</i></li> <li>• <i>Beach/Nerf/Play balls</i></li> <li>• <i>Racquets/Paddles and balloons</i></li> <li>• <i>Climbing activities</i></li> <li>• <i>Parachute</i></li> <li>• <i>Body weight exercises</i></li> </ul>	



## Physical Education Kindergarten

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

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

Objectives	Suggested Activities	Suggested Assessments
<ol style="list-style-type: none"> <li>1. Encourage others by using verbal and nonverbal communication.</li> <li>2. Apply established class rules, procedures, and safe practices.</li> <li>3. Participate cooperatively in a variety of group settings (e.g. partners, small groups, large groups).</li> <li>4. Identify reasons for rules and procedures during physical activities (e.g. safety, equipment, directions).</li> <li>5. Demonstrate respect for self and others during physical activities (e.g. taking turns, appropriate etiquette, cooperation).</li> <li>6. Select appropriate safety equipment for specific physical activities (e.g. bike helmet, personal floating device).</li> <li>7. Attempt new movements, skills and activities willingly and with perseverance.               <ul style="list-style-type: none"> <li>• Exhibit verbal and non-verbal indicators of enjoyment (e.g. cheering, smiling, giving a high five)</li> <li>• Name physical activities that are enjoyable</li> <li>• Identify feelings resulting from challenges and failures in physical activity (i.e. happy, scared, angry, sad, frustrated)</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• <i>Stop and review rules and procedures during games and activities</i></li> <li>• <i>Rock, paper, scissors activity to help solve conflicts</i></li> <li>• <i>Boundary games</i></li> </ul>	

## Physical Education First/Second Grade

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

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

Objectives	Suggested Activities	Suggested Assessments
<ol style="list-style-type: none"> <li>1. Performs various forms of loco-motor movement such as slide, hop, leap and skip</li> <li>2. Performs various forms of non-loco motor movement such as balancing, bending, twisting swaying.</li> <li>3. Perform a body roll (e.g. egg roll, shoulder roll, forward roll) followed by weight transfer.</li> <li>4. Strike a stationary object using hands or feet with force and accuracy.</li> <li>5. Strike a moving object using short and long-handed implements.</li> <li>6. Move with effort, time, force and flow.</li> <li>7. Step forward with opposite foot during throw.</li> <li>8. Throw or roll with force and accuracy a variety of objects.</li> <li>9. Catch a variety of objects.</li> <li>10. Volley a variety of objects using various body parts.</li> <li>11. Dribble with hands and feet.</li> <li>12. Dribble/Strike with short-handed and long-handed implements while stationary and moving.</li> <li>13. Repeatedly jump a short or long turned rope.</li> <li>14. Identify opportunities to use underhand and overhand.</li> <li>15. Identify when to begin the kicking motion on a slowly rolling ball.</li> </ol> <p>Additional supporting objectives:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tag games Gymnastics / tumbling,</i></li> <li>• <i>Scoops and balls,</i></li> <li>• <i>Aerobic</i></li> <li>• <i>Lead-up games</i></li> <li>• <i>Modified Soccer</i></li> <li>• <i>Modified Basketball</i></li> <li>• <i>Modified Volleyball</i></li> <li>• <i>Modified Softball</i></li> <li>• <i>Racquet/paddles and balloons</i></li> <li>• <i>Obstacle course</i></li> <li>• <i>Partner activities (e.g. kicking, catching, and throwing, scooters).</i></li> <li>• <i>Parachute</i></li> <li>• <i>Jump Ropes</i></li> <li>• <i>Dance</i></li> <li>• <i>Football or Whiffleball</i></li> <li>• <i>Frisbee</i></li> <li>• <i>Scooters</i></li> </ul>	

<ul style="list-style-type: none"><li>• Jump and land in various combinations; jumps/leaps from one foot to the other.</li></ul>		
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## Physical Education First/Second Grade

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

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

Objectives	Suggested Activities	Suggested Assessments
<ol style="list-style-type: none"> <li>1. Attempt to perform new movement skills and activities.</li> <li>2. Demonstrate activities that develop muscular strength and endurance</li> <li>3. Utilize age-appropriate stretching techniques to increase flexibility.</li> </ol> <p>Additional supporting objectives:</p> <ul style="list-style-type: none"> <li>• Encourage participation in physical activity outside of physical education class.</li> <li>• Identify ideas for appropriate physical activities for recess and outside of school.</li> <li>• Understand and demonstrate the importance of a proper warm-up prior to physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Climbing activities</i></li> <li>• <i>Obstacle course</i></li> <li>• <i>Fitness games</i></li> <li>• <i>Dynamic stretching</i></li> <li>• <i>Circuit training</i></li> </ul>	

## Physical Education First/Second Grade

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

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

Objectives	Suggested Activities	Suggested Assessments
<ol style="list-style-type: none"> <li>1. Encourage others by using verbal and nonverbal communication.</li> <li>2. Apply established class rules, procedures, and safe practices.</li> <li>3. Participate cooperatively in a variety of group settings (e.g. partners, small groups, large groups).</li> <li>4. Identify reasons for rules and procedures during physical activities (e.g. safety, equipment, directions).</li> <li>5. Demonstrate respect for differences (e.g. gender, ethnicity, disability, among people, and physical activities of a variety of national, cultural, and ethnic origins).</li> <li>6. Select appropriate safety equipment for specific physical activities (e.g. bike helmet, personal floating device).</li> <li>7. Celebrate personal successes and achievements as well as those of others.</li> <li>8. Identify feelings resulting from challenges, and failures in physical activity (e.g. happy, scared, angry, sadness).</li> <li>9. Attempt new movements, skills and activities willingly and with perseverance.</li> </ol> <p>Additional supporting objectives:</p> <ul style="list-style-type: none"> <li>• Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g. near a moose on playground).</li> <li>• Understand the importance of dressing appropriately for outdoor physical activity (e.g. layering clothing during winter, sunglasses, sunscreen).</li> <li>• Exhibit verbal and non-verbal indicators of enjoyment (e.g. cheering, smiling,</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cooperative activities</i></li> <li>• <i>Boundary games</i></li> <li>• <i>Stop and review rules and procedures and activities</i></li> <li>• <i>Conflict resolution activities</i></li> </ul>	

giving a high five) • Name physical activities that are enjoyable.		
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## Physical Education Third and Fourth Grade

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

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

Objectives	Suggested Activities	Suggested Assessments
<ol style="list-style-type: none"> <li>1. Jump repeatedly a self-turned rope while performing different jumping skills.</li> <li>2. Dribble an object with a hand, foot, and long-handed implement in personal and shared space.</li> <li>3. Kick and punt a ball at targets from varying distances.</li> <li>4. Strike an object with an underhand and a side orientation.</li> <li>5. Throw a ball overhand to a target with force and accuracy.</li> <li>6. Throw and catch an object with a partner while both partners are moving.</li> <li>7. Volley a lightweight object repeatedly with a partner.</li> <li>8. Perform multiple gymnastic skills: tumbling/balancing</li> <li>9. Use a variety of spatial relationships with others in order to play or design a small-group game.</li> <li>10. Demonstrate basic competence in game strategies and concepts.</li> </ol> <p>Additional supporting objectives:</p> <ul style="list-style-type: none"> <li>• Enter, jump, and exit a long rope turned by others.</li> <li>• Performs simple, small group balance stunts by distributing weight and base of support.</li> <li>• Perform a creative dance.</li> <li>• Use specific feedback to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tag games</i></li> <li>• <i>Gymnastics/tumbling</i></li> <li>• <i>Scoops and balls</i></li> <li>• <i>Aerobic activities</i></li> <li>• <i>Lead-up games</i></li> <li>• <i>Soccer, basketball, volleyball, softball</i></li> <li>• <i>Hockey</i></li> <li>• <i>Racquet/paddles and balloons</i></li> <li>• <i>Obstacle course</i></li> <li>• <i>Partner activities: kicking, catching, and throwing</i></li> <li>• <i>Jump ropes-Short and long ropes</i></li> <li>• <i>Hula Hoops</i></li> <li>• <i>Parachute</i></li> <li>• <i>Dance</i></li> <li>• <i>Climbing activities</i></li> <li>• <i>Scooters</i></li> <li>• <i>Archery</i></li> </ul>	

## Physical Education

## Third and Fourth Grade

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

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

Objectives	Suggested Activities	Suggested Assessments
<ol style="list-style-type: none"> <li>1. Monitor his/her physical activity using a variety of tracking tools</li> <li>2. Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.</li> <li>3. Measure and compare the heart rate before, during, and after participation in physical activity of various levels of intensity.</li> <li>4. Choose to participate in activities to increase muscular strength and endurance.</li> <li>5. Explain how improved flexibility increases the ability to perform skills.</li> <li>6. Maintain heart rate within the target heart zone for a specified length of time during an aerobic activity.</li> </ol> <p>Additional supporting objective:</p> <ul style="list-style-type: none"> <li>• Compare target heart rate and perceived exertion during physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Discussion on how physical activity can provide challenges</i></li> <li>• <i>Fitness Logs</i></li> <li>• <i>Pedometers</i></li> <li>• <i>Talk test when running</i></li> </ul>	



## Physical Education Third and Fourth Grade

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

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

Objectives	Suggested Activities	Suggested Assessments
<ol style="list-style-type: none"> <li>1. Demonstrate awareness and participate safely when involved in activity.</li> <li>2. Form groups quickly when asked.</li> <li>3. Recognize importance of individual responsibility in a group effort.</li> <li>4. Encourage others by using verbal and nonverbal communication.</li> <li>5. Accommodate individual differences in ability levels of others.</li> <li>6. Work productively with assigned or random groups without adult intervention.</li> <li>7. Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activity.</li> <li>8. Act in a safe and healthy manner when confronted with conflict during physical activity.</li> <li>9. Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.</li> <li>10. Encourage self-confidence and a positive self-image in physical activity settings.</li> <li>11. Participate with others in a variety of competitive and non-competitive physical activities.</li> </ol> <p>Additional supporting objectives:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Choose motivators (e.g. music, friends) that will enhance fun enjoyment in a physical activity setting</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Acknowledge one’s opponent before, during and after a physical activity or game.</i></li> <li>• <i>Give positive feedback on the opponent’s or partners performance.</i></li> <li>• <i>Choose motivators (music, friends) that will enhance the fun and enjoyment in a physical activity.</i></li> <li>• <i>Cooperative activities</i></li> <li>• <i>Boundary games</i></li> <li>• <i>Conflict resolution strategies</i></li> <li>• <i>Fair play and sportsmanship reinforcement</i></li> </ul>	

## Physical Education Fifth and Sixth Grade

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

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

Objectives	Suggested Activities	Suggested Assessments
<ol style="list-style-type: none"> <li>1. Jump repeatedly a self-turned rope while performing different jumping skills with increasing speed and accuracy.</li> <li>2. Kick and punt a ball at targets from varying distances with accuracy.</li> <li>3. Strike an object with carrying force, short and long distance, using forehand, and introducing backhand strokes.</li> <li>4. Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.</li> <li>5. Select and practice in which improvement is needed.</li> <li>6. Use offensive and defensive skills to obtain and maintain possession of an object.</li> <li>7. Devise cooperative strategies to keep opponents from reaching a specified area, person or object.</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Tag games</i></li> <li>• <i>Gymnastics/tumbling</i></li> <li>• <i>Scoops and balls</i></li> <li>• <i>Aerobic activities</i></li> <li>• <i>Lead-up games</i></li> <li>• <i>Soccer, basketball, volleyball, softball</i></li> <li>• <i>Hockey</i></li> <li>• <i>Racquet/paddles and balls</i></li> <li>• <i>Obstacle course</i></li> <li>• <i>Partner activities: kicking, catching, and throwing</i></li> <li>• <i>Jump ropes (long &amp; short ropes)</i></li> <li>• <i>Dance</i></li> <li>• <i>Climbing activities</i></li> <li>• <i>Scooters</i></li> <li>• <i>Hula Hoops</i></li> <li>• <i>Archery</i></li> <li>• <i>Parachute</i></li> <li>• <i>Capture the Flag</i></li> <li>• <i>Pinball</i></li> </ul>	

## Physical Education Fifth and Sixth Grade

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

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

Objectives	Suggested Activities	Suggested Assessments
<ol style="list-style-type: none"> <li>1. Monitor his/her physical activity using a variety of tracking tools</li> <li>2. Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.</li> <li>3. Measure and compare the heart rate before, during, and after participation in physical activity of various levels of intensity.</li> <li>4. Choose to participate in activities to increase muscular strength and endurance.</li> <li>5. Explain how improved flexibility increases the ability to perform skills.</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Discussion on how physical activity can provide challenges</i></li> <li>• <i>Fitness Logs</i></li> <li>• <i>Pedometers</i></li> <li>• <i>Heart Monitors</i></li> <li>• <i>Talk Test</i></li> <li>• <i>Dynamic movements</i></li> </ul>	

## Physical Education Fifth and Sixth Grade

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

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

Objectives	Suggested Activities	Suggested Assessments
<ol style="list-style-type: none"> <li>1. Demonstrate awareness and participate safely when involved in activity.</li> <li>2. Form groups quickly when asked.</li> <li>3. Recognize importance of individual responsibility in a group effort.</li> <li>4. Encourage others by using verbal and nonverbal communication.</li> <li>5. Accommodate individual differences and ability levels of others.</li> <li>6. Work productively with assigned or random groups without adult intervention.</li> <li>7. Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activity.</li> <li>8. Act in a safe and healthy manner when confronted with conflict during physical activity.</li> <li>9. Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.</li> <li>10. Participate with others in a variety of competitive and non-competitive physical activities.</li> <li>11. Participate in physical activities which will allow students to set and achieve individual and team goals.</li> </ol> <p>Additional supporting objectives:</p> <ul style="list-style-type: none"> <li>• Develop self-confidence and a positive self-image in physical activity settings.</li> <li>• Choose motivators (e.g. music, friends) that will enhance fun enjoyment in a physical activity setting.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cooperative activities</i></li> <li>• <i>Fair play</i></li> <li>• <i>Sportsmanship</i></li> <li>• <i>Boundary games</i></li> </ul>	

<ul style="list-style-type: none"><li>• 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.</li></ul>		
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## Physical Education Middle and High School

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

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

Objectives	Suggested Activities	Suggested Assessments
<ol style="list-style-type: none"> <li>1. Demonstrate a variety of swimming strokes</li> <li>2. Demonstrate competent skills while participating in rhythmic activities</li> <li>3. Use a variety of complex movement patterns, independently and routinely, to improve skills.</li> <li>4. Explain to others the importance of strategies and safety procedures for success while participating in physical activity.</li> <li>5. 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.</li> <li>6. Supporting Objectives:</li> <li>7. Demonstrate competent skills while participating in modified individual, dual or team activities, both competitive and non-competitive.</li> <li>8. Demonstrate competent skills while participating in adventure/cultural/outdoor activities.</li> <li>9. Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities.</li> <li>10. Acquire new skills and refine existing ones</li> <li>11. Health/Biology Connection:</li> <li>12. Identify basic biomechanical principles as they pertain to movements within a physical activity.</li> <li>13. Apply knowledge of major muscle groups to improve performance and/or create training plans.</li> </ol>	<p>Swimming Dance (fold, line, social, cultural) Gold Soccer, basketball, hockey Walking Yoga Native Youth Olympics Aquatic activities (i.e. swimming) Skiing, biking, hiking Skating Snowshoeing Analysis of a workout including health and skill related fitness, assessment and sport specific training. Videotaping performances Recording pulse before and upon completion of a mile and documenting this every 4-6 weeks.</p>	<p>Outside physical fitness logs Personal activity plans Data from health monitors Physical Fitness Challenge results</p>

**\*The Physical Education Curriculum Committee highly recommends, when possible, at least one unit of swimming instruction be required at the Middle School and/or High School level. Basic swimming instruction is dependent on the availability of facilities in our KPBSD communities.**

## Physical Education Middle School and High School

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

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

**\*High School students demonstrate these learning objectives when concurrently enrolled in PE course of study.**

Objectives	Suggested Activities	Suggested Assessments
<p>Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition).</p> <p>Supporting Objectives:</p> <ol style="list-style-type: none"> <li>1. Maintain an outside-of-class physical activity journal based upon units of study.</li> <li>2. Use current technology (heart rate monitors, iPads, Wii fitness, and pedometer) to monitor physical activity to meet personal goals.</li> <li>3. Develop evidence-based personal activity plans that include self-selected physical activities and sports.</li> <li>4. Meet the age and gender specific health related fitness standards using a nationally recognized tool.</li> <li>5. Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Discussion on how physical activity can provide challenges</i></li> <li>• <i>Fitness Logs</i></li> <li>• <i>Pedometers</i></li> <li>• <i>Weight training charts</i></li> <li>• <i>Wii Fitness</i></li> <li>• <i>Dance/Dance Revolution</i></li> <li>• <i>iPad recordings and data entry</i></li> <li>• <i>Running</i></li> <li>• <i>Weight training</i></li> <li>• <i>Listing reasons to participate in physical activity.</i></li> </ul>	<p>Notebook evaluation</p> <p>Heart rate check and evaluation</p> <p>Log/diary</p> <p>Presentation to classmates describing movements and how they can be related or transferred to other sports.</p>



## Physical Education Middle School and High School

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

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

Objectives	Suggested Activities	Suggested Assessments
<ol style="list-style-type: none"> <li>1. Demonstrate leadership by holding self and other responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.</li> <li>2. Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.</li> <li>3. Make appropriate personal choices for engaging in physical activities recognizing the influence of age, disability, gender, race ethnicity, socio-economic status, and culture.</li> <li>4. Exhibit sportsmanship/etiquette in all physical activity settings.</li> <li>5. Participate in an activity because of personal enjoyment rather than only when friends are participating.</li> <li>6. Show leadership by diffusing conflict during competition.</li> <li>7. Exhibit perseverance by working hard and improving skills</li> <li>8. Seek personally challenging experiences in physical activity opportunities.</li> <li>9. Recognize physical activity as a positive opportunity for social and group interaction.</li> <li>10. Analyze selected physical activity for social, emotional, and health benefits.</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Exploration of scenarios using videos and role plays.</i></li> <li>• <i>Game adaptations to meet special needs or to enhance the level of participation.</i></li> <li>• <i>Native Youth Olympics</i></li> <li>• <i>Physical Challenges (human knot, partner knot, partner pull-up)</i></li> </ul>	

The following literacy standards will support Physical Education Curriculum throughout the school year. Physical Education teachers will embed these skills in their instruction when appropriate.

From this work, the following Literacy Standards were identified for grades 6-12.

- **R.2.11-12** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **R.3.6-8** Follow precisely a multistep procedure when carrying out experiments, taking measurements, and performing technical tasks.
- **R.4.6-12** Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8, 9-10 or 11-12 texts and topics.
- **W.2B.6-8** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **W.6** Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- **W.7** Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related, focused, questions that allow for multiple avenues of exploration.

### **Kindergarten: Speaking and Listening:**

**SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

### **First Grade: Speaking and Listening**

**SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about topics and texts under discussion.)
- b. Build on other's talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

### **Second Grade: Speaking and Listening**

**SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussions.

### **Third Grade: Speaking and Listening**

**SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- c. Explain their own ideas and understanding in light of the discussion.

### **Fourth Grade: Speaking and Listening**

**SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Follow agreed-upon rules for discussions and carry out assigned roles.
- b. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- c. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

### **Fifth Grade: Speaking and Listening**

**SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Follow agreed-upon rules for discussions and carry out assigned roles.
- b. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- c. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

## **Middle School**

### **Grade 6: Speaking and Listening**

**SL.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- a. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.
- b. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- c. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**R.KI.6-8.3** Identify key steps in a text’s description of a process related to history/social studies (e.g. how a bill becomes law, how interest rates are raised or lowered.)

**R.CS.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**W.6-8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

### **Grade 7: Speaking and Listening**

**SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

**SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**R.KI.6-8.3** Identify key steps in a text’s description of a process related to history/social studies (e.g. how a bill becomes law, how interest rates are raised or lowered.)

**R.CS.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

### **Grade 8: Speaking and Listening**

**SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**R.KI.6-8.3** Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes law, how interest rates are raised or lowered.)

**R.CS.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

### **Grades 9-10: Speaking and Listening**

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented

**SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**R.KI.9-10.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**R.KI.9-10.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

**W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **Grades 11-12: Speaking and Listening**

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**R.KI.9-10.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

**R.CS.9-10.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 and topics.

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## **General Ideas and Strategies for the Inclusion of All Students in Physical Education**

All students have the right to enjoy and benefit from physical, social, and psychological benefits of physical activity and physical education. To do so, students require the ability to perform the fundamental motor skills that are at the root of our most popular activities. Physical educators have an imperative role in supporting children to acquire these skills. To do so effectively, the physical educator should consider the factors that influence motor skill development such as the environment and task. Equipment is one task constraint that can be particularly influential. For some children with disabilities, this is especially true as regular equipment is sometimes inadequate due to the unique needs and abilities of the child. Using equipment adaptation, (size, sound, support, surface, and speed), equipment can be made or adapted to allow for the maximum success of all children. Visual support, concrete schedule, noise reduction, or separate location to limit distraction, visual or auditory clutter in PE will also facilitate skill acquisition.

### **General Accommodations:**

#### Boundaries/Playing Fields

- Decrease the size when students do laps
- Mark the boundaries with cones to make them highly visible and to give the students a concrete place to turn
- Decrease the distance between two points

#### Time

- Longer time to complete a task
- Provide frequent rests (and a place to rest)
- Change the tempo/rhythm of the activity

#### Equipment

- Larger and lighter bats, rackets, etc.
- Larger goal area
- Different size and weight balls
- Tees, ball stands, and suspension for hitting and kicking the balls

### **Specific Accommodations:**

#### Running Games/Tag

- Change the motor action. Instead of running, have the students walk, skip, hop, jump, crawl, wiggle, move on a scooter, etc.
- Use a smaller space
- For relays, have the students each do a different motor action. Only go ½ the length before tagging the next “runner”.
- For tag, assign students to different “areas” of the gym so they can move around it. The tagger can go to all areas, but the players need to stay in their smaller area.

#### Basketball

- Use a lighter ball

- Use a smaller ball that still looks like a basketball
- Allow students to move about without dribbling
- Allow students to use two hands to dribble
- Do not count 3 seconds in the middle lane
- Only use bounce passes, or roll the ball to pass it
- Lower the hoop
- Use a larger hoop/hula hoop/ adapted hoop/garbage pail
- Score by hitting a target area, rather than throwing the ball through a hoop

#### Baseball

- Use a tee, cone, or upside down pail for the ball to sit on
- Push the ball off of object with hands
- Use a lighter bat, larger bar, or racquet instead of a bat
- Use a tennis or wiffle ball
- Have students use a different motor action to get from base to base (walk, crawl, have peer pull on a scooter)
- Reduce the space between bases
- Use Velcro on mitts and balls
- Students must tag to get someone out, can't throw the ball for an out

#### Volleyball

- Lower the net
- Use the middle lines to divide the court, instead of a net
- Play towel or parachute ball and have pairs of students working together
- Use a beach ball or lightweight trainer, instead of regulation volleyballs
- Pick the ball up and throw it over the net
- Allow the ball to bounce before hitting it over the net or middle
- Use a larger or smaller ball
- Have someone else hold the ball for the student to serve, or place the ball on a tee
- Shrink the playing area
- Throw or bounce ball to partner to hit over the net

#### Soccer

- Use a larger goal area
- Allow students to use hands, even when they are not goalie
- Use a larger or lighter ball
- Use a ball that is weighted with sand or bird shot
- Have a partner stop the ball before kicking it
- Reduce the playing field
- Use walking instead of running

#### Floor Hockey

- Use shorter hockey sticks
- Use tennis balls, spider balls, weighted pucks, or balloons instead of a puck



- Have students walk instead of run
- Reduce the playing field
- Use a larger goal area
- Use a hockey stick with a larger head or foam head
- Place the ball or puck on a tee for all hits
- Have a peer stop the puck or ball before student hits it