

PHYSICAL EDUCATION CURRICULUM

Mission/Philosophy Statement

The mission of the staff of Our Lady Queen of Peace School's Physical Education Curriculum is to incorporate a variety of physical experiences which focus on improving fitness and developing skills that will help achieve a happy and healthy life. It will also develop the student's social, cognitive, and physical skills which will enable them to better appreciate God's gifts of life and movement.

The curriculum focuses on locomotor skills, spatial awareness, and social skills in the primary level. Development of more mature motor skills and introduction of team sports is the focus in the intermediate level. The middle level curriculum deals with team and individual sports and lifelong activities. The common theme throughout all levels is sportsmanship.

WITHIN THE PHYSICAL EDUCATION CURRICULUM, AT EACH OF THE K-8 GRADES, STUDENTS WILL:

- K-8.1. Play safely and by the rules.
- K-8.2. Display good sportsmanship and Christian values.
- K-8.3. Improve and refine physical skills.
- K-8.4. Understand and relate how the importance of better coordination, endurance, and good attitude contribute to a healthy life-style.
- K-8.5. Use equipment and space safely and properly.

WITHIN THE KINDERGARTEN PHYSICAL EDUCATION CURRICULUM, STUDENTS WILL:

- K.1. Perform locomotor skills (balance, hop, leap, skip, gallop, run, animal walks, jump).
- K.2. Perform perceptual motor proficiency (identification and movement of body parts). i.e.: "Walter the Waltzing Worm", identifying body parts during stretching and exercise activities.
- K.3. Move to a tempo. i.e.: "Kids in Motion" tape, "What Time is it Mr. Fox?"
- K.4. Move balls, scarves, hoops, sticks and other manipulatives to a rhythm. i.e.: introductory scarf juggling activities.
- K.5. Travel, demonstrating a variety of relationships with objects (over, under, behind, alongside, through). i.e.: obstacle courses, "Freeze Tag", relays.
- K.6. Distinguish between straight, curved, and zigzag paths while traveling in various ways. i.e.: movement exploration.
- K.7. Recognize ball skills with self and partner (throwing, catching, kicking, bouncing). i.e.: "13 hoops", intro soccer and basketball skills.
- K.8. Demonstrate skills in an organized game (tag, circle games). i.e.: "Spiders and Flies, Uncle Sam".
- K.9. Demonstrate introductory jump rope skills. i.e.: jumping jacks, jumping over lines, jumping hula hoops.
- K.10 Move safely in general and personal space.

**WITHIN THE FIRST GRADE PHYSICAL EDUCATION CURRICULUM,
STUDENTS WILL:**

- 1.1. Perform locomotor skills in a more mature pattern (balance, hop, skip, gallop, run, jump). i.e.: relays
- 1.2. Perform nonlocomotor skills (bend, twist, stretch, turn, and sway). i.e.: warm-ups and tumbling.
- 1.3. Perform perceptual motor proficiency (move sideways, change directions, and move around as told to) using whole and separate body parts.
- 1.4. Demonstrate eye-hand and eye-foot coordination (overhand and underhand throws with different objects, correct catching technique, roll a ball to a target, bounce a ball with both hands, bat a ball with your fist and hand and off of a tee, kick a stationary or moving ball).
- 1.5. Demonstrate increased muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities. i.e.: fitness testing, tumbling.
- 1.6. Demonstrate simple movement to rhythm with incorporation of manipulatives. i.e.: jumping rope
- 1.7. Tell why practice is important.
- 1.8. Show proper care of sports equipment. i.e.: clean up after class
- 1.9. Understands the purpose of rules in games.

**WITHIN THE SECOND GRADE PHYSICAL EDUCATION CURRICULUM,
STUDENTS WILL:**

- 2.1. Perform locomotor and nonlocomotor skills alone, with a partner, or in a group. (See first grade skills and include slide, twist, and swing).
- 2.2. Demonstrate body control while performing perceptual motor proficiency (balancing, tumbling, physical challenges).
- 2.3. Demonstrate eye-hand and eye-foot coordination (overhand and underhand throwing, non-dominant and dominant throwing, kicking, and dribbling, catching in stationary and moving positions, striking). i.e.: “Shark in the Tank”, ball skills with and without partners, introductory kickball skills.
- 2.4. Display improved development in muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities (basic jump rope skills and group games). i.e.: Tag games, fitness tests
- 2.5. Move to different rhythms with manipulatives and experiment with basic dance movements. i.e.: International dances, Parachute, Ribbon sticks.
- 2.6. Works cooperatively (takes turns, is supportive, assists partner) with another or a group to complete and assigned task.

WITHIN THE THIRD GRADE PHYSICAL EDUCATION CURRICULUM, STUDENTS WILL:

- 3.1 Demonstrate the knowledge, rules, and skills needed to participate in modified team sports (striking, trapping, passing, shooting, team play and cooperation). i.e.: Team sports lead-up games.
- 3.2 Show improved development in muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities (exercises, jumping rope, endurance running, and basic self-evaluation).
- 3.3 Move to more advanced rhythms (individual and group formations and basic steps). i.e.: Line dance, "Locomotion", "Mony, Mony"
- 3.4 Demonstrate the knowledge and skills needed to participate in individual and dual sports and recreational activities (perform proper warm-up and stretching techniques, and basic tumbling and balance).
- 3.5 Demonstrate the ability to engage in cooperative game activities. i.e.: parachute activities, class challenges, memory maze.
- 3.6. Recognize the importance of practice in learning skills.
- 3.7. Recognize the physiological indicators (perspiration, increased heart and breathing rate) that accompany moderate to vigorous physical activity.

WITHIN THE FOURTH GRADE PHYSICAL EDUCATION CURRICULUM, STUDENTS WILL:

- 4.1 Display good sportsmanship including the Christian values of winning and losing.
- 4.2 Demonstrate the use of social and cooperative skills.
- 4.3 Identify their own strengths and weaknesses and work to elevate weaknesses.
- 4.4 Demonstrate knowledge of rules and skills needed to improve participation in group and team sports (correct technique in ball handling, proper stepping, follow through, boundaries, and scoring).
- 4.5 Demonstrate increased muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities (age appropriate standardized fitness tests).
- 4.6 Demonstrate improved movement through rhythms and dancing (individual and group dancing). i.e.: Cha Cha Slide, Mexican Hat Dance, Line dance
- 4.7 Demonstrate the knowledge and skills needed to participate in individual and dual sports and recreational activities (YMCA, city club teams and organizations, more advanced tumbling and balance activities).
- 4.8 Recognize the health benefits of physical activity (good health, physical endurance, etc).

WITHIN THE FIFTH GRADE PHYSICAL EDUCATION CURRICULUM, STUDENTS WILL:

- 5.1 Demonstrate knowledge and skills which better enable and/or improve participation in group and team sports (more advanced rules for game play and basic strategies).

- 5.2 Demonstrate increased muscular strength, endurance, aerobic and anaerobic conditioning, flexibility, and agility through fitness and recreational activities (age appropriate standardized fitness tests and to develop a long-term plan that will further enhance their quality of life).
- 5.3 Improve movement through rhythms and more specific dance styles. i.e.: Line dance and square dance.
- 5.4 Demonstrate the knowledge and skills needed to participate in individual and dual sports and recreational activities (sport-specific skills, tumbling positions, and balancing techniques).
- 5.5 Recognize the characteristics of a healthy life style (physical activity, nutrition).
- 5.6 Demonstrate the ability to work in a group to accomplish a goal in both cooperative and competitive activities.
- 5.7 Use feedback to improve performance.

WITHIN THE SIXTH GRADE PHYSICAL EDUCATION CURRICULUM, STUDENTS WILL:

- 6.1 Demonstrate the basic knowledge, benefits, and conditioning requirements as they apply to personal health, wellness and fitness needs.
- 6.2 Demonstrate knowledge, rules and skills necessary to participate in team sports.
- 6.3 Demonstrate increased muscular strength, endurance, aerobic and anaerobic conditioning, flexibility and agility through fitness and recreational activities (age appropriate standardized fitness tests, develop a long-term plan that will further enhance their quality of life, acknowledge progress, knowledge resting and working heart-rates, and using proper cool-down technique).
- 6.4 Improve movement through rhythms and specific dance styles. i.e.: Folk dance, 70's dances, country line dance.
- 6.5 Demonstrate the knowledge and skills needed to participate in individual and recreational activities.
- 6.6 Recognize factors that inhibit physical activity (substance abuse).
- 6.7 Demonstrates the ability to modify activities to be more health enhancing (walk instead of ride, take stairs instead of elevator).

WITHIN THE SEVENTH AND EIGHTH GRADE PHYSICAL EDUCATION CURRICULUM, STUDENTS WILL:

- 7-8.1 Demonstrate knowledge, rules, and skills necessary to participate in team sports.
- 7-8.2 Assess physical fitness level and participate in activities that improved physical fitness, wellness, and cardiovascular capacity (assessment testing).
- 7-8.3 Demonstrate basic skills of movement (coordination, fluidity, rhythm) through selected dances.
- 7-8.4 Demonstrate the knowledge and skills needed to participate in individual and recreational activities (pickle ball, badminton, bowling, golf, track and field, individual work-outs).
- 7-8.5 Recognize the social benefits of participation in physical activity such as the joy of participating with a team and sensing team and personal fulfillment.

- 7-8.6 Make choices based on the safety of self and others.
- 7-8.7 Respect the physical performance limitations of self and others.
- 7-8.8 Use basic offensive and defensive strategies in team and individual sports.

Cross-Curricular Integration

Many subjects are integrated into the Physical Education curriculum through the use of games. Colors, numbers, letter recognition and counting are some of the subjects integrated into the primary level. Math skills are used often throughout the curriculum as we keep score, do exercises, and add and subtract points in certain games. Health and Science naturally integrate as we learn how the body functions during exercise and the benefits of being fit. History has been incorporated during Pioneer Day activities, Thanksgiving activities, and Folk Dance. Safety Awareness is integrated as we present activities focusing on tornado awareness and fire safety. Geography is presented as we play games and perform dances from around the world. Classroom themes are integrated when possible. For example: the first grade's theme was amphibians so we played a "Froggy" game: their theme was farms – we played "Barnyard Tag."