The physical education program helps students develop motor skills and a knowledge of games and dance activities that build self-confidence and prepare them for an active adulthood. The focus is on the following:

Movement skills in sports – develop locomotor skills such as galloping, skipping, hopping, jumping rope

Cooperation, Teamwork, and Good Sportsmanship – appreciate themselves as special and respect the rights of others

### Movement Skill and Movement Knowledge

#### 1. Motor Learning
*The kindergarten student will be competent in many movement activities*

1.1 Travel in different ways in a large group in full body self control
1.2 Balance while bending, twisting or stretching
1.3 Strike a stationary ball with any part of the body
1.4 Walk and run using mature form
1.5 Roll without hesitating or stopping
1.6 Toss a ball and catch it before it bounces twice

#### 2. Biomechanics
*The kindergarten student will understand how and why they move in a variety of situations and will use this information to enhance their own skills.*

2.1 Identify various parts of the body and their location (for example, arms, legs and hands)
2.2 Identify fundamental movement patterns
2.3 Identify and begin to use the technique employed to soften the landing in jumping
2.4 Demonstrate the following skills:
   a. rolling
   b. catching
   c. throwing
   d. dribbling
   e. hand striking

#### Teacher Assessments

The teacher will observe the correct technique for the following locomotor skills: walking, running, jumping, hopping, leaping, galloping, sliding and skipping.

The teacher will use Locomotor check-off list in Cunningham-Morris

The teacher will use Balance check-off list in Cunningham-Morris

The Teacher will use Tumbling check-off list in Cunningham-Morris

#### 3. Exercise Physiology
*The kindergarten student will achieve and maintain a health-enhancing level of physical fitness.*

3.1 Recognize changes in heart rate
3.2 Sustain moderate to vigorous physical activity

#### Teacher Assessments

The teacher will observe the student choosing from a variety of activities during recess and/or free play. These activities should be vigorous in nature and sustained at a level sufficient enough
to increase breathing and to enhance cardiorespiratory health.

**Self Image and Personal Development**

**4. Human Growth and Development**

*The kindergarten student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.*

4.1 Participate regularly in vigorous physical activity

4.2 Try new movement activities and skills

4.3 Identify feelings that result from participation in physical activities

4.4 Discuss how activity affects the rate of one’s heartbeat (associating a slow heart rate with vigorous activity)

**Teacher Assessments**

The teacher will supervise students in assessing their heart rates after vigorous activity.

The teacher will use CREATIVE MOVEMENT check-off list in Cunningham-Morris.

**5. Psychology**

*The student will demonstrate responsible personal behavior while participating in movement activities.*

5.1 Follow adult-delivered rules

5.2 Respond to rule infractions when reminded

5.3 Handle equipment safely by putting it away when not in use

**Teacher Assessments**

The teacher will observe the student following rules and procedures during their class period.

**6. Aesthetic**

*The kindergarten student will appreciate and enjoy participation resulting from the improvement of movement skills.*

6.1 Draw a picture of a movement activity that reflects a positive experience

**Teacher Assessments**

The teacher will observe child sharing drawing of movement activity.

**Social Development**

**7. Sociology**

*The kindergarten student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.*

7.1 Work in a group setting with understanding of the importance of respect for all others

7.2 Take turns using a piece of equipment

7.3 Transfer rules of P.E. to “rules of the playground”

7.4 Choose playmates without regard to personal differences

**Teacher Assessments**

The teacher will observe children interacting with peers and cooperating within a group.

**8. Historical Perspectives**

*The student will understand the relationship between history and culture and games, sports, play and dance.*

8.1 Describe what is done in P.E. defining what P.E. is

8.2 Identify games they have played with family and friends

8.3 Identify the origin of games and sporting activities
Teacher Assessments
The teacher will observe children sharing a game or activity they played with family or friends.
The physical education program helps students develop motor skills and knowledge of games and dance activities that build self-confidence and prepare them for an active adulthood. The focus is on the following:

Movement skills in sports – participate in activities that strengthen muscles and refine locomotor skills.

Cooperation, Teamwork, and Good Sportsmanship – develop a sense of team spirit in a cooperative group.

### Movement Skill and Movement Knowledge

#### 1. Motor Learning:
The first grade student will be competent in many movement activities

1.1 Travel and change direction or movement quickly in many movement activities.

1.2 Identify and demonstrate characteristics of a correct throw.

1.3 Toss and catch a ball alone or with a partner.

1.4 Learn basic long rope and short rope jumping techniques.

**Teacher Assessments**
The teacher will observe the mastery of the various critical elements (arm swing, balance and foot placement) of each movement such as throwing, walking hopping, and galloping.

The teacher will use ROTARY MOTION check-off list in Cunningham-Morris.

The teacher will use JUMP ROPE check-off list in Cunningham-Morris.

The teacher will use BALANCE check-off list in Cunningham-Morris.

The teacher will use LOCOMOTOR check-off list in Cunningham-Morris.

#### 2. Biomechanics

The first grade student will understand how and why they move in a variety of situations and use this information to enhance their own skills.

2.1 Place the body and limbs in different positions, demonstrating high, middle and low levels.

2.2 Move backwards and change directions quickly and safely without falling.

2.3 Balance on a variety of body parts.

**Teacher Assessments**
The teacher will observe student balancing on one or more body parts.

The teacher will use MANIPULATIVE EYE-HAND and MANIPULATIVE EYE-FOOT check-off lists in Cunningham-Morris.

#### 3. Exercise Physiology:
The first grade student will achieve and maintain a health-enhancing level of physical fitness.

3.1 Begin to recognize changes (height, weight) in his or her body

3.2 Identify oxygen and food as fuel to supply the body with energy

3.3 Engage in sustained physical activity that causes an increased heart rate and heavy breathing

**Teacher Assessments**
The teacher will observe the student engaged in sustained activity designed to increase the heart rate.
Self-Image And Personal Development

4. Human Growth and Development
The first grade student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.

4.1 Participate in vigorous physical activities outside P.E. class
4.2 Try new movement activities and skills
4.3 Identify how the body feels during different kinds of physical activity
4.4 Draw a picture of his or her reaction to the class physical activity

Teacher Assessments
The teacher will observe the student sharing their drawing illustrating their reaction to P.E.

5. Psychology
The first grade student will demonstrate responsible personal behavior while participating in movement activities.

5.1 Use equipment safely and responsibly
5.2 Develop responsibility for expected behaviors on the playground and in the classroom

Teacher Assessments
The teacher will observe the student following rules and procedures during their class period.

6. Aesthetics
The first grade student will appreciate and enjoy participation in P.E., resulting from the improvement of movement skills.

6.1 Draw a picture of a movement activity in a positive way
6.2 React artistically through various mediums (clay, sculptures, drama, paper mache, balloon collage, etc.)

Teacher Assessments
The teacher will observe children working alone and interacting with peers and cooperating within a group.

The teacher will observe children resolving their differences

6.3 Bring photographs of participation in physical activity such as soccer, dance, etc., and share with class
6.4 Use running, hopping, jumping and skipping to a rhythm

Teacher Assessments
The teacher will observe child sharing drawing and/or photographs with peers.

The teacher will use DANCE check-off list in Cunningham-Morris.

6.5 Define what P.E. is and describe the importance of P.E.

Social Development

7. Sociology
The first grade student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

7.1 Work in a group setting without interfering with others
7.2 Take turns using a piece of equipment
7.3 Interact positively with others regardless of personal differences
7.4 Learn to resolve conflicts with peers
7.5 Students will role play to show how to solve their differences

Teacher Assessments
The teacher will observe children working alone and interacting with peers and cooperating within a group.

The teacher will observe children resolving their differences

7.6 Define what P.E. is and describe the importance of P.E.
8.2 Identify games they have played with family and friends

8.3 Identify the origin of games and sporting activities

Teacher Assessments
The teacher will observe children sharing a game or activity they played with family or friends

Improvise an existing game to match the current theme of study.
The physical education program helps students develop motor skills and a knowledge of games and dance activities that build self-confidence and prepare them for an active adulthood. The focus is on the following:

Movement Skills in Sports - participate in activities that build strength, endurance, flexibility and agility.

Cooperation, Teamwork and Good Sportsmanship – develop a sense of team spirit in a cooperative group.

Movement Skill and Movement Knowledge

1. Motor Learning:
The second grade student will be competent in many movement activities.

1.1 Demonstrate skills of chasing, fleeing and dodging to avoid others
1.2 Jump in a self-turned rope
1.3 Skip, hop, jump and slide
1.4 Strike a ball repeatedly with a paddle or similar object (bat...)
1.5 Travel in relationship to objects: over, under, behind and through
1.6 Roll like a ball, roll backwards and roll through a hoop
1.7 Enhance the student’s balance skills

Teacher Assessments
The teacher will observe the correct and mature technique for the following locomotor skills: walking, running, jumping, hopping, leaping, galloping, sliding and skipping and use LOCOMOTOR check-off list in Cunningham-Morris.

The teacher will use ROTARY MOTION check-off list in Cunningham-Morris.

The teacher will use JUMP ROPE check-off list in Cunningham-Morris.

2. Biomechanics:
The second grade student will understand how and why they move in a variety of situations and use this information to enhance their own skills.

2.1 Use concepts of space awareness and movement control to run, hop and skip in different ways in a large group without bumping into others or falling.
2.2 Identify the major characteristics of mature walking, running, hopping and skipping.
2.3 Explain how to increase/decrease speed.
2.4 Demonstrate proper and mature form for the following skills: rolling, catching, throwing, dribbling and hand striking as well as kicking and foot dribbling.

Teacher Assessments
The teacher will observe the proper technique for the following skills: rolling, catching, throwing, dribbling, and hand striking as well as hopscotch, kicking and foot dribbling.

The teacher will use MANIPULATIVE EYE-HAND and MANIPULATIVE EYE-FOOT check-off lists in Cunningham-Morris.

3. Exercise Physiology:
The second grade student will achieve and maintain a health-enhancing level of physical fitness.

3.1 Support body weight for climbing, hanging and momentarily taking weight on hands.
3.2 Participate in a sustained physical activity in P.E. and on the playground.

Teacher Assessments
The teacher will observe the student choosing from a variety of activities during recess and/or free play. These activities should be vigorous in nature and sustained at a level sufficient to
increase breathing and enhance cardiorespiratory health.

**Self-Image and Personal Development**

4. **Human Growth and Development:**
The second grade student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.

4.1 Participate regularly in moderate to vigorous physical activity.

4.2 Try new movement activities and skills.

4.3 Identify feelings that result from participating in physical activities.

**Teacher Assessments**
The teacher will assess the student journals in which they have recorded their physical activity for a duration of time.

5. **Psychology:**
The student will demonstrate responsible personal behavior while participating in movement activities.

5.1 Follow adult-delivered rules with little adult reinforcement.

5.2 Respond positively to rule infractions when reminded.

5.3 Handle equipment safely and properly remembering to put it away when not in use.

**Teacher Assessments**
The teacher will observe the student picture book in which they have illustrated the rules and procedures during their P.E.

6. **Aesthetics:**
The second grade student will appreciate and enjoy participation resulting from the improvement of movement skills.

6.1 Recognize their own positive and negative feelings and those of their peers.

6.2 Draw a picture of a movement activity in a positive way.

6.3 Use running hopping, jumping and skipping to a rhythm.

**(Teacher Assessments)**
The teacher will observe child sharing drawing with peers.

The teacher will use DANCE check-off list in Cunningham-Morris.

**Social Development**

**Building Self Confidence and Understanding**
Students will demonstrate responsible social behavior and a knowledge of games and dance activities.

7. **Sociology:**
The second grade student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

7.1 Work cooperatively with another to complete assigned task.

7.2 Assist partner by sharing observations about skill performance during practice.

7.3 Resolve conflicts in socially acceptable ways.

7.4 Treat others with respect during play.

**Teacher Assessments**
The teacher will observe children interacting with peers and cooperating within a group.

Describe in a report how current, successful and local personalities have made a difference through physical activity.
8. **Historical Perspectives:**

*The second grade student will understand the relationship between history and culture with games, sports, play and dance.*

8.1 Define and describe what P.E is

8.2 Describe in a report how current, successful and local personalities have made a difference through physical activity.

- **Teacher Assessments**
  The teacher will assess a report in which student reported on current, successful and/or local personality who has made a difference through physical activity.
Physical Education Content Standards
Second Grade
The physical education program helps students develop motor skills and a knowledge of games and dance activities that build self-confidence and prepare them for an active adulthood. The focus is on the following:

Movement Skills in Sports - basketball, kickball, volleyball, softball, dance.

Cooperation, teamwork, and good sportsmanship - competitive skills and game rules.

Movement Skill and Movement Knowledge

1. Motor Learning:

The third grade student will be competent in many movement activities.

1.1 Combine a variety of physical activities to music.
1.2 Dribble the ball continuously, using the hands or feet to control it.
1.3 Combine a balance, a roll and a traveling action into a tumbling sequence.
1.4 Learn how to perform specific short rope and long rope stunts.
1.5 Demonstrate throwing (backhand throw) and catching the frisbee.

Teacher Assessments

The teacher will observe the student’s participation in a movement activity.

The teacher will use ROTARY MOTION check-off list in Cunningham-Morris.

The teacher will use JUMP ROPE check-off list in Cunningham-Morris.

The teacher will use FRISBEE check-off list in Cunningham-Morris.

2. Biomechanics:

The third grade student will understand how and why they move in a variety of situations and use this information to enhance their own skills.

2.1 Recognize similar movement concepts in a variety of skills (for example, an underhand movement can be used in a variety of activities.

2.2 Identify critical elements of locomotor movement.

2.3 Use feedback to improve performance.

Teacher Assessments

The teacher will use MANIPULATIVE EYE-HAND and MANIPULATIVE EYE-FOOT check off lists in Cunningham-Morris.

The teacher will use JUMP ROPE check-off list in Cunningham-Morris.

3. Exercise Physiology:

The third grade student will achieve and maintain a health-enhancing level of physical fitness.

3.1 Identify the components of health-related fitness.

3.2 Describe the importance of warming up and cooling down.

3.3 Participate in aerobic activity for an extended period time (for more than 10 minutes).

Teacher Assessments

The teacher will observe the student demonstrating appropriate warm-up and cool-down activities.

Self-Image and Personal Development

4. Human Growth and Development:

The third grade student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.
4.1 Identify benefits gained from participating in physical activity.
4.2 Participate regularly in physical activity.
4.3 Use physical activity as a means of self-expression.

Teacher Assessments
1. The teacher will assess the student journal in which feelings resulting from participation in physical activity are expressed.

5. Psychology:
The third grade student will demonstrate responsible personal behavior while participating in movement activities.
5.1 Work independently and on-task for short periods of time.
5.2 Follow rules, procedures and etiquette.

Teacher Assessments
The teacher will observe the student following rules and working independently during P.E.

6. Aesthetic:
The third grade student will appreciate and enjoy participation in P.E., resulting from the improvement of movement skills.
6.1 Continue to celebrate successes and identify activities contributing to feelings of joy through active play.
6.2 Write a story describing a physical activity which he/she enjoys.

Teacher Assessments
The teacher will evaluate the student stories about their physical activity.

Social Development

7. Sociology:
The second grade student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.
7.1 Play and assist others in activities in groups of three.
7.2 Work productively with a partner.
7.3 Identify differences in other peer's physical activity.

Teacher Assessments
The teacher will observe students creating and participating in a game in which a student who is blindfolded competes with a sighted student. The student will describe the challenges they encounter when playing the game.

8. Historical Perspectives:
The third grade student will understand the relationship between history and culture with games, sports, play and dance.
8.1 Describe and define what P.E. is
8.2 Explain how the physical activities in which student have participated may change depending upon their environment and time period.

Teacher Assessments
The teacher will assess an oral report in which student explains how a familiar game may change depending upon environment or period of time.
The physical education program helps students develop motor skills and a knowledge of games and dance activities that build self-confidence and prepare them for an active adulthood while promoting cardiovascular development. The focus is on the following:


Cooperation Teamwork, and Good Sportsmanship - competitive skills, rules for games, and interclass sports.

### Movement Skill and Movement Knowledge

#### 1. Motor Learning:

*The fourth grade student will be competent in many movement activities.*

1.1 Throw, catch, strike and kick using correct form.

1.2 Dribble and pass.

1.3 Balance with control.

1.4 Develop and refine a creative dance sequence into a repeated pattern.

1.5 Demonstrate various rolls (forward roll, log roll and backward roll).

1.6 Perform specific short rope and long rope stunts.

1.7 Demonstrate throwing and catching a frisbee.

#### Teacher Assessments

The teacher will observe student receiving and passing a ball to a stationary partner and will use a checklist to annotate the performance.

The teacher will use ROTARY MOTION check-off list in Cunningham-Morris.

The teacher will use JUMP ROPE check-off list in Cunningham-Morris.

The teacher will use FRISBEE check-off list in Cunningham-Morris.

#### 2. Biomechanics:

*The fourth grade student will understand how and why they move in a variety of situations and use this information to enhance their own skills.*

2.1 Accurately recognize the critical elements of a throw made by a fellow student and provide feedback to that student.

2.2 Understand that appropriate practice improves performance.

#### Teacher Assessments

The teacher will assess student demonstrate skills like throwing.

#### 3. Exercise Physiology:

*The fourth grade student will achieve and maintain a health-enhancing level of physical fitness.*

3.1 Engage in appropriate activity that results in the development of muscular strength and endurance.

3.2 Maintain continuous aerobic activity for a specified time and/or activity.

3.3 Regularly participate in physical activity for the purpose of improving physical fitness.

3.4 Maintain a log recording after-school activities that are vigorous in nature and which enhance physical fitness and health/well being.

#### Teacher Assessments

The teacher will assess student log in which he/she records after-school activities which enhanced physical fitness.

The teacher will create a classroom list/chart of physical activities engaged in by student each week.

### Self-Image and Personal Development

#### 4. Human Growth and Development:

*The fourth grade student will exhibit a physically active life style and will understand*


that physical activity provides opportunities for enjoyment, challenge and self-expression.

4.1 Participate regularly in physical activity for the purpose of developing a healthy lifestyle.

4.2 Describe healthful benefits that result from regular and appropriate participation in physical activity.

4.3 Identify at least one activity they enjoy that they participate in on a regular basis (formal or informal).

4.4 Describe opportunities for more formal participation in physical activities in the community.

4.5 Design warm ups/practice drills/games that are age appropriate.

Teacher Assessments
The teacher will assess a physical activity which a student or group has designed.

5. Psychology:
The fourth grade student will demonstrate responsible personal behavior while participating in movement activities.

5.1 Assess their own performance problems without blaming others.

5.2 Accept decisions regarding a rule infraction without displaying a negative reaction.

5.3 Act in a safe manner during physical activity.

5.4 Work independently and on-task for short periods of time.

Teacher Assessments
The teacher will observe student acting safely during P.E. and working independently on-task for a short duration.

6. Aesthetics:
The fourth grade student will appreciate and enjoy participation resulting from the improvement of movement skills.

6.1 Watch a video of some form of physical activity (dancing, running...).

6.2 Appreciate different styles of movement and express their ideas in discussion and/or in journal writing.

Teacher Assessments
The teacher will assess student journal entry in which they expressed their appreciation of different styles of movement.

Social Development

7. Sociology:
The fourth grade student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

7.1 Work cooperatively with a partner or small group.

7.2 Recognize the fundamental strategies in simple games.

7.3 Recognize the attributes that individual differences can bring to group activities.

Teacher Assessments
The teacher informally assesses students working together with a partner or a group cooperatively.

8. Historical Perspectives:
The fourth grade student will understand the relationship between history and culture with games, sports, play and dance.

8.1 Describe/define the importance of P.E.

8.2 Describe and participate in activities from different national, cultural and ethnic origins.

Teacher Assessments
The teacher will observe students while they are participating in a game of different national, cultural or ethnic origins.
The physical education program helps student develop motor skills and a knowledge of games and activities that build self-confidence and prepare them for an active adulthood. Cooperation, teamwork, and good sportsmanship are emphasized through the teaching of competitive skills, game rules, and interclass sports. Personal health concerns focus on developing cardiovascular fitness, as well as movement skills in basketball, international games, volleyball, dance, track and softball.

### Movement Skills and Movement Knowledge

1. **Motor Learning:**

   *The fifth grade student will be competent in many movement activities.*

   1.1 Manipulate objects with accuracy and speed.
   1.2 Combine movement skills in various settings (catch, pass, dribble, throw, kick, strike)
   1.3 Develop specialized movement skills.
   1.4 Pass to a moving player.
   1.5 Be introduced to the concept of offense and defense.

2. **Biomechanics:**

   *The fifth grade student will understand how and why they move in a variety of situations and will use this information to enhance their own skills.*

   2.1 Identify and apply principles of practice and conditioning that enhance performance.
   2.2 Use fundamental strategies in simple games.

   **Teacher Assessments**

   Teacher observation and use of Cunningham-Morris check-off lists in jump rope, basketball, volleyball, and softball.

3. **Exercise Physiology:**

   *The fifth grade student will achieve and maintain a health-enhancing level of physical fitness.*

   3.1 Participate in a variety of health-enhancing physical activities in and out of school.
   3.2 Assess personal health and fitness levels pre and post term.
   3.3 Meet health-related fitness standards as defined by fitness tests.
   3.4 Identify how to balance food intake with physical activity

   **Teacher Assessments**

   Teacher-made questionnaire

   Student will participate in the designated California Department of Education Physical Fitness Test and meet the criteria established for their age and gender.

4. **Human Growth and Development:**

   *The fifth grade student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.*

   4.1 Identify opportunities in the school and community for regular participation in physical activity.
   4.2 Participate daily in some form of health enhancing physical activity.
   4.3 Describe ways to use the body and movement activities to communicate ideas and feelings
5. **Psychology:**

The fifth grade student will demonstrate responsible personal behavior while participating in movement activities.

5.1 Distinguish between compliance and non-compliance of game rules

5.2 Participate in establishing rules and procedures that are safe and effective for specific activities

5.3 Distinguish between acting safely versus acting recklessly

5. **Teacher Assessments**

Teacher observation

Student can discuss general safety rules and procedures for the activity, and then, given specific activities, will generate rules and procedures which would make the environment safe and allow for proper care of the equipment used.

Student will correctly identify the critical dimensions of safety for each activity and establish rules and procedures which adequately address the potential safety problems of the activity.

6. **Aesthetics:**

The fifth grade student will appreciate and enjoy participation resulting from improvement of movement skills.

6.1 Student will watch a video of an exemplary performance of a skill/physical activity that they are being taught. Later in the year, student will analyze and discuss which specific skills mastery contributed to the improvement of posttest scores

6. **Teacher Assessments**

Teacher-directed activities.

7. **Sociology:**

The fifth grade student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for others.

7.1 Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.

7.2 Handle conflicts that arise with others without confrontation.

7.3 Work cooperatively with more and less skilled peers

7. **Teacher Assessments**

Teacher observation

Student can create a list of actions, both positive and negative in nature, that they have observed during involvement in physical activity over the past week for each of the following behaviors: conflicts with peers, language, preparation, promptness, safety, and support for others.

For those actions considered to be negative, student will suggest an alternative action that would be more appropriate.

8. **Historical Perspectives:**

The fifth grade student will understand the relationship between history and culture with games, sports, dance and play.

8.1 Describe the growth of physical education and physical activity in the United States during the 18th and 19th centuries
Teacher Assessments
Teacher-directed activities to observe student while he/she is participating in a game of national, cultural, or ethnic origins.
The physical education program helps student develop motor skills and knowledge of games and activities that build self-confidence and prepare them for an active adulthood. Cooperation, teamwork, and good sportsmanship are emphasized though the teaching of competitive skills, game rules, and inter-class sports. Personal health concerns focus on developing cardiovascular fitness as well as movement skills in basketball, international games, volleyball, dance, track and softball.

### Movement Skills and movement Knowledge

1. **Motor Learning:**
   *The sixth grade student will be competent in many movement activities.*
   
   1.1 Throw a variety of objects demonstrating both accuracy and speed. (Basketballs, footballs, frisbees)
   
   1.2 Hand and foot dribble while preventing an opponent from stealing the ball
   
   1.3 While in motion, continuously pass a ball with a partner
   
   1.4 Strategically place a ball away from an opponent. (handball, 4-square, softball, soccer, kickball)

#### Teacher Assessments

Teacher observation and use of teacher-made check-off lists for throwing, dribbling and passing (utilize Morris-Cunningham check-off lists in basketball and softball where appropriate).

2. **Biomechanics:**
   *The sixth grade student will understand how and why they move in a variety of situations and use this information to enhance their own skills.*
   
   2.1 Detect, analyze and correct errors in personal movement patterns (throwing, dribbling, or passing).
   
   2.2 Identify basic practice and principles that enhance performance.

#### Teacher Assessments

Student records heart rates before, during and after engaging in five different types of physical activity, both sedentary and active, for a week. Student will accurately record heart rates and identify the activities having the most value for cardio-respiratory fitness.

### 3. Exercise Physiology:

*The sixth grade student will achieve and maintain a health-enhancing level of physical fitness.*

3.1 Keep a record of heart rate before, during and after vigorous physical activity.

3.2 Identify proper warm-up and cool-down techniques and the reasons for using them.

3.3 Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory functioning and healthy body composition.

#### Teacher Assessments

Teacher observation and use of teacher-made check-off lists.

### Self Image and Personal Development

4. **Human Growth and Development:**

*The sixth grade student will exhibit a physical active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.*
4.1 Participate in games, sports, dance and outdoor pursuits both in and out of school based on individual interests and capabilities.

4.2 Identify opportunities close to home for participation in different kinds of activities.

4.3 Participate daily in some form of health-enhancing physical activities.

4.4 Identify results from participation in different forms of physical activity.

4.5 Identify physical activity in informal settings that utilize skills and knowledge gained in physical education classes.

Teacher Assessments

Student will keep a journal recording out-of-school activities in which they voluntarily engage over a prescribed period of time. Students should describe the various factors in their lives that inhibit or enable them to participate regularly in health-enhancing physical activities. The students will identify ways in which they can change their daily routines to include more health-enhancing activity in and after recording.

Make a classroom chart of organized recreational team and individual sports available for this age group child in the local area during the school year.

Class discussion to cover objectives 4.4 and 4.5.

5. Psychology:

The sixth grade student will demonstrate responsible personal behavior while participating in movement activities.

5.1 Use time wisely when given the opportunity to practice and improve performance.

5.2 Remain on-task without close teacher monitoring.

Teacher Assessments

Several students are observed each class period to assess the extent to which they are able to remain focused in an independent practice session.

6. Aesthetics:

The sixth grade student will appreciate and enjoy participation resulting from the improvement of movement skills.

Teacher Assessments

Teacher directed activities.

Video tape every student performing one skill or activity of their choice which they feel they have mastered.

Social Development

7. Social Development:

The sixth grade student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all participants.

7.1 Recognize physical activity as a positive opportunity for social and group interaction.

Teacher Assessments

Teacher observation and teacher directed discussion of conflict avoidance and resolution.

8. Historical Perspectives:

The sixth grade student will understand the relationship between history and culture with games, sports, dance and play.

8.1 Describe the growth of physical education and physical activity in the United States during the 18th and 19th centuries.

Teacher Assessments

Teacher directed discussion and activities.