

# **St. John's Lutheran School**

## **Physical Education Curriculum**

### **1. Exhibits a physically active lifestyle.**

#### K Benchmarks:

- a) Selects and participates in physical activity during unscheduled times.
- b) Identifies likes and dislikes connected with participation in physical activity.

#### 1<sup>st</sup> Benchmarks:

- a) Identifies and explores activities which require physical activity during non-school hours.

#### 2<sup>nd</sup> Benchmarks:

- a) Identifies and participates in physical activities that promote cardiorespiratory, muscular, and flexibility benefits.
- b) Identifies and participates in individual or family-oriented physical activity opportunities outside of school.

#### 3<sup>rd</sup> Benchmarks:

- a) Develops and demonstrates a positive attitude toward being physically active.
- b) Engages in regular physical activity.

#### 4<sup>th</sup> Benchmarks:

- a) Identifies the healthful benefits that result from regular physical activity.
- b) Identifies several moderate to vigorous physical activities that provide personal pleasure (e.g., basketball, swimming).
- c) Selects and participates regularly in physical activities for the purpose of improving skill and maintaining good health.

#### 5<sup>th</sup> Benchmarks:

- a) Identifies and demonstrates personal physical activity interests and abilities.
- b) Identifies and demonstrates the social and psychological benefits from participation in physical activities.

#### 6<sup>th</sup> Benchmarks:

- a) Identifies and seeks opportunities in the school, at home, and in the community for regular participation in physical activity.
- b) Identifies and demonstrates the benefits of participation in physical activities.

#### 7<sup>th</sup> Benchmarks:

- a) Explores personal interests in a variety of new physical activities both in and out of the physical education class.
- b) Describes the relationship between a healthy lifestyle and simply feeling good.

#### 8<sup>th</sup> Benchmarks:

- a) Establishes personal physical activity goals.
- b) Participates at least three times a week in physical activities that contribute to the attainment of and maintenance of personal physical activity goals.

### **2. Demonstrates competency in many forms of movement and proficiency in some;**

#### K Benchmarks:

- a) Demonstrates controlled traveling, rolling, and balancing actions.

- b) Travels with control forward, backward, and sideways using a variety of locomotor patterns and changes directions quickly.
- c) Moves with awareness of others in general space.
- d) Kicks, throws, catches, and strikes objects under simple conditions (e.g., kicking and striking a stationary ball, catching an accurately tossed ball).
- e) Selects appropriate actions to match a steady beat.

1<sup>st</sup> Benchmarks:

- a) Demonstrates all of the locomotor skills of walking, running, hopping, jumping, galloping, sliding, and skipping.
- b) Demonstrates, with consistency, the manipulative skills performed alone (e.g., tosses and catches, dribbles with hand in general space, dribbles with foot, kicks and strikes with hand or equipment, throws underhand and overhand, volleys).
- c) Demonstrates a variety of stationary manipulative skills (e.g., tosses and throws to targets, bounces and catches, tosses and catches, kicks to a target, strikes a paddle, dribbles, rolls, traps, volleys with hand).

2<sup>nd</sup> Benchmarks:

- a) Demonstrates individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.
- b) Demonstrates the ability to combine educational gymnastic movements into sequences, including balance, roll, transfer of weight, and flight.
- c) Demonstrates the ability to combine locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences.

3<sup>rd</sup> Benchmarks:

- a) Demonstrates most of the critical elements for manipulative skills (e.g., throws and catches a variety of objects, kicks to stationary and moving partners/objects, dribbles with dominant hand/foot, passes a ball to a moving partner).
- b) Uses manipulative skills in movement combinations (e.g., performs manipulative tasks while dodging and moving in different pathways, catches a rolled ball while moving and throws it back to a partner, develops and refines educational gymnastics sequences).
- c) Applies combined movement skills in a variety of settings (e.g., performing simple dances in various formations) such as developing and refining a creative dance sequence into repeatable patterns.
- d) Performs educational gymnastic sequences with at least four movements.

4<sup>th</sup> Benchmarks:

- a) Demonstrates progress toward the mature form of all locomotor patterns and selected manipulative and non-locomotor skills such as throwing, catching, and kicking.
- b) Adapts a physical skill to the demands of a dynamic, unpredictable environment such as balancing with control on a variety of objects (e.g., balance board, large apparatus, skates).
- c) Acquires beginning skills in a few selected movement forms such as dribbling and passing a basketball to a moving receiver or jumping and landing for height/distance using a mature form.

5<sup>th</sup> Benchmarks:

- a) Demonstrates and understands the critical elements of throwing, catching, dribbling, passing, and shooting skills found in team sports.
- b) Demonstrates the forehand and backhand striking skills in dual and individual sports.
- c) Performs different types of rhythm/dance sequences.

6<sup>th</sup> Benchmarks:

- a) Combines locomotor and manipulative skills into specialized sequences and applies sequences to partner and small-group game play.
- b) Demonstrates putting complex movement sequences to a rhythm.

7<sup>th</sup> Benchmarks:

- a) Uses skill combinations competently in modified versions of team and individual/dual activities.
- b) Displays appropriate use of speed, force, and form in a variety of movement activities (e.g., run, sprint, kick, jump, throw).
- c) Demonstrates moving to a rhythm in selected folk/square/line dance.

8<sup>th</sup> Benchmarks:

- a) Demonstrates competence in modified versions of movement forms such as performing in a variety of simple folk and square dances.
- b) Develops beginning strategies for competitive and noncompetitive games such as using basic offensive and defensive strategies in a modified version of a team sport.
- c) Demonstrates increasing competence in more advanced specialized physical skills.

**3. Applies concepts and principles of movement to the learning and development of physical skills;**

K Benchmarks:

- a) Identifies fundamental movement patterns (e.g., skip, strike).
- b) Identifies movement concepts in body management, games, dance, and locomotion (e.g., personal/general space, high/low levels, fast/slow speeds, light/heavy, balance and twist).
- c) Applies appropriate movement concepts to performance (e.g., changes directions while running, moves from a gallop to a hop when directed).

1<sup>st</sup> Benchmarks:

- a) Demonstrates and understands simple educational gymnastic sequences that contain a variety of balance, roll, transfer of weight, and flight.
- b) Demonstrates and extends the knowledge of the critical features of basic locomotor, non-locomotor, and manipulative skills (e.g., hip rotation of the overhand throw is similar to striking with the hand or short racquet, locomotor skills can be combined to form more complex movements such as step-hop or step-jump).

2<sup>nd</sup> Benchmarks:

- a) Applies the basic movement concepts to change performance of locomotor, non-manipulative and manipulative skills by using the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.
- b) Applies the basic movement concepts to change performance of locomotor, non-manipulative and manipulative skills by using feedback to improve skill performance.

3<sup>rd</sup> Benchmarks:

- a) Applies the movement principles of relationships while moving alone in space and using non-manipulative and manipulative skills.
- b) Recognizes and applies concepts that affect the quality of increasingly complex movement performance such as consistently striking a ball with a bat or paddle demonstrating an appropriate grip.

4<sup>th</sup> Benchmarks:

- a) Works on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running.
- b) Uses critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student.
- c) Identifies and applies characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance.

5<sup>th</sup> Benchmarks:

- a) Applies principles of accuracy, force, and follow-through when projecting objects.
- b) Identifies and demonstrates basic small-group offensive and defensive tactics and strategies (e.g., body fakes, use of speed, change of direction, keeping body low while moving/guarding).
- c) Identifies and applies principles of practice to enhance performance (e.g., form, consistency, repetition).
- d) Uses feedback from a partner to improve performance.

6<sup>th</sup> Benchmarks:

- a) Uses feedback to improve skill performance.
- b) Initiates skill practice to improve movement performance and applies principles of learning (e.g., whole/part/whole, many short practices versus one long practice, practice in game-like situations).
- c) Understands and applies basic offensive and defensive tactics in noncomplex, modified activities (e.g., partner or small-group cooperative or competitive activities).

7<sup>th</sup> Benchmarks:

- a) Demonstrates proper use of movement concepts in dynamic game situations (e.g., appropriate offensive position with ball/goal).
- b) Applies biomechanical principles (e.g., center of gravity, base of support, trajectory) to understand and perform skillful movements.
- c) Analyzes skills of self and partner, detecting and correcting errors.

- d) Identifies similarities of movements across different physical activities (e.g., overhand throw, tennis serve, overhead clear in badminton).

8<sup>th</sup> Benchmarks:

- a) Identifies the critical elements of more advanced movement skills such as a racing start in free style swimming).
- b) Understands and applies advanced, discipline-specific knowledge to various movement forms such as understanding how to lead or follow a partner while dancing.

**4. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction;**

K Benchmarks:

- a) Identifies likes and dislikes connected with participation in physical activity.
- b) Recognizes the joy of participation.

1<sup>st</sup> Benchmarks:

- a) Applies, with little or no adult reinforcement, safe and cooperative behaviors by trying new activities and skills.
- b) Demonstrates self-satisfaction from participation in physical activities that require physical exertion, skill, and challenge.

2<sup>nd</sup> Benchmarks:

- a) Demonstrates improvement in a skill or fitness-related activity for increased personal self-satisfaction.
- b) Understands that participation in physical activity is a conscious choice.

3<sup>rd</sup> Benchmarks:

- a) Celebrates personal successes and achievements as well as those of others.
- b) Uses physical activity as a means of self-expression.

4<sup>th</sup> Benchmarks:

- a) Experiences the opportunity for enjoyment while participating in physical activity.
- b) Learns to enjoy practicing activities to increase competence.

5<sup>th</sup> Benchmarks:

- a) Seeks personally challenging experiences in physical activity opportunities.

6<sup>th</sup> Benchmarks:

- a) Analyzes personal interests and capabilities in regards to one's exercise behavior.

7<sup>th</sup> Benchmarks:

- a) Monitors and evaluates the benefits of various physical activities.
- b) Demonstrates the importance and value of regular physical activity.

8<sup>th</sup> Benchmarks:

- a) Feels satisfaction when engaging in physical activity.
- b) Recognizes the social benefits of participation in physical activity such as the joy of participating with a team and sensing team fulfillment.

**5. Achieves and maintain a health-enhancing level of physical fitness;**

K Benchmarks:

- a) Sustains moderate to vigorous physical activity for short periods of time.
- b) Is aware of physiological signs of moderate physical activity (e.g., fast heart rate and heavy breathing).
- c) Demonstrates knowledge of flexibility through warm up exercises that enhance proper flexibility in a variety of muscle groups.
- d) Explains why physical activity is good for health.

1<sup>st</sup> Benchmarks:

- a) Participates frequently and for short periods of time in sustained, moderate-to-vigorous physical activities that cause increased heart and respiratory rates.
- b) Identifies changes in the body that occur during moderate-to-vigorous physical activity.
- c) Examines one or two components of a health-related fitness assessment.

2<sup>nd</sup> Benchmarks:

- a) Examines 2-3 components of health-related fitness.
- b) Recognizes the relationship between nutrition and physical fitness.

3<sup>rd</sup> Benchmarks:

- a) Completes a modified version of a health-enhancing physical fitness assessment.
- b) Describes personal strengths and weaknesses and elevates the weaknesses to strengths.

4<sup>th</sup> Benchmarks:

- a) Identifies several activities related to each component of physical fitness such as development of muscular strength.
- b) Associates results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specific time and/or activity and supporting , lifting, and controlling body weight in a variety of activities.

5<sup>th</sup> Benchmarks:

- a) Describes the short- and long-term benefits of engaging in regular physical activity.
- b) Uses personal fitness assessment data to enhance understanding of physical fitness by identifying sources for data collection (e.g., print material, community resources, heart rate monitors, internet, pedometers, skinfold calipers).
- c) Uses personal fitness assessment data to enhance understanding of physical fitness by analyzing fitness data to describe and improve personal fitness levels (e.g., applies data to own plan for improvement in at least two components of health-related fitness).

6<sup>th</sup> Benchmarks:

- a) Describes and applies the basic principles of training and their relationship to implementing safe and progressive fitness programs.
- b) Identifies and avoids risky exercises (e.g., deep-knee bends) and uses safe exercise to develop strength and flexibility.
- c) Uses personal fitness assessment data to enhance understanding of physical fitness by analyzing fitness data to describe and improve personal fitness

levels (e.g., applies data to own plan for improvement in at least two components of health-related fitness).

7<sup>th</sup> Benchmarks:

- a) Develops a health-related fitness plan, including goals, strategies, and timeline, for improving at least three self-selected components.
- b) Uses a variety of resources, including available technology, to monitor fitness improvement.
- c) Analyzes the relationship between physical activity, nutrition, and maintaining health-related fitness.

8<sup>th</sup> Benchmarks:

- a) Meets health-related fitness standards.
- b) Begins to design personal health-related fitness programs based on an accurately assessed fitness profile, for example, engage in physical activity at the target heart rate for a minimum of 30 minutes at least three times a week outside of the physical education class.
- c) Understands and applies basic principles of training to improve physical fitness such as various weight training techniques.

**6. Demonstrates responsible personal and social behavior in physical-activity settings;**

K Benchmarks:

- a) Examines the rules for participating in the physical activity setting.
- b) Develops listening skills and the ability to follow instructions in sequence during a game situation.

1<sup>st</sup> Benchmarks:

- a) Demonstrates the ability to understand the concept of pacing during cardiovascular endurance activities.
- b) Applies, with little or no reinforcement, safe and cooperative behaviors by working independently for short periods of time.

2<sup>nd</sup> Benchmarks:

- a) Applies rules, procedures, and safe practices requiring little or no adult reinforcement.
- b) Works cooperatively with others to complete a variety of tasks or assignments.
- c) Reports results of work honestly.

3<sup>rd</sup> Benchmarks:

- a) Follows activity-specific rules, procedures, and etiquette with little or no reinforcement.
- b) Accepts the teacher's decision regarding a personal rule infraction without displaying negatives reactions toward others.
- c) Works independently and on task for short periods of time.

4<sup>th</sup> Benchmarks:

- a) Works productively with a partner to improve skills, for example, improves the overhand throw pattern for distance by using the critical elements of the process.
- b) Utilizes safety principles in activity situations.

5<sup>th</sup> Benchmarks:

- a) Works independently and with others to improve learning during physical activity.
- b) Displays appropriate cooperative and competitive behaviors.

6<sup>th</sup> Benchmarks:

- a) Applies safety procedures, rules, and etiquette in physical activities.
- b) Acknowledges and understands the positive and negative influence of peer pressure on decisions and actions in physical activity settings.
- c) Solves problems, accepts challenges, resolves conflicts, and accepts personal responsibility.

7<sup>th</sup> Benchmarks:

- a) Applies safety procedures, rules, and etiquette in physical activities.
- b) Evaluates knowledge about the role of physical activity in society.

8<sup>th</sup> Benchmarks:

- a) Considers the consequences when confronted with a behavior choice.
- b) Resolves interpersonal conflicts with a sensitivity to rights and feelings of others; finds positive ways to exert independence.
- c) Works cooperatively with a group to achieve goals in competitive as well as cooperative settings.

**7. Demonstrates understanding and respect for differences among people in physical-activity settings.**

K Benchmarks:

- a) Recognizes the joy of shared play.
- b) Interacts positively with students in class regardless of personal differences.

1<sup>st</sup> Benchmarks:

- a) Plays and cooperates with a partner regardless of personal differences such as gender, skill level, or ethnicity.
- b) Treats others with respect during play.

2<sup>nd</sup> Benchmarks:

- a) Explores the use of favorable conflict resolution strategies in game play situations.
- b) Exhibits cooperative, respectful, and safe behaviors in physical activity settings.

3<sup>rd</sup> Benchmarks:

- a) Uses positive conflict resolution strategies in game play situations.
- b) Demonstrates acceptance of the skill and ability of others through verbal and nonverbal behavior.

4<sup>th</sup> Benchmarks:

- a) Explores cultural and ethnic self-awareness through participation in physical activity.
- b) Indicates respect for persons from different backgrounds and cultural significance as they contribute to various games, dances, and physical activities.

5<sup>th</sup> Benchmarks:

- a) Evaluates the role and value of physical activity in a diverse society.
- b) Develops strategies for including persons of diverse backgrounds and abilities in physical activity settings.

6<sup>th</sup> Benchmarks:

- a) Displays sensitivity to the feelings of others during interpersonal interactions.
- b) Respects the physical performance limitations of self and others.
- c) Cooperates with those of different gender, race, and ethnicity.

7<sup>th</sup> Benchmarks:

- a) Displays sensitivity to the feelings of others during interpersonal interactions.
- b) Respects the physical performance limitations of self and others.

8<sup>th</sup> Benchmarks:

- a) Recognizes the role of sports, games, and dance in modern culture.
- b) Identifies behaviors that are supportive and inclusive in physical-activity settings.