

EAST PHYSICAL EDUCATION LOWER SCHOOL CURRICULUM

Long Term Goal:

Scholars will independently demonstrate being physically educated. They will demonstrate tenacity seeking skill development and refinement. They will think purposely when developing a plan for lifelong health and wellness, understanding the value of a physically active lifestyle and the implications of inactivity. They will advocate for themselves and others by seeking out opportunities in the community to be physically active with friends and family.

Established Goal:

Standard 1: Personal Health and Fitness - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

ENDURING UNDERSTANDINGS:

- Skill acquisition is improved through ongoing participation in physical activities
- Regular physical activity improves cardiovascular strength and endurance, muscular strength and endurance, flexibility and BMI.
- Sports and games involve a combination of basic and complex skills.
- Performance feedback allows for skill improvement.
- Many health problems and diseases are related to physical inactivity and poor nutrition.
- Developing and maintaining a healthy balance of activity in all health related fitness components is important.
- Sports and group activities involve leadership, problem solving, cooperation and team- work
- Basic concept of anatomy (bones, muscles)
- Monitor heart rate as a means for determining intensity and duration of activity.

ESSENTIAL QUESTIONS:

- What influences your decision to participate in an activity?
 - How can teacher and peer feedback impact skill level?
 - How does increased fitness levels impact health and well-being?
 - How does self-assessment and goal setting affect your personal fitness goals?
 - How do group activities influence the development of social skills?
 - Why is consistency vital to improving one's physical well-being?

Demonstrable Knowledge

- To be successful in game-like settings one must have motor skills specific to the sport and a knowledge of basic game strategies.
- Rules to define the boundary of the selected game to contribute to the safety and enjoyment of the game.
- Perform motor/movement skills in a variety of structured games and sport activities requiring the integration of skills. (Hand/foot dribble, offense/defense).
- Select a variety of appropriate activities to improve one or more components of health-related fitness based on a fitness assessment.

Sample Tasks

- Participate in Modified and Authentic game situations
- Fitness-gram.
- Self-Assessment
- Design a stretching program.
- Analyze Fitnessgram data according to the components of fitness
- Pedometer log sheets/graphs
- Word wall
- Daily log charting one's own exercise program

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<ul style="list-style-type: none"> • Components of fitness • Perform skills in a variety of structured games and sport activities. • Offense/defense skills • Rubric – Development, understanding and usage • Set a personal goal and track progress towards its achievement. 	<ul style="list-style-type: none"> • Generate a checklist of the positive impact of successful teamwork. • Participates in cooperative problem solving.
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Established Goal: Standard 2: Safe and Healthy Environment - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	
Enduring Understandings <ul style="list-style-type: none"> • Demonstrate appropriate player and spectator behavior. • Respect needs to be shown to all players regardless of ability, acknowledging the accomplishments of other players. • Adhere to rules of an activity in order to participate in a worthwhile competitive experience. • Values teamwork as a necessary ingredient for group success in all cooperative endeavors. • Recognize the importance of listening to all members of a group. • Physical activity is enhanced by responsible personal and social behavior. • Physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. • Identifying safety hazards and reacting effectively ensures a safe and positive experience for all participants. • Demonstrates concern for the safety of others including opponents when engaged in competitive activities. • Uses appropriate sports safety equipment while engaged in activity. 	Essential Questions <ul style="list-style-type: none"> • How does skill technique influence safety? <ul style="list-style-type: none"> • How is sportsmanship and fairness related to the enjoyment of physical activity? • How does working with others affect the ability of a group to reach goals? • How does cooperation influence the social dynamics of group activities?
Demonstratable Knowledge <ul style="list-style-type: none"> • In group challenge activities, take various roles in turn (sometimes leading the team, sometimes supporting the team) in order to accomplish group goals. • Demonstrate concern for safety of all others, including opponents, when engaged in competitive activities. 	Sample Tasks <ul style="list-style-type: none"> • Visually inspect equipment prior to use. • Participate and accept responsibility as a member of a cooperative group. • Assume the responsibility and complete duties of a team leader at least once during

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<ul style="list-style-type: none"> • Describe the difference between good-quality equipment and inferior equipment. • Participate in community-sponsored sports programs. • Describe some career choices in fitness and sports fields, including the required academic training and job responsibilities. • Identify community resources • Decision making skills • Describe the difference between good-quality equipment and inferior equipment. • Identify places in the community that offer recreational opportunities for teens and families. 	the school year.
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Established Goal: Standard 3: Resource Management - Students will understand and be able to manage their personal and community resources.	
Enduring Understandings <ul style="list-style-type: none"> • Facilities/Resources available in your community allow opportunities to engage in physical activity. • Students will be aware of and able to access opportunities available within their community to engage in physical activity. <ul style="list-style-type: none"> • Informed consumers are able to evaluate quality facilities and programs 	Essential Questions <ul style="list-style-type: none"> • How does research affect your choice of physical activity information, products and services? • How can knowledge and/or exposure of physical fitness of sport influence career decisions? • How would community resources influence activity opportunities?
Demonstratable Knowledge <ul style="list-style-type: none"> • Describe some career choices in fitness and sports fields, including the required academic training and job responsibilities • Knowledge of community/career opportunities in sports/athletics • Sport-related career opportunities 	Sample Tasks <ul style="list-style-type: none"> • Guest speakers • Student Presentations • Journal Assignments • Price equipment available in local stores. • Guest speakers • Fitness Videos evaluations • Fitness products evaluations • Price equipment available in local stores.

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