**Elementary Physical Education**

**Curriculum Guide**

Division of Teaching and Learning

Des Moines Independent Community School District

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Des Moines, IA 50310

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May 2014

(Revised)

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**Introduction**

*“Change is the law of life…those who look only to the past or the present are certain to miss the future.” J.F. Kennedy*

The Des Moines Elementary School Curriculum was written to provide Healthy Choices educators with a guide for re-thinking and re-defining physical education for the future. This program for students in Kindergarten through Fifth grade to help create a positive and cooperative learning environment that provides maximum participation and comprehensive strategies to develop healthy lifestyle choices for all children. These activities promote a healthy attitude toward total wellness while enhancing fitness and skills. The curriculum will emphasize skill building and interaction of students with family, community, and school through a variety of activities. Healthy Choices Education will provide a more comprehensive lifestyle management approach, encouraging improved physical fitness and nutrition. Each student is unique; the Healthy Choices education program will provide for the variety of needs through a student-centered curriculum and will provide assessment through the use of latest technology.

**Healthy Choices Education Program Mission Statement**

The Des Moines Independent Community School District’s Healthy Choices Education Program enhances each student’s total wellness through intellectual, social, emotional, physical, and spiritual development.

**Assumptions**

The following assumptions underlie the vision of Healthy Choices Education described in this document:

* All Healthy Choices Educators are licensed in physical education.
* Equipment is provided for each student.
* Class sizes are manageable and meet district guidelines.
* Title IX is followed and a gender balance is enforced.
* All activities are developmentally appropriate and provide a positive learning experience.
* All students are assessed
* Individual Disability Education Act guidelines are followed.

**Healthy Choices for All Students**

The challenges facing the youth of Des Moines demand all students experience a meaningful Healthy Choices curriculum. The standards and benchmarks in this document should provide a background for creating a curriculum that will help all students develop a healthy, active lifestyle throughout their lives.

**Infusions**

The Healthy Choices curriculum includes activities which incorporate multicultural/non-sexist concepts, global education, and higher order thinking skills, school-to-life skills initiatives, technology, and interdisciplinary connections. These are visible in the goals and objectives, the curriculum guide, and the daily lesson plans.

**Multicultural/Non-sexist Physical Education**

Students will show respect and sensitivity toward one another while taking part in physical activities with diverse racial/cultural groups, members of the other sex, or with students with disabilities. Students will demonstrate an awareness of how prejudice, stereotyping, and discrimination have been historically exhibited in the fields of recreation, athletics, and health. Students will participate in activities which effectively accommodate their needs, interests and abilities regardless of their gender, race, national origin, or disability. Students will explore a broad range of career roles in the fields of physical education, health, recreation, and athletics regardless of their gender, race, national origin, or disability. Students will demonstrate an awareness of historical and cultural origins of the activities in which they participate.

**Assessment Options**

Assessment of students, throughout the school year, may be conducted using the following methods:

Teacher Observation Observational records Written Tests

Homework Assignments Student Projects Self-Assessment

Partner Assessment Interviews Group Projects

Student Journals/Logs Rubrics Video Taping

Oral Tests Role Playing Skill Tests

Portfolios Checklists Heart Rate Monitors

FitnessGram Testing

**SHAPE STANDARDS**

**Program Goals**

**(NASPE Standards)**

**Program Goals**

**(NASPE Standards)**

**Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Program Goals**

1. **The student will exhibit muscular strength, cardio-respiratory endurance, agility, coordination, speed and flexibility in a variety of fitness activities.**

The physically fit person:

* Feels good
* Works efficiently
* Enjoys free time
* Enjoys good health
* Has fun
1. **The student values the personal qualities of self-control, self-confidence, good sportsmanship, and respect for others. These qualities enable the student to work with others to reach common goals.**

The emotionally fit person:

* Understands feelings
* Manages feelings
* Is empathetic
* Takes responsibility for choices
* Handles conflict positively
1. **The student acquires the knowledge and skills necessary to maintain a healthy and active life.**

The intellectually fit person:

* Enjoys learning
* Asks questions
* Looks for answers
1. **The student acquires the knowledge to understand lifestyle choices and consequences.**

The spiritually fit person:

* Sees the bigger picture
* Takes care of themselves physically and emotionally
* Gives without expecting anything in return
1. **The student is able to apply rules and safety practices when participating in wellness activities.**

The socially fit person:

* Works well in a group
* Uses manners
* Is Polite
* Is comfortable with group dynamics

 **Scope and Sequence – Grades K, 1, 2**

|  |
| --- |
| **Orientation** |
| Gym & Playground Rules / Safety |
| Expectations |
| SPARK: Recess Activities |
|  |
| **Movement Exploration** |
| SPARK: Building a Foundation |
| SPARK: ASAP, Games |
| SPARK: Jumping |
| SPARK: Stunts & Tumbling |
|  |
| **Ball Skills** |
| SPARK: Kicking, Trapping, Dribbling, Volleying, and Striking |
| SPARK: Catching and Throwing |
|  |
| **Large Group Physical Fitness and/or Assessment** |
| Foundational Fitness Bands (District Equipment) |
| Geo Fitness Mats (District Equipment) |
| Aerobic Steps (District Equipment) |
| Circuit Stations |
| Field Day Preparation |
|  |
| **Teambuilding** |
| SPARK: Parachute |
| SPARK: Dance |
| SPARK: Games |
| Railyard (District Equipment) |
| Field Day Preparation |
|  |
| **Object Control Skills** |
| SPARK: Manipulatives |
| Bowling: (District Equipment) |
|  |
| **Health & Safety** |
| Whale Tales |
| Bike Helmets |
| Nutrition & Nutrition Games (District Equipment) |
| Pedestrian Rules |
|  |

 **Scope and Sequence – Grades 3, 4, 5**

|  |
| --- |
| **Orientation** |
| Gym & Playground Rules / Safety |
| Expectations |
| SPARK: Recess Activities |
| SPARK: The First Three Lessons |
|  |
| **Movement Exploration** |
| SPARK: ASAP |
| SPARK: Stunts and Tumbling |
| SPARK: Volleyball |
|  |
| **Ball Skills** |
| SPARK: Basketball |
| SPARK: Football |
| SPARK: Soccer |
| SPARK: Softball |
|  |
| **Large Group Physical Fitness and/or Assessment** |
| SPARK: Aerobic Games SPARK: Jump Rope  |
| SPARK: Chasing & Fleeing SPARK: Map Challenges |
| SPARK: Fitness Challenges SPARK: Movement Bands  |
| SPARK: Fitness Circuits SPARK: Walk / Jog / Run |
| SPARK: Group Fitness SPARK: Dance |
| Aerobic Steps (District Equipment) Circuit / Stations |
| Medicine Balls (District Equipment) |
| Heavy Hoops (District Equipment) |
| Geo Mats (District Equipment) |
| Foundational Fitness Bands (District Equipment) |
| Railyard (District Equipment) |
|  |
| **Teambuilding** |
| SPARK: Cooperative |
| Field Day Preparation |
|  |
| **Object Control Skills** |
| SPARK: Flying Disc |
| SPARK: Hockey |
| Bowling: (District Equipment) |
|  |
| **Health & Safety** |
| Whale Tales |
| Bike Helmets |
| Nutrition & Nutrition Games (District Equipment) |
| Pedestrian Rules |
|  |

 **Content Outline (Suggested)**

**The following is a suggested order of Activities to follow.**

**\*Please note the timing for the Fitness Assessment to be completed. These are District required fitness assessments that must administered at these specific times.**

**The District has many resources which are shared among Health Choices Educators. This equipment is scheduled on a rotating basis:**

* Aerobic Steps
* Bowling
* GeoFitness Mats
* Heavy Hoops
* HopSports
* Medicine Balls
* Railyard
* Stability Balls
* Nutrition Games
* Foundational Fitness Bands
* Cupstacking
* Waveboards

**Station Activities can be used for skill development within each of the other units.**

**A list of Instructional Materials is provided in the SPARK notebooks at the beginning of each lesson.**

**Elementary Healthy Choices Curriculum Calendar**

**Grades Kindergarten, 1st, and 2nd**

|  |  |
| --- | --- |
| **Trimester 1** |  |
| **Units** |  |
| Orientation |  |
| Teambuilding |  |
| Large Group Physical Fitness and/or Assessment |  |
| Movement Exploration |  |
| **Skill Development & Personal / Social Responsibility Assessed** |
| Building a Foundation Rubric (SPARKfolio) |
| Manipulatives Rubric (SPARKfolio) |
| Games Rubric (SPARKfolio) |
| Jumping Rubric (SPARKfolio) |
| FitnessGram |

|  |  |
| --- | --- |
| **Trimester 2** |  |
| **Units** |  |
| Movement Exploration |  |
| Ball Skills |  |
| Object Control |  |
| Large Group Physical Fitness |  |
| **Skill Development & Personal / Social Responsibility Assessed** |
| Games Rubric (SPARKfolio) |
| Manipulatives Rubric (SPARKfolio) |
| Kicking and Trapping Rubric (SPARKfolio) |
| Catching and Throwing Rubric (SPARKfolio) |
| Dribbling, Volleying, and Striking Rubric (SPARKfolio) |
| Parachute Rubric (SPARKfolio) |
| Dance Rubric (SPARKfolio) |
| Balance, Stunts & Tumbling Rubric (SPARKfolio) |

|  |  |
| --- | --- |
| **Trimester 3** |  |
| **Units** |  |
| Physical Fitness / Assessment |  |
| Large Group Physical Fitness and/or Assessment |  |
| Health and Safety |  |
| Teambuilding |  |
| **Skill Development & Personal / Social Responsibility Assessed** |
| Parachute Rubric (SPARKfolio) |
| Dance Rubric (SPARKfolio) |
| Games Rubric (SPARKfolio) |
| FitnessGram |

**Elementary Healthy Choices Curriculum Calendar**

**Grades 3rd, 4th, and 5th**

|  |  |
| --- | --- |
| **Trimester 1** |  |
| **Units** |  |
| Orientation |  |
| Teambuilding |  |
| Large Group Physical Fitness and/or Assessment |  |
| Movement Exploration |  |
| **Skill Development & Personal / Social Responsibility Assessed** |
| Recess Activities Rubric (SPARKfolio) | Movement Bands Rubric (SPARKfolio) |
| Cooperative Skills Rubric (SPARKfolio) | Walk / Jog / Run Rubric (SPARKfolio) |
| Chasing and Fleeing Rubric (SPARKfolio) | Stunts and Tumbling (SPARKfolio) |
| Aerobics Rubric (SPARKfolio) | Fitness Challenges (SPARKfolio) |
| Group Fitness Rubric (SPARKfolio) | Fitness Circuits (SPARKfolio) |
| Jump Rope and Jump Rope Skills Rubrics (SPARKfolio) | FitnessGram |

|  |  |
| --- | --- |
| **Trimester 2** |  |
| **Units** |  |
| Movement Exploration |  |
| Ball Skills |  |
| Object Control |  |
| Large Group Physical Fitness |  |
| **Skill Development & Personal / Social Responsibility Assessed** |
| Games Rubric (SPARKfolio) | Dribbling, Volleying, and Striking Rubric (SPARKfolio) |
| Manipulatives Rubric (SPARKfolio) | Parachute Rubric (SPARKfolio) |
| Kicking and Trapping Rubric (SPARKfolio) | Dance Rubric (SPARKfolio) |
| Catching and Throwing Rubric (SPARKfolio) | Balance, Stunts & Tumbling Rubric (SPARKfolio) |

|  |  |
| --- | --- |
| **Trimester 3** |  |
| **Units** |  |
| Physical Fitness / Assessment |  |
| Large Group Physical Fitness and/or Assessment |  |
| Health and Safety |  |
| Teambuilding |  |
| **Skill Development & Personal / Social Responsibility Assessed** |
| Fitness Challenges Rubric (SPARKfolio) | Group Fitness Rubric (SPARKfolio) |
| Fitness Circuits Rubric (SPARKfolio) | FitnessGram |

**Standards and Benchmarks**

**Kindergarten, 1st, and 2nd Grades**

**STANDARD**

1. **The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

The emphasis for the kindergarten, 1st, and 2nd grade student will be able to:

* Demonstrate progress toward the mature form of selected manipulative locomotor and nonlocomotor skills.
* Demonstrate mature form in walking and running.
* Demonstrate smooth transitions between sequential motor skills (e.g., running into a jump).

**Benchmarks**

1. Travels in forward and sideways directions using a variety of locomotor (nonlocomotor) patterns and changes direction quickly in response to a signal.
2. Demonstrates clear contrasts between slow and fast movement while traveling.
3. Tosses a ball and catches it before it bounces twice.
4. Kicks a stationary ball using a smooth continuous running step.
5. Demonstrates skills of chasing, fleeing, and dodging to avoid others.
6. Is able to strike an object
7. Demonstrates jumping a self-turned jump rope or one held by others.

**IA Core: Skill Development – Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful (IACore, 21st C.S.)**

**Suggested Activities:**

**Orientation: Physical Fitness Assessment & Team Building:** SPARK: Recess ActivitiesField Day Prepration

**Ball Skills: Movement Exploration:**

SPARK: Kicking and Trapping SPARK: ASAP

SPARK: Dribbling, Volleying, and Striking SPARK: Games

SPARK: Catching and Throwing SPARK: Stunts and Tumbling

 SPARK: Building a Foundation

**Large Group Activities/ Teambuilding: Object Control Skills:**

SPARK: Dance SPARK: Manipulatives

Field Day Preparation Bowling: (District Equipment)

**STANDARD**

1. **The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

The emphasis for the kindergarten, 1st, and 2nd grade student will be able to:

* Identify fundamental movement patterns (skip, strike).
* Establish a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist).
* Apply appropriate concepts to performance (e.g., change direction while running).
* Use feedback to improve performance.

**Benchmarks**

1. Walks, runs, hops and skips, in forward and sideways directions, and changes direction quickly in response to a signal.
2. Identifies and uses a variety of relationships with objects (e.g., over/under, behind, alongside, through).

**IA Core: Skill Development – Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful (IACore, 21st C.S.)**

**Suggested Activities:**

**Ball Skills: Physical Fitness Assessment & Team Building:**

SPARK: Kicking and Trapping Foundational Fitness Bands (Dist. Equipment)

SPARK: Dribbling, Volleying, and Striking Geo Fitness Mats (District Equipment)

SPARK: Catching and Throwing Aerobic Steps (District Equipment)

 Circuit Stations

**Large Group Activities / Teambuilding: Object Control Skills:**

Railyard (District Equipment) SPARK: Manipulatives

 Bowling (District Equipment)

**Movement Exploration:**

SPARK: Building a Foundation

**STANDARD**

1. **The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

The emphasis for the kindergarten, 1st, and 2nd grade student will be able to:

* Select and participate in activities that require some physical exertion during unscheduled times.
* Identify likes and dislikes connected with participation in physical activity.
* Sustain moderate to vigorous physical activity for short periods of time.
* Identify the physiological signs of moderate physical activity (e.g., fast heart rate, heavy breathing).

**Benchmarks**

1. Sustains moderate to vigorous physical activity.
2. Identifies changes in the body during vigorous physical activity.

**Benchmarks**

1. Participates regularly in vigorous physical activity.
2. Recognizes that physical activity is good for person well-being.
3. Identifies feelings that result from participation in physical activities.

**IA Core: Health Related Fitness – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)**

**Suggested Activities:**

**Orientation: Large Group Activities/Assessment/Teambuilding:**

Gym & Playground Rules / Safety SPARK: Games

Expectations SPARK: Parachute

SPARK: Recess Activities FitnessGram Practice/Reporting

**Physical Fitness and Teambuilding:**

Foundational Fitness Bands (District Equipment)

Geo Fitness Mats (District Equipment) Railyard (District Equipment)

Aerobic Steps (District Equipment)

Circuit Stations

**STANDARD**

**4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

The emphasis for the kindergarten, 1st and 2nd grade student will be able to:

* Apply, with teacher reinforcement, classroom rules and procedures and safe practices.
* Share space and equipment with others.

**Benchmarks**

1. Knows the rules for participating in the gymnasium and on the playground.
2. Works in a group setting without interfering with others.
3. Responds to teacher signals for attention.
4. Responds to rule infractions when reminded once.
5. Takes turns using equipment and handles equipment responsibly.
6. Student knows safety in and around water.
7. Student knows procedures to follow in case of emergency.

**IA Core: Health Related Fitness – Understand and use interactive literacy and social skills to enhance personal, family, and community health. (IACore, 21st C.S.)**

**Suggested Activities:**

**Orientation: Movement Exploration:**

Gym & Playground Rules / Safety SPARK: Jumping

Expectations

**Large Group Activities / Teambuilding: Object Control Skills:**

SPARK: Dance Bowling (District Equipment)

SPARK: Games

**Health & Safety**

Whale Tales

Bike Helmets

Pedestrian Rules

**STANDARD**

**5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

The emphasis for the kindergarten, 1st and 2nd grade student will be able to:

* Recognize the joy of shared play.
* Interact positively with students in class regardless of personal difference (e.g., race, gender, disability).
* Resolve conflicts in socially acceptable ways.
* Associate positive feelings with participation in physical activity.
* Try new movement activities and skills.

**Benchmarks**

1. Identifies feelings that result from participating in physical activity and looks forward to physical education classes.
2. Enjoys participation alone and with others.
3. Choose playmates without regard to personal differences (e.g., race, gender, disability).

**IA Core: Health Related Fitness – Utilize interactive literacy and social skills to establish personal, family, and community health goals. (IACore, 21st C.S.)**

**Suggested Activities:**

**Orientation: Movement Exploration:**

SPARK: Recess Activities SPARK: ASAP

 SPARK: Games

 SPARK: Stunts & Tumbling

**Physical Fitness Assessment and Teambuilding: Large Group Activities/Teambuilding:**

Foundational Fitness Bands (Dist. Equipment) SPARK: Parachute

Geo Fitness Mats (District Equipment) SPARK: Games

Aerobic Steps (District Equipment) Railyard (District Equipment)

Circuit Stations

**Health & Safety Physical Fitness Assessment and** **Field Day**

Nutrition & Nutrition Games (Dist. Equip.)

**Large Group Activities / Teambuilding: Health & Safety**

Field Day Preparation Whale Tales

 Bike Helmets

 Pedestrian Rules

**STANDARD**

**3rd, 4th and 5th Grade**

1. **The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

The emphasis for the 3rd, 4th and 5th grade student will be able to:

* Demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills.
* Adapt a skill to demands of a dynamic, unpredictable environment.
* Acquire beginning skills of a few specialized movement forms.
* Combine movement skills in applied settings.
* Exhibit the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations (e.g., partner needs to force production, tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms).
* Demonstrate control in traveling activities and weight bearing and balance activities on a variety of body parts.

**Benchmarks**

1. Throws, catches, and kicks using mature form.
2. Dribbles and passes a ball to a moving receiver.
3. Balances with control on a variety of objects (balance board, large apparatus, skates)
4. Develops and refines a dance sequence into repeatable pattern.

**IA Core: Skill Development – Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful (IACore, 21st C.S.)**

**Suggested Activities:**

**Orientation: Movement Exploration:**

SPARK: Recess Activities SPARK: ASAP

SPARK: The First Three Lessons SPARK: Stunts and Tumbling

 SPARK: Volleyball

**Ball Skills: Physical Fitness and/or Assessment:**

SPARK: Basketball SPARK: Aerobic Games

SPARK: Football SPARK: Chasing & Fleeing

SPARK: Soccer SPARK: Fitness Challenges

SPARK: Softball SPARK: Fitness Circuits

 SPARK: Group Fitness

**Teambuilding:** SPARK: Jump Rope

SPARK: Cooperative SPARK: Map Challenges

Field Day Preparation SPARK: Movement Bands

 SPARK: Walk / Jog / Run

**Object Control Skills:** SPARK: Dance

SPARK: Flying disc

SPARK: Hockey

Bowling (District Equipment)

**STANDARD**

1. **The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

The emphasis for the 3rd, 4th and 5th grade student will be able to:

* Apply critical elements to improve personal performance in fundamental and selected specialized motor skills.
* Use critical elements of fundamental and specialized movement skills to provide feedback to others.
* Recognize and apply concepts that impact the quality of increasingly complex movement performance.

**Benchmarks**

1. Accurately recognizes the critical elements of a throw made by a fellow student and provides feedback to that student.
2. Consistently strikes a softly thrown object demonstrating an appropriate grip.
3. Demonstrate a mature throw.

**IA Core: Skill Development – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)**

**Suggested Activities:**

**Physical Fitness and/or Assessment**: **Movement Exploration:**

Aerobic Steps (District Equipment) SPARK: Volleyball

Medicine Balls (District Equipment)

Heavy Hoops (District Equipment) **Object Control Skills:**

Geo Mats (District Equipment) Bowling (District Equipment)

Foundational Fitness Bands (Dist. Equip.)

Railyard (District Equipment)

Circuit / Stations

SPARK: Aerobic Games

SPARK: Fitness Challenges

 **STANDARD**

1. **The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

The emphasis for the 3rd, 4th and 5th grade student will be able to:

* Select and participate regularly in physical activities for the purpose of improving skill and health in and out of the classroom.
* Identify the benefits derived from regular physical activity and proper nutrition.
* Identify at least one activity associated with each component of health-related physical activity.
* Associate results of FitnessGram assessment to personal health status and ability to perform various activities.
* Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.

**Benchmarks**

1. Regularly participates in physical activity for the purpose of developing a healthy lifestyle.
2. Describes healthful benefits that result from regular and appropriate participation in physical activity.
3. Willingly completes physical education activity “homework” if assigned.
4. Engages in appropriate activity that results in the development of muscular strength.
5. Maintains continuous aerobic activity for a specified time and/or activity.
6. Supports, lifts, and controls body weight in a variety of activities.

**IA Core: Health Related Fitness – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)**

 **Suggested Activities:**

**Orientation: Physical Fitness and/or Assessment:**

Gym & Playground Rules / Safety SPARK: Map Challenges

Expectations SPARK: Walk / Jog / Run

**Physical Fitness and/or Assessment: Health & Safety:**

Aerobic Steps (District Equipment) Nutrition & Nutrition Games (Dist. Equip.)

Medicine Balls (District Equipment) FitnessGram Assessment

Heavy Hoops (District Equipment) SPARK: Fitness Challenges

Geo Mats (District Equipment) SPARK: Fitness Circuits

Foundational Fitness Bands (Dist. Equip.) Circuit / Stations

Railyard (District Equipment)

**STANDARD**

1. **The physically literate individual exhibits responsible personal and social behavior that respects self and others.**

The emphasis for the 3rd, 4th and 5th grade student will be able to:

* Follow, with few reminders, activity-specific rules, procedures, and etiquette.
* Utilize safety principles in activity situations.
* Work cooperatively and productively with a partner or small group.
* Work independently and on-task for short periods of time.

**Benchmarks**

1. When given the opportunity, arranges equipment safely in a manner appropriate to the task.
2. Takes seriously their role to teach an activity or skill to two other classmates.
3. Works productively with a partner to improve skills.
4. Accepts the teacher’s decision regarding a personal rule infraction in a positive manner.
5. Assesses their own performance problems without blaming others.
6. Student knows safety in and around water.
7. Student knows procedures to follow in case of emergency.

**IA Core: Health Related Fitness – Utilize interactive literacy and social skills to establish personal family, and community health goals.**   **(IACore, 21st C.S.)**

**Suggested Activities:**

**Orientation: Teambuilding:**

Gym & Playground Rules / Safety SPARK: Cooperative

Expectations

**Object Control Skills: Health & Safety:**

Bowling (District Equipment) Whale Tales

 Bike Helmets

 Pedestrian Rules

**STANDARD**

**5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

The emphasis for the 3rd, 4th and 5th grade student will be able to:

* Experience enjoyment while participating in physical activity.
* Use physical activity as a means of self-expression.
* Enjoy practicing activities with positive social interactions.
* Use physical activity as a means of self-expression.

**Benchmarks**

1. Recognizes differences and similarities in others’ physical activity
2. Describes the social and health benefits gained from participating in physical activity.
3. Recognize the importance of lifetime physical activities.
4. Experience positive feelings as a result of involvement in physical activity.
5. Discuss the challenge that comes from learning a new physical activity.

**IA Core: Health Related Fitness – Utilize interactive literacy and social skills to establish personal, family, and community health goals. (IACore, 21st C.S.)**

**Suggested Activities:**

**Orientation: Physical Fitness and/or Assessment:**

SPARK: Recess Activities SPARK: Aerobic Games

SPARK: The First Three Lessons SPARK: Chasing & Fleeing

 SPARK: Fitness Challenges

**Teambuilding:** SPARK: Fitness Circuits

SPARK:Cooperative SPARK: Group Fitness

 SPARK: Jump Rope

**Object Control Skills:** SPARK: Map Challenges

SPARK: Flying Disc SPARK: Movement Bands

SPARK: Hockey SPARK: Walk / Jog / Run

 SPARK: Dance

**Health & Safety:** Circuit Stations

Nutrition & Nutrition Games (Dist. Equip.) Aerobic Steps (District Equipment)

Whales Tales Medicine Balls (District Equipment)

 Heavy Hoops (District Equipment)

 Geo Mats (District Equipment)

 Foundational Fitness Bands (Dist. Equip.)

 Railyard (District Equipment)

**RESOURCES**

AAHPERD/SHAPE

1900 Association Dr

Reston, VA 22091

(800) 213-7193

American Heart Association, Iowa Affiliate

1111 Ninth St., Suite 280

Des Moines, IA 50314

(515) 244-3278

American Red Cross – Iowa Affiliate

2116 Grand Avenue

Des Moines, IA 50312

(319) 243-7681

COPEC (1992)

Developmentally Appropriate Physical Education Practices for Children

AAHPERD Publications

Reston, VA

(800) 321-9789

FitnessGram

Cooper Institute for Aerobics Research

12330 Preston Road

Dallas, TX 75230

Marilu Meredith, Program Director

(800) 635-7050

Hopple, C, (1995)

Teaching for Outcomes in Elementary Physical Education:

A Guide for Curriculum and Assessment

Human Kinetics

Champaign, IL

Human Kinetics Publishers

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