

# **PHYSICAL EDUCATION CURRICULUM**

## **Kindergarten**

**P - Learning Objectives for Kindergarten**

**E – Learning Objectives for Grades 1-4**

**M - Learning Objectives for Grades 5-8**

**Approved by Instructional Council**

**4/07/08**

## STUDENT LEARNING OBJECTIVES

### Kindergarten

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 1 (State Standard # 9)</p> <p>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>P1.1 Demonstrate coordination in gross motor and fine motor tasks using control, balance, strength and coordination; and demonstrate progress toward the mature form of selected fundamental motor skills.</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Execute basic functional movements (stretching, twisting, bending, swinging, swaying, shaking, rising-sinking, opening-closing, and advancing-retreating), body actions (walking, running, hopping, jumping, skipping, leaping, sliding, galloping, turning and elevation), weight bearing (balance, hanging, and supporting) and weight transference (rocking, rolling, climbing, circling, swinging, sliding and step-like movement).</li> <li>b. Perform the basic manipulative skills of catching, throwing, kicking, striking and propelling</li> </ul>
<p>1.2 Demonstrate the ability to stop and start on a signal, combine sequences of several motor skills in an organized way; and move through an environment with body control.</p>	<ul style="list-style-type: none"> <li>a. Establish and perform movement sequences</li> <li>b. Apply the freeze concept and practice moving and stopping</li> <li>c. Utilize safety skills to minimize accidents</li> </ul>
<p>1.3 Apply problem-solving skills in movement-related activities by solving simple movement challenges involving body parts in isolation or in combination</p>	<ul style="list-style-type: none"> <li>a. Physically demonstrate the instrumental use of body parts for weight bearing, locomotion, swinging, turning and lifting by responding to such questions as “Can you travel on different body parts like your back, side, hips, two hands and one foot, one hand and two feet, one hand and one foot?”</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Kindergarten

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 - continued	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>P1.4 Acquire initial gross and fine motor skills needed for engagement in developmentally appropriate tasks, activities, creative movement, dance and play</p>	<p><i>Students will be able to:</i></p> <p>a. Extend movement elements into other modules such as games, dance, apparatus and manipulatives.</p>
<p>1.5 Respond to cues and problem-solve as well as use whole self in personal and general space</p>	<p>a. Move in a variety of ways in personal and general space</p>

## STUDENT LEARNING OBJECTIVES

### Kindergarten

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 2 (State Standard #10)</p> <p>Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>P2.1 Demonstrate an understanding of body awareness concepts by identifying large and small body parts; show understanding of quality of movement concepts and apply them to psychomotor skills and show understanding of space concepts by identifying and demonstrating personal and general space</p>	<p><i>Students will be able to:</i></p> <p>a. Apply skills to attain positive spatial relationships with other people and objects in play and movement</p>
<p>2.2 Recognize that some movements, activities and noises are appropriate for indoors/small spaces, and some for outdoors/large spaces</p>	<p>a. Identify effort qualities utilized for various small and large spaces (i.e., sprinting outdoors, jogging for indoor smaller spaces)</p>
<p>2.3 Follow safety and age-appropriate classroom and playground rules and procedures</p>	<p>a. Utilize safety skills to minimize accidents (i.e., eyes first, body control, quiet work, no bunching up)</p>

## STUDENT LEARNING OBJECTIVES

### Kindergarten

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard #11)	
Participate regularly in physical activity	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>P3.1 Engage in physical activities when presented with opportunities and with teacher encouragement. Engage in a wide variety of gross-motor activities that are child-selected and teacher-initiated</p>	<p><i>Students will be able to:</i></p> <p>a. Engage in a broad range of developmentally appropriate physical activities</p>
<p>3.3 Combine a sequence of several motor skills in an organized way</p>	<p>a. Execute a series of motor skill directions as given by the teacher</p>
<p>3.4 Participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health</p>	<p>a. Understand there are many activities for them to choose from to be physically active</p>

## STUDENT LEARNING OBJECTIVES

### Kindergarten

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard #12)	
Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
P4.2 Developmentally appropriate recognition of the effects of physical activity and exercise	<ul style="list-style-type: none"><li>a. Acknowledge that physical activity such as running will make them tired</li><li>b. Acknowledge that physical activity will improve their overall health</li></ul>

**STUDENT LEARNING OBJECTIVES**  
**Kindergarten**

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard #13)	
Exhibit responsible personal and social behavior in physical activity settings while respecting diversity	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
P5.1 Demonstrate safe behavior for self and toward others by following established class rules, procedures and safe practices with teacher guidance and reinforcement	<ul style="list-style-type: none"> <li>a. Utilize safety skills to minimize accidents</li> <li>b. Follow grade appropriate classroom rules</li> </ul>
5.2 Interact appropriately with peers and familiar adults with teacher guidelines and reinforcement; stay on task for short periods with teacher supervision; listen quietly without interruption for short periods with teacher reinforcement and exhibit self-control in group situations	<ul style="list-style-type: none"> <li>a. Demonstrate appropriate interaction with peers, stay on task and listen for short periods of time and exhibit self-control with teacher guidelines</li> </ul>
5.3 Demonstrate willingness to play with any child in the class and recognize similarities and appreciate differences in people	<ul style="list-style-type: none"> <li>a. Share and participate in classroom activities</li> </ul>
5.4 Use age-appropriate conflict resolution strategies; seek help from adults or peers when conflict arises and engage in developing solutions and work to resolve conflicts	<ul style="list-style-type: none"> <li>a. Acknowledge when there is a need for adult intervention</li> </ul>

**STUDENT LEARNING OBJECTIVES**  
**Kindergarten**

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 6 (State Standard #14)</p> <p>Choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>P6.1 Use words to express feelings and emotions; begin to develop positive feelings about being physically active; and with teacher encouragement, make connections between physical activity and fun</p>	<p><i>Students will be able to:</i></p> <p>a. Talk about their feelings about various physical activities</p>
<p>6.2 Participate in creative movement and dance; identify several activities that are personally enjoyable; and use a variety of means for self-expression</p>	<p>a. Move independently to teacher selected music</p> <p>b. Describe the activities they find most enjoyable</p>
<p>6.3 Demonstrate appropriate social interactions with peers during physical activity with teacher guidance and reinforcement</p>	<p>a. Identify appropriate social interactions with peers</p>
<p>6.6 Develop individual success and confidence by attempting movement skills and activities with teacher guidance</p>	<p>a. Select appropriate levels of difficulty for various activities that ensure a degree of successful participation</p>



# **PHYSICAL EDUCATION CURRICULUM**

## **Grade 1**

**P - Learning Objectives for Kindergarten**

**E – Learning Objectives for Grades 1-4**

**M - Learning Objectives for Grades 5-8**

**Approved by Instructional Council**

**4/07/08**

## STUDENT LEARNING OBJECTIVES

### Grade 1

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 1 (State Standard # 9)</p> <p>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>P1.1 Demonstrate coordination in gross motor and fine motor tasks using control, balance, strength and coordination; and demonstrate progress toward the mature form of selected fundamental motor skills.</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Execute basic functional movements (stretching, twisting, bending, swinging, swaying, shaking, rising-sinking, opening-closing, and advancing-retreating), body actions (walking, running, hopping, jumping, skipping, leaping, sliding, galloping, turning and elevation), weight bearing (balance, hanging, and supporting) and weight transference (rocking, rolling, climbing, circling, swinging, sliding and step-like movement).</li> <li>b. Perform the basic manipulative skills of catching, throwing, kicking, striking and propelling</li> </ul>
<p>1.2 Demonstrate the ability to stop and start on a signal, combine sequences of several motor skills in an organized way; and move through an environment with body control</p>	<ul style="list-style-type: none"> <li>a. Establish and perform movement sequences</li> <li>b. Apply the freeze concept and practice moving and stopping</li> <li>c. Utilize safety skills to minimize accidents</li> </ul>
<p>1.3 Apply problem-solving skills in movement-related activities by solving simple movement challenges involving body parts in isolation or in combination</p>	<ul style="list-style-type: none"> <li>a. Demonstrate the instrumental use of body parts for weight bearing, locomotion, swinging, turning and lifting by responding to such questions as “Can you travel on different body parts like your back, side, hips, two hands and one foot, one hand and two feet, one hand and one foot?”</li> </ul>

**STUDENT LEARNING OBJECTIVES**

**Grade 1**

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 - continued	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>P1.4 Acquire initial gross and fine motor skills needed for engagement in developmentally appropriate tasks, activities, creative movement, dance and play</p>	<p><i>Students will be able to:</i></p> <p>a. Extend movement elements into other modules such as games, dance, apparatus and manipulatives</p>
<p>1.5 Respond to cues and problem-solve as well as use whole self in personal and general space</p>	<p>a. Move in a wide variety of ways in personal and general space</p>

## STUDENT LEARNING OBJECTIVES

### Grade 1

As a result of physical education, students independently and collaboratively will be able to:

<p><b>GOAL:</b> District Goal # 2 (State Standard #10)</p> <p>Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities</p>	
<p><b>LEARNING OBJECTIVES</b></p>	<p><b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b></p>
<p><i>Students will know how to:</i></p> <p>E2.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement.</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Execute skills in using various spatial elements such as directions, levels, and ranges to increase their ability in using space extensively.</li> <li>b. Utilize effort qualities in movement for a variety of situations (weight, time, space, and flow)</li> </ul>
<p>2.2 Recognize critical performance skill elements in self and others using movement vocabulary</p>	<ul style="list-style-type: none"> <li>a. Identify effort qualities utilized for various small and large spaces (i.e., sprinting outdoors, jogging for indoor smaller spaces)</li> </ul>
<p>2.3 Demonstrate knowledge of rules, safety practices and procedures of specific activities</p>	<ul style="list-style-type: none"> <li>a. Continue to utilize safety skills to minimize accidents (i.e., eyes first, body control, quiet work, no bunching up)</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Grade 1

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard #11)	
Participate regularly in physical activity	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  E3.1 Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis	<i>Students will be able to:</i>  a. Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis such as jump rope, simple tag, and distance run/walks

## STUDENT LEARNING OBJECTIVES

### Grade 1

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard #12)	
Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
E4.1 Demonstrate understanding of the relationship between activities and physical fitness components	a. Discuss how being physically active results in improved physical fitness levels
4.2 Recognize physiological indicators (heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity	a. Acknowledge that heart rate and breathing increases during exercise

## STUDENT LEARNING OBJECTIVES

### Grade 1

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 5 (State Standard #13)</p> <p>Exhibit responsible personal and social behavior in physical activity settings while respecting diversity</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E5.1 Understand, participate in the development of and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings</p>	<p><i>Students will be able to:</i></p> <p>a. Follow grade appropriate classroom and activity-specific rules and safety practices and procedures</p>
<p>5.2 Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks</p>	<p>a. Participate successfully in activities independently, with a partner and in small groups</p>
<p>5.3 Demonstrate behaviors that are sensitive to individual differences that can affect group activities</p>	<p>a. Demonstrate respectful behavior while participating in classroom activities</p>
<p>5.4 Develop skills needed for resolving conflicts peacefully</p>	<p>a. Ask for adult intervention when needed to resolve conflicts peacefully</p>

## STUDENT LEARNING OBJECTIVES

### Grade 1

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 6 (State Standard #14)</p> <p>Choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E6.1 Express and identify feelings about participating in physical activity and begin to make choices based on those feelings</p>	<p><i>Students will be able to:</i></p> <p>a. Select activities based on interest when given choices</p>
<p>6.2 Use physical activity as a means of self-expression</p>	<p>a. Use movement elements for self-expression</p>
<p>6.3 Use physical activity as a positive opportunity for social and group interaction</p>	<p>a. Stand in line, take turns and follow simple teacher directions</p>
<p>6.4 Experience personal challenges through physical activity</p>	<p>a. Explore unfamiliar activities that may lead to personal challenges</p>
<p>6.5 Understand that practicing activities increases specific skill competence</p>	<p>a. Continue to practice specific skills</p>
<p>6.6 Experiment with new physical activities</p>	<p>a. Explore unfamiliar activities presented in class</p>



# **PHYSICAL EDUCATION CURRICULUM**

## **Grade 2**

**P - Learning Objectives for Kindergarten**

**E – Learning Objectives for Grades 1-4**

**M - Learning Objectives for Grades 5-8**

**Approved by Instructional Council**

**4/07/08**

## STUDENT LEARNING OBJECTIVES

### Grade 2

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 1 (State Standard # 9)</p> <p>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>P1.1 Demonstrate coordination in gross motor and fine motor tasks using control, balance, strength and coordination; and demonstrate progress toward the mature form of selected fundamental motor skills</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Execute functional movements (stretching, twisting, bending, swinging, swaying, shaking, rising-sinking, opening-closing, and advancing-retreating), body actions (walking, running, hopping, jumping, skipping, leaping, sliding, galloping, turning and elevation), weight bearing (balance, hanging, and supporting) and weight transference (rocking, rolling, climbing, circling, swinging, sliding and step-like movement.</li> <li>b. Perform the manipulative skills of catching, throwing, kicking, striking and propelling</li> </ul>
<p>1.2 Demonstrate the ability to stop and start on a signal, combine sequences of several motor skills in an organized way; and move through an environment with body control</p>	<ul style="list-style-type: none"> <li>a. Establish and perform movement sequences</li> <li>b. Apply the freeze concept when moving and stopping</li> <li>c. Utilize safety skills to minimize accidents</li> </ul>
<p>1.3 Apply problem-solving skills in movement-related activities by solving simple movement challenges involving body parts in isolation or in combination</p>	<ul style="list-style-type: none"> <li>a. Demonstrate the instrumental use of body parts for weight bearing, locomotion, swinging, turning and lifting by responding to such questions as “Can you dribble a soccer ball with different parts of each foot?”</li> </ul>

**STUDENT LEARNING OBJECTIVES**

**Grade 2**

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 - continued	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>P1.4 Acquire initial gross and fine motor skills needed for engagement in developmentally appropriate tasks, activities, creative movement, dance and play</p>	<p><i>Students will be able to:</i></p> <p>a. Extend movement elements into other modules such as age appropriate games, dance, apparatus and manipulatives</p>
<p>1.5 Respond to cues and problem-solve as well as use whole self in personal and general space</p> <p>E 1.5 Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play</p>	<p>a. Move in a variety of ways in personal and general space</p> <p>a. Execute the skills taught in a variety of games and play-forms</p>

## STUDENT LEARNING OBJECTIVES

### Grade 2

As a result of physical education, students independently and collaboratively will be able to:

<p><b>GOAL:</b> District Goal # 2 (State Standard #10)</p> <p>Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities</p>	
<p><b>LEARNING OBJECTIVES</b></p>	<p><b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b></p>
<p><i>Students will know how to:</i></p> <p>E2.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>b. Execute skills in using various spatial elements such as directions, levels, and ranges to increase their ability in using space extensively.</li> <li>b. Utilize effort qualities in movement for a variety of situations (weight, time, space, and flow)</li> </ul>
<p>2.2 Recognize critical performance skill elements in self and others using movement vocabulary</p>	<ul style="list-style-type: none"> <li>a. Use movement vocabulary to identify effort qualities utilized for various small and large spaces (i.e., sprinting outdoors, jogging for indoor smaller spaces)</li> </ul>
<p>2.3 Demonstrate knowledge of rules, safety practices and procedures of specific activities</p>	<ul style="list-style-type: none"> <li>a. Increasingly utilize safety skills to minimize accidents (i.e., eyes first, body control, quiet work, no bunching up)</li> </ul>

**STUDENT LEARNING OBJECTIVES**

**Grade 2**

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard #11)	
Participate regularly in physical activity	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
E3.1 Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis	a. Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis such as free dodge, long jump rope, relays and distance running

**STUDENT LEARNING OBJECTIVES**

**Grade 2**

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard #12)	
Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
E4.1 Demonstrate understanding of the relationship between activities and physical fitness components	a. Explore fitness concepts in order to raise awareness of the positive effects of physical activity
4.2 Recognize physiological indicators (heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity	a. Acknowledge that there is an increase in thirst during exercise

## STUDENT LEARNING OBJECTIVES

### Grade 2

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 5 (State Standard #13)</p> <p>Exhibit responsible personal and social behavior in physical activity settings while respecting diversity</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E5.1 Understand, participate in the development of and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Exhibit good sportsmanship by complimenting others on their performance and by being good winners and appropriate losers</li> <li>b. Begin to demonstrate an understanding that following safety rules, activity-specific rules and classroom helps provide a respectful, fair environment</li> </ul>
<p>5.2 Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks</p>	<ul style="list-style-type: none"> <li>a. Begin to work cooperatively toward a common goal to help achieve success</li> <li>b. Partner with all peers to complete assigned tasks</li> </ul>
<p>5.3 Demonstrate behaviors that are sensitive to individual differences that can affect group activities</p>	<ul style="list-style-type: none"> <li>a. Begin to identify the differences in skill levels of their peers</li> <li>b. Encourage their peers to perform at their ability level</li> </ul>
<p>5.4 Develop skills needed for resolving conflicts peacefully</p>	<ul style="list-style-type: none"> <li>a. Begin to resolve conflicts using words</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Grade 2

As a result of physical education, students independently and collaboratively will be able to:

<p><b>GOAL:</b> District Goal # 6 (State Standard #14)</p> <p>Choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle</p>	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>Students will know how to:</i></p> <p>E6.1 Express and identify feelings about participating in physical activity and begin to make choices based on those feelings</p>	<p><i>Students will be able to:</i></p> <p>a. Continue to select activities based on interest when given choices</p>
<p>6.2 Use physical activity as a means of self-expression</p>	<p>a. Choose specific movement elements for self-expression</p>
<p>6.3 Use physical activity as a positive opportunity for social and group interaction</p>	<p>a. Work cooperatively in pairs and small groups</p>
<p>6.4 Experience personal challenges through physical activity</p>	<p>a. Seek to improve their level of competency in age appropriate physical activities</p>
<p>6.5 Understand that practicing activities increases specific skill competence</p>	<p>a. Understand that practice will improve performance</p>
<p>6.6 Experiment with new physical activities</p>	<p>a. Explore unfamiliar activities presented in class</p>

# **PHYSICAL EDUCATION CURRICULUM**

## **Grade 3**

**P - Learning Objectives for Kindergarten**

**E – Learning Objectives for Grades 1-4**

**M - Learning Objectives for Grades 5-8**

**Approved by Instructional Council  
4/07/08**



## STUDENT LEARNING OBJECTIVES

### Grade 3

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 1 (State Standard # 9)</p> <p>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E1.1 Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment.</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Develop biomechanical techniques while performing the following body actions; locomotion, elevation, turning, and step-like movements.</li> <li>b. Apply and refine the manipulative skills of catching, throwing, kicking, striking, and propelling.</li> </ul>
<p>1.2 Demonstrate simple applications combining locomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities</p>	<ul style="list-style-type: none"> <li>a. Experiment with using body awareness elements (body parts, functional movements, and body actions) in conjunction with manipulative skills in various modules such as games, dance, gymnastics, fitness and sports (locomotive patterns can provide fitness opportunities)</li> </ul>
<p>1.5 Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play</p>	<ul style="list-style-type: none"> <li>a. Perform skills in multi-game formats, play forms, movement sequences and body management patterns (i.e., sideline basketball, baseball/volleyball, heart game, and clothespin tag)</li> <li>b. Design and perform a short gymnastic sequence</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Grade 3

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<p><b>GOAL:</b> District Goal # 2 (State Standard #10)</p> <p>Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities</p>	
<p><b>LEARNING OBJECTIVES</b></p>	<p><b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b></p>
<p><i>Students will know how to:</i></p> <p>E2.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement</p>	<p><i>Students will be able to:</i></p> <p>a. Develop and apply movement components such as body awareness (body parts, body actions, weight bearing, weight transference) space awareness (levels, ranges, directions, paths) effort awareness (light-strong, sudden-sustain, bound-free, and direct-indirect) and relationships (taking turns, following, opposition, canon, duet, single file, circles) in various formats including games, dance, gymnastics, fitness and sports</p>
<p>2.3 Demonstrate knowledge of rules, safety practices and procedures of specific activities</p>	<p>a. Gain and use knowledge of rules and safety concerns for various games and activities presented in class</p>

## STUDENT LEARNING OBJECTIVES

### Grade 3

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard #11)	
Participate regularly in physical activity	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  E3.1 Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis	<i>Students will be able to:</i>  a. Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis such as end line/side line soccer, sprints, and standing long jump

**STUDENT LEARNING OBJECTIVES**  
**Grade 3**

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard #12)	
Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<i>Students will know how to:</i>	<i>Students will be able to:</i>
E4.1 Demonstrate understanding of the relationship between activities and physical fitness components	a. Continue to explore fitness concepts in order to raise awareness of the positive effects of physical activity
4.2 Recognize physiological indicators (heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity	a. Acknowledge that perspiration and body temperature rise during exercise
4.4 Maintain a wellness log including exercise and food intake for a set period of time	a. Create a wellness log of their exercise program and recognize the positive components of their weekly routines

## STUDENT LEARNING OBJECTIVES

### Grade 3

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 5 (State Standard #13)</p> <p>Exhibit responsible personal and social behavior in physical activity settings while respecting diversity</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E5.1 Understand, participate in the development of and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Explain how following safety, activity-specific and classroom rules helps provide a respectful, fair environment</li> <li>b. Take responsibility for their own actions</li> <li>c. Be respectful and supportive of their peer's efforts</li> </ul>
<p>5.2 Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks</p>	<ul style="list-style-type: none"> <li>a. Work cooperatively toward a common goal to help achieve success</li> <li>b. Work productively with partners and/or small groups in a variety of assigned tasks</li> </ul>
<p>5.3 Demonstrate behaviors that are sensitive to individual differences that can affect group activities</p>	<ul style="list-style-type: none"> <li>a. Accept and support the differences in skills levels of their peers</li> </ul>
<p>5.4 Develop skills needed for resolving conflicts peacefully</p>	<ul style="list-style-type: none"> <li>a. Begin to identify the skills needed to resolve conflicts peacefully</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Grade 3

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard #14)	
Choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
6.2 Use physical activity as a means of self-expression	a. Choose specific movement elements for individual and/or partner tasks as a means of self-expression
6.3 Use physical activity as a positive opportunity for social and group interaction	a. Work positively with teammates and opponents
6.4 Experience personal challenges through physical activity	a. Explore ways to increase their level of competency in age appropriate physical activities

# **PHYSICAL EDUCATION CURRICULUM**

## **Grade 4**

**P - Learning Objectives for Kindergarten**

**E – Learning Objectives for Grades 1-4**

**M - Learning Objectives for Grades 5-8**

**Approved by Instructional Council  
4/07/08**

## STUDENT LEARNING OBJECTIVES

### Grade 4

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 1 (State Standard # 9)</p> <p>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E1.1 Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment.</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Develop more mature biomechanical techniques while performing the following body actions; locomotion, elevation, turning, and step-like movements.</li> <li>b. Continue applying and refining the manipulative skills of catching, throwing, kicking, striking, and propelling.</li> </ul>
<p>1.2 Demonstrate simple applications combining locomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities</p>	<ul style="list-style-type: none"> <li>a. Use body awareness elements (body parts, functional movements, and body actions) in conjunction with manipulative skills in various modules such as games, dance, gymnastics, fitness and sports (locomotive patterns can provide fitness opportunities)</li> </ul>
<p>1.4 Acquire beginning skills for a few specialized movement forms</p>	<ul style="list-style-type: none"> <li>a. Execute and refine basic skills taught in a variety of sports, body management and games</li> </ul>
<p>1.5 Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play</p>	<ul style="list-style-type: none"> <li>a. Perform skills in multi-game formats, play forms, movement sequences and body management patterns</li> <li>b. Create and perform a gymnastic sequence</li> </ul>



## STUDENT LEARNING OBJECTIVES

### Grade 4

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 2 (State Standard #10)</p> <p>Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E2.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement.</p>	<p><i>Students will be able to:</i></p> <p>a. Continue to develop and apply grade appropriate movement components such as body awareness (body parts, body actions, weight bearing, weight transference) space awareness (levels, ranges, directions, paths) effort awareness (light-strong, sudden-sustain, bound-free, and direct-indirect) and relationships (taking turns, following, opposition, canon, duet, single file, circles) in various formats including games, dance, gymnastics, fitness and sports.</p>
<p>2.2 Recognize critical performance skill element in self and others using movement vocabulary</p>	<p>a. Engage in problem solving processes for motor skill development through teacher initiated learning models</p>
<p>2.3 Demonstrate knowledge of rules, safety practices and procedures of specific activities</p>	<p>a. Gain and use knowledge of rules and safety concerns for games and sports presented in class</p>

## STUDENT LEARNING OBJECTIVES

### Grade 4

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard #11)	
Participate regularly in physical activity	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
E3.1 Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis	a. Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis such as push up soccer, advanced short and long rope jumping and continuous running tasks
3.2 Demonstrate an understanding of a variety of movements and how they affect the body	a. Understand and demonstrate the differences among flexibility, strength and cardiovascular endurance activities
3.3 Apply the understanding of physical activity concepts to developing movement sequences and game strategies	a. Utilize basic offensive and defensive strategies in games and play
3.4 Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level	a. Share their physical activities engaged in outside of school with peers

**STUDENT LEARNING OBJECTIVES**

**Grade 4**

As a result of physical education, students independently and collaboratively will be able to:

<p><b>GOAL:</b> District Goal # 4 (State Standard #12)</p> <p>Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness</p>	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>Students will know how to:</i></p> <p>E4.1 Demonstrate understanding of the relationship between activities and physical fitness components</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Make choices for matching appropriate physical activity with required fitness skills</li> <li>b. Identify the physical fitness components</li> </ul>
<p>4.3 Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status</p>	<ul style="list-style-type: none"> <li>a. Make a connection between the results from Connecticut State Physical Fitness Assessment and their overall physical fitness</li> <li>a. Use the fitness data to improve the areas below the state health standards</li> </ul>
<p>4.4 Maintain a wellness log including exercise and food intake for a set period of time</p>	<ul style="list-style-type: none"> <li>a. Maintain a wellness log that reflects the areas below the state health standards and use the data to facilitate improvement</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Grade 4

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 5 (State Standard #13)</p> <p>Exhibit responsible personal and social behavior in physical activity settings while respecting diversity</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>E5.1 Understand, participate in the development of and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Know the classroom rules and safety practices and explain the rational for each one</li> <li>b. Identify, describe and practice the components of good sportsmanship</li> </ul>
<p>5.2 Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks</p>	<ul style="list-style-type: none"> <li>a. Perform successfully as a teammate</li> <li>b. Demonstrate an understanding of cooperative play</li> </ul>
<p>5.3 Demonstrate behaviors that are sensitive to individual differences that can affect group activities</p>	<ul style="list-style-type: none"> <li>a. Continue to accept and support the differences in skills levels of their peers</li> </ul>
<p>5.4 Develop skills needed for resolving conflicts peacefully</p>	<ul style="list-style-type: none"> <li>a. Practice the skills needed to resolve conflicts peacefully</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Grade 4

As a result of physical education, students independently and collaboratively will be able to:

<p><b>GOAL:</b> District Goal # 6 (State Standard #14)</p> <p>Choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle</p>	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>Students will know how to:</i></p> <p>E6.1 Express and identify feelings about participating in physical activity and begin to make choices based on those feelings</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Identify and justify in written form their choices of new sports they would like to try in the future</li> <li>b. Identify and justify in written form any physical activities they dislike</li> </ul>
<p>6.3 Use physical activity as a positive opportunity for social and group interaction</p>	<ul style="list-style-type: none"> <li>a. Identify and practice the elements of good sportsmanship</li> </ul>
<p>6.4 Experience personal challenges through physical activity</p>	<ul style="list-style-type: none"> <li>a. Continue to explore ways to increase their level of competency in age appropriate physical activities</li> </ul>

# **PHYSICAL EDUCATION CURRICULUM**

## **Grade 5**

**P - Learning Objectives for Kindergarten**

**E – Learning Objectives for Grades 1-4**

**M - Learning Objectives for Grades 5-8**

**Approved by Instructional Council**

**4/07/08**

## STUDENT LEARNING OBJECTIVES

### Grade 5

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 1 (State Standard # 9)</p> <p>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M1.1 Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Develop a mature form in the fundamental movement skills while performing the following body actions; locomotion, elevation, turning, and step-like movements.</li> <li>b. Apply and refine the manipulative skills of catching, throwing, kicking, striking, and propelling in a stationary and moving environment</li> </ul>
<p>1.2 Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities</p>	<ul style="list-style-type: none"> <li>a. Use body awareness elements (body parts, functional movements, and body actions) in conjunction with manipulative skills in various age appropriate modules such as games, dance, gymnastics, fitness and sports (locomotive patterns can provide fitness opportunities)</li> </ul>
<p>1.4 Develop increasing competence in more advanced specialized skills</p>	<ul style="list-style-type: none"> <li>a. Execute and refine the basic skills taught in a variety of age appropriate sports, body management and games</li> </ul>
<p>1.5 Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports</p>	<ul style="list-style-type: none"> <li>a. Perform developmentally appropriate skills in multi-game formats, play forms, movement sequences and body management patterns</li> <li>b. Create and perform a gymnastic sequence</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Grade 5

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 2 (State Standard #10)</p> <p>Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M2.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movements and relationships that occur in increasingly more complex movement and game forms</p>	<p><i>Students will be able to:</i></p> <p>a. Continue to develop and apply more complex movement components such as body awareness (body parts, body actions, weight bearing, weight transference) space awareness (levels, ranges, directions, paths) effort awareness (light-strong, sudden-sustain, bound-free, and direct-indirect) and relationships (taking turns, following, opposition, canon, duet, single file, circles) in various formats including games, dance, gymnastics, fitness and sports</p>
<p>2.2 Use self, peer, teacher and technological resources to recognize and suggest performance improvements in self and others</p>	<p>a. Suggest performance improvements in motor skills while working with a partner</p>
<p>2.3 Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations</p>	<p>a. Gain and apply knowledge of rules and safety concerns for various games and sports presented in class</p>



**STUDENT LEARNING OBJECTIVES**  
**Grade 5**

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard #11)	
Participate regularly in physical activity	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<i>Students will know how to:</i>	<i>Students will be able to:</i>
M3.1 Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis	a. Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis such as floor hockey, star wars/doctor/team dodge ball and distance running
3.2 Apply an understanding of the connections between the purposes of movements and their effect on fitness	a. Demonstrate the connections between crunches and abdominal strength, pull ups/push ups and upper body strength and various stretching exercise and flexibility
3.3 Apply the understanding of physical activity concepts to increasingly complex movement and game forms	a. Utilize offensive and defensive strategies in increasingly complex movement and game forms
3.4 Engage in a variety of appropriate physical activities during and outside of school that promotes the development and improvement of physical fitness level	a. Realize the opportunities for appropriate physical activities outside of school through teacher disseminated information about opportunities such as Parks/Rec, club activities and YMCA

## STUDENT LEARNING OBJECTIVES

### Grade 5

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard #12)	
Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  M4.1 Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component	<i>Students will be able to:</i>  a. Identify and describe the physical fitness components b. Identify the steps needed to develop each physical fitness component c. Participate in physical education class activities that develop and maintain each component

**STUDENT LEARNING OBJECTIVES**  
**Grade 5**

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard #13)	
Exhibit responsible personal and social behavior in physical activity settings while respecting diversity	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
M5.1 Apply safe practices, rules, procedures, etiquette, and good sportsmanship in all physical activity settings, and take the initiative to encourage others to do the same	a. Practice classroom rules, activity-specific rules, safety practices and procedures, and good sportsmanship in all physical activity settings
5.2 Continue to develop skills to participate productively in groups, in both cooperative and competitive activities	a. Demonstrate the skills needed to participate productively in both cooperative and competitive activities
5.3 Develop strategies for including all persons, despite individual differences, in physical activity settings	a. Support the differences in skill levels of their peers by including all persons in physical activity settings
5.4 Apply appropriate skills for resolving conflicts peacefully	a. Apply appropriate skills for resolving conflicts peacefully

## STUDENT LEARNING OBJECTIVES

### Grade 5

As a result of physical education, students independently and collaboratively will be able to:

<p><b>GOAL:</b> District Goal # 6 (State Standard #14)</p> <p>Choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle</p>	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>Students will know how to:</i></p> <p>M6.1 Make decisions about participating in different physical activities based on feelings and interests</p>	<p><i>Students will be able to:</i></p> <p>a. Design and use their own drills/warm ups b. Select activities based on interest when given choices</p>
<p>6.2 Use physical activity as a means of self and group expression</p>	<p>a. Design a group activity as a means of group expression</p>
<p>6.3 Use physical activity as a positive opportunity for social and group interaction and development of leadership skills</p>	<p>a. Follow the rules, interact positively with peers and be respectful</p>
<p>6.4 Realize that physical activity and challenges present opportunities for personal growth</p>	<p>a. Plan and execute ways to increase their level of competency in age appropriate physical activities</p>
<p>6.5 Value the skill competence that results from practice</p>	<p>a. Validate the results of their own and peer's practice efforts</p>
<p>6.6 Demonstrate willingness to attempt a variety of new physical activities</p>	<p>a. Participate in the group designed activity</p>

# **PHYSICAL EDUCATION CURRICULUM**

## **Grade 6**

**P - Learning Objectives for Kindergarten**

**E – Learning Objectives for Grades 1-4**

**M - Learning Objectives for Grades 5-8**

**Approved by Instructional Council**

**4/07/08**

## STUDENT LEARNING OBJECTIVES

### Grade 6

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 1 (State Standard # 9)</p> <p>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M1.1 Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Demonstrate a mature form in the fundamental movement skills while performing the following body actions; locomotion, elevation, turning, and step-like movements.</li> <li>b. Apply and refine the manipulative skills of catching, throwing, kicking, striking, and propelling in a stationary and moving environment</li> </ul>
<p>1.2 Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities</p>	<ul style="list-style-type: none"> <li>a. Use body awareness elements (body parts, functional movements, and body actions) in conjunction with manipulative skills in various developmentally appropriate modules such as games, dance, gymnastics, fitness and sports (locomotive patterns can provide fitness opportunities)</li> </ul>
<p>1.4 Develop increasing competence in more advanced specialized skills</p>	<ul style="list-style-type: none"> <li>a. Perform more advanced specialized skills taught in a variety of sports, body management and games</li> </ul>
<p>1.5 Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports</p>	<ul style="list-style-type: none"> <li>a. Perform skills while participating in multi-game formats, play forms, movement sequences and body management patterns</li> <li>b. Create and perform a gymnastic sequence using increased movement elements</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Grade 6

As a result of physical education, students independently and collaboratively will be able to:

<p><b>GOAL:</b> District Goal # 2 (State Standard #10)</p> <p>Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M2.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movements and relationships that occur in increasingly more complex movement and game forms</p>	<p><i>Students will be able to:</i></p> <p>a. Continue to refine and apply developmentally appropriate movement components such as body awareness (body parts, body actions, weight bearing, weight transference) space awareness (levels, ranges, directions, paths) effort awareness (light-strong, sudden-sustain, bound-free, and direct-indirect) and relationships (taking turns, following, opposition, canon, duet, single file, circles) in various formats including games, dance, gymnastics, fitness and sports.</p>
<p>2.2 Use self, peer, teacher and technological resources to recognize and suggest performance improvements in self and others</p>	<p>a. Suggest performance improvements in motor skills while working with a partner and/or in small groups</p>
<p>2.3 Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations</p>	<p>b. Gain and apply knowledge of rules and safety concerns for developmentally appropriate games and sports presented in class</p>

## STUDENT LEARNING OBJECTIVES

### Grade 6

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard #11)	
Participate regularly in physical activity	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
M3.1 Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis	a. Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis such as ultimate football, capture the flag, and mile run
3.2 Apply an understanding of the connections between the purposes of movements and their effect on fitness	a. Articulate the connection between running and cardiovascular fitness
3.3 Apply the understanding of physical activity concepts to increasingly complex movement and game forms	a. Utilize offensive and defensive strategies in more complex movement and game forms
3.4 Engage in a variety of appropriate physical activities during and outside of school that promotes the development and improvement of physical fitness level	a. Realize the opportunities for appropriate physical activities outside of school through teacher disseminated information



**STUDENT LEARNING OBJECTIVES**  
**Grade 6**

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 4 (State Standard #12)</p> <p>Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness</p>	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>Students will know how to:</i></p> <p>M4.1 Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component</p>	<p><i>Students will be able to:</i></p> <p>a. Continue to participate in physical education class activities that develop and maintain each component</p>

## STUDENT LEARNING OBJECTIVES

### Grade 6

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 5 (State Standard #13)</p> <p>Exhibit responsible personal and social behavior in physical activity settings while respecting diversity</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M5.1 Apply safe practices, rules, procedures, etiquette, and good sportsmanship in all physical activity settings, and take the initiative to encourage others to do the same</p>	<p><i>Students will be able to:</i></p> <p>a. Continue to practice classroom rules, activity-specific rules, safety practices and procedures, and good sportsmanship in all physical activity settings</p>
<p>5.3 Continue to develop skills to participate productively in groups, in both cooperative and competitive activities</p>	<p>a. Use the developed skills to participate productively in both cooperative and competitive activities</p>
<p>5.3 Develop strategies for including all persons, despite individual differences, in physical activity settings</p>	<p>a. Use the developed skills to ensure that all persons, despite individual differences are included in physical activities</p>
<p>5.4 Apply appropriate skills for resolving conflicts peacefully</p>	<p>a. Encourage peers to apply appropriate skills for resolving conflicts peacefully</p>

## STUDENT LEARNING OBJECTIVES

### Grade 6

As a result of physical education, students independently and collaboratively will be able to:

<p><b>GOAL:</b> District Goal # 6 (State Standard #14)</p> <p>Choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle</p>	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>Students will know how to:</i></p> <p>M6.1 Make decisions about participating in different physical activities based on feelings and interests</p>	<p><i>Students will be able to:</i></p> <p>a. Design and use their own drills/warm ups b. Select activities based on interest when given choices</p>
<p>6.2 Use physical activity as a means of self and group expression</p>	<p>a. Choose one activity for the class period from previously learned physical activities</p>
<p>6.4 Realize that physical activity and challenges present opportunities for personal growth</p>	<p>a. Plan and execute ways to increase their level of competency in age appropriate physical activities</p>
<p>6.5 Value the skill competence that results from practice</p>	<p>a. Validate the results of their own and peer's practice efforts</p>
<p>6.6 Demonstrate willingness to attempt a variety of new physical activities</p>	<p>a. Participate in all classroom activities</p>

# **PHYSICAL EDUCATION CURRICULUM**

## **Grade 7**

**P - Learning Objectives for Kindergarten**

**E – Learning Objectives for Grades 1-4**

**M - Learning Objectives for Grades 5-8**

**Approved by Instructional Council**

**4/07/08**

**STUDENT LEARNING OBJECTIVES**

**Grade 7**

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 1 (State Standard # 9)</p> <p>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M1.1 Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments</p>	<p><i>Students will be able to:</i></p> <p>a. Perform in a variety of team and lifetime sports including flag football, basketball, volleyball, team handball, and badminton</p>
<p>1.2 Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities</p>	<p>a. Compare and apply skills learned in one team sport to other team sports</p> <p>b. Recognize that the benefits of participating in team and lifetime sports enhances lifetime fitness</p>
<p>1.3 Adapt and combine skills to meet the demands of increasingly dynamic environments</p>	<p>a. Distinguish between locomotor, non-locomotor and manipulative skills during team sports and lifetime activities</p>

## STUDENT LEARNING OBJECTIVES

### Grade 7

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 - continued	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M1.4 Develop increasing competence in more advanced specialized skills</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Compare and contrast basic skills with more advanced skills in selected activities</li> <li>b. Perform advanced skills in game situations</li> </ul>
<p>1.5 Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports</p>	<ul style="list-style-type: none"> <li>a. Identify and perform a variety of activities that promote cardiovascular fitness</li> <li>b. Examine a variety of lifetime activities to determine personal preference(s)</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Grade 7

As a result of physical education, students independently and collaboratively will be able to:

<p><b>GOAL:</b> District Goal # 2 (State Standard #10)</p> <p>Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities</p>	
<p><b>LEARNING OBJECTIVES</b></p>	<p><b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b></p>
<p><i>Students will know how to:</i></p> <p>M2.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movements and relationships that occur in increasingly more complex movement and game forms</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Illustrate the body movements necessary to demonstrate the four fitness components essential for promoting physical health and well-being</li> <li>b. Model proper body movements during the execution of fitness activities</li> <li>c. Compare and contrast the relationship of movements and the execution of proper body form learned in team sports with those learned in lifetime activities</li> </ul>
<p>2.2 Use self, peer, teacher and technological resources to recognize and suggest performance improvements in self and others</p>	<ul style="list-style-type: none"> <li>a. Identify ways to improve personal fitness level using technology such as heart rate monitors</li> </ul>
<p>2.3 Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations</p>	<ul style="list-style-type: none"> <li>a. Model appropriate safety practices and procedures during physical activities</li> </ul>

**STUDENT LEARNING OBJECTIVES**

**Grade 7**

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard #11)	
Participate regularly in physical activity	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
M3.1 Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis	<ul style="list-style-type: none"> <li>a. Classify the intensity of physical activities and how they promote physical health and well-being</li> <li>b. Apply the knowledge of various lifetime activities and sports to develop cardiovascular fitness</li> </ul>
3.2 Apply an understanding of the connections between the purposes of movements and their effect on fitness	<ul style="list-style-type: none"> <li>a. Model performance characteristics associated with various fitness outcomes such as Physical Activity Pyramid and FITT principle</li> </ul>
3.3 Apply the understanding of physical activity concepts to increasingly complex movement and game forms	<ul style="list-style-type: none"> <li>a. Explain the critical elements of physical activity concepts (body movements, rules, safety procedures) and how they impact the execution of complex movements and game forms</li> </ul>
3.4 Engage in a variety of appropriate physical activities during and outside of school that promotes the development and improvement of physical fitness level	<ul style="list-style-type: none"> <li>a. Develop a personal physical activity portfolio that includes physical activities engaged in during and outside school</li> </ul>



## STUDENT LEARNING OBJECTIVES

### Grade 7

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 4 (State Standard #12)</p> <p>Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M4.1 Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component</p>	<p><i>Students will be able to:</i></p> <p>a. Take the one mile walk test and adjust physical activities to improve on their performance</p>
<p>4.2 Assess physiological responses to exercise associated with one's level of physical fitness and nutritional balance</p>	<p>a. Analyze physical fitness scores in order to modify their personal physical fitness plan</p>
<p>4.3 Analyze the results of one or more components of health-related fitness</p>	<p>a. Develop a baseline for a personal physical fitness plan and include it in their wellness portfolio</p>
<p>4.4 Plan a wellness program demonstrating an understanding of basic exercise and nutritional principles designed to meet personal wellness goals</p>	<p>a. Develop a wellness portfolio</p>

## STUDENT LEARNING OBJECTIVES

### Grade 7

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 5 (State Standard #13)</p> <p>Exhibit responsible personal and social behavior in physical activity settings while respecting diversity</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M5.1 Apply safe practices, rules, procedures, etiquette, and good sportsmanship in all physical activity settings, and take the initiative to encourage others to do the same</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Model good sportsmanship during the execution of physical activities</li> <li>b. Compare and contrast the impact of safe and unsafe behaviors in physical activity settings</li> <li>c. Explain how one could encourage others to promote safe behaviors and good sportsmanship in the execution of physical activities</li> </ul>
<p>5.2 Continue to develop skills to participate productively in groups, in both cooperative and competitive activities</p>	<ul style="list-style-type: none"> <li>a. Model appropriate behaviors in problem solving activities such as those found in Project Adventure curriculum</li> <li>b. Demonstrate the skills needed to participate productively in team sports</li> </ul>
<p>5.3 Develop strategies for including all persons, despite individual differences, in physical activity settings</p>	<ul style="list-style-type: none"> <li>a. Help develop and encourage the use of modified rules for various team sports and/or lifetime activities for those individuals with differing ability levels</li> </ul>
<p>5.4 Apply appropriate skills for resolving conflicts peacefully</p>	<ul style="list-style-type: none"> <li>a. Use learned skills when necessary to peacefully resolve conflicts</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Grade 7

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 6 (State Standard #14)</p> <p>Choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M6.1 Make decisions about participating in different physical activities based on feelings and interests</p>	<p><i>Students will be able to:</i></p> <p>a. Select physical activities that strengthen areas of need and/or enhance areas of interest</p>
<p>6.2 Use physical activity as a means of self and group expression</p>	<p>a. Select from a variety of physical activities those that reflect personal preferences</p>
<p>6.3 Use physical activity as a positive opportunity for social and group interaction and development of leadership skills</p>	<p>a. Model good sportsmanship during the execution of physical activities with others to promote positive social interaction</p>
<p>6.4 Realize that physical activity and challenges present opportunities for personal growth</p>	<p>a. Determine those challenging physical activities which encourage personal growth</p>
<p>6.5 Value the skill competence that results from practice</p>	<p>a. Recognize the positive connection between skill development and practice</p>
<p>6.6 Demonstrate willingness to attempt a variety of new physical activities</p>	<p>a. Find challenging physical activities to experiment with</p> <p>b. Develop trust in peers in order to participate in a variety of high ropes activities</p>

# **PHYSICAL EDUCATION CURRICULUM**

## **Grade 8**

**P - Learning Objectives for Kindergarten**

**E – Learning Objectives for Grades 1-4**

**M - Learning Objectives for Grades 5-8**

**Approved by Instructional Council**

**4/07/08**

**STUDENT LEARNING OBJECTIVES**

**Grade 8**

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 1 (State Standard # 9)</p> <p>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</p>	
<p><b>LEARNING OBJECTIVES</b></p>	<p><b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b></p>
<p><i>Students will know how to:</i></p> <p>M1.1 Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments</p>	<p><i>Students will be able to:</i></p> <p>a. Perform in a variety of team and lifetime sports including flag football, basketball, volleyball, team handball, and badminton</p>
<p>1.2 Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities</p>	<p>a. Continue to compare and apply skills learned in one team sport to other team sports</p> <p>b. Identify the specific benefits of participating in team and lifetime sports in enhancing lifetime fitness</p>
<p>1.3 Adapt and combine skills to meet the demands of increasingly dynamic environments</p>	<p>a. Distinguish between locomotor, non-locomotor and manipulative skills during team sports and lifetime activities</p>

**STUDENT LEARNING OBJECTIVES**  
**Grade 8**

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 - continued	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M1.4 Develop increasing competence in more advanced specialized skills</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Compare and contrast basic skills with more advanced skills in selected activities</li> <li>b. Perform advanced skills in game situations</li> </ul>
<p>1.5 Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports</p>	<ul style="list-style-type: none"> <li>a. Identify and perform a variety of activities that promote cardiovascular fitness</li> <li>b. Examine a variety of lifetime activities to determine personal preference(s)</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Grade 8

As a result of physical education, students independently and collaboratively will be able to:

<p><b>GOAL:</b> District Goal # 2 (State Standard #10)</p> <p>Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities</p>	
<p><b>LEARNING OBJECTIVES</b></p>	<p><b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b></p>
<p><i>Students will know how to:</i></p> <p>M2.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movements and relationships that occur in increasingly more complex movement and game forms</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Illustrate the body movements necessary to demonstrate the four fitness components essential for promoting physical health and well-being</li> <li>b. Model proper body movements during the execution of fitness activities</li> <li>c. Compare and contrast the relationship of movements and the execution of proper body form learned in team sports with those learned in lifetime activities</li> </ul>
<p>2.2 Use self, peer, teacher and technological resources to recognize and suggest performance improvements in self and others</p>	<ul style="list-style-type: none"> <li>a. Identify ways to improve personal fitness level using technology such as heart rate monitors</li> </ul>
<p>2.3 Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations</p>	<ul style="list-style-type: none"> <li>a. Model appropriate safety practices and procedures during physical activities</li> </ul>

**STUDENT LEARNING OBJECTIVES**

**Grade 8**

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard #11)	
Participate regularly in physical activity	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
M3.1 Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis	<ul style="list-style-type: none"> <li>a. Classify the intensity of physical activities and how they promote physical health and well-being</li> <li>b. Apply the knowledge of various lifetime activities and sports to develop cardiovascular fitness</li> </ul>
3.2 Apply an understanding of the connections between the purposes of movements and their effect on fitness	<ul style="list-style-type: none"> <li>a. Model performance characteristics associated with various fitness outcomes such as Physical Activity Pyramid and FITT principle</li> </ul>
3.3 Apply the understanding of physical activity concepts to increasingly complex movement and game forms	<ul style="list-style-type: none"> <li>a. Explain the critical elements of physical activity concepts (body movements, rules, safety procedures) and how they impact the execution of complex movements and game forms</li> </ul>
3.4 Engage in a variety of appropriate physical activities during and outside of school that promotes the development and improvement of physical fitness level	<ul style="list-style-type: none"> <li>a. Develop a personal physical activity portfolio that includes physical activities engaged in during and outside school</li> </ul>



## STUDENT LEARNING OBJECTIVES

### Grade 8

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 4 (State Standard #12)</p> <p>Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M4.1 Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component</p>	<p><i>Students will be able to:</i></p> <p>a. Take the one mile test and adjust physical activities to improve on their performance</p>
<p>4.2 Assess physiological responses to exercise associated with one's level of physical fitness and nutritional balance</p>	<p>a. Analyze and modify personal physical fitness plans develop the previous year</p>
<p>4.3 Analyze the results of one or more components of health-related fitness</p>	<p>a. Assess the impact of health-related fitness based on information from their individual wellness portfolios</p>
<p>4.4 Plan a wellness program demonstrating an understanding of basic exercise and nutritional principles designed to meet personal wellness goals</p>	<p>a. Assess and modify their personal wellness goals</p>

## STUDENT LEARNING OBJECTIVES

### Grade 8

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 5 (State Standard #13)</p> <p>Exhibit responsible personal and social behavior in physical activity settings while respecting diversity</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M5.1 Apply safe practices, rules, procedures, etiquette, and good sportsmanship in all physical activity settings, and take the initiative to encourage others to do the same</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Model good sportsmanship during the execution of physical activities</li> <li>b. Compare and contrast the impact of safe and unsafe behaviors in physical activity settings</li> <li>c. Encourage others to promote safe behaviors and good sportsmanship in the execution of physical activities</li> </ul>
<p>5.2 Continue to develop skills to participate productively in groups, in both cooperative and competitive activities</p>	<ul style="list-style-type: none"> <li>a. Model appropriate behaviors in problem solving activities such as those found in Project Adventure curriculum</li> <li>b. Demonstrate the skills needed to participate productively in team sports</li> </ul>
<p>5.3 Develop strategies for including all persons, despite individual differences, in physical activity settings</p>	<ul style="list-style-type: none"> <li>a. Develop and encourage the use of modified rules for a variety of team sports and/or lifetime activities for those individuals with differing ability levels</li> </ul>
<p>5.4 Apply appropriate skills for resolving conflicts peacefully</p>	<ul style="list-style-type: none"> <li>a. Use learned skills when necessary to peacefully resolve conflicts</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Grade 8

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 6 (State Standard #14)</p> <p>Choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>M6.1 Make decisions about participating in different physical activities based on feelings and interests</p>	<p><i>Students will be able to:</i></p> <p>b. Select physical activities that strengthen areas of need and/or enhance areas of interest</p>
<p>6.3 Use physical activity as a means of self and group expression</p>	<p>a. Select from a variety of physical activities those that reflect personal preferences</p>
<p>6.3 Use physical activity as a positive opportunity for social and group interaction and development of leadership skills</p>	<p>a. Model good sportsmanship during the execution of physical activities with others to promote positive social interaction</p>
<p>6.4 Realize that physical activity and challenges present opportunities for personal growth</p>	<p>a. Determine those challenging physical activities which encourage personal growth</p>
<p>6.5 Value the skill competence that results from practice</p>	<p>a. Demonstrate an understanding of the positive connection between skill development and practice</p>
<p>6.6 Demonstrate willingness to attempt a variety of new physical activities</p>	<p>a. Find challenging physical activities with which to experiment</p> <p>b. Develop trust in peers in order to participate in a variety of high ropes activities</p>