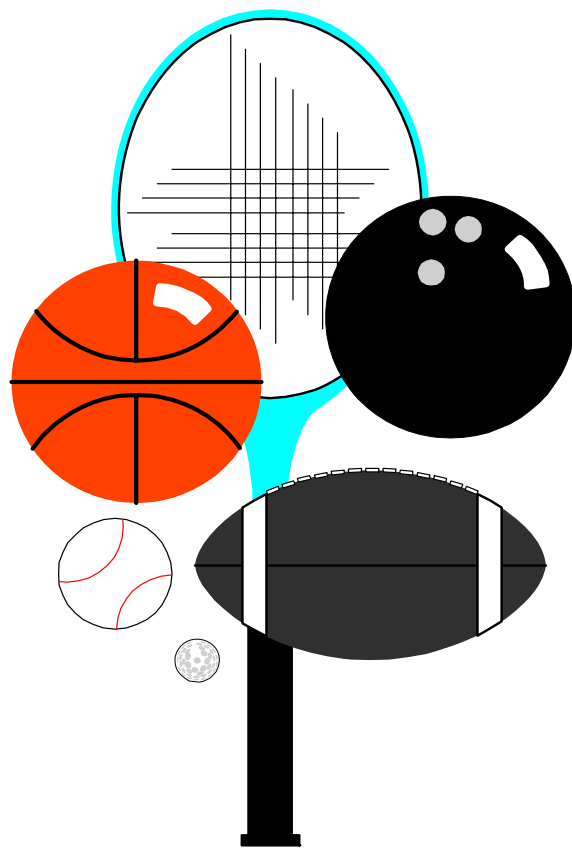


Minidoka County Joint School District #331
Ensuring academic excellence, ethical behavior, and personal responsibility



Physical Education Curriculum

Physical Education Curriculum Guide

K-12

2006 Approved Adoption

**Minidoka School District #331
Rupert, Idaho**

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Physical Education Mission Statement

Every student, regardless of ethnic background, gender, or ability, will begin the school year ready to learn. Every student will be educated to the upper limits of his or her physical potential. All students will develop knowledge, skills, and appreciation of their responsibilities as citizens, workers, and lifelong learners.

Physical education is an integral part of the total educational process and provides movement-centered and wellness-based activities for students. Each student must be equipped early in life with the knowledge and essential life skills necessary to be a healthy, productive citizen. Physical education subscribes to a unity of mind and body, formulated upon sound physiological, psychological, and sociological principles. The primary aim of physical education is to maximize opportunities for attaining lifelong physical fitness and wellness.

Physical Education provides opportunities for self-realization and improved human relations. Through appropriate physical education programs, students will realize their personal capabilities as moving beings and thus develop a positive and accurate self-image.

The Minidoka County School District will be a place where physical education is exciting and challenging. Goals are clearly stated and expectations are high. Teachers focus on each student's needs and serve as instructors, mentors, and motivators. Educators, parents, and communities must share responsibility for helping students prepare themselves to perform productively.

Studies reveal that 40% of children five to eight years old show at least one heart disease risk factor of obesity, high cholesterol count, high blood pressure or physical inactivity. The curriculum committee applauds the Minidoka County School District for maintaining elementary and secondary physical education classes along with the current two credit requirement for high school graduation. We can make a difference!

GRADUATING PERFORMANCE STANDARDS

1. Demonstrate and apply competency in basic skills, rules, equipment, and safety concerns needed for participation in a physically active lifestyle.
11. Achieve skills and exhibit ability to engage in a physically active lifestyle.
3. Demonstrate responsible personal and social behavior with respect for people's differences in the physical activity settings.
11. Demonstrate ability to keep the importance of winning and losing in perspective compared to established goals of participation.
5. Increase the awareness of existing facilities outside of school and opportunities to engage in an active lifestyle.

GRADUATING PERFORMANCE STANDARD #1:

Demonstrate and apply competency in basic skills, rules, equipment, and safety concerns needed for participation in a physically active lifestyle.

K-2 BENCHMARK

- Spatial awareness
 - Body directions (right, left, front, back)
 - Levels (low, high, center)
 - Personal space (arm length spacing, moving without bumping into other)
 - General space (classroom)
- Personal safety
- Locomotor skills
 - Traveling, hopping, skipping, galloping, running, walking, sliding
- Non-locomotor skills
 - Balancing, stretching, swinging, rolling, twisting, turning
- Manipulative and combined skills
 - Handling equipment, catching, throwing, striking, kicking

DISTRICT ASSESSMENT:

Teacher observation

11-1 BENCHMARK

- Skills necessary for increasingly complex movement situations
 - Locomotor skills such as throwing, catching, striking, kicking, jumping
 - Non-locomotor skills such as balancing, stretching, swinging
- Concepts of effort and space used in movement skills
 - Directions, levels, pathways
- Low organized activities
 - Could include: Scooter hockey, pillo pollo, bowling, etc.

DISTRICT ASSESSMENT:

Teacher observation

11-1 BENCHMARK

- Reinforce basic skills
 - Throwing, hitting, catching, kicking
- Specialize fundamental movement skills
 - Striking, kicking moving object
- Highly organized activities
 - Could include: soccer, volleyball, basketball, softball, bowling, kickball

DISTRICT ASSESSMENT:

Teacher observation

11-1 BENCHMARK

- Participation in a variety of skills and activities
 Could include: archery, basketball, softball, bowling, golf, flag football, soccer, ping pong, cross country, fly casting, wrestling, track, badminton, volleyball, speedball, etc.

DISTRICT ASSESSMENT:

Acquisition of skills
Teacher observation

11-1 BENCHMARK

- Proficiency in applying skills and principles in sports, games and related physical fitness activities.
 Could include: archery, basketball, softball, bowling, golf, flag football, soccer, ping pong, cross country, fly casting, wrestling, track, badminton, volleyball, speedball, etc.

DISTRICT ASSESSMENT:

Written evaluation of rules and regulations
Teacher Observation

GRADUATION PERFORMANCE STANDARD #2:

Achieve skills and exhibit ability to engage in a physically active lifestyle.

K-2 BENCHMARK

- Recognize benefits gained from regular physical activity
- Participate regularly in physical activity

DISTRICT ASSESSMENT:

Regular attendance and participation in scheduled P.E. activities
And/or personal Fitness Testing

11-1 BENCHMARK

- Understand the concepts and benefits of fitness
Warm up, cool down, stretching
- Include moderate to vigorous activity in a regular fitness program
- Demonstrate proper method of taking heart rate and pulse and provide knowledge base for cardiovascular benefits of exercise

DISTRICT ASSESSMENT:

Regular attendance and participation in scheduled P.E. activities
Personal Fitness Testing

7-8 BENCHMARK

- Identify critical aspects of an active lifestyle
- Understand concepts of strength and endurance

DISTRICT ASSESSMENT:

Regular attendance and participation in scheduled P.E. activities
Personal Fitness Testing

7-8 BENCHMARK

- Determine individual goals and long term benefits from a physically active lifestyle
- Understand long-range benefits of being physically active

DISTRICT ASSESSMENT:

Regular attendance and participation in scheduled P.E. activities
Personal Fitness Testing

9-12 BENCHMARK

- Participate in activities promoting physically active lifestyle
- Select activities for attainment of individual goals and needs

DISTRICT ASSESSMENT:

Regular attendance and participation in scheduled P.E. activities
Personal Fitness Testing

GRADUATING PERFORMANCE STANDARD #3:

Demonstrate responsible personal and social behavior, with respect for differences in people in physical activity settings.

K-2 BENCHMARK

- Interact with other students
- Follow teacher directions, classroom and activity rules

DISTRICT ASSESSMENT:

Teacher observation

11-1 BENCHMARK

- Follow sequential directions
- Conflict resolution
- Work cooperatively and productively with other students by learning to lead and follow in group participation

DISTRICT ASSESSMENT:

Teacher observation

5-6 BENCHMARK

- Demonstrate conduct and cooperation with various individual skill levels
- Apply rules and procedures intended for specific activities
- Recognize consequences of conflicts
- Control emotions – negative and positive

DISTRICT ASSESSMENT:

Teacher observation

9-12 BENCHMARK

- Know your limits and respect limits of others
- Display appropriate teamwork in relation to people and activities

DISTRICT ASSESSMENT:

Teacher-peer observation

9-12 BENCHMARK

- Display appropriate conduct in relation to people and activity settings
- Apply safe practices, rules and procedures in all activity settings
- Display appropriate teamwork in relation to people and activities

DISTRICT ASSESSMENT:

Teacher observation

GRADUATION PERFORMANCE STANDARD #4:

Demonstrate ability to keep importance of winning and losing in perspective compared to established goals of participation.

K-2 BENCHMARK

- Play fairly and cooperatively with others

DISTRICT ASSESSMENT:

Teacher observation during regular physical fitness activities

11-1 BENCHMARK

- Be cooperative member of a team
- Accept teacher decisions regarding personal rule infractions without displaying negative reaction

DISTRICT ASSESSMENT:

Teacher observation during regular physical fitness activities

11-1 BENCHMARK

- Personal management involving honesty and integrity in all activity settings

DISTRICT ASSESSMENT:

Teacher observation during regular physical fitness activities

11-1 BENCHMARK

- Demonstrate responsible personal-social behavior in physical activity settings

DISTRICT ASSESSMENT:

Teacher observation during regular physical fitness activities

11-1 BENCHMARK

- Demonstrate responsible personal-social behavior in physical activity settings

DISTRICT ASSESSMENT:

Teacher observation during regular physical fitness activities

GRADUATION PERFORMANCE STANDARD #5:

Increase the awareness of existing facilities outside of school and opportunities to engage in an active lifestyle.

K-2 BENCHMARK

- Encourage physical activities in school and out of school
- Provide timely information relating to activities provided outside the school setting such as City Recreation

DISTRICT ASSESSMENT:

None

11-1 BENCHMARK

- Encourage physical activities in school and out of school
- Provide timely information relating activities provided outside the school Setting, i.e. City Recreation

DISTRICT ASSESSMENT:

None

11-1 BENCHMARK

- Encourage physical activities in school and out of school
- Provide information and encourage participation in activities provided outside the school setting

DISTRICT ASSESSMENT:

None

11-1 BENCHMARK

- Encourage lifetime physical activities in school and outside of school
- Encourage participation in the community sponsored sports for all ages
- Provide information and encourage participation in activities provided outside the school setting

DISTRICT ASSESSMENT:

None

11-1 BENCHMARK

- Encourage participation in physical activities on and off campus

DISTRICT ASSESSMENT:

None

Physical Fitness

Life-style changes are occurring in the United States with a drastic effect on our personal health, as well as national health. John F. Kennedy stated, “The Greeks knew that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong – that healthy spirits and tough minds usually inhabit sound bodies. In this sense, physical fitness is the basis of all activity in our society and if our bodies grow soft and inactive – if we fail to encourage physical development and prowess, we will undermine our capacity for thought, for work, and the use of those skills vital to an expanding and complex America.”

Authorities warn that those persons in our society who do not exercise on a regular basis are more likely to suffer from coronary heart disease, diabetes, and low back pain. Also, sedentary people as a group have higher blood pressure and resting pulse rate, more muscular tension and body fat, less strength and flexibility, and are less able to cope with stress.

Physical fitness is only one area of total fitness. Total fitness includes physical, mental, social, and emotional fitness. A totally fit person is physically fit and has social and emotional maturity for his or her age. Each of these areas of total fitness depends on and is related to the others. Total fitness enables one to achieve a healthy life-style.

Physical fitness testing in Minidoka County Schools will be given a minimum of two times a year. The components tested in physical fitness will be cardiovascular, strength, muscular endurance, flexibility, agility, balance, coordination, power, speed, and reaction time.

COMPONENTS OF PHYSICAL FITNESS

Cardiovascular fitness is the ability of the heart and lungs to work efficiently, i.e., the heart pumps more blood with fewer beats, thereby enabling the lungs to process more oxygen for energy production. “Aerobic” exercises like running, walking, jumping rope, and cycling build cardiovascular endurance.

Strength refers to the ability of a muscle group to exert force. People with strength have fewer problems with backaches and can carry out their daily tasks efficiently. Strength is measured by seeing how much weight one can hold in place (static strength), how much weight one can move (dynamic strength), and how fast one can move a weight (power).

Muscular endurance is the ability to use the muscles for long periods of time without getting tired. People with good muscular endurance are more likely to have better posture, have fewer back problems, and be better able to resist fatigue. Exercises such as push-ups, leg raises, and curl-ups build muscular endurance and strength.

Flexibility is the ability to move the muscles and joints through their “full range of motion.” Flexibility enables a person to have more freedom of movement, adjust his body to various movement challenges, resulting in less chance of injuries. Stretching exercises increase flexibility.

Agility is the ability to change position of the body quickly, or change direction suddenly, while maintaining control of the whole body.

Balance is the ability to maintain body position while still or moving, especially when one’s center of gravity and base of support are altered.

Coordination is the effectiveness and rhythmical efficiency with which one moves his/her body. It involves the harmonious working of muscle groups in performing complex movements.

Power is the capacity of the body to apply maximum muscular contraction at the quickest possible speed. Maximum strength effort is involved in providing an explosive type movement for an “all out” effort.

Speed is the ability to perform successive movements or cover a distance in the shortest period of time.

Reaction time is the amount of time it takes one to get moving once he/she sees the need to move.