

# EAST PHYSICAL EDUCATION LOWER SCHOOL CURRICULUM

**Long Term Goal:**

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

**Established Goal:**

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

**ENDURING UNDERSTANDINGS:**

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

**ESSENTIAL QUESTIONS:**

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

**Demonstrable Knowledge**

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

**Sample Tasks**

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

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

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

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