

**Kyrene School District
Physical Education Curriculum**

<u>Strand 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</u>		
Concept 1: Fundamental Movement Skills		
Grade K - 2	Grade 3 - 5	Grade 6 - 8
PO 1. Demonstrate locomotor skills (i.e., walk, run, hop, jump, skip, slide, gallop, leap) with age-appropriate ability	PO 1. Demonstrate locomotor movements within game and modified sport activities	PO 1. Effectively employ age-appropriate fundamental movement skills in order to successfully participate in a variety of modified physical activities
PO 2. Demonstrate a variety of nonlocomotor skills (i.e., bend, stretch, twist, turn, push, pull, rock, sway, balance, shake)	PO 2. Demonstrate nonlocomotor movements within game and modified sport activities	PO 2. Practice the skills required to throw, catch, strike and kick a variety of objects demonstrating both accuracy and force
PO 3. Perform movement concepts in physical activity <i>Spatial awareness:</i> personal space, direction, level, pathways, planes, dodging, fleeing, chasing, tagging <i>Body awareness:</i> shapes, balance, body weight transfer, flight <i>Qualities of movement:</i> time, speed, force, flow <i>Relationships:</i> among body parts, objects and people	PO 3. Apply concepts of spatial awareness in physical activities	PO 3. Practice the skills required to dribble and pass a variety of objects to a moving target/receiver (e.g., hands, feet, equipment)
	PO 4. Apply balance and transfer of weight on a variety of objects	
	PO 5. Apply the skills of chasing, fleeing, and evading to avoid others in a game situation	
	PO 6. Perform a variety of manipulative skills at an age-appropriate level	
PO 4. Demonstrate a variety of manipulative skills (e.g., roll, bowl, toss, throw, catch, kick, trap, dribble, strike, punt, volley)		
PO 5. Apply the skills of chasing, fleeing, and dodging to avoid others in a game situation		

**Kyrene School District
Physical Education Curriculum**

<u>Strand 1:</u> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities		
Concept 2: Rhythmic Movement		
Grade K - 2	Grade 3 - 5	Grade 6 - 8
PO 1. Demonstrate movement skills to a rhythm	PO 1. Perform a sequence of movement skills to a rhythm	PO 1. Design and perform a variety of rhythmic activities that combine refinement of specialized skills
Concept 3: Complex or Specialized Movement Skills		
PO 1. Demonstrate a variety of developmentally appropriate specialized movement skills (e.g., throw with arm/leg opposition, dribble with critical skill elements)	PO 1. Dribble and pass a variety of objects around stationary objects	PO 1. Identify the critical elements of a skill

**Kyrene School District
Physical Education Curriculum**

Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.		
Concept 1: Movement Concepts		
Grade K - 2	Grade 3 - 5	Grade 6 - 8
PO 1. Identify correct body planes	PO 1. Describe similarities and differences of a few fundamental skills	PO 1. Correctly identify and correct errors in personal performance when completing a physical skill based on knowledge of results
PO 2. Identify various body parts	PO 2. Describe correct form when performing physical fitness activities	PO 2. Correctly identify and perform similarities in athletic ready positions as used in at least four different sports or specialized physical activities
PO 3. Demonstrate corrections to movement errors in response to instructional feedback		PO 3. While observing advanced performers in a skill or sport activity, correctly evaluate basic aspects of performance
PO 4. Repeat, perform and explain cue words (critical elements) of a variety of fundamental skills		
Concept 2: Scientific Principles		
Grade K - 2	Grade 3 - 5	Grade 6 - 8
PO 1. Identify the effects that physical activity has on the body	PO 1. List physiological indicators of exercise (monitor intensity of exercise, heart/breathing rate)	PO 1. Monitor and record personal physical activity levels
PO 2. List and define the components of health-related fitness at an age appropriate level	PO 2. Identify and explain the importance of the following: warm-up, cool-down, FITT principle	PO 2. Identify & apply warm-up, cool-down, FITT principles in a physical activity program
PO 3. Demonstrate exercises that can improve each component of health-related fitness	PO 3. Identify examples of moderate and vigorous physical activity	PO 3. Design proper warm-up and cool down techniques for a variety of physical activities
PO 4. Define physical fitness at an age appropriate level	PO 4. List and define the components of health-related physical fitness	PO 4. Evaluate examples of moderate and vigorous physical activity
PO 5. Identify warm-up and cool-down activities in relation to physical activities	PO 5. Demonstrate exercises that can improve each component of health-related fitness	PO 5. Analyze results from criterion referenced health-related fitness assessment

**Kyrene School District
Physical Education Curriculum**

Strand 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (continued).		
Concept 2: Scientific Principles (continued)		
Grade K - 2	Grade 3 - 5	Grade 6 - 8
PO 6. Recognize the relationship between physical activity and the activity pyramid	PO 6. Name and locate large muscle groups	PO 6. Develop beginning level plans aimed at developing/maintaining health enhancing behaviors
PO 7. Recognize that different types of exercise achieve different types of fitness	PO 7. Demonstrate ability to find heart rate	PO 7. Explain a stress relieving physical activity that is personally effective
PO 8. Explain that appropriate practice improves performance	PO 8. Explain how to balance food intake with physical activity	PO 8. Demonstrate ability to calculate resting and target heart rate
PO 9. Identify sun safe practices	PO 9. Explain how practice influences performance	PO 9. List long-term physiological and cultural benefits that may result from regular participation in physical activity
	PO 10. Identify a stress relieving physical activity that is personally effective	
	PO 11. Analyze sun safe practices	
Concept 3: Strategies and Tactics		
Grade K - 2	Grade 3 - 5	Grade 6 - 8
PO 1. Move to the open space	PO 1. Explain a strategy for a game play	PO 1. Design appropriate practice procedures and plans aimed at developing/improving technical motor skills and movement patterns correctly
PO 2. Explain a strategy for a game play	PO 2. Identify a tactic that improves game performance	PO 2. Design a new game that incorporates at least two motor skills, rules, strategies, tactics, and can be played fairly by ALL students including those with disabilities
	PO 3. Apply a tactic that improves game performance	PO 3. Demonstrate and explain at least two game tactics involved in modified game play

**Kyrene School District
Physical Education Curriculum**

Strand 3: Participates regularly in physical activity both during and beyond the structured physical education class.

Concept 1: Physical Activity in a Physical Education Program

Grade K - 2	Grade 3 - 5	Grade 6 - 8
PO 1. Participate in instructionally-appropriate moderate to vigorous physical activity (MVPA) for at least 50% of structured physical education classes	PO 1. Engage in instructionally-appropriate moderate to vigorous physical activity for at least 50% of structured physical education classes	PO 1. Participate in instructionally-appropriate moderate to vigorous physical activity for at least 50% of a structured physical education class
PO 2. Engage in moderate to vigorous physical activity on an intermittent basis in physical education classes	PO 2. Engage in a balance of health- and skill-related activities during structured physical education classes	PO 2. Engage in a balance of health- and skill-related activities during structured physical education classes

Concept 2: Physical Activity Outside the Physical Education Program

Grade K - 2	Grade 3 - 5	Grade 6 - 8
PO 1. Participate in a variety of physical activities outside the structured physical education program	PO 1. Participate regularly in physical activity that develops a healthy lifestyle	PO 1. Accumulate 60 minutes (1 hour) or more of a variety of physical activity daily that contribute to aerobic fitness, muscle strengthening, and bone strengthening activities
PO 2. Engage in moderate to vigorous physical activity on an intermittent basis outside physical education classes	PO 2. Participate in a variety of moderate to vigorous games, activities, or dance sequences	PO 2. Demonstrate an active lifestyle through documentation of daily activity
PO 3. Accumulate at least 60 minutes of physical activity daily, or on most days	PO 3. Accumulate 60 minutes per day of moderate activity on all or most days of the week	
PO 4. Identify benefits of at least one activity that is regularly participated in outside of physical education class	PO 4. Demonstrate an active lifestyle through documentation of daily activity	

**Kyrene School District
Physical Education Curriculum**

Strand 4: Achieves and maintains a health-enhancing level of physical fitness.

Concept 1: Health-Related Fitness

Grade K - 2	Grade 3 - 5	Grade 6 - 8
In grades K-2, fitness testing is not considered developmentally appropriate and therefore should not be employed with children in these grades.	In grades 3 and 4, the focus of fitness assessment is on learning the process of self-assessment. At grade 5, this becomes an exit outcome.	
PO 1. Demonstrate sufficient muscular strength to be able to bear body weight	PO 1. Perform a nationally-recognized, criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition	PO 1. Perform a nationally-recognized, criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition
PO 2. Engage in a series of fitness exercises based upon time, not repetitions, that includes all health-related components of fitness	PO 2. Evaluate personal fitness and practice goal setting with the aid of the teacher	PO 2. Maintain or progress toward age- and gender-appropriate levels of performance on a criterion-referenced health-related fitness assessment
PO 3. Recognize and participate in a variety of games and activities that increase breathing and heart rate	PO 3. Participate in a variety of fitness activities designed to enhance personal fitness	PO 3. Participate in a variety of fitness activities designed to enhance fitness levels
PO 4. Recognize that health-related physical fitness consists of several different components	PO 4. Identify and demonstrate several activities related to each component of health-related physical fitness	
PO 5. Demonstrate a variety of modified exercises for each health-related component of fitness		

**Kyrene School District
Physical Education Curriculum**

Strand 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.		
Concept 1: Personal Behavior		
Grade K - 2	Grade 3 - 5	Grade 6 - 8
PO 1. Follow directions given in class	PO 1. Act in a safe manner during physical activity	PO 1. Exhibit self-control that requires minimal teacher supervision during class activities
PO 2. Demonstrate safe use of equipment during all class activities	PO 2. Follow safety protocols during physical activity	PO 2. Correctly utilize appropriate safety equipment
PO 3. Follow safety protocols during physical activity	PO 3. Remain on task while working independently	PO 3. Correctly follow safety protocols in physical education content areas at all times
PO 4. Report the results of practice and participation honestly	PO 4. Accept decisions regarding a personal rule infraction without displaying negative reactions toward others	PO 4. Participate positively in class activities
PO 5. Work independently while exploring movement tasks	PO 5. Assess and take responsibility for his or her own behavior	PO 5. Demonstrate cooperation relative to general class rules and routines
PO 6. Use practice time wisely and appropriately	PO 6. Use game rules learned in physical education classes on the playground	PO 6. Demonstrate perseverance in dealing with difficult skills, game situations and social interactions
PO 7. Use game rules learned in physical education classes on the playground		

**Kyrene School District
Physical Education Curriculum**

Strand 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.		
Concept 2: Social Behavior		
Grade K - 2	Grade 3 - 5	Grade 6 - 8
PO 1. Work in a diverse group setting without interfering with others	PO 1. Work cooperatively with a partner, small groups, or class	PO 1. Work productively and effectively with classmates
PO 2. Accept all classmates without regard to personal differences	PO 2. Demonstrate respect and caring for peers through verbal and non-verbal encouragement and assistance	PO 2. Demonstrate respect and cooperation toward all classmates, teachers, equipment and facilities across all settings
PO 3. Demonstrate the elements of socially acceptable conflict resolution during class activity	PO 3. Resolve conflicts in a socially acceptable manner	PO 3. Employ appropriate conflict resolution strategies at times of interpersonal conflicts
PO 4. Show compassion for others by helping them	PO 4. Participate in establishing rules and procedures that are safe and effective for specific activities	PO 4. Effectively work in group activities toward common goals
PO 5. Take turns willingly with others	PO 5. Encourage others and refrain from put-down statements	PO 5. Explain the role of games, sports and dance in getting to know and understand others of like and different backgrounds
		PO 6. Demonstrate an understanding of the ways sport and dance influence American culture
		PO 7. Display sensitivity to the feelings of others during interpersonal interaction
		PO 8. Demonstrate cooperation (through verbal and nonverbal behaviors) with peers of different gender, race and ethnicity in a physical activity setting
		PO 9. Participate in physical activities with others regardless of diversity and ability

**Kyrene School District
Physical Education Curriculum**

Strand 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Concept 1: Values Physical Activity		
Grade K - 2	Grade 3 - 5	Grade 6 - 8
PO 1. Identify several physical activities that are enjoyable	PO 1. Identify at least one enjoyable activity in which he/she regularly participates	PO 1. Demonstrate enjoyment during and/or after engaging in physical activity
PO 2. Exhibit both verbal and non-verbal expressions of enjoyment	PO 2. Identify positive feeling associated with participation in physical activities	PO 2. Engage in physical activity for personal, social, and/or health benefits beyond the Physical Education program
PO 3. Participate in new skills and movement activities	PO 3. Actively participate in group physical activities	PO 3. Demonstrate interest/willingness to learn more about or try new activities or challenges
PO 4. Continue to participate when not successful	PO 4. Select and practice a skill on which development is needed	PO 4. Identify obstacles to regular participation
PO 5. Express positive feelings on progress made while learning a new movement skill	PO 5. Participate in a broadened and challenging array of physical activities	
PO 6. Recognize the attributes that individual differences can bring to group activities	PO 6. Identify the attributes that individual differences can bring to group activities	