



Physical Education Curriculum Guide

Philosophy of Physical Education

We want to maintain the thought that our bodies are “temples of the Holy Spirit” (1 Corinthians 6:19-20). It is our goal to educate students how to treat and use them as such through physical activity. We instruct our students to continue an active lifestyle not only at St. John's but throughout their lives. We wish to promote sportsmanship, teamwork, respect for others, cooperation and a healthy lifestyle. Our goal at St. John's is to teach students necessary skills and provide an environment where all may be successful.

The curriculum St. John's uses is SPARK. This curriculum offers a variety of units that enable students to master physical benchmarks and complex strategizing.

General Objectives for Students to Develop in Physical Education

Through Christ-centered physical education instruction, the students will:

- use their bodies in a God-pleasing way.
- learn the fruits of the Spirit as they participate in physical activities (gentleness, self-control...)
- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Participate regularly in physical activity.
- Achieve and maintain a health enhancing level of physical fitness.
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

General Attitudes for Student to Develop in Social Studies

Through Christ-centered physical education instruction, the students will:

- enjoy participation in all activities whether athletic or not.
- respect their bodies gifts from God.
- know the importance and benefits of physical activity and an active lifestyle.
- celebrate personal successes and achievements.
- know that physical activity provides the opportunity for personal challenge, self expression, and reflection.

Kindergarten Objectives

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Learning Priority: Develops, refines, and applies fundamental motor patterns.

- A. Uses locomotor skills.
 - 1:1:A1 Skips, hops, gallops, slides, etc.
 - 1:1:A2 Travels fast and slow, using different pathways, changing directions in response to a signal.
- B. Uses manipulative skills.
 - 1:1:B1 Throws a ball underhand
- C. Uses non-locomotor skills.
 - 1:1:C1 Balances with a variety of body parts or objects in creative shapes.

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Learning Priority: Develops a cognitive understanding of a skill so as to improve performance.

- A. Demonstrates cognitive understanding.
 - 2:1:A1 Identifies correctly body planes and various body parts.
 - 2:1:A2 Recognizes appropriate safety practices with and without physical education equipment.
 - 2:1:A3 States that best effort is shown by trying new or hard tasks.
 - 2:1:A4 Repeats cue words for skills being taught and demonstrates/explains what is meant by each.
 - 2:1:A5 Corrects movement errors in response to corrective feedback.
 - 2:1:A6 States the short-term effects of physical activity on the heart, lungs, and muscles.
 - 2:1:A7 Explains that appropriate practice improves performance.

PK-12 Standard 3: Participates regularly in physical activity.

Learning Priority: Engages in many types of physical activities.

- A. Chooses to be physically active.
 - 3:1:A1 Engages in moderate to vigorous physical activity on an intermittent basis.
 - 3:1:A2 Participates in a variety of physical activities outside of school, with and without objects.
 - 3:1:A3 Participates in a variety of non-structured and minimally-organized physical activities outside of physical education.

PK-12 Standard 4: Achieves and maintains a health enhancing level of physical fitness.

Learning Priority: Develops knowledge, skills, and attitudes toward achieving physical fitness.

A. Chooses to be physically active.

- 4:1:A1 Participates in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars, or traverse wall.
- 4:1:A2 Engages in a series of physical activities without tiring easily.
- 4:1:A3 Sustains activity for increasingly longer periods of time while participating in various activities in physical education.

B. Manages healthy physical activity.

- 4:1:B1 Begins to identify muscle groups used in activities.
- 4:1:B2 Participates in a variety of activities and games that increase breathing and heart rate.

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Learning Priority: Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. Incorporates safe practices and adherence to rules and procedures.

- 5:1:A1 Practices specific skills as assigned until the teacher signals the end of practice.
- 5:1:A2 Follows directions given to the class for an all-class activity.
- 5:1:A3 Uses safety procedures.
- 5:1:A6 Follows rules, procedures, and etiquette in class.

B. Manages healthy physical activity.

- 5:1:B1 Shows cooperation and fair play for others by helping, sharing, and taking turns.
- 5:1:B2 Participates in a variety of cooperative activities.
- 5:1:B3 Works in a diverse group setting without interfering with others.
- 5:1:B4 Accepts all playmates without regard to personal difference.
- 5:1:B5 Demonstrates the elements of socially acceptable conflict resolution during class activity.
- 5:1:B6 Regularly encourages others and refrains from negative statements.

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Learning Priority: Participates in new movements and skills for enjoyment.

A. Engages in physical activity.

- 6:1:A1 Shares verbal and nonverbal indicators of enjoyment.

- 6:1:A2 Attempts new movements and skills willingly.
- 6:1:A3 Participates even when not successful.
- 6:1:A4 Identifies several activities that are enjoyable.
- 6:1:A5 Expresses personal feelings on progress made while learning a new skill.

Kindergarten Scope and Sequence

September	Building a Foundation Personal Space General Space Locomotor Skills
October	Building a Foundation Pathways Tempo
November	Building a Foundation Movement Concepts Body Management and Balance
December	Building a Foundation Working in Pairs Group Work
January	Building a Foundation Group Work Chasing and Fleeing
February	Catching and Throwing
March	Balance
April	Parachute
May	Dance

Kindergarten Resources

Spark PE Curriculum

Grades 1-2 Objectives

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Learning Priority: Develops, refines, and applies fundamental motor patterns.

A. Uses Locomotor skills

- 1:1:A1 Skips, hops, gallops, slides, ect., using mature form.
- 1:1:A2 Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skill.
- 1:1:A3 Repeats a dance pattern without cues.
- 1:1:A4 Performs tumbling activities, including rolls, jumps and weight transfer Skills.

B. Use manipulative skills.

- 1:1:B1 Throws a ball underhand using mature form.
- 1:1:B2 Throws a ball overhand.
- 1:1 B3 Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike).
- 1:1:B4 Performs a variety of jump rope skills, including individual, partner, and long rope skills.

C. Uses non-locomotor skills.

- 1:1:C1 Balances with a variety of body parts or objects in creative shapes-round, twisted, narrow, symmetrical, and symmetrical shapes

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Learning Priority: Develops a cognitive understanding of a skill so as to improve performance.

A. Demonstrates cognitive understanding of a skill so as to improve performance.

- 2:1:A1 Identifies correctly body planes and various body parts.
- 2:1:A2 Recognizes appropriate safety practices with and without physical education equipment.
- 2:1:A3 States that best effort is shown by trying new or hard tasks.
- 2:1:A4 Repeats cue words for skills being taught and demonstrates/explains what is meant by each.
- 2:1:A5 Corrects movement errors in response to corrective feedback.
- 2:1:A6 States the short-term effects of physical activity on the heart, lungs, and muscles.
- 2:1:A7 Explains that appropriate practice improves performance.
- 2:1:A8 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, ect.

PK-12 Standard 3: Participates regularly in physical activity.

Learning Priority: Engages in many types of physical activities.

A. Chooses to be physically active.

- 3:1:A1 Engages in moderate to vigorous physical activity on an intermittent basis.
- 3:1:A2 Participates in a variety of physical activities outside of school, with and without objects.
- 3:1:A3 Participates in a variety of non-structured and minimally-organized physical activities outside of physical education.

PK-12 Standard 4: Achieves and maintains a health enhancing level of physical fitness.

Learning Priority: Develops knowledge, skills, and attitudes toward achieving physical fitness.

A. Chooses to be physically active.

- 4:1:A1 Participates in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars, animal walks, or traverse wall.
- 4:1:A2 Engages in a series of physical activities without tiring easily.
- 4:1:A3 Sustains activity for increasingly longer periods of time while participating in various activities in physical education.

B. Manages healthy physical activity.

- 4:1:B1 Begins to identify muscle groups used in activities.
- 4:1:B2 Participates in a variety of activities and games that increase breathing and heart rate.
- 4:1:B3 Recognizes that health-related physical fitness consists of several different components.

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Learning Priority: Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. Incorporates safe practices and adherence to rules and procedures.

- 5:1:A1 Practices specific skills as assigned until the teacher signals the end of practice.
- 5:1:A2 Follows directions given to the class for an all-class activity.
- 5:1:A3 Uses safety procedures.
- 5:1:A4 Reports the results of work honestly.
- 5:1:A5 Enjoys participating alone while exploring movement tasks.
- 5:1:A6 Follows rules, procedures, and etiquette in class.

5:1:A7 Works independently, productively, and demonstrates a willingness to challenge self.

B. Demonstrates teamwork, ethics, and positive social interaction.

5:1:B1 Shows cooperation and fair play for others by helping, sharing, and taking turns.

5:1:B2 Participates in a variety of cooperative activities.

5:1:B3 Works in a diverse group setting without interfering with others.

5:1:B4 Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability).

5:1:B5 Demonstrates the elements of socially acceptable conflict resolution during class activity.

5:1:B6 Regularly encourages others and refrains from negative statements.

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Learning Priority: Participates in new movements and skills for enjoyment.

A. Engages in physical activity.

6:1:A1 Shares verbal and nonverbal indicators of enjoyment.

6:1:A2 Attempts new movement and skills willingly.

6:1:A3 Participates even when not successful.

6:1:A4 Identifies several activities that are enjoyable

6:1:A5 Express personal feeling on progress made while learning a new skill.

Grades 1-2 Scope and Sequence

Year 1 Courtesy and Showing Appreciation

September Building a Foundation

October Building a Foundation

November Parachute

December Catching and Throwing

January Catching and Throwing

February Jumping

March Jumping

April Dance

May Recess Activities and Games

Year 2 Self control and Respect for others and equipment

September Building a Foundation

October Building a Foundation

November Manipulatives

December Kicking and Trapping

January Kicking and Trapping

February Balance, Stunts, and Tumbling

March Dribbling, Volleyball, and Striking

April Parachute

May Recess Activities and Games

Grades 1-2 Resources

Spark PE

Grades 3-4 Objectives

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Learning Priority: Refines, combines, and varies motor skills.

A. Refines skill development.

1:2:A1 Jumps vertically and lands using mature form.

1:2:A2 Throws overhand with a mature form.

1:2:A3 Catches a fly ball using mature form.

1:2:A4 Strikes an object using feet, hands, or implement to a target.

1:2:A5 Balances while moving in control through locomotor and non-locomotor skills.

B. Refines skill application.

1:2:B1 Performs a combination of movement, sport, or leisure skills. Examples include: dribble, pass, receive, shoot, rhythm patterns, jump rope front cross

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Learning Priority: Develops a cognitive understanding of a skill so as to improve performance.

A. Demonstrates cognitive understanding.

- 2:2:A1 Explains that warm-up prepares the body for physical activity.
- 2:1:A3 Identifies and demonstrates key elements of skill being taught.
- 2:1:A4 Explains the necessity of transferring weight in skills.

B. Utilizes skill application.

- 2:2:B2 Corrects movement errors in response to corrective feedback given by teacher or peer.

PK-12 Standard 3: Participates regularly in physical activity.

Learning Priority: Regularly participates in activities that provide enjoyment and health benefits.

A. Chooses to be physically active.

- 3:2:A1 Identifies physical and psychological benefits that result from long-term participation in physical education.

PK-12 Standard 4: Achieves and maintains a health enhancing level of physical fitness.

Learning Priority: Develops healthy habits that address the various components of physical fitness

A. Chooses to be physically active.

- 4:2:A1 Participates in selected activities that develop and maintain each component of physical fitness.
- 4:2:A2 Recognizes that physiological responses to exercise are associated with their own levels of fitness.

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Learning Priority: Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. Demonstrates safe practices and adherence to rules and procedures.

- 5:2:A1 Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.
- 5:2:A2 Assesses and takes responsibility for his or her own behavior without blaming others.
- 5:2:A3 Demonstrates safe control of body and equipment.

- 5:2:A4 Follows class, activity, or game rules respectfully.
- B. Demonstrates a commitment to teamwork, ethics, and positive social interaction.
- 5:2:B1 Cooperates with all class members by taking turns and sharing equipment.
 - 5:2:B2 Participates in a variety of team building activities.
 - 5:2:B3 Works productively with a partner to improve performance.
 - 5:2:B4 Recognizes and appreciates similar and different activity choices of peers.
 - 5:2:B5 Takes seriously the role of teaching an activity or skill to his or her team.
 - 5:2:B6 Shows respect for the views of a peer during class discussion.
 - 5:2:B7 Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity.
 - 5:2:B8 Regularly encourages others and refrains from negative statements.

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Learning Priority: Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

- A. Applies intrinsic values to physical activity.
- 6:2:A1 Identifies positive feelings associated with participation in physical activities.
 - 6:2:A2 Selects and practices a skill on which improvement is needed.
 - 6:2:A3 Develops a movement sequence or game that is personally interesting, such as tumbling, jump rope, rhythms, or sports specific play.
 - 6:2:A4 Works independently, productively, and demonstrates a willingness to challenge self.
 - 6:2:A5 Explains that skill competency leads to enjoyment of movement and physical activity.

Grades 3-4 Scope and Sequence

1st Semester Social Skills: Responsibility Helpfulness

Teaching Units THROUGHTOUT THE YEAR

	<u>Focus on Fitness</u>	<u>Spotlight on Skills</u>
September	Fitness Circuits	Cooperatives
October	Chasing and Fleeing	Flying Disk
November	Jump Rope	Dance
December	Fitness Circuits	Basketball

2nd Semester Social Skills: Encouragement Acceptance of Personal Differences

January	Movement Bands (?)	Basketball
February	Daily Dozen (Stunts)	Stunts & Tumbling
March	Group Fitness	Hockey or Racquets & Paddles
April	Aerobic Games	Soccer
May	Walk/Jog/Run	Softball

**2 year rotation with ½ of each unit's skills being taught every other year ex. Even years (2010-11 use first half skills, 2011-12 use second skills)

Grades 3-4 Resources

Spark PE Curriculum

Grades 5-6 Objectives

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Grade 5

Learning Priority: Refines, combines, and varies motor skills.

A. Refines skill development.

- 1:2:A1 Jumps vertically and lands using mature form.
- 1:2:A2 Throws overhand with a mature form.
- 1:2:A3 Catches a fly ball using mature form.
- 1:2:A4 Strikes an object using feet, hands, or implement to a target.
- 1:2:A5 Balances while moving in control through locomotor and non-locomotor skills.

B. Refines skill application.

- 1:2:B1 Performs a combination of movement, sport, or leisure skills. Examples include: dribble, pass, receive, shoot, rhythm patterns, jump rope front cross
- 1:2:B3 Throws a ball overhand and hits a moving target.

Grade 6

Learning Priority: Demonstrates basic and specialized skill, as well as applies those skills tactically, in increasingly complex environments and in combination with other skills.

- A. Achieves skill development in modified sport, dance, gymnastics, and outdoor activities.
 - 1:3:A1 Serves a ball underhand in net/wall sports (e.g., volleyball, pickle ball) using mature form (e.g., stands with feet apart, eyes on ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball, and follows through.)
 - 1:3:A2 Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer).
 - 1:3:A4 Designs and performs dance (or gymnastics) sequences that combine traveling, rolling, balancing, and weight transfer into a smooth, flowing sequence with intentional changes in direction, speed, and flow.
- B. Applies skill application to successful use of skills and sports tactics.
 - 1:3:B1 Demonstrates a return to base position in net/wall sports (e.g., tennis, badminton, etc).
 - 1:3:B2 Demonstrates correct application of force to control distance of object in a target sport (e.g., golf putt, curling, etc.).
 - 1:3:B3 Demonstrates technique to place the ball away from an opponent in net/wall sports (e.g., volleyball, tennis, etc.).
 - 1:3:B4 Demonstrates correct position in both net/wall and invasion sports for effective defense and offensive coverage.

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Grade 5

Learning Priority: Develops a cognitive understanding of a skill so as to improve performance.

- A. Demonstrates cognitive understanding.
 - 2:2:A1 Explains that warm-up prepares the body for physical activity.
 - 2:2:A2 Locates heart rate and describes how it is used to monitor exercise intensity.
 - 2:2:A3 Identifies and demonstrates key elements of skill being taught.
 - 2:2:A4 Explains the necessity of transferring weight in skills.
 - 2:2:A5 Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.

Learning Priority: Develops the ability to transfer complex motor skills they have learned into new skills/games.

- B. Utilizes skill application.
 - 2:2:B1 Recognizes accurately the critical elements of a skill demonstrated by a fellow student and provides feedback to that student.
 - 2:2:B2 Corrects movement errors in response to corrective feedback given by teacher or peer.

2:2:B4 Explains how appropriate practice improves performance.

Grade 6

Learning Priority: Applies cognitive understanding to improve motor skill development and performance.

A. Demonstrates cognitive understanding.

- 2:3:A1 Selects appropriate practice procedures to learn and master skills and movement patterns.
- 2:3:A2 Describes basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.) and how they improve fitness and performance.
- 2:3:A3 Identifies proper warm-up and cool down procedures as they affect performance and injury prevention.
- 2:3:A4 Describes the critical elements of a sport-specific skill (e.g., basketball free throw, forearm pass, etc.)
- 2:3:A5 Detects and corrects errors in alignment in target sports (e.g., archery, golf) based on knowledge of results.
- 2:3:A6 Explains force application and how it affects flight path of object.

B. Applies cognitive understanding and application to game play as it relates to strategies and tactics.

- 2:3:B3 Identifies similarities in body position when receiving a serve (e.g., volleyball, badminton, tennis, etc.) and when defending a player (e.g., basketball, soccer, ultimate, etc.) and reasons why they are similar.
- 2:3:B4 Demonstrates an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning, team communication, and team support.

PK-12 Standard 3: Participates regularly in physical activity.

Grade 5

Learning Priority: Regularly participates in activities that provide enjoyment and health benefits.

A. Chooses to be physically active.

- 3:2:A1 Identifies physical and psychological benefits that result from long-term participation in physical education.
- 3:2:A2 Chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.
- 3:2:A3 Chooses to participate in structured and purposeful activity.

B. Sets goals for a physically active lifestyle.

- 3:2:B2 Identifies two personal fitness goals to improve personal fitness.

Grade 6

Learning Priority: Develops and implements an individual physical activity plan.

- A. Chooses to be physically active.
 - 3:3:A2 Sets realistic activity goals of his or her choosing based on interests as well as fitness assessment results.
 - 3:3:A3 Develops a physical activity plan using practice procedures and training principles appropriate to their personal goals, as well as the physical activity pyramid guidelines.
- B. Participates regularly in moderate to vigorous physical activity in and out of school.
 - 3:3:B4 Regulates physical activity behavior by using appropriate practice procedures and training principles.

PK-12 Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Grade 5

Learning Priority: Develops healthy habits that address the various components of physical fitness

- A. Chooses to be physically active.
 - 4:2:A1 Participates in selected activities that develop and maintain each component of physical fitness.
 - 4:2:A2 Recognizes that physiological responses to exercise are associated with their own levels of fitness.

Grade 6

Learning Priority: Acquires and applies knowledge of the fitness components for overall fitness.

- A. Acquires and applies fitness knowledge.
 - 4:3:A3 Defines health-related fitness terminology (e.g., physical fitness, aerobic fitness, body composition, muscle strength, muscle endurance, flexibility).
 - 4:3:A5 Formulates meaningful personal fitness goals based on fitness test results.
 - 4:3:A7 States the differences between moderate and vigorous physical activity as it relates to perceived exertion.
 - 4:3:A8 Demonstrates knowledge of current guidelines for physical activity (60 minutes daily).
- B. Develops fitness as it relates to aerobic fitness/body composition, muscular fitness, and flexibility.
 - 4:3:B1 Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school.
 - 4:3:B4 Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.
 - 4:3:B6 Completes a total body stretching routine with safe stretching techniques.

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Grade 5

Learning Priority: Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

- A. Demonstrates safe practices and adherence to rules and procedures.
 - 5:2:A1 Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.
 - 5:2:A2 Assesses and takes responsibility for his or her own behavior without blaming others.
 - 5:2:A3 Demonstrates safe control of body and equipment.
 - 5:2:A4 Follows class, activity, or game rules respectfully.
- B. Demonstrates a commitment to teamwork, ethics, and positive social interaction.
 - 5:2:B1 Cooperates with all class members by taking turns and sharing equipment.
 - 5:2:B2 Participates in a variety of team building activities.
 - 5:2:B3 Works productively with a partner to improve performance.
 - 5:2:B4 Recognizes and appreciates similar and different activity choices of peers.
 - 5:2:B5 Takes seriously the role of teaching an activity or skill to his or her team.
 - 5:2:B6 Shows respect for the views of a peer during class discussion.
 - 5:2:B7 Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity.
 - 5:2:B8 Regularly encourages others and refrains from negative statements.

Grade 6

Learning Priority: Demonstrates safe practices, follows rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

- A. Develops personal responsibility.
 - 5:3:A1 Uses time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring.
 - 5:3:A2 Identifies the importance of following class and procedures.
 - 5:3:A3 Makes responsible decisions for personal safety regarding appropriate dress for weather and/or physical activity, use of equipment, and any health concerns (allergies, asthma, etc.).
 - 5:3:A4 Follows and listens to all directions and asks for help when needed.
 - 5:3:A5 Communicates to teacher and/or peers when problems are observed and uses the problem-solving model to solve or find a solution.
 - 5:3:A6 Demonstrates self-control during conflict (e.g., peer conflicts or an official's decision).
 - 5:3:A7 Identifies and practices ethical behavior.
- B. Develops social responsibility.

- 5:3:B1 Handles situations in an appropriate manner (e.g., calls by officials, boundary lines, etc.) when participating in team sports.
- 5:3:B2 Demonstrates cooperation and support of students of different gender, race, ethnicity, and ability in a physical activity setting.
- 5:3:B3 Demonstrates appropriate etiquette in activity settings (e.g., while playing golf the student waits for the ball to be played that is farthest from the hole).
- 5:3:B4 Demonstrates positive social interaction while in a physical activity setting (e.g., the student gives another student a high five after making a great shot in basketball).
- 5:3:B5 Demonstrates respect and concern for the safety of others (e.g., physical, emotional, environmental) in word and actions (e.g., using and replacing equipment properly, following safety guidelines/rules of an activity etc.) in adventure and team building activities.
- 5:3:B6 Demonstrates cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities.

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Grade 5

Learning Priority: Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

A. Applies intrinsic values to physical activity.

- 6:2:A1 Identifies positive feelings associated with participation in physical activities.
- 6:2:A2 Selects and practices a skill on which improvement is needed.
- 6:2:A4 Works independently, productively, and demonstrates a willingness to challenge self.
- 6:2:A5 Explains that skill competency leads to enjoyment of movement and physical activity.

B. Demonstrates positive social interaction as a benefit of physical activity.

- 6:2:B1 Defends the benefits of physical activity and stress relieving outdoor pursuits
- 6:2:B2 Interacts with others by helping with their physical activity challenges.
- 6:2:B3 Chooses to participate in group physical activities.

Grade 6

Learning Priority: Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

A. Values the benefits of physical activity physically, mentally, emotionally, and socially.

- 6:3:A1 Recognizes that regular physical activity improves the student's fitness level in both skill-related and health-related fitness components.

- 6:3:A2 Analyzes selected physical experiences for social, emotional, mental, and physical health benefits.
- 6:3:A3 Recognizes that participation in regular physical activity reduces the risk of disease (e.g., heart disease, osteoporosis, diabetes, etc.) and injury.
- 6:3:A4 Recognizes the value of physical activity to reduce stress and improve mood.
- 6:3:A5 Recognizes the importance of physical activity to keep body systems working together efficiently.
- 6:3:A6 Seeks personally-challenging experiences in physical activity settings.
- 6:3:A7 Appreciates the aesthetic and creative aspects of skilled performance.
- 6:3:A9 Describes the mental benefits of physical activity (e.g., improved concentration, creativity, alertness, etc.).
- 6:3:A10 Recognizes physical activity as an opportunity for social and group interaction and to form new relationships.
- 6:3:A11 Describes the impact of physical activity and the result of improved fitness and performance on self-confidence and self-esteem.

Grades 5-6 Scope and Sequence

Year 1

September	Building a Foundation Softball
October	Basketball
November	Walk/Jog/Run
December	Soccer
January	Jump Rope
February	Chasing and Fleeing
March	Volleyball
April	Cooperatives
May	Recess Activities

Year 2

September	Building a Foundation Stunts and Activities
October	Football
November	Group Fitness

December	Walk/Jog/Run
January	Hockey
February	Stunts and Tumbling
March	Aerobic Games
April	Cooperatives
May	Recess Activities

Grades 5-6 Resources

SPARK PE Curriculum

Grades 7-8 Objectives

PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Learning Priority: Demonstrates basic and specialized skill, as well as applies those skills tactically, in increasingly complex environments and in combination with other skills.

- A. Achieves skill development in modified sport, dance, gymnastics, and outdoor activities.
 - 1:3:A1 Serves a ball underhand in net/wall sports (e.g., volleyball, pickle ball) using mature form (e.g., stands with feet apart, eyes on ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball, and follows through.)
 - 1:3:A2 Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer).
 - 1:3:A3 Demonstrates correct alignment in form in a target sport (e.g., archery, golf, curling, etc.) to control direction.
 - 1:3:A4 Designs and performs dance (or gymnastics) sequences that combine traveling, rolling, balancing, and weight transfer into a smooth, flowing sequence with intentional changes in direction, speed, and flow.
 - 1:3:A5 Demonstrates the ability to do a one-foot glide and controlled stop while rollerblading.
 - 1:3:A6 Demonstrates correct balance techniques (e.g. static and dynamic) in a variety of activities (yoga, Pilates, gymnastics, cooperative activities, etc.).
 - 1:3:A7 Demonstrates use of technology (e.g. compass and GPS) in outdoor pursuits such as hiking, backpacking, and showshoeing.
- B. Applies skill application to successful use of skills and sports tactics.

- 1:3:B1 Demonstrates a return to base position in net/wall sports (e.g., tennis, badminton, etc.).
- 1:3:B2 Demonstrates correct application of force to control distance of object in a target sport (e.g., golf putt, curling, etc.).
- 1:3:B3 Demonstrates technique to place the ball away from an opponent in net/wall sports (e.g., volleyball, tennis, etc.).
- 1:3:B4 Demonstrates correct position in both net/wall and invasion sports for effective defense and offensive coverage.

PK-12 Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Learning Priority: Applies cognitive understanding to improve motor skill development and performance.

- A. Applies cognitive understanding to improve motor skill development: Principles of practice, critical elements of skills, and error correction.
 - 2:3:A1 Selects appropriate practice procedures to learn and master skills and movement patterns.
 - 2:3:A2 Describes basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.) and how they improve fitness and performance.
 - 2:3:A3 Identifies proper warm-up and cool down procedures as they affect performance and injury prevention.
 - 2:3:A4 Describes the critical elements of a sport-specific skill (e.g., basketball free throw, forearm pass, etc.)
 - 2:3:A5 Detects and corrects errors in alignment in target sports (e.g., archery, golf) based on knowledge of results.
 - 2:3:A6 Explains force application and how it affects flight path of object.
 - 2:3:A7 Devises and performs a skill after explaining the significance of a biomechanical principle and enhances performance.
- B. Applies cognitive understanding and application to game play as it relates to strategies and tactics.
 - 2:3:B1 Explains at least two game tactics involved in playing net/wall sports (e.g., tennis, badminton, volleyball, etc.).
 - 2:3:B2 Explains at least two games tactics involved in invasion sports (e.g., soccer, basketball, handball, etc.).
 - 2:3:B3 Identifies similarities in body position when receiving a serve (e.g., volleyball, badminton, tennis, etc.) and when defending a player (e.g., basketball, soccer, ultimate, etc.) and reasons why they are similar.
 - 2:3:B4 Demonstrates an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning, team communication, and team support.

PK-12 Standard 3: Participates regularly in physical activity.

Learning Priority: Develops and implements an individual physical activity plan.

- A. Plans for physical activity based on personal goals and interests.
 - 3:3:A1 Completes a survey to determine personal interests and increase awareness of a broad range of opportunities existing within the community.
 - 3:3:A2 Sets realistic activity goals of his or her choosing based on interests as well as fitness assessment results.
 - 3:3:A3 Develops a physical activity plan using practice procedures and training principles appropriate to their personal goals, as well as the physical activity pyramid guidelines.
- B. Participates regularly in moderate to vigorous physical activity in and out of school.
 - 3:3:B1 Maintains a pedometer log for a minimum of two weekdays and one weekend day.
 - 3:3:B2 Maintains a physical activity log documenting progress toward attaining their personal goals.
 - 3:3:B3 Documents practice time as specified by their physical education teacher.
 - 3:3:B4 Regulates physical activity behavior by using appropriate practice procedures and training principles.

PK-12 Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Learning Priority: Acquires and applies knowledge of the fitness components for overall fitness.

- A. Acquires and applies fitness knowledge.
 - 4:3:A1 Knows the various principles of training (threshold, overload, progression, etc.) and how these principles are applied.
 - 4:3:A2 Explains the FITT guidelines as they apply to a training program (e.g. frequency, intensity, time, and type of exercise).
 - 4:3:A3 Defines health-related fitness terminology (e.g., physical fitness, aerobic fitness, body composition, muscle strength, muscle endurance, flexibility).
 - 4:3:A4 Performs physical fitness test with correct form and/or technique.
 - 4:3:A5 Formulates meaningful personal fitness goals based on fitness test results.
 - 4:3:A6 Develops, with teacher assistance, an individual plan for improving fitness levels.
 - 4:3:A7 States the differences between moderate and vigorous physical activity as it relates to perceived exertion.
 - 4:3:A8 Demonstrates knowledge of current guidelines for physical activity (60 minutes daily).
 - 4:3:A9 Demonstrates knowledge of all major muscle groups.
- B. Develops fitness as it relates to aerobic fitness/body composition, muscular fitness, and flexibility.

- 4:3:B1 Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school.
- 4:3:B2 Documents individual physical activity in relation to all the health-related components of fitness.
- 4:3:B3 Assesses (manually or mechanically with heart rate monitors) and maintains their heart rate in a target heart rate zone for the recommended time while participating in aerobic physical activity.
- 4:3:B4 Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.
- 4:3:B5 Completes a total body resistance training workout with safe lifting procedures (e.g., large muscle first, proper form and balance, correct amount of resistance, rest day, etc.)
- 4:3:B6 Completes a total body stretching routine with safe stretching techniques.

PK-12 Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Learning Priority: Demonstrates safe practices, follows rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

C. Develops personal responsibility.

- 5:3:A1 Uses time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring.
- 5:3:A2 Identifies the importance of following class and procedures.
- 5:3:A3 Makes responsible decisions for personal safety regarding appropriate dress for weather and/or physical activity, use of equipment, and any health concerns (allergies, asthma, etc.).
- 5:3:A4 Follows and listens to all directions and asks for help when needed.
- 5:3:A5 Communicates to teacher and/or peers when problems are observed and uses the problem-solving model to solve or find a solution.
- 5:3:A6 Demonstrates self-control during conflict (e.g., peer conflicts or an official's decision).
- 5:3:A7 Identifies and practices ethical behavior.

D. Develops social responsibility.

- 5:3:B1 Handles situations in an appropriate manner (e.g., calls by officials, boundary lines, etc.) when participating in team sports.
- 5:3:B2 Demonstrates cooperation and support of students of different gender, race, ethnicity, and ability in a physical activity setting.
- 5:3:B3 Demonstrates appropriate etiquette in activity settings (e.g., while playing golf the student waits for the ball to be played that is farthest from the hole).
- 5:3:B4 Demonstrates positive social interaction while in a physical activity setting (e.g., the student gives another student a high five after making a great shot in basketball).

- 5:3:B5 Demonstrates respect and concern for the safety of others (e.g., physical, emotional, environmental) in word and actions (e.g., using and replacing equipment properly, following safety guidelines/rules of an activity etc.) in adventure and team building activities.
- 5:3:B6 Demonstrates cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities.

PK-12 Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Learning Priority: Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

B. Values the benefits of physical activity physically, mentally, emotionally, and socially.

- 6:3:A1 Recognizes that regular physical activity improves the student's fitness level in both skill-related and health-related fitness components.
- 6:3:A2 Analyzes selected physical experiences for social, emotional, mental, and physical health benefits.
- 6:3:A3 Recognizes that participation in regular physical activity reduces the risk of disease (e.g., heart disease, osteoporosis, diabetes, etc.) and injury.
- 6:3:A4 Recognizes the value of physical activity to reduce stress and improve mood.
- 6:3:A5 Recognizes the importance of physical activity to keep body systems working together efficiently.
- 6:3:A6 Seeks personally-challenging experiences in physical activity settings.
- 6:3:A7 Appreciates the aesthetic and creative aspects of skilled performance.
- 6:3:A8 Describes the ways to use the body and movement to communicate ideas and feelings in creative dance.
- 6:3:A9 Describes the mental benefits of physical activity (e.g., improved concentration, creativity, alertness, etc.).
- 6:3:A10 Recognizes physical activity as an opportunity for social and group interaction and to form new relationships.
- 6:3:A11 Describes the impact of physical activity and the result of improved fitness and performance on self-confidence and self-esteem.

Grades 7-8 Scope and Sequence

Year 1

September	Team building/ Cooperatives
October	Flag Football
November	Fitness Challenge
December	Rag ball

January Indoor Soccer

February Archery

March Volleyball

April Frisbee Golf

May Softball

Year 2

September Ultimate Frisbee

October Basketball

November Fitness Challenge

December Floor Hockey

January Wiffleball

February Archery

March Archery

April Outdoor Soccer

May 4 Square

Grades 7-8 Resources

SPARK PE Curriculum

National Archery in the Schools Program