**Course Description**

Foundationally built upon Missouri's Grade Level Expectations and national studies, Park Hill's health and physical education courses provide students with the fundamental knowledge and skills to develop personal fitness goals and to succeed in reaching those goals. Courses connect the relevancy of nutrition, activity, and options outside of class to encourage students to continue their fitness goals.

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<th>Scope And Sequence</th>
<th>Instructional Topics</th>
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<td>Stunts and Tumbling</td>
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<td>Rhythmic Activities</td>
<td>1. Rhythmic Activities</td>
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**Course Rationale**

School-based health education and physical education programs, when effectively implemented and coordinated, can play a leading role in enabling students to lead healthy, active lives now and in the future. A sound curriculum with effective instruction and evaluation procedures provide learners with the tools for assuming personal ownership and some degree of control over factors in their lives that influence their health and wellness.

**Board Approval Date**

June 25, 2009

**Unit:** Foundations of Physical Education

**Duration:** Ongoing

**Enduring Understandings**

- Personal space is a small area around each individual in which they feel comfortable.
- General space is the area that encompasses personal space with movement.
- Locomotor movement is a way to travel from one place to another.
- Non locomotor movement is a movement in a stationary position (bend, twist, stretch, turning)
- Cooperating - encouraging, sharing and helping others

**Essential Questions**

- Why is personal space important as it relates to safety?
- What is an example of a locomotor and non locomotor skill?
- What does it look like to use cooperation?

**Example Assessment Items**

- During a relay situation, students will put together a bone puzzle with 2 errors or less.
- Given a specific activity (such as scooter tag), students can correctly identify the bones or muscles used to travel.

**Academic Vocabulary**

- Locomotor Skills
- Personal Space
- General Space
- Cooperation
- Respect
- Sportsmanship

**Topic:** Prevention

**Duration:** 0 Day(s)

**Learning Targets**

The student will demonstrate safe use of general and personal space.

Assessment: The student will demonstrate the ability to travel safely in the general space while staying in his/her own personal space.
### 1st Grade Physical Education

**Physical Education and Health Department**

<table>
<thead>
<tr>
<th>Topic: Locomotor</th>
<th>Duration: 0 Day(s)</th>
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<tbody>
<tr>
<td><strong>Learning Targets</strong></td>
<td>The student will demonstrate fundamental movement skills through locomotor and non-locomotor activities.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>The student will demonstrate the ability to travel by using 6 different locomotor skills while in general space (gallop, hop, skip, slide, leap, etc.).</td>
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<table>
<thead>
<tr>
<th>Topic: Personal/Social Responsibilities</th>
<th>Duration: 0 Day(s)</th>
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<tbody>
<tr>
<td><strong>Learning Targets</strong></td>
<td>The student will demonstrate appropriate sportsmanship and sensitivity to diversity and gender issues.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Students will show cooperation through participating in a variety of activities with 2 or more people (i.e. building a three person pyramid, relays, stations). The student will show cooperation through participating in a variety of activities with different people while encouraging the accomplishments of others.</td>
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<table>
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<tr>
<th>Topic: Movement Concepts</th>
<th>Duration: 0 Day(s)</th>
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<tbody>
<tr>
<td><strong>Learning Targets</strong></td>
<td>The student will demonstrate a variety of pathways, speeds, direction and levels using locomotor movements.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Students will demonstrate the ability to travel by using 3 different locomotor skills while using a variety of pathways and levels (gallop, hop, skip, slide, leap, etc.).</td>
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<tr>
<th>Unit: Movement and Muscles</th>
<th>Duration: Ongoing</th>
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<tbody>
<tr>
<td><strong>Enduring Understandings</strong></td>
<td>- The femur is the biggest bone in the body.</td>
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<td>- Strong abdominal muscles help you hold good posture.</td>
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<td></td>
<td>- Strong bones support and give structure to the body.</td>
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<tr>
<td><strong>Essential Questions</strong></td>
<td>What purpose do bones serve?</td>
</tr>
<tr>
<td></td>
<td>Why are strong muscles important?</td>
</tr>
<tr>
<td><strong>Example Assessment Items</strong></td>
<td>- During a relay situation, students will put together a bone puzzle with 2 errors or less.</td>
</tr>
<tr>
<td></td>
<td>- Given a specific activity (such as scooter tag), students can correctly identify the bones or muscles used to travel.</td>
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<tr>
<td><strong>Academic Vocabulary</strong></td>
<td>Flexibility</td>
</tr>
<tr>
<td></td>
<td>Muscle</td>
</tr>
<tr>
<td></td>
<td>Bone</td>
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<tr>
<td></td>
<td>Calcium</td>
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<tr>
<th>Topic: Body Systems</th>
<th>Duration: 0 Day(s)</th>
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<tr>
<td><strong>Learning Targets</strong></td>
<td>The student will tell why muscles and bones are important to movement.</td>
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<tr>
<td><strong>Assessment:</strong></td>
<td>Students can identify bones and muscles used to travel and tell why they are important to the movement.</td>
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<table>
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<tr>
<th>Topic: Muscular System</th>
<th>Duration: 0 Day(s)</th>
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<tr>
<td><strong>Learning Targets</strong></td>
<td>The student will be able to identify major muscles in the body.</td>
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<tr>
<td><strong>Assessment:</strong></td>
<td>Students can correctly identify the muscles used to travel.</td>
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<th>Topic: Skeletal System</th>
<th>Duration: 0 Day(s)</th>
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<tr>
<td><strong>Learning Targets</strong></td>
<td>The student will identify major bones in each region of the body.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Students can correctly identify the bones in a specific region of the body used for an activity.</td>
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1st Grade Physical Education
Physical Education and Health Department

Unit: Fitness Principles
Duration: Ongoing

Enduring Understandings
- Setting personal fitness goals will help obtain a higher level of fitness.
- Overall fitness promotes a better quality of life.
- The cardio respiratory system is very important to overall fitness.

Essential Questions
How will you benefit from setting personal fitness goals?
What are components to overall fitness?
How does the cardio respiratory system play a part in your overall fitness levels?

Example Assessment Items
- Given a set of criteria, students will maintain a fitness record and show progress (Data Center).
- Students' healthy fitness levels will be measured through the use of the Fitnessgram.

Academic Vocabulary
Cardio Respiratory
Fitness
Curl-Up
Flexibility
Pacer
Push-Up

Topic: Health Related and Skill Related Fitness
Duration: 0 Day(s)

Learning Targets
The student will identify health related fitness components and set personal goals.
Assessment: Given a set of activities, students will set goals to increase one of the following: muscle strength, muscle endurance, flexibility, cardio-respiratory endurance.

Topic: Fitness Principles
Duration: 0 Day(s)

Learning Targets
The student will participate in health related fitness assessments and analyze individual strengths and weaknesses.
Assessment: Students' healthy fitness levels will be measured through the use of the Fitnessgram.

Topic: Wellness
Duration: 0 Day(s)

Learning Targets
The student will identify activities outside of the school that promote wellness.
Assessment: The student will describe different activities in which he/she participates outside of school that promote overall wellness.

Topic: Personal Health
Duration: 0 Day(s)

Learning Targets
The student will show the cause and effect of healthy behaviors.
Assessment: The student will explain why being physically active will result in a healthier life.

Topic: Nutrition
Duration: 0 Day(s)

Learning Targets
The student will identify healthy food choices.
Assessment: When given 4 different foods, students will properly identify the food group in which they belong.

Unit: Fundamental Movement Skills
Duration: Ongoing
**Enduring Understandings**

- Gross motor skills are large muscle and bone movements (i.e. kicking a soccer ball).
- Fine motor skills are small muscle movements (i.e. cup stacking).
- A major life skill is following directions in an organized setting while working with others.
- To be successful in lifetime movement, you must show proper technique to gain maximum efficiency and effectiveness (law of opposition).

**Essential Questions**

- What are gross motor skills? What are fine motor skills?
- Why do we need to work well with others and follow directions?
- Why is it important use proper technique in fundamental skills?

**Example Assessment Items**

- Given multiple stations that use gross and fine motor skills, students will demonstrate each type of skill.
- Students will get across the gym in less than 3 minutes using 2 hula hoops without touching the ground outside the hula hoop (titanic).
- During a given activity (i.e. throwing arcade), students will use the law of opposition.

**Academic Vocabulary**

**Skill Techniques**

- Gross Motor
- Fine Motor
- Manipulative

**Learning Targets**

The student will demonstrate proper technique for a variety of fundamental skills.

**Assessment:** Given multiple stations that use gross and fine motor skills, the student will demonstrate each type of skill.

**Duration:** 0 Day(s)

**Topic:** Manipulative Skills

**Learning Targets**

The student will demonstrate motor skills using manipulatives.

**Assessment:**
- The student will use gross motor skills (i.e. kicking a soccer ball) in a stationary position and while moving.
- The student will use fine motor skills to manipulate objects (i.e. cup stacking).

**Duration:** 0 Day(s)

**Topic:** Developmental Games

**Learning Targets**

The student will participate in organized games with small groups and partners.

**Assessment:** While playing a game and demonstrating the proper motor skills, the student will apply the rules of the game while cooperating with others.

**Duration:** 0 Day(s)

**Unit:** Stunts and Tumbling

**Enduring Understandings**

Balance is essential to everyday life.

**Essential Questions**

- Why is it important to have a strong core (abs)?
- What are key techniques to maintaining balance on apparatuses?

**Example Assessment Items**

- Given a variety of situations requiring balance, students will maintain balance using different technique.
- Students will put 2-3 stunts together in combination.

**Academic Vocabulary**

- Balance
- Core Muscles
- Apparatus

**Topic:** Body Management

**Learning Targets**

The student will demonstrate individual stunts and balance skills.

**Assessment:** In a given situation, the student will choose 2 - 3 stunts to perform.

**Duration:** Ongoing

**Topic:** Specialized Activities

**Learning Targets**

The student will demonstrate individual stunts and balance skills.

**Assessment:** In a given situation, the student will choose 2 - 3 stunts to perform.

**Duration:** 0 Day(s)
## Learning Targets
The student will demonstrate activities safely on basic apparatus.

Assessment: The student will perform 2 - 3 basic activities safely using apparatus (rope, balance beam, climbing wall, vault, stability ball).

### Rhythm is essential in the process of fluid movement and safety.

## Enduring Understandings
- Rhythm is essential in the process of fluid movement and safety.

## Essential Questions
- What are some examples of activities in which rhythm is necessary?

## Example Assessment Items
- Given a variety of activities, students will demonstrate the ability to move in a rhythmic pattern.

## Academic Vocabulary
- Tempo
- Rhythm
- Pattern

### Topic: Rhythmic Activities

### Duration: Ongoing

## Learning Targets
The student will demonstrate rhythmic activities with a manipulative.

Assessment: Given a variety of activities, the student will demonstrate the ability to move in a rhythmic pattern with a manipulative.