

# Trinity Lutheran School

## Physical Education Curriculum



### Rationale based on Scripture

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 Trinity but throughout their lives. We wish to promote sportsmanship, teamwork, respect for others, cooperation and a healthy lifestyle. Our goal at Trinity is to teach students necessary skills and provide an environment where all may be successful. The curriculum Trinity uses is SPARK. This curriculum offers a variety of units that enable students to master physical benchmarks and complex strategizing.

### Exit goals for graduation

Students will demonstrate proficiency, understanding, and/or commitment to the following set of exit goals upon graduation. The level of proficiency of these exit goals will be dependent upon the individual gifts and effort of the student and at what grade the student started attending Trinity.

#### General Objectives for Students to Develop in Physical Education

1. Through Christ-centered physical education instruction, the students will:
  - a. Use their bodies in a God-pleasing way
  - b. Learn the fruits of the Spirit as they participate in physical activities (gentleness, self-control...)
  - c. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
  - d. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
  - e. Participate regularly in physical activity
  - f. Achieve and maintain a health enhancing level of physical fitness
  - g. Exhibit responsible personal and social behavior that respects self and others in physical activity settings
  - h. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

#### General Attitudes for Student to Develop in Physical Education

2. Through Christ-centered physical education instruction, the students will:
  - a. Enjoy participation in all activities whether athletic or not
  - b. Respect their bodies as gifts from God  
Know the importance and benefits of physical activity and an active lifestyle
  - c. Celebrate personal successes and achievements
  - d. Know that physical activity provides the opportunity for personal challenge, self expression, and reflection.

### Grade level measurable objectives

At the end of each school year, students will demonstrate proficiency, understanding, and/or commitment to the following set of grade specific measurable objectives in these classifications: knowledge, skills, and attitudes.

The level of proficiency of these measurable objectives will be dependent upon the individual gifts and effort of the student and at what time of year the student started attending Trinity.

## Pre-Kindergarten - Second Grade

By the end of second grade, the student will:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
  - a. Skips, hops, gallops, slides, etc., using mature form
  - b. Travels fast and slow, using different pathways, changing directions in response to a signal or obstacle using a variety of locomotor skills
  - c. Repeats a dance pattern without cues
  - d. Performs tumbling activities, including rolls, jumps, and weight transfer skills
  - e. Throws a ball underhand using mature form
  - f. Throws a ball overhand
  - g. Controls an object using feet, hands, or implement to a target (dribble, throw, catch, kick, strike)
  - h. Performs a variety of jump rope skills, including individual, partner, and long rope skills
  - i. Balances with a variety of body parts or objects in creative shapes— round, twisted, narrow, symmetrical, and asymmetrical shapes
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
  - a. Identifies correctly body planes and various body parts
  - b. Recognizes appropriate safety practices with and without physical education equipment
  - c. States that best effort is shown by trying new or hard tasks
  - d. Repeats cue words for skills being taught and demonstrates/explains what is meant by each
  - e. Corrects movement errors in response to corrective feedback
  - f. States the short-term effects of physical activity on the heart, lungs, and muscles
  - g. Explains that appropriate practice improves performance
  - h. Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.
3. Participates regularly in physical activity
  - a. Engages in moderate to vigorous physical activity
  - b. Participates in a variety of physical activities outside of school
  - c. Participates in a variety of non-structured and minimally-organized physical activities outside of physical education
4. Achieves and maintains a health-enhancing level of physical fitness
  - a. 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
  - b. Engages in a series of physical activities without tiring easily
  - c. Sustains activity for increasingly longer periods of time while participating in various activities in physical education
  - d. Begins to identify muscle groups used in activities
  - e. Participates in a variety of activities and games that increase breathing and heart rate
  - f. Recognizes that health-related physical fitness consists of several different components
5. Exhibits responsible and social behavior that respects self and others in physical activity settings
  - a. Practices specific skills as assigned until the teacher signals the end of practice
  - b. Follows directions given to the class for an all-class activity
  - c. Uses safety procedures
  - d. Reports the results of work honestly
  - e. Enjoys participating alone while exploring movement tasks
  - f. Follows rules, procedures, and etiquette in class
  - g. Works independently, productively, and demonstrates a willingness to challenge self
  - h. Shows cooperation and fair play for others by helping, sharing, and taking turns

- i. Participates in a variety of cooperative activities
  - j. Works in a diverse group setting without interfering with others
  - k. Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability)
  - l. Demonstrates the elements of socially acceptable conflict resolution during class activity
  - m. Regularly encourages others and refrains from negative statements
6. Values physical activity for health, enjoyment, challenge, self expression, and/or social interaction
- a. Shares verbal and nonverbal indicators of enjoyment
  - b. Attempts new movements and skills willingly
  - c. Participates even when not successful
  - d. Identifies several activities that are enjoyable
  - e. Expresses personal feelings on progress made while learning a new skill

### Third - Fifth Grade

By the end of fifth grade, the student will:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
  - a. Jumps vertically and lands using mature form
  - b. Throws overhand with mature form
  - c. Catches a fly ball using mature form
  - d. Strikes an object using feet, hands, or implement to a target
  - e. Balances while moving in control through locomotor and non-locomotor skills
  - f. Balances with control on a variety of objects
  - g. Performs a combination of movement, sport, or leisure skills including (dribble, pass, receive, shoot, juggling, rhythm patterns, jump rope front cross)
  - h. Creates, refines, and performs a gymnastic, tumbling, dance, or jump rope sequence
  - i. Throws a ball overhand and hits a moving target
2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
  - a. Explains that warm-up prepares the body for physical activity
  - b. Locates heart rate and describes how it is used to monitor exercise intensity
  - c. Identifies and demonstrates key elements of skill being taught
  - d. Explains the necessity of transferring weight in skills
  - e. Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.
  - f. Recognizes accurately the critical elements of a skill demonstrated by a fellow student and provides feedback to that student
  - g. Corrects movement errors in response to corrective feedback given by teacher or peer
  - h. Designs a new game incorporating at least two motor skills and rules
  - i. Explains how appropriate practice improves performance
3. Participates regularly in physical activity
  - a. Identifies physical and psychological benefits that result from long-term participation in physical education
  - b. Chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis
  - c. Chooses to participate in structured and purposeful activity
  - d. Monitors his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled
  - e. Maintains a physical activity log (e.g., ActivityGram) or calendar by participating in a school/community-based fitness program
  - f. Identifies one personal movement goal for use outside of physical education class

- g. Identifies two personal fitness goals to improve personal fitness
- 4. Achieves and maintains a health-enhancing level of physical fitness
  - a. Participates in selected activities that develop and maintain each component of physical fitness
  - b. Recognizes that physiological responses to exercise are associated with their own levels of fitness
  - c. Identifies at least one muscle for each physical fitness test (such as FitnessGram) used
  - d. Describes the five health-related fitness components (cardiovascular fitness, muscle strength, muscle endurance, flexibility, body composition), what they measure, and at least one benefit of each
  - e. Maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity
  - f. Meets the age- and gender specific health-related fitness standards
  - g. Identifies his or her strengths and weaknesses based upon the results of physical fitness testing and sets goals to show improvement in at least two fitness tests
- 5. Exhibits responsible and social behavior that respects self and others in physical activity settings
  - a. Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others
  - b. Assesses and takes responsibility for his or her own behavior without blaming others
  - c. Demonstrates safe control of body and equipment
  - d. Follows class, activity, or game rules respectfully
  - e. Cooperates with all class members by taking turns and sharing equipment
  - f. Participates in a variety of team building activities
  - g. Works productively with a partner to improve performance
  - h. Recognizes and appreciates similar and different activity choices of peers
  - i. Takes seriously the role of teaching an activity or skill to his or her team
  - j. Shows respect for the views of a peer during class discussion
  - k. Participates in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity
  - l. Regularly encourages others and refrains from negative statements
- 6. Values physical activity for health, enjoyment, challenge, self expression, and/or social interaction
  - a. Identifies positive feelings associated with participation in physical activities
  - b. Selects and practices a skill on which improvement is needed
  - c. Develops a movement sequence or game that is personally interesting, such as tumbling, jump rope, rhythms, or sports specific play
  - d. Works independently, productively, and demonstrates a willingness to challenge self
  - e. Explains that skill competency leads to enjoyment of movement and physical activity
  - f. Defends the benefits of physical activity and stress relieving outdoor pursuits
  - g. Interacts with others by helping with their physical activity challenges
  - h. Chooses to participate in group physical activities

## Sixth - Eighth Grade

By the end of eighth grade, the student will:

- 1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
  - a. 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)
  - b. Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer)

- c. Demonstrates correct alignment in form in a target sport (e.g., archery, golf, curling, etc.) to control direction
  - d. Designs and performs dance (or gymnastic) sequences that combine traveling, rolling, balancing, and weight transfer into a smooth, flowing sequence with intentional changes in direction, speed, and flow
  - e. Demonstrates the ability to do a one-foot glide and controlled stop while rollerblading
  - f. Demonstrates correct balance techniques (e.g., static and dynamic) in a variety of activities (yoga, Pilates, gymnastics, cooperative activities, etc.)
  - g. Demonstrates use of technology (e.g., compass and GPS) in outdoor pursuits such as hiking, backpacking, and snowshoeing
  - h. Demonstrates a return to base position in net/wall sports (e.g., tennis, badminton, etc.)
  - i. Demonstrates correct application of force to control distance of object in a target sport (e.g., golf putt, curling, etc.)
  - j. Demonstrates technique to place the ball away from an opponent in net/wall sports (e.g., volleyball, tennis, etc.)
  - k. Demonstrates correct position in both net/wall and invasion sports for effective defense and offensive coverage
2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- a. Selects appropriate practice procedures to learn and master skills and movement patterns
  - b. Describes basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.) and how they improve fitness and performance
  - c. Identifies proper warm-up and cool down procedures as they affect performance and injury prevention
  - d. Describes the critical elements of a sport-specific skill (e.g., basketball free throw, forearm pass, etc.)
  - e. Detects and corrects errors in alignment in target sports (e.g., archery, golf) based on knowledge of results
  - f. Explains force application and how it affects flight path of object
  - g. Devises and performs a skill after explaining the significance of a biomechanical principle that enhances performance
  - h. Explains at least two game tactics involved in playing net/wall sports (e.g., tennis, badminton, volleyball, etc.)
  - i. Explains at least two game tactics involved in invasion sports (e.g., soccer, basketball, handball, etc.)
  - j. 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
  - k. Demonstrates an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning, team communication, and team support
3. Participates regularly in physical activity
- a. Completes a survey to determine personal interests and increase awareness of a broad range of opportunities existing within the community
  - b. Sets realistic activity goals of his or her choosing based on interests as well as fitness assessment results
  - c. Develops a physical activity plan using practice procedures and training principles appropriate to their personal goals, as well as the physical activity pyramid guidelines
  - d. Maintains a pedometer log for a minimum of two weekdays and one weekend day
  - e. Maintains a physical activity log documenting progress toward attaining their personal goals
  - f. Documents practice time as specified by their physical education teacher

- g. Regulates physical activity behavior by using appropriate practice procedures and training principles
- 4. Achieves and maintains a health-enhancing level of physical fitness
  - a. Knows the various principles of training (threshold, overload, progression, etc.) and how these principles are applied
  - b. Explains the FITT guidelines as they apply to a training program (e.g., frequency, intensity, time, and type of exercise)
  - c. Defines health-related fitness terminology (e.g., physical fitness, aerobic fitness, body composition, muscle strength, muscle endurance, flexibility)
  - d. Performs physical fitness test with correct form and/or technique
  - e. Formulates meaningful personal fitness goals based on fitness test results
  - f. Develops, with teacher assistance, an individual plan for improving fitness levels
  - g. States the differences between moderate and vigorous physical activity as it relates to perceived exertion
  - h. Demonstrates knowledge of current guidelines for physical activity (60 minutes daily)
  - i. Demonstrates knowledge of all major muscle groups
  - j. Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school
  - k. Documents individual physical activity in relation to all the health--related components of fitness
  - l. 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
  - m. Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness
  - n. Completes a total body resistance training workout with safe lifting procedures (e.g., large muscles first, proper form and balance, correct amount of resistance, rest day, etc.)
  - o. Completes a total body stretching routine with safe stretching techniques
- 5. Exhibits responsible and social behavior that respects self and others in physical activity settings
  - a. Uses time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring
  - b. Identifies the importance of following class and procedures
  - c. 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.)
  - d. Follows and listens to all directions and asks for help when needed
  - e. Communicates to teacher and/or peers when problems are observed and uses the problem-solving model to solve or find a solution
  - f. Demonstrates self-control during conflict (e.g., peer conflicts or an official's decision)
  - g. Identifies and practices ethical behavior
  - h. Handles situations in an appropriate manner (e.g., calls by officials, boundary lines, etc.) when participating in team sports
  - i. Demonstrates cooperation and support of students of different gender, race, ethnicity, and ability in a physical activity setting
  - j. 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)
  - k. 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)
  - l. 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 guide-lines/rules of an activity etc.) in adventure and team building activities
  - m. Demonstrates cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities

6. Values physical activity for health, enjoyment, challenge, self expression, and/or social interaction
  - a. Recognizes that regular physical activity improves the student's fitness level in both skill-related and health-related fitness components
  - b. Analyzes selected physical experiences for social, emotional, mental, and physical health benefits
  - c. Recognizes that participation in regular physical activity reduces the risk of disease (e.g., heart disease, osteoporosis, diabetes, etc.) and injury
  - d. Recognizes the value of physical activity to reduce stress and improve mood
  - e. Recognizes the importance of physical activity to keep body systems working together efficiently
  - f. Seeks personally-challenging experiences in physical activity settings
  - g. Appreciates the aesthetic and creative aspects of skilled performance
  - h. Describes the ways to use body and movement to communicate ideas and feelings in creative dance
  - i. Describes the mental benefits of physical activity (e.g., improved concentration, creativity, alertness, etc.)
  - j. Recognizes physical activity as an opportunity for social and group interaction and to form new relationships
  - k. Describes the impact of physical activity and the result of improved fitness and performance on self-confidence and self-esteem

## **Assessment of the academic growth and achievement of each student**

Each individual teacher assesses the academic growth of their students on a regular basis via class participation, discussion, and performance assessments. The teacher uses performance rubrics from SPARK to document and guide learning, and to determine progress toward program goals. The performance rubric measures motor, cognitive, and affective (social and personal) development.

## **Evidence of fundamental principles of student growth**

Through class participation and discussion students will build on their previous knowledge as they learn new concepts from grade-to-grade. Performance rubrics can be used throughout the unit to track individual student growth and development.