Physical Education Curriculum

The Physical Education program is designed to help develop physically educated individuals with the knowledge and skills necessary to understand the benefits of total body movement and also the self-confidence to enjoy a lifetime of physical activity.

Toddler Physical Education Curriculum

Toddlers are in the sensitive period for movement. In all of our activities, we try to incorporate movement. We also have a specific large motor area of the classroom with equipment for the toddlers to be active. In addition, the toddlers visit the playground every day, weather permitting.

Learning Objectives and Activity Examples include:

1. Movement is incorporated into all activities.
   
   **Activity example:** A child finishes the hand-washing activity, pours the water from the bowl into the bucket, and carries the heavy bucket across the room to pour the water into the sink.

2. Our large motor area of the classroom contains equipment that we rotate throughout the year such as a sit-and-spin, a balance beam, a trampoline, steps, a small basketball hoop, and a rocking horse.
   
   **Activity example:** A child walks to the large motor area, steps up onto the trampoline, and begins jumping.

3. The toddlers visit the playground every day and experience slides, ride-on toys, tricycles, rocks to climb, open space to run, balls, and digging in the sandbox.
   
   **Activity example:** A toddler holds the railing of the structure, climbs up the steps, walks to the top of the slide, and slides down.
Children's House Physical Education Curriculum  
(Kindergarten & First Grade)

Students at this age level learn about and interpret their environment through play. As children experience personal feelings of success and achievement through movement, they begin to recognize others; acknowledge that others may occupy their space; learn to move about in their space without interfering with others; and begin to learn to take turns and share interactions with others. This can be a first step in becoming and participating in larger group activities.

Kindergarten and First grade physical education focuses on the development of fundamental motor skills and movement experiences. Students explore the different ways their bodies move in relationship to themselves, others, and with a variety of objects. They discover the joy of playing with friends and how social interaction can make activities more fun.

Learning Objectives and Activities Include:

1. Demonstrate locomotor and non-locomotor movements.

   **Activity example:** Children perform a variety of locomotor movements (walk, run, jump, hop, skip, slide, leap, gallop)

   **Activity example:** Children perform a variety of non-locomotor movements (bend, stretch, twist, turn, swing, dodge, balance)

   - Perform locomotor movements by varying direction, levels, pathways, and effort.
   - Jump from various heights and over various obstacles
   - Demonstrate moving to various rhythms.
   - Participate in chasing and fleeing activities
   - Perform non-locomotor skills in combination, at varying speeds and levels, and shapes.
   - Play games using locomotor movements (ie. running signals – jogging in place, running on toes, run while clapping, hopping, etc.)
   - Play games using non-locomotor movements (ie. animal imitations – swing like a monkey, wiggle like a worm, bend like an ostrich: parachute activities)

2. Explore manipulative skills.

   **Activity example:** Children perform a variety of tosses and throws (underhand toss, throw to a target)

   - Throw a object with an overhand and underhand motion

   **Activity example:** Children catch a variety of objects (ie. bounce and catch a ball, catch a tossed beach ball, balloon, bean bag, etc. with both hands)

   - Stop a rolling object with various body parts
   - Catch a large object with the hands
   - Catch a self-tossed object

   **Activity example:** Children perform a variety of striking skills (ie. kick a stationary ball at a target, strike a balloon keeping it aloft)
• Manipulate objects such as balloons, beanbags, yarn balls, foam paddles)
• Strike a large stationary object with and without an implement
• Strike a large moving object with and without an implement

3. Participate in rhythm and dance activities.

   Activity example: moving creatively to various rhythms.
   Activity example: Children will demonstrate the non-locomotor skills of stretching, twisting, bending, swaying while creatively moving to music.
   • Perform exercises, simple dances, yoga, etc. to the rhythm of music.
Lower Elementary Physical Education Curriculum

In the Lower Elementary program, children build upon skills acquired in the Children’s House. Students will be able to vary the manner in which they perform and use these skills in combination with each other. Children will begin to identify and use critical elements for fundamental skills. Students will receive a basic introduction to the components of health-related fitness. They will know safe practices, physical education class rules and procedures, and be able to apply them with little or no reinforcement. Lower Elementary Physical Education allows for the attainment of maturing motor patterns for the basic locomotor, non-locomotor, and selected isolated manipulative skills. Students will acquire specialized skills basic to movement form and use those skills with a partner. They will continue to develop cooperation skills to enable completion of a common goal while working with a partner or in a small group.

First and second year students are beginning to function as members of a group. Their enjoyment comes from a growing competence of movement skills as they begin to master selected skills. Trying new activities provides challenge. They are beginning to express their feelings through their activity. With confidence for self-expression and the opportunity to share with others, children at this age level are beginning to learn how to become members of a larger community.

Third year students can identify activities that they consider being fun. They are challenged by learning a new physical activity and can recognize that success and improvement are attributed to effort and practice. Students become more involved in group activities and developing cooperation skills. They are beginning to develop individual responsibility and the skill of working together to enable completion of a common goal.

Learning Objectives and Activity Examples include:

1. Demonstrate locomotor and non-locomotor skills in a variety of activities.
   - **Activity Example:** A child demonstrates walking, running, hopping, skipping, jumping, galloping, sliding, and leaping.
   - **Activity Example:** Children perform various non-locomotor and balance activities.
   - **Activity Example:** Children perform locomotor and non-locomotor activities to various rhythms.
   - **Activity Example:** Children perform dodging, turning, swinging, rolling, landing, and stopping while participating in an individual/partner/group activity.
   - **Activity Example:** A child applies basic movement concepts appropriate to the given situation (force, effort, time, flow, space, direction, range, and relationships) while participating in various activities.
   - **Activity Example:** Children participate in a variety of modified and lead-up games.

2. Demonstrate manipulative skills using a variety of objects individually, with a partner, and in a small group.
   - **Activity Example:** Children perform a variety of tosses and throws.
   - **Activity Example:** Children begin to catch a variety of objects and will also be able to perform kicking, striking, and throwing patterns
Activity Example: Children participate in a variety of activities that involve the manipulation of various objects.

- Dribble a ball with dominant and non-dominant foot
- Approach and kick a moving ball
- Kick a ball toward various targets at different levels
- Throw a small object overhand
- Throw an object overhand toward a target
- Participate in simple throwing techniques with a partner
- Catch an object from a rebound, with a scoop, and from a partner
- Strike objects with and without implements, stationary, and while traveling
Upper Elementary Physical Education Curriculum

In the Upper Elementary Program, children review and begin to master skills acquired in the Lower Elementary Program. They are also introduced to a wide variety of new skills developmentally appropriate for this age level. Nine to twelve physical education will allow for the refinement of fundamental patterns, mature motor patterns, and selected insolated manipulative skills. Students will begin to be able to use these skills and combinations of skills in the context of actual performance situations. Children will begin to use teacher feedback to improve skills, and work with peers in cooperative settings. They will identify the purposes for and follow activity-specific practices, game and class rules, procedures, and sportsmanship. Students will continue to develop cooperative interpersonal skills to enable completion of a common goal while working with a partner or small group.

Lowers and Middles attach great importance to group membership and often choose participation in physical activity to be with their peers. This interaction allows for the opportunity to demonstrate leadership as well as learning to be a good follower. They continue to be challenged by learning new physical activities. All these skills contribute to the development of productive and responsible young citizens.

Seniors will begin to develop lifetime attitudes regarding physical activity and lifestyles during this time. They will realize that skill development is on-going and progressive, and that activity attitudes are best internalized by continued practice and that they need to incorporate principles of fitness into their daily lives. Acquiring these skills will provide them a foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle.

Learning Objectives and Activities Include:

1. Use mature form for basic locomotor, non-locomotor, and manipulative skills in various form of physical activity.

   **Activity Example:** Children will demonstrate running, hopping, galloping, sliding, leaping, and skipping while participating in an individual/partner/group activity.

   **Activity Example:** Children will demonstrate balancing, dodging, swinging, rolling, landing, and stopping while participating in an individual/partner/group activity.

   **Activity Example:** Children will demonstrate throwing, catching, kicking, trapping, dribbling, striking, volleying, and bouncing while participating in an individual/partner/group activity.

   • Participate in modified/lead-up games using locomotor, non-locomotor, and manipulative skills

   • Participates in tumbling and basic gymnastics

   • Practice skills in high-organized games

   • Participate in team building activites

2. Participate in small group activities requiring knowledge and application of fundamental game concepts.

   **Activity Example:** Children apply sport specific skills in modified game situations.
**Activity Example:** A child demonstrates the ability to adjust to unpredictable situations in activities/games.

**Activity Example:** Children participate in activities with various numbers of participants and types of implements and equipment.

3. Work cooperatively and productively with a partner and/or group to accomplish a set goal in both cooperative and competitive activities.

**Activity Example:** Children participate in a group activity in which each member must contribute to the completion of a set task or result.

**Activity Example:** Children participate in a competitive activity, demonstrating fair play, teamwork, sportsmanship, and self-control.

**Activity Example:** A child are able to explain how an activity can be both cooperative and competitive.

**Activity Example:** A child are able to work independently and on-task for longer periods of time.

- Practice individual skills with few teacher reminders
- Working in a small group, stay focused and on-task for the time given
- Participate in team building activities
- Participate in team activities
- Develop/practice socialization skills through peer interaction in cooperative games
Middle School Physical Education Curriculum

Seventh grade physical education encourages the refinement of motor skill combinations used in game environments. An introduction to the rules and strategies of individual/team sports is emphasized at this level. Through participation in a variety of activities, students will develop a respect for one another and an awareness of opportunities for lifelong fitness.

Eighth grade physical education promotes the use of specialized skills in sport and fitness activities. A working knowledge of rules and game strategies is developed through participation in a wide variety of activities. Eighth grade students will begin to accept responsibility for their own personal fitness and further develop an awareness of opportunities for lifelong fitness.

Self and peer assessment is used a great deal throughout this level.

Schedule:
Seventh and eighth grade students participate in physical education classes two times a week for 45 minutes each. Traditional sports including, but not limited to, soccer, basketball, volleyball, lacrosse, and floor hockey are covered. In addition to this scheduled instruction time, students also participate in a 20 or 30 min. personal fitness class. During this time, students are introduced to aerobic training through participation in cardiovascular exercises, conditioning and endurance activities, and agility and footwork drills.

Thursday athletics:
The PE program distinguishes LMS from many other middle schools. We offer a “non-traditional” sports program. In the fall, all seventh and eighth grade students are required to participate in after school sports held on Thursday afternoons. A new sport begins every six weeks and includes activities such as, fencing, golf, ultimate Frisbee, team handball, swimming, and rowing. By learning traditional sports during their regular PE classes and participating in these “non-traditional” sports after school, our middle school students have the opportunity to be engaged in a very well rounded athletic experience.