

St. Paul's Lutheran School, Oconomowoc, Wisconsin

PHYSICAL EDUCATION CURRICULUM

PHILOSOPHY

Through Physical Education, students will appreciate their body as a marvelous gift from God, understand their responsibility to maintain an active and healthy lifestyle, and develop fundamental physical, social, and fitness-related skills by participating in individual and cooperative activities.

In this curriculum writing effort, the National PE Standards and the Wisconsin State Standards have been incorporated with Integrating the Faith to provide a Christ-centered approach to the teaching of physical education. Bullet configurations identify the source of the learner outcome.

➤ National Standards

- State of WI Standards (Grades 4, & 8 must be at mastery level by these grades)

✠ Integrating the Faith

Broad Goals

From a Christ-Centered Perspective, Students Will:

1. Appreciate their talents and abilities as gifts from God
2. Understand respective differences in individuals
3. Demonstrate responsible personal and social behavior in physical activity settings
4. Understand how to monitor and maintain a health-enhancing level of physical fitness for a well-rounded lifestyle
5. Apply concepts and principles of movement to the learning and development of physical skills
6. Use a variety of basic and advanced movement forms
7. Will demonstrate competency in many forms of movement and proficiency in some
8. Will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction

St. Paul's Lutheran School Physical Education Curriculum Scope and Sequence

| LEARNER OUTCOME | JK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| <i>From a Christ-Centered Perspective, Students Will:</i> 1. Appreciate their talents and abilities as gifts from God | | | | | | | | | | |
| ✘ Recognize that their bodies are the temple of the Holy Spirit and exhibit self-control in body management. | | I | T | T | T | T | M | R | R | R |
| ✘ Accept the talent that God gave to them and to others. | | I | T | T | T | M | R | R | R | R |
| ✘ Demonstrate courtesy, self-control, sportsmanship, truthfulness, and Christian conduct. | | I | T | T | T | M | R | R | R | R |
| ✘ Accept and respect individual differences in performance potential and abilities as part of God's overall plan. | | I | T | T | T | T | M | R | R | R |
| ✘ Appreciate the body as a child of God and accept the responsibility to maintain an active, healthy lifestyle. | | I | T | T | T | T | M | R | R | R |
| <i>From a Christ-Centered Perspective, Students Will:</i> 2. Understand respective differences in individuals | | | | | | | | | | |
| • G.4.2 Demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior | | I | T | T | T | M | R | R | R | R |
| • G.4.3 Indicate respect for persons from different backgrounds and the cultural significance as they contribute to various games, dances, and physical activities | | | | I | T | M | R | R | R | R |
| • G.8.1 Recognize the role of sports, games, and dance in modern culture | | | | | I | T | T | M | R | R |
| • G.8.2 Identify behaviors that are supportive and inclusive in physical-activity settings | | I | T | T | T | T | T | M | R | R |
| • G.8.3 Display sensitivity to the feelings of others during interpersonal interactions | | I | T | T | T | T | M | R | R | R |
| • G.8.4 Respect the physical and performance limitations of self and others | | I | T | T | T | T | M | R | R | R |
| ➤ Knows similarities and differences in body height, weight, and shape | | I | T | T | T | M | R | R | R | R |
| <i>From a Christ-Centered Perspective, Students Will:</i> 3. Demonstrate responsible personal and social behavior in physical activity settings | | | | | | | | | | |
| • F.4.1 Follow activity-specific rules, procedures, and etiquette with little or no reinforcement | | I | T | T | T | T | M | R | R | R |
| • F.4.2 Utilize safety principles in activity situations | | I | T | T | M | R | R | R | R | R |
| • F.4.3 Work productively with a partner to improve skills, for example improve the overhand throw pattern for distance by using the critical elements of the process | | I | T | T | M | R | R | R | R | R |
| • F.4.4 Work independently and <i>on task</i> for short periods of time | | I | T | T | M | R | R | R | R | R |

| LEARNER OUTCOME | JK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|----|---|---|---|---|---|---|---|---|---|
| • F.4.5 Accept the teacher’s decision regarding a personal rule infraction without displaying negative reactions toward others | | I | T | T | T | T | M | R | R | R |
| • F.8.1 Identify positive and negative peer influence | | I | T | T | T | T | T | M | R | R |
| • F.8.2 Solve problems by analyzing causes and potential solutions | | | | I | T | T | T | M | R | R |
| • F.8.3 Make choices based on the safety of self and others | | I | T | T | T | T | M | R | R | R |
| • F.8.4 Consider the consequences when confronted with a behavior choice | | I | T | T | T | T | T | M | R | R |
| • F.8.5 Resolve interpersonal conflicts with a sensitivity to rights and feeling of others; find positive ways to exert independence | | I | T | T | T | T | T | M | R | R |
| • F.8.6 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings | | I | T | T | T | T | M | R | R | R |
| ➤ Understands the purpose of rules in games | | I | T | T | M | R | R | R | R | R |
| ➤ Understands the social contributions of physical activity (e.g., learning to cooperate and interact with others, having a role in team sports) | | | | I | T | T | T | M | R | R |
| ➤ Knows how to develop rules, procedures, and etiquette that are safe and effective for specific activity situations | | | | I | T | T | M | R | R | R |
| ➤ Understands proper attitudes toward both winning and losing (sportsmanship) | | I | T | T | T | T | M | R | R | R |
| <i>From a Christ-Centered Perspective, Students Will:</i> 4. Understand how to monitor and maintain a health-enhancing level of physical fitness for a well-rounded lifestyle into adulthood | | | | | | | | | | |
| • A.4.2 Describe healthful benefits that result from regular physical activity | | I | T | T | T | M | R | R | R | R |
| • A.4.3 Identify several moderate to vigorous physical activities that provide personal pleasure | | I | T | T | T | M | R | R | R | R |
| • A.8.1 Establish personal physical activity goals | | | I | T | T | T | T | T | M | R |
| • A.8.2 Participate at least three times a week in physical activities that contribute to the attainment of and maintenance of personal physical activity goals | | | | | I | T | T | T | T | T |
| • A.8.3 Explore personal interests in a variety of new physical activities both in and out of the physical education class | | I | T | T | T | T | T | M | R | R |
| • A.8.4 Describe the relationship between a healthy lifestyle and simply <i>feeling good</i> | | | | | I | T | T | M | R | R |
| • E.4.1 Identify several activities related to each component of physical fitness such as development of muscular strength | | | | I | T | T | M | R | R | R |
| • E.4.2 Associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specific time and/or activity and supporting, lifting, and controlling body weight in a variety of activities | | | I | T | T | M | R | R | R | R |

| LEARNER OUTCOME | JK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| • E.8.1 Participate in a variety of health-related activities in both school and non-school settings in order to maintain a record of moderate to vigorous physical activity | | | | | I | T | T | T | M | R |
| • E.8.2 Assess physiological indicators of exercise such as pulse rate during and after physical activity | | | | | I | T | T | T | M | R |
| • E.8.3 Understand and apply basic principles of training to improve physical fitness | | | | | | | I | T | T | T |
| • E.8.4 Meet health-related fitness standards | | | I | T | T | T | T | M | R | R |
| • E.8.5 Begin to design personal health-related fitness programs based on an accurately assessed fitness profile, for example, engage in physical activity at the target heart rate for a minimum of 30 minutes at least 3 times a week outside of the physical education class | | | | | | | I | T | T | T |
| ➤ Chooses physical activities based on a variety of factors (e.g., personal interests and capabilities, perceived social and physical benefits, challenge and enjoyment) | | | | I | T | T | M | R | R | R |
| ➤ Knows factors that inhibit physical activity (e.g., substance abuse) | | | | | | | I | T | T | T |
| ➤ Knows how to modify activities to be more health-enhancing (e.g., walking instead of riding, taking the stairs rather than the elevator) | | | | I | T | T | T | M | R | R |
| ➤ Understands detrimental effects of physical activity (e.g., muscle soreness, overuse injuries, over-training, temporary tiredness, and discovering inability) | | | | | I | T | T | M | R | R |
| ➤ Understands activities that provide personal challenge (e.g., risk-taking, adventure, and competitive activities) | | | | | I | T | T | M | R | R |
| ➤ Understands long-term physiological benefits of regular participation in physical activity (e.g., improved cardiovascular and muscular strength, improved flexibility and body composition) | | | | | | | I | T | M | R |
| ➤ Understands long-term psychological benefits of regular participation in physical activity (e.g., healthy self-image, stress reduction, strong mental and emotional health) | | | | | | I | T | T | M | R |
| ➤ Engages in activities that develop and maintain cardiorespiratory endurance (e.g., timed or distance walk/run and other endurance activities at a specified heart rate) | | | | | | I | T | T | T | T |
| ➤ Engages in activities that develop and maintain muscular strength (e.g., push-ups, pull-ups, curl-ups, isometric strength activities, jump rope) | | I | T | T | T | T | M | R | R | R |
| ➤ Engages in activities that develop and maintain flexibility of the major joints (e.g., sit and reach, trunk twists, and arm-shoulder stretches) | | I | T | T | T | T | M | R | R | R |
| ➤ Knows the effects of physical activity and nutrition on body composition | | | | I | T | T | M | R | R | R |

| LEARNER OUTCOME | JK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| ✘ Accept and respect individual differences in performance potential and abilities as part of God's overall plan. | | I | T | T | T | T | M | R | R | R |
| ✘ Accept the responsibility and appreciate the body as a child of God to maintain an active, healthy lifestyle. | | I | T | T | T | T | M | R | R | R |
| <i>From a Christ-Centered Perspective, Students Will:</i> 5. Apply concepts and principles of movement to the learning and development of physical skills | | | | | | | | | | |
| • C.4.1 Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running | | I | T | T | T | M | R | R | R | R |
| • C.4.2 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student | | | I | T | T | T | M | R | R | R |
| • C.4.3 Recognize and apply concepts that affect the quality of increasingly complex movement performance such as consistently striking a ball with a bat or paddle demonstrating an appropriate grip | | I | T | T | T | M | R | R | R | R |
| • C.4.4 Identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance | | | | I | T | M | R | R | R | R |
| • C.8.1 Understand and apply more advanced movement and game strategies such as explaining and demonstrating strategies involved in playing tennis doubles | | | | | | I | T | T | T | M |
| • C.8.2 Identify the critical elements of more advanced movement skills | | | | | | | I | T | T | M |
| • C.8.3 Identify and apply principles of practice and conditioning to enhance performance such as understanding that conditioning will allow one to play for longer periods of time without fatigue | | | I | T | T | T | T | M | R | R |
| • C.8.4 Identify the characteristics of highly skilled performance in movement forms such as describing the characteristics that enable success in passing and spiking after observing a team of skillful volleyball players | | | | | | I | T | T | M | R |
| • C.8.5 Understand and apply advanced, discipline-specific knowledge to various movement forms such as understanding how to lead or follow a partner while dancing | | | | | | | I | T | T | T |
| ➤ Understands a vocabulary of basic movement concepts (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist) | | I | T | T | M | R | R | R | R | R |

| LEARNER OUTCOME | JK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| ➤ Understands terms that describe a variety of relationships with objects (e.g., over/under, behind, alongside, through) | | I | T | T | M | R | R | R | R | R |
| ➤ Understands the importance of practice in learning skills | | I | T | T | M | R | R | R | R | R |
| ➤ Uses information from a variety of internal and external sources to improve performance (e.g., group projects, student journal, self-assessment, peer and coach review) | | | | | I | T | T | M | R | R |
| ➤ Understands proper warm-up and cool-down techniques and reasons for using them | | I | I | T | T | T | T | M | R | R |
| ➤ Uses basic offensive and defensive strategies in unstructured game environments (e.g., limited rules, modified equipment, small numbers of participants) | | I | T | T | T | T | M | R | R | R |
| <i>From a Christ-Centered Perspective, Students Will:</i> | | | | | | | | | | |
| 6. Use a variety of basic and advanced movement forms | | | | | | | | | | |
| ➤ Uses a variety of basic locomotor movements (e.g., running, skipping, hopping, galloping, sliding) | | I | T | T | M | R | R | R | R | R |
| ➤ Uses a variety of basic non-locomotor skills (e.g., bending, twisting, stretching, turning, lifting) | | I | T | T | M | R | R | R | R | R |
| ➤ Uses control in weight-bearing and balance activities on a variety of body parts (e.g., jumping and landing using combinations of one and two foot take-offs and landings) | | I | T | T | M | R | R | R | R | R |
| ➤ Uses control in travel activities on a variety of body parts (e.g., travels in backward direction and changes direction quickly and safely, without falling; changes speeds and directions in response to various rhythms; combines traveling patterns to music) | | I | T | T | M | R | R | R | R | R |
| ➤ Uses smooth transitions between sequential motor skills (e.g., running into a jump) | | I | T | T | M | R | R | R | R | R |
| ➤ Uses basic and mature form in object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, pass) | | I | T | T | T | T | T | M | R | R |
| ➤ Uses basic sport-specific skills for a variety of physical activities (e.g., basketball chest pass, soccer dribble, fielding a softball with a glove) | | I | T | T | T | T | T | M | R | R |
| ➤ Uses mature form in balance activities on a variety of apparatuses (e.g., stilts) | | I | I | I | T | M | R | R | R | R |

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|---|----|---|---|---|---|---|---|---|---|---|
| ➤ Uses beginning strategies for net and invasion games (e.g., keeping object going with partner using striking pattern, placing ball away from opponent in a racket sport, hand and foot dribble while preventing an opponent from stealing the ball in basketball) | | I | I | I | T | T | T | T | M | R |
| ➤ Uses intermediate sport-specific skills for individual, dual, and team sports and activities | | | | | I | I | T | M | M | R |
| ➤ Uses intermediate sport-specific skills for outdoor activities | | | | | I | T | T | M | R | R |
| <i>From a Christ-Centered Perspective, Students Will:</i> 7. Demonstrate competency in many forms of movement and proficiency in some | | | | | | | | | | |
| • B.4.1 Demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and nonlocomotor skills such as throwing, catching, and kicking | | I | I | I | T | M | R | R | R | R |
| • B.4.2 Adapt a physical skill to the demands of a dynamic, unpredictable environment such as balancing with control on a variety of objects (e.g. stilts) | | I | I | I | T | M | R | R | R | R |
| • B.4.3 Acquire beginning skills in a few specialized movement forms such as dribbling and passing a basketball to a moving receiver or jumping and landing for height/distance using mature form | | I | I | I | T | M | R | R | R | R |
| • B.4.4 Apply combined movement skills in a variety of settings such as developing and refining a creative dance sequence into repeatable patterns | | I | I | I | T | M | R | R | R | R |
| • B.8.1 Demonstrate competence in modified versions of movement forms such as performing in a variety of simple folk and square dances | | I | I | I | T | T | T | T | T | M |
| • B.8.2 Develop beginning strategies for competitive and noncompetitive games such as using basic offensive and defensive strategies in a modified version of a team sport | | I | I | I | I | T | T | M | R | R |
| • B.8.3 Demonstrate increasing competence in more advanced specialized physical skills | | | | | | I | T | T | T | M |
| • B.8.4 Explain how people can enjoy an activity if they are not gifted athletes | | I | I | I | I | T | T | T | M | R |
| <i>From a Christ-Centered Perspective, Students Will:</i> 8. Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction | | | | | | | | | | |
| • D.4.1 Experience the opportunity for enjoyment while participating in physical activity | | I | T | T | M | R | R | R | R | R |

| LEARNER OUTCOME | JK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| • D.4.2 Learn to enjoy practicing activities to increase skill competence | | I | T | T | T | M | R | R | R | R |
| • D.4.3 Celebrate personal successes and achievements as well as those of others | | I | T | T | T | M | R | R | R | R |
| • D.4.4 Use physical activity as a means of self-expression | | I | T | T | M | R | R | R | R | R |
| • D.8.1 Feel satisfaction when engaging in physical activity | | I | T | T | T | T | M | R | R | R |
| • D.8.2 Recognize the social benefits of participation in physical activity such as the joy of participating with a team and sensing team fulfillment | | | | | I | T | T | T | M | R |
| • D.8.3 Enjoy learning new activities | | I | T | T | T | T | M | R | R | R |
| • D.8.4 Recognize physical activity as a vehicle for self-expression | | | | I | T | T | M | R | R | R |