

## PHILOSOPHY OF PHYSICAL EDUCATION

Children in grades K-4 learn in a variety of ways. For children of this age level, play is an important learning tool. The PE program takes play and structures it into an organized and physically useful tool in the child's development. Basic elements of movement must be maintained in order for the child to play effectively. The program is structured to provide the child with the best opportunity to develop a positive self-image. An atmosphere created by non-threatening activities allows each child to progress at their own level. The competitive nature of sports is played down to create levels of success for each student. In PE, we aim to provide skilled leadership and safe facilities, so that each child has opportunity to develop healthy body, alert mind, and well adjusted personality. We will create opportunities for each student to develop and maintain an interest in physical activity.

In PE, physical fitness can be taught in the context of physical activity. PE in the middle school and high school, grades 5-12 will provide the students with the opportunity to experience multiple activities. This will provide the basis for a lifelong, healthy and physically active lifestyle.

## GOALS AND OBJECTIVES FOR PHYSICAL EDUCATION K-12

- 1- To provide for growth and development for all students in the physical education classroom.
- 2- To provide for the development of proper habits, attitudes and practices.
- 3- To develop health and physical fitness through physical activity.
- 4- To provide training in fundamental skills, knowledge of rules and regulations of safety in all sporting events.
- 5- To create and sustain interest in physical activities.
- 6- To develop leadership, problem solving, cooperation, and team work.
- 7- To make students aware of sporting and fitness activities that are available in community.
- 8- To promote an understanding of cultural diversity.

## STUDENT EXPECTATIONS

K-12 Adaptive Physical Education:

- Students will demonstrate various abilities related to manipulative skills appropriate to their individual development.
- Students will use different types/sizes of equipment to practice hand eye, foot eye and balance skills.
- Students will participate in appropriate physical fitness activities.

- Students will observe proper safety measures as they relate to the assigned activity.
- Students will practice and learn individual skills as prescribed by their Individual Education Program (IEP).
- Students will have the opportunity to experience and play team/individual games.
- Students will develop an appreciation for the value of having fun and being active.

**Kindergarten students will:**

- Demonstrate a variety of the basic locomotor skills of walking, running, hopping, jumping, galloping, sliding, and skipping
- Demonstrate a variety of the basic non-locomotor movements of bending, pushing, stretching, turning, and balancing
- Participate for short periods of time in moderate-to-vigorous physical activities that cause increased heart rate and breathing rates
- Examine the rules for participating in the physical activity setting
- Develop listening skills and the ability to follow instructions in sequence during a game situation

**1<sup>st</sup> grade students will:**

- Demonstrate all of the locomotor skills of walking, running, hopping, jumping, galloping, sliding, and skipping
- Demonstrate, with consistency, the manipulative skills performed alone (toss and catch, dribble with hand in general space, dribble with foot, kick)
- Participate frequently and for short periods of time in sustained, moderate-to-vigorous physical activities that cause increased heart and respiratory rate
- Play and cooperate with a partner regardless of personal differences such as gender, skill level, or ethnicity
- Treat others with respect during play
- Identify and explore activities which require physical activity during non-school hours

**2<sup>nd</sup> grade students will:**

- Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling
- Apply the basic movement concepts to change performance of locomotor, non-manipulative and manipulative skills by using the concept of relationships (over, under, around, in front of, behind, a and through) in dynamic movement situations

- Identify and participate in physical activities that promote cardiorespiratory, muscular, and flexibility benefits
- Work cooperatively with others to complete a variety of tasks or assignments
- Exhibit in physical activity settings cooperative, respectful, and safe behaviors
- Demonstrate improvement in a skill or fitness-related activity for increased personal self-satisfaction
- Identify and participate in individual or family-oriented physical activity opportunities outside of school

### **3<sup>rd</sup> grade students will:**

- Roll in a forwards and backwards direction without hesitating
- Respects persons from different cultural backgrounds and appreciates what they contribute to physical activities
- Maintains continuous aerobic activity for a designated time
- Distinguish between compliance and non-compliance with game rules and fair play

### **4<sup>th</sup> grade students will:**

- Develop patterns and combinations of movements placed into a routine
- Appreciate differences and similarities in others' physical activity
- Maintain continuous aerobic activity for a designated time
- Regularly participates in physical activity for the purpose of improving performance and physical fitness

### **5<sup>th</sup> grade students will:**

- Demonstrate accuracy at a variety of distances while manipulating objects
- Identify and experience opportunities in the school and community for regular participation in physical activities
- Participate in establishing rules, procedures, and etiquette that are safe and effective for specific for activity situations
- Understand the physical, emotional and social benefits of participation in physical activity.

### **6<sup>th</sup> grade students will:**

- Apply the correct technique for locomotor, non locomotor and manipulative skills in a variety of cooperative activities
- Participate daily in some form of physical activity based on personal

- interests and capabilities
- Work cooperatively and productively in a group to accomplish goals in physical activity settings
  - Develop cooperation and collaboration as well as fairness, sportsmanship and respect for others

**7<sup>th</sup> grade students will:**

- Participate daily in some form of physical activity, including new and appropriate risk taking activities
- Apply problem solving techniques in physical activity
- Understand the roles of physical activity, sports, and games as a balance between cooperative and competitive behaviors and as a possible arena to develop and sharpen leadership and problem solving skills
- Develop leadership skills, problem solving skills and cooperation, and teamwork by participating in group activities

**8<sup>th</sup> grade students will:**

- Apply the correct technique for locomotor and manipulative skills to sport specific skills in a variety of activities
- Collaboratively solve problems by analyzing causes and potential solutions in physical activity settings
- Combine and integrate fundamental skills and adjust technique based on feedback
- Develop leadership skills, problem solving skills and cooperation and teamwork by participating in group activities

**9<sup>th</sup> – 10<sup>th</sup> grade students will:**

- Use mature patterns of throwing, catching, striking, and kicking skills to play organized team and individual sports
- Design personal fitness programs
- Participate in some form of physical fitness 2-3 times per week
- Experience a variety of team and individual games/activities
- Identify resources in the community designed to promote physical fitness and lifetime skills

**11<sup>th</sup> – 12<sup>th</sup> grade students will:**

- Design and implement a personal fitness program
- Use advanced game strategy to participate in team and individual activities
- Demonstrate problem solving, cooperation and team building through the use of adventure based education models
- Experience a wide variety of lifetime fitness activities

- Identify resources in the community designed to promote physical fitness and lifetime skills
- Explore options related to employment in the health, physical education, recreation and fitness fields

## **PHYSICAL EDUCATION UNITS**

### **K-2**

- 1- Guidelines
- 2- Spatial Awareness
  - safe personal space
- 3- Fitness
  - muscular
  - cardiovascular
- 4- Basic body movements
  - balance
  - gallop
  - jump
  - hop
  - skip
  - leap
  - slide
  - run
  - kick (a ball)
- 5- Team work/Cooperation
- 6- Throwing and catching skills
  - underhand toss
  - overhand throw
  - body trap
  - hands only
- 7- Applied force to objects
  - bounce a ball
  - dribble a ball
- 8- Tumbling
  - rules for safe participation
  - log roll
  - shoulder roll
  - forward roll
  - backward roll

- cartwheel
- 9- Striking skills
  - tennis
- 10-Games

### **GRADES 3-4**

- 1- Cooperative games
- 2- Football
  - throwing/catching
  - kicking/punting
- 3- Soccer
  - individual ball skills
  - dribbling
  - trapping
  - passing
  - goalie work
  - throwins
- 4- Swimming
- 5-Dodging/Weaving
- 7-Tumbling/Gymnastics
  - floor skills
  - balance beam
  - pommel horse
  - parallel bars
- 8-Rhythms
  - tinkling
  - rhythm sticks
  - hoops
- 9-Use of levers
  - floor hockey
  - pillow polo
- 10-Basketball
  - ball handling skills
  - dribbling
  - passing
  - shooting
- 11-Adventure Games
- 12-tennis
  - striking
  - tracking

- volleying
- 13-Track/Field
  - sprints
  - starts
  - relays
  - mileage
  - hurdles
  - long jump
  - vertical jumps

14- Golf

15-Base games

- softball
- wiffleball
- mat ball
- kickball

16- Fitness

**GRADES 5-8**

1- Football

- throwing
- catching
- kicking
- end zone celebrations

2- Soccer

- dribbling
- passing
- goal tending
- throwins

3-Tennis

- striking
- tracking
- volleying

4-Cross Country

- pacing

5-Track

- relays
- exchange strategies
- field events
- sprints

6- Hockey

- pillow polo
- floor hockey
- 7- Basketball
  - dribbling
  - shooting
  - passing
  - rules
- 8-Running Games
- 9-Throwing/ Catching
- 10- Muscular development
  - scooter activities
  - warm-ups
- 11- Fitness
  - fitness days
  - straw walk
  - Appalachian Trail
  - rope activities
- 12- Cooperative games
  - mission impossible
  - monarch ball
  - wizard ball
  - rob the nest
  - team challenge
- 13-Project Adventure
  - low ropes
  - triangular traverse
  - wild woozy
  - Mohawk walk
  - swinging rope
  - swinging tires
  - rebirth
- 14-Base games
  - softball
  - baseball
  - wiffleball
  - kickball
  - home run derby
- 15-Volleyball
  - underhand pass
  - set

- serving
- blocks

## **GRADES 9-12**

- 1- Football
- 2- Soccer
- 3- Lacrosse
- 4- Walking Fitness
  - pacing
  - heart rate
- 5- Weight Training
  - muscular development
  - cardiovascular development
- 6- Project Adventure
- 7- Hockey
  - floor hockey
  - pillow polo
- 8- Volleyball
- 9- Basketball
- 10- Racquet sports
  - tennis
  - racquet ball
  - badminton
- 11- Base games
  - softball
  - wiffleball
- 12- Golf
  - Frisbee golf
- 13- Team games
  - team handball
  - speedball

# HEALTH EDUCATION

Hudson Middle School Students will receive health education in both the seventh and eighth grade for a total of twenty weeks. Although there are significant differences in the curriculum for each grade, some similarities do exist.

## Seventh grade and Eighth Grade

### Health Education

- Defining wellness and total health
- Understanding mental and social health
- Understanding growth, development, and nutrition
- Understand why nutrition and physical exercise is important in promoting and maintaining healthful living.
- Exploring diseases including HIV/AIDS
- Understanding the effects of alcohol, tobacco and other drugs
- Understand what is involved in responsible sexual behavior

## Seventh Grade

Unit One: Health and Wellness

Unit Two: Nutrition

Unit Three: Human Growth and Development

Unit Four: Sexual Health

Unit Five: Substance Use and Abuse

Skills that will be used in each unit

Decision Making, Goal Setting, Communication, Relationship Management, Stress Management, Advocacy

## Eighth Grade

Unit One: Mental Health

Unit Two: Fitness and Weight Management

Unit Three: Sexual Health/Sexually Transmitted Diseases

Unit Four: Substance Use and Abuse

Skills that will be used in each unit

Decision Making, Goal Setting, Communication, Relationship Management, Stress Management, Advocacy

Health 11/12

\*Students will be able to explain the relationship between personal behaviors and healthy development.

-Sample task: student analysis of food intake.

\*Students will be able to identify positive health practices that will prevent disease.

Sample task: identify the consequences of a high-risk behavior such as smoking or alcohol/drug use.

\*Students will demonstrate effective means of communication to prevent and resolve conflicts to promote the development of positive relationships.

Sample task: student use of active listening techniques as well as the use of messages.

\*Students will identify community health services to improve the well being of self and others.

Sample task: guest speaker Columbia county dept of mental health.

Health/Teen Leadership

\*Students develop the ability to work cooperatively with others and recognize the importance of teamwork.

Sample task: a variety of cooperative team-building activities to accomplish a common goal.

\*Students will develop an understanding of the concept of service learning activities to promote a positive community environment.

Sample tasks: Teen Tutoring and Adopt-a-Grandparent Programs.

\*Students will develop an understanding of Emotional Intelligence and the skills it measures, which include self-awareness, self-control, empathy, self-motivation and social skills.

Sample task: perspective role playing-paraplegic, poor vision, hearing aids, etc.

\*Students will develop a healthy self-concept and understand the value of personal responsibility.

Sample task: topical speeches on a relationship that is important to me and why.