

**Van Buren Intermediate School District
Physical Education Curriculum
Kindergarten
2008**

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown on the following pages. The skills and content addressed in these expectations will, in practice, be woven together into a coherent physical education curriculum. Beyond the physical education curriculum, students will use the skills and processes to support learning in all content areas.

Overview of the Content Expectations

The K-8 Physical Education Grade Level Content Expectations reflect best practices and current research in the teaching and learning of physical education. They build from the Michigan K-12 Physical Education Content Standards and Benchmarks (2007) and the State Board of Education's Policy on Quality Physical Education (2003). These content expectations represent a vision for a relevant physical education curriculum that addresses critical physical education knowledge, skills, fitness, and attitudes for successfully maintaining a physically-active lifestyle during a child's school years and beyond. They specify what a student should know and be able to do at the end of each grade.

According to the National Association for Sport and Physical Education (2004) and the Michigan Department of Education (2007), a physically educated person:

- 1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (M)
- 2 Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (K)
- 3 Participates regularly in lifelong physical activity. (M)
- 4 Achieves and maintains a health-enhancing level of physical fitness. (A)
- 5 Exhibits responsible personal and social behavior that respects self and others in physical activity settings. (B)
- 6 Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (B)

Please note that, while all the Content Standards are addressed in these K-8 Physical Education Grade Level Content Expectations as a whole, not all standards will be addressed in each strand.

Grade Level Content Expectations are expressed as follows: M.MC.01.01. This would be interpreted as:

M	Motor Skills and Movement Patterns
MC	Movement Concepts Domain
01	First Grade Expectation
02	First Expectation in the Grade Level Motor Skills Domain

Strands

Motor Skills and
Movement Patterns
(M)

Content Knowledge
(K)

Fitness and Physical
Activity
(A)

Personal/Social
Behaviors and Values
(B)

Domains

- | | | | |
|--|---|---|---|
| <ul style="list-style-type: none"> - Movement Concepts (MC) Space Awareness Effort Relationships - Motor Skills (MS) Non-Locomotor Locomotor Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) | <ul style="list-style-type: none"> - Feedback (FB) - Movement Concepts (MC) Space Awareness Effort Relationships - Motor Skills (MS) Non-Locomotor Locomotor Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - Participation Inside/Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) | <ul style="list-style-type: none"> - Participation During Physical Education (PE) - Participation Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) | <ul style="list-style-type: none"> - Feedback (FB) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) |
|--|---|---|---|

It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.

Using the Michigan Department of Education Standards and the Grade Level Content Expectations as a basis, the physical educators of Van Buren County developed a local mission statement and standards. Content was selected to match the standards and instructional objectives were written to match the grade level content expectations. An assessment plan was developed to monitor student progress and the effectiveness of the curriculum.

**Van Buren Intermediate School District
Unified Physical Education Program**

Mission Statement

The physical educators of Van Buren Intermediate School District are committed to the provision of developmentally appropriate instruction that will allow the learners to acquire the physical skills, knowledge and personal social attributes necessary to pursue a healthy, active lifestyle.

Abbreviated Mission Statement

Developmentally appropriate physical education today:
Healthy, active lifestyles tomorrow.

Outcomes

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2: Demonstrates an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

K-2 Content

Spatial Concepts

- General
- Self Space
- Level
- Direction (Forward, Backward, Sideward, Up, Down, Diagonal)
- Speed
- Effort (Force)
- Pathway

Manipulative Concepts

- Underhand throw
- Roll
- Overhand Throw
- Underhand catch
- Overhead catch
- Striking (Overhead, horizontal)
- Striking
- Hand dribble
- Foot dribble

Locomotor Skills

- Even Rhythm
 - o Walk
 - o Run
 - o Jump
 - o Hop
 - o Leap
- Uneven Rhythm
 - o Gallop
 - o Slide
 - o Skip

Fitness

- Strength
- Cardiovascular Endurance
- Flexibility

Non-Manipulative

- Rocking
- Twisting
- Curling
- Bending
- Straightening
- Tumbling

Rhythmic Activities

- Lummi Sticks
- Tinikling
- Hoops
- Parachute
- Jump Rope

Personal-Social Skills

- Responsibility
- Best Effort
- Cooperation
- Compassion

Kindergarten Grade Level Content and Instructional Objectives

Strand 1: Motor Skills & Movement Patterns	Content	Objectives
<i>Movement Concepts</i>	<i>Movement Concepts</i>	<i>Movement Concepts</i>
M..MC.00.01: Demonstrate incomplete and inconsistent elements of selected space awareness location movement concepts such as self-space, personal space, and general space in isolated settings.	Spatial Concepts General Space; Self Space; Shapes	Student will demonstrate comprehension of self and general space by assuming body positions as requested by the instructor during class sessions on two of three trials.

M.MC.00.02: Demonstrate incomplete and inconsistent elements of selected space awareness direction movement concepts such as up/down, forward/backward, right/left, and clockwise/counterclockwise in isolated settings.	Spatial Concepts Locatives using hoops, carpet squares, floor lines and other marks of location	Student will demonstrate comprehension of selected locative (in, on, over, around, front, beside, and behind) by moving in self space to challenges presented by the instructor during class activities on two or three trials.
M.MC.00.03: Demonstrate incomplete and inconsistent elements of selected space awareness level movement concepts such as low, medium, and high in isolated settings.	Spatial Concepts Level using hoops, carpet squares, floor lines and other marks of location	Student will demonstrate comprehension of the three heights associated with levels (low, medium, and high) by assuming body positions in self and general space in response to challenges presented by the instructor during class activities on two of three trials.
M.MC.00.04: Demonstrate incomplete and inconsistent elements of selected space awareness pathways movement concepts such as straight, curved, and zigzag in isolated settings.	Spatial Concepts Pathways using hoops, carpet squares, floor lines and other marks of location	Student will demonstrate comprehension of selected locative (in, on, over, around front, beside, behind, through) by moving in general space in response to challenge presented by the instructor during class activities on two of three trials.
M.MC.00.05: Demonstrate incomplete and inconsistent elements of selected space awareness extensions movement concepts such as large/small and far/near in isolated settings.	Spatial Concepts Locatives using hoops, carpet squares, floor lines and other marks of location	Students will execute movement challenges posed by the instructor during two of three trials.
M.MC.00.06: Demonstrate incomplete and inconsistent elements of selected effort movement concepts for time such as fast/slow and sudden/sustained in isolated settings.	Spatial Concepts Speed using hoops, carpet squares, floor lines and other marks of location; Parachutes	Student will demonstrate comprehension of the three types of speed (fast, medium and slow) by moving in self and general space in response to challenges presented by the instructor during class activities on two or three trials
M.MC.00.07: Demonstrate incomplete and inconsistent elements of selected effort movement concepts for force such as strong and light in isolated settings.	Spatial Concepts Shapes using hoops, carpet squares, floor lines and other marks of location; Low organizational game-like activities such as Freeze Tag, Stunts and Statues	Student will demonstrate comprehension of selected space, level, shape, and speed by moving in self and general space in response to challenge presented by the instructor during class activities on two of three trials.
M.MC.00.08: Demonstrate incomplete and inconsistent	Spatial Concepts Effort Locatives	Student will demonstrate comprehension of the proper location of selected body parts (head, hands, feet, arms, legs, nose, mouth,

elements of selected effort movement concepts for flow such as bound and free in isolated settings.		stomach, ears, back, fingers, toes, knees, and eyes) by moving in self and general space in response to challenges presented by the instructor during class activities on two of three trials.
M.MC.00.09: Demonstrate incomplete and inconsistent elements of selected relationship movement concepts of body parts such as round, narrow, wide, twisted, symmetrical, nonsymmetrical in isolated settings.	Spatial Concepts Non-Locomotor Skills	Students will demonstrate comprehension of selected shape concepts (wide, narrow, bend, straight, and twisted) by assuming body position in self and general space in response to challenge presented by the instructor during class activities on two of three trials.
M.MC.00.10: Demonstrate incomplete and inconsistent elements of selected relationship movement concepts of objects and/or people such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, alongside in isolated settings.	Spatial Concepts Directions	Student will demonstrate comprehension of selected directions (forward, backward and sideways) by moving general space in response to challenge presented by the instructor during class activities on two of three trials.
M.MC.00.11: Demonstrate incomplete and inconsistent elements of selected relationship movement concepts with people such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups in isolated settings.	Spatial Concepts Rhythms	Student will demonstrate comprehension of even and uneven rhythm by moving in self and general space in response to challenge presented by the instructor during class activities on two of three trials.
<i>Motor Skills</i>	<i>Motor Skills</i>	<i>Motor Skills</i>
M.MS.00.01: Demonstrate incomplete and inconsistent elements of selected mature form of non-manipulative skills of balance, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings.	Spatial Concepts Non-Locomotor Movements	Students will perform rocking, bending, twisting, turning and swinging (all t.a from) during Simon Says led by the instructor for five minutes consecutive minutes.

M.MS.00.02: Demonstrate incomplete and inconsistent elements of mature form of selected locomotor skills of walk, run, jump, slide, gallop, and hop in isolated settings.	Locomotor Movements	Student will distinguish among selected locomotor skills (walk, run, jump, hop, slide and gallop) to demonstrate the skill requested by the instructor during class activities on two of three trials
M.MS.00.03: Demonstrate incomplete and inconsistent elements of selected manipulative skills of roll, two-hand catch, and underhand throw in isolated settings.	Manipulative Skills	Student will execute a one hand roll (T.A. form) to propel selected implements 15 feet to a stationary target on four of five trials. Student will demonstrate a two hand underhand catch (T.A. form) using both hands to successfully field a ball rolled 15 feet by a partner during four of five trials. Student will demonstrate a two hand underhand catch demonstrating the four most critical points in the T.A. after tossing a beanbag or yarn ball overhead at least 10 feet on four of five trials.
Strand 2: Content Knowledge	Content	Objectives
<i>Feedback</i>	<i>Feedback</i>	<i>Feedback</i>
K.FB.00.01: Use cues from teachers to improve motor skill and movement patterns, fitness, and physical activities in isolated settings.	Locomotor Skills	Student will execute locomotor skills (T.A. form) for 20 seconds without collision with others in response to challenges presented by the instructor on two of three trials.
<i>Movement Concepts</i>	<i>Movement Concepts</i>	<i>Movement Concepts</i>
K.MC.00.01: Identify selected space awareness location movement concepts such as self-space, personal space, and general space.	Spatial Concepts	Student will demonstrate two arms lengths from neighbor when preparing self-space at the start of warm-up each day.
K.MC.00.02: Identify selected space awareness direction movement concepts such as up/down, forward/backward, right/left, and clockwise/counterclockwise.	Spatial Concepts	Student will demonstrate comprehension of combinations of selected space, level, shape, speed, and direction by moving in self and general space in response to challenge presented by the instructor during class activities on two of three trials.
K.MC.00.03: Identify selected space awareness level movement concepts such as low, medium, and	Spatial Concepts	Students will demonstrate comprehension of level (high, medium, low) by striking (t.a form) a balloon to a height requested by the instructor during class activities on two of three trials
K.MC.00.04: Identify selected space awareness	Spatial Concepts	Student will demonstrate comprehension of selected pathways (straight and curved) by

pathways movement concepts such as straight, curved, and zigzag.		moving in self and general space in response to challenge presented by the instructor during class activities on two of three trials.
K.MC.00.05: Identify selected space awareness extensions movement concepts such as large/small and far/near.	Spatial Concepts	Students will physically respond to instructor's instructions by moving away from or toward partner, and crouching or standing tall when cued in daily warm-ups.
K.MC.00.06: Identify selected effort movement concepts for time such as fast/slow and sudden/sustained.	Spatial Concepts	Student will demonstrate comprehension of combinations of selected space, level, shape, speed, direction and pathways by moving in self and general space in response to challenge presented by the instructor during class activities on two of three trials.
K.MC.00.07: Identify selected effort movement concepts for force such as strong and light.	Spatial Concepts	Students will physically distinguish between light foot taps/foot stomps and strong foot stomps while verbally identifying which feels softer on the feet and which feels more tiring when asked by the instructor to perform stomps for one minute.
K.MC.00.08: Identify selected effort movement concepts for flow such as bound and free.	Spatial Concepts	Students will distinguish among effort concepts while performing movement challenges posed by the instructor during 2 of 3 trials.
K.MC.00.09: Identify selected relationship movement concepts of body parts such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical.	Spatial Concepts	Students will demonstrate round versus straight, wide versus narrow, symmetrical versus non-asymmetrical, and twisted using whole body or body parts as defined by the instructor each day.
K.MC.00.10: Identify selected relationships movement concepts of objects and/or people such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside.	Spatial Concepts	Students will travel through room in response to cues provided daily by the instructor prompting travel through tunnels, over boxes, around corners and meeting in the middle on specific lines.
K.MC.00.11: Identify selected relationships movement concepts with people such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups.	Spatial Concepts	Student will demonstrate comprehension of the concept turn by moving in general space in response to challenge presented by the instructor during class activities on two of three trials.

<i>Motor Skills</i>	<i>Motor Skills</i>	<i>Motor Skills</i>
K.MS.00.01: Identify selected critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.	Spatial Concepts	Student will demonstrate comprehension of selected non-locomotor skills (swing, sway, rock, push, pull, and shake) by moving in self and general space in response to challenges presented by the instructor during class activities on two of three trials.
K.MS.00.02: Identify selected critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.	Locomotor Skills	Student will jump (T.A. form) in response to challenges presented by the instructor on two of three trials. Student will hop (T.A. form) in response to challenges presented by the instructor on two of three trials.
K.MS.00.03: Identify selected critical elements of the mature form of the following manipulative skills: roll, underhand throw, and overhand throw.	Manipulative Skills	Student will demonstrate an underhand throw (T.A. form) using the dominant hand at a wall from a distance of 20 feet on four of five trials. Student will distinguish between rolling and an underhand throw to execute the skill requested by the instructor during class activities on two of three trials. Students will demonstrate an underhand strike (T.A. form) while contracting a balloon or beach ball during two of three trials
Strand 3: Fitness & Physical Activity	Content	Objectives
<i>Participation</i>	<i>Participation</i>	<i>Participation</i>
A.PE.00.01: Physical activities that focus on skill building rather than on formal game structure, including variety of locomotor and developmentally appropriate manipulative skills.	Locomotor Skills	Student will demonstrate comprehension of even and uneven rhythm by moving selected implements (jump sticks, parachute) in response to challenges presented by the instructor on two of three trials.
A.PA.00.01: Physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis.	Locomotor Skills	Student will walk (T.A. form) for 20 seconds without collision with others or objects following selected directions and pathways in response to challenges presented by the instructor on two of three trials.
<i>Health Related Fitness</i>	<i>Health Related Fitness</i>	<i>Health Related Fitness</i>
A.Hr.00.01: Recognize one of the five components of	Locomotor Skills	Students will verbally identify 2 benefits of a strong and healthy heart versus a weak and

health-related fitness.		unhealthy heart as they relate to walking, running and riding a bike when questioned by the instructor.
<i>Physical Activity & Nutrition</i>	<i>Physical Activity & Nutrition</i>	<i>Physical Activity & Nutrition</i>
A.AN.00.01: Identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).	Locomotor Skills	Students will verbally distinguish between two exercises which can elicit high heart rates and two which cannot during 2 minute intervals, as prompted by instructor.
A.AN.00.02: Briefly support own body weight in selected activities to develop muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).	Locomotor Skills	Student will perform animal walks and rolling exercises weekly for five minutes as part of class warm-up led by instructor.
Strand 4: Personal-Social Behaviors & Values	Content	Objectives
<i>Feedback</i>	<i>Feedback</i>	<i>Feedback</i>
B.FB.00.01: Use cues from teachers to improve motor skill and movement patterns, fitness, and physical activities in isolated settings.	Locomotor Skills	Student will slide (T.A. form) for 20 seconds without collision with others in response to challenges presented by the instructor on two of three trials.
<i>Personal-social behaviors</i>	<i>Personal-social behaviors</i>	<i>Personal-social behaviors</i>
B.PS.00.02: Occasionally exhibit behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion with teacher prompting		Student will demonstrate cooperation by receiving receiving a balloon or nerf ball from a partner who underhand passes it during reciprocal exercises performed once per week. Student will demonstrate responsibility by bringing sneakers to class daily.

Assessment Plan

The progress of students enrolled in the kindergarten through second grades will be assessed throughout the school year. Progress reports will be developed using the PE Manager software. Two reports will be sent home to parents for their information. The following domains will be assessed:

Physical Skills
Cognitive Skills
Personal Social Attributes

Students will be assessed using the task analyses developed by the county elementary physical education teachers. An example has been attached.

Kindergarten:

Physical Skills:

Even Locomotor: Walk, Run, Jump, Hop

Uneven Locomotor: Gallop

Manipulative: Roll, Underhand Throw, Underhand Catch, Two hand dribble

Cognitive Skills:

Comprehension of directions, levels, general and self space by demonstration

Personal-Social

Cooperation

Best Effort