

COMMUNITY UNIT SCHOOL DISTRICT 200

Physical Education K-8 Philosophy

We believe daily physical education/health programs enhance the capacity of every student’s mind, body and social well-being. Through a comprehensive physical education and health program, students will have the ability to make informed choices pertaining to their health and wellness. Students will gain the skills and knowledge to accomplish personal goals and contribute to society.

FIRST GRADE

1. Subject Expectation (State Goal 19) **The student will-acquire movement skills and understand concepts needed to engage in health enhancing physical activity.**

Essential Learning 1 (Learning Standard A) **Demonstrate physical competency in individual and cooperative group activities, creative movement, and lifetime leisure activities**

Critical Content 19.A.1 a. demonstrate control when performing fundamental locomotor, non-locomotor, and ball handling/manipulative skills including

<u>Locomotor</u>	<u>Nonlocomotor</u>	<u>Ball Handling/ Manipulatives</u>	<u>Creative Movement</u>
galloping	balancing	catching	animal walks
hopping	bending	dribbling	body shapes
jogging	pulling	kicking	
jumping	pushing	pulling	
leaping	rocking/rolling	punting	
running	stretching	pushing	
skipping	turning	rolling	
sliding	twisting	striking	
walking		throwing	
		trapping	
		volleying	

Essential Learning 2 (Learning Standard B) **Analyze various movement concepts and applications**

Critical Content 19.B.1 a. explore spatial awareness including

- levels (high, medium, low)
- direction (up, down, forward, backwards, sideways)
- pathways (straight, zigzag, curved)
- personal/general space
- creative movement

19.B.1 b. explore and recognize relationships to objects and people *such as*

- hoops
- mats
- wands

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including= a mandatory concept
 * = exceeds state standards

Grade 1

- ropes
 - beams
 - ribbons
 - partner stunts
 - springboards
 - vaulting box
- 19.B.1 c. distinguish between moving behind, ahead of, next to, near to, over, under, on, or beside, around and through
- 19.B.1 d. participate in dodging and fleeing activities in slower speeds without running into other objects

Essential Learning 3 (Learning Standard C)	Demonstrate knowledge of rules and safety during physical activity
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- Critical Content** 19.C.1 a. show understanding and follow simple health and safety rules
- discuss and apply safety rules for daily activities
 - demonstrate safe movement in general and personal space
 - name possible injuries that can occur when not following safety rules
 - practice the components of good sportsmanship with teacher cues

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**2. Subject Expectation
(State Goal 20)**

The student will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Essential Learning 1 (Learning Standard A)	Know and apply the principles and components of health-related fitness
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- Critical Content** 20.A.1a a. explore characteristics of health-related fitness *such as*
- cardiovascular endurance
 - muscular strength
 - muscular endurance
 - flexibility
- 20.A.1b b. engage in sustained physical activity that causes increased
- cardiovascular endurance
 - muscular strength
 - muscular endurance
 - range of motion

Essential Learning 2 (Learning Standard B)	Assess individual fitness levels
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- Critical Content** 20.B.1 a. explore immediate effects of physical activity on the body *such as*
- a faster heartbeat
 - increased breathing rate
 - muscle fatigue
 - increased body temperature
 - thirst
 - sweating

Essential Learning 3 (Learning Standard C)	Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan
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- Critical Content** 20.C.1 a. explore realistic health-related goals *such as*
- participating in a variety of activities at home and at school that improve
 - cardiovascular endurance
 - muscular strength
 - muscular endurance
 - flexibility
- 20.C.1 b. explore the concept of wellness by discussing a healthy active lifestyle *such as*
- nutrition
 - exercise
 - rest

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**3. Subject Expectation
(State Goal 21)**

The student will develop team-building skills by working with others through physical activity.

Essential Learning 1 (Learning Standard A)	Demonstrate individual responsibility during group physical activities
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| Critical Content | 21.A.1a | a. follow directions and class procedures while participating in physical activities |
| | 21.A.1b | b. use identified procedures and safe practices with reinforcement during group physical activities |
| | 21.A.1c | c. work independently on tasks for short periods of time |
| | 21.B.1 | d. demonstrate sportsmanship including <ul style="list-style-type: none">• waiting for a turn• sharing equipment• accepting partners |

Essential Learning 2 (Learning Standard B)	Demonstrate cooperative skills during structured group physical activity
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| Critical Content | 21.B.1 | a. demonstrate the ability to work cooperatively with a partner for a structured physical activity |
| | 21.B.1 | b. complete parts of a task when participating in group activity |
| | 21.B.1 | c. practice sportsmanship including <ul style="list-style-type: none">• waiting for a turn• sharing equipment• accepting partners |

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FINE ARTS – DANCE

1. Subject Expectation (State Goal 25) The student will know the language of the arts.

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of dance
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- Critical Content**
- 25.A.1 a. explore moving rhythmically with directions, pathways and levels, size of movement *such as*
 - parachute ripples and waves
 - body shapes
 - “Popcorn”
 - “Jello”
 - “YMCA” in personal and general space
 - 25.A.1 b. explore use of locomotor and non-locomotor movements to a rhythm and body parts to a rhythm
 - 25.A.1 c. identify a locomotor rhythm that is even and not even *such as* walking compared with skipping
 - 25.A.1 d. explore spinning and turning
 - 25 A.1 e. explore quick and slow *such as*
 - “Chicken Dance”
 - “Tony Chestnut”
 - 25.A.1 f. explore strong and light
 - stomp
 - ballet
 - “Shoemaker’s Dance”
 - “Chimes of Dunkirk”

Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions and connections in and among dance
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- Critical Content**
- 25.B.1a a. identify similarities in and among dance *such as*
 - pattern, sequence and mood
 - pattern in dance-stomp/clap
 - pattern in art-red/black

2. Subject expectation (State Goal 26) The student through creativity and performance will understand how the works of art are produced.

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in dance
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- Critical Content**
- 26.A.1a a. explore appropriate body readiness in preparation for dancing including conditioning and practicing
 - 26.A.1a b. identify that the body is the primary tool in dance understand that the body is the primary tool of dance and identify secondary tools (props) *such as*
 - ribbons

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- hoops
 - scarves
 - wands
 - recordings
- 25.A.1a c. explore one idea/element (level or body shape)

Essential Learning 2 (Learning Standard B)	Apply the skills and knowledge necessary to create and perform a dance routine
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- Critical Content** 26.B.1a a. perform basic locomotor, nonlocomotor movements and traditional dance forms and create simple dance sequences
- 26.B.1a b. relate ideas and feelings perceived through exposure to teacher directed problem solving tasks *such as*
- “Shake Something”
 - “Sammy/Feelings”

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