

# 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.

### FOURTH 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 team sports, creative movement, and lifetime leisure activities**

- Critical Content**
- 19.A.2 a. demonstrate control and correct form when performing combinations and sequences in locomotor, non-locomotor and manipulative motor pattern
  - 19.A.2 b. refine correct form executing sport skills, manipulative skills, locomotor and non-locomotor sequences
  - 19.A.2 c. combine locomotor, non-locomotor, manipulative and sports skills with smooth transitions
  - \* d. use vocabulary specific to activities, games, or sports

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

- Critical Content**
- 19.B.2 a. identify the principles of movement *such as*
    - absorption and application of force
    - balance
    - transfer of weight
    - speed
    - deceleration
    - strength
    - acceleration
    - change of direction
  - 19.B.2 b. perform more complex combinations using principles of movement *such as* combining weight transfer and balancing movements

**Essential Learning 3 (Learning Standard C)      Demonstrate knowledge of rules, safety, and strategies during physical activity**

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

**Critical Content**

- 19.C.2a a. identify and apply the rules and safety procedures during physical activities which include identifying necessary precautions to avoid injury
- 19.C.2b b. identify and demonstrate offensive, defensive, and cooperative strategies in selected activities and games
- 21.B.1 c. define the components of good sportsmanship

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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.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Know and apply the principles and components of health-related fitness</b>
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- Critical Content**
- 20.A.2a a. describe the benefits of maintaining a health-enhancing level of fitness
  - 20.A.2a b. identify diseases/disorders associated with poor levels of fitness
  - 20.A.2b c. regularly participate in physical activity for the purpose of sustaining or improving individual levels of health related fitness
  - \* d. use and understand age appropriate vocabulary related to fitness

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Assess individual fitness levels</b>
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- Critical Content**
- 20.B.2a a. monitor the effects of physical activity on the body *such as*
    - a faster heartbeat
    - increased pulse rate
    - increased breathing rate
    - muscle fatigue
    - sweating before, during, and after exercise, with or without technology
  - 20.B.2a b. identify personal fitness strengths and weaknesses based on fitness activities targeting
    - cardiovascular fitness
    - muscular strength
    - muscular endurance
    - flexibility
  - 20.C.2b c. identify the health related fitness components in various activities *such as*
    - cardiovascular endurance (running)
    - muscular strength (push-ups)
    - flexibility (side stretch)
    - muscular endurance (curl-ups, flex arm)

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan</b>
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- Critical Content**
- 20.C.2a a. set a personal health-related fitness goal
  - 20.B.2b b. interpret personal fitness results based on current standards
  - 20.A.2a c. explain the relationship between behavioral choices relating to exercise, nutrition and rest on wellness levels
  - 20.C.3b d. explore opportunities within the community for participation in physical activities

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**3. Subject Expectation (State Goal 21)      The student will develop team-building skills by working with others through physical activity.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Demonstrate individual responsibility during group physical activities</b>
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- Critical Content**
- 21.A.2a a. demonstrate the knowledge of rules and safety procedures when participating in group physical activities
  - 21.A.2a b. accept responsibility for actions while participating in group physical activities
  - 21.A.2a c. identify individual behaviors that need to be present in order to work successfully in a group
  - 21.B.2 d. demonstrate sportsmanship
    - accepting partners
    - accepting winning and losing situations
    - accepting official’s decisions
    - recognizing and applauding another person’s efforts
    - accommodating others capabilities
    - cooperate with all peers
  - 21.A.2b e. use identified procedures and safe practices without reminders during group physical activities
  - 21.A.2c f. work independently on task until completed

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Demonstrate cooperative skills during structured group physical activity</b>
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- Critical Content**
- 21.B.2 a. perform cooperatively with a partner or small group to complete a task in a specific amount of time with minimal little teacher intervention during physical activity
  - 21.B.2 b. demonstrate sportsmanship
    - accepting partners
    - accepting winning and losing situations
    - accepting official’s decisions
    - recognizing and applauding another persons efforts
    - accommodating others capabilities
  - 21.B.2 c. discuss the needs of individual and shared goals during structured group physical activities
  - 21.B.2 d. demonstrate when to lead, and when to support to accomplish group goals

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## FINE ARTS – DANCE

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

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand the sensory elements, organizational principles, and expressive qualities of dance</b>
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- Critical Content**
- 25.A.2a a. identify ways to vary actions through contrasts in time, force, and flow of movement time *such as*
- different speeds (acceleration or deceleration, rhythm)
  - force (light or heavy, expressive movement, imitative movement)
  - flow (continuity of movement, interrupted flow/bound flow, sustained flow/free flow)
- 25.A.2a b. observe and describe the use of spatial factors in dance composition *such as*
- “Seven Jumps”
  - ribbon routines
  - jump rope routines
- 25.A.2a c. identify expressive qualities of mood and emotion through rhythmical movements *such as*
- making ripples and waves with a parachute using a quick movement for a vibrant mood
- 25.A.2a d. identify the principles of AB, ABA choreographic form, round (contrast, repetition), and principles in dance composition *such as*
- “Cotton Eyed Joe”
  - “Jesse Polka”

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Understand the similarities, distinctions and connections in and among dance</b>
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- Critical Content**      25.B.2a a. understand how elements and principles combine within a dance form to express ideas

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

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand processes, traditional tools and modern technologies used in dance</b>
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- 26.A.2a a. describe the process (conditioning, practicing) used to prepare the body as a tool of dance and how props, music and technology are used for performance of dance
- 26.A.2a b. explore rhythmic activities *such as*
- tinkling

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- lummisticks
  - parachute routines
  - ribbons
  - balls
  - dance scarves
  - wands
  - jump ropes or juggling scarves
- 26.A.2a c. apply process *such as*
- performing
  - improvising
  - exploring
  - composing
  - choreographing when dancing

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Apply the skills and knowledge necessary to create and perform a dance routine</b>
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Critical Content      26.B.2a    a. demonstrate control, coordination, balance, elevation, and accuracy in rhythmic response and awareness of choreographic form

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