



Knob Noster R-VIII School District

We exist to empower learning through success for every student.

Physical Education Curriculum

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[Demonstrate the ability to share, be cooperative and safe with others.](#)

[Demonstrate safe use of general and personal space.](#)

[Demonstrate the correct form of three locomotor skills \(e.g., walk, run, jump, hop, gallop\).](#)

[Identify relationship with body parts \(e.g., left hand to left shoulder, right elbow to left knee\) Demonstrate the difference between slow and fast movement when performing locomotor movements Recognize the difference between general and personal space.](#)



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Demonstrate cooperation with partners and small groups to accomplish a game objective. Demonstrate chasing, fleeing, dodging.

1st Grade PE Year At-A-Glance:

1st Grade

Identify a variety of physical activities that promote wellness (e.g., walking, jogging)

Tell the difference between general space awareness and personal space awareness.

Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip).

Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops).

Demonstrate motor skills while participating in low organized games.

Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner)

2nd Grade PE Year At-A-Glance:

2nd Grade

Tell why it is important to be physically active every day.

Demonstrate independence and good use of time while participating in physical activity.

Show appropriate sportsmanship and sensitivity to diversity and gender issues.

Demonstrate locomotor skills in combinations Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways.

Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling).

Demonstrate motor skills and knowledge of rules while participating in low organized games.

Demonstrate the ability to create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slow).

3rd Grade PE Year At-A-Glance:

3rd Grade

Recognize the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) Identify health related fitness components.

Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control).

Demonstrate respect for all students regardless of individual differences in skills and abilities.

Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through).

Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space).

Apply fundamental and specialized skills in lead-up games Identify appropriate cooperative, social, and teamwork skills while participating in game situations.

4th Grade PE Year At-A-Glance:

4th Grade

Name the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) Set personal fitness goals.

Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out) Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing).

Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15- minute jog).

Apply fundamental and specialized skills in game situations.

Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).

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Identify the proper techniques of specialized skills (e.g., law of opposition)

5th Grade PE Year At-A-Glance:

5th Grade PE

The student will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)

The students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)

Students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Standard 3)

The students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)

The students will be able to recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. (Standard 5)

6th Grade PE Year At-A-Glance:

6th Grade PE

The student will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)

The students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)

The students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Standard 3)

The students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)

The students will be able to recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction. (Standard 5)

7th Grade PE Year At-A-Glance:

7th Grade P.E.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

8th Grade PE Year At-A-Glance:

8th Grade P.E.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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[Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.](#)

[Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.](#)

[Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

[Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

[Middle School 8th Grade Health Year At-A-Glance:](#)

[Middle School 8th Grade Health](#)

[Structure and Functions of the Body \(1K, HPE1\)](#)

[Life Management Skills \(4A, HPE 2\)](#)

[Disease Prevention and Control \(1A & 1B, HPE 3\)](#)

[Substance Education \(3C, HPE 5\)](#)

[Injury Prevention and Safety](#)

[The student will be able to apply diet and physical activity information to daily life.](#)

[Use the decision making process to formulate health decisions.](#)

[The student will be able to research disorders, diseases, and prevention strategies that correlate to the body systems.](#)

[Critique risky behavior and possible dependence associated with tobacco, alcohol, and other substances.](#)

[Review the structure and functions of the reproductive system and differentiate between the male and female disorders, treatments, and prevention strategies.](#)

[Apply the health triangle to their life.](#)

[Freshman Health Year At-A-Glance:](#)

[Freshman PE and Health](#)

[The student will be able to demonstrate motor skills and movement patterns.](#)

[The student will be able to apply strategies related to movement and performance.](#)

[The student will be able to use the knowledge gained to achieve a health-enhancing level of physical fitness.](#)

[The student will be able to respect self and others during class.](#)

[The student will be able to select activities for personal enjoyment and self expression.](#)

[The student will be able to apply diet and physical activity information to daily life.](#)

[Use the decision making process to formulate health decisions.](#)

[The student will be able to research disorders, diseases, and prevention strategies that correlate to the body systems.](#)

[Critique risky behavior and possible dependence associated with tobacco, alcohol, and other substances.](#)

[Review the structure and functions of the reproductive system and differentiate between the male and female disorders, treatments, and prevention strategies.](#)

[Apply the health triangle to their life.](#)

[Lifetime Activities 10-12](#)

[The student will be able to refine specific movement skills in a variety of lifetime activities.](#)

[The student will be able to use strategies and concepts to improve tactics during game play.](#)

[The student will be able to achieve higher levels of fitness through workout plans and personal training units.](#)

[The student will be able to demonstrate ethical and respectful behavior toward self and others.](#)

[The student will be able to value the importance movement during challenging, healthful, and social activities.](#)

[Weight Training Year At-A-Glance:](#)

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Weight Training

Demonstrates competency in a variety of motor skills and movement patterns.

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance

Exhibit responsible personal and social behavior that respects self and others.

<u>Physical Education Priority Standards (Quick Look)</u>	K	1	2	3	4	5	6	7	8	9	10	11	12
<u>KG</u>	K	1	2	3	4	5	6	7	8	9	10	11	12
Demonstrate the ability to share, be cooperative and safe with others. Demonstrate cooperation with partners and small groups to accomplish a game objective.. Shape America (Standard 4)	I	R	R	R	R								
Demonstrate safe use of general and personal space. Demonstrate chasing, fleeing, dodging. Shape America (Standard 2)	I	R	R	R	R								
Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop, skip). Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee) Demonstrate the difference between slow and fast movement when performing locomotor movements. Shape America (Standard 1)	I	R	R	R	R								

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The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. Shape America (Standard 5)	I	R	R	R	R								
Recognizes that food provides energy for physical activity. (S3.E6.K) Shape America (Standard 3)	I	R	R	R	R								
1st Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Identify a variety of physical activities that promote wellness (e.g., walking, jogging) Shape America (Standard 5)	I	R	R	R	R								
Tell the difference between general space awareness and personal space awareness. Shape America (Standard 2)	I	R	R	M	R								
Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops). Shape America (Standard 2)	I	R	R	R	R								
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip). Shape America (Standard 1)	I	M	R	R	R								
Demonstrate manipulative skills while participating in low organized games.	I	R	R	R	R								

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Shape America (Standard 1)													
Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner).	I	R	R	R	R								
2nd Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Tell why it is important to be physically active every day.	I	R	R	R	M								
Demonstrate independence and good use of time while participating in physical activity Show appropriate sportsmanship and sensitivity to diversity and gender issues.	I	R	R	R	R								
Demonstrate locomotor skills in combinations Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways.	I	R	R	R	R								
Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling).	I	R	R	R	R								
Demonstrate motor skills and knowledge of rules while participating in low organized games.	I	R	R	R	R								
Demonstrate the ability to create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slow).	I	R	R	R	R								
3rd Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Recognize the components of health-related fitness (cardiorespiratory endurance, muscular strength and				I	R								

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endurance, flexibility, and body composition) Identify health related fitness components.													
Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control).				I	R								
Demonstrate respect for all students regardless of individual differences in skills and abilities.	I	R	R	R	R								
Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through).	I	R	R	R	R								
Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space).				I	R								
Apply fundamental and specialized skills in lead-up games Identify appropriate cooperative, social, and teamwork skills while participating in game situations.	I	R	R	R	R								
<u>4th Grade</u>	K	1	2	3	4	5	6	7	8	9	10	11	12
Name the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) Set personal fitness goals.				I	R								
Identify food choice and how it relates to a healthy lifestyle (e.g., fruits,	I	R	R	R	R								

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protein, dairy, energy-in, energy-out) Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing).													
Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15- minute jog).					I								
Apply fundamental and specialized skills in game situations.			I	R	R								
Demonstrate locomotor, nonlocomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).				I	R								
Identify the proper techniques of specialized skills (e.g., law of opposition)	I	R	R	R	R								
5th Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
The student will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)						R							
The students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)						R							
Students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level						R							

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of physical activity and fitness. (Standard 3)													
The students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)						R							
The students will be able to recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. (Standard 5)						R							
6th Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
The student will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)							R						
The students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)							R						
The students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Standard 3)							R						
The students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)							R						
The students will be able to recognize the value of physical activity for							R						

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health, enjoyment, challenge, self-expression and social interaction. (Standard 5)													
7th Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.								R					
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.								R					
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.								R					
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.								R					
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction								R					
8th Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.									R				

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Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.									R				
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.									R				
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.									M				
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.									R				
9th Grade and Health	K	1	2	3	4	5	6	7	8	9	10	11	12
The student will be able to demonstrate motor skills and movement patterns. (S1.H1.L1)										R, M			
The student will be able to apply strategies related to movement and performance. (S2.H1.L1, S2.H4.L1, S2.H4.L2)										R, M			
The student will be able to use the knowledge gained to achieve a health-enhancing level of physical fitness. (S3.H1.L1, S3.H5.L1, S3.H6.L1)										R, M			

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The student will be able to respect self and others during class. (S4.H1.L1, S4.H2.L1, S4.H3.L1, S4.H4.L1)										M			
The student will be able to select activities for personal enjoyment and self expression. (S5.H1.L1, S5.H2.L1, S5.H3.L1, S5.H4.L1)										R, M			
The student will be able to apply diet and physical activity information to daily life. (S2.H3.L1)										R, M			
The student be able to know the steps in CPR process and be able to administer basic first aid.										I,R, M			
Use the decision making process to formulate health decisions.										R, M			
The student will be able to research disorders, diseases, and prevention strategies that correlate to the body systems.										R, M			
Critique risky behavior and possible dependence associated with tobacco, alcohol, and other substances.										R, M			
Review the structure and functions of the reproductive system and differentiate between the male and female disorders, treatments, and prevention strategies.										R, M			
Apply the health triangle to their life.										R, M			
Lifetime Sports	K	1	2	3	4	5	6	7	8	9	10	11	12
The student will be able to refine specific movement skills in a variety of											R, M	R, M	R, M

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lifetime activities. (S1.H1.L2, S1.H2.L2)													
The student will be able to use strategies and concepts to improve tactics during game play. (S2.H1.L2, S2.H2.L2)											R, M	R, M	R, M
The student will be able to achieve higher levels of fitness through workout plans and personal training units. (S2.H1.L2)											R, M	R, M	R, M
The student will be able to demonstrate ethical and respectful behavior toward self and others. (S4.H4.L2, S4.H3.L2, S4, H2.L2, S4.H1.L2)											M	M	M
The student will be able to value the importance movement during challenging, healthful, and social activities. (S5.H1.L1, S5.H1.L2, S5.H1.L3, S5.H1.L4)											R, M	R, M	R, M
Weight Training	K	1	2	3	4	5	6	7	8	9	10	11	12
Demonstrates competency in a variety of motor skills and movement patterns. S1.H3										I/R	I/R	I/R	I/R
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance S2.H2.L1										I/R	I/R	I/R	I/R
Exhibit responsible personal and social behavior that respects self and others. S4.H5.L2										I/R	I/R	I/R	I/R

I – Introduce R – Reinforce M – Mastery O – Optional for grade level

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KG PE Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Demonstrate the ability to share, be cooperative and safe with others. • Demonstrate safe use of general and personal space. • Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop). • Demonstrate the difference between slow and fast movement when performing locomotor movements Recognize the difference between general and personal space. <p>Activities</p> <ul style="list-style-type: none"> • Rules/ Classroom Expectations • Ice Breakers • Bean Bag Body Parts • Opposition activities • Tempo Games • Locomotor Warm-ups • Warm-ups • Instant activities • Soccer lead Up Skill Unit 	<ul style="list-style-type: none"> • Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee). • Demonstrate the difference between slow and fast movement when performing locomotor movements Recognize the difference between general and personal space. • Demonstrate cooperation with partners and small groups to accomplish a game objective. Demonstrate chasing, fleeing, dodging. <p>Activities</p> <ul style="list-style-type: none"> • Team Building/ Cooperation games • Locomotor Speed Games • Locomotor Warm-ups • Warm-ups • Instant activities • Relays • Partner Tag • Opposition activities • Bowling Lead-up Unit • Throwing Unit
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Demonstrate the ability to share, be cooperative and safe with others. • Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee). • Demonstrate the difference between slow and fast movement when performing locomotor movements Recognize the difference between general and personal space. <p>Activities</p> <ul style="list-style-type: none"> • Chickens to the Rescue • Scooter Ships • Scooter Scramble • Environmental Helpers • Heart Health Month Unit • Basketball Lead-Up Unit 	<ul style="list-style-type: none"> • Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee). • Demonstrate the ability to share, be cooperative and safe with others. • Demonstrate the difference between slow and fast movement when performing locomotor movements Recognize the difference between general and personal space. <p>Activities</p> <ul style="list-style-type: none"> • Volleyball Lead-up Games and Activities Unit • Fun With Balloons • Striking Unit

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Kindergarten

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

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Demonstrate the ability to share, be cooperative and safe with others.	Introductory	<ul style="list-style-type: none"> Classroom Safety and expectations. Spatial Awareness Cooperation Team Building 	<ul style="list-style-type: none"> Rubrics 	<ul style="list-style-type: none"> Rules Classroom Expectations Ice Breakers Team Building/Cooperation games
Demonstrate safe use of general and personal space.	Introductory	<ul style="list-style-type: none"> Spatial Awareness 	<ul style="list-style-type: none"> Spatial Awareness Rubric 	<ul style="list-style-type: none"> Locomotor practice Warm-ups Instant activities Games Relays
Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop).	Introductory	<ul style="list-style-type: none"> Locomotor skills (Continuous/Year long) Students be able to improve jumping skills. Tag 	<ul style="list-style-type: none"> Rubrics Formative Assessment 	<ul style="list-style-type: none"> Relays Partner Tag Locomotor practice Warm-ups Instant activities Games
Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee) Demonstrate the difference between slow and fast movement when performing locomotor movements Recognize the difference between general and personal space.	Introductory	<ul style="list-style-type: none"> Students will be able to identify Major body parts. Opposition Students will be able to show the differences between the four locomotor speeds: Walk, Jog, Run, Sprint. (Forwards and backwards) 	<ul style="list-style-type: none"> Formative assessment Partner Assessment 	<ul style="list-style-type: none"> Bean Bag Body Parts Fun With Balloons Opposition activities Tempo Games Locomotor Speed Games
Demonstrate cooperation with partners and small groups to accomplish a game objective. Demonstrate chasing, fleeing, dodging.	Introductory	<ul style="list-style-type: none"> Students will be able to work in partners or small groups. Students 	<ul style="list-style-type: none"> Rubrics Self Evaluation 	<ul style="list-style-type: none"> Chickens to the Rescue Scooter Ships Scooter Scramble Environmental Helpers

1st Grade PE Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> Identify a variety of physical activities that promote wellness (e.g., walking, jogging). Tell the difference between general space awareness and personal space awareness. 	<ul style="list-style-type: none"> Identify a variety of physical activities that promote wellness (e.g., walking, jogging).

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<ul style="list-style-type: none"> • Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip). • Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops). • Demonstrate motor skills while participating in low organized games. • Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner) . <p>Activities</p> <ul style="list-style-type: none"> • Rules/ Classroom Expectations • Ice Breakers • Bean Bag Body Parts • Opposition activities • Tempo Games • Locomotor Warm-ups • Warm-ups • Instant activities • Games • Soccer lead Up Skill activities • Line Tag • Spatial Awareness and travel unit. • Helicopter games 	<ul style="list-style-type: none"> • Tell the difference between general space awareness and personal space awareness. • Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip). • Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops). • Demonstrate motor skills while participating in low organized games. • Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner) . <p>Activities</p> <ul style="list-style-type: none"> • Partner Tag Games • Stations • Obstacle course • Locomotor movement games. • Spatial Awareness and travel unit. • Imagination story warm-ups • Obstacle Course • Motor skill relays • Tag Games • Imagination story warm-ups • lead-up games. • Rolling Unit • Throwing Unit
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Identify a variety of physical activities that promote wellness (e.g., walking, jogging). • Tell the difference between general space awareness and personal space awareness. • Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip). • Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops). • Demonstrate motor skills while participating in low organized games. • Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner) . <p>Activities</p> <ul style="list-style-type: none"> • Healthy Heart Tag • Risk Factor Tag • Cholesterol Tag • Pulse Games • Intensity lesson • Healthy Happy Heart • Basketball Lead-Up Unit 	<ul style="list-style-type: none"> • Identify a variety of physical activities that promote wellness (e.g., walking, jogging). • Tell the difference between general space awareness and personal space awareness. • Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip). • Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops). • Demonstrate motor skills while participating in low organized games. • Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner) . <p>Activities:</p> <ul style="list-style-type: none"> • Partner Challenges • Team Building Unit • Hula hoop, parachute, scarf games • Volleyball Lead-up Skills Unit • Striking Skills Unit

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Physical Education Curriculum

1st Grade			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments

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Physical Education Curriculum

Identify a variety of physical activities that promote wellness (e.g., walking, jogging)	Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop).	<ul style="list-style-type: none"> Students will be able to list three activities that increase physical fitness. 	<ul style="list-style-type: none"> Formative Assessment Think, pair, share Observation Rubrics 	<ul style="list-style-type: none"> Healthy Heart Tag Risk Factor Tag Cholesterol Tag Pulse Game Intensity lesson Healthy Happy Heart
Tell the difference between general space awareness and personal space awareness.	Demonstrate safe use of general and personal space.	<ul style="list-style-type: none"> Students will be able to identify and move using personal and general space. 	<ul style="list-style-type: none"> rubric Peer assessment 	<ul style="list-style-type: none"> Warm-ups Line Tag Helicopter games
Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip).	Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop).	<ul style="list-style-type: none"> Students will be able to demonstrate the proper mechanics of all locomotor skills. 	<ul style="list-style-type: none"> Observation Rubric Peer Assessment 	<ul style="list-style-type: none"> Warm-Ups, Tag Games Stations Obstacle course
Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops).	Demonstrate the correct form of three locomotor skills (e.g. walk, run, jump, hop, gallop). Demonstrate moving safely through personal space and general space.	<ul style="list-style-type: none"> Students will be able to demonstrate the ability to travel safely using different speeds, directions and locomotor movement. Students will be able to move through, around and under the obstacles safely. 	<ul style="list-style-type: none"> Observation Rubric Peer Assessment 	<ul style="list-style-type: none"> Locomotor movement games. Spatial Awareness and travel unit. Imagination story warm-ups Obstacle Course Partner Challenges Hula hoop, parachute, scarf games
Demonstrate motor skills while participating in low organized games.	Demonstrate the correct form of three locomotor skills (e.g. walk, run, jump, hop, gallop). Demonstrate moving safely through personal space and general space.	<ul style="list-style-type: none"> Students will run/walk/jog/etc. Safely during the game. 	<ul style="list-style-type: none"> Observation Rubric Peer Assessment 	<ul style="list-style-type: none"> Motor skill relays Tag Games Imagination story warm-ups Sport lead-up games.
Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner)	Demonstrate cooperation with partners and small groups to accomplish a game objective.	<ul style="list-style-type: none"> Students will show good sportsmanship by saying good job, asking questions, listening and helping their partners. 	<ul style="list-style-type: none"> Rubric Partner Evaluations Observation Personal Survey 	<ul style="list-style-type: none"> Team building Partner games Taking Turns activities.

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Physical Education Curriculum

2nd Grade PE Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Tell why it is important to be physically active every day. • Demonstrate locomotor skills in combinations Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways. • Demonstrate motor skills and knowledge of rules while participating in low organized games. <p>Activities:</p> <ul style="list-style-type: none"> • Locomotor warm-up. • Line tag • Hula Hoop Driving. • FITNESSGRAM Fitness Test. • Healthy Food: Thanksgiving • Fitness Ball • My Food Plate Classification • Food group benefits tag • Flip it Fitness • Components of Fitness • Soccer Lead Up Skills Unit 	<ul style="list-style-type: none"> • Tell why it is important to be physically active every day. • Demonstrate locomotor skills in combinations Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways. • Demonstrate motor skills and knowledge of rules while participating in low organized games. • Demonstrate the ability to create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slow). • Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling). • Apply fundamental and specialized skills in lead-up games Identify appropriate cooperative, social, and teamwork skills while participating in game situations. <p>Activities:</p> <ul style="list-style-type: none"> • Partner Mirrors • Drum Running • Curvy, straight, zig-zag warm-up • Levels warm-up • My Food Plate Classification • Food group benefits tag • Bowling Lead up skill Unit • Throwing and Catching Unit
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Tell why it is important to be physically active every day. • Demonstrate locomotor skills in combinations Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways. • Demonstrate motor skills and knowledge of rules while participating in low organized games. • Demonstrate the ability to create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slow). • Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling). • Demonstrate independence and good use of time while participating in physical activity. • Show appropriate sportsmanship and sensitivity to diversity and gender issues. <p>Activities:</p> <ul style="list-style-type: none"> • Parachute dance routine. 	<ul style="list-style-type: none"> • Tell why it is important to be physically active every day. • Demonstrate locomotor skills in combinations Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways. • Demonstrate motor skills and knowledge of rules while participating in low organized games. • Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling). • Demonstrate independence and good use of time while participating in physical activity. • Show appropriate sportsmanship and sensitivity to diversity and gender issues. <p>Activities:</p> <ul style="list-style-type: none"> • Partner Challenges • Team Building Unit • Hula hoop, parachute, scarf games • Volleyball Lead-up Skills Unit

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Physical Education Curriculum

- Lummi Sticks
- Jump rope routine.
- Partner rhythms
- [Healthy Happy Heart Booklet](#)
- Healthy Heart Month unit
- Team building Unit
- Small group activities
- Small group lead-up games
- Basketball Lead-Up Unit

- Striking Skills Unit
- [FITNESSGRAM Fitness Test.](#)
- Fitness Unit

[2nd Grade](#)

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

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Physical Education Curriculum

<p>Tell why it is important to be physically active every day.</p>	<p>Tell what it means to be fit. Name Three ways to stay fit.</p>	<ul style="list-style-type: none"> Students will participate in fitness testing to assess their fitness level. Students will discuss the different ways to improve their level of fitness and create a plan 	<ul style="list-style-type: none"> Standardized fitness testing. Healthy Food Guide Plate game Rubric Peer Assessment 	<ul style="list-style-type: none"> Healthy Happy Heart Booklet FITNESSGRAM Fitness Test. Healthy Food: Thanksgiving Fitness Ball My Food Plate Classification Food group benefits tag Flip it Fitness Components of Fitness
<p>Demonstrate independence and good use of time while participating in physical activity. Show appropriate sportsmanship and sensitivity to diversity and gender issues.</p>	<p>Demonstrate the ability to share, be cooperative and safe with others</p>	<ul style="list-style-type: none"> Students will participate in a variety of partner and small group activities that increase sportsmanship and teamwork. 	<ul style="list-style-type: none"> Rubric Peer Assessment Self Assessment Teacher observations Formative assessments 	<ul style="list-style-type: none"> Team building Unit Small group activities Small group lead-up games
<p>Demonstrate locomotor skills in combinations Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways.</p>	<p>Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)</p>	<ul style="list-style-type: none"> Demonstrate galloping, skipping, hopping, jumping, crab walk, slide, bear crawl, backwards, leaping, etc. 	<ul style="list-style-type: none"> Rubric Peer Assessment Self Assessment Thumbs Up or Down Formative assessments 	<ul style="list-style-type: none"> Locomotor warm-up. Line tag Hula Hoop Driving. Partner Mirrors Drum Running Curvy, straight, zig-zag warm-up Levels warm-up
<p>Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling).</p>	<p>Demonstrate a variety of manipulative skills while stationary and moving Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags)</p>	<ul style="list-style-type: none"> Students will be able to underhand throw to a partner using the critical elements of the underhand throw. 	<ul style="list-style-type: none"> Rubric Peer Assessment Self Assessment Formative assessment 	<ul style="list-style-type: none"> Bowling Lead -Up Unit Volleyball Lead-Up Unit Basketball Lead-Up Unit Throwing/ Catching Unit Skill games Sport lead-up games
<p>Demonstrate motor skills and knowledge of rules while participating in low organized games.</p>	<p>Demonstrate cooperation with partners and small groups to accomplish a game objective Demonstrate chasing, fleeing, dodging.</p>	<ul style="list-style-type: none"> Students will be able to demonstrate teamwork to complete the team challenges. 	<ul style="list-style-type: none"> Rubric Peer Assessment Self Assessment Teacher Observations Formative assessment 	<ul style="list-style-type: none"> Team building challenges Lead-up games

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Physical Education Curriculum

Demonstrate the ability to create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slow).	Demonstrate rhythmic activities (e.g., lummi sticks, jump rope, parachute). Create personal rhythmic pattern with a manipulative (e.g., lummi stick)	<ul style="list-style-type: none">• Students will be able to follow rhythm patterns.• Students will create personal rhythm patterns with a lummi stick.	<ul style="list-style-type: none">• Rubric• Peer Assessment• Self Assessment• Teacher Observations• Formative assessment	<ul style="list-style-type: none">• Dance Routine• Parachute dance routine.• Lummi Sticks• Jump rope routine.• Partner rhythms
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Physical Education Curriculum

3rd Grade PE Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Demonstrate respect for all students regardless of individual differences in skills and abilities. • Recognize the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) Identify health related fitness components. • Apply fundamental and specialized skills in lead-up games Identify appropriate cooperative, social, and teamwork skills while participating in game situations. • Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through). <p>Activities:</p> <ul style="list-style-type: none"> • Flexibility warm-ups and routines • Standardized Fitness Test • Five Health components fitness • Fitness ball • Fitness Stations • Fitness goals • Fitness Plan • My Food Guide Plate games • Five food groups benefits Tag • Flexibility warm-ups and routines • Relay games • Sport lead-up games/ Soccer Lead Up Unit • Five Health components fitness • Five food groups benefits Tag 	<ul style="list-style-type: none"> • Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control). • Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space). • Demonstrate respect for all students regardless of individual differences in skills and abilities. • Recognize the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) Identify health related fitness components. • Apply fundamental and specialized skills in lead-up games Identify appropriate cooperative, social, and teamwork skills while participating in game situations. • Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through). <p>Activities:</p> <ul style="list-style-type: none"> • Relay games • Sport lead-up games • Team building Unit • Small group activities • Small group lead-up games • Bowling Lead-up Unit • Throwing Unit • Partner skill practice • Jitterbug • Oscar the Grouch • Star wars • Fitness ball • “Don’t throw Trash in my yard” • Jail Ball • Partner toss and Tag
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control). • Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space). • Demonstrate respect for all students regardless of individual differences in skills and abilities. 	<ul style="list-style-type: none"> • Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control). • Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space). • Demonstrate respect for all students regardless of individual differences in skills and abilities.

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Physical Education Curriculum

- Recognize the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) Identify health related fitness components.
- Apply fundamental and specialized skills in lead-up games Identify appropriate cooperative, social, and teamwork skills while participating in game situations.
- Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through).

Activities:

- Basketball lead-up games
- Floor Hockey Lead-up Unit
- Basketball Lead-up Unit
- Agility Stations
- Fitness Stations
- Team Building Unit
- Dance Unit

- Recognize the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) Identify health related fitness components.
- Apply fundamental and specialized skills in lead-up games Identify appropriate cooperative, social, and teamwork skills while participating in game situations.
- Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through).

Activities:

- Volleyball lead-up games
- 2-base Kickball
- Striking Unit
- End of the year Fitness Testing

3rd Grade

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

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Physical Education Curriculum

<p>Recognize the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) Identify health related fitness components.</p>	<p>Tell what it means to be fit. Name three ways to stay fit. Tell why it is important to be physically active every day</p>	<ul style="list-style-type: none"> • Students will be able to discuss the components of health-related fitness. • Students will participate in health-related fitness games and activities. • Students will be able to use their fitness scores to create personal fitness goals and plans. 	<ul style="list-style-type: none"> • Formative assessments • Peer discussions • Standardized fitness testing • Fitness goals and plans 	<ul style="list-style-type: none"> • Standardized Fitness Test • Five Health components fitness • Fitness ball • My Food Guide Plate games • Five food groups benefits Tag • Fitness Stations • Fitness goals • Fitness Plan
<p>Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control).</p>	<p>Identify a variety of physical activities that promote wellness (e.g., walking, jogging). Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch).</p>	<ul style="list-style-type: none"> • Students will identify and discuss activities that will help them become and stay fit. • Students will participate in health-related fitness games and activities. • Students will be able to use their fitness scores to create personal fitness goals and plans. 	<ul style="list-style-type: none"> • Formative assessments • Peer discussions • Standardized fitness testing • Fitness goals and plans 	<ul style="list-style-type: none"> • Flexibility warm-ups and routines • Relay games • Sport lead-up games • Five Health components fitness • Fitness ball • My Food Guide Plate games • Five food groups benefits Tag • Fitness Stations • Fitness goals • Fitness Plan • Dance
<p>Demonstrate respect for all students regardless of individual differences in skills and abilities.</p>	<p>Demonstrate independence and good use of time while participating in physical activity Show appropriate sportsmanship and sensitivity to diversity and gender issues</p>	<ul style="list-style-type: none"> • Students will participate in a variety of partner and small group activities that increase sportsmanship and teamwork. 	<ul style="list-style-type: none"> • Rubric • Peer Assessment • Self Assessment • Teacher observations • Formative assessments 	<ul style="list-style-type: none"> • Team building Unit • Small group activities • Small group lead-up games

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<p>Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through).</p>	<p>Demonstrate a variety of manipulative skills while stationary and moving</p> <p>Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags)</p>	<ul style="list-style-type: none"> • Students will use the critical elements of the overhand throw to participate in a variety of sport lead-up games. • Students will use the critical elements of the overhand throw to participate in a variety of sport lead-up games. 	<ul style="list-style-type: none"> • Rubric • Peer assessment • Teacher observation • Formative assessment 	<ul style="list-style-type: none"> • Skill practice • Partner skill practice • Jitterbug • Oscar the Grouch • Star wars • Fitness ball • “Don’t throw Trash in my yard” • Jail Ball • Partner toss
<p>Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space).</p>	<p>Identify and demonstrate symmetrical and non symmetrical shapes at different levels (e.g., body letters, rope spelling)</p> <p>Apply relationship experiences with a person (e.g., crawl under partner’s bridge) or with objects</p> <p>Identify and apply concepts relating to force (e.g., hard, soft, heavy, light)</p>	<ul style="list-style-type: none"> • Students will use the critical elements of the underhand/overhand throw and catch a ball with accuracy. • Students will be able to use the critical elements of dribbling with hands or feet in skill lead-up games. • Combines the critical elements of striking with a long implement, such as bat or hockey stick, with receiving and traveling skills in sport lead-up games. 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Formative assessment • Observations 	<ul style="list-style-type: none"> • Soccer lead-up games • Volleyball lead-up games • Basketball lead-up games • Floor Hockey Unit • Bowling lead-up games • 2 base Kickball • Agility Stations • Fitness Stations • Capture the Flag • Line Tag • Sharks N’ Minnows • Team Building Unit
<p>Apply fundamental and specialized skills in lead-up games Identify appropriate cooperative, social, and teamwork skills while participating in game situations.</p>	<p>Demonstrate motor skills and knowledge of rules while participating in low organized games</p>	<ul style="list-style-type: none"> • Students will use the critical elements of the underhand/overhand throw and catch a ball with accuracy. • Students will be able to use the critical elements of dribbling with hands or feet in skill lead-up games. • Combines the critical elements of striking with a long implement, such as bat or hockey stick, with receiving and traveling skills in sport lead-up games. • Students will participate in team building games and activities to promote sportsmanship 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Formative assessment • Observations 	<ul style="list-style-type: none"> • Soccer lead-up games • Volleyball lead-up games • Basketball lead-up games • Floor Hockey Unit • Bowling lead-up games • 2-base Kickball • Agility Stations • Fitness Stations • Capture the Flag • Line Tag • Sharks N’ Minnows • Team Building Unit

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Physical Education Curriculum

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Physical Education Curriculum

4th Grade PE Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> Name the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) Set personal fitness goals. Apply fundamental and specialized skills in game situations. Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement). <p>Activities:</p> <ul style="list-style-type: none"> Flexibility warm-ups and routines Standardized Fitness Test Five Health components fitness Fitness ball Fitness Stations Fitness goals Fitness Plan My Food Guide Plate games Five food groups benefits Tag Flexibility warm-ups and routines Relay games Sport lead-up games/ Soccer Lead Up Unit 	<ul style="list-style-type: none"> Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out) Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing). Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15- minute jog). Apply fundamental and specialized skills in game situations. Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement). Identify the proper techniques of specialized skills (e.g., law of opposition) <p>Activities:</p> <ul style="list-style-type: none"> Relay games Sport lead-up games Team building Unit Small group activities Small group lead-up games Bowling Lead-up Unit Throwing Unit Partner skill practice Star wars Fitness ball Pop the Bubble Throwing and Catching Game Jail Ball Partner toss and Tag
Quarter 3	Quarter 4
<ul style="list-style-type: none"> Name the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) Set personal fitness goals. Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15- minute jog). Apply fundamental and specialized skills in game situations. Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement). Identify the proper techniques of specialized skills (e.g., law of opposition) <p>Activities:</p> <ul style="list-style-type: none"> Basketball lead-up games Floor Hockey Lead-up Unit 	<ul style="list-style-type: none"> Name the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) Set personal fitness goals. Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15- minute jog). Apply fundamental and specialized skills in game situations. Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement). Identify the proper techniques of specialized skills (e.g., law of opposition) <p>Activities:</p> <ul style="list-style-type: none"> Volleyball lead-up games 2-base Kickball

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Physical Education Curriculum

<ul style="list-style-type: none"> • Basketball Lead-up Unit • Agility Stations • Fitness Stations • Team Building Unit • Dance Unit 	<ul style="list-style-type: none"> • Striking Unit • End of the year Fitness Testing
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<u>4th Grade</u>			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Physical Education Curriculum

<p>Name the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) Set personal fitness goals.</p>	<p>Students will 5 major components of health related fitness and understand how they can improve those components through exercise and fitness.</p>	<ul style="list-style-type: none"> Students will create activities that focus on a certain component of health-related fitness. 	<ul style="list-style-type: none"> Peer Assessment Teacher Observation Student assessment Formative Assessment 	<ul style="list-style-type: none"> 5 Components of Health Vocab Test Goal Setting Unit
<p>Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out) Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing).</p>	<p>Students will understand how to read the food guide pyramid. Students will be able to make an eating regumate for 1 months using the food guide pyramid for guidance.</p>	<ul style="list-style-type: none"> Students will partner up and create a food guide pyramid with all of the categories and write descriptions about each level of the pyramid. 	<ul style="list-style-type: none"> Peer Assessment Teacher Observation Student assessment 	<ul style="list-style-type: none"> Create My Food Plate Formative Assessment
<p>Identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15- minute jog).</p>	<p>Students will create a lesson in physical education class with both the components of anaerobic and aerobic activities.</p>	<ul style="list-style-type: none"> Demonstrate that they understand the difference between anaerobic and aerobic activities by creating their own activities. 	<ul style="list-style-type: none"> Teacher Assessment Formative Assessment 	<ul style="list-style-type: none"> Creation of students' own activities Written quiz Exit Tickets
<p>Apply fundamental and specialized skills in game situations.</p>	<p>Students will go farther than the basic skills to show their knowledge in game-like situations.</p>	<ul style="list-style-type: none"> Understanding of skills that benefit the game in which they are playing. Skill that may have been learned through peer. 	<ul style="list-style-type: none"> Peer assessment Formative Assessment Rubrics 	<ul style="list-style-type: none"> (Throwing, Catching, Soccer lead-up skills, Basketball lead-up skills, etc.)
<p>Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).</p>	<p>Students will be able to throw and kick to a moving target with accuracy. Students will be able to (while on the move) catch an object that has been thrown.</p>	<ul style="list-style-type: none"> Students will show that they are able to master throwing and kicking to a moving target during game play. 	<ul style="list-style-type: none"> Rubric Teacher Observation Peer Assessment Think Pair Share 	<ul style="list-style-type: none"> Badminton Lead-Up Floor Hockey Lead Up Unit Basketball Lead Up Unit Bowling Unit Soccer Unit Volleyball Lead-up Unit Tennis Lead-Up Unit

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<p>Identify the proper techniques of specialized skills (e.g., law of opposition)</p>	<p>Student will (in game-play) show that they have mastered the skill of opposition by throwing, shooting, kicking, hitting, etc, while in game like situations.</p>	<ul style="list-style-type: none">• Students will identify that they understand what the word opposition is and how it is used in so many activities as they demonstrate at least 3 activities in which opposition is used.	<ul style="list-style-type: none">• Rubric• Partner/Self evaluation	<ul style="list-style-type: none">• Throwing Unit• Soccer Lead-Up Games• Jailbreak• Zip Line Ball• Jitterbug• Monster Ball
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Physical Education Curriculum

5th Grade PE Year At-A-Glance:

***STUDENTS ROTATE EVERY 3 DAYS**

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Warm-up/Agilities demonstrations • Student name introduction activities: line tag, pass n' catch • Workout posters w/muscle identification • Outdoor/Recreational activities (Washers/bean bag toss) • Ultimate Handball • Kickball • *(Fitness rotations every third rotation) 	<ul style="list-style-type: none"> • Floor Hockey • Subtraction • Frogger • *(Fitness Stations, every third rotation)
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Volleyball lead-up (Bounceball) • Basketball • Flag Tag • Prisonball • *(Fitness Stations, every third rotation) 	<ul style="list-style-type: none"> • Softball • Team building activities • Capture the Flag • Outdoor/Recreational activities (Washers/bean bag toss) • *(Fitness Stations, every third rotation)

<u>5th Grade PE</u>			Last Revised (Date & Name): Binkley- 10/8/18	
			Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:

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<p>The student will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</p>	<p>Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)</p> <p>Dribbles with hands or feet in combination with other skills, such as passing, receiving, shooting. (S1.E20.4)</p> <p>Strikes an object with a long-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern for the implement. (S1.E25.4)</p>	<ul style="list-style-type: none"> Consistently catch and throw a ball with accuracy while guarded by opponents. (S1.E15.5a) Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5) Combines striking with a long implement, such as bat or hockey stick, with receiving and traveling skills in a small-sided game. (S1.E25.5b) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test Observations 	<ul style="list-style-type: none"> Soccer Bounceball (Volleyball) Ultimate Handball Floor Hockey Frogger (Bowling) Bag Toss 2-base Kickball Agility Stations Fitness Stations Tabata Drill (H.I.I.T.) Subtraction (Evasive Maneuvers) Prisonball Capture the Flag Flag Tag Line Tag Sharks N' Minnows Team Building
<p>The students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</p>	<p>Applies the concepts of direction and force in various activities, such as striking an object and sending it toward a designated target. (S2.E3.4b)</p> <p>Recognizes the types of skills needed for different games and sports situations. (S2.E5.4c)</p>	<ul style="list-style-type: none"> Applies movement concepts to strategy in game situations (S2.E3.5a) Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks. (S2.E5.5a) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test Observations 	<ul style="list-style-type: none"> Soccer Bounceball (Volleyball) Ultimate Handball Floor Hockey Frogger (Bowling) Bag Toss 2-base Kickball Agility Stations Fitness Stations Tabata Drill (H.I.I.T.) Subtraction (Evasive Maneuvers) Prisonball Capture the Flag Flag Tag Line Tag Sharks N' Minnows Team Building

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<p>Students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Standard 3)</p>	<p>Identifies the components of health-related fitness and recognize activities that contribute to the development of each component. (S3.E3.4)</p> <p>Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment. (S3. E4.4)</p>	<ul style="list-style-type: none"> Engages in moderate to vigorous physical activity for at least 50% of the physical education class time. (S3.E2.5) Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test Observations 	<ul style="list-style-type: none"> Soccer Bounceball (Volleyball) Ultimate Handball Floor Hockey Frogger (Bowling) Bag Toss 2-base Kickball Agility Stations Fitness Stations Tabata Drill (H.I.I.T.) Subtraction (Evasive Maneuvers) Prisonball Capture the Flag Flag Tag Line Tag Sharks N' Minnows Team Building
<p>The students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</p>	<p>Reflects on personal social behavior in physical activity (S4.E2.4)</p> <p>Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)</p>	<ul style="list-style-type: none"> Exhibits respect for self and others with appropriate behavior while engaging in physical activity. (S4.E2.5b) Reflects and analyzes the etiquette of self and others in following rules of various game activities. (S4.E5.5) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test Observations 	<ul style="list-style-type: none"> Soccer Bounceball (Volleyball) Ultimate Handball Floor Hockey Frogger (Bowling) Bag Toss 2-base Kickball Agility Stations Fitness Stations Tabata Drill (H.I.I.T.) Subtraction (Evasive Maneuvers) Prisonball Capture the Flag Flag Tag Line Tag Sharks N' Minnows Team Building

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<p>The students will be able to recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. (Standard 5)</p>	<p>Examines the health benefits of participating in physical activity. (S5.E1.4)</p> <p>Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)</p>	<ul style="list-style-type: none">• Compares the health benefits of participating in selected physical activities. (S5.E1.5)• Describes the social benefits gained from participating in physical activity, such as recess, youth sports. (S5.E4.5)	<ul style="list-style-type: none">• Skill progression checklist• Self and peer assessment• Critical elements test• Observations	<ul style="list-style-type: none">• Soccer• Bounceball (Volleyball)• Ultimate Handball• Floor Hockey• Frogger (Bowling)• Bag Toss• 2-base Kickball• Agility Stations• Fitness Stations• Tabata Drill (H.I.I.T.)• Subtraction (Evasive Maneuvers)• Prisonball• Capture the Flag• Flag Tag• Line Tag• Sharks N' Minnows• Team Building
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Physical Education Curriculum

6th Grade PE Year At-A-Glance:

***STUDENTS ROTATE EVERY 3 DAYS**

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Warm-up/Agilities demonstrations • Student name introduction activities: line tag, pass n' catch • Workout posters w/muscle identification • Outdoor/Recreational activities (Washers/bean bag toss) • Ultimate Handball • Kickball • *(Fitness rotations every third rotation) 	<ul style="list-style-type: none"> • Floor Hockey • Subtraction • Pickleball • Frogger • *(Fitness rotations every third rotation)
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Basketball • Volleyball lead-up (Bounceball) • Flag Tag • *(Fitness Stations, every third rotation) • Prisonball 	<ul style="list-style-type: none"> • Softball • Team building activities • Capture the Flag • Outdoor/Recreational activities (Washers/bean bag toss) • *(Fitness Stations, every third rotation)

6th Grade PE

Last Revised (Date & Name):
Binkley- 10/8/18

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

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<p>The student will be able to demonstrate competency in a variety of motor skills and movement patterns. (Standard 1)</p>	<p>Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)</p> <p>Consistently catch and throw a ball with accuracy while guarded by opponents. (S1.E15.5a)</p> <p>Throws underhand using a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)</p>	<ul style="list-style-type: none"> • Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6) • Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball. (S1.M4.6) • Executes consistently (70% of the time) a mature underhand pattern target games such as bowling, bocci, or horseshoes. (S1.M18.7) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Pedometers • Observations • Written Exams 	<ul style="list-style-type: none"> • Soccer • Softball • Basketball • Pickleball • Frisbee • Bounceball (Volleyball) • Ultimate Handball • Floor Hockey • Frogger (Bowling) • Bag Toss • 2-base Kickball • Agility Stations • Fitness Stations • Tabata Drill (H.I.I.T.) • Subtraction (Evasive Maneuvers) • Prisonball • Capture the Flag • Flag Tag • Line Tag • Sharks N’ Minnows • Team Building
<p>The students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)</p>	<p>Applies movement concepts to strategy in game situations (S2.E3.5a)</p>	<ul style="list-style-type: none"> • Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. (S2.M2.6) • Identifies open spaces and attempts to strike object into that space. (S2.M10.6) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Observations • Written Exams 	<ul style="list-style-type: none"> • Soccer • Softball • Basketball • Pickleball • Frisbee • Bounceball (Volleyball) • Ultimate Handball • Floor Hockey • Frogger (Bowling) • Bag Toss • 2-base Kickball • Agility Stations • Fitness Stations • Tabata Drill (H.I.I.T.) • Subtraction (Evasive Maneuvers) • Prisonball • Capture the Flag • Flag Tag • Line Tag • Sharks N’ Minnows • Team Building

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<p>The students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Standard 3)</p>	<p>Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. (S2.E5.5b) Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)</p> <p>Identify activities that contribute to the development of each health-related component of fitness (S3.E3.5)</p>	<ul style="list-style-type: none"> • Describes how being physically active leads to a healthy body. (S3.M1.6) • Identifies the components of skill-related fitness (S3.M7.6) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Pedometers • Observations • Written Exams 	<ul style="list-style-type: none"> • Soccer • Softball • Basketball • Pickleball • Frisbee • Bounceball (Volleyball) • Ultimate Handball • Floor Hockey • Frogger (Bowling) • Bag Toss • 2-base Kickball • Agility Stations • Fitness Stations • Tabata Drill (H.I.I.T.) • Subtraction (Evasive Maneuvers) • Prisonball • Capture the Flag • Flag Tag • Line Tag • Sharks N’ Minnows • Team Building
<p>The students will be able to exhibit responsible personal and social behavior that respects self and others. (Standard 4)</p>	<p>Exhibits respect for self and others with appropriate behavior while engaging in physical activity. (S4.E2.5b)</p> <p>Applies safety principles with age-appropriate physical activities. (S4.E6.5)</p>	<ul style="list-style-type: none"> • Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6) • Uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance (S4.M7.6) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Pedometers • Observations • Written Exams 	<ul style="list-style-type: none"> • Soccer • Softball • Basketball • Pickleball • Frisbee • Bounceball (Volleyball) • Ultimate Handball • Floor Hockey • Frogger (Bowling) • Bag Toss • 2-base Kickball • Agility Stations • Fitness Stations • Tabata Drill (H.I.I.T.) • Subtraction (Evasive Maneuvers) • Prisonball • Capture the Flag • Flag Tag • Line Tag • Sharks N’ Minnows • Team Building

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<p>The students will be able to recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction. (Standard 5)</p>	<p>Compares the health benefits of participating in selected physical activities. (S5. E1.5)</p> <p>Describes the social benefits gained from participating in physical activity. (S5.E4.5)</p>	<ul style="list-style-type: none"> • Describes how being physically active leads to a healthy body. (S5. M1.6) • Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Pedometers • Observations • Written Exams 	<ul style="list-style-type: none"> • Soccer • Softball • Basketball • Pickleball • Frisbee • Bounceball (Volleyball) • Ultimate Handball • Floor Hockey • Frogger (Bowling) • Bag Toss • 2-base Kickball • Agility Stations • Fitness Stations • Tabata Drill (H.I.I.T.) • Subtraction (Evasive Maneuvers) • Prisonball • Capture the Flag • Flag Tag • Line Tag • Sharks N' Minnows • Team Building
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Physical Education Curriculum

7th Grade PE Year At-A-Glance:

*STUDENTS ROTATE QUARTERLY

Quarter 1	Quarter 2
<ul style="list-style-type: none"> ● Fitnessgram Testing <ul style="list-style-type: none"> ○ FITNESSGRAM CRITERIA ● Ultimate Handball ● Outdoor Recreational Games <ul style="list-style-type: none"> ○ Washers/bean bag toss ● Flag Football ● Pickleball <ul style="list-style-type: none"> ○ Forehand ○ Backhand ○ Dropshot ● Weight Lifting <ul style="list-style-type: none"> ○ Every Tuesday and Thursday the students will do weight lifting ○ Resources <ul style="list-style-type: none"> ■ National Strength and Conditioning Association (NSCA) <ul style="list-style-type: none"> ● videos ■ ATHLEAN-X VIDEOS ○ Workout <ul style="list-style-type: none"> ■ Videos on proper form and technique are in the “workout” document 	<ul style="list-style-type: none"> ● Fitnessgram Testing <ul style="list-style-type: none"> ○ FITNESSGRAM CRITERIA ● Ultimate Handball ● Outdoor Recreational Games <ul style="list-style-type: none"> ○ Washers/bean bag toss ● Flag Football ● Pickleball <ul style="list-style-type: none"> ○ Forehand ○ Backhand ○ Dropshot ● Weight Lifting <ul style="list-style-type: none"> ○ Every Tuesday and Thursday the students will do weight lifting ○ Resources <ul style="list-style-type: none"> ■ National Strength and Conditioning Association (NSCA) <ul style="list-style-type: none"> ● videos ■ ATHLEAN-X VIDEOS ○ Workout <ul style="list-style-type: none"> ■ Videos on proper form and technique are in the “workout” document
Quarter 3	Quarter 4
<ul style="list-style-type: none"> ● Quidditch ● Softball ● Weight Lifting <ul style="list-style-type: none"> ○ Every Tuesday and Thursday the students will participate in weight lifting ○ Resources <ul style="list-style-type: none"> ■ National Strength and Conditioning Association (NSCA) <ul style="list-style-type: none"> ● videos ■ ATHLEAN-X VIDEOS ○ Workout <ul style="list-style-type: none"> ■ Videos on proper form and technique are in the “workout” document 	<ul style="list-style-type: none"> ● Quidditch ● Softball ● Weight Lifting <ul style="list-style-type: none"> ○ Every Tuesday and Thursday the students will participate in weight lifting ○ Resources <ul style="list-style-type: none"> ■ National Strength and Conditioning Association (NSCA) <ul style="list-style-type: none"> ● videos ■ ATHLEAN-X VIDEOS ○ Workout <ul style="list-style-type: none"> ■ Videos on proper form and technique are in the “workout” document

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Physical Education Curriculum

7th Grade P.E.

Last Revised (Date & Name): Deron Binkley
10/8/2018

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

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Physical Education Curriculum

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games such as basketball, flag football, speedball or team handball. (S1.M4.6)	<ul style="list-style-type: none"> • Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball. (S1.M4.7) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Observations • Written Exams 	<ul style="list-style-type: none"> • Warm Ups • Ultimate Handball • Pickleball • Hockey • Flag Football • Outdoor Recreational Games
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Performs a legal underhand serve with control for net and wall games such as badminton, volleyball or pickleball. (S1.M12.6)	<ul style="list-style-type: none"> • Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Observations • Written Exams 	<ul style="list-style-type: none"> • Warm Ups • Ultimate Handball • Pickleball • Hockey • Flag Football • Outdoor Recreational Games
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Demonstrates a mature throwing pattern for a modified target games such as bowling, bocce, or horseshoes. (S1.M18.6)	<ul style="list-style-type: none"> • Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocci, or horseshoes (S1.M18.7) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Observations • Written Exams 	<ul style="list-style-type: none"> • Warm Ups • Ultimate Handball • Pickleball • Hockey • Flag Football • Outdoor Recreational Games
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. (S2.M2.6)	<ul style="list-style-type: none"> • Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. (S2.M2.7) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Observations • Written Exams 	<ul style="list-style-type: none"> • Warm Ups • Ultimate Handball • Pickleball • Hockey • Flag Football • Outdoor Recreational Games
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)	<ul style="list-style-type: none"> • Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Observations • Written Exams 	<ul style="list-style-type: none"> • Warm Ups • Ultimate Handball • Pickleball • Hockey • Flag Football • Outdoor Recreational Games

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Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Participates in a variety of aerobic fitness activities such as cardio-kick, step aerobics and aerobic dance. (S3.M3.6)	<ul style="list-style-type: none"> Participates in a variety of strength and endurance-fitness activities such as Pilates, resistance training, bodyweight training and light free-weight training. (S3.M3.7) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test Observations Written Exams 	<ul style="list-style-type: none"> Warm Ups Ultimate Handball Pickleball Hockey Flag Football Outdoor Recreational Games
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Identifies the components of skill related fitness. (S3.M7.6)	<ul style="list-style-type: none"> Distinguishes between health related and skill-related fitness.9 (S3.M7.7) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test Observations Written Exams 	<ul style="list-style-type: none"> Warm Ups Ultimate Handball Pickleball Hockey Flag Football Outdoor Recreational Games
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)	<ul style="list-style-type: none"> Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test Observations Written Exams 	<ul style="list-style-type: none"> Warm Ups Ultimate Handball Pickleball Hockey Flag Football Outdoor Recreational Games
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)	<ul style="list-style-type: none"> Independently uses physical activity and exercise equipment appropriately and safely. (S4.M7.7) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test Observations Written Exams 	<ul style="list-style-type: none"> Warm Ups Ultimate Handball Pickleball Hockey Flag Football Outdoor Recreational Games
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction	Describes how being physically active leads to a healthy body. (S5.M1.6)	<ul style="list-style-type: none"> Identifies different types of physical activities and describes how each exerts a positive effect on health. (S5.M1.7) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test Observations Written Exams 	<ul style="list-style-type: none"> Warm Ups Ultimate Handball Pickleball Hockey Flag Football Outdoor Recreational Games

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<p>Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</p>	<p>Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)</p>	<ul style="list-style-type: none">• Demonstrates the importance of positive social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)	<ul style="list-style-type: none">• Skill progression checklist• Self and peer assessment• Critical elements test• Observations• Written Exams	<ul style="list-style-type: none">• Warm Ups• Ultimate Handball• Pickleball• Hockey• Flag Football• Outdoor Recreational Games
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Physical Education Curriculum

8th Grade PE Year At-A-Glance:

*STUDENTS ROTATE QUARTERLY

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Ultimate Handball • Outdoor Recreational Games <ul style="list-style-type: none"> ◦ Washers/bean bag toss • Flag Football • Pickleball <ul style="list-style-type: none"> ◦ Forehand ◦ Backhand ◦ Dropshot • Weight Lifting <ul style="list-style-type: none"> ◦ Every Tuesday and Thursday the students will participate in weight lifting ◦ Resources <ul style="list-style-type: none"> ■ National Strength and Conditioning Association (NSCA) <ul style="list-style-type: none"> • videos ■ ATHLEAN-X VIDEOS ◦ Workout <ul style="list-style-type: none"> ■ Videos on proper form and technique are in the “workout” document 	<ul style="list-style-type: none"> • Ultimate Handball • Outdoor Recreational Games <ul style="list-style-type: none"> ◦ Washers/bean bag toss • Flag Football • Pickleball <ul style="list-style-type: none"> ◦ Forehand ◦ Backhand ◦ Dropshot • Weight Lifting <ul style="list-style-type: none"> ◦ Every Tuesday and Thursday the students will participate in weight lifting ◦ Resources <ul style="list-style-type: none"> ■ National Strength and Conditioning Association (NSCA) <ul style="list-style-type: none"> • videos ■ ATHLEAN-X VIDEOS ◦ Workout <ul style="list-style-type: none"> ■ Videos on proper form and technique are in the “workout” document
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Floor Hockey • Quidditch • Rolfball (volleyball/tennis) • Tchoukball <ul style="list-style-type: none"> ◦ Rules ◦ Cheat Sheet ◦ Tchoukball Video • Weight Lifting <ul style="list-style-type: none"> ◦ Every Tuesday and Thursday the students will do weight lifting ◦ Resources <ul style="list-style-type: none"> ■ National Strength and Conditioning Association (NSCA) <ul style="list-style-type: none"> • videos ■ ATHLEAN-X VIDEOS ◦ Workout <ul style="list-style-type: none"> ■ Videos on proper form and technique are in the “workout” document 	<ul style="list-style-type: none"> • Floor Hockey • Quidditch • Rolfball (volleyball/tennis) • Tchoukball <ul style="list-style-type: none"> ◦ Rules ◦ Cheat Sheet ◦ Tchoukball Video • Weight Lifting <ul style="list-style-type: none"> ◦ Every Tuesday and Thursday the students will do weight lifting ◦ Resources <ul style="list-style-type: none"> ■ National Strength and Conditioning Association (NSCA) <ul style="list-style-type: none"> • videos ■ ATHLEAN-X VIDEOS ◦ Workout <ul style="list-style-type: none"> ■ Videos on proper form and technique are in the “workout” document

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





Physical Education Curriculum

8th Grade P.E.

Last Revised (Date & Name): Deron Binkley
10/8/2018

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

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Physical Education Curriculum

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games such as soccer or speedball. (S1.M4.7)	<ul style="list-style-type: none"> • Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Observations • Written Exams 	
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Executes consistently (at least 70 percent of the time) a legal underhand serve to a predetermined target for net and wall games such as badminton, volleyball or pickleball. (S1.M12.7)	<ul style="list-style-type: none"> • Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Observations • Written Exams 	
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Executes consistently (70% of the time) a mature throwing pattern for target games. (S1.M18.7)	<ul style="list-style-type: none"> • Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocci. (S1.M18.8) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Observations • Written Exams 	
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go. (S2.M2.7)	<ul style="list-style-type: none"> • Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go. (S2.M2.8) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Observations • Written Exams 	
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)	<ul style="list-style-type: none"> • Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8) 	<ul style="list-style-type: none"> • Skill progression checklist • Self and peer assessment • Critical elements test • Observations • Written Exams 	

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Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Participates in a variety of strength and endurance fitness activities such as Pilates, resistance training, bodyweight training and light free-weight training. (S3.M3.7)	<ul style="list-style-type: none"> Participates in a variety of self selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. (S3.M3.8) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test Observations Written Exams 	
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Distinguishes between health-related and skill-related fitness.9 (S3.M7.7)	<ul style="list-style-type: none"> Compares and contrasts health-related fitness components.10 (S3.M7.8) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test Observations Written Exams 	
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Independently uses physical activity and exercise equipment appropriately and safely. (S4.M7.7)	<ul style="list-style-type: none"> Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S4.M7.8) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test Observations Written Exams 	
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Independently uses physical activity and exercise equipment appropriately and safely. (S4.M7.7)	<ul style="list-style-type: none"> Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S4.M7.8) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test Observations Written Exams 	
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Identifies different types of physical activities and describes how each exerts a positive effect on health. (S5.M1.7)	<ul style="list-style-type: none"> Identifies the 5 components of health related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test Observations Written Exams 	

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<p>Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Explains the relationship between self expression and lifelong enjoyment through physical activity. (S5.M5.7)</p>	<ul style="list-style-type: none">• Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)	<ul style="list-style-type: none">• Skill progression checklist• Self and peer assessment• Critical elements test• Observations• Written Exams	
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Physical Education Curriculum

Middle School 8th Grade Health Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Life Management Skills • Structures and Functions of the Body • Disease Prevention and Control • Substance Education • Injury Prevention and Safety • HEALTH OBJECTIVES <ul style="list-style-type: none"> ○ I can analyze various techniques designed to enhance coping abilities, manage stress, and distinguish between problems that can be solved independently, peer influence, adult mediation, or professional intervention. ○ I can identify the major components and functions of the endocrine and reproductive systems and describe their interrelationships with other body systems. ○ I can connect causative factors, symptoms, treatment and preventative measures to non-communicable diseases. ○ I can explain how risk behaviors can contribute to the development of chronic diseases. ○ I can describe the body's lines of defense and the stages of disease progression while analyzing information about the transmission and prevention of communicable diseases. ○ I can determine the cause and effect relationship between the use of alcohol, tobacco, and other substances with emergencies. ○ I can describe the impact heredity and lifestyle choices have on the body systems. ○ I can draw and label the health triangle and describe healthy relationships. ○ I can describe 4 ways media affects the view of body image and famous people on teens. ○ I can determine what sources provide accurate information when trying to make decisions. ○ I can list 4 options about resisting peer pressure that can resolve the conflict with low stress. ○ I can create a short/long term goal for myself using goal setting techniques. ○ I can identify two symptoms of a disease that affects the sensory system. ○ I can identify two treatments of a disease that affects the muscular system. ○ I can identify two preventable activities of a disease that affects the skeletal system. ○ I can tell 3 ways to prevent injuries while working out. 	<ul style="list-style-type: none"> • SAME AS QUARTER 1

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Physical Education Curriculum

Quarter 3	Quarter 4
<ul style="list-style-type: none"> SAME AS QUARTER 1 	<ul style="list-style-type: none"> SAME AS QUARTER 1

[Middle School 8th Grade Health](#)

Last Revised (Date & Name): 1/7/19
Ben Jackson

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

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Physical Education Curriculum

Structure and Functions of the Body (1K, HPE1)	7th Grade Health	<ul style="list-style-type: none"> Identify the major components and functions of the endocrine and reproductive systems and describe their interrelationships with other body systems. Describe the impact that heredity and lifestyle choices have on the body systems. 	<ul style="list-style-type: none"> Daily formative checks with Google Classroom questions; review and submit corrections Unit summative exam 	
Life Management Skills (4A, HPE 2)	7th Grade Health	<ul style="list-style-type: none"> Analyze various techniques designed to enhance coping abilities, manage stress Distinguish between problems that can be solved independently, peer influence, adult mediation, or professional intervention. 	<ul style="list-style-type: none"> Daily formative checks with Google Classroom questions; review and submit corrections Unit summative exam 	
Disease Prevention and Control (1A & 1B, HPE 3)	7th Grade Health	<ul style="list-style-type: none"> Connect causative factors, symptoms, treatment and preventative measures to non-communicable diseases. Explain how risk behaviors can contribute to the development of chronic diseases. Describe the body's lines of defense and the stages of disease progression while analyzing information about the transmission and prevention of communicable diseases. 	<ul style="list-style-type: none"> Daily formative checks with Google Classroom questions; review and submit corrections Unit summative exam 	<ul style="list-style-type: none"> Creating health program and applying it to real life situations.
Substance Education (3C, HPE 5)	7th Grade Health	<ul style="list-style-type: none"> Determine the cause and effect relationship between the use of alcohol, tobacco, and other substances with emergencies. 	<ul style="list-style-type: none"> Daily formative checks with Google Classroom questions; review and submit corrections Unit summative exam 	

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Injury Prevention and Safety	7th Grade Health	<ul style="list-style-type: none"> • Prioritize and demonstrate an understanding of the steps involved in assessing an emergency situation including 911 format. • Recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others. 	<ul style="list-style-type: none"> • Daily formative checks with Google Classroom questions; review and submit corrections • Unit summative exam 	
The student will be able to apply diet and physical activity information to daily life.	8th grade health	<ul style="list-style-type: none"> • Analyze factors (e.g., time, cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity • Analyze present fitness levels to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness • Assess key nutrients and their specific functions and influences on body processes (e.g., disease prevention) • Assess how nutritional needs change throughout the life cycle 	<ul style="list-style-type: none"> • Creating health program and applying it to real life situations. 	<ul style="list-style-type: none"> • Go over 5 areas of health related fitness in health. • 5 areas of health related fitness in health for PE.com • Create personal fitness plans. • Apply them in physical education • Create them each Wednesday
Use the decision making process to formulate health decisions.	8th grade health	<ul style="list-style-type: none"> • Show the steps used in the problem solving model to examine system functions and disease formation encountered in daily living situations (e.g., lead poisoning, second-hand smoke) 	<ul style="list-style-type: none"> • Creating health program and applying it to real life situations. 	<ul style="list-style-type: none"> • Go over 5 areas of health related fitness in health. • Create personal fitness plans. • Apply them in physical education • Create them each Wednesday

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<p>The student will be able to research disorders, diseases, and prevention strategies that correlate to the body systems.</p>	<p>8th grade health</p>	<ul style="list-style-type: none"> Investigate disorders, their treatments, and prevention techniques to maintain a healthy sensory system (e.g., hearing loss, glaucoma, near and far-sightedness, halitosis, numbness, tingling) Investigate disorders, their treatment, and prevention techniques to maintain a healthy muscular system (e.g., muscular dystrophy, muscle cramps, tendonitis, muscle strains) Investigate disorders, their treatment, and prevention techniques to maintain a healthy skeletal system (e.g., osteoporosis, arthritis, sprain, scoliosis) Investigate disorders, their treatments, and prevention techniques to maintain a healthy cardio-respiratory system (e.g., high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia) Investigate disorders, their treatment, and prevention techniques to maintain a healthy nervous system (e.g., mental disorders, spinal cord injuries, cerebral palsy, meningitis, chemical imbalances, hives, shingles, multiple sclerosis, Parkinson's, epilepsy) List the most common disorders, describe how to treat them and prevention techniques to maintain a healthy digestive system (e.g., ulcers, irritable bowel syndrome, Crohn's Disease, 	<ul style="list-style-type: none"> Creating health program and applying it to real life situations. 	<ul style="list-style-type: none"> Go over 5 areas of health related fitness in health. Create personal fitness plans. Apply them in physical education Create them each Wednesday
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Physical Education Curriculum

		<p>diarrhea, constipation, gallstones, colon cancer)</p> <ul style="list-style-type: none">• Investigate disorders, their treatments, and prevention techniques to maintain a healthy lymphatic/immune system (e.g., common cold, influenza, tonsillitis, strep throat)• Investigate disorders, their treatment, and prevention techniques to maintain a healthy urinary/excretory system (e.g., kidney stones, urinary tract infections, nephritis)• Investigate disorders, their treatments, and prevention techniques to maintain a healthy endocrine system (e.g., thyroid cancer, type II diabetes, chemical imbalances)		
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Physical Education Curriculum

<p>Critique risky behavior and possible dependence associated with tobacco, alcohol, and other substances.</p>	<p>8th grade health</p>	<ul style="list-style-type: none">• Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society• Review healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health• Assess the risk of chemical dependency and locate available help if alcohol, tobacco, and other substance use becomes a problem• Evaluate personal risks for chemical dependency based upon personal, family, and environmental factors	<ul style="list-style-type: none">• Research Project on substance abuse	<ul style="list-style-type: none">• Go over 5 areas of health related fitness in health.• Create substance abuse project
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Physical Education Curriculum

Review the structure and functions of the reproductive system and differentiate between the male and female disorders, treatments, and prevention strategies.	8th grade health	<ul style="list-style-type: none">• Recognize normal vs. abnormal conditions of the reproductive system• Explain how the following affect the functioning of the reproductive system: ovarian cysts, HPV/cervical cancer, premenstrual syndrome, infertility, ovarian cancer, testicular cancer, and prostate cancer• Discuss the importance of routine physical examinations and tests (e.g., pap smears, mammograms, prostate examination) to reduce the risk of problems related to cancer and other chronic diseases	<ul style="list-style-type: none">• Creating health program and applying it to real life situations.	<ul style="list-style-type: none">• Create personal fitness plans.• Apply them in physical education• Create them each Wednesday
Apply the health triangle to their life.	8th grade health	<ul style="list-style-type: none">• The student will be able to describe health and wellness and how to apply it to their daily lives.	<ul style="list-style-type: none">• Creating health program and applying it to real life situations.	<ul style="list-style-type: none">• Go over 5 areas of health related fitness in health.• Create personal fitness plans.• Apply them in physical education• Create health triangle to their own specifications

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Physical Education Curriculum

Freshman Health Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> ● Fitnessgram testing ● Softball ● HEALTH OBJECTIVES <ul style="list-style-type: none"> ○ I can research Health People 2020 and tell 2 roles each section plays on society. ○ I can draw and label the health triangle and describe healthy relationships. ○ I can create a list of 4 qualities that are needed to live well with others. I can use the DECIDE process to make an informed decision about diseases encountered on a daily basis. ○ I can describe 4 ways media affects the view of body image and famous people on teens. ○ I can tell 2 impacts per side of the health triangle that the media makes claims about. ○ I can determine what sources provide accurate information when trying to make decisions. ○ I can list 4 options about resisting peer pressure that can resolve the conflict with low stress. ○ I can create a short/long term goal for myself using goal setting techniques. ● Ultimate Football ● Soccer ● HEALTH OBJECTIVES <ul style="list-style-type: none"> ○ I can identify two symptoms of a disease that affects the sensory system. ○ I can identify two treatments of a disease that affects the muscular system. ○ I can identify two preventable activities of a disease that affects the skeletal system. ○ I can tell 3 ways to prevent injuries while working out. ○ I can research factors and benefits of being physically active. ○ I can create a fitness plan for myself using the F.I.T.T. principle. ○ I can write steps to CPR and determine what injuries are life threatening. ○ I can identify activity related injuries and know how to respond to it. ○ I can match common weather related injuries with their cause/treatment. ○ I can create a plan for 3 water related Injuries to show how to treat and prevent. 	<ul style="list-style-type: none"> ● Lacrosse ● Volleyball ● HEALTH OBJECTIVES <ul style="list-style-type: none"> ○ I can identify the six nutrients and explains the benefits. ○ I can explain how and why nutritional needs change throughout the life cycle. ○ I can review and analyze the benefits and risks of an individualized diet plan. ○ I can explain 4 different influences on people's dietary choices. ○ I can identify the serving size for nutritional needs based on the MY PLATE. ○ I can determine the calorie intake based on the food label serving size. ○ I can identify proper food handling and how the FDA and USDA regulate them. ○ I can track my nutritional intake for a week and determine a proper fitness program to maintain a healthy body weight for age and gender. ● Basketball ● HEALTH OBJECTIVES <ul style="list-style-type: none"> ○ I can compare and contrast between positive and negative means of handling one's emotions. ○ I can determine how people's relationships change throughout one's life cycle. ○ I can determine how people's relationships change throughout one's life cycle. I can create an informational brochure or presentation on agencies that provide behavior changing/life changing assistance. ○ I can research global warming and how it affects one's health. ○ I can determine how environmental problems have changed over the years and what damage they have caused on the world. ○ I can compare how individuals can assist others in a natural disaster and how to be prepared for one. ○ I can write steps to CPR and determine what injuries are life threatening.
Quarter 3	Quarter 4

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Physical Education Curriculum

- Inverted Volleyball
- Dance
- **HEALTH OBJECTIVES**
 - I can identify a performance enhancing drug, determine short and long term effects on the body systems, then determine how society views the performance enhancing drugs in their culture.
 - I can explain why it is important to read medication labels and identify an effect if not taken properly.
 - I can determine short and long term effects of substances on the body and be able to identify how it impacts an individual personally, socially, and economically.
 - I can identify an addictive substance and research strategies to promote healthy alternatives.
 - I can find rehabs for the entire family based off of your designated substance.
 - I can research factors that increase risks of drug abuse in all aspects of society.
- Dodgeball
- Castleball
- **HEALTH OBJECTIVES**
 - I can identify the normal functions of my own reproductive system and then compare and contrast with the reproductive system of the opposite sex.
 - I can identify three abnormal functions and their effects of the reproductive system.
 - I can identify one physical examination/test and explain what steps would be taken if abnormal functions are discovered.
 - I can determine how becoming a teen parent impacts my family, society, and my personal health triangle.
 - I can identify 5 positives and 5 negatives of prenatal care during pregnancy and the effect on the unborn child.
 - I can identify a high risk and low risk contraceptive for pregnancy.
- Frisbee Hoopball
- Bucketball
- **HEALTH OBJECTIVES**
 - I can identify a disorder, treatment and prevention in the cardiovascular system.
 - I can identify a disorder, treatment, and prevention in the nervous system.
 - I can identify a disorder, treatment and prevention in the digestive system.
 - I can identify a disorder, treatment and prevention in the urinary/excretory system.
 - I can identify a disorder, treatment, and prevention in the endocrine system.
 - I can identify causes and prevention of Type II Diabetes.

- Rugby
- Rugby
- **HEALTH OBJECTIVES**
 - I can identify 3 positive behaviors to prevent or reduce disease.
 - I can use survey data to create a report to determine the management and prevention of communicable and non-communicable diseases in the Johnson County area.
 - I can create a questionnaire over family chronic diseases and use the information to predict, prevent, and manage disease related problems.
 - I can identify how to maintain and improve my own body's primary and secondary defense system against disease.
 - I can research and interpret how certain pathogens reoccur in the human body.
 - I can identify how pathogens transfer and how to reduce the transmission.
- Field Hockey
- PE
- **HEALTH OBJECTIVES**
 - I can identify types of violences and preventable strategies and skills.
 - I can identify societal problems among teens and preventable strategies.
 - I can identify warning signs of online predators and safe practices when communicating online or through texting.
 - I can compare signs and symptoms of STD's and how it affects the health triangle.
 - I can compare signs and symptoms of STD's and how it affects the health triangle.
- FitnessGram Testing

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Physical Education Curriculum

- I can identify a disorder, treatment, and prevention in the lymphatic/immune system.

Freshman PE and Health

Last Revised (Date & Name): 1/18/17

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

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Physical Education Curriculum

<p>The student will be able to demonstrate motor skills and movement patterns.</p>	<p>Identifies the 5 components of health-related fitness and explains the connections between fitness and overall physical and mental health. (S3.M1.8)</p> <p>Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group (S1. M1. 8)</p>	<ul style="list-style-type: none"> • Demonstrates competency in performing activities that contribute to improving each of the 5 areas of health related fitness. • Demonstrate competency in dance forms used in cultural and social occasions or demonstrates competency in one form of dance. (S1.H2.L1) 	<ul style="list-style-type: none"> • Group dances • Workout Wednesdays 	<ul style="list-style-type: none"> • Go over 5 areas of health related fitness in health. • Create personal fitness plans. • Apply them in physical education • Create them each Wednesday
<p>The student will be able to apply strategies related to movement and performance.</p>	<p>Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey. (S1.M4.8)</p>	<ul style="list-style-type: none"> • Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1). • Apply appropriate tactics and strategies in various activities. 	<ul style="list-style-type: none"> • Term assessment during game play • Application of tactics during game play 	<ul style="list-style-type: none"> • Dance and zumba workouts
<p>The student will be able to use the knowledge gained to achieve a health-enhancing level of physical fitness.</p>	<p>Employs a variety of appropriate static stretching techniques for all muscle groups. (S3.M9. 8)</p>	<ul style="list-style-type: none"> • Demonstrate appropriate technique in resistance-training machines and free weights (S3. H7 L1) 	<ul style="list-style-type: none"> • Term assessment during game play • Application of tactics during game play 	<ul style="list-style-type: none"> • Creating health program and applying it to real life situations.
<p>The student will be able to respect self and others during class.</p>	<p>Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)</p>	<ul style="list-style-type: none"> • Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1) 	<ul style="list-style-type: none"> • Group dance 	<ul style="list-style-type: none"> • Any activity we do. Daily assessment.

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Physical Education Curriculum

<p>The student will be able to select activities for personal enjoyment and self expression.</p>	<p>Identifies and participated in an enjoyable activity that prompts individual and self expression. (S5. M5. 8)</p>	<ul style="list-style-type: none"> Selects and participated in physical activities or dance that meet the need for self-expression, personal meaning and enjoyment. (S5. H3. L1) 	<ul style="list-style-type: none"> Workout Wednesdays and Fun Fridays 	<ul style="list-style-type: none"> Softball Soccer Golf Tennis Frisbee Volleyball Football Hockey Badminton Pickleball Bowling Bag Toss Archery Ping Pong
<p>The student will be able to apply diet and physical activity information to daily life.</p>	<p>8th grade health</p>	<ul style="list-style-type: none"> Analyze factors (e.g., time, cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity Analyze present fitness levels to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness Assess key nutrients and their specific functions and influences on body processes (e.g., disease prevention) Assess how nutritional needs change throughout the life cycle 	<ul style="list-style-type: none"> Creating health program and applying it to real life situations. 	<ul style="list-style-type: none"> Go over 5 areas of health related fitness in health. 5 areas of health related fitness in health for PE.com Create personal fitness plans. Apply them in physical education Create them each Wednesday
<p>Use the decision making process to formulate health decisions.</p>	<p>8th grade health</p>	<ul style="list-style-type: none"> Show the steps used in the problem solving model to examine system functions and disease formation encountered in daily living situations (e.g., lead poisoning, second-hand smoke) 	<ul style="list-style-type: none"> Creating health program and applying it to real life situations. 	<ul style="list-style-type: none"> Go over 5 areas of health related fitness in health. Create personal fitness plans. Apply them in physical education Create them each Wednesday

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<p>The student will be able to research disorders, diseases, and prevention strategies that correlate to the body systems.</p>	<p>8th grade health</p>	<ul style="list-style-type: none"> • Investigate disorders, their treatments, and prevention techniques to maintain a healthy sensory system (e.g., hearing loss, glaucoma, near and far-sightedness, halitosis, numbness, tingling) • Investigate disorders, their treatment, and prevention techniques to maintain a healthy muscular system (e.g., muscular dystrophy, muscle cramps, tendonitis, muscle strains) • Investigate disorders, their treatment, and prevention techniques to maintain a healthy skeletal system (e.g., osteoporosis, arthritis, sprain, scoliosis) • Investigate disorders, their treatments, and prevention techniques to maintain a healthy cardio-respiratory system (e.g., high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia) • Investigate disorders, their treatment, and prevention techniques to maintain a healthy nervous system (e.g., mental disorders, spinal cord injuries, cerebral palsy, meningitis, chemical imbalances, hives, shingles, multiple sclerosis, Parkinson's, epilepsy) • List the most common disorders, describe how to treat them and prevention techniques to maintain a healthy digestive system (e.g., ulcers, irritable bowel syndrome, Crohn's Disease, 	<ul style="list-style-type: none"> • Creating health program and applying it to real life situations. 	<ul style="list-style-type: none"> • Go over 5 areas of health related fitness in health. • Create personal fitness plans. • Apply them in physical education • Create them each Wednesday
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		<p>diarrhea, constipation, gallstones, colon cancer)</p> <ul style="list-style-type: none">• Investigate disorders, their treatments, and prevention techniques to maintain a healthy lymphatic/immune system (e.g., common cold, influenza, tonsillitis, strep throat)• Investigate disorders, their treatment, and prevention techniques to maintain a healthy urinary/excretory system (e.g., kidney stones, urinary tract infections, nephritis)• Investigate disorders, their treatments, and prevention techniques to maintain a healthy endocrine system (e.g., thyroid cancer, type II diabetes, chemical imbalances)		
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<p>Critique risky behavior and possible dependence associated with tobacco, alcohol, and other substances.</p>	<p>8th grade health</p>	<ul style="list-style-type: none"> • Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society • Review healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health • Assess the risk of chemical dependency and locate available help if alcohol, tobacco, and other substance use becomes a problem • Evaluate personal risks for chemical dependency based upon personal, family, and environmental factors 	<ul style="list-style-type: none"> • Research Project on substance abuse 	<ul style="list-style-type: none"> • Go over 5 areas of health related fitness in health. • Create substance abuse project
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<p>Review the structure and functions of the reproductive system and differentiate between the male and female disorders, treatments, and prevention strategies.</p>	<p>8th grade health</p>	<ul style="list-style-type: none">• Recognize normal vs. abnormal conditions of the reproductive system• Explain how the following affect the functioning of the reproductive system: ovarian cysts, HPV/cervical cancer, premenstrual syndrome, infertility, ovarian cancer, testicular cancer, and prostate cancer• Discuss the importance of routine physical examinations and tests (e.g., pap smears, mammograms, prostate examination) to reduce the risk of problems related to cancer and other chronic diseases	<ul style="list-style-type: none">• Creating health program and applying it to real life situations.	<ul style="list-style-type: none">• Create personal fitness plans.• Apply them in physical education• Create them each Wednesday
<p>Apply the health triangle to their life.</p>	<p>8th grade health</p>	<ul style="list-style-type: none">• The student will be able to describe health and wellness and how to apply it to their daily lives.	<ul style="list-style-type: none">• Creating health program and applying it to real life situations.	<ul style="list-style-type: none">• Go over 5 areas of health related fitness in health.• Create personal fitness plans.• Apply them in physical education• Create health triangle to their own specifications

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Lifetime Sports Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Softball • Tennis • Ultimate Football • Soccer • Golf • Throw Golf/Foot Golf 	<ul style="list-style-type: none"> • Hockey • Volleyball • Kan Jam • Bowling • Basketball
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Pickleball • Badminton • Table Tennis • Bag Toss • Team Handball/Speedball 	<ul style="list-style-type: none"> • Fitness • Disc Golf • Washers/Hillbilly Golf/Horseshoes • Rock Climbing • Archery

Lifetime Activities 10-12

Last Revised (Date & Name): 1/18/17

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments
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<p>The student will be able to refine specific movement skills in a variety of lifetime activities.</p>	<p>Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).²⁴ (S1.H1.L1)</p>	<ul style="list-style-type: none"> Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).²⁵ (S1.H1.L2) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test 	<ul style="list-style-type: none"> Softball Soccer Golf Tennis Frisbee Volleyball Football Hockey Badminton Pickleball Bowling Bag Toss Archery Ping Pong
<p>The student will be able to use strategies and concepts to improve tactics during game play.</p>	<p>Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve the performance of self and/or others in a selected skill.²⁷ (S2.H2.L1)</p> <p>Apply appropriate tactics and strategies in various activities</p>	<ul style="list-style-type: none"> Describes the speed/accuracy trade-off in throwing and striking skills.²⁸ (S2.H2.L2) Design and implement tactics and strategies appropriate for various activities. 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test 	<ul style="list-style-type: none"> Softball Soccer Golf Tennis Frisbee Volleyball Football Hockey Badminton Pickleball Bowling Bag Toss Archery Ping Pong
<p>The student will be able to achieve higher levels of fitness through workout plans and personal training units.</p>	<p>Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).³⁵ (S3.H6.L2)</p>	<ul style="list-style-type: none"> Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).³⁵ (S3.H6.L2) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test 	<ul style="list-style-type: none"> Wednesday workouts Fun Fridays

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<p>The student will be able to demonstrate ethical and respectful behavior toward self and others.</p>	<p>Uses communication skills and strategies that promote team/ group dynamics.⁵⁰ (S4.H3.L1)</p> <p>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p>	<ul style="list-style-type: none"> Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2) Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).⁴⁹ (S4.H2.L2) Identify potential safety issues in a physical activity setting. Apply injury recognition and basic rehabilitation practice. 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test 	<ul style="list-style-type: none"> Softball Soccer Golf Tennis Frisbee Volleyball Football Hockey Badminton Pickleball Bowling Bag Toss Archery Ping Pong
<p>The student will be able to value the importance movement during challenging, healthful, and social activities.</p>	<p>Appreciates the value that challenge provides for personal development.</p> <p>Selects and participates in physical activities or dance that meet the need for self-expression, personal meaning and enjoyment. (S5.H3.L1)</p> <p>Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)</p>	<ul style="list-style-type: none"> Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.⁵¹ (S5.H2.L2) Provides support and positively receives social interaction while engaged in physical activity. Selects and REGULARLY participates in physical activities or dance that meet the need for self expression, personal meaning and enjoyment. (S5.H3.L2) 	<ul style="list-style-type: none"> Skill progression checklist Self and peer assessment Critical elements test 	<ul style="list-style-type: none"> Softball Soccer Golf Tennis Frisbee Volleyball Football Hockey Badminton Pickleball Bowling Bag Toss Archery Ping Pong

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Weight Training Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> Teach the proper techniques for each exercise. Olympic and accessory lifts. To promote safety and building muscle. Teach how to perform a proper workout routine. How to read the charts and rotate through the lifting cycle. Week one 3 sets of 10 repetitions Week two 3 sets of 5 repetitions Week three 3 sets of 3 repetitions on Olympic lifts and 3 sets of 12 on accessory lifts Week 4 Max on Olympic lifts Repeat 	<ul style="list-style-type: none"> Week one 3 sets of 10 repetitions Week two 3 sets of 5 repetitions Week three 3 sets of 3 repetitions on Olympic lifts and 3 sets of 12 on accessory lifts Week 4 Max on Olympic lifts Repeat Teach the muscles, the location of the muscles, and the lifts performed to develop each muscle
Quarter 3	Quarter 4
<ul style="list-style-type: none"> Teach the proper techniques for each exercise. Olympic and accessory lifts. To promote safety and building muscle. Teach how to perform a proper workout routine. How to read the charts and rotate through the lifting cycle. Week one 3 sets of 10 repetitions Week two 3 sets of 5 repetitions Week three 3 sets of 3 repetitions on Olympic lifts and 3 sets of 12 on accessory lifts Week 4 Max on Olympic lifts Repeat 	<ul style="list-style-type: none"> Week one 3 sets of 10 repetitions Week two 3 sets of 5 repetitions Week three 3 sets of 3 repetitions on Olympic lifts and 3 sets of 12 on accessory lifts Week 4 Max on Olympic lifts Repeat Teach the muscles, the location of the muscles, and the lifts performed to develop each muscle

Weight Training

Last Revised (Date & Name): 1/18/17

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

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Demonstrates competency in a variety of motor skills and movement patterns.		<ul style="list-style-type: none"> • Demonstrates proficiency in performing activities that contribute to improving each of the five components of health-related fitness (S1.H3.L2) 	<ul style="list-style-type: none"> • Weekly workout programs Rubric 	<ul style="list-style-type: none"> • Students are instructed on technique for proper lifting form • Squat Technique Video • Hang Clean • Bench Press Video • Incline Press Video
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance		<ul style="list-style-type: none"> • Compare similarities and differences in various movement and dance forms (S2. H3.L2) 	<ul style="list-style-type: none"> • Students research and discuss movement patterns that related to sport movements. 	<ul style="list-style-type: none"> • Being able to identify basic lifting patterns to sports or everyday lifting patterns. Ex. Being able to identify which sport movement relates to the Power Clean.
Exhibit responsible personal and social behavior that respects self and others.		<ul style="list-style-type: none"> • Assumes a leadership role in a physical activity setting (S4.H3.L2) • Identify potential safety issues in a physical activity setting. And apply injury recognition and basic rehabilitation practice (S4.H5.L2) 	<ul style="list-style-type: none"> • Students are asked to lead their lifting groups through the daily workouts. • Students are instructed and evaluated on proper “Spotting” techniques and how to identify a safe surrounding to allow for lifting. 	<ul style="list-style-type: none"> • Group leaders are identified to set the “tempo” of the workouts. • Students are continuously evaluated in proper “spotting” technique throughout the daily workouts.

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