

Fairview South District 72 Physical Education Curriculum

The Physical Education Department of Fairview South School developed the District 72 Physical Education Curriculum Guide during the 2005-2006 school year and revised this document in 2013-2014. In developing our curriculum, the Illinois Learning Standards were reviewed and became the framework for the process.

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District 72 Mission Statement

By setting high expectations, teaching to the needs of learners, and embracing the richness of our cultural diversity, Fairview School District 72 creates a strong foundation for academic excellence and personal growth.

Belief Statements

We believe:

- both success and failure create opportunities for growth.
- our multicultural district is a valued asset that enriches the entire school community.
- student achievement soars when instructional strategies and integration of technology reflect the needs of our learners.
- a safe physical and emotional school environment advances learning and promotes respect for all.
- the most effective decisions are made collaboratively with the children as the focus.

Fairview South District 72 Physical Education Philosophy/Beliefs

The Fairview South Physical Education program provides all students with a safe environment to develop physically, mentally, emotionally and socially through activities designed to promote lifelong wellness. As the physical educators within this district we are committed to the following beliefs that embody our philosophy.

Physical education...

- is a unique part of the total school curriculum, and its integration with other subject areas creates a supportive learning environment.
- provides students with developmentally appropriate opportunities to enhance fundamental movement skills.
- incorporates fitness concepts and provides opportunities to develop overall wellness.
- provides cooperative activities that encourage social/emotional development and acceptance of diversity.
- fosters, through participation, sportsmanship, a respect for others, individual differences and cultures, leadership qualities and a positive self-concept.
- provides students with a safe, appropriate controlled environment to experience a variety of physical activities.
- incorporates formal/informal assessment as an important tool in assisting students to value active participation and to strive for their personal best.

National Standards for Physical Education (revised 2013-2014)

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful, physical activity.

To pursue a lifetime of healthful, physical activity, a physically literate individual:

- has learned the skills necessary to participate in a variety of physical activities
- knows the implications of and the benefits from involvement in various types of physical activities
- participates regularly in physical activity
- is physically fit
- values physical activities and its contributions to a healthful lifestyle

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

State Goals

STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Why This Goal is Important:

Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
19.A.1 Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.	19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.	19.A.3 Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.	19.A.4 Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.	19.A.5 Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.

B. Analyze various movement concepts and applications.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
19.B.1 Understand spatial awareness and relationships to objects and people.	19.B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium).	19.B.3 Compare and contrast efficient and inefficient movement patterns.	19.B.4 Analyze various movement patterns for efficiency and effectiveness.	19.B.5 Apply the principles of efficient movement to evaluate personal performance.

C. Demonstrate knowledge of rules, safety and strategies during physical activity.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
19.C.1 Demonstrate safe movement in physical activities.	19.C.2a Identify and apply rules and safety procedures in physical activities.	19.C.3a Apply rules and safety procedures in physical activities.	19.C.4a Develop rules and safety procedures for physical activities.	19.C.5a Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities.
	19.C.2b Identify offensive, defensive and cooperative strategies in selected activities and games.	19.C.3b Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.	19.C.4b Select and apply offensive, defensive and cooperative strategies in selected activities, games and sports.	19.C.5b Analyze and apply complex offensive, defensive and cooperative strategies for selected games and sports.

STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Why This Goal Is Important:

Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles—frequency, intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardiorespiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

A. Know and apply the principles and components of health-related fitness.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
20.A.1a Identify characteristics of health-related fitness (e.g., flexibility, muscular strength).	20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.	20.A.3a Identify the principles of training: frequency, intensity, time and type (FITT).	20.A.4a Interpret the effects of exercise/physical activity on the level of health-related fitness.	20.A.5 Implement an individualized health-related fitness plan which includes the principles of

training.

20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.

20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.

20.A.3b Identify and participate in activities associated with the components of health-related fitness.

20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics and benefits of each.

B. Assess individual fitness levels.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
20.B.1 Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).	20.B.2a Monitor individual heart rate before, during and after physical activity, with and without the use of technology.	20.B.3a Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology.	20.B.4a Record and interpret health-related physiological data (e.g., blood pressure, body mass index, oxygen exchange), with and without the use of technology.	20.B.5a Collect and interpret health-related fitness data over a period of time, with and without the use of technology.
	20.B.2b Match recognized assessments of health-related fitness (e.g., AAHPERED, AAU) to corresponding components of fitness.	20.B.3b Evaluate the strengths and weaknesses of a personal fitness profile.	20.B.4b Prepare an individual health-related fitness profile and evaluate fitness level on each component.	20.B.5b Evaluate the effects of fitness choices and heredity on wellness.

C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
20.C.1 Identify a realistic health-related goal.	20.C.2a Set a personal health-related fitness goal.	20.C.3a Set realistic short-term and long-term goals for a health-related fitness component.	20.C.4a Set realistic, short-term, health-related fitness goals based on individual profiles.	20.C.5a Set realistic, long-term, health-related fitness goals based on an individual profile.

20.C.2b Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength).

20.C.3b Identify opportunities within the community for regular participation in physical activities.

20.C.4b Evaluate physical fitness services, products and advertising.

20.C.5b Understand how aging, illness and injury affect physical activity.

20.C.3c Apply the principles of training to the health-related fitness goals.

20.C.4c Design and implement a personal fitness program.

20.C.5c Use profile data to monitor an individual wellness/fitness plan.

STATE GOAL 21: Develop team-building skills by working with others through physical activity.

Why This Goal Is Important:

As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member's contributions, including their own.

A. Demonstrate individual responsibility during group physical activities.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
21.A.1a Follow directions and class procedures while participating in physical activities.	21.A.2a Accept responsibility for their own actions in group physical activities.	21.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).	21.A.4a Demonstrate decision-making skills both independently and with others during physical activities.	21.A.5 Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).

21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.

21.A.2b Use identified procedures and safe practices without reminders during group physical activities.

21.A.3b Participate in establishing procedures for group physical activities.

21.A.4b Apply identified procedures and safe practices to all group physical activity settings.

21.A.1c Work independently on tasks for short periods of time.

21.A.2c Work independently on task until completed.

21.A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

21.A.4c Complete a given task on time.

B. Demonstrate cooperative skills during structured group physical activity.

**EARLY
ELEMENTARY**

21.B.1 Work cooperatively with another to accomplish an assigned task.

LATE ELEMENTARY

21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.

**MIDDLE/JUNIOR HIGH
SCHOOL**

21.B.3 Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance).

**EARLY HIGH
SCHOOL**

21.B.4 Work cooperatively with others to achieve group goals in competitive and noncompetitive situations (e.g., challenge course, orienteering).

**LATE HIGH
SCHOOL**

21.B.5 Demonstrate when to lead and when to be supportive to accomplish group goals.

Grade Level Objectives

Grade level objectives are listed below. You will find that many objectives are repeated throughout the grade levels. What sets apart one grade level from the next is the extent to which the skills is addresses and the context in which it is taught. Keep in mind the following example. In the early elementary grades, the basic mechanics of the throwing skill are introduced. This skill continues to be addressed throughout the curriculum. By the time the student reaches the middle school grades, they would be expected to apply the skill of throwing in the context of a game such as football, a much more sophisticated application of the basic skill.

Kindergarten and 1st Grade:

- Explores spatial awareness through finding open and closed space, tagging, and dodging activities
- Recognizes and demonstrates left and right orientation
- Demonstrates basic locomotor skills (skip, gallop, jump) through continued practice, organized games, and dance
- Explores basic ball handling skills (throw, roll, shoot, catch, kick, dribble - hands and feet) through continued practice, organized games, and activities
- Explores body relationships (side by side, face to face, right-left) through rhythm and dance activities
- Explores basic skills to manipulate and control objects through the use of bats, balls, beanbags, hoops, ropes, parachutes, paddles, and scooters
- Has opportunities to learn the fundamental skills of sharing, taking turns, and working independently of others
- Participates in an environment that promotes physical fitness, maximum effort, enjoyment, and sportsmanship
- Follows basic rules and strategies to enhance participation and safety
- Takes responsibility for class preparedness by wearing proper gym shoes

2nd Grade and 3^d Grade:

- **Respects others' space by moving with control for safety considerations**
- **Has opportunities to work in partner activities using basic offensive**

and defensive strategies

- Explores spatial awareness through finding open and closed space, tagging, and dodging activities
- Recognizes and demonstrates left and right orientation
- Demonstrates basic locomotor skills (skip, gallop, jump) through continued practice, organized games, and dance
- Explores basic ball handling skills (throw, roll, shoot, catch, kick, dribble - hands and feet) through continued practice, organized games, and activities
- Explores body relationships (side by side, face to face, right-left) through rhythm and dance activities
- Explores basic skills to manipulate and control objects through the use of bats, balls, beanbags, hoops, ropes, parachutes, paddles, and scooters
- Has opportunities to learn the fundamental skills of sharing, taking turns, and working independently of others
- Participates in an environment that promotes physical fitness, maximum effort, enjoyment, and sportsmanship
- Follows basic rules and strategies to enhance participation and safety
- Takes responsibility for class preparedness by wearing proper gym shoes

4th Grade:

- **Creates space for self, others, or objects in game situations**
- **Takes responsibility for class preparedness by wearing proper gym shoes and the Fairview Physical Education uniform shirt**
- Respects others' space by moving with control for safety considerations
- Has opportunities to work in partner activities using basic offensive and defensive strategies
- Explores spatial awareness through finding open and closed space, tagging, and dodging activities
- Recognizes and demonstrates left and right orientation
- Demonstrates basic locomotor skills (skip, gallop, jump) through continued practice, organized games, and dance
- Explores basic ball handling skills (throw, roll, shoot, catch, kick, dribble - hands and feet) through continued practice, organized games, and activities
- Explores body relationships (side by side, face to face, right-left) through rhythm and dance activities
- Explores basic skills to manipulate and control objects through the use of bats, balls, beanbags, hoops, ropes, parachutes, paddles, and scooters
- Has opportunities to learn the fundamental skills of sharing, taking turns, and working independently of others

- Participates in an environment that promotes physical fitness, maximum effort, enjoyment, and sportsmanship
- Follows basic rules and strategies to enhance participation and safety

5th Grade:

- **Has opportunities to work on cooperation and joint decision making in team situations**
- **Demonstrates knowledge and skills necessary for participation in group and team sports**
- **Develops a more thorough cardiovascular routine**
- **Takes responsibility for class preparedness by wearing proper gym shoes wearing the Fairview Physical Education uniform daily, laundering the uniform when needed, and maintaining their locker room responsibilities**
- Creates space for self, others, or objects in game situations
- Respects others' space by moving with control for safety considerations
- Has opportunities to work in partner activities using basic offensive and defensive strategies
- Explores spatial awareness through finding open and closed space, tagging, and dodging activities
- Recognizes and demonstrates left and right orientation
- Demonstrates basic locomotor skills (skip, gallop, jump) through continued practice, organized games, and dance
- Explores basic ball handling skills (throw, roll, shoot, catch, kick, dribble - hands and feet) through continued practice, organized games, and activities
- Explores body relationships (side by side, face to face, right-left) through rhythm and dance activities
- Explores basic skills to manipulate and control objects through the use of bats, balls, beanbags, hoops, ropes, parachutes, paddles, and scooters
- Has opportunities to learn the fundamental skills of sharing, taking turns, and working independently of others
- Participates in an environment that promotes physical fitness, maximum effort, enjoyment, and sportsmanship
- Follows basic rules and strategies to enhance participation and safety

6th Grade:

- **Develops a better understanding of rules and regulations in game**

play (i.e. fouls in basketball)

- **Applies the rules by officiating in game situations (i.e. calling a foul in a basketball game)**
- Has opportunities to work on cooperation and joint decision making in team situations
- Demonstrates knowledge and skills necessary for participation in group and team sports
- Develops a more thorough cardiovascular routine
- Takes responsibility for class preparedness by wearing proper gym shoes wearing the Fairview Physical Education uniform daily, laundering the uniform when needed, and maintaining their locker room responsibilities
- Creates space for self, others, or objects in game situations
- Respects others' space by moving with control for safety considerations
- Has opportunities to work in partner activities using basic offensive and defensive strategies
- Explores spatial awareness through finding open and closed space, tagging, and dodging activities
- Recognizes and demonstrates left and right orientation
- Demonstrates basic locomotor skills (skip, gallop, jump) through continued practice, organized games, and dance
- Explores basic ball handling skills (throw, roll, shoot, catch, kick, dribble - hands and feet) through continued practice, organized games, and activities
- Explores body relationships (side by side, face to face, right-left) through rhythm and dance activities
- Explores basic skills to manipulate and control objects through the use of bats, balls, beanbags, hoops, ropes, parachutes, paddles, and scooters
- Has opportunities to learn the fundamental skills of sharing, taking turns, and working independently of others
- Participates in an environment that promotes physical fitness, maximum effort, enjoyment, and sportsmanship
- Follows basic rules and strategies to enhance participation and safety

7th Grade:

- **Applies their knowledge in dance to create an individual or group performance**
- Develops a better understanding of rules and regulations in game play (i.e. fouls in basketball)
- Applies the rules by officiating in game situations (i.e. calling a foul in a

basketball game)

- Has opportunities to work on cooperation and joint decision making in team situations
- Demonstrates knowledge and skills necessary for participation in group and team sports
- Develops a more thorough cardiovascular routine
- Takes responsibility for class preparedness by wearing proper gym shoes wearing the Fairview Physical Education uniform daily, laundering the uniform when needed, and maintaining their locker room responsibilities
- Creates space for self, others, or objects in game situations
- Respects others' space by moving with control for safety considerations
- Has opportunities to work in partner activities using basic offensive and defensive strategies
- Explores spatial awareness through finding open and closed space, tagging, and dodging activities
- Recognizes and demonstrates left and right orientation
- Demonstrates basic locomotor skills (skip, gallop, jump) through continued practice, organized games, and dance
- Explores basic ball handling skills (throw, roll, shoot, catch, kick, dribble - hands and feet) through continued practice, organized games, and activities
- Explores body relationships (side by side, face to face, right-left) through rhythm and dance activities
- Explores basic skills to manipulate and control objects through the use of bats, balls, beanbags, hoops, ropes, parachutes, paddles, and scooters
- Has opportunities to learn the fundamental skills of sharing, taking turns, and working independently of others
- Participates in an environment that promotes physical fitness, maximum effort, enjoyment, and sportsmanship
- Follows basic rules and strategies to enhance participation and safety

8th Grade:

- **Places emphasis on team sport tournament play**
- **Is introduced to High School Physical Education expectations**
- Applies their knowledge in dance to create an individual or group performance
- Develops a better understanding of rules and regulations in game play (i.e. fouls in basketball)
- Applies the rules by officiating in game situations (i.e. calling a foul in a basketball game)
- Has opportunities to work on cooperation and joint decision making in team situations
- Demonstrates knowledge and skills necessary for participation in group and

- team sports
- Develops a more thorough cardiovascular routine
 - Takes responsibility for class preparedness by wearing proper gym shoes wearing the Fairview Physical Education uniform daily, laundering the uniform when needed, and maintaining their locker room responsibilities
 - Creates space for self, others, or objects in game situations
 - Respects others' space by moving with control for safety considerations
 - Has opportunities to work in partner activities using basic offensive and defensive strategies
 - Explores spatial awareness through finding open and closed space, tagging, and dodging activities
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 - Has opportunities to learn the fundamental skills of sharing, taking turns, and working independently of others
 - Participates in an environment that promotes physical fitness, maximum effort, enjoyment, and sportsmanship
 - Follows basic rules and strategies to enhance participation and safety

Closing Statement

While some children may master skills that are introduced and developed in physical education, the majority of students will not achieve a level of mastery unless they participate in experiences above and beyond the physical education classroom. This curriculum lays the groundwork for basic skills and strategies in Physical Education. A child's involvement with their families and community activities plays a vital role in helping students master concepts introduced in physical education.

Fairview 72 – Physical Education Summary Matrix

Area	Program Area Summary
<i>Curriculum</i>	<ul style="list-style-type: none"> - Skills and rules to play team games - Physical competence and cognitive understanding about physical activity so students can be active for a lifetime (e.g., fitness activities, individual lifetime activities, cross-curricular lessons)
<i>Grouping</i>	<ul style="list-style-type: none"> - Small and large groups with adequate equipment for active participation - All students have opportunities for success
<i>Fitness</i>	<ul style="list-style-type: none"> - Emphasis on health-related fitness components - Students understand that they “own their own fitness” and learn to maintain and improve it to optimize health and well-being - Students understand how level of fitness affects health and cognitive function
<i>Social Skills</i>	<ul style="list-style-type: none"> - Not an emphasis on winning and losing, but instead learning “how to win and lose” and applying good sportsmanship in all areas - Emphasis on effort, cooperation, working together as a group, leadership, conflict resolution during active participation situations - Use social-awareness and interpersonal skills to establish and maintain positive relationships
<i>Evaluation</i>	<ul style="list-style-type: none"> - Based on attendance, dress, participation, self-improvement, self-evaluation, and skill rubrics
<i>Games</i>	<ul style="list-style-type: none"> - Teachers give feedback on skill performance and knowledge of the rules - Both small and large group games are used with an emphasis on participation - Students engage in activities and sports with a health-related fitness component - Students self-officiate to demonstrate a knowledge of the games they are playing
<i>Technology</i>	<ul style="list-style-type: none"> - Includes stopwatch, computers, pedometers and other fitness technology - Technology is used to track student progress and improvement

