



P.E. Curriculum

Kearney Public Mission Statement

Create an environment that fosters mutual respect

Inspire the love of learning

Expect Excellence from all

The mission of KPS Physical Education curriculum is to create an environment that:

- fosters an appreciation and understanding of the importance of health related physical fitness
- inspires students to achieve a skill level necessary for functional participation in a variety of lifetime and leisure time activities
- expects students to participate in challenging activities in a safe and sportsmanlike manner

Our belief is that the physically educated person is one who:

- participates regularly in physical activity
- realizes the implications and the benefits of involvement in physical activities
- values physical activity and its contributions to healthy lifestyles
- acquires the skills necessary to perform a variety of physical activities

K-2 P.E. CURRICULUM

The students will demonstrate and develop fundamental movement skills and concepts. They will participate in regular physical education classes and show respect towards self and others.

LOCOMOTOR/NON-LOCOMOTOR

PE.K2L.1 The student will demonstrate progress of basic selected manipulative, locomotor and non-locomotor skills while using fundamental movement patterns.

- The student will demonstrate a variety of manipulative skills (e.g., strike, throw, dribble, kick, roll, catch, trap, punt and volley.)
- The student will demonstrate locomotor skills (e.g., walk, run, hop, jump, skip, slide, gallop, and leap.)
- The student will demonstrate a variety of non-locomotor skills (e.g., bend, turn, twist, balance, stretch, push, and pull)

MOVEMENT CONCEPTS

PE.K2MC.2 The Student will demonstrate appropriate movement concepts during physical activity.

- The student will model spatial awareness by applying personal space, direction, level, and pathways.
- The students will model body awareness using shapes, balance, and body weight transfer.
- The students will demonstrate qualities of movement such as: time, speed, force, and flow.

FITNESS

PE.K2F.3 The student will practice and participate in activities to develop individual levels of fitness and will recognize the responsibility to maintain physical fitness.

- Students will demonstrate movement activities (e.g., fitness games, exercises and stretches.)
- The students will demonstrate upper and lower body strength through activities such as push-ups, flexed arm hang, wall sits and lunges
- The students will demonstrate cardiovascular endurance through daily activities and fitness testing.

PERSONAL AND SOCIAL BEHAVIOR

PE.K2PSB.4 The student will demonstrate responsible personal and social behavior in physical activity settings.

- The students will demonstrate positive personal behavior (e.g., respect, safety, enjoyment, responsibility, following directions.)
- The students will demonstrate positive social behavior (e.g., team work, sportsmanship, cooperation, following game rules.)

3-5 P.E. CURRICULUM

The students will develop a combination of cognitive and physical skills. They will demonstrate knowledge of health related physical fitness components. The students will show respectful, responsible and safe behaviors.

PE.3-5.1 The student will apply advanced movements, skills and game strategies while participating in various activities including life-long physical activities.

- The student will demonstrate skills in large group activities (e.g., basketball, soccer, hockey, parachute, etc.)
- The student will demonstrate skills necessary for small group and individual activities (e.g., golf, jump rope, bowling, etc.)
- The student will apply basic knowledge of rules, strategies and techniques.
- The student will adapt and combine locomotor, non-locomotor and manipulative skills to meet the demands of increasingly complex movement activities.
- The students will develop and model lifelong skills that will enhance a healthy lifestyle.

PE.3-5.2 The student will practice and participate in activities to develop individual levels of fitness and will recognize the responsibility to maintain physical fitness.

- The student will demonstrate movement activities (e.g., fitness games, exercises and stretches.)
- The student will be assessed in health related physical fitness through fitness testing (e.g., sit-ups, pacer/endurance run, shuttle run/agility, flexed arm hang, sit and reach, standing long jump.)

PE.3-5.3 The student will demonstrate responsible personal and social behavior in physical activity settings.

- The student will demonstrate positive personal behavior (e.g., respect, safety, responsibility, following directions.)
- The student will demonstrate positive social behavior (e.g., teamwork, sportsmanship, cooperation, following game rules.)

6-8 P.E CURRICULUM

Focus: Health-related physical fitness, skill development, positive social behaviors

Purpose: The student will demonstrate an awareness of health-related physical fitness, growth in a variety of motor and manipulative skills, and positive social behaviors in various physical activities.

Grouping

Team Sport, Lifetime Activity, Individual Sport, Fitness Activities, Fitness Testing

TEAM SPORT

PE.68TS.1 The student will be able to cooperate with others, demonstrate the knowledge of rules/strategies, and model appropriate skills while participating in game play.

- The student will participate in a variety of team sports. (Ex. basketball, soccer, football, volleyball, softball)
- The student will demonstrate fundamental skills necessary to participate in team sports. (Ex. catch, throw, pass, dribble, shoot, base running, hitting, serving, setting, spiking)
- The student will write, verbally communicate, or physically demonstrate the rules required in game play.
- The student will model appropriate sportsmanship behavior while participating in game play.
- The student will formulate and integrate strategies necessary for game play.

LIFETIME ACTIVITIES

PE.68LA.1 The student will demonstrate appropriate locomotor, non-locomotor, and manipulative skills, demonstrate knowledge of rules, strategies, and safety, and rationalize the benefits necessary for participation in lifetime activities.

- The student will participate in a variety of lifetime activities. (Ex. low-organized games, archery, racket sports, disc golf, dance)
- The student will demonstrate locomotor, non-locomotor, and manipulative skills necessary to participate in lifetime activities. (Ex. rhythms, cooperative movement, strokes, serve, footwork, eye-hand coordination)
- The student will write, verbally communicate, or physically demonstrate safety, rules, and strategies while participating in lifetime activities.
- The student will model appropriate sportsmanship behavior while participating in lifetime activities.

INDIVIDUAL SPORT

PE.68IS.1 The student will demonstrate appropriate locomotor/non-locomotor skills, and demonstrate knowledge of rules and techniques.

- The student will participate in a variety of individualized sport. (Ex. track, wrestling, pentathlon)

- The student will demonstrate locomotor and non-locomotor movement skills necessary to participate in an individualized sport. (Ex. run, jump, throw, basic moves of scoring)
- The student will write, verbally communicate, or physically demonstrate rules and techniques necessary for effective participation.

HEALTH-RELATED PHYSICAL FITNESS

PE.68HPF.1 The student will demonstrate and describe the knowledge and benefits of the five components of health-related physical fitness, monitor, and self-assess their progress on a daily basis.

- During each class period the student will perform activities that enhance muscular strength and endurance, flexibility, cardiovascular endurance, and body composition.
- Based on the five components of health-related physical fitness components, the student will evaluate, monitor, and self-assess their performance according to their ability to perform the specified number of repetitions required of each performance enhancing exercise.
- The student will verify their activity level by evaluating their heart rate at the end of a timed run.
- The student will be able to apply their knowledge of how specific exercises effect the five components of health-related physical fitness through physical, verbal, and written assessment.

FITNESS TESTING

PE.68FT.1 The student will perform specific fitness tests and assess their physical fitness levels based on a specified standard.

- The student will test in the areas of flexibility, muscular strength and endurance, cardiovascular endurance, vertical and horizontal explosiveness, speed, agility, and mature throwing motion.
- The student will evaluate their personal fitness level by comparing their score to a specified standard.

9-12 P.E. CURRICULUM

STRENGTH ENHANCEMENT

PE.HSSE.1 Students will demonstrate lifting patterns utilizing proper lifting techniques, safety rules, and assessing strength improvement.

- Students must read and sign safety rules release forms located in the course syllabus. (Spotting, techniques and classroom rules are included in this release.)
- Demonstrate proper movements and techniques for the various weight machines and free weight exercises.
- Choose lift technique appropriate for developing desired muscle group and describe muscles involved in the specific lift.
- Utilize variations of lifting exercise(s) technique to accommodate physical development, eliminate injury, and to increase knowledge.
- Select and illustrate the use of progressive resistance.
- Identify and utilize expected and proper behavior in the weight room.
- Perform multiple repetition maximum test for the following lifts: bench press; vertical jump; (hang clean and back squat – optional). Compare to previous tests as to whether strength has been gained.
- Demonstrate and complete daily lifting routine, consisting of three sets of desired repetitions. Grading depends on this component.

INTRODUCTION TO SPORTS MEDICINE

PE.HSISM.1 The student will identify the history and evolution of the Athletic Training profession, summarize its domains, identify members of the sports medicine team, and give examples of the educational requirements for Athletic Training profession.

- Athletic Training and the Sports Med. Team
 - depict history and evolution of A.T. profession
 - identify and summarize domains of A.T. profession
 - distinguish between members of sports medicine team and their responsibilities
 - identify education requirements for profession

PE.HSISM.2 The student will evaluate current high school facility and apply concepts to develop blueprint for new facility, explain medical histories and components of physical exams, define legal terms, and describe policies for operations and procedures in Training Room.

- Admin Considerations
 - The student will evaluate current high school facility and create blueprint of training room utilizing information from findings.
 - The student will differentiate medical histories and physical exams
 - The student will define legal terminology related to A.T.
 - The student will identify and assess policies for training room operations and procedures

PE.HSISM.3 The student will memorize principles of conditioning, describe and list components of warm up and cool down, generalize the characteristics of flexibility and be able to compare and contrast Resistance Training and Cardio-respiratory Endurance Training techniques.

- Training and Conditioning Techniques
 - memorize and reproduce ten principles of conditioning
 - describe the list components of warm up and cool down
 - list examples and demonstrate PNF patterns
 - differentiate between fast and slow twitch muscle types characteristics
 - compare and contrast Resistance Training techniques
 - differentiate between Interval, Fartlek, and Continuous Training techniques and give examples of each.

PE.HSISM.4 The student will summarize mechanical forces that produce injury, define and differentiate between skin wounds as well as contractile and non-contractile injury, give examples of six different joints, list and describe characteristics of synovial joints and their parts and explain acute and chronic injury to soft and hard tissues.

- Mechanisms and Characteristics of Sports Trauma
 - summarize the four mechanical forces that produce injury to soft tissue
 - define and differentiate between skin wounds
 - describe characteristics of contractile and non-contractile tissues and summarize the differences in acute versus chronic injury characteristics
 - identify and give examples of the six types of joints
 - define characteristics of the parts of a synovial joint and explain the purpose of each
- Identify and describe the twelve different fractures to bone and distinguish which type of fracture occurs to a specific type of bone (long, irregular, etc.)

PE.HSISM.5 The student will list and describe characteristics of the inflammatory process, give examples and apply modalities to acute injury and recommend the appropriate course of action for each modality, identify signs and symptoms of infection and describe how to debride and sanitize wounds.

- Injuries and the Healing Process
 - list and describe characteristics of the inflammatory process
 - list and explain various types of cold therapy and why each has a specific purpose
 - compare and contrast the uses of cold therapy and heat therapy
 - explain and demonstrate use of ice massage and exercise as ways to reduce injury
 - give examples of when one would use various modalities for therapy and to assess the indications and contraindications of each
 - identify signs and symptoms of infection and describe how to clean and sanitize each type of wound

PE.HSISM.6 The Student will identify and locate specific topical anatomy associated with the foot, ankle and lower leg, give descriptions of various ankle injuries and apply treatment and

rehabilitation techniques to these specific injuries, and describe the evaluation process of an injury.

- The Foot, Ankle, and Lower Leg
 - list and identify bones, ligaments, muscle / tendon structures of foot, ankle, lower leg
 - describe the various common injuries to the foot, ankle, and lower leg
 - list, describe, and assess treatment protocols and rehabilitation phases to these injuries
 - differentiate between the three phases of rehabilitation
 - identify components of a thorough evaluation of injury

PE.HSISM.7 The student will identify and locate specific topical anatomy associated with the knee, thigh, hip and pelvic regions in body, give descriptions of various injuries to the region and apply treatment and rehabilitation techniques to these specific injuries, and also describe the evaluation process of injury.

- The Knee, Thigh, Hip and Pelvis
 - list and identify bones, ligaments, muscle / tendon structures of knee, thigh, hip, and pelvic region
 - describe the various common injuries to the knee, thigh, hip, and pelvic region
 - list, describe, and assess treatment protocols and rehabilitation phases to these injuries
 - differentiate between the three phases of rehabilitation for various knee injury
 - identify and describe stress tests used in the evaluation process of a knee, hip, or groin injury

PE.HSISM.8 The student will identify and locate specific topical anatomy associated with the shoulder joint and upper extremity, give descriptions of various injuries to the region and apply treatment and rehabilitation techniques to these specific injuries, and also describe the evaluation process of injury.

- The Shoulder
 - list and identify bones, ligaments, muscle / tendon structures of shoulder region
 - describe the various common injuries to the shoulder region and rotator cuff specific
 - list, describe, and assess treatment protocols and rehabilitation phases to the various shoulder injuries
 - differentiate between the three phases of rehabilitation for various shoulder injury

PE.HSISM.9 The student will describe, identify, and perform taping techniques to the ankle, arch, shin, great toe, hip, elbow, and wrist and distinguish between proper and improper technique.

- *Taping Laboratory Activities*
 - perform tape tearing
 - demonstrate and reproduce proper angles for tape application
 - give examples of injury caused by improper angles, tape tearing technique, and inappropriate sequence
 - describe and demonstrate proper taping sequence and technique to ankle, arch, shin, great toe, hip, elbow, and wrist
 - model proper body position

PHYSICAL EDUCATION 1

TEAM SPORTS

PE.HSTS.1 Students will participate daily in the five components of physical fitness; demonstrating psychomotor skills, knowledge of activities, game rules and etiquette in a variety of lifetime activities and team sports.

- The student will demonstrate skills and fundamentals of a variety of team sports. (Ex. Soccer, softball, football, volleyball, basketball, paddleball, pickle ball, badminton)
- The student will participate daily in all components of physical fitness (flexibility, cardiovascular endurance, muscular endurance, muscular strength and activities to improve body composition.
- The student will demonstrate knowledge of rules through game play and or testing.
- The student will follow safety rules and etiquette for each sport.
- The student will dress weather appropriate for participation for all activities indoors and outdoors. (i.e. appropriately tied shoes, socks, t-shirt, shorts or sweat pants.)
- The student will demonstrate sportsmanship behavior and cooperation in all activities.
- The student will perform a pre and post physical test for all 5 components of physical fitness. i.e. muscular strength, muscular endurance, body composition, flexibility, cardio-vascular endurance.

LIFETIME ACTIVITIES AND ENRICHMENT ACTIVITIES

PE.HSLA.1 The student will participate in a variety of lifetime activities. The student will demonstrate appropriate rules and safety etiquette of locomotor, non-locomotor, and manipulative skills and rationalize the benefits necessary in lifetime activities.

- The student will demonstrate skills and fundamentals of a variety of low organized lifetime activities (i.e. tennis, low organized games, enrichment activities.)
- The student will participate daily in components of fitness to improve fitness testing.
- The student will demonstrate knowledge of rules through activities and/or testing.
- The student will follow safety rules and etiquette for all class activities.
- The student will dress weather appropriate for participation for all activities indoors and outdoors.
- The student will demonstrate sportsmanship and appropriate behavior in all activities of physical fitness. i.e. muscular strength, muscular endurance, body composition, flexibility, cardio-vascular endurance.

HEALTH EDUCATION

Students will compare/contrast daily decisions to lead to a healthy lifestyle.

PE.HSHE.1 The student will demonstrate knowledge and awareness to assist in making healthy lifestyle choices in Nutrition and Fitness.

- The student will identify the five components of Health related Physical Fitness.

- The student will identify the five types of exercise.
- The student will identify the six nutrients.
- The student will distinguish the health risks of eating disorders.
- The student will list guidelines following the FITT principle.
- The student will compare and contrast sample menus.
- The student will be tested in a variety of ways.

PE.HSHE.2 The student will demonstrate knowledge and awareness to assist in making healthy lifestyle choices in Human Growth and Development/Communicable Diseases.

- The student will identify the male and female reproductive systems.
- The student will identify appropriate dating etiquette.
- The student will identify the stages of human development.
- The student will identify chronic, communicable and non-communicable diseases.
- The student will identify cultural and family differences.
- The student will identify and discuss domestic violence issues
- The student will be exposed to an abstinence-based curriculum.

PE.HSHE.3 The student will demonstrate knowledge and awareness to assist in making healthy lifestyle choices in promoting positive mental health.

- The student will set long and short-term goals.
- The student will apply the decision-making model for day to day activities. i.e. drugs, alcohol
- The student will classify the types of mental disorder

PE.HSHE.4 The student will demonstrate knowledge and awareness to assist in making healthy lifestyle choices in promoting First Aid and CPR

- The student will identify risks to self and others
- The student will identify steps of Adult CPR
- The student will discuss emergency procedures
- The student will demonstrate the skills of administering and practicing adult CPR.