

**Davison Community Schools  
ADVISORY CURRICULUM COUNCIL**

*Phase I-II  
April 2018*

*School: Central, Gates, Hill, Siple, Thomson*

*Grade Level: K-4*

**Course : Physical Education**

**Course Essential Questions (from Phase I report):**

1. How does enjoyment of physical activity promote lifelong fitness?
2. What is the connection between physical activity and increased academic achievement?
3. What are the components of physical fitness?
4. What is the importance of good sportsmanship, personal and social behaviors in Physical Education?
5. What role does proper nutrition exercise play in maintaining good health?

**Phase II Curriculum**

**Unit 1: Personal and Social Behaviors and Values**

**Essential Questions:**

- 1) Why is it important to play together safely during physical activity?
- 2) How do personal and social behaviors impact one's participation in physical activity's?
- 3) How does the practice of positive personal and social behaviors (Cardinal Code) during physical activity impact human relationships overall?

**Essential Understanding:**

1. Safe play is important to prevent injuries and to have fun.
2. Personal and social behaviors such as sportsmanship, teamwork, cooperation, and compassion enhance enjoyment and satisfaction during physical activity.
3. Positive personal and social behaviors (Cardinal Code) in physical activity such as mutual respect, cooperation and teamwork, promotes effective human relationships.

**Curriculum Standards- DOK noted where applicable with Standards**

**\*ME Standard 4: (DOK 1,2)** Exhibits responsible personal and social behavior the respects self and others.

**K-4 Benchmarks:**

Personal Responsibility

K- Follows directions in group settings (e.g. safe behaviors, following rules, taking turns).

- 1- Accepts personal responsibility by using equipment and space appropriately.
- 2- Practices skills with minimal teacher prompting.
- 3- Exhibits personal responsibility in teacher directed activities. Works independently for extended periods of time.
- 4- Exhibits responsible behavior in independent group situations. Reflects on personal social behavior in physical activity.

Accepting Feedback

K- Follows instruction/directions when prompted

- 1- Responds appropriately to general feedback from the teacher.
- 2- Accepts specific corrective feedback from the teacher.
- 3- Accepts and implements specific corrective feedback from the teacher.
- 4- Listens respectfully to corrective feedback from others (e.g. peers, adults).

Working with Others

K-Shares equipment and space with others.

- 1- Works independently with others in a variety of class environments (e.g. small and large groups).
- 2- Works independently with others in partner environments.
- 3- Works cooperatively with others. Praises others for their success in movement performance.
- 4- Praises the movement performance of others both more- and less- skilled. Accepts players of all levels into the physical activity.

Rules and Etiquette

K-Recognizes the established protocols for class activities.

- 1-Exhibits the established protocols for class activity.
- 2-Recognizes the role of rules and etiquette in teacher-designed physical activities.
- 3- Recognizes the role of rules and etiquette in physical activity with peers.
- 4- Exhibits etiquette and adherence to rules in a variety of physical activities

Safety

K- Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

- 1- Follows teacher directions for safe participation and proper use of equipment without teacher reminders.
- 2- Works independently and safely in physical education.  
Works safely with physical education equipment.
- 3- Works independently and safely in physical activity settings.
- 4- Works safely with peers and equipment in physical activity settings.

<b>Knowledge/Content</b> <b>I Know ...</b> (includes academic vocabulary which is underlined)	<b>Skills/Processes</b> <b>I Can ...</b>
<ul style="list-style-type: none"> <li>- Cardinal Code <u>expectations for participation</u> in physical education.</li> <li>- Class rules and expectations for physical education.</li> <li>- Proper use and care of equipment.</li> <li>- Safety rules/<u>procedures</u> in physical education.</li> <li>- The concepts of <u>sportsmanship</u>, <u>teamwork</u>, <u>cooperation</u>, compassion, and <u>leadership</u></li> <li>- Strategies for participating with other students of varied <u>skill</u> and <u>fitness levels</u></li> <li>- Strategies for choosing teams based on <u>fairness</u>, inclusion, and respect.</li> <li>- Strategies for resolving disagreements during practice and game situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate appropriate Cardinal Code behavior in a game setting.</li> <li>- Demonstrate respect for class rules and expectations in a game setting.</li> <li>- Participate in developing class rules.</li> <li>- Demonstrate proper use and care of equipment during physical education class..</li> <li>- Explain and/or model sportsmanship, teamwork, and cooperation.</li> <li>- Exhibit compassion and mutual respect for teammates and opponents during indoor games.</li> <li>- Demonstrate positive leadership traits</li> </ul>

<ul style="list-style-type: none"> <li>- Types of positive emotions that humans experience through physical activity</li> <li>- Different rules and/or procedures for participating in individual and team activities.</li> <li>- Individuals choose to participate in physical activity for enjoyment, social interaction, novelty, and/or challenge.</li> </ul>	<p>during physical education class.</p> <ul style="list-style-type: none"> <li>- List and model different strategies for constructively settling disputed game and/or rule violations.</li> <li>- Name types of positive emotions individuals experience through participation in physical activity.</li> </ul>
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***Course : Physical Education***

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- 2. What is the connection between physical activity and increased academic achievement?**
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- 5. What role does proper nutrition exercise play in maintaining good health?**

**Phase II Curriculum  
Unit 2: Fitness and Nutrition**

<p style="text-align: center;"><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the importance of fitness in overall health?</li> <li>2. What does nutrition have to do with fitness?</li> <li>3. Why is it important to exercise good choices in fitness and nutritional habits?</li> <li>4. What is meant by the term, “Physical Fitness?”</li> </ol>	<p style="text-align: center;"><b>Essential Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Proper fitness reduces injury, stress, and disease throughout one’s lifetime.</li> <li>2. What we eat has an effect on our level of fitness.</li> <li>3. Balanced nutrition helps build and maintain muscle mass and strengthens the immune system.</li> <li>4. Choice of options for maintaining fitness and proper nutrition leads to greater enjoyment and commitment when participating in fitness activities.</li> <li>5. Understands and can explain the importance of getting at least 60 minutes of exercise at least 5x per week.</li> </ol>
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## Curriculum Standards

**\*ME Standard 3 - (DOK 1,2,3) Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness.**

### **K-4 Benchmarks:**

#### Physical activity knowledge

K- Identifies active-play opportunities outside physical education class.

- 1- Discusses the benefits of being active and exercising and/or playing.
- 2- Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family).
- 3- Charts participation in physical activities outside physical education class. b. Identifies physical activity benefits as a way to become healthier
- 4- Analyzes opportunities for participating in physical activity outside physical education class.

#### Engages in physical activity

K-Actively participates in physical education class.

- 1-Actively engages in physical education class.
- 2-Actively engages in physical education class in response to instruction and practice.
- 3-Engages in the activities of physical education class without teacher prompting.
- 4-Actively engages in the activities on physical education class, both teacher-directed and independent.

#### Fitness Knowledge

K- Recognizes that when you move fast, your heart beats faster and you breathe faster.

- 1-Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.
- 2-Recognizes the use of the body as resistance (e.g. holds body in plank position, animal walks) for developing strength. Identifies physical activities that contribute to fitness.
- 3-Describes the concept of fitness and provides examples of physical activity to enhance fitness. Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.
- 4-Identifies the components of health-related fitness. Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment.

#### Assessment and program planning

K, 1, ,2 - Developmentally appropriate/emerging outcomes first appear in Grade 3.

- 3- Demonstrates, with teacher direction, the health-related fitness components.
- 4- Completes fitness assessments (pre- and post-). Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.

#### Nutrition

K-Recognizes that food provides energy for physical activity

- 1- Differentiates between healthy and unhealthy foods.
- 2- Recognizes the “good health balance” of nutrition and physical activity.
- 3- Identifies foods that are beneficial for before and after physical activity
- 4- Discusses the importance of hydration and hydration choices relative to physical activities.

<b>Knowledge/Content</b> <b>I Know ...</b> (includes academic vocabulary which is underlined)	<b>Skills/Processes</b> <b>I Can ...</b>
<ul style="list-style-type: none"> <li>- Why it is important to <u>exercise</u> at least 60 minutes 5 times a week.</li> <li>- The definition of “<u>moderate to vigorous</u>” physical activity.</li> <li>- How to use my own body weight as <u>resistance factor</u> in exercise.</li> <li>- The importance of <u>flexibility</u> to overall fitness.</li> <li>- Measures of the <u>Pacer/Fitness test</u>.</li> <li>- The relationship of <u>nutrition</u> to fitness and/or exercise.</li> <li>- How to choose between what physical activities I enjoy and will increase my overall <u>health</u>.</li> <li>- Fitness and nutrition work together to help <u>strengthen</u> bones and muscles, sleep better, prevent illness, increase flexibility and reduce <u>stress</u> and <u>disease</u>.</li> </ul>	<ul style="list-style-type: none"> <li>- Name several ways to maintain good health.</li> <li>- Demonstrate ways to monitor heart rate with teacher assistance.</li> <li>- Demonstrate techniques for increasing/maintaining flexibility.</li> <li>- Participate in Pacer/Fitness Testing.</li> <li>- Give examples of types of activities that can be done to improve/maintain fitness.</li> <li>- Explain why nutrition and fitness are “partners” in overall health.</li> </ul>

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**Phase II Curriculum**  
**Unit 3: Motor Skills and Movement Patterns**

<b>Essential Questions:</b>	<b>Essential Understanding:</b>
<ol style="list-style-type: none"> <li>1. How are fine and gross motor skills developed through physical education experiences?</li> <li>2. What is the connection between classroom work and development of motor skills in physical education?</li> <li>3. How do fine and gross motor skills and movement patterns help a person effectively participate in physical activities?</li> <li>4. How does awareness of one’s body</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice of specific motor skills develops personal best and leads to greater challenges, enjoyment, and satisfaction when participating in physical activities.</li> <li>2. Development of motor skills helps develop brain connections that allow us to focus and perform better in academics.</li> <li>3. Development of motor skills and movement to enhance enjoyment,</li> </ol>

placement impact on how one moves during game play or individual exercise?  
5. What are some examples of movement?

challenge, and effort during physical activity.  
4. Moving correctly helps one perform better during game play.  
5. Basic movements include walking, running, skipping, galloping, and hopping.

### **Curriculum Standards**

**\*ME Standard 1 (DOK 1,2) Demonstrate competency in a variety of motor skills and movement patterns.**

#### **K-4 Benchmarks: Locomotor**

K- Hopping, galloping, running, sliding, skipping and leaping.

- 1- Hops, gallops, jogs, slides using a mature pattern.
- 2- Skips and runs using a mature pattern
- 3- Hopping, galloping, running, sliding, skipping and leaping using a mature pattern
- 4- Uses various locomotor skills in a variety of small-sided practice tasks and games.

#### **K-4 Benchmarks: Non Locomotor (stability)**

K- Maintains momentary stillness on different bases of support.

- 1- Maintains stillness on different bases of support with different body shapes.
- 2- Balances on different bases of support, combining levels and shapes.
- 3- Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.
- 4- Balances on different bases of support on apparatus demonstrating levels and shapes.

#### **K-4 Benchmarks: Manipulative - Underhand Toss**

K- Throws underhand with opposite foot forward.

- 1- Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.
2. Throws underhand using a mature pattern.
3. Throws underhand to a partner or target with reasonable accuracy.
4. Applies skills to underhand throwing.

#### **K-4 Benchmarks Manipulative - Overhand Throw**

K- Developmentally appropriate/emerging outcomes first appear in Grade 2

- 1- Developmentally appropriate/emerging outcomes first appear in Grade 2.
2. Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.
3. Throws overhand demonstrating 3 of the 5 critical elements of a mature pattern.
4. Throws overhand to a partner or target with reasonable accuracy and distance using a mature pattern in a non-dynamic environment.

#### **K-4 Benchmark Manipulative - Catching**

K- Drops the ball and catches it before it bounces twice.

- 1- Catches a soft object from a self-toss before it bounces
- 2- Catches a self-tossed or well-thrown large ball with hand, not trapping or cradling against the body.
- 3- Catches a gently tossed hand sized ball from a partner, demonstrating 4 out of 5 critical elements of a mature form.

4- Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature element in a non-dynamic environment.

#### **K-4 Benchmark Manipulative - Dribbling/Ball Control (Hands/Feet)**

K- (Hands) - Dribbles a ball with one hand, attempting the second contact.

K- (Feet) - Taps the ball using inside of the foot, sending it forward.

1- (Hands) - Dribbles continuously in self-space using the preferred hand

1- (Feet) - Taps or dribbles a ball using the inside of the foot while walking in general space.

2- (Hands) - Dribbles in self-space with preferred hand demonstrating a mature pattern.

2- (Feet) - Dribbles with feet in general space with control of ball and body.

3- (Hands) - Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.

3- (Feet) - Dribbles with the feet in general space at slow to moderate jogging speed with control of the ball and body. Passes and receives the ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.

4- (Hands) - Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. Dribbles in general space with control of ball and body while increasing and decreasing speed.

4- (Feet) - Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. Passes and receives ball with the insides of the feet to a moving partner in a non dynamic environment (closed skills). Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. Dribbles with hands or feet in combination with other skills (e.g. passing, receiving, shooting).

#### **K-4 Benchmark Manipulative - Volleying**

K- Volleys a lightweight object (balloon), sending it upward

1- Volleys an object with an open palm, sending it upward.

2- Volleys an object upward with consecutive hits.

3- Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 elements of a mature pattern

4- Volleys underhand using a mature pattern in a dynamic environment.

Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern

#### **K-4 Benchmark Manipulative - Striking**

K- Strikes a light-weight object with a paddle or short-handled racket.

1- Strikes a ball with a short-handled implement, sending it upward.

2- Strikes an object upward with a short-handled implement, using consecutive hits.

Strikes a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation.

3- Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. Strikes a ball with a long-handled implement (e.g. hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting.

4- . Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. Strikes an object with a long-handled implement (e.g. hockey stick, golf club, bat, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through).

**K-4 Benchmark Manipulative - Jumping Rope**

K- Executes a single jump with self-turned rope.

1- Jumps forward or backward consecutively using a self-turned rope. Jumps a long rope up to 5 times consecutively with teacher-assisted turning

2- Jumps a self-turned rope consecutively forward and backward with a mature pattern. Jumps a long rope 5 times consecutively with student turners.

3- Performs intermediate jump-rope skills (e.g. a variety of tricks, running in and out of long rope) for both long and short ropes.

4- Creates a jump-rope routine with either a short or long rope.

<b>Knowledge/Content</b> <b>I Know ...</b> (includes academic vocabulary which is underlined)	<b>Skills/Processes</b> <b>I Can ...</b>
<ul style="list-style-type: none"> <li>- Selected motor skills and <u>movement patterns</u></li> <li>- <u>Space</u> awareness concepts for <u>location</u>, <u>direction</u>, <u>level</u>, <u>pathways</u>, and <u>extensions</u>.</li> <li>- How to include persons with various levels of <u>ability</u> in fair play activities.</li> <li>- Selected <u>tactical</u> skills during modified unopposed <u>target</u> games, modified <u>invasion</u> games, modified net/wall games, and modified <u>striking</u> and <u>fielding</u> games.</li> <li>- That skills <u>develop</u> over time.</li> <li>- <u>Repeated practice</u> helps refine and <u>reinforce</u> motors skills.</li> <li>- <u>Safety</u> and procedural <u>rules</u> for participation in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate selected elements of non-locomotor, locomotor and manipulative skills.</li> <li>- Demonstrate mature form of selected space awareness and movement concepts in controlled and isolated settings.</li> <li>- Demonstrate self-selected locomotor and axial movement patterns to even and uneven rhythms.</li> <li>- Demonstrate use of selected on and off the ball tactical movements during various modified game settings.</li> <li>- Respond to cues from the teacher in improving motor skills and movement patterns in an isolated setting.</li> </ul>

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## Phase II Curriculum

### Unit 4: Lifelong Value & Awareness of Physical Activity, Self Expression, and Social Interaction

#### Essential Questions:

1. What is lifelong physical activity
2. Why do people engage in physical activity?
3. How is one's social life affected by participation in physical activity?

#### Essential Understanding:

1. There are various types of recreational activity that provide lifelong physical benefits.
2. Recreational physical activities include individual event as well as team or partner events; competitive as well as non competitive activity.
3. People engage in recreational physical activity for social benefits including friendship, stress relief, mental and physical health.
4. Physical activity promotes social networks and can help fulfill the need for belonging shared by human beings.

#### Curriculum Standards

**Standard 5 - (DOK 1,2) Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

K-4 Benchmarks:

#### Health

K- Recognizes that physical activity is important for good health

- 1- Identifies physical activity as a component of good health.
- 2- Recognizes the value of "good health balance".
- 3- Discusses the relationship between physical activity and good health.
- 4- Examines the health benefits of participating in physical activity.

#### Challenge

K- Acknowledges that some physical activities are challenging/difficult.

- 1- Recognizes that challenge in physical activities can lead to success.
- 2- Compares physical activities that bring confidence and challenge.
- 3- Discusses the challenge that comes from learning a new physical activity.
- 4- Rates the enjoyment of participating in challenging and mastered physical activities.

#### Self-Expression and Enjoyment

K- Identifies physical activities that are enjoyable.

- 1- Describes positive feelings that result from participating in physical activities. Discuss personal reasons (why) for enjoying physical activities.
- 2- Identifies physical activities that provide self-expression (e.g. dance, gymnastics routines, practice task in game environments)
- 3- Reflects on the reasons for enjoying selected physical activities
- 4- Ranks the enjoyment of participating in different physical activities.

Social Interaction

K-Emerging outcomes appear in Grade 3

1-Emerging outcomes appear in Grade 3.

2-Emerging outcomes appear in Grade 3.

3- Describes the positive social interactions that come when engaged with others in physical activity.

4- Describes and compares the positive social interactions when engaged in partner, small group and large-group physical activity.

<b>Knowledge/Content</b> <b>I Know ...</b> (includes academic vocabulary which is underlined)	<b>Skills/Processes</b> <b>I Can ...</b>
<ul style="list-style-type: none"><li>- How to choose <u>enjoyable</u> physical activities.</li><li>- The social and physical health benefits of <u>lifelong participation</u> in recreational physical activity.</li><li>- How to engage people of different <u>ability</u> in recreational activity.</li><li>- <u>Social skills</u> applicable for use in recreational physical activity.</li><li>- Rules of recreational games including <u>competitive</u> and <u>non-competitive</u> settings.</li><li>- The benefit of regular <u>participation</u> in recreational physical activity.</li><li>- Social <u>norms</u> for fair play when involved in physical activities for <u>recreation</u>.</li><li>- Norms for <u>co-ed</u> play during physical activity and recreational play.</li></ul>	<ul style="list-style-type: none"><li>-I can give examples of recreational games that are based in physical activity.</li><li>-I can explain the reasons why it is necessary to understand the different abilities of others when engaging in physical activity for recreational purposes.</li><li>-I can compare and contrast social skills applicable in competitive versus non-competitive recreational activities involving physical activity.</li><li>-I can list 4-6 health benefits of recreational pursuits involving physical activity.</li><li>-I can describe appropriate behaviors when engaged in co-ed physical activities.</li><li>-I can explain character traits necessary for experiencing maximum enjoyment from physical activities in the recreational setting.</li><li>- I can demonstrate appropriate play is a recreational setting involving physical activity/gaming.</li></ul>

\*\*An estimated budget needs to be submitted along with a Phase II report.