

Quincy Public Schools

Physical Education Curriculum

Kindergarten - 5th Grade

*A shared vision is not an idea...it is rather a force in people's hearts... at its simplest level, a shared vision is the answer to the question,
"What do we want to create?"*

- Peter Senge



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Quincy Elementary Physical Education Mission Statement

K-5 Physical Education Mission Statement

The Quincy Public School Elementary Physical Education program will provide a positive and safe environment where children are able to build psychomotor, cognitive, and affective skills through physical education instruction to develop healthy lifestyles.

K-5 Physical Education Vision

Our goal is that our students will acquire lifelong knowledge and acquisitions of physical skills while encouraging success for all children at their own personal level. We strive to create an environment where each child will find success and will be inspired to move and be active not only for their academic career, but for their lifetime.

Quincy Public Schools Mission and Vision



*Educate students and teachers
to achieve personal excellence.*

MISSION & VISION

*The Quincy Public School District is committed to creating a culture
of excellence in education for college and career readiness by*

- Engaging** students to achieve personal excellence;*
- Building** professional knowledge and excellent teaching practices
through collaboration;*
- Utilizing** curriculum aligned to the state standards;*
- Establishing** high expectations and improving student growth; and*
- Developing** active partnerships with parents and the community.*

High Quality Physical Education

DEFINITION OF PHYSICAL EDUCATION

Quality physical education is a planned program of instruction and activity for all students throughout the entire school year that develops skills and attitudes towards a healthy active lifestyle.

KEEP IN MIND

When developing and teaching a quality physical education program, the goal is to enhance the students' lives beyond just the physical fitness level. The eight elements below will be used to guide QPS K-5 PE teachers daily classroom lessons and instruction.

1. Guided by the SHAPE AMERICA content Standards and the Illinois State Learning Standards
2. Student-centered and developmentally appropriate.
3. Physical activity and motor skills form the core of the program.
4. Teaches management skills and promotes self-discipline.
5. Promotes the inclusion of ALL students.
6. Emphasizes learning correctly rather than an outcome.
7. Promotes lifetime personal wellness
8. Teaches responsibility and cooperation and promotes diversity.



Source: SHAPE American (www.shapeamerica.org) and Illinois State Board of Education (www.isbe.net)

Physical Education Lesson Plan Development

Physical Education classroom lessons at the K-5 level, will include the following:

1. **INTRODUCTORY ACTIVITY**: These will change weekly and are used to physiologically prepare children for activity when entering the gym or activity area. Activities used in this section demand little instruction and allow time to practice class management skills.
2. **FITNESS DEVELOPMENT ACTIVITY**: The Fitness Development section usually utilizes 7-8 minutes of a 30-minute lesson. The purpose of this section is to familiarize them with many different types of physical fitness activities. A second major focus for this part of the lesson is to develop positive attitudes toward physical activity. Discussions about the values of physical activity for a healthy lifestyle should be included here also.
3. **LESSON FOCUS ACTIVITIES**: The purpose of the lesson focus is to teach toward global NASPE Physical Education Standards and specific lesson instructional objectives such as the development of eye-hand coordination, body management competency and fundamental and specialized skills. The lesson focus usually takes 15-20 minutes of the daily lesson depending on the length of the teaching period. Lesson focus activities are organized into units and vary in length depending on the developmental level of children. Lesson focus activities change weekly except when continuity of instruction demands longer units. Content in each lesson is organized in a developmentally appropriate sequence, with the first activity being the easiest and the last activity the most difficult. Instruction starts with the first activity. This progression assures each student will begin with success, since all children are capable of performing the beginning activities. It offers a proper and safe sequence of activities for instruction. Developmentally mature children are allowed to progress farther along the continuum of activities.
4. **CLOSING ACTIVITY**: This part of the lesson plan takes place at the end of the lesson and utilizes the last 5-7 minutes of the period. The closing activity includes low organization games, sport lead-up activities, and cooperative activities. The closing activity should help children feel positive about the activity, so they look forward to the next lesson. If a lesson has been physically demanding, a less active game or cooperative activity can be played and vice versa. When appropriate, a low-key, relaxing activity can be used to help children unwind before returning to the classroom. At the end of the closing active, it is appropriate to review and bring closure to what has been practiced and learned throughout the entire lesson.

*Source: Dynamic Physical Education for Elementary School Children,
Robert P. Pangrazi and Aaron Beighle*

SHAPE America National Standards K-5

Physical Education Content Standards

SHAPE America (2014). *Moving into the future: National Standards for Physical Education*, 2nd ed. Boston: McGraw-Hill Publishers.

National Standards for Physical Education

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physical educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity.

National Standards for Physical Education	
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, self-expression and/or social interaction.

Illinois State Learning Standards

K-5 Physical Education

Illinois Learning Standards for Physical Development and Health (2014)

The Illinois Learning Standards for Physical Development and Health were developed using National Standards for Physical Education, National Health Education Standards, the 1985 State Goals for Physical Development and Health, and other state's standards and local outcomes from Illinois School Districts.

Illinois Learning Standards for K-12 Physical Education and Health

Standard 19:

Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.

Standard 20:

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

Standard 21:

Develop skills necessary to become a successful member of a team by working with other during physical activity.

Standard 22:

Understand principles of health promotion and the prevention and treatment of illness and injury.

Standard 23:

Understand human body systems and factors that influence growth and development.

Standard 24:

Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Core Curriculum, Key Concepts & Objectives

Pangrazi & Beighle 2015

Kindergarten & First Grade

Instructional Unit	Key Concepts	Objectives
Orientation/Class Management	Grouping	To learn and follow basic management activities for participation in physical education classes.
Manipulative Skills- Hoops	Jumping & hopping patterns Vocabulary (inside/outside, in front of/behind)	To manipulate the hoop in a variety of challenges.
Throwing Skills	Sequence of Steps Vocabulary (velocity/accuracy) Letter recognition	To throw a ball using the overhead technique, to throw with velocity using side orientation and opposition
Manipulative Skills- Beanbags	Body part identification Right & Left Directional cues Sequencing patterns $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns	To learn tossing and catching skills
Manipulative Skills- Playground Balls	Spatial awareness Sequencing of steps Midpoint Right/left concepts $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ & full turns Degrees (90, 180)	To bounce, toss and catch a ball in a stationary position. To roll, bounce, and throw a ball to a partner.
Movement Skills- Walking, Body ID & Personal space	Geometric shape recognition Contrasting terms body part identification Spatial awareness	To perform walking variations, to understand the concept of personal space.
Gymnastics Skills	Unilateral movements Direction (N/S/E/W) Shape recognition Momentum	TO learn a variety of jumping skills, to learn how forceful movements are generated.
Movement Skills- Jumping, Tossing & Moving in Space	Spatial Awareness Directional cues Right/left concepts Opposites Geometric Shapes Letter recognition	To learn a variety of jumping skills, to learn how forceful movements are generated.

Kicking, Trapping, Bowling and Rolling	45-degree angle Contrasting/opposition Body part identification Prediction Grouping Shape recognition Vocabulary	To change speeds and direction of movement, to practice kicking, trapping, bowling, and rolling skills.
Fundamental Skills – Parachute Activities	Contrasting terms Counting steps Circumference/diameter/radius Segments	To cooperate with peers in parachute activities
Rhythmic Movement Skills	Cultural Awareness Sequence & Patterns Body part identification Directional movements Listening comprehension Grouping	To march individually and in patterns, to be able to move rhythmically, to perform simple folk dances
Fundamental Skills- Long Jump Ropes	Grouping Horizontal & vertical Pendulum swing 360 degrees Rhythmic turning Choral response Time concepts	To perform long jump roping skills, to know the difference between front and back door entry in long jump roping
Gymnastic Skills	Patterning (animal walks) Sequencing movements Balance Body part identification	To balance body weight in a variety of positions, to be able to manage body weight in gymnastics activities, to be able to perform animal walks
Rhythmic Movement Skills	Cultural awareness sequence & patterns Right & left movements Listening comprehension Rhythmic counting	To learn the background of simple folk dances, to move rhythmically.
Manipulative Skills- Basketball related	Sequencing of steps Midpoint Right & Left concepts	To perform basketball related skills including chest and bounce pass, dribbling and shooting.
Movement Skills- Sliding, Galloping, Hoops & movement combinations	Movement patterns Combinations Right and left Body part identification	To perform a variety of gallop and slide steps to demonstrate body management skills by performing a variety of movements through hoops.
Throwing Skills	Sequencing of steps Velocity vs. accuracy Letter recognition Following checklist	To know the cues for correct throwing, to throw a ball using overhand technique, to throw with velocity using side orientation and opposition.
Partner Manipulative- Activities using Balls	Grouping Sequencing steps Midpoint Right & left	To catch a passed ball from a partner, to pass a ball to a partner (both chest and bounce pass), to dribble a ball.

Movement Skills- Skipping, Scoops, Leading and Body Support	Number recognition CW & CWW Patterns Prediction Body part identification	To be able to support the body weight with the arms, the understand the concept of leading, to handle a ball with an implement.
Movement Skills- Hopping, Hoops, & Body Shapes	Number sequencing Shape recognition Opposites Letter recognition	To hop continuously while performing a variety of challenges to be able to recognize different shapes and make them with their body
Gymnastics Skills	Grouping Time recognition	To balance body weight in a variety of positions, to be able to manage body weight in gymnastics activities, to be able to perform animal walks
Movement Skills- Twisting, Turning, Stretching/Relaxing	Opposites CW & CCW	To apply movement concepts such as body and space awareness, relationships, qualities of movement to a variety of locomotor and body management skills, to combine locomotor and non-locomotor skills in movement themes (e.g. supporting body weight, bridges, receiving and transferring weight).
Movement Skills- Bending, Stretching & Weight Transfer	CW & CCW Skip counting Segments Level identification (high, medium, low) Contrasting terms	To understand the difference between bending and stretching, to bend and stretch in many different ways, to be able to transfer weight from one body part to another.
Individual Rope Jumping Skills	Skip counting Slow time/fast time patterns	To jump a self-turning rope, to identify body changes during jump roping activities
Rhythmic Movement Skills	Cultural awareness Sequencing patterns Body part identification Grouping Rhythmic counting	To move rhythmically and learn simple folk dances
Movement Skills- Leaping, Levels and Speed	Spatial Awareness Height vs. Distance Accelerate vs. decelerate Geometric shapes Opposite movements Letter recognition	To perform combinations of running and leaping, steps, to move at different levels and speed, to understand the concepts of acceleration and deceleration.
Movement Skills- Running and Racquet Skills	Contrasting terms Sequencing patterns	To understand movement concepts of over and under different ways of moving. To handle a racquet and ball.

Rhythmic Movement Skills	Cultural awareness Sequence and patterns Body part identification Listening comprehension Grouping Rhythmic counting	To move rhythmically in simple folk dances
Movement Skills- Pushing, Pulling, Rope Jumping	Opposites Degrees (angles) Sequencing Vertical/Horizontal	To know the difference between pushing and pulling, to know the mechanics of effective pushing and pulling, to understand the difference between making circles with body parts and twisting.

Core Curriculum United, Key Concepts & Objectives

Pangrazi & Beighle 2015

Second & Third Grade

Instructional Unit	Key Concepts	Objectives
Orientation/Class Management	Grouping Shapes Parallel lines	To learn and follow basic management activities for participation in physical education classes.
Manipulative Skills- Wands and Hoops	Midpoint Vertical and horizontal 90, 180, 270, 360, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, full turns Prediction	To toss and catch an object in a variety of situations
Throwing Skills	Sequencing of steps Velocity Adding scores Following checklist	To know the elements of proper throwing, to throw with maximum velocity
Football Skills & Lead Up Activities	Reading signs Measurement of yards Opposition	To be able to throw and catch a football, to be able to center a football
Pedometers	Pendulums Activity monitoring Validation of instruments	To learn how pedometers work, to learn how to find an accurate placement point for the pedometer, to learn how to monitor physical activity in physical education class.
Gymnastics Skills	Sequencing of steps Parallel and perpendicular lines 90,180,270, 360 degrees $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns Predictions	To support and control the body weight in a variety of tumbling and stunt activities
Soccer Skills and lead-up activities	Rectangle Angle of kicking (45 degrees Grouping Opposition Prediction and estimation Reading signs	To strike a foam soccer ball with a variety of body parts, to dribble a foam soccer ball with the feet, to trap a foam soccer ball with a variety of body parts, to play a soccer lead-up activity and understand the joy of participation
Soccer Skills and Lead-up activities	(same as above)	(same as above)
Fundamental Skills- Parachute	CW & CCW Cause and effect Circumference, radius, diameter	To work together with peers to accomplish parachute activities to develop strength

Rhythmic Movement Skills	Grouping Rhythmic counting Cultural awareness Building sequences	To perform rhythmic movements in folk dances to appreciate the origin of folk dances to understand the cultural differences among students from different backgrounds
Long Rope Jumping Skills	Grouping Midpoint CW & CCW	To jump a rope turned by others to know the difference in long-rope jumping between entering front and back doors
Gymnastics Skills	Patterning Tripod Counterbalance Sequencing	To support and control body weight in a variety of stunts and tumbling activities
Rhythmic Movement Skills	Grouping Rhythmic counting Cultural Awareness Sequencing Geometric Shapes and cues	To perform a variety of locomotor movements in a rhythmic setting
Basketball Skills and Lead-up Activities	Sequencing Grouping Geometric shapes and cues	To understand the basic rules of basketball to dribble, pass and shoot a basketball with proper form, to participate in basketball lead-up games
Basketball Skills and Lead-up Activities	(same as above)	To perform defensive skills, to shoot a layup shot, to participate as a team member in basketball lead-up activities.
Throwing Skills	Sequencing of steps Velocity Adding scores Following a chart	To know the elements of proper throwing, to throw with maximum velocity.
Cooperative Game Skills	Problem solving strategies Debriefing Spelling Skills Alphabetical order	To apply fundamental skills in a unique situation, to learn and practice personal social skills, to work cooperatively in a group setting.
Hockey Skills and Lead-up Activities	Vocabulary (offense, defense, forwards, guards, center, tackling, dodging)	To demonstrate how the hockey stick should be handled for safety, to practice passing and fielding a hockey stick, to design drills for practicing hockey skills
Hockey Skills and Lead-up Activities	(same as above)	To practice passing and fielding a hockey puck, to design drills for practicing hockey skills, to understanding and perform goal tending skills.

Gymnastics Skills	Sequencing Direction (diagonal, sideways) Skip counting Estimation	To support the body weight in a variety of settings, to work cooperatively with a partner
Track and Field and Lead-up Activities	Scoring Measurements Reading Signs Angle Recognition Speed and Velocity Place value of time	To understand how to stretch prior to strenuous activity, to recognize the wide range of individual differences among peers.
Track and Field and Lead-up Activities	(same as above)	(same as above)
Individual Rope Jumping Skills	Skip counting Fast and slow time Choral Rhyming Jump Patterns	To be able to jump slow and fast with a self-turned rope
Rhythmic Movement Skills	Patterning Cultural Awareness Circumference Grouping Rhythmic counting	To perform locomotor movements to rhythm
Tennis Skills and Lead-up Activities	Sequencing Grouping Vocabulary	To know the proper method of holding a racquet, to learn to handle a racquet while moving, to hit a ball in a predetermined direction with a racquet.
Tennis Skills and Lead-up Activities	(same as above)	To know the proper method of holding the racquet for forehand and backhand strokes, to volley with a partner using the forehand and backhand strokes.
Rhythmic Movement Skills	Patterning Cultural Awareness Circumference Grouping Rhythmic counting	To perform rhythmic activities while handling manipulative equipment
Volleyball Skills and Lead-up Activities	Grouping Number patterns Angles Cause and effect Shape recognition (set triangle)	To perform overhand and underhand volleyball passing skills, to volley the ball a number of times against a wall, to practice skills successfully with a partner, to learn the basic rules of volleyball, to hit an underhand server over a 6' net, to learn the basic rules of the game of volleyball
Volleyball Skills and Lead-up Activities	(same as above)	To perform overhand and underhand volleyball passing skills, to volley the ball a number of times against a wall, to hit an underhand server over a 6' net, to learn the basic rules of the game of volleyball.

Manipulative Skills- Frisbees	Angle recognition Parallel Sequencing Shape cues	To learn the unique throwing style required with Frisbees, to learn the rules of Frisbee golf.
Softball Skills and Lead-up Activities	Grouping Parallel lines Arch (pitching)	To throw and catch a softball, to hit a softball, to be able to field softball grounders and fly balls.
Softball Skills and Lead-up Activities	Grouping Parallel lines Trajectory	(same as above)

Core Curriculum United, Key Concepts & Objectives

Pangrazi & Beighle 2015

Fourth & Fifth Grade

Instructional Unit	Key Concepts	Objectives
Orientation/Class Management	Grouping Shapes Parallel lines	To learn and follow basic management activities for participation in physical education classes.
Manipulative Skills- Wands and Hoops	Midpoint Vertical and horizontal 90, 180, 270, 360, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, full turns Prediction	To toss and catch an object in a variety of situations
Throwing Skills	Sequencing of steps Velocity Adding scores Following checklist	To know the elements of proper throwing, to throw with maximum velocity in a variety of situations.
Football Skills & Lead Up Activities	Reading signs Measurement of yards Opposition	To understand the basic rules of the game of football and the basic skills to participate in football lead-up activities/games.
Pedometers	Pendulums Activity monitoring Validation of instruments	To learn how pedometers work, to learn how to find an accurate placement point for the pedometer, to learn how to monitor physical activity in physical education class.
Pedometers	Estimation of time and distance Individual differences	To understand why people may walk the same distance but have different step counts, to develop skills of estimation related to steps, time and distance.
Gymnastics Skills	Sequencing of steps Parallel and perpendicular lines 90,180,270, 360 degrees $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns Predictions	To support and control the body weight in a variety of tumbling and stunt activities. To participate in one-on-one competition and accept the outcome.
Soccer Skills and lead-up activities	Rectangle Angle of kicking (45 degrees Grouping Opposition Prediction and estimation Reading signs	To strike a foam soccer ball with a variety of body parts, to dribble a soccer ball with the feet, to trap a soccer ball with a variety of body parts, to play a soccer lead-up activity.

Soccer Skills and Lead-up activities	(same as above)	(same as above)
Rhythmic Movement Skills	Grouping Rhythmic counting Cultural awareness Building sequences	To perform rhythmic movements in folk dances, to appreciate the origin of folk dances, to understand the cultural differences among students from different backgrounds
Long Rope Jumping Skills	Grouping Midpoint CW & CCW Parallel and Perpendicular	To enter and exit in double Dutch rope jumping.
Gymnastics Skills	Patterning Tripod Counterbalance Sequencing	To support and control body weight in a variety of stunts and tumbling activities. To participate in one-on-one competitions and accept the outcome.
Rhythmic Movement Skills	Grouping Rhythmic counting Cultural Awareness Sequencing Geometric Shapes and cues	To perform a variety of locomotor movements in a rhythmic setting
Basketball Skills and Lead-up Activities	Sequencing Grouping Geometric shapes and cues	To understand the basic rules of basketball to dribble, pass and shoot a basketball with proper form, to participate in basketball lead-up games. To participate in a self-directed manner in basketball drills and work with teammates in basketball lead-up games.
Basketball Skills and Lead-up Activities	(same as above)	To perform defensive skills, to shoot a layup shot, to participate as a team member in basketball lead-up activities. To participate in a self-directed manner in basketball drills and work with teammates in basketball lead-up games.
Throwing Skills	Sequencing of steps Velocity Adding scores Following a chart	To know the elements of proper throwing, to throw with maximum velocity in a variety of situations.
Cooperative Game Skills	Problem solving strategies Debriefing Spelling Skills Alphabetical order	To apply fundamental skills in a unique situation, to learn and practice personal social skills, to work cooperatively in a group setting.

Hockey Skills and Lead-up Activities	Vocabulary (offense, defense, forwards, guards, center, tackling, dodging)	To learn hockey skills and apply them in lead-up activities. Accept decisions made by game officials in hockey lead-up games. To play group games and cooperate with teammates.
Hockey Skills and Lead-up Activities	(same as above)	To learn hockey skills and apply them in lead-up activities. Accept decisions made by game officials in hockey lead-up games. To play group games and cooperate with teammates.
Gymnastics Skills	Sequencing Direction (diagonal, sideways) Skip counting Estimation	To support the body weight in a variety of settings, to work cooperatively with a partner.
Track and Field and Lead-up Activities	Scoring Measurements Reading Signs Angle Recognition Speed and Velocity Place value of time	To understand how to stretch prior to strenuous activity, to recognize the wide range of individual differences among peers. Enjoy one-on-one competition in track and field activities
Track and Field and Lead-up Activities	(same as above)	(same as above)
Track and Field and Lead-up Activities	(same as above)	(same as above)
Individual Rope Jumping Skills	Skip counting Fast and slow time Choral Rhyming Jump Patterns	To understand the aerobic benefits of rope jumping and recognize that learning any new skill takes repetition and refinement.
Rhythmic Movement Skills	Patterning Cultural Awareness Circumference Grouping Rhythmic counting	To perform locomotor movements to rhythm.
Tennis Skills and Lead-up Activities	Sequencing Grouping Vocabulary	To practice the skills of forehand and backhand strokes, to be able to volley, and play tennis lead-up games and activities.
Tennis Skills and Lead-up Activities	(same as above)	To practice the skills of forehand and backhand strokes, to be able to volley, and play tennis lead-up games and activities.
Rhythmic Movement Skills	Patterning Cultural Awareness Circumference Grouping Rhythmic counting	To perform rhythmic activities while handling manipulative equipment.

Volleyball Skills and Lead-up Activities	Grouping Number patterns Angles Cause and effect Shape recognition (set triangle)	To learn how to handle a volleyball in a variety of situations and demonstrate volleyball skills, show respect for peers and officials during a game.
Volleyball Skills and Lead-up Activities	(same as above)	To learn how to handle a volleyball in a variety of situations and demonstrate volleyball skills, show respect for peers and officials during a game.
Manipulative Skills- Frisbees	Angle recognition Parallel Sequencing Shape cues	To learn the unique throwing style required with Frisbees and participate in lead-up activities and games.
Softball Skills and Lead-up Activities	Grouping Parallel lines Arch (pitching)	To throw and catch a softball, to hit a softball, to be able to field softball grounders and fly balls, to know the basic rules of softball and understand the roles of the difference field positions in softball.
Softball Skills and Lead-up Activities	Grouping Parallel lines Trajectory	(same as above)
Juggling	Patterning Perpendicular Balance Base of Support Body Part Identification	To be able to juggle three scarves and two balls, to participate in low-organized games and contributions to the team outcomes.
Racquet Sports and Skills	Parallel Perpendicular Number Patterns	Understand differences in racquet strokes between sports.

Integrated Academic Concepts

Integrating academic concepts is important in the overall learning process. It involves incorporating concepts learned in the classroom into physical education lessons in an effort to reinforce the concepts taught in the traditional classroom setting so students can learn to apply the concepts in multiple ways.

1. Mathematics

- Number sense
- Counting
- Mathematical terms
- Degrees
- Fractions
- Estimation
- Measurement
- Patterns/Predictions
- Sequencing



2. Literacy

- Alphabet
- Reading
- Spelling
- Parts of Speech
- Sequencing
- Content Vocabulary

3. Science

- Circulatory System (Heart, Lungs, Blood)
- The Human Body
- Skeletal System (Bones)
- Muscular System (Muscles)
- Impact of Physical Activity on the Human Body Systems

4. Social Studies

- Cardinal Directions
- World Cultures (Games/Sports)
- Collaboration/Community

QPS Physical Education Assessments

Assessment refers to the process of testing and evaluating students to determine progress towards program goals. It is an important part of any sound physical education program because it helps teachers to measure students' current levels of ability, progress, and their own teaching effectiveness.

A QUALITY ASSESSMENT MODEL IN PHYSICAL EDUCATION INCLUDES....

1. Clear instructional objectives
2. Clear alignment to state and national standards for learning
3. Pre-assessment/Post Assessment
4. Multiple measures of progress toward mastery (formative, summative, formal, informal)
5. An assessment that is both valid and reliable
6. An assessment that evaluates a student's progress toward mastery of the stated objectives.

Our goal is that our students will acquire lifelong knowledge and acquisitions of physical skills while encouraging success for all children at their own personal level. We strive to create an environment where each child will find success and will be inspired to move and be active not only for their academic career, but for their lifetime.

K-5 Physical Education Assessment

Kindergarten Assessment

- Locomotor Skills (pre-post)

First Grade Assessment

- Locomotor Skills (pre-post)

Second Grade Assessment

- SLO Assessments (PE Metrics- 3 times per year)
 - Approach and Kick a Ball
 - Skipping
 - Timeline for Implementation
 - Pre-Assessment- within the first two weeks of the school year.
 - Mid-Point Assessment- End of December or beginning of January
 - Post-Assessment- Late February

Third Grade Assessment

- Fitnessgram

Fourth Grade Assessment

- Fitnessgram

Fifth Grade Assessment

- Fitnessgram (Scores reported to the state annually)
- SLO Assessment (PE Metrics- 3 times per year)
 - Overhand Throw
 - Timeline for Implementation
 - Pre-Assessment- within the first two weeks of the school year.
 - Mid-Point Assessment- End of December or beginning of January
 - Post-Assessment- Late February

Benchmarks- Grade Level Outcomes

Shape America (2013)

National Standards for K-12 Physical Education

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 and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity 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, self-expression and/or social interaction.

* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

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[**Click Here for Grade Level Outcomes \(GLOs\) by Grade Level, By Standard**](#)