



# Southmoreland School District

## Elementary (K - 5) PE Curriculum Overview

### **Elementary (K - 5) Physical Education:**

The elementary physical education curriculum for grades K - 5 is divided into four modules: (1) Motor Skills, (2) Physical Fitness, (3) Cognitive Concepts, and Personal and Social Concepts. Elementary physical education students develop the skills, knowledge, attitudes, and behaviors that assists students in making the connection between classroom learning and participation in active, healthy lifestyles in the development of physical literacy. They develop knowledge and skills from year to year as the physical education curriculum is designed to build on concepts corresponding to the development and maturation of students in grades K - 5. In addition, students participate in physical activities in an active, supportive, and non-threatening atmosphere where all students, regardless of physical ability, are challenged to achieve success through a culture of cooperation, sportsmanship, and respect for one's self and others. The course better prepares students to deal with the physical and mental stresses inherent in today's society. Finally, the purpose of the elementary physical education course is to develop physically literate students who have the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

### **Module Titles:**

**Module 1:** Motor Skills

**Module 2:** Physical Fitness

**Module 3:** Cognitive Concepts

**Module 4:** Personal and Social Concepts

### **Module Overviews:**

#### **Module 1: Motor Skills**

The goal of this module is for students to develop into physically literate individuals who apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. Elementary physical education students participate in selected health-enhancing, lifelong physical activities that include locomotor, object control, non locomotor and movement, and rhythmic skills in the development of physical literacy. They demonstrate locomotor skills by walking, running, hopping, jumping, sliding, galloping, skipping, and leaping. Students demonstrate object control skills by tossing, throwing, catching, dribbling, kicking, striking, and batting. In addition, students demonstrate non locomotor and movement skills by bending, stretching, rocking, rolling, curling, twisting, shaking, swinging, turning, pushing, pulling, swaying, and landing.



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Finally, the students demonstrate fundamental rhythmic skills in response to selected rhythmic patterns.

### **Module 2: Physical Fitness**

The goal of this module is for students to develop into physically literate individuals who demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Elementary physical education students participate in selected health-enhancing, lifelong physical activities that include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition in the development of physical literacy. They develop and maintain healthy levels of cardiorespiratory endurance by sustaining moderate to intense levels of physical activity that cause increased heart rate, breathing, and perspiration. Students develop and maintain healthy levels of muscular strength and endurance by controlling their weight in selected body support activities to develop muscular strength and endurance of the major upper and lower body muscle groups. In addition, students develop and maintain healthy levels of flexibility of selected joints of the body through a full range of motions of the major joints of the arms, legs, and trunk. Finally, the students recognize and understand the benefits of healthy levels of body composition by recognizing similarities and differences in body height, weight, and shape.

### **Module 3: Cognitive Concepts**

The goal of this module is for students to develop into physically literate individuals who exhibit responsible personal and social behavior that respects self and others. Elementary physical education students participate in selected health-enhancing, lifelong physical activities that include body awareness, essential steps, appropriate rules and strategies, and the effects of activity/inactivity in developing physical literacy. They apply the concepts of body awareness, time, space, direction, and force to movement by changing directions, speed, range of motion, proximity to objects, and sequences of activities. Students explain and demonstrate the essential steps in learning the proper form and function of motor skills through guided and independent practice. In addition, students explain and apply appropriate rules and strategies when participating in physical activities by following game rules, demonstrating fair play, and safely using equipment. Finally, the students develop an appreciation for the benefits of physical activity by describing the effects of activity and inactivity and formulating examples of lifestyle choices that result in the development and maintenance of health related fitness.



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### **Module 4: Personal and Social Concepts**

The goal of this module is for students to develop into physically literate individuals who recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. Elementary physical education students participate in selected health-enhancing, lifelong physical activities that foster an appreciation for and value in developing physical literacy. They demonstrate appropriate behavior in response to the relationships with others that result from participation in physical activities. Students develop character traits that extend beyond the classroom and throughout our lives that exemplify responsibility, effort, selfcontrol, perseverance, leadership, compassion, teamwork, respect problem solving, and conflict resolution. In addition, students value physical activity and its contribution to lifelong health and well-being. Finally, the students develop an appreciation for sportsmanship and the personal enjoyment and benefits of engaging in regular physical activity outside of the classroom.