

# **OXFORD TOWNSHIP ELEMENTARY SCHOOL**

## **CURRICULUM**

### **CURRICULUM CONTENT AREA: PHYSICAL EDUCATION**

Physical education forms an important part of our modern education. It includes physical activities and sports of all kinds designed to improve posture, physical development, social interaction, cooperation and problem solving skills. It enables a child who may have difficulty in other subject areas to find success in a less structured environment. It is vital that a child find success, in order for that child to build and maintain a positive self esteem.

#### **I. COURSE DESCRIPTION/PURPOSE:**

Physical Education is important in the development of overall health. Through a variety of physical activities, students increase and improve cardiovascular endurance, muscular strength and power, flexibility, posture, coordination and increased mental alertness. Through improved mental alertness students can increase academic performance, readiness and enthusiasm for learning. Physical Education also helps improve a child's self esteem, interpersonal relationships, cooperation skills, responsible behavior, and independence qualities which will be used throughout one's life.

#### **II. AIMS, OBJECTIVES, OUTCOMES TO BE ACHIEVED BY STUDENTS**

Commensurate with ability and level of instruction children will:

##### **GENERAL OBJECTIVES**

1. develop skills in rhythms, games, athletic activities, general gymnastics and related activities. (CCS: 2.5)
2. develop muscular skills (neuro muscular) essential for proper living. (CCS: 2.5)
3. develop agility, endurance, strength, balance, flexibility, perceptual-motor development, and coordination. (CCS: 2.5, 2.6)
4. develop proper posture. (CCS: 2.5)
5. develop stability, emotional balance, and self-concept. (CCS 2.5)
6. develop proper etiquette as it relates to all games. (CCS: 2.5)
7. develop and interest, knowledge, and appreciation of sports common to America and the world.
8. develop constructive leisure time interests. (CCS: 2.5)
9. develop knowledge of exercise and how it relates to fitness. (CCS: 2.6)

## **SIXTH, SEVENTH AND EIGHTH GRADE**

Through the implementation of the physical education curriculum in Sixth, Seventh and Eighth grades, the students will develop skills in the following:

### **I. Soccer/Speed ball (G.O. 1,2,3,5)**

Students will be able to:

- a. demonstrate the following skills: dribbling, passing, trapping and shooting.
- b. demonstrate goalie skills including punting, clearing, throwing and deflection.
- c. demonstrate an understanding of rules, positions, safety, and strategies.

### **II. Flag Football (G.O. 1,2,3,5)**

Students will be able to:

- a. demonstrate skills of passing, catching, punting and handing off.
- b. demonstrate an understanding of basic rules and positions of modified games.
- c. identify and acknowledge safety rules related to activity.

### **III. Field Hockey (G.O. 1,2,3,5)**

Students will be able to:

- a. demonstrate passing, shooting, tackling, and goalie skills.
- b. demonstrate an understanding of rules, positions, safety, and strategies by implementing them in games and practice

### **IV. Frisbee Skills (G.O. 1,2,3,8)**

Students will be able to:

- a. demonstrate skills of throwing and catching a Frisbee.
- b. use skills in a variety of games and activities.

### **V. Group Games (G.O. 1,2,3,4,5,8)**

Students will be able to:

- a. follow directions and rules of each specific game.
- b. demonstrate sportsmanship, teamwork, and cooperation.
- c. demonstrate skills needed for each game.
- d. participate in activities in a safe manner and demonstrate safety as it relates to each game.

### **VI. Physical Fitness (G.O. 1,2,8,9)**

Students will be able to:

- a. increase strength in arms, legs, and abdomen.
- b. improve endurance, flexibility, and agility.
- c. demonstrate ability to compare present self performances with past performances.

### **VII. Volleyball (G.O. 1,2,3,5)**

Students will be able to:

- a. demonstrate bump, set, and spike.
- b. demonstrate knowledge of rules, team play, strategies, and safety.

### **VIII. Basketball (G.O. 1,2,3,5)**

Students will be able to:

- a. demonstrate dribbling, passing and shooting.
- b. differentiate between offense and defense.
- c. demonstrate knowledge of rules, strategies, and team play.

### **IX. Stunts/Tumbling/Gymnastics (G.O. 1,2,3,5,8,9)**

Students will be able to:

- a. demonstrate and improve strength, flexibility, coordination and balance.
- b. demonstrate knowledge of safety for each skill and piece of apparatus.
- c. identify skills and use proper terminology.
- d. increase kinesthetic awareness.
- e. demonstrate the following skills:

Tumbling - Students will choose own level in which to work. Students must accomplish skills of Level I before moving to Level II and skills of Level II before moving to Level III.

- a. Level I  
Forward Roll
  1. Squat to sit
  2. Squat to squat
  3. Shoulder
  4. Stand to stand

- Backward Roll
1. Down incline
  2. From squat

- Headstand
1. Tip-up
  2. Tripod

3. Shoulder balance
4. With spotters

#### Handstand

1. Mule kick
2. Bronco
3. With spotters

#### Back bend

1. Push-up from floor
2. From stand with spotters

#### Cartwheel

1. Kick over hands

### b. Level II

#### Forward Roll

1. With 1/2 twist
2. Series of
3. Dive roll (fat mat)

#### Backward Roll

1. Stand to stand
2. Back straddle

#### Headstand

1. Hold 5 seconds
2. With roll-out

#### Handstand

1. With roll-out
2. Front limber

#### Back-bend

1. Self, from stand

#### Cartwheel

1. On line
2. Round off

### c. Level III

#### Forward Roll

1. Drive over object
2. Front straddle

### Backward Roll

1. Pike
2. Back extension

### Headstand

1. Split leg
2. Pivot
3. Drag up

### Handstand

1. Into back bend
2. Pirouette
3. Front lever

### Back Walkover

1. With spotting
2. Valdez

### Gymnastics

#### Horse

- a. Review all skills of 3rd, 4th AND 5TH grade curriculum
- b. Wolf vault
- c. Side twisting
- d. Front vault
- e. Back vault

### Balance Beam

- a. Review all skills if 3rd and 4th grade curriculum
- b. Mounts
  1. Squat
- c. Balances
  1. Ballet point
  2. Body wave
  3. Split
  4. Side leaning
  5. Back bend
  6. Handstand; with straddle down
- d. Movements
  1. Split leap
  2. Stag leap
  3. Front walkover
  4. Back walkover
  5. Chassé
  6. Cartwheel
- e. Dismounts
  1. Cartwheel/Round off
- f. Ropes
  1. Exercises
    - a. Pull-ups from stand
  2. Climbing
    - a. Without legs
    - b. L-position
  3. Hangs
    - a. One rope
    - b. Leg wrap - no hands
    - c. Combined with climb

### **X. Floor Hockey (G.O. 1,2,3,5)**

Students will be able to:

- a. demonstrate dribbling, passing and shooting
- b. demonstrate goalie skills of blocking and clearing.
- c. demonstrate knowledge of rules, strategies, and teamwork as they pertain to the activities.

### **XI. Recreational Games (G.O. 1,2,3,6,7,8)**

Students will be able to:

- a. participate in games designed for small groups (2-6)
- b. follow directions and rules as they pertain to each game.
- c. demonstrate knowledge of safety as it pertains to each activity.

## **XII. Miscellaneous Mini Units (G.O. 1,2,3,5)**

Students will be able to:

- a. demonstrate and improve manipulative skills.
- b. explore new ways of using equipment.
- c. demonstrate flexibility, coordination, balance, agility, and strength.
- d. utilize locomotor and non-locomotor skills while using the apparatus.

## **XIII. Softball (G.O. 1,2,3,5)**

Students will be able to:

- a. bat pitched ball.
- b. field and catch softball using glove.
- c. pitch softball
- d. demonstrate an understanding of the rules and strategies of the game.

## **XIV. Track and Field (G.O. 1,2,3,5)**

Students will be able to:

- a. develop skills of running, jumping, throwing, and agility.
- b. demonstrate proper techniques of each skill, running, throwing, and jumping.

### **Methods of Instruction:**

Since all learners differ in make up, so must the methods of instruction. Methods of instruction to be implemented with this curriculum include:

#### **Command Style:**

During the command style, the teacher makes all decisions concerning the task. The learner's sole responsibility is to mimic the teacher's actions and movements.

#### **Practice Style:**

The teacher assigns and demonstrates the task to be learned. The learner will then practice the task. The teacher will give feedback to the learner. This feedback will be both positive and corrective.

#### **Reciprocal Style:**

The teacher will design a criteria sheet for the task to be learned. The students will work with a partner, each one taking turns being the observer and learner. The observer will give the learner direct feedback about their performance of the task, based on the criteria sheet.

**Self Check Style:**

The teacher will design a criteria sheet for the task to be learned. The learners will work alone, evaluating their own performance. The learners will give themselves direct feedback based on the criteria sheet.

**Inclusion Style:**

The teacher chooses the task to be learned, but the learner will choose the level of difficulty at which they will perform the task. The teacher will set up a variety of difficulty levels from which the learner will choose. This style of teaching accommodates learners' individual differences and allows all learners to be actively involved, so that no one is excluded.

**Guided Discovery:**

Through a series of questions, the teacher guides the learners toward a single correct response. This is a convergent process which leads the learner to discover the sought after concept, principle or idea.

**Problem Solving:**

The teacher designs several situations so that the learner is engaged in divergent thinking. The learner is left to discover different alternatives to these situations. There is no set, correct answer there may be many. The number of alternatives depends upon the creativity of the learners.

**IPLD:**

The teacher establishes the general topic area. The learner is then asked to design questions of problems, a routine or series of movements within the topic area. The learner must solve the questions or problems or design and implement the routine or series of movement.

**Assessment:**

Although Physical Education touches many domains, the concentration remains on the physical aspect. This requires the instructor to subjectively observe learner performances. In appropriate activities, written and/or oral assessments are used. Along with situational observations, skills tests are used to see the fundamental movements upon which detailed skills are developed.

Methods of assessment are to include the following:

- " Teacher question and answer
- " Teacher observation
- " Written assessment
- " Contracting
- " Analysis of improvement
- " Learner designed assessments
- " Fitness Portfolio
- " Student Discussion of Task
- " Fish-bowling (Analysis of Task)
- " Performance Assessment Through Problem Solving