

Students will be able to:GROWTH AND DEVELOPMENT

- Identify and demonstrates knowledge of the names of body systems. (*skeletal system, the muscular system, circulatory, nervous, respiratory systems, and sensory as it relates to movement: heart, pulse, lungs, oxygen, carbon dioxide, nerves, spinal cord, brain*)
- Identify locomotor systems. (*bones, muscles and nerves as they relate to movement*)
- Understand the role exercise plays in maintaining a healthy lifestyle.
- Expand on body systems. (*skeletal system, the muscular system, circulatory, nervous, respiratory systems, and sensory as it relates to movement: heart, pulse, lungs, oxygen, carbon dioxide, nerves, spinal cord, brain*)
- Understand physical maturation and its effect on physical performance. (*weight gain and height growth, muscle development, hygiene, skill ability*)

Students will be able to:PHYSICAL ACTIVITY AND FITNESS

- Demonstrate basic understanding of exercise. (*warm up, cool down, develop and stretch independently*)
- Expand knowledge of basic vocabulary and utilize motor skill vocabulary. (*travel, stop, run, flight, jump, slide, sidestep, gallop, swing, leap, weight transference (rocking/rolling), rise/sink, open/close, turn, spin, and skip*)
- Understand effective strategies relative to sports, games and activities.
- Demonstrate basic body and manipulative control. (*striking, throwing, catching, collecting, carrying, dribbling*)
- Continued development of non-locomotor skills. (*rise/sink, open/close, turn, spin, and skip*)
- Continued development of locomotor skills. (*travel, stop, run, flight, jump, slide, sidestep, gallop, swing, leap, weight transference (rocking/rolling)*)
- Demonstrate proficiency in the concepts of spatial awareness. (*dodging, fleeing, large and small spaces, boundaries*)
- Demonstrate components of physical fitness. (*stretching large muscle groups, proper stretching techniques, prolonged exertion of large muscle groups, repetitive skill work (anaerobic), continuous cardiovascular activity(aerobic) 2-7 minutes, appropriate breathing, activities combining effort, direction, force, pathways; proper warm-up/ cool down, kinesthetic awareness, awareness of heart rate*)
- Encourage students to engage in activities in unscheduled times. (*family fitness, bike riding, developmental play*)
- Understand basic relationship of body parts to each other and to equipment.
- Demonstrate modified and conventional rules as they apply to selected activities. (*following teacher directed rule setting, self-management in game situation, agility, timing, coordination and player positions*)
- Able to participate in various forms of self-expression through physical activity.
- Identify and participate in fitness testing concepts and have an understanding of the results.

Students will be able to:NUTRITION

- Identify the food groups on the USDA Food Guide Pyramid and Activity Pyramid.
- Understand that physical activity is a key factor that affects body shape and size.

Students will be able to:MENTAL HEALTH

- Find satisfaction with their own physical performance. (*feedback from and observation by teacher, peers and self*)
- Exhibit a positive attitude toward physical activity. (*actively engaged in the activity, appropriate dress, student feedback*)

- Feel competent in movement activities.
- Understand that different feelings result from challenges, failures and successes in physical activity.
- Express various forms of self through physical activity.
- Begin candid self-evaluation and subsequent goal-setting towards improvement.
- Demonstrate responsible personal and social behavior in physical activity settings.
- Develop an understanding of the importance of caring for others and how that impacts group activities. (*take turns being a leader and a follower*)
- Promote self image through physical activity and health concepts.

Students will be able to: INTERPERSONAL RELATIONSHIPS

- Demonstrate cooperative play by exhibiting socially acceptable behavior as it relates to physical activity. (*be considerate of others in a group setting*)
- Exhibit acceptable social and emotional behaviors in physical activity settings. (*share space and equipment, take turns, cooperate, lead and follow*)
- Begin to recognize individual differences. (*gender, culture, physical and mental challenges*)
- Demonstrate self management. (*follow teacher directions, follow rules, work with a group*)
- Demonstrate respect for self and others. (*applies safety rules*)
- Begin to recognize the need for conflict resolution skills. (*don't argue within the group, come to the teacher for help*)

Students will be able to: DISEASE PREVENTION AND CONTROL

- Apply skills to prevent and control the spread of disease. (*hand washing, ask for tissue, keep wounds covered*)
- Identify the importance of preventing diseases/germs through proper hygiene.

Students will be able to: SAFETY AND INJURY PREVENTION

- Demonstrate and understands characteristics of exercise that promote a safe game and exercise environment.
- Identify and understand the risk and safety factors associated with bicycle riding. (*wear helmet, parent permission, don't ride alone, street crossing*)
- Identify and understand the risk and safety factors associated with playground equipment and activities. (*climbing, hanging, swinging, sliding, taking turns*)
- Identify and understand the risk and safety factors associated with bus safety. (*stay in your seat, evacuation, soft voices*)
- Identify and understand the risk and safety factors associated with fire safety. (*Fire Chief directed program*)

Students will be able to: VIOLENCE PREVENTION

- Demonstrate emotional control in physical activity settings.
- Anticipate that negative behaviors/statements will escalate a situation unnecessarily.

Students will be able to: ECOLOGICAL HEALTH

- Understand environmental factors that may affect performance of physical activity. (*temperature, humidity, dehydration, objects in playing area*)