

Students will be able to:GROWTH AND DEVELOPMENT

- Identify the names and locations of body parts as they relate to movement. (*head, shoulders, neck, elbow, arm, wrist, hand, trunk, chest, stomach, knee, leg, shin, foot, ankle*)
- Identify the circulatory (*heart/pulse*), respiratory (*lungs/oxygen, carbon dioxide*), and muscular systems. (*biceps, triceps, abdominals, quadriceps, hamstrings*)

Students will be able to:PHYSICAL ACTIVITY AND FITNESS

- Understand basic principles of exercise. (*warm up, cool down, develop and stretch*)
- Demonstrate an understanding of safety as it relates to motor skill development.
- Identify basic vocabulary relating to physical fitness, motor skill development, and related areas. (*flexibility, muscle strength/endurance, movement concepts*)
- Identify and participate in fitness testing concepts.
- 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) 2-4 minutes, appropriate breathing, activities combining effort, direction, force, pathways; proper warm-up/cool down, kinesthetic awareness, awareness of heart rate*)
- Demonstrate areas (*general and personal space*), levels, directions, pathways and extensions.
- Develop movement skills pertaining to force, speed, space and flow.
- Develop skills in the concepts of spatial awareness. (*dodging, fleeing, boundaries*)
- Develop manipulative skills. (*striking, throwing, catching, collecting, carrying, dribbling*)
- Develop non-locomotor skills. (*rising and sinking, opening and closing, turning, spinning, shapes*)
- Develop locomotor skills. (*traveling and stopping, running, flight, jumping, sliding, sidestepping, galloping, swing and leap, weight transference, rock, rolling, skipping*)
- Develop basic coordination and balance skills.
- Introduction to ongoing fitness assessment, making class concept connections to other physical activities outside of school environment.
- Discuss the importance of physical fitness for life-long health.
- Identify two independent exercises.
- Participate in various forms of self expression through physical activity.

Students will be able to:NUTRITION

- Discuss the food groups on the USDA Food Guide Pyramid and Activity Pyramid.
- Discuss that physical activity and proper diet are key factors that affects body shape and size.

Students will be able to:MENTAL HEALTH

- Increase awareness of 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*)
- 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*)

- Exhibit acceptable social and emotional behaviors in physical activity settings. (*keep hands to self, remain in self space*)
- Begin to recognize individual differences. (*not laughing at other students*)
- Demonstrate self management. (*follow teacher directions*)
- Demonstrate respect for self and others. (*apply safety rules*)
- Identify and understand the need for conflict resolution skills. (*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 disease/germs through proper hygiene.

Students will be able to: SAFETY AND INJURY PREVENTION

- Identify the risk and safety factors associated with bicycle riding. (*wear helmet, parent permission, don't ride alone, street crossing*)
- Identify the risk and safety factors associated with playground equipment and activities. (*climbing, hanging, swinging, sliding, taking turns*)
- Identify the risk and safety factors associated with bus safety. (*stay in your seat, evacuation, soft voices*)
- Identify the risk and safety factors associated with fire safety. (*Fire Chief directed program*)
- Identify the risk and safety factors associated with ice safety. (*adult supervision*)