

Acton Public Schools  
K-6 Physical Education  
Curriculum Guide

Research and Development Project  
June 2006

Acton Public Schools  
Acton, Massachusetts

William Chan  
David James  
Tom Kamataris  
Mary O'Brien

## Table of Contents

	Page #
Mission statement	3
Appropriate Physical Education Practices	4
Scope and Sequence	7
Health Frameworks	11
Benchmarks	15
Assessment	64
References	65

## Mission Statement

The Physical Education Curriculum goal is to teach all children, from the challenged to the physically gifted, how and why they should keep themselves healthy and physically active throughout their lifetimes. The Physical Education Department provides developmentally appropriate learning experiences that teach children how to be physically active in ways that increase physical competence, self-esteem and joy through lifelong physical activity. In order to achieve that goal, the Physical Education Department:

- is based on inquiry, problem-solving, discovery, and application of key concepts in the areas of skills, movement, game activities, and rhythmic and dance experiences designed to enhance the cognitive, motor, affective, and physical fitness development of every child. All students are held to high expectations and standards.
- uses a variety of strategies and approaches that encourage children to question, integrate, analyze, communicate, apply cognitive concepts, and gain a wide multi-cultural view of the world. The activities demonstrate the connections within and across disciplines in the areas of math, science, social studies, health and reading.
- utilizes activities that provide purposeful interaction, which allow children the opportunity to work together on improving their emerging social and cooperative skills. These activities also help children develop a positive self-concept.
- incorporates fitness assessment as part of an ongoing process to help children understand, enjoy, maintain and improve their physical health and well-being.
- enables children to explore exercises that keep the body in proper alignment, thereby allowing the muscles to lengthen without placing stress and strain on the surrounding joints, ligaments and tendons. This understanding of the growth process is critical to their safety in attempting new activities.
- integrates technology (computers, pedometers, and heart rate monitors) in the assessment process.

The Physical Education curriculum is designed so that **ALL** children are involved in activities that allow them to remain active, be successful and have fun. The knowledge gained has purpose and meaning throughout their lives.

## **Appropriate Physical Education Practices**

As we enter the 21<sup>st</sup> century, the value of quality Physical Education and personal fitness is being recognized as never before. This growing awareness is accompanied by the knowledge that childhood is the time to begin the development of an active and healthy lifestyle. In recent years, a growing body of research, theory, and practical experience has sharpened our understanding about the beneficial aspects of our Physical Education programs, and those aspects that are counterproductive.

Changes in daily activity patterns, the increase in technology and computer use, and greater concerns about children's safety when walking in the community have contributed to the rise in childhood obesity and its associated illnesses. Now more than ever, physical education is a critical component of children's learning and development. Physical Education contributes uniquely to human development in the areas of physical growth, fitness and the development of motor skills. It also contributes to the social, affective, and cognitive components of a child's well-being and plays an important role in the development of the self-concept.

The following section is written with the intent that administrators, parents, school boards, physical educators and other policy makers will recognize the Physical Education practices that are in the best interests of students.

### **Components of Appropriate Physical Education Practices**

#### **1.0 Student Success Rate in Physical Education Classes**

Students are given the opportunity to practice skills at high rates of success adjusted for their individual skill levels.

#### **2.0 Use of Healthy Competition**

Physical Education activities are selected and taught in a manner that emphasizes individual self-improvement, participation, and cooperation instead of "winning" and "losing."

#### **3.0 Gender Stereotyping in Our Schools**

Girls and boys are provided equal access to participation in individual, partner, small group, and team activities. Both boys and girls are encouraged equally, supported and socialized towards successful achievement in all realms of Physical Education.

#### **4.0 Selecting Teams/Activity Groups**

Teams and/or groups are formed in ways that preserve the dignity and self-respect of every child.

#### **5.0 Using Exercise as Punishment**

Fitness activities are used to help students increase their physical fitness levels in a supportive, motivating, and progressive manner. The promotion of lifetime fitness attitudes is reached in a non-threatening manner.

#### **6.0 Student Instruction and Time-on-Task**

All students are involved in activities that allow for maximum “time on task.” Classes are designed to meet a child’s need for active and involved participation in all learning experiences. Physical Education programs are adequately funded so that appropriate amounts of equipment are available to every student.

#### **7.0 Calisthenics/Exercises for a Purpose**

Appropriate exercises are taught for the specific purpose of improving the skill, coordination, and/or fitness levels of students.

Students participate in activities that are designed to help them understand and value the concepts of fitness and the contributions these concepts make to a healthy lifestyle.

#### **8.0 Physical Fitness Testing**

As part of the on-going program of Physical Education, students are physically prepared so they can safely (physically and emotionally) complete each component of a fitness test.

Test results are shared privately with the students and their parents as a tool for developing their physical fitness knowledge, understanding, and competence.

#### **9.0 Physical Education Organization, Recess, and Playtime**

Physical Education classes are planned to provide students with many opportunities to acquire the physical, emotional, cognitive, and social benefits of Physical Education.

Educators recognize the significance of daily, quality Physical Education in the student’s total educational experience.

## **10.0Elementary School Field Days**

A field day is offered, and designed so every student is a full participant and derives a feeling of satisfaction and joy. Opportunities are provided for students to voluntarily choose from a variety of activities that are intended purely for enjoyment.

## **11.0Curriculum Development and Content**

### **Personal Fitness:**

Personal fitness skills are integrated throughout the Physical Education curriculum. Example: strength and endurance principles, heart-rate monitoring, stress management, the role of nutritional practices, and other fitness concepts are practiced and reinforced during other Physical Education activities.

### **Recreational Dance:**

The Physical Education curriculum includes a variety of rhythmical, expressive, and dance experiences designed with the physical, cultural, emotional, and social abilities of the students in mind.

### **Game and Sport Skills:**

Game skills are taught using a variety of drills and games that have been selected, designed, sequenced, and modified by teachers to maximize the learning and enjoyment for students.

### **Developmental Gymnastics:**

Students are encouraged to develop skills appropriate to their ability and confidence levels in non-competitive situations. Students are able to practice on apparatus designed for their confidence and skill level, and can design sequences that allow for success at their personal skill level.

### **Teacher as the Instructional Leader:**

Teachers establish and maintain a positive, safe, and effective learning environment that fosters a meaningful Physical Education experience for all students with a strong focus on instructional success.

## Scope and Sequence Stages

**Attempt:** Try a skill with a lot of repetitions with the emphasis on exposure to the skill, not perfection.

**Demonstrate:** Be observed doing the skill, with quality effort, by the teacher or a peer. Receive comments or corrections from the observer.

**Replicate:** Be able to describe the progression of the skill to another students or teacher. Demonstrate the skill without cues.

**Explore:** Take risks in applying it to other settings. Use the skill comfortably in game and activity settings.

## Scope and Sequence

### Key

A= Attempt / D= Demonstrate

R=Replicate / E=Explore

### **Activity**

#### **Grade level**

Motor skills

Locomotor

Walking

Running

Hopping

Skipping

Galloping

Sliding sideways

Chasing

Fleeing

Dodging

Leaping

**K    1    2    3    4    5    6**

D	R	E				
D	R	E				
A	D	R	E			
A	D	R	E			
A	D	R	E			
A	A	D	R	E		
A	A	D	R	E		
A	A	D	R	E		
A	D	R	E			

#### **Non-Manipulative**

Turning

Twisting

Balancing(Static)

Weight Transfer(Feet to Hands)

Jumping &Landing (2 ft)

Stretching

Curling

Pivoting

Rolling Sideways

Rolling Forward

Rolling Backward

D	R	E				
D	R	E				
A	D	R	E			
A	A	A	D	R	E	
A	A	D	R	E		
D	R	E				
D	R	E				
A	A	A	D	R	E	
D	R	E				
A	D	R	E			
A	A	A	D	R		

#### **Manipulative**

Underhand Throwing

Overhand Throwing

Backhand Throwing (Frisbee)

Catching

Dribbling with feet

Kicking (Instep/ Shoelaces)

Punting

Underhand Striking with hands

Overhand Striking with hands

Volleying(Overhead-Set)

Volleying(Forearm-bump)

Dribbling with hands

Striking with Rackets and Paddles

Underhand Striking

Forehand Striking

Backhand Striking

Striking with Long Implements

A	D	R	E			
A	A	D	R	E		
		A	A	D	R	
A	A	A	D	R	E	
A	A	D	R	E		
		A	A	A	D	R
		A	A	A	D	R
		A	A	A	D	R
A	A	A	A	D	R	
A	A	A	D	R	E	
		A	A	A	D	R
		A	A	A	A	
		A	A	D	R	E

<b>Grade level</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Hockey/Golf			A	A	D	R	
Bats		A	A	D	R		
<b>Space Awareness</b>							
<i>Location:</i>							
Self space	D	R	E				
General space	D	R	E				
<i>Directions:</i>							
Up/Down	D	R	E				
Forward/Backward	D	R	E				
Right/Left	A	A	A	D	R	E	
Clockwise/Counterclockwise			A	A	D	R	
<i>Levels:</i>							
Low	A	D	R	E			
Middle	A	D	R	E			
High	A	D	R	E			
<i>Pathways:</i>							
Straight	A	D	R	E			
Curved	A	D	R	E			
Zig-Zag	A	D	R	E			
<i>Of Body Parts:</i>							
Round(Curved)	D	R	E				
Narrow/ Wide	D	R	E				
Tall/Small	D	R	E				
Straight/Twisted	D	R	E				
Symmetrical			A	D	R	E	
Asymmetrical			A	D	R	E	
<i>With Objects/People:</i>							
Over/Under	D	R	E				
On/Off	D	R	E				
Near/ Far	D	R	E				
In Front/ Behind	A	D	R	E			
Along/Through	A	D	R	E			
Meeting/Parting	A	A	A	D	R		
Surrounding			A	A	A	D	R
Around	D	R	E				
Between		A	A	D	R	E	
Alongside(next to)	A	D	R	E			
<i>With People:</i>							
Leading/Following	A	D	R	E			
Mirroring/Matching	A	D	R	E			
Unison/ Contrast	A	A	D	R	E		
Between Groups			A	A	A	D	R
Groups	A	A	D	D	R	E	

<b>Grade level</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Team Lead Up Games:</b>							
Floor Hockey			A	D	R	E	
Soccer			A	D	R	E	
Speedball			A	D	R	E	
Handball			A	D	R	E	
Lacrosse			A	D	R	E	
Basketball				A	D	R	E
Football				A	D	R	E
<b>Net Lead Up Games:</b>							
Volleyball				A	D	R	E
Tennis				A	D	R	E
Badminton				A	D	R	E
<b>Bats/Ball Lead Up Games:</b>							
Softball				A	D	R	E
Baseball				A	D	R	E
<b>Individual / Dual Games</b>							
Bowling			A	A	D	R	E
Golf				A	D	R	E
Gymnastics	A	A	A	D	R	E	
Track & Field				A	D	R	E
<b>Wellness</b>							
Physical	A	A	A	A	A	A	A
Social	A	A	A	A	A	A	A
Spiritual	A	A	A	A	A	A	A
Intellectual	A	A	A	A	A	A	A
Occupational	A	A	A	A	A	A	A
Emotional							
<b>Adventure Cont.</b>							
Rules	A	A	A	D	D	R	E
Safety	A	A	A	D	D	R	E
Boundaries	A	A	A	D	D	R	E
Equipment	A	A	A	D	D	R	E
Fair Play	A	A	A	D	D	R	E
Making Teams	A	A	A	D	D	R	E
Solving Conflict	A	A	A	D	D	R	E
Activities	A	D	R	E			
Partners	A	D	R	E			
Solo	D	R	E				
<b>Effort</b>							
Time:							
Fast	D	R	E				
Slow	D	R	E				

<b>Grade level</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Force:</b>							
Strong	A	D	R	E			
Light	A	D	R	E			
<b>Flow:</b>							
Bound	A	A	A	D	R		
Free	A	A	A	D	R		
<b>Educational Games</b>	A	D	R	E			
<b>Educational Dance</b>	A	D	R	E			
<b>Educational Gymnastics</b>	A	D	R	E			
<b>Fitness</b>							
Body Composition							
Cardiovascular Endurance				A	D/R	R	
Flexibility	A	A	D	D	R	R	R
Muscular Endurance	A	A	D	D	R	R	R
Muscular Strength	A	A	D	D	R	R	R
<b>Rhythms/Dance</b>							
Fundamentals of Rhythm	A	A	D	D	R	R	E
Creative Movement	A	A	D	D	R	R	E
Line Dance	A	A	D	D	R	R	E
Folk Dance	A	A	D	D	R	R	E
Creative Dance	A	A	D	D	R	R	E
Square Dance	A	A	D	D	R	R	E
<b>Adventure</b>							
Initiative Tasks				A	A	D/R	E
Cooperative Games/ Challenges	A	A	A	D	D	D	D
Low Elements				D	R	E	E
Orienteering				A	D	R/E	

## Physical Activity and Fitness

### PreK–12 STANDARD 2: Physical Activity and Fitness

Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, utilize principles of training and conditioning, learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.

<b>GRADE LEVEL</b>	<b>LEARNING STANDARDS</b>
By the end of grade 5	<p><b>Through the study of Motor Skill Development students will</b></p> <p>2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance</p> <p><i>In pairs, students practice throwing and catching different objects, then hitting a target. Observe partner and use movement concepts to provide feedback</i></p> <p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams</p> <p>2.3 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills</p> <p><b>Through the study of Fitness students will</b></p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle</p> <p>2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)</p> <p><b>Through the study of Personal and Social Competency students will</b></p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>
By the end of grade 8	<p><b>Through the study of Motor Skill Development students will</b></p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others</p> <p>2.9 Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency</p> <p>2.10 Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow</p>

	<p style="text-align: center;"><i>Students create gymnastics or dance routines using objects (such as balls and flags)</i></p> <p><b>Through the study of Fitness students will</b></p> <p>2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness</p> <p style="text-align: center;"><i>Students select an exercise related to one component of physical fitness (such as using proper sit-ups to increase endurance and strength of abdominal muscles, swimming laps to increase cardiorespiratory endurance) then record and graph the progress made over six weeks</i></p> <p>2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension</p> <p>2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness</p> <p><b>Through the study of Personal and Social Competency students will</b></p> <p>2.14 Apply advanced movement concepts and beginning game strategies to guide and improve individual and team performance</p> <p>2.15 Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed</p> <p style="text-align: center;"><i>In teams, students identify and try various ways for players of different abilities to participate fully</i></p> <p>2.16 Describe the purpose and benefits of sports, games, and dance in modern society</p> <p style="text-align: center;"><i>Students choose and participate in a game, sport, or dance and trace its history and its place in contemporary times</i></p>
By the end of grade 12	<p><b>Through the study of Motor Skill Development students will</b></p> <p>2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics)</p> <p>2.18 Demonstrate activities for warming up and cooling down before and after aerobic exercise</p> <p>2.19 Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology</p> <p><b>Through the study of Fitness students will</b></p> <p>2.20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training</p> <p>2.21 Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle</p> <p>2.22 Conduct a personally developed physical activity program</p> <p style="text-align: center;"><i>Students participate daily in any physical activity and keep a journal for one-month recording specifics (such as aerobic endurance, flexibility, and strength) and description of physical and psychological states before, during, and after</i></p>

	<p><i>participation. At the end of the month, summarize with personal recommendations regarding the amount and regularity of activity, as well as beliefs about future commitment to a daily or weekly schedule of exercise</i></p> <p>2.23 Meet developmentally appropriate health-related fitness benchmarks</p> <p><b>Through the study of Personal and Social Competency students will</b></p> <p>2.24 Identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans</p> <p><i>Students work with school health services to create personal risk profiles. After completing the forms, they use research-based strategies to develop a plan to reduce risks identified, implement the plan, determine points at which to monitor, do the monitoring, revise plan, and assess at a later point</i></p> <p>2.25: Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness</p> <p>2.26: Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity</p> <p>2.27: Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction)</p> <p><i>Students participate in an adventure activity in which they must work together to accomplish a group goal. At completion, based upon observations and student performance, they self-report on contributions</i></p>
--	--

## Interpersonal Relationships

### PreK–12 STANDARD 7: Interpersonal Relationships

Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships. They will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

GRADE LEVEL	LEARNING STANDARDS
By the end of grade 5	<p><b>Through the study of Communication students will</b></p> <p>7.1 Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups</p> <p>7.2 Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school</p> <p><i>Students design posters, bulletin boards or web page components on the theme of the 3R's—Responsibilities, Rights, and Respect. Include examples of conduct and policies that reflect the 3R's in the school</i></p>

	<p><b>Through the study of Peer Relationships students will</b></p> <p>7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others</p> <p>7.4 Describe the concepts of prejudice and discrimination</p>
By the end of grade 8	<p><b>Through the study of Communication students will</b></p> <p>7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication</p>

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade K

National Physical Education Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.1, 2.2

A.P.S. Benchmarks:

1. Travels in forward and sideways directions using a variety of locomotor (non-locomotor) patterns and changes direction quickly in response to a signal.
2. Demonstrates clear contrasts between slow and fast movements while traveling.
3. Walks and runs using mature form.
4. Rolls various directions.
5. Tosses a ball, lets it bounce, and catches it.
6. Kicks a stationary ball using a smooth continuous running step.
7. Maintains momentary stillness bearing weight on a variety of body parts.
8. Performs run, skip, hop, gallop, slide and leap.
9. Demonstrates knowledge of heavy and light movements- responding to teacher cues describing various objects or animals and their movements.
10. Kicks a stationary ball from a stationary position.
11. Throws and catches a ball to oneself and a partner.
12. Demonstrates difference between underhand and overhand throws.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade K

National Physical Education Standard 2: Applies movement concepts and principals to the learning and development of motor skills.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.1, 2.2, 2.3

A.P.S. Benchmarks:

1. Walks, runs, hops, and skips in forward and sideward directions and changes directions quickly in response to a signal.
2. Identifies and uses a variety of relationships with objects.
3. Walks on a straight line forward, backward and sideways.
4. Demonstrates the “Ready” position.
5. Demonstrates the ability to find self-space.
6. Communicates understanding of the concepts close to, far away, beside, in front of, in back of, inside of, outside of.
7. Moves to various rhythms.
8. Demonstrates clear contrasts between slow and fast speeds as they travel.
9. Jumps and lands using a combination of 1 and 2 foot takeoffs and landings.
10. Distinguishes straight, curved, and zigzag pathways.
11. Identifies boundary lines and center circle in gymnasium.

ACTON PUBLIC SCHOOLS

## **Physical Education Curriculum**

### Grade K

National Physical Education Standard 3: Exhibits a physically active lifestyle.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.4, 2.5

A.P.S. Benchmarks:

1. Participates regularly in moderate to vigorous physical activity.
2. Recognizes that physical activity is good for personal well-being.
3. Identifies feelings that result from participation in physical activities.
4. Recognizes that skill developments require practice.
5. Knows the importance of water intake.
6. Knows the importance of a good breakfast as well as what foods should be eaten and those to avoid.
7. Participates in a wide variety of activities and family physical activities.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade K

National Physical Education Standard 4: Achieves and maintains a health enhancing level of physical fitness.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.4, 2.5

A.P.S. Benchmarks:

1. Develops a physical education criteria to improve cardiovascular endurance.
2. Sustains moderate to vigorous physical activity.
3. Becomes aware of his or her heart beating fast during physical activity and slowly during resting or cool down times.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade K

National Physical Education Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.7

A.P.S. Benchmarks:

1. Knows the rules for participating in the gymnasium and on the playground.
2. Works in a group setting without interfering with others.
3. Responds to teacher signals for attention.
4. Responds to rule infractions when reminded once.
5. Follows directions given to the class.
6. Handles equipment safely by putting it away when not in use.
7. Takes turns using a piece of equipment.
8. Transfers rules of the gym to rules of the playground.
9. Demonstrates safe body control.
10. Differentiates between being a good and bad sport.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade K

National Physical Education Standard 6: Demonstrates understanding and respect for differences among people in physical activity.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.7

A.P.S. Benchmarks:

1. Enjoys participation alone and with others.
2. Chooses playmates without regard to personal differences.
3. Understands the meaning of the word respect and applies it to classmates.
4. Differentiates personal space and general space.
5. Understands the meaning of taking turns.
6. Recognizes the meaning of cooperating and sharing.
7. Demonstrates appropriate communication.
8. Demonstrates positive reinforcement with their classmates.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade K

National Physical Education Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.7

A.P.S. Benchmarks:

1. Enjoys participation alone and with others.
2. Identifies feelings that result from participation in physical activities.
3. Looks forward to physical education class.
4. Chooses, when given the opportunity of different activities, one activity, rather than be a non-participant.
5. Recognizes skill development through physical education activities.
6. Tries beginner activities which provide challenge and self-experience.
7. Experiences, through the use of teacher challenges, social interaction in a gym setting.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 1

National Physical Education Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.1, 2.2, 2.3

A.P.S. Benchmarks:

1. Demonstrates the difference between walking, jogging, galloping, sliding, skipping, jumping, and hopping.
2. Demonstrates competency in non-locomotive patters.
3. Shows the difference between dynamic balance and static balance.
4. Explores rotational skills.
5. Explores body strength during various activities.
6. Discovers how to manipulate various objects of different sizes and shapes by throwing, tossing, catching, and bouncing various objects.
7. Demonstrates moving to various rhythms and beat patterns.
8. Kicks a stationary ball and dribble it.
9. Demonstrates moving at various levels: High, medium, and low.
10. Explores climbing and supporting body weight with different activities.
11. Coordinates body movements and demonstrate skills during activities or games.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 1

National Physical Education Standard 2: Applies movement concepts and principles.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.1, 2.2, 2.3

A.P.S. Benchmarks:

1. Demonstrates the concept of low medium and high while using various locomotive and non-locomotive movements.
2. Demonstrates directional and spatial concepts by moving over, under, around, between, and through objects.
3. Demonstrates variations in force and effort concepts during an activity.
4. Demonstrates an understanding of one's general and personal space.
5. Demonstrates the rhythmical concepts of fast, slow, loud, and soft, during a musical activity while executing locomotive steps.
6. Identifies technical components of basic movement with a variety of specific skills.
7. Establishes or adds to movement vocabulary.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 1

National Physical Education Standard 3: Exhibits a physically active lifestyle.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.4, 2.5, 2.6

A.P.S. Benchmarks:

1. Participates in gross motor activities.
2. Participates in various physical activities outside of physical education.
3. Participates in game activities that require moderate endurance.
4. Attempts fitness activities to increase heart rate and lung capacity.
5. Understands the value of walking to moderately improve the fitness endurance level.
6. Becomes involved with extracurricular physical activities beyond their physical education class.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 1

National Physical Education Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.2, 2.3, 2.4

A.P.S. Benchmarks:

1. Sustains activity for a period of time while participating in chasing, fleeing, and dodging activities in physical education class.
2. Articulates changes in how they feel after moderate physical activity.
3. Participates in sustained periods of movement or dance without undue cardiovascular fatigue.
4. Demonstrates muscular strength and endurance through challenging fitness activities.
5. Identifies exercises that strengthen different parts of the body.
6. Identifies healthy vs. unhealthy foods.
7. Participates in flexibility activities.
8. Discusses appropriate body cleanliness.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 1

National Physical Education Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.7

A.P.S. Benchmarks:

1. Accepts constructive criticism when delivered by the instructor.
2. Helps put away and take out equipment.
3. Starts and stops on signal.
4. Develops listening skills and safety awareness.
5. Identifies appropriate dress for physical education activities.
6. Identifies their personal space vs. another students' personal space.
7. Follows instructions for an activity and behaves appropriately during the activity.
8. Participates in an activity without arguing with peers or the teacher.
9. Demonstrates cooperative skills with students and the teacher.
10. Shows respect for teachers and classmates.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 1

National Physical Education Standard 6: Demonstrates understanding and respect of differences among people in physical activity settings.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.4, 2.7

A.P.S. Benchmarks:  
differences

1. Demonstrates acceptance of individual by cooperating with classmates.
2. Demonstrates respect for others during a game or activity.
3. Provides an opportunity for a peer to take his or her turn at a piece of equipment or turn in a game before repeating a turn.
4. Observes and respects the personal space of others.
5. Resolves problems in an acceptable way during a physical activity or game.
6. Appreciates the benefits that go along with cooperation and sharing.
7. Demonstrates consideration of others students during physical activities.
8. Offers help to classmates who are need of help during an activity.
9. Enjoys participating alone and while playing with others.
10. Recognizes positive and negative feelings from being accepted into and belonging to a group during an activity.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 1

National Physical Education Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.7

A.P.S. Benchmarks:

1. Identifies feelings that result from participation in physical activity.
2. Participates alone as well as with others in physical education activities.
3. Expresses enjoyment of physical education activities.
4. Tries new activities which provide self-expression and challenge.
5. Gains skill competence which will increase overall enjoyment in physical education class activities.
6. Experiences interaction through behavior, performance, and play.
7. Appreciates the benefits of sharing during an activity.
8. Accepts feelings resulting from challenges, successes, and failures in physical activity.
9. Accepts the challenge of new activities and games with feeling enjoyment as the outcome.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 2

National Physical Education Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.1, 2.2, 2.3

#### APS Benchmarks

1. Demonstrates skills of chasing, fleeing, and dodging to avoid others.
2. Combines locomotor patterns in time to music.
3. Balances, demonstrating momentary stillness, creating symmetrical and non symmetrical shapes on a variety of body parts.
4. Catches and throws an object with a mature movement pattern.
5. Strikes a ball repeatedly with a paddle.
6. Runs and kicks a stationary ball.
7. Runs and kicks a moving ball.
8. Demonstrates a clear contrast between slow and fast speeds as they travel.
9. Distinguishes straight, curved, and zigzag pathways.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 2

National Physical Education Standard 2: Applies movement concepts and principals to the learning and development of motor skills.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.1, 2.2

#### APS Benchmarks

1. Identifies characteristics of a mature throw
2. Uses concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling.
3. Identifies and demonstrates the major qualities of mature walking, running, hopping, galloping, and skipping.
4. Demonstrates understanding of various forces used when throwing an object.
5. Recognizes that skill development requires practices.
6. Uses teacher feedback to improve performances.
7. Demonstrates dynamic balance by using locomotor forward, backwards, sideways skills.
8. Demonstrates static balance skills.
9. Moves in varying speeds and changes direction.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 2

National Physical Education Standard 3: Exhibits a physically active lifestyle.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.4, 2.5, 2.6

#### APS Benchmarks

1. Seeks participation in gross motor activity of a moderate to vigorous nature.
2. Participates in a wide variety of activities that involve locomotion, non locomotion and manipulation of objects outside of physical education class.
3. Completes physical education activity assignments outside of class.
4. Develops fundamental motor skills through instruction and play.
5. Understands the difference between healthy & unhealthy foods.
6. Understands the benefit of water intake.
7. Experiences enjoyment with physical activity.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 2

National Physical Education Standard 4: Achieves and maintains a health enhancing level of physical fitness

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.4, 2.5, 2.6

#### APS Benchmarks

1. Understands that to achieve benefits from exercise requires of daily vigorous activity.
2. Identifies activities that benefit the body and those that do not.
3. Attempts and recognizes the importance of flexibility exercises.
4. Engages in sustained activity that will increase the heart and respiration rate.
5. Recognizes physiological changes that are associated with moderate to vigorous physical activity.
6. Demonstrates long endurance period of time while participating in chasing or fleeing activities.
7. Supports body weight by participating in activities that include climbing and hanging.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 2

National Physical Education Standard 5: Demonstrates responsible personal and social behavior in physically activity settings.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness, and Health Interpersonal Relationships Learning Standards: 2.7, 7.2

#### APS Benchmarks

1. Uses equipment and space safely and properly.
2. Responds positively to a reminder about a rule infraction.
3. Practices specific skills as assigned until the teacher signals to stop.
4. Reports the results of work.
5. Provides an opportunity for a peer to take his or her turn at a piece of apparatus before repeating a turn.
6. Assists partner by sharing observations about skill performance during practice.
7. Understands the importance of warm-up exercises.
8. Demonstrates good listening skills.
9. Demonstrates self-control.
10. Participates in cooperative games and problem solving activities.
11. Identifies the rules and adhere to them in games situations.

12. Recognizes safe and unsafe behaviors in the gym and on the playing field.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 2

National Physical Education Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness, and Health Interpersonal Relationships Learning Standards: 2.7, 7.2

#### APS Benchmarks

1. Appreciates the benefits that accompany cooperation and sharing.
2. Displays consideration of others in physical activity settings.
3. Demonstrates the elements of socially acceptable conflict resolution.
4. Accepts all students regardless of their physical and mental characteristic.
5. Differentiates between being a good and bad sport.
6. Treats others with respect during play.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 2

National Physical Education Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self expression, and social interaction.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness, and Health Interpersonal Relationships Learning Standards: 2.3, 2.7, and 7.2

#### APS Benchmarks

1. Appreciates the benefits that accompany cooperation and sharing.
2. Accepts the feelings resulting from challenges, successes, and failures in physical activity.
3. Tries new activities.
4. Understands that new skills and activities are not always met with success right away.
5. Understands that trying your best is what is important not a comparison to classmates' abilities.
6. Expresses feelings of happiness, sadness, anger, and frustration through creative activities.
7. Expresses themselves through music and movement.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 3

National Physical Education Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.1, 2.2, 2.3

- A.P.S. Benchmarks:
1. Demonstrates mature form in locomotor patterns of running, skipping, hopping, galloping, leaping and sliding.
  2. Combines mature motor patterns in simple combinations with manipulative skills.
  3. Demonstrates mature transitions between sequential locomotor movements.
  4. Controls balance on various body parts.
  5. Adapts and adjusts motor skills at various levels and speeds of force production appropriate to the activity.
  6. Demonstrates mature patterns of dodging to avoid others while chasing and fleeing.
  7. Combines loco-motor patterns to music.
  8. Catches and throws an object in a mature movement pattern.
  9. Strikes a ball repeatedly with a paddle.
  10. Demonstrates strength and flexibility.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 3

National Physical Education Standard 2: Applies movement concepts and principals to the learning and development of motor skills.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.1, 2.2, 2.3

- A.P.S. Benchmarks:
1. Remains attentive throughout the lesson.
  2. Sustains on-task activity throughout the time period.
  3. Maintains body control while combining locomotor or non-locomotor and manipulative skills.
  4. Demonstrates left and right concepts
  5. Demonstrates high, medium, and low levels.
  6. Demonstrates fast/slow and hard/soft concepts.
  7. Responds creatively to play and participates in a creative games unit.
  8. Explores creative movement in non-locomotor and locomotor patterns.
  9. Performs various locomotor and non-locomotor movements to a rhythmical beat.
  10. Participates in rope jumping activity.
  11. Demonstrates eye-hand coordination in bouncing and striking a ball with a variety of implements.
  12. Understands and observes the rules of games.
  13. Displays good sportsmanship.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 3

National Physical Education Standard 3: Exhibits a physically active lifestyle.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.4, 2.5, 2.6

- A.P.S. Benchmarks:
1. Identifies lifetime sports.
  2. Identifies how physical activity promotes health and social interaction.
  3. Sustains activity and focus during the lesson.
  4. Understands cause and effect experiences of exercise on the body.
  5. Enjoys the feeling resulting from physical activity.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 3

National Physical Education Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.4, 2.5, 2.6

- A.P.S. Benchmarks:
1. Sustains physical activity for prolonged periods of time.
  2. Recognizes and identifies physiological changes in the body during vigorous physical activity.
  3. Supports body weight while climbing.
  4. Demonstrates and understands proper range of motion for body joints.
  5. Demonstrates muscular strength and flexibility.
  6. Exhibits an enjoyment of physical fitness.
  7. Makes appropriate decisions to achieve fitness goals.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 3

National Physical Education Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standard 2.7, and Interpersonal Relationship Learning Standard 7.2

A.P.S. Benchmarks:

1. Demonstrates mature thinking by participating safely in games, sports and other activities.
2. Responds positively and accepts responsibility for complying with rules.
3. Focuses on task and practices to completion.
4. Stops activity on signal.
5. Assists partner by sharing observations about skill performance.
6. Works productively with a partner.
7. Recognizes areas of improvement for his or her own performance.
8. Identifies rules and procedures.
9. Identifies positive effects of cooperative behavior.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 3

National Physical Education Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standard 2.7, and Interpersonal Relationships Learning Standard 7.2, 7.4

A.P.S. Benchmarks:

1. Plays and cooperates with classmates regardless of personal differences.
2. Treats others with respect while playing.
3. Resolves conflicts in socially acceptable ways
4. Demonstrates an awareness of personal behavior while participating in physical activity.
5. Demonstrates an ability to identify action leading to conflict, consequences of the conflict, and alternative and socially acceptable methods for solving the conflict.
6. Demonstrates positive interactions during physical activity.
7. Identifies essential elements of motor performance of self and others.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 3

National Physical Education Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards 2.3, 2.7, and Interpersonal Relationships Learning Standard 7.2

A.P.S. Benchmarks:

1. Gains competency in a variety of movement skills through practice and experience.
2. Tries new activities willingly.
3. Displays enjoyment in the activity as the skill level increases the opportunities for social interaction with classmates.
4. Identifies and accepts feelings resulting from challenges, successes, and failures in physical activity.
5. Participates in creative play by inventing new games and dance sequences that are personally interesting.
6. Identifies the many positive benefits from pursuing lifelong physical activities.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 4

National Physical Education Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.1, 2.2, 2.3

- APS Benchmarks
1. Throws, catches, and kicks using mature form.
  2. Dribbles and passes basketball to a moving receiver.
  3. Dribbles and passes a soccer ball to a moving receiver.
  4. Develops and refines a creative dance sequence into a repeatable pattern.
  5. Demonstrates balance on a variety of objects with control.
  6. Develops a gymnastic sequence of movements with smooth transitions from one to another.
  7. Demonstrates a clear beginning and ending to a skill sequence for a variety of skills.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 4

National Physical Education Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness and Interpersonal Relationship Learning Standards: 2.1, 2.2, 2.3, 7.2, 7.5

- APS Benchmarks
1. Recognizes the important elements of a throw made by a classmate and provides constructive feedback to that student.
  2. Strikes with consistency a softly thrown ball with bat or paddle demonstrating an appropriate grip.
  3. Understands that appropriate practice improves performance.
  4. Transfers weight from hands to feet at slow and fast speeds using large extensions of the body.
  5. Writes a description of a game so that students in another class could, after reading the information, play the game.
  6. Analyzes skills performed for maturity of movement by determining the important elements used or missing.
  7. Identifies the similarities and differences of catching and throwing at high and low levels.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 4

National Physical Education Standard 3: Exhibits physically active lifestyles.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.4, 2.5, 2.6

- APS Benchmarks
1. Participates with regularity in physical activity for the purpose of developing a healthy lifestyle.
  2. Describes healthy benefits that result from regular and appropriate participation in physical activity.
  3. Identifies at least one physical activity that they participate in on a regular basis.
  4. Articulates the opportunities for more formal participation in physical activities in the community.
  5. Discusses the differences and similarities of health related fitness activities chosen by the students.
  6. Identifies and name various areas outside of school where he or she may practice a physically active lifestyle.
  7. Chooses and demonstrates exercises that provide a health-enhancing physical activity.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 4

National Physical Education Standard 4: Achieves and maintains a health enhancing level of physical fitness.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness and Interpersonal Relationship Learning Standards: 2.4, 2.5, 2.6

- APS Benchmarks
1. Engages in appropriate activity that results in the development of muscular strength.
  2. Maintains continuous aerobic activity for a specific time.
  3. Supports, lifts, and controls body weight in a variety of activities.
  4. Participates with regularity in physical activity for the purpose of improving skill performance and physical fitness.
  5. Engages in fitness testing in an attempt to meet or exceed healthy fitness standard.
  6. Interprets and understands the significance of the results of formal testing in physical education.
  7. Associates an activity with an appropriate component of fitness.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 4

National Physical Education Standard 5: Demonstrates responsible, personal, and social behavior in physical activity settings.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness and Interpersonal Relationship Learning Standards: 2.7, 7.2

#### APS Benchmarks

1. Teaches with seriousness of purpose, an activity or skill to classmates.
2. Works productively with a partner to improve his or her mechanics of overhand throw pattern.
3. Accepts the teacher's decisions regarding a personal rule infraction without displaying negative reactions toward others.
4. Assesses their own performance without blaming others.
5. Arranges, when given the opportunity, physical education equipment safely and in a manner appropriate to the task.
6. Works cooperatively and productively with a partner or group.
7. Works independently and on-task for various lengths of time.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 4

National Physical Education Standard 6: Demonstrates understanding and respect for differences among people in physical activity meetings.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness and Interpersonal Relationship Learning Standards: 2.7, 7.2, 7.4

#### APS Benchmarks

1. Recognizes and respect differences and similarities in others' physical ability.
2. Displays respectful behavior towards persons from different backgrounds and the cultural significance they attribute to various games, dances, and physical activities.
3. Demonstrates acceptance of the skills and abilities of others through verbal and nonverbal behavior.
4. Demonstrates awareness of the strengths and limitations of the physically challenged.
5. Participates willingly in learning games, dances, and activities from other areas of the world.
6. Accepts and works cooperatively with peers who are more or less skilled.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 4

National Physical Education Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness and Interpersonal Relationship Learning Standards: 2.3, 2.7, 7.2

#### APS Benchmarks

1. Experiences positive feelings as a result of involvement in physical activity.
2. Designs games, gymnastic, and dance sequences that are personally satisfying.
3. Celebrates personal success and achievements as well as those of peers.
4. Engages in discussions about the elements involved in teamwork and success.
5. Contributes to the class by becoming an active participating member.
6. Utilizes skills and knowledge learned outside of the physical education class.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 5

National Physical Education Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.1, 2.2, 2.3

A.P.S. Benchmarks:

1. Demonstrates moving to various rhythms.
2. Expands upon rotational and inverted skills.
3. Demonstrates different body positions while moving throughout the air.
4. Combines locomotor, non-locomotor, and manipulative skills in movement, dance, games, and sports.
5. Attempts to jump rope uninterrupted for 60 seconds.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 5

National Physical Education Standard 2: Applies movement concepts and principles.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.1, 2.2, 7.2, 7.5

A.P.S. Benchmarks:

1. Demonstrates and evaluate his or her and partners' pattern of throwing.
2. Demonstrates and evaluates his or her and partners' pattern of catching.
3. Demonstrates and evaluates his or her and partners' pattern of striking.
4. Demonstrates and evaluates his or her and partners' pattern of kicking.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 5

National Physical Education Standard 3: Exhibits a physically active lifestyle.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.4, 2.5, 2.6

- A.P.S. Benchmarks:
1. Demonstrates interest in more than one sport or recreational team activity.
  2. Participates on a daily basis in some form of health enhancing physical activity.
  3. Describes the health benefits of participating in some form of physical activity.
  4. Identifies personal pleasure derived from vigorous physical activity.
  5. Identifies the psychological and social benefits of participation on an intramural or recreational sports team or activity.
  6. Participates in games, sports, dance, and outdoor pursuits both in and outside of school based on individual interests and capabilities.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 5

National Physical Education Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.4, 2.5, 2.6

- A.P.S. Benchmarks:
1. Demonstrates cardiovascular endurance.
  2. Demonstrates muscular strength and endurance.
  3. Designs his or her own fitness program.
  4. Will identifies the proper fluids which are effective in fluid replacement.
  5. Identifies the benefits of regular exercise on cardiovascular, skeletal, and muscular systems.
  6. Demonstrates agility in locomotor movements.
  7. Demonstrates flexibility.
  8. Recognizes the basics of nutrition
  9. Understands the negative affects of drugs and alcohol on their body and fitness.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 5

National Physical Education Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.7, 7.2

A.P.S. Benchmarks:

1. Demonstrates safety awareness in games, sports, and other activities.
2. Demonstrates understanding of games, sports, and other activities.
3. Applies rules, regulations, and strategies with understanding, appreciation, and appropriate etiquette for movement, dance, games, and sports.
4. Designs and performs gymnastic and dance sequences that combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional change in direction, speed, and flow.
5. Helps retrieve and set up equipment and will put equipment away when finished.
6. Demonstrates respect for equipment and facilities.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 5

National Physical Education Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.7, 7.2

#### A.P.S. Benchmarks:

1. Develops self-confidence and interpersonal skills to allow the understanding of the differences of others.
2. Demonstrate acceptance of teammates' skill level.
3. Participates in an activity with assigned partner(s) or teammates without complaining.
4. Cooperates with disabled peers and those of different gender, race, ethnicity, and those of more or less skilled abilities.
5. Understands how to offer assistance or aid to someone in doing or learning a particular activity or change the rules or so everyone can participate and benefit from their participation.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 5

National Physical Education Standard 7: Applies movement concepts and principles.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.7

A.P.S. Benchmarks:

1. Participates in a school or neighborhood sponsored activity, sport, dance, or program.
2. Participate with a group in cooperative problem solving activities.
3. Learns that physical activity creates a means of self-expression.
4. Learns that physical skill learning promotes good self-esteem.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 6

National Physical Education Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.8, 2.9

A.P.S. Benchmarks:

1. Throws a variety of objects demonstrating both accuracy and distance.
2. Strikes a ball continuously to a wall or a partner with a racket using forehand and backhand strokes.
3. Strikes a ball continuously, using a long-handled implement, so that it travels in an intended direction and height.
4. Leaps, rolls, balances, and transfers weight using mature patterns.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 6

National Physical Education Standard 2: Applies movement concepts and principals to the learning and development of motor skills.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.8, 2.9, 2.10

- A.P.S. Benchmarks:
1. Hand dribbles and foot dribbles while preventing an opponent from stealing the ball.
  2. Keeps an object continuously in the air without catching it within a small group.
  3. Throws and catches a ball consistently while guarded by opponents.
  4. Designs and plays small group games that involve cooperating with others to keep an object away from opponents.
  5. Designs and refines a routine, combining various jump rope movements to music, so that it can be repeated without error.
  6. Designs and performs gymnastics and dance sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow.
  7. Detects, analyzes, and corrects errors in personal movement patterns.
  8. Recognizes that time and effort are prerequisites for skill improvement and fitness benefits.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 6

National Physical Education Standard 3: Exhibits a physically active lifestyle.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.11, 2.12, 2.13

A.P.S. Benchmarks:

1. Participates in games, sports, dance, and outdoor pursuits, both in and outside of school, based on individual interests and capabilities.
2. Identifies benefits resulting from participation in different forms of physical activity.
3. Chooses to exercise at home for personal enjoyment and benefit.
4. Explains which psychological and social benefits of participation on an intramural and recreational sports activity are most important to him or her and how they influenced the choice for the physical activity he or she participates in.

# ACTON PUBLIC SCHOOLS

## Physical Education Curriculum

### Grade 6

National Physical Education Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards: 2.11, 2.12, 2.13

- A.P.S. Benchmarks:
1. Participates in vigorous activity for a sustained period while maintaining a target heart rate.
  2. Recovers from vigorous physical activity in an appropriate length of time.
  3. Monitors heart rate before, during, and after activity.
  4. Demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, and cardio-respiratory functioning.
  5. Recognizes that idealized images of the human body and performance, as presented by the media, may not be appropriate to imitate.
  6. Identifies principles of training and conditioning for physical activity.
  7. Identifies proper warm up, conditioning, and cool down techniques and the reason for using them.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 6

National Physical Education Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standard 2.14, 2.15, 2.17, 2.26, and Interpersonal Relationship Learning Standard 7.5

A.P.S. Benchmarks:

1. Demonstrates and describes safety practices for all games, sports and other activities.
2. Identifies equipment needed for an activity, and retrieves, displays, and stores equipment for said activity.
3. Accepts and respects the decisions made by game officials, whether they are students, teachers, or officials outside of school.
4. Develops, in cooperation with the teacher, rules for appropriate rules and parameters for all activities.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 6

National Physical Education Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standard 2.15, 2.26, and Interpersonal Relationships Learning Standard 7.5

A.P.S. Benchmarks:

1. Recognizes the role of games, sports, and dance and understand others of like and different cultures.
2. Seeks out, participates with, and shows respect for persons of like and different skill levels.
3. Initiates activities with disabled peers and those of different gender, race, ethnicity, and those of more or less skilled abilities.
4. Offers assistance or aids someone in doing or learning a particular activity or changes the rules so that everyone can participate and benefit from their participation.
5. Applies self-confidence and interpersonal skills when working with others.

# **ACTON PUBLIC SCHOOLS**

## **Physical Education Curriculum**

### Grade 6

National Physical Education Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Massachusetts Comprehensive Health Curriculum Frameworks, Physical Activity and Fitness Learning Standards 2.15, 2.26, 2.27, and Interpersonal Relationships Learning Standard 7.5

A.P.S. Benchmarks:

1. Identifies opportunities in the school and community for regular participation in physical activity.
2. Develops a team strategy during problem solving activities.
3. Demonstrates an understanding of relative importance of winning and losing.

## Evaluation in Physical Education

Various assessment techniques may be employed to evaluate student learning and development. As a result of Acton's five elementary schools having unique values statements and philosophies, physical education teachers at the schools may assess using a combination of a variety of the methods described below.

### Formal Teacher Assessment

- Quarterly Report Cards or Assessment Sheets on individual student performance: These provide teacher feedback on performance, ability to use class time and materials appropriately, ability to work with others, and openness to trying new activities.
- PACER Result Reports: Teachers record student scores reported by students' partners for the *Fitnessgram Progressive Aerobic Cardiovascular Endurance Run* in comparison to "healthy zone" per grade level on annual fitness report sheet to parents.

### Formal Student Assessment

- Student Portfolio: Students collect worksheets used in class for self-assessment and partner assessment to demonstrate student learning.
- Self-assessment: Students may report their own understanding in a variety of ways. Worksheets with pictures of a student performing a skill may be used to assess whether a student understands the important elements of performing a skill. Hand-outs with check-lists of important elements of skills allow students to record their proficiency at technical components learned.
- Peer Assessment: Students record a partner's performance to demonstrate cognitive awareness of skill components as well as to assist partner in performing skills. Students will also record partner's PACER performance.
- Journal Entries: Students will reflect on learning, teamwork, and performance in journal writings.

### Informal Teacher Assessment

- Teacher Observation
- Thumb-o-meter
- Fist-to-five
- Facilitated group debriefing or discussion

### Informal Student Assessment

- Student's teaching skills to partners or other students
- Thumb-o-meter
- Fist-to-five
- Student initiated debriefing or discussion

## References

Belmont Public Schools. (1998). Elementary Physical Education. Belmont, MA: Author.

Massachusetts Department of Education. (2000). Massachusetts Comprehensive Health Curriculum Frameworks: October, 1999. Retrieved June 22, 2006, from Massachusetts Department of Education database.

National Association of Sport and Physical Education. (2004). Moving into the Future: National Standards for Physical Education (2nd ed.). Reston, VA: Author.

Needham Public Schools. (2005). Physical Education Curriculum. Needham, MA: Author.

Quincy Public Schools. Physical Education Curriculum. Quincy, MA: Author.

Wellesley Public Schools. Physical Education Curriculum. Wellesley, MA: Author.

Winthrop Public Schools. Physical Education Curriculum. Winthrop, MA: Author.