

Physical Education Curriculum

Introduction

The overall purpose of Physical Education in the Telluride School District is to help students gain the skills and habits necessary for lifelong wellness. Physical Education is truly learning by doing as students engage in a variety of physical activities with the goal of mastering grade level expectations. Our aim is to run a skill based program at all levels. With this knowledge, skill base, and interest in physical activity, students will have the ability to lead healthy and productive lives.

In Physical Education, many of the skill themes are the same throughout grades K – 12. All of these skills are broken into three basic areas, which include manipulative, nonmanipulative, and locomotor. These movement concepts are embedded in many different sports and activities and are taught throughout the course of the school year in multiple units. According to George Graham, Shirley Ann Holt, and Melissa Parker in their book Children Moving (1998), these basic skills include:

Locomotor Skills:

- Walking
- Running
- Hopping
- Skipping
- Galloping
- Sliding
- Chasing, fleeing, dodging

Non-manipulative Skills:

- Turning
- Twisting
- Rolling
- Balancing
- Transferring weight
- Jumping and landing
- Stretching
- Curling

Manipulative Skills:

- Throwing
- Catching
- Kicking
- Punting
- Dribbling
- Volleying

- Striking with rackets/paddles
- Striking with long handled implements

As all of these skills are taught in grades K – 12 along with the cognitive information necessary to participate in a variety of activities, the main focus is the **appropriate progression** of skills. For example, a student in 4th grade should be able to perform the skill of volleying at a much higher level and in a more complex environment than a 1st grader.

Therefore, the curriculum is designed to demonstrate this necessary progression. Each skill set/unit is listed along the goals and objectives for students to attain at each specific grade level. Along with the goals and objectives by grade level are listed the specific standards along with the Grade Level Expectations that are met through that unit of study. Accordingly, the curriculum is designed with the “end in mind” so that students acquire the necessary skills according to the new state standards. From the grade level goals and objectives, individual instructors devise unit and lesson plans for specific instruction.

Explanation of the New Colorado Standards:

The new Physical Education standards for the state of Colorado are expanded to include the content area of Health. All together, including Physical Education and Health, there are 4 standards. One standard is specific to Physical Education and three contain elements and expectations of both. The four standards of Physical Education include:

1. Movement Competence and Understanding (PE specific)
2. Physical and Personal Wellness (shared)
3. Emotional and Social Wellness (shared)
4. Prevention and Risk Management (shared)

Under each of these standards are specific Grade Level Expectations. These expectations are noted in the curriculum according to the unit of study that meets each one. Finally, the new Colorado Physical Education standards contain evidence outcomes under each Grade Level Expectation to help teachers determine a student’s progress towards meeting the standard

Needs and Challenges of Physical Education in Telluride:

We are very fortunate in the Telluride School District to see K – 8 classes twice a week for 40 minutes. The equipment and facilities are adequate to provide quality services to students and a supportive administration is a huge benefit. However, several significant challenges exist throughout the school year. At the elementary school, it is a very difficult start to each school year as the Telluride Film Festival takes over the gym space for the first 2 – 3 weeks of school. Starting a program without classroom space is very challenging and it does take longer for students to learn classroom routines and procedures to establish a successful year.

Additionally, Ski PE during the months of December, January, and February creates problems in the class schedule. While Ski PE is a great program and an excellent form of physical activity for students, during this time many classes are reduced to having regular PE classes just once a week. Therefore, many classes do not receive the same amount or quality of instruction during a large portion of the winter months. These challenges are not insurmountable but do create difficulties in helping every student achieve to their maximum potential while striving to reach all of the state standards.

Field Day:

In addition to the yearlong PE curriculum that is standards based, students in grades K – 8 celebrate at the end of each year with Field Day. This is an opportunity for students to participate in PE activities for an extended time [whole or half day] and review the skills and concepts taught during the year. It is traditionally a very fun way for students to conclude a year of Physical Education and it reaches many of the skills and standards that have been covered over the course of the school year.

Assessment in Physical Education

Assessment in Physical Education is conducted in the cognitive, kinesthetic, and affective realms. Students are assessed not only in their performance of specific physical skills according to grade level benchmarks, but also on their sportsmanship, effort, and behavior.

Three grades are assessed to each student at the conclusion of each trimester. Specific grading procedures are as follows:

- One grade will be for the student's overall effort and personal responsibility. This is a composite evaluation taken from daily scores.
- The second grade assesses each student's overall sportsmanship throughout the course of Physical Education. This assessment is especially noted during times of competition.
- The third grade assesses student proficiency of specific physical skills. To assess this area, at the end of a majority of the units taught in Physical Education, students will perform a brief skills test to determine their physical capabilities in core skills. Student performance on each skills test will be determined by a rubric/checklist that has been created by the instructor and vary in point value. The number of points a student receives will be averaged at the end of each trimester for his/her overall achievement grade.

Effort, Responsibility, and Sportsmanship Assessment:

In order to accurately and reliably assess the daily effort, individual responsibility, and the sportsmanship of every student, daily scores are reported. There will be five possible points for a student to earn each day. Students will honestly and accurately assess and report his/her own performance daily. However, the instructor does possess the ability to change a student's daily score if they do not assess themselves accurately. At the end of each class period, students will sit in their squads and give themselves a rating of 1 – 5, which the physical education teacher will record. The basic rubric for daily effort grades is:

1 = Needs Improvement

- Name calling or fighting
- Arguing
- Out of control of body or voice
- Not keeping hands or feet to self
- Time out

2 = Unsatisfactory

- Poor effort
- Interrupting others
- Not taking care of equipment
- Blaming others
- Refusing to work with others

3 = Satisfactory

- Good effort
- Cooperating with others
- Following directions
- Not fully prepared for class

4 = Highly Proficient

- Best effort and participation
- Acting as a role model
- Good listening
- Great sportsmanship

5 = Outstanding

- Best effort and participation
- Helping or encouraging others
- Excellent listening
- Great sportsmanship

At the end of each trimester all of the daily effort and participation grades will then be averaged. Students will then be assigned a number grade 1 – 4 that denotes their performance according to the district wide grading scale.

Physical Performance Assessment:

Below is an example of a rubric/checklist that is utilized to assess 2nd grade students on the skill of overhand throwing. Rubrics similar to this are utilized over the course of the year to assess students' physical proficiency in basic, core skills.

Student Name: _____

Point Value 5 pts.

_____ Arm over head in an "L"

_____ Eyes on target

_____ Rotate torso

_____ Step with opposition

_____ Follow through