

**Rational:**

The Elementary School Physical Education Program shall be considered an integral part of the total education for each student. As younger students grow and learn, their physical needs change, thus necessitating a broader range of activities through the elementary years. The program is comprehensive and allows for the growth in the cognitive, psychomotor, affective and fitness domains. Through physical education students will gain the necessary knowledge and skills to maintain a lifestyle that contributes to personal wellness, fitness, and a positive self-concept and image.

**Course Description:**

As younger student grow and learn their physical needs change, thus necessitating a broader range of activities through the elementary years. The basis for kindergarten, first and second grade programs generates from an emphasis on muscular coordination and body control resulting in the development of perceptual motor skills. Little importance is given to the competitive aspects of physical activities during this period. As students become older, various activity skills, team sports, lifetime sports, cooperative activities, and individual fitness and exercise programs are introduced to the students. In addition, other major objectives of the elementary program are the development of a positive self-image, creative expression, understanding of basic human movement, and the importance of good sportsmanship and fair play.

For information, please call:

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**Missouri School for the Blind**



**Physical Education for Elementary Students**

**Physical Education**

**Physical Activity and Lifetime Wellness**

**1. Personal Fitness and Healthy Active Living**

- π Tell what it means to be physically active
- π Name three things you do to stay physically active
- π Tell why it is important to be physically active every day
- π Recognize the components of health-related fitness
- π Identify health related fitness components
- π Name the components of health-related fitness
- π Set personal fitness goals
- π Recognize the components of skill related fitness
- π Participate in health-related fitness assessments and interpret the results
- π Identify activities that develop skill-related fitness
- π Participate Identify a variety of physical activities that promote wellness
- π Identify opportunities outside of school to participate regularly in physical activities
- π Identify benefits of regular participation in a variety of activities
- π Identify food choice and how it relates to a healthy lifestyle
- π Identify one activity designed to help reduce stress
- π Analyze food choices and the relationship between physical activity and food intake
- π Explain the relationship between stress and physical activity
- π Evaluate decision-making behaviors as they affect wellness
- π Recognize signs associated with physical activity
- π Describe the benefits of appropriate warm-up and cool-down activity
- π Describe how the body responds to moderately vigorous physical activities
- π Identify the differences between anaerobic and aerobic activities
- π Explain the effects of aerobic and anaerobic activity
- π Describe target heart rate as it relates to cardio respiratory endurance
- π Identify major body parts
- π Tell why muscles and bones are important to movement
- π Identify the parts of the circulatory and respiratory systems of the body

- π Show on the body a few of the major bones
- π Recognize what systems work together to move your body
- π Identify the major function of these four body system
- π Label major muscles and bones
- π Explain how the muscular system and skeletal system work together to move the body
- π Explain how the circulatory system and respiratory system respond to physical activity

**2. Responsible Personal and Social Behavior in the Physical Activity Setting**

- π Demonstrate the ability to share, be cooperative and safe with others
- π Demonstrate independence and good use of time while participating in physical activity
- π Show appropriate sportsmanship and sensitivity to diversity and gender issues
- π Demonstrate respect for all students regardless of individual differences in skills and abilities
- π Apply rules and procedures to activities
- π Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors
- π Explain how rules, safety and etiquette are important concepts in a physical activity setting



**3. Injury Prevention, Treatment, and Rehabilitation**

- π Demonstrate safe use of general and personal space
- π Tell the difference between general space awareness and personal space awareness
- π Perform efficient movement in activities to prevent injuries
- π Recognize appropriate warm-up, cool-down and flexibility activities and the importance of each to injury prevention
- π Identify safe and unsafe situations and respond appropriately

- π Differentiate between the terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each
- π Identify and describe reasons for using proper warm-up, cool-down, stretching, and appropriate attire in a physical activity setting
- π Demonstrate how to seek adult help when an injury has occurred
- π Recognize the symptoms of breathing emergency and seek appropriate assistance
- π Recognize body signals that indicate injury and seek assistance
- π Recognize signals of sudden onset emergencies and seek appropriate assistance

## Efficiency of Human Movement and Performance

### 1. Fundamental Movement Skills and games

- π Demonstrate the correct form of three locomotor skills
- π Demonstrate all locomotor skills
- π Demonstrate locomotor skills in combinations
- π Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways
- π Demonstrate selected non-locomotor skills
- π Demonstrate all non-locomotor skills in a variety of activities
- π Demonstrate non-locomotor skills in a variety of activities using different levels and speed
- π Demonstrate fine motor skills while manipulating small objects
- π Demonstrate individually and with a partner manipulative skills in a stationary position and while moving
- π Demonstrate critical elements for manipulative skills



- π Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills
- π Demonstrate introductory individual stunts
- π Demonstrate ways to balance on different body parts at different levels
- π Demonstrate static and dynamic balance activities
- π Demonstrate introductory stunts and tumbling skills
- π Distinguish between static and dynamic balance
- π Demonstrate combination of tumbling skills
- π Demonstrate basic inverted balances
- π Demonstrate a tumbling routine
- π Analyze and correct errors in movement patterns and skills that require balance, basic tumbling, and range of motion
- π Apply mechanical principles of force, stability motion, and direction
- π Identify relationship with body parts
- π Demonstrate the difference between slow and fast movement when performing locomotor movements
- π Recognize the difference between general and personal space
- π Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements
- π Identify and demonstrate a variety of relationships with objects
- π Identify and demonstrate symmetrical and nonsymmetrical shapes at different levels
- π Apply relationship experiences with a person or with objects
- π Identify and apply concepts relating to force
- π Demonstrate a combination of movement concepts while performing various skills
- π Identify body parts and functions in relationship to movement
- π Connect the importance of posture and body positions with performance of various skills
- π Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions
- π Identify critical elements to improve performance in selected skills
- π Demonstrate cooperation with partners and small groups to accomplish a game objective
- π Demonstrate chasing, fleeing, dodging
- π Demonstrate motor skills while participating in low organized games

- π Demonstrate motor skills and knowledge of rules while participating in low organized games
- π Apply fundamental and specialized skills in lead-up games
- π Identify appropriate cooperative, social, and teamwork skills while participating in game situations
- π Apply fundamental and specialized skills in game situations
- π Apply fundamental and specialized skills in game situations with increased proficiency
- π Apply fundamental and sequential skills in game situations with increased proficiency

### 2. Sport Skills and Lifetime Activities

- π Demonstrate proper techniques for a variety of fundamental skills
- π Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner
- π Identify the proper techniques of specialized skills
- π Critique the critical elements of fundamental and specialized skills and provide feed back
- π Demonstrate skills successfully in modified games of increased complexity
- π Demonstrate a variety of sport specific lead-up games
- π Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games
- π Identify terminology, list rules and safety principles appropriate for individual, dual and team sports
- π Demonstrate basic competence in a variety of outdoor pursuits and recreational activities
- π Demonstrate basic apparatus activities on a balance beam, climbing rope, cargo net, parallel bars, vault, and climbing wall
- π Demonstrate basic apparatus activities
- π Define terminology, list rules and safety principles appropriate for specialized activities included in the instructional program

### 3. Rhythms and Dance

- π Demonstrate the concept of beat/rhythm pattern as it applies to music and movement
- π Demonstrate simple movements to music
- π Demonstrate basic cues to music

- π Demonstrate a simple dance step in keeping with a dance tempo
- π Demonstrate movements to different rhythms
- π Define and differentiate between tempo and beat
- π Recognize and move to a tempo or beat with various intensity, mood, accent and rhythm patterns
- π Demonstrate the ability to use your body as a means of expression
- π Communicate ideas and feelings through dance movement
- π Demonstrate rhythmic activities
- π Create personal rhythmic pattern with a manipulative
- π Demonstrate rhythmic routines using fundamental movement skills and/or a manipulative
- π Create simple rhythmic routines using fundamental movement skills in partner and small group situations
- π Describe the benefits of dance as a lifetime activity as it relates to fitness
- π Demonstrate a simple dance
- π Demonstrate a simple dance with a partner
- π Demonstrate simple step patterns, and scattered formations in dance
- π Demonstrate simple dance mixers
- π Demonstrate step patterns, simple positions and formations in dance
- π Perform a traditional folk or square dance
- π Exhibit basic dance skills and fundamentals while performing various dance forms
- π Demonstrate appropriate social skills
- π Identify historical origins of folk dances
- π Identify the historical and cultural origin of various international folk dances
- π Demonstrate appropriate social skills while participating in dance activities, including etiquette and courtesies appropriate to various dance forms

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