

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Physical Education K-8 Philosophy

We believe daily physical education /health programs enhance the capacity of every student’s mind, body, and social well being. Through a comprehensive physical education and health program students will have the ability to make informed choices pertaining to their health and wellness. Students will gain the skills and knowledge to improve academic performance, accomplish personal goals, and contribute to society.

### SIXTH GRADE

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| <b>1. Subject Expectation<br/>(State Goal 19)</b> | <b>The student will acquire movement skills and understand concepts needed to engage in health enhancing physical activity.</b> |
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<b>Essential Learning 1 (Learning Standard A)</b>	<b>Demonstrate physical competency in individual and team sports, creative movement, leisure, and competitive activities</b>
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| <b>Critical Content</b> | 19.A.3 | <ul style="list-style-type: none"> <li>a. demonstrate control when performing combinations and sequences of movement patterns in selected activities, games and sports <i>such as</i> <ul style="list-style-type: none"> <li>• muscular strength</li> <li>• muscular endurance</li> <li>• aerobic capacity</li> <li>• throwing</li> <li>• catching</li> <li>• trapping</li> <li>• striking</li> <li>• eye/hand coordination</li> <li>• eye/foot coordination</li> <li>• non-locomotor</li> <li>• locomotor</li> </ul> </li> </ul> |
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<b>Essential Learning 2 (Learning Standard B)</b>	<b>Analyze various movement concepts and applications</b>
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| <b>Critical Content</b> | 19.B.3 | a. demonstrate efficient movement when performing and sequences of movement patterns using specific skills in sports/activities |
|                         | 19.B.3 | b. compare and contrast efficient and inefficient movement patterns   |
|                         | 19.B.3 | c. apply sport skills in game like situations   |

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Demonstrate knowledge of rules, safety and strategies during physical activities</b>
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**NOTE:** *such as* = an example used for clarification, but not a mandatory concept  
**including**= a mandatory concept  
 \* = exceeds state standards

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<b>Critical Content</b>	19.C.3a	a. apply classroom, activity, locker room, gym, equipment and school rules and safety procedures in physical activities
	19.C.3b	b. apply basic strategies in activities, games and sports <i>such as</i> <ul style="list-style-type: none"> <li>• offensive strategies</li> <li>• defensive strategies</li> <li>• cooperative strategies</li> <li>• pacing strategies</li> <li>• starting strategies</li> <li>• individual game strategies</li> </ul>
	21.B.3	c. practice sportsmanship
	19.C.3a	d. dress in the district approved uniform
	*	e. use vocabulary specific to activities, games or sports

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**2. Subject Expectation  
(State Goal 20)**

**The student will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

<b>Essential Learning 1 (Learning Student A)</b>	<b>Know and apply the principles and components of health-related fitness</b>
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| <b>Critical Content</b> | 20.A.3a | a. explore the principles of training frequency, intensity, time, and type (FITT)                             |
|                         | 20.A.3b | b. demonstrate muscle strength, muscle endurance, flexibility and cardiovascular fitness                      |
|                         | 20.A.3b | c. engage in health related fitness activities <i>such as</i> running, walking, and circuit training aerobics |
|                         | *       | d. understand and use age appropriate vocabulary related to fitness   |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Assess individual fitness levels</b>
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| <b>Critical Content</b> | 20.B.3a | a. monitor exercise through a variety of methods, with the use of technology including District 200 fitness testing programs heart rate monitoring devices |
|                         | 20.B.3a | b. explore relationship between physical activity and heart rate before, during and after exercise   |
|                         | 20.B.3b | c. explore the strengths and weaknesses of a personal fitness profile, including multiple fitness components   |

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan</b>
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| <b>Critical Content</b> | 20.C.3a | a. define and differentiate short-term and long-term goals  |
|                         | 20.C.3a | b. use data collected on district physical fitness test to set personal short and long term fitness goals |
|                         | 20.C.3b | c. identify opportunities within the community for regular participation in physical activities           |

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**3. Subject Expectation  
(State Goal 21)**

**The student will develop team-building skills by working with others through physical activity.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Demonstrate individual responsibility during group physical activities</b>
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| <b>Critical Content</b> | 21.A.1a | a. follow the directions and decisions of responsible individuals <i>such as</i> <ul style="list-style-type: none"><li>• teachers</li><li>• peer leaders</li><li>• officials</li></ul>                |
|                         | 21.A.3b | b. participate in establishing rules for activities <i>such as</i> <ul style="list-style-type: none"><li>• required equipment</li><li>• spatial awareness</li><li>• personal responsibility</li></ul> |
|                         | 21.A.3c | c. demonstrate the ability to remain on task when participating in physical activity  |
|                         | 21.B3   | d. practice sportsmanship   |
|                         | 21.B3   | e. show cooperation and respect <i>such as</i> listing individual behaviors that can positively and/or negatively affect the success of a group   |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Demonstrate cooperative skills during structured group physical activities</b>
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| <b>Critical Content</b> | 21.B.3 | a. work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations including <ul style="list-style-type: none"><li>• playing their position</li><li>• incorporating strategies</li><li>• listening</li><li>• recognize ideas of others</li><li>• being an active participants in activities</li><li>• differences in performance within a group</li></ul> |
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## FINE ARTS - DANCE

- 1. Subject Expectation (State Goal 25)**      **The student will know the language of the arts.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand the sensory elements, organizational principles and expressive qualities of dance</b>
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- Critical Content**    25.A.3a    a. demonstrate how elements are combined and contrasted *such as*
- time
  - space
  - force
  - flow
- 25.A.3a    b. identify the principles of transition, variety and balance

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Understand the similarities, distinctions, and connections in dance</b>
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- Critical Content**    25.B.3    a. compare and contrast the dance elements within two or more dances *such as*
- dance videos
  - dances preformed in class
  - dance from other media
  - live dance

- 2. Subject expectation (State Goal 26)**      **The student through creativity and performance will understand how works of art are produced.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand processes, traditional tools and modern technologies used in dance</b>
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- Critical Content**    26.A.3a    a. define dance terms *such as*
- aerobic dance terms
  - square dance terms
  - line dance terms
- 26.A.3a    b. discuss how the body can gain strength, flexibility and endurance in a safe manner
- 26.A.3a    c. describe how body movement influences a dance

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Apply the skills and knowledge necessary to create and perform a dance routine</b>
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- Critical Content**    26.B.3a    a. practice dance skills
- 26.B.3a    b. demonstrate dance routines
- 26.B.3a    c. compose a routine using various dance elements

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