



BANGOR SCHOOL DEPARTMENT

K-8 PHYSICAL EDUCATION CURRICULUM



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GRADES K - 5

OUTCOMES

- OUTCOME 1:** The learner will develop locomotor, manipulative and non-locomotor skills.
(Learning Results – Physical Education: A.1, A.2, A.3, A.4, A.5, B.1, B.3, B.4, B.7, C.1, C.4; National Standards: 1, 3, 6)
- OUTCOME 2:** The learner will understand the benefits of regular physical activity and will enhance personal fitness.
(Learning Results – Physical Education: A.1, A.2, A.3, B.1, B.7, C.1, C.4; Health: A1; National Standards: 2,3,4,6)
- OUTCOME 3:** The learner will develop body, spatial and temporal awareness.
(Learning Results – Physical Education: A.1, A.2, A.3, A.4, A.5, B.1, B.2, B.3, B.4, B.5, B.6, B.7, C.1, C.2, C.3, C.4; National Standards: 1,2,3,5,6,)
- OUTCOME 4:** The learner will combine locomotor, non-locomotor and manipulative skills in movement, dance, games and sports.
(Learning Results – Physical Education: A.1, A.4, A.5, B.1, B.2, B.3, B.4, B.5, B.6, B.7, C.1, C.2, C.3, C.4; National Standards: 1,2,3,5,6)
- OUTCOME 5:** The learner will understand the general function and structure of the body.
(Learning Results – Physical Education: C.1, C.3, C.4; National Standards: 2,3,5,6)
- OUTCOME 6:** The learner will develop listening skills and safety awareness.
(Learning Results – Physical Education: A.4, A.5, B.3, B.4, B.7, C.1, C.2, C.4; National Standards: 3,5,6)

- OUTCOME 7:** The learner will understand, appreciate and apply rules, regulations, strategies and etiquette for movement, dance, games and sports.
(Learning Results – Physical Education: A.2, A.4, A.5, B.1, B.4, B.7, C.1, C.2, C.4; National Standards: 2,5,6)
- OUTCOME 8:** The learner will be a knowledgeable consumer in the areas of health and fitness.
(Learning Results – Physical Education: C.1, C.4,; Health: A.3; National Standards: 5)
- OUTCOME 9:** The learner will develop self-confidence and interpersonal skills.
(Learning Results – Physical Education: A.1, A.2, A.3, A.4, A.5, B.1, B.7, C.1, C.3, C.4; National Standards: 1,2,5,6)
- OUTCOME 10:** The learner will appreciate the aesthetic and creative qualities of movement.
(Learning Results – Physical Education: A.1, A.2, A.4, A.5, B.1, B.3, B.4, B.6, B.7, C.1, C.4; National Standards 2,5,6)

KINDERGARTEN OUTCOMES

OUTCOME 1: The learner will develop locomotor, manipulative and non-locomotor skills.

Objective 1.1: The learner will engage in walking, running, jogging, sliding, galloping and jumping.

- Move/Dance 1.1.1: Travel varying directions, pathways and effort.
- 1.1.2: Jump from various heights and over various obstacles.
- 1.1.3: Change speeds to music.
- Game/Sport 1.1.1: Chasing and fleeing games.

Objective 1.2: The learner will attempt the locomotor skills of skipping, hopping and leaping.

- Move/Dance 1.2.1: Attempt galloping forwards and backwards with either foot leading.
- 1.2.2: Attempt continuous jumping, leaping and hopping in all directions with varying effort.
- 1.2.3: Explore different approaches to traveling over lines and ropes.
- 1.2.4: Explore moving to a variety of images in poems or stories.
- Game/Sport 1.2.1: Chasing and fleeing games.

Objective 1.3: The learner will engage in turning in a stationary position.

- Move/Dance 1.3.1: Explore turning varying speed, level and direction.
- 1.3.2: Explore turning using different shapes and position.
- 1.3.3: Explore turning to various tempos.
- Game/Sport 1.3.1: Participate in relays requiring turning.

Objective 1.4: The learner will engage in turning with locomotor skills.

- Move/Dance 1.4.1: Explore turning varying speeds, levels and directions.
- 1.4.2: Explore turning using different shapes and positions.
- 1.4.3: Explore turning to various tempos.
- 1.4.4: Spin on one foot and maintain balance.
- 1.4.5: Jump using a turn.
- Game/Sport 1.4.1: Participate in relays requiring turning.
- 1.4.2: Participate in fleeing and chasing activities.
- 1.4.3: Participate in activities that require pivoting on one foot.

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Objective 1.10: The learner will attempt swinging, pushing and pulling.

- Move/Dance 1.10.1: Explore swinging from various body parts.
- 1.10.2: Push and pull equipment used in the activity.
- 1.10.3: Explore swinging, pushing and pulling with varying effort.
- Game/Sport 1.10.1: Participate in a variety of obstacle courses.
- 1.10.2: Participate in scooter activities.

OUTCOME 2: The learner will understand the benefits of regular physical activity and will enhance personal fitness.

Objective 2.1: The learner will participate in cardiovascular endurance.

- Move/Dance 2.1.1: Participate in a 20 minute class of movement, dance and/or game.

Objective 2.2: The learner will participate in muscular strength and endurance.

- Move/Dance 2.2.1: Hang from an elevated bar with arms.
- 2.2.2: Explore climbing and swinging activities on apparatus.
- Game/Sport 2.2.1: Participate in relays such as seal walks, bear walks and crab walks.

Objective 2.3: The learner will participate in flexibility.

- Move/Dance 2.3.1: Stretch specific muscle groups.
- 2.3.2: Participate in movement songs.
- 2.3.3: Perform a sequence of shapes that represent stretching, bending and twisting.
- Game/Sport 2.3.1: Perform such activities as see-saws, rolls and animal mimicry.

Objective 2.4: The learner will participate in exercises that increase cardiovascular endurance, muscular strength, endurance and flexibility.

- Move/Dance 2.4.1: Monitor their own or a partner's heart rate while at rest and after exercise.

OUTCOME 3: The learner will develop body, spatial and temporal awareness.

Objective 3.1: The learner will participate in the concepts of directionality and laterality.

- Move/Dance 3.1.1: Move front/back, side/side and in/out.
- 3.1.2: Move up/down and over/under.
- 3.1.3: Explore moving right/left.
- 3.1.4: Explore moving in opposition and alternately.
- 3.1.5: Explore moving in synchrony.
- Game/Sport 3.1.1: Participate in such activities as Simon Says and Mother May I.

Objective 3.2: The learner will participate in moving to various rhythms.

- Move/Dance 3.2.1: Move increasing and decreasing speeds.
- 3.2.2: Perform exercises, songs and simple dances to the rhythm of music.
- 3.2.3: Explore moving with even/uneven rhythms.
- Game/Sport 3.2.1: Participate in such activities as Musical Chairs.

Objective 3.3: The learner will demonstrate common body positions.

- Move/Dance 3.3.1: Explore various shapes.

Objective 3.4: The learner will attempt forward rotational skills.

- Move/Dance 3.4.1: Perform the log, egg, forward and shoulder rolls.
- 3.4.2: Explore rolling using various shapes.

Objective 3.5: The learner will attempt climbing, supporting and balancing skills on various apparatus.

- Move/Dance 3.5.1: Walk, turn, mount and dismount apparatus.
- 3.5.2: Climb ladders and cargo nets.
- 3.5.3: Maintain support positions on apparatus.
- 3.5.4: Move up and down inclines utilizing various body positions.

Objective 3.6: The learner will participate in moving at various levels.

- Move/Dance 3.6.1: Explore moving at different levels.
- Game/Sport 3.6.1: Participate in fleeing and chasing activities while varying the levels.

Objective 3.7: The learner will explore variations in force.

- Move/Dance 3.7.1: Explore such activities as walking, running and jumping by varying the force
- 3.7.2: Explore throwing, kicking and striking activities by varying the force.
- 3.7.3: Explore such activities as twisting, turning, bending and stretching by varying the force.
- Game/Sport 3.7.1: Modify chase and flee activities to include force concepts.

Objective 3.8: The learner will demonstrate general and personal space.

- Move/Dance 3.8.1: Explore personal space through the use of hula hoops or ropes.
- 3.8.2: Explore personal space by varying body positions and levels.
- 3.8.3: Explore general space by changing direction quickly to a signal.
- 3.8.4: Explore moving from general space back to personal space upon command.
- 3.8.5: Explore moving by varying the size of the general space from large/small or small/large.
- Game/Sport 3.8.1: Participate in chasing and fleeing activities.

Objective 3.9: The learner will attempt jumping.

- Move/Dance 3.9.1: Jump down from a step.
- 3.9.2: Jump like animals.

Objective 3.10: The learner will attempt balancing skills.

- Move/Dance 3.10.1: Balance on one foot for 10 seconds.
- 3.10.2: Walk 10 feet on a 4 inch wide balance beam. .

OUTCOME 4: The learner will combine locomotor, non-locomotor and manipulative skills in movement, dance, games and sports.

Objective 4.1: The learner will attempt non-locomotor and manipulative skills in combination.

- Move/Dance 4.1.1: Explore self-tossing and catching activities.
- 4.1.2: Explore manipulation of such objects as balloons, feathers, bean bags, yarn balls, foam paddles and ribbons.

Objective 4.2: The learner will attempt locomotor and manipulative skills in combination.

- Move/Dance 4.2.1: Explore self tossing and catching activities in combination with walking and jogging.
4.2.2: Explore various locomotor movements while manipulating ribbons, feathers or ropes.
4.2.3: Explore various locomotor movements while manipulating objects to a variety of musical accompaniment.
4.2.4: Explore striking such objects as balloons, beach balls and playground balls.
4.2.5: Explore jumping rope in personal and general space.

OUTCOME 5: The learner will understand the general function and structure of the body.

Objective 5.1: The learner will demonstrate the ability to find the major parts of the body.

- Move/Dance 5.1.1: On command, point to specified body parts on selves or a partner.
5.1.2: Move specified body parts.
Game/Sport 5.1.1: Participate in such activities as Head, Shoulders, Knees and Toes.

OUTCOME 6: The learner will develop listening skills and safety awareness.

Objective 6.1: The learner will be able to start and stop on command.

- Move/Dance 6.1.1: Start and stop on an auditory or visual signal.
6.1.2: Participate in such activities as Red Lights, Green Lights.

Objective 6.2: The learner will be able to maintain his/her personal space.

- Move/Dance 6.2.1: Participate in activities without colliding with other students.
Game/Sport 6.2.1: Participate in such activities as Shrinking Room.

OUTCOME 7: The learner will understand, appreciate and apply rules, regulations, strategies and etiquette for movement, dance, games and sports.

Objective 7.1: The learner will follow simple directions.

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- Move/Dance 7.1.1: Start and stop on command.
- 7.1.2: Go over, under, through and around objects on command.
- 7.1.3: Solve simple movement challenges.
- 7.1.4: Take turns and line up appropriately.
- Game/Sport 7.1.1: Participate in parachute play.
- 7.1.2: Participate in simple flee and chase games.

Objective 7.2: The learner will follow a series of instructions for the activity.

- Move/Dance 7.2.1: Sequence two or more locomotor movements upon command.
- 7.2.2: Create a movement sequence following guidelines provided by the teacher.
- Game/Sport 7.2.1: Participate in such games as Simon Says.

Objective 7.3: The learner will participate in an activity and wait in a line without arguing.

OUTCOME 8: The learner will be a knowledgeable consumer in the areas of health and fitness.

Objective 8.1: The learner will identify appropriate dress for various activities.

OUTCOME 9: The learner will develop self-confidence and interpersonal skills.

Objective 9.1: The learner will understand and demonstrate his/her physical limits.

- Move/Dance 9.1.1: Participate in personal movement challenges such as how high can you jump or how far can you throw.
- Game/Sport 9.1.1: Participate in informal fitness assessment.

Objective 9.2: The learner will solve movement related problems.

- Move/Dance 9.2.1: Solve such movement problems as, can you balance on three body parts?
- 9.2.2: Explore concepts of force.
- Game/Sport 9.2.1: Explore concepts as they relate to throwing, striking and kicking in relationship to movement concepts.

Objective 9.3: The learner will accept responsibility when asked by the teacher.

Move/Dance 9.3.1: Pick up and put away equipment.

Game/Sport 9.3.1: Use equipment properly.

Objective 9.4: The learner will demonstrate respect for individuals.

Cognitive 9.4.1: Ask and answer questions in a clear manner.

9.4.2 Speak at appropriate times.

Objective 9.5: The learner will demonstrate cooperative skills.

Move/Dance 9.5.1: Share equipment with a partner.

Game/Sport 9.5.1: Solve movement problems with a partner.

9.5.2: Create a movement sequence with a partner.

OUTCOME 10: The learner will appreciate the aesthetic and creative qualities of movement.

Objective 10.1: The learner will create a sequence of non-locomotor movements.

Move/Dance 10.1.1: Change the created sequence in terms of speed and force.

Objective 10.2: The learner will describe a movement in terms of level and tempo.

Move/Dance 10.2.1: Differentiate between low, medium and high levels.

Game/Sport 10.2.1: Differentiate between fast and slow movements.

GRADE ONE OUTCOMES

OUTCOME 1: The learner will develop locomotor, manipulative and non-locomotor skills.

Objective 1.1: The learner will demonstrate progress in walking, running, jogging, sliding, galloping and jumping.

Objective 1.2: The learner will demonstrate hopping, jumping and galloping.

- Move/Dance 1.2.1: Hop on one foot.
- 1.2.2: Gallop forwards and backwards with either foot leading.
- 1.2.3: Jump backwards.
- 1.2.4: Jump up onto a piece of apparatus.

Objective 1.3: The learner will demonstrate progress in skipping, leaping and turning.

- Move/Dance 1.3.1: Explore leaping over objects on the floor.
- 1.3.2: Explore combining leaping and running.
- 1.3.3: Explore jumping and turning
- 1.3.4: Explore combinations of two or three locomotor movements in succession.

Objective 1.4: The learner will demonstrate kicking.

- Move/Dance 1.4.1: Kick a large moving ball.
- 1.4.2: Attempt running and kicking a moving ball.
- 1.4.3: Attempt kicking a ball toward various targets at different levels.

Objective 1.5: The learner will demonstrate dribbling and trapping.

- Move/Dance 1.5.1: Dribble the ball through the general space.
- 1.5.2: Trap a ball using your foot.

Objective 1.6: The learner will demonstrate throwing.

- Move/Dance 1.6.1: Throw a small object toward a target.
- 1.6.2: Throw a small object using various speeds and levels
- 1.6.3: Throw a small object with an overhand motion demonstrating weight transfer, stepping in opposition and using the entire arm.
- Game/Sport 1.6.1: Participate in such activities as Clean Up Your Backyard.

Objective 1.7: The learner will demonstrate catching.

- Move/Dance 1.7.1: Catch a small object from a rebound with hands.
- 1.7.2: Catch a large object with hands.
- Game/Sport 1.7.1: Participate in such activities as Hot Potato.

Objective 1.8: The learner will demonstrate striking.

- Move/Dance 1.8.1: Strike a large stationary ball with/without an implement.
- 1.8.2: Strike a large moving ball with/without an implement.

Objective 1.9: The learner will demonstrate the non-locomotor skills of stretching, twisting, curling, bending, holding, lifting and swaying.

- Move/Dance 1.9.1: Demonstrate stillness at various levels using various shapes.

Objective 1.10: The learner will demonstrate swinging, pushing and pulling.

- Move/Dance 1.10.1: Swing from rung to rung on a ladder.
- 1.10.2: Move across an apparatus with hand to hand motion.
- Game/Sport 1.10.1: Participate in obstacle course activities.

OUTCOME 2: The learner will understand the benefits of regular physical activity and will enhance personal fitness.

Objective 2.1: The learner will engage in cardiovascular endurance.

- Move/Dance 2.1.1: Participate in 30 minutes of movement, dance and/or games without undue cardiovascular fatigue.

Objective 2.2: The learner will demonstrate flexibility.

- Move/Dance 2.2.1: Perform locomotor and non-locomotor skills at full extension and flexion.

Objective 2.3: The learner will engage in types of activities that increase cardiovascular endurance, muscular strength, endurance and flexibility.

Move/Dance 2.3.1: Identify and demonstrate an exercise/activity for each fitness component.

OUTCOME 3: The learner will develop body, spatial and temporal awareness.

Objective 3.1: The learner will apply the concepts of directionality and laterality.

Move/Dance 3.1.1: Move left/right.
3.1.2: Move in opposition and alternatively.

Objective 3.2: The learner will demonstrate moving to various rhythms.

Move/Dance 3.2.1: Demonstrate even/uneven rhythms.
3.2.2: Explore rhythmical movements.
3.2.3: Explore moving to a range of musical rhythms and styles.
3.2.4: Perform a dance in a group.

Objective 3.3: The learner will demonstrate different body positions while jumping.

Move/Dance 3.3.1: Explore different body positions when jumping from an elevation.
Game/Sport 3.3.1: Mimic different sport jumping skills.

Objective 3.4: The learner will demonstrate rotational skills.

Move/Dance 3.4.2: Explore rolling movements in combinations.

Objective 3.5: The learner will-demonstrate balance.

Move/Dance 3.5.1: Explore balance at different levels on different body parts.
3.5.2: Explore static and dynamic balance.
3.5.3: Balance on one foot for 15 seconds.
3.5.4: Walk on beam 3 inches wide for 15 feet.

Objective 3.6: The learner will demonstrate supporting and balance skills on various apparatus.

Move/Dance 3.6.1: Balance on one body part.
3.6.2: Alternately support weight on one body part
3.6.3: Explore climbing a rope no higher than 7 feet with their feet.

Objective 3.7: The learner will apply variations in force.

- Move/Dance 3.7.1: Vary force while running, jumping, throwing and kicking.
- Game/Sport 3.7.1: Mimic various animal movements while changing the purpose of the movements.

Objective 3.8: The learner will apply an understanding of general and personal space.

- Move/Dance 3.8.1: Explore general space by varying speed and direction

Objective 3.9: The learner will apply an understanding of personal space.

- Move/Dance 3.9.1: Share a hula hoop with a partner and explore general space.
- 3.9.2: While attached to a partner with elastic or string, explore the boundaries of shared space.

OUTCOME 4: The learner will combine locomotor, non-locomotor and manipulative skills in movement, dance, games and sports.

Objective 4.1: The learner will demonstrate non-locomotor and manipulative skills in combination.

- Move/Dance 4.1.1: Juggle scarves.
- 4.1.2: Participate in self toss and catch activities.
- 4.1.3: Explore movements with wands, hula hoops, etc.

- Game/Sport 4.1.1: Participate in simple games requiring striking, rolling, throwing and kicking.

Objective 4.2: The learner will demonstrate locomotor and manipulative skills in combination.

- Move/Dance 4.2.1: Explore running, catching, throwing and kicking.
- 4.2.2: Participate in jump rope activities.
- 4.2.3: Explore striking and running or jumping.
- Game/Sport 4.2.1: Participate in activities and games that will lead-up to skills in soccer, volleyball and softball.

OUTCOME 5: The learner will understand the general function and structure of the body.

Objective 5.1: The learner will identify the major parts of the body.

- Cognitive 5.1.1: Label parts on a model.
- 5.1.2: Point to various body parts on command.
- 5.1.3: Move various body parts on command.

Objective 5.2: The learner will participate as a group in identifying the skeletal, muscular and the cardiovascular systems of the body.

- Cognitive 5.2.1: Label parts on a model.
- 5.2.2: Verbally identify the major systems.

OUTCOME 6: The learner will develop listening skills and safety awareness.

Objective 6.1: The learner will demonstrate personal and general space appropriately.

- Move/Dance 6.1.1: Participate without bumping into others.
- 6.1.2: Stop and start on command.
- 6.1.3: Maintain proper spacing when using equipment.

Objective 6.2: The learner will identify safety rules for the activity and area they are using.

Objective 6.3: The learner will listen and follow instructions.

- Move/Dance 6.3.1: Combine movement sequences on command.
- Game/Sport 6.3.1: Participate in such activities or games as Red Light/Green Light, Mother May I, or Simon Says.

OUTCOME 7: The learner will understand, appreciate and apply rules, regulations, strategies and etiquette for movement, dance, games and sports.

Objective 7.1: The learner will follow a sequence of directions.

- Move/Dance 7.1.1: Combine three movements into a given sequence.
- 7.1.2: Solve three movement problems in a given sequence.
- Game/Sport 7.1.1: Follow a given sequence for leading a warm-up activity.

Objective 7.2: The learner will identify or describe the rules of the activity.

- Move/Dance 7.2.1: Given parameters, create a sequence of movements.
- Game/Sport 7.2.1: Develop three rules for an activity and participate in the activity while following the rules.
- 7.2.2: Follow the rules for simple games.

OUTCOME 8: The learner will be a knowledgeable consumer in the areas of health and fitness.

Objective 8.1: The learner will dress appropriately for various activities.

- Move/Dance 8.1.1: Wear appropriate shoes for each activity.

Objective 8.2: The learner will identify healthful foods.

- Cognitive 8.2.1: Name the major food groups.

OUTCOME 9: The learner will develop self-confidence and interpersonal skills.

Objective 9.1: The learner will explore his/her personal physical limits.

- Move/Dance 9.1.1: Participate in various self-testing activities.
- 9.1.2: Participate in creative play.

Objective 9.2: The learner will demonstrate/describe movement related problems.

- Move/Dance 9.2.1: Participate in movement exploration and educational gymnastics.

Objective 9.3: The learner, with the help of the teacher, will set a realistic, short-term goal.

- Move/Dance 9.3.1: Set a fitness goal.
- 9.3.2: Set a movement goal, such as throwing in opposition.
- 9.3.3: Set a goal for participating in physical activity beyond the class.
- Game/Sport 9.3.1: Set a game/sport related goal.

Objective 9.4: The learner will demonstrate responsibility when asked by the teacher.

- Move/Dance 9.4.1: Help put away and take out equipment.
- 9.4.2 Help another student.

Objective 9.5: The learner will accept constructive criticism when delivered by the instructor.

Objective 9.6: The learner will demonstrate acceptance of individual differences by cooperating with peers.

- Move/Dance 9.6.1: Work with a partner in throwing and catching activities.
- 9.6.2: Problem solve with a peer.

Objective 9.7: The learner will demonstrate cooperative skills.

- Move/Dance 9.7.1: Share equipment with a peer.
- Game/Sport 9.7.1: Work with a partner to spot a third person.
- 9.7.2: Participate in a squad.
- 9.7.3: Participate with a partner in cooperative problem solving activities.

OUTCOME 10: The learner will appreciate the aesthetic and creative qualities of movement.

Objective 10.1: The learner will participate in a sequence of locomotor movements.

Objective 10.2: The learner will apply movements in terms of level and tempo.

- Move/Dance 10.2.1: Differentiate between low, medium and high levels.
- Game/Sport 10.2.1: Differentiate between fast and slow movements

GRADE TWO OUTCOMES

OUTCOME 1: The learner will develop locomotor, manipulative and non-locomotor skills.

Objective 1.1: The learner will review walking, running, jogging, sliding, galloping, jumping and hopping.

Objective 1.2: The learner will demonstrate skipping, leaping and turning.

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|------------|--------|--|
| Move/Dance | 1.2.1: | Leap over objects on the floor. |
| | 1.2.2: | Turn while skipping. |
| | 1.2.3: | Skip backwards |
| Game/Sport | 1.2.1: | Play tag games using skipping and turning. |
| | 1.2.2: | Participate in relays using leaping, turning and skipping. |

Objective 1.3: The learner will demonstrate kicking with either foot.

- | | | |
|------------|--------|---|
| Move/Dance | 1.3.1: | Kick a large moving ball several times with each foot. |
| | 1.3.2: | Run and kick a moving ball. |
| | 1.3.3: | Kick a ball toward various targets at different levels. |
| | 1.3.4: | Kick a large ball dropped out of their hands. |

Objective 1.4: The learner will demonstrate dribbling and trapping.

Objective 1.5: The learner will demonstrate throwing.

- | | | |
|------------|--------|---|
| Move/Dance | 1.5.1: | Throw a small object under/overhand using various speeds and levels. |
| | 1.5.2: | Throw a small object with an overhand motion. demonstrating weight transfer, stepping in opposition and using the entire arm. |
| | 1.5.3: | Throw a small object toward a target several times with each hand. |
| | 1.5.4: | Attempt throwing a small object on the move. |
| Game/Sport | 1.5.1: | Participate in simple throwing games with a partner. |
| | 1.5.2: | Throw an object and attempt to reach base before the fielders throw to the base. |

Objective 1.6: The learner will review catching.

- Move/Dance 1.6.1: Catch an object from a rebound with hands.
- 1.6.2: Catch an object with hands.
- 1.6.3: Attempt to catch an object while on the move using both hands.
- 1.6.4: Catch various shaped objects.
- Game/Sport 1.6.1: Kick ball variations.

Objective 1.7: The learner will demonstrate striking with either hand.

- Move/Dance: 1.7.1: Strike a moving ball with/without an implement.
- 1.7.2: Strike a moving ball from a rebound with/without an implement.
- 1.7.3: Attempt striking a moving ball with/without an implement while moving.
- 1.7.4: Attempt to strike a ball consecutive times while it is moving along the ground.
- Game/Sport: 1.7.1: Relay using large playground balls, players hand dribble the ball.

Objective 1.8: The learner will stop a moving object with various body parts.

- Move/Dance 1.8.1: Allow nerf ball to strike various parts of the body and drop to ground.
- 1.8.2: Attempt to stop a kicked ball using a trapping motion of foot and leg.

Objective 1.9: The learner will review the non-locomotor skills of stretching, twisting, curling, bending, holding, lifting, swaying, swinging, pushing and pulling.

- Move/Dance 1.9.1: Combine several of these skills into a pattern.
- 1.9.2: Respond to suggestions from the teacher which contrast movements such as curling and twisting, pushing and pulling, etc.
- Game/Sport 1.9.1: Participate in cooperative activities with one or more partners, demonstrating various locomotor movements.
- 1.9.2: Play a game using a large cage ball, rolling it to attempt to get it over the other team's line.

OUTCOME 2: The learner will understand the benefits of regular physical activity and will enhance personal fitness.

Objective 2.1: The learner will engage in cardiovascular endurance.

- Move/Dance 2.1.1: Participate in a 30 minute activity class without undue cardiovascular fatigue.
- 2.1.2: Participate in a one mile walk/job without undue cardiovascular fatigue.
- 2.1.3: Participate in rhythmic locomotor movement to a beat for 15 minutes without showing undue fatigue.
- 2.1.4: Climb 20 steps without showing shortness of breath.
- 2.1.5: Participate in jump rope activities.
- Game/Sport 2.1.1: Participate in tag games.

Objective 2.2: The learner will participate in activities of muscular strength and muscular endurance.

- Move/Dance 2.2.1: Hang from an elevated bar with arms bent for 15 seconds.
- 2.2.2: Hold head and shoulders off mat in a curl for 10 seconds.
- Game/Sport 2.2.1: Participate in games such as Crab Soccer.
- 2.2.2: Participate in activities involving scooters.

Objective 2.3: The learner will identify activities of flexibility.

- Move/Dance 2.3.1: Touch toes while seated in straight leg position.
- 2.3.2: Bend sideways and reach down with hand and touch calf.
- Game/Sport 2.3.1: Participate in flexibility warm-up exercises.

Objective 2.4: The learner will identify types of activities that increase cardiovascular endurance, muscular strength/endurance and flexibility.

- Cognitive 2.4.1: Identify and demonstrate an activity for each fitness component.

OUTCOME 3: The learner will develop body, spatial and temporal awareness.

Objective 3.1: The learner will apply directionality and laterality.

- Move/Dance 3.1.1: Slide left/right and move up/down stretching, reaching and bending.
- 3.1.2: Move forward/backward using walk, run, skip and gallop.
- 3.1.3: Identify left/right on self and partner.

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- 3.1.4: Identify verbally the concept of same/opposite in any type of movement.
- 3.1.5: Hop on left/right foot forward/backward.
- 3.1.6: Gallop diagonally forward/backward and left/right.
- 3.1.7: Move in opposition and alternatively.
- Game/Sport 3.1.1: Kick a ball to three different directions.
- 3.1.2: Bounce a ball with right hand across body to left side and catch.

Objective 3.2: The learner will apply moving to various rhythms.

- Move/Dance 3.2.1: Perform a game/dance in a group.
- 3.2.2: Select a rhythm and demonstrate it through a movement.
- 3.2.3: Respond by clapping various rhythms as teacher beats a drum or sticks.
- 3.2.4: Perform such dances as Bunny Hop, Mexican Hat Dance and Hokey Pokey.

Objective 3.3: The learner will demonstrate different body positions while jumping.

- Move/Dance 3.3.1: Jump like a frog or other animals.
- 3.3.2: Jump into the air demonstrating correct bent-knee landing.
- 3.3.3: Jump and half-turn and full turn.

Objective 3.4: The learner will demonstrate rotational skills.

- Move/Dance 3.4.1: Perform a forward roll.
- 3.4.2: Explore forward/backward rolling movements in various body positions.
- 3.4.3: Explore combinations of rotational skills.
- 3.4.4: Perform a log roll.
- 3.4.5: Roll down an inclined plane.
- Game/Sport 3.4.1: Throw a ball showing body rotation.

Objective 3.5: The learner will demonstrate balancing skills.

- Move/Dance 3.5.1: Explore balancing skills on apparatus such as a balance beam.
- 3.5.2: Stand on one foot for 15 seconds.
- 3.5.3: Walk on a line 25 feet and 2 inches wide.
- 3.5.4: Walk on a low balance beam, pause, perform a dip, then continue forward.
- 3.5.5: Walk backward on a low beam.

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OUTCOME 4: The learner will combine locomotor, non-locomotor and manipulative skills in movement, dance, games and sports.

Objective 4.1: The learner will demonstrate non-locomotor and manipulative skills in combination.

- Move/Dance 4.1.1: Roll ball around waist, chest, knees while standing and walking.
- 4.1.2: Toss a ball from one hand to other and vary locomotor activity.
- 4.1.3: Toss a ball into the air, then turn around and catch it.
- 4.1.4: Dribble a soccer ball with feet; hockey ball with stick.
- 4.1.5: Toss a ball and catch it while standing, kneeling, sitting and lying.

Objective 4.2: The learner will demonstrate locomotor and manipulative skills in combination.

OUTCOME 5: The learner will understand the general function and structure of the body.

Objective 5.1: The learner will be introduced to the major systems of the body and their functions.

- Cognitive 5.1.1: Draw the heart and lungs.
- 5.1.2: Place body parts made of cardboard on the human from which has been drawn.
- Move/Dance 5.1.1: After running or skipping 50 yards, state how the heart and lungs help in this activity.

Objective 5.2: The learner will identify an understanding of good health habits.

- Cognitive 5.2.1: Identify verbally methods to keep the body healthy and clean.
- 5.2.2: Identify foods from the four basic food groups.
- 5.2.3: Demonstrate proper walking and sitting posture.

OUTCOME 6: The learner will develop listening skills and safety awareness.

Objective 6.1: The learner will describe and use personal space while using an implement.

Objective 6.2: The learner will identify, use and describe safety rules for the activity and the area he/she is using.

Objective 6.3: The learner will demonstrate, describe, identify directions.

OUTCOME 7: The learner will understand, appreciate and apply rules, regulations, strategies and etiquette for movement, dance, games and sports.

Objective 7.1: The learner will identify and describe the purpose of rules for the activity.

Objective 7.2: The learner will describe the rules of the activity.

- Move/Dance 7.2.1: Participate in a variety of dances and follow stated directions and rules.
- Game/Sport 7.2.1: Participate in games following stated directions and rules.

Objective 7.3: The learner will demonstrate proper etiquette and regard for others.

- Move/Dance 7.3.1: State “excuse me” if they contact others.
- 7.3.2: Show concern for others in activities.

OUTCOME 8: The learner will be a knowledgeable consumer in the areas of health and fitness.

Objective 8.1: The learner will identify healthful snack foods and beverages.

- Cognitive 8.1.1: Bring in snack foods or pictures of snack foods to discuss nutritional values.
- Game/Sport 8.1.1: Participate in such activities as Five Questions.

Objective 8.2: The learner will identify the relative benefits of various activities.

OUTCOME 9: The learner will develop self-confidence and interpersonal skills.

Objective 9.1: The learner will explore and challenge their physical abilities.

- Move/Dance 9.1.1: Participate in self-testing activities.
- 9.1.2: Move through an obstacle course.
- Game/Sport 9.1.1: Participate in creative play and exploratory activities.

Objective 9.2: The learner will demonstrate responsibility when asked by the teacher.

- Move/Dance 9.2.1: Demonstrate a movement.
- 9.2.2: Carry equipment, set it up and collect it..

Objective 9.3: The learner, with the help of the teacher, will set and participate in a series of short-term goals.

Objective 9.4: The learner will accept constructive criticism when delivered by the instructor.

Objective 9.5: The learner will demonstrate cooperative skills.

- Move/Dance 9.5.1: Share equipment with a peer.
- 9.5.2: Work with a partner to spot a person.
- Game/Sport 9.5.1: Work with a partner in cooperative problem solving activities.

OUTCOME 10: The learner will appreciate the aesthetic and creative qualities of movement.

Objective 10.1: The learner will create a sequence using locomotor, non-locomotor and manipulative movements.

Objective 10.2: The learner will apply the shape and flow of a movement.

- Cognitive: 10.2.1: Identify things in nature which have flowing movements.
- Move/Dance: 10.2.1: Create through movement and dance various shapes.
- 10.2.2: Perform flowing movements such as wind, blowing trees or water flowing.

GRADE THREE OUTCOMES

OUTCOME 1: The learner will develop locomotor, manipulative and non-locomotor skills.

Objective 1.1: The learner will demonstrate locomotor skills by varying force.

- Move/Dance 1.1.1: Participate in a teacher/audio guided moving experience.
- Game/Sport 1.1.1: Attempt to control various weighted balls in a keep away situation.

Objective 1.2: The learner will distinguish locomotor and non-locomotor skills by varying the location of the center of gravity.

Objective 1.3: The learner will explore kicking a ball using different parts of his/her foot and variations in force.

- Move/Dance 1.3.1: Compare partial and whole leg kicks as in Lummi Stick activities.
- Game/Sport 1.3.1: Pass a ball to a partner using the inside of your foot.
- 1.3.2: Kick a ball to a partner using the instep of your foot.
- 1.3.3: Participate in activities like Clean Up Your Backyard.

Objective 1.4: The learner will demonstrate dribbling a ball using his/her feet.

- Move/Dance 1.4.1: Dribble a ball using the inside/outside of feet.
- Game/Sport 1.4.1: Dribble using different speeds.

Objective 1.5: The learner will demonstrate trapping.

- Move/Dance 1.5.1: Trap a ball from a roll, kick and rebound.

Objective 1.6: The learner will attempt shooting a ball from a stationary position.

- Move/Dance 1.6.1: Shoot the ball with two hands at a target at various levels.
- 1.6.2: Shoot the ball with one hand at various levels.

Objective 1.7: The learner will demonstrate catching.

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- Move/Dance 1.7.1: Catch balls of various shapes and sizes.
- 1.7.2: Catch a ball while moving and in a stationary position.

Objective 1.9: The learner will demonstrate striking with short/long-handled implements.

- Game/Sport 1.9.1: Bat/strike a ball from a stationary position.
- 1.9.2: Bat/strike a ball that is suspended from a string.
- 1.9.3: Bat/strike a ball that is thrown from a peer.
- 1.9.4: Bat a ball with a modified implement.

Objective 1.10: The learner will demonstrate dribbling using his/her hands.

- Move/Dance 1.10.1: Dribble a ball using both hands at the same time.
- 1.10.2: Dribble a ball using one hand or alternate hands.
- 1.10.3: Dribble the ball while changing directions, speeds or levels.
- 1.10.4: Dribble a ball while executing fundamental locomotor skills such as walking, running, hopping and skipping.

OUTCOME 2: The learner will understand the benefits of regular physical activity and will enhance personal fitness.

Objective 2.1: The learner will demonstrate activities to improve cardiovascular endurance.

- Move/Dance 2.1.1: Participate in aerobic activities and workouts.
- Game/Sport 2.1.1: Participate in aerobic activities/games

Objective 2.2: The learner will demonstrate activities to improve muscular/strength endurance.

- Move/Dance 2.2.1: Participate on apparatus such as monkey bars and climbing ropes.

Objective 2.3: The learner will demonstrate activities to improve flexibility.

- Move/Dance 2.3.1: Stretch specific muscle groups.

Objective 2.4: The learner will participate in activities that involve cardiovascular endurance, muscular strength/endurance and flexibility.

Objective 2.5: The learner will identify ways that regular participation in physical activity will lead to a healthy lifestyle.

Cognitive 2.5.1: State proper eating habits benefits

Objective 2.6: The learner will participate in health related physical fitness activities.

OUTCOME 3: The learner will develop body, spatial and temporal awareness.

Objective 3.1: The learner will demonstrate moving to various rhythms.

Move/Dance 3.1.1: Jump rope to various tempos.
3.1.2: Toss and catch a ball with a partner to music.
3.1.3: Combine bouncing, tossing and catching to music.
3.1.4: Strike a swinging suspended object.

Objective 3.2: The learner will discriminate between similar rhythms.

Move/Dance 3.2.1: Participate in activities such as Lummi Sticks or Tinikling.
3.2.2: Demonstrate the difference between the skills of hopping, leaping and jumping.
Game/Sport 3.2.1: Participate in activities like long jump or vaulting, which require preliminary foot movements.

Objective 3.3: The learner will demonstrate rotational skills.

Move/Dance 3.3.1: Perform forward, log and shoulder rolls with variations.
3.3.2: Combine two or more skills from different categories.

Objective 3.4: The learner will demonstrate inverted skills.

Move/Dance 3.4.1: Attempt inverted elements such as a tripod position and cartwheels with spotters.
3.4.2: Demonstrate headstands starting from a tripod position.
Game/Sport 3.4.1: Perform inverted Follow Me Skills.

Objective 3.5: The learner will demonstrate climbing, supporting and balancing skills on various apparatus.

- Move/Dance 3.5.1: Demonstrate various movements on the balance beam.
Game/Sport 3.5.1: Participate using scooters, ropes, climbing apparatus.

Objective 3.6: The learner will state which activities necessitate crossing the midline of the body.

- Cognitive 3.6.1: Identify activities such as batting which require a crossing of the midline.

OUTCOME 4: The learner will combine locomotor, non-locomotor and manipulative skills in movement, dance, games and sports.

Objective 4.1: The learner will demonstrate non-locomotor and manipulative skills in combination.

- Move/Dance 4.1.1: Participate in activities using hula hoops, bean bags, etc.

Objective 4.2: The learner will demonstrate locomotor and manipulative skills in combination.

- Move/Dance 4.2.1: Participate in activities using wands, ribbons, Frisbees, Lummi Sticks and Tinikling.

Objective 4.3: The learner will participate in lead-up activities for team sports.

- Game/Sport 4.3.1: Participate in modified track and field activities.
4.3.2: Demonstrate volleyball with a peer.

OUTCOME 5: The learner will understand the general function and structure of the body.

Objective 5.1: The learner will describe and demonstrate concepts related to balance.

- Move/Dance 5.1.1: Perform a three and four point balance.
5.1.2: Explore effects of the center of gravity by pushing various objects.

Objective 5.2: The learner will demonstrate an understanding of right/left discrimination.

- Cognitive 5.2.1: Perform movements requiring right/left discrimination using a parachute.

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OUTCOME 6: The learner will develop listening skills and safety awareness.

Objective 6.1: The learner will identify potential safety hazards on the playground.

Objective 6.2: The learner, with the help of the teacher, will develop safety rules for physical education.

- Cognitive 6.2.1: Produce a safety list for each major activity or sport.
- 6.2.2: Design a safety poster for each sport.

OUTCOME 7: The learner will understand, appreciate and apply rules, regulations, strategies and etiquette for movement, dance, games and sports.

Objective 7.1: The learner, with the help of the teacher, will modify rules of an activity.

Objective 7.2: The learner will create strategies for movement, dance, games and/or sports.

- Game/Sport 7.2.1: Participate in cooperative activities.

Objective 7.3: The learner will demonstrate positive behaviors and language in a winning or losing situation.

- Move/Dance 7.3.1: Record the positive happenings during activity.

- Game/Sport 7.3.1: Congratulate partner, opponent or team upon conclusion of a game or activity.

OUTCOME 8: The learner will be a knowledgeable consumer in the areas of health and fitness.

Objective 8.1: The learner will identify appropriate footwear/clothing for various activities.

- Cognitive 8.1.1: Collect advertisements for appropriate footwear/clothing.

OUTCOME 9: The learner will develop self-confidence and interpersonal skills.

Objective 9.1: The learner will set a series of short-term goals.

- Cognitive 9.1.1: Write two personal goals for game/sport or movement/dance.
- 9.1.2: Keep a journal on movement/dance/game/sport experiences.
- 9.1.3: Write an article on physical education activity for school newspaper/newsletter.

Objective 9.2: The learner will demonstrate leadership skills.

- Move/Dance 9.2.1: Pass out and collect equipment.
- Game/Sport 9.2.1: Lead a warm-up or cool down activity.

Objective 9.3: The learner will accept and give constructive criticism.

- Cognitive 9.3.1: Practice appropriate verbal and nonverbal response.

Objective 9.4: The learner will encourage and support peers.

- Move/Dance 9.4.1: Attempt to identify correct technique or sequencing with a peer.
- Game/Sport 9.4.1: Praise peer for recognizable effort and accomplishment during skill work, lead-up games and sport.

Objective 9.5: The learner will participate in a cooperative problem solving activity.

- Move/Dance 9.5.1: Spot a peer on a balance activity.
- Game/Sport 9.5.1: Complete an obstacle course with a peer
- 9.5.2: Participate in New Games activities.

OUTCOME 10: The learner will appreciate the aesthetic and creative qualities of movement.

Objective 10.1: The learner will create a sequence of non-locomotor, locomotor and manipulative movements.

- Move/Dance 10.1.1: Complete a routine using all three categories.
- Game/Sport 10.1.1: Complete a basketball/soccer/volleyball control skill using locomotor movements.

Objective 10.2: The learner will evaluate level, tempo, shape and flow of a movement.

- Move/Dance 10.2.1: Describe level, tempo, shape and flow as demonstrated in a class.
- 10.2.2: Mirror a partner.

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GRADE FOUR OUTCOMES

OUTCOME 1: The learner will acquire locomotor, non-locomotor and manipulative skills.

Objective 1.1: The learner will demonstrate efficient running technique.

- Move/Dance 1.1.1: Explore different pathways.
- 1.1.2: Explore various stride lengths.
- Game/Sport 1.1.1: Jog a set distance.
- 1.1.2: Participate in fleeing activities, relays and dashes.

Objective 1.2: The learner will demonstrate locomotor skills by combining various pathways, directions and levels.

- Move/Dance 1.2.1: Combine skipping, running, hopping, sliding and galloping with various pathways and levels.
- Game/Sport 1.2.1: Follow various movement cues in games and activities.

Objective 1.3: The learner will demonstrate non-locomotor skills with various combinations of shape, level and effort.

- Move/Games 1.3.1: Participate in movement games and activities that include combinations of shape, effort and levels.

Objective 1.4: The learner will demonstrate throwing and catching in combination with locomotor skills.

- Move/Dance 1.4.1: Toss overhead, move to another spot and catch.
- 1.4.2: Toss a ball against a wall and catch it on the rebound.
- 1.4.3: Toss a ball against a wall and slide right or left to retrieve it.
- Game/Sport 1.4.1: Participate in team throwing and catching activities.

Objective 1.5: The learner will demonstrate catching and kicking skills in combination.

- Move/Dance 1.5.1: Catch a bean bag/ball tossed from the right or left foot.
- 1.5.2: Toss a bean bag/ball from the right foot and catch it with the left foot.
- 1.5.3: Punt a ball and catch it.
- Game/Sport 1.5.1: Participate in kicking games and activities.

Objective 1.6: The learner will demonstrate dribbling and passing with the feet.

- Move/Dance 1.6.1: Dribble and pass to a partner.

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Game/Sport 1.6.1: Participate in foot dribbling and passing games and activities.

Objective 1.7: The learner will demonstrate dribbling with the hands.

- Move/Dance 1.7.1: Dribble a ball with one or two hands.
- 1.7.2: Dribble a ball at different levels and with eyes closed.
- 1.7.3: Dribble a ball while moving in different directions with various locomotor movements.
- Game/Sport 1.7.1: Participate in hand dribbling activities and games.

Objective 1.8: The learner will demonstrate striking with a short implement.

- Move/Dance 1.8.1: Bounce a ball into the air using a paddle.
- 1.8.2: Dribble a ball with a paddle.
- 1.8.3: Alternate bouncing a ball in the air and into the floor.
- 1.8.4: Scoop a ball from the floor with a paddle.
- 1.8.5: Roll a ball and scoop it from the floor with a paddle.
- 1.8.6: Bounce a ball continuously off the paddle into the air.
- 1.8.7: Using a paddle bounce a ball back and forth with a partner.
- Game/Sport 1.8.1: Participate in lead up striking and volleying games and activities.

OUTCOME 2: The learner will identify the benefits of regular physical activity and will enhance personal fitness.

Objective 2.1: The learner will demonstrate cardiovascular endurance.

- Move/Dance 2.1.1: Participate in forms of interval training.
- Game/Sport 2.1.1: Participate in fitness activities, games and challenge courses.

Objective 2.2: The learner will demonstrate muscular strength/endurance.

- Move/Dance 2.2.1: Participate in circuit training.
- Game/Sport 2.2.1: Participate in strength/endurance games and activities.

Objective 2.3: The learner will demonstrate flexibility.

- Move/Dance 2.3.1: Explore various body stretches.
- 2.3.2: Demonstrate an understanding of stretches for specific muscle groups.
- Game/Sport 2.3.1: Participate in flexibility activities.
- 2.3.2: Demonstrate an understanding of stretches that are appropriate for various activities and sports.

Objective 2.4: The learner will participate in physical fitness assessment.

Move/Dance 2.4.1: Participate in an assessment program.

Objective 2.5: The learner will differentiate between strength and endurance and describe how each is developed through exercise.

Cognitive 2.5.1: Demonstrate an activity that develops strength.

2.5.2: Demonstrate an activity that develops endurance.

OUTCOME 3: The learner will develop body, spatial and temporal awareness.

Objective 3.1: The learner will move in a clockwise and counter-clockwise direction.

Game/Sport 3.1.1: Participate in circle activities that involve passing, catching and moving in clockwise and counter-clockwise directions.

Objective 3.2: The learner will demonstrate moving to various rhythms.

Move/Dance 3.2.1: Participate in line, circle and creative dance.

Game/Sport 3.2.1: Dribble, pass and throw to various rhythms.

Objective 3.3: The learner will demonstrate rotational skills.

Objective 3.4: The learner will mirror a partner's movements.

OUTCOME 4: The learner will combine locomotor, non-locomotor and manipulative skills in movement, dance, games and sports.

Objective 4.1: The learner will participate in lead up activities for basketball, floor hockey, soccer, softball, track and volleyball.

Game/Sport 4.1.1: Perform lead up activities and games.

OUTCOME 5: The learner will understand the general function and structure of the body.

Objective 5.1: The learner will demonstrate an understanding of how and why the muscles And bones of the body work.

OUTCOME 6: The learner will develop listening skills and safety awareness.

Objective 6.1: The learner will move efficiently to a sequence of auditory cues.

Move/Dance 6.1.1: Perform in action rhymes and add on songs.

Game/Sport 6.1.1: Follow directions for modified games and activities.

OUTCOME 7: The learner will understand, appreciate and apply rules, regulations, strategies and appropriate etiquette for movement, dance, games and sports.

Objective 7.1: The learner will follow and/or create rules for an activity, dance or game to be played by classmates.

Objective 7.2: The learner will demonstrate an understanding of strategies for movement, games or sports.

Move/Dance 7.2.1: Solve movement problems with the most efficient pattern.

7.2.2: Combine dance steps in a logical sequence.

Objective 7.3: The learner will demonstrate appropriate etiquette for dance, games and sports.

Move/Dance 7.3.1: Congratulate classmates for a well executed movement.

Game/Sport 7.3.1: Accept the outcome of activities without bragging, taunting, making excuses and whining.

7.3.2: Continue with best effort when things aren't going his/her way.

OUTCOME 8: The learner will be a knowledgeable consumer in the areas of health and fitness.

Objective 8.1: The learner will evaluate footwear for various activities.

Move/Dance 8.1.1: Know proper footwear for participation in various dance, games

Game/Sport and sports.

Objective 8.2 The learner will identify proper safety equipment for participation in dance, games and sports.

OUTCOME 9: The learner will improve self-confidence and develop interpersonal skills.

Objective 9.1: The learner will demonstrate/teach an activity, dance or game he/she created to classmates.

Objective 9.2: The learner will set realistic fitness goals.

Objective 9.3: The learner will serve as a group leader.

Objective 9.4: The learner will record a partner's scores on a fitness or skill test.

OUTCOME 10: The learner will appreciate the aesthetic and creative qualities of movement.

Objective 10.1: The learner will define the aesthetic qualities of movement.

Objective 10.2: The learner will be able to distinguish between proper and improper form and technique of skill patterns.

GRADE FIVE OUTCOMES

OUTCOME 1: The learner will develop locomotor, non-locomotor and manipulative skills.

Objective 1.1: The learner will demonstrate mechanically efficient patterns of throwing.

Objective 1.2: The learner will demonstrate a mechanically efficient pattern of catching.

Objective 1.3: The learner will demonstrate mechanically efficient patterns of striking.

Objective 1.4: The learner will demonstrate mechanically efficient patterns of kicking.

OUTCOME 2: The learner will understand the benefits of regular physical activities and will enhance personal fitness.

Objective 2.1: The learner will demonstrate cardiovascular endurance

- | | | |
|------------|--------|---|
| Move/Dance | 2.1.1: | Follow a video taped aerobic workout. |
| | 2.1.2: | Follow instructor's aerobic workout to music for 20 minutes non stop. |
| Game/Sport | 2.1.1: | Participate in a 20 minute activity class without undue cardiovascular fatigue. |

Objective 2.2: The learner will demonstrate muscular strength and endurance.

- | | | |
|------------|--------|--|
| Move/Dance | 2.2.1: | Hang from an elevated bar with hands. |
| | 2.2.2: | Hold body in push up position. |
| Game/Sport | 2.2.1: | Support portion of partner's body weight |

Objective 2.3: The learner will demonstrate flexibility.

- | | | |
|------------|--------|---|
| Move/Dance | 2.3.1: | Demonstrate flexibility during aerobic and dance workouts. |
| | 2.3.2: | Demonstrate flexibility in warm up stretches. |
| Cognitive | 2.3.1: | The learner will demonstrate knowledge of various stretches for specific muscles. |

Objective 2.4: The learner will design her/his fitness program.

OUTCOME 3: The learner will develop body, spatial and temporal awareness.

Objective 3.1: The learner will demonstrate movements while in the air.

Objective 3.2: The learner will demonstrate moving to various rhythms.

- Move/Dance 3.2.1: Perform aerobics and dances.
- 3.2.2: Jump rope to music.
- Game/Sport 3.2.1: Learning the steps to a lay up by the rhythm of the instructor's clapping hands.

Objective 3.3: The learner will demonstrate rotating and balancing skills.

- Move/Dance 3.3.1: Create movement patterns.
- 3.3.2: Adapt to demand of environment.
- 3.3.3: Combine two or more skills
- Game/Sport 3.3.1: Rebound and outlet a basketball.

OUTCOME 4: The learner will combine locomotor, non-locomotor and manipulative skill in movement, dance, games and sports.

Objective 4.1: The learner will demonstrate basic competence in basketball, floor/field hockey, soccer, softball, track and volleyball.

Objective 4.2: The learner will demonstrate basic competence in dance.

OUTCOME 5: The learner will understand the general function and structure of the body.

Objective 5.1: The learner will describe and identify major muscles in the body. (Biceps, triceps, abs, quadriceps, hamstring, calf.)

Objective 5.2: The learner will describe and demonstrate concepts related to the development of a healthy heart.

- Move/Dance 5.3.1: Find pulse rate at the neck and rest.
- Game/Sport 5.3.2: Perform exercises that improve heart efficiency.

OUTCOME 6: The learner will develop listening skills and safety awareness.

Objective 6.1: The learner will be able to describe and demonstrate safety precautions at the beginning and during every unit.

OUTCOME 7: The learner will understand, appreciate and apply rules, regulations, strategies and appropriate etiquette for movement, dance, games and sports.

Objective 7.1: The learner will monitor an activity, game or sport.

Objective 7.2: The learner will display respect for the person who is monitoring the activity.

Objective 7.3: The learner will display proper conduct during activities, dance, games and sports.

OUTCOME 8: The learner will be a knowledgeable consumer in the are of health and fitness.

Objective 8.1: The learner will identify beverages which are effective in fluid replacement.

Objective 8.2: The learner will identify proper equipment for various activities.

OUTCOME 9: The learner will improve self-confidence and develop interpersonal skills.

Objective 9.1: The learner will participate in reciprocal teaching.

Objective 9.2: The learner will demonstrate acceptance of teammates' skill levels.

Objective 9.3: The learner will participate with a group in cooperative problem-solving activities.

OUTCOME 10: The learner will appreciate the aesthetic and creative qualities of movement.

Objective 10.1: The learner will evaluate movement for aesthetic qualities.

Objective 10.2: The learner will participate with a group in creating a movement activity, dance or game.

STANDARDS AND OUTCOMES

FOR

GRADES 6-8

Adapted from the NASPE National Standards for Physical Education

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Standards for Physical Education

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

- Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3:** Participates regularly in physical activity.
- Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.
- Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis. In the primary years, students develop maturity and versatility in the use of fundamental motor skills (e.g., running, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor skills, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove, or the use of a specific tactic), are used in increasingly complex movement environments through the middle school years.

Grades 6-8

Student expectations (at the end of grade 8)

Students are able to participate with skill in a variety of modified sport, dance, and fitness activities. They use the skills successfully in modified games or activities of increasing complexity and in combination with other basic skills. Students demonstrate use of tactics within sport activities.

Performance Outcomes (across the 6-8 grade span)

The student will be introduced to, review, and perform:

1. a variety of ball handling skills;
Sample activities: basketball, soccer, floor hockey, football
2. a variety of passing skills;
Sample activities: soccer, floor hockey, football, basketball
3. a variety of scoring skills;
Sample activities: basketball, team handball, floor hockey, volleyball
4. offensive and defensive strategies in a variety of team sports;
Sample activities: soccer, football, team handball, floor hockey
5. a variety of movement patterns; and
Sample activities: square dance, line dance, rhythmic activities, agility training
6. a variety of fitness activities.
Sample activities: weight training, aerobic activities, flexibility training

Standard 2

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

The intent of this standard is facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. It includes, for example, increasing force production through the summation of forces, knowing the effects of anxiety on performance, and understanding the principle of specificity of training. Knowledge of these concepts and principles and of how to apply them enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. Through the middle school years, an emphasis is placed on applying and generalizing these concepts to real-life physical activity situations.

Grades 6-8

Student expectations (at the end of grade 8)

Adolescents exhibit an increasingly complex discipline-specific knowledge. They can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and application of movement concepts/principles and game strategies, critical elements of activity-specific movement skills and characteristics representing highly skilled performance. Students know when, why, and how to use strategies and tactics within game play. They use information from a variety of sources, both internal and external, to guide and improve performance.

Performance Outcomes (across the 6-8 grade span)

The student will be introduced to, review, and perform:

1. the concept of ready position;
Sample activities: volleyball, tennis, basketball, team handball
2. the concept of creating space;
Sample activities: soccer, floor hockey, team handball, basketball
3. individual and team defense concepts;
Sample activities: basketball, football, soccer, team handball
4. transitioning from offense to defense and defense to offense;
Sample activities: basketball, soccer, team handball, floor hockey
5. scoring opportunities during game play;
Sample activities: basketball, volleyball, soccer, football
6. ways to detect and correct errors in personal skill performance; and
Sample activities: archery, basketball, softball, volleyball
7. principles of fitness training.

Standard 3

Participates regularly in physical activity.

The intent of this standard is establishment of patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside of the classroom. Although participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle that has the potential to help prevent a variety of health problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis. Voluntary participation often develops from the initial enjoyment that is derived from the activity coupled with the requisite skills needed for participation. As students develop an awareness of the relationships between activity and its immediate and identifiable effects on the body, regular participation in physical activity enhances the physical and psychological health of the body, social opportunities and relationships, and quality of life. Students are more likely to participate if they have opportunities to develop interests that are personally meaningful to them. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard encourages participation commensurate with contemporary recommendations regarding the type of activity as well as the frequency, duration, and intensity of participation believed to support and sustain good health.

Grades 6-8

Student expectations (at the end of grade 8)

Adolescents are able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on personal goals and interests as well as on the results of fitness assessments. They select and utilize practice procedures and training principles appropriate for the activity goals they set. Students have an increasing awareness of the opportunities for participation in a broad range of activities that meet their needs and interests. They participate regularly in moderate to vigorous physical activities in both school and outside of school settings.

Performance Outcomes (across the 6-8 grade span)

The student will:

1. participate in health-enhancing physical activities that can be participated in both in school and in outside of school settings;
2. set realistic physical activity goals and will strive to attain them through participation in activities of his or her choosing;
3. accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on five or more days during the week;
4. regulate physical activity behavior by using appropriate cues and movement principles;
5. maintain a physical activity log for a seven day period, documenting progress toward achievement of personal goals; and
6. accumulate a specified number of steps during the day (e.g., 10,000 steps).

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is development of students' knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active lifestyle participation. Health-related fitness components include cardiovascular endurance, muscular strength and endurance, flexibility, and agility. Expectations for improvement of students' fitness levels should be established on a personal basis, taking into account variation in entry levels and the long term goal of achieving health-related levels of fitness based on criterion-referenced standards. Students progress in their ability to participate in moderate to vigorous physical activities that address each component of health-related fitness. Moreover, students become more skilled in their ability to plan, perform, and monitor physical activities appropriate for developing physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, the ways each is developed and maintained, and the importance of each in overall fitness.

Grades 6-8

Student expectations (at the end of grade 8)

Adolescents participate in moderate to vigorous physical activities on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including cardiovascular endurance, muscular strength and endurance, flexibility, and agility. Students know the components of fitness and how these relate to their overall fitness status. Students monitor their own heart rate and recovery rate during and following strenuous physical activity. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. Students show progress towards knowing the various principles of training (e.g., progression, overload, specificity) and how these principles can be utilized in improving one's level of physical fitness.

Performance Outcomes (across the 6-8 grade span)

The student will:

1. participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardiovascular endurance, and agility both during and outside of school;
2. self-assess heart rate before, during, and after vigorous physical activity;
3. demonstrate appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness;
4. maintain their heart rate in the target heart rate zone for a minimum of 20 minutes while participating in a physical activity of his or her choice;
5. formulate meaningful personal fitness goals based on the results of fitness tests; and
6. develop a personal fitness plan based on their personal fitness goals.

Standard 5

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status. In middle school, adolescents identify the purpose of rules and procedures and become involved in decision-making processes to establish the rules and procedures that guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds.

Grades 6-8

Student expectations (at the end of grade 8)

Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.

Performance Outcomes (across the 6-8 grade span)

The student will:

1. exhibit safe practices in physical activity settings;
2. exhibit knowledge of the rules governing physical activities and games;
3. exhibit appropriate decision-making skills in physical activity settings;
4. develop skills to resolve interpersonal conflict with a sensitivity to the rights and feelings of others;
5. develop communication skills, both verbal and nonverbal, that demonstrate cooperation with peers of different gender, race, ethnicity, and physical ability in a physical activity setting; and
6. exhibit proper etiquette and sportsmanship behaviors in a variety of physical activities.

Standard 6

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

The intent of this standard is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote a positive self-image, thereby enticing people to continue participation in activity throughout the lifespan. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. As a result of these intrinsic benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.

Grades 6-8

Student expectations (at the end of grade 8)

Adolescents seek physical activity experiences for group membership and positive social interaction. They recognize and appreciate skilled performance. Physical activities provide a positive outlet for competition with peers and a means of gaining respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment in participation. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found both in experiencing high levels of competition and in learning new and/or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by physical activities become increasingly important.

Performance Outcomes (across the 6-8 grade span)

The student will:

1. recognize physical activity as an opportunity for positive social and group interaction;
2. appreciate skilled performance in others and oneself;
3. recognize and seek out the challenge of learning new skills and activities;
4. recognize and take pride in their accomplishments in physical activities;
5. find enjoyment in the participation in physical activities of his or her choice; and
6. become a life-long participant in physical activities of his or her choice.

BANGOR SCHOOL DEPARTMENT

PHYSICAL EDUCATION ACTIVITIES GRADES 6-8

The following is a list of sample activities used to help our students reach the outcomes for our standards of physical education. This list is not all inclusive. Activities are added or omitted regularly to meet the ever-changing needs of our students.

Soccer	Archery	Flag Football
Fitness Testing	Cooperative Games	Basketball
Volleyball	Flexibility Training	Floor Hockey
Team Handball	Strength Training	Dance
Cardiovascular Training	Track and Field	Softball
Large Group Games	Tennis	Snowshoeing

Appendix A

NATIONAL STANDARDS FOR **PHYSICAL EDUCATION***

STANDARD 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

STANDARD 2: Demonstrates understandings of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

STANDARD 3: Participates regularly in physical activity.

STANDARD 4: Achieves and maintains a health-enhancing level of physical fitness.

STANDARD 5: Exhibits responsible personal and social behavior that respects self and others in physical and activity settings.

STANDARD 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

* National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education (2nd ed.)*. Reston, VA: Author.

Appendix B

STATE OF MAINE LEARNING RESULTS* July 1997

Health and Physical Education

Every day, students make decisions affecting their health and well-being: What foods to eat. What company to keep. What risks to take. What to do for exercise. These decisions often lead to habits that stay with them throughout life. The standards for health education and physical education can help students make better decisions about their health. They learn that their decisions can affect their health and set a pattern for their lives. Students learn to protect their health by acquiring good information, by seeking good advice and friendships, and by taking responsibility for their own health.

Health education gives students the knowledge and skills to thrive physically, mentally, emotionally, and socially. This knowledge helps students meet the challenges of growing up. It helps students to recognize the causes of ill health and to understand the benefits of prevention, good hygiene, and appropriate medical care. Through health education, students become aware of the dimensions of good health: physical soundness and vigor; mental alertness and ability to concentrate; expressing emotions in a healthy way; resiliency; and positive relations with family and peers. Health education also includes a set of skills to help students be better consumers of information, to manage stress and conflict, and to make better decisions in the face of conflicting messages, thus assisting them to live healthier lives.

Physical education gives students the knowledge and skills to make the most of their physical and mental abilities. It gives them building blocks for good health: physical fitness and skills, coordination, and good sportsmanship. Students learn to assess their own physical fitness and maintain healthy levels of physical activity. They learn new skills and improve performance, while gaining the self discipline to take part in individual and group activities. Students who participate in physical education activities on a regular basis, learn the benefits of that participation and value its contribution to a healthy lifestyle.

HEALTH EDUCATION

A. HEALTH CONCEPTS

Students will understand health promotion and disease prevention concepts. *Knowledge of how disease and injury affect the body and learning about the health benefits of preventive care, timely treatment, and appropriate personal behaviors are at the heart of health education. Students who protect their health have a better chance of remaining healthy and productive throughout their lives.*

B. HEALTH INFORMATION, SERVICES, AND PRODUCTS

Students will know how to acquire valid information about health issues, services, and products. *People need good information about prevention, early detection, and treatment of health problems. An important step in learning to protect health is developing the skills to find and analyze information about health issues.*

**State of Maine Learning Results, July 1997.* Maine Department of Education. www.state.me.us/education, 2006.

C. HEALTH PROMOTION AND RISK REDUCTION

Students will understand how to reduce their health risks through the practice of healthy behaviors. *In taking responsibility for personal health, students lay a foundation for a healthy, productive life. Many diseases and injuries can be prevented by avoiding harmful behaviors and taking fewer risks. More importantly, students can take steps to improve their health such as eating better foods, exercising regularly, and paying attention to preventive care.*

D. INFLUENCES ON HEALTH

Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. *Students receive an almost constant stream of information about their health and behavior. As a first step to making decisions that protect health, students need to recognize how different messages influence their actions.*

E. COMMUNICATION SKILLS

Students will understand that skillful communication can contribute to better health for them, their families, and the community. *Students need effective communication skills to develop and maintain healthy personal relationships. The ability to organize and convey information, beliefs, opinions, and feelings is a skill that can reduce and avoid conflict. Communication skills enable individuals to be advocates for a healthy school, home, workplace, and community.*

F. DECISION-MAKING AND GOAL SETTING

Students will learn how to set personal goals and make decisions that lead to better health. *Knowledge of good health practices will not help students unless they have the foresight and discipline to act on that knowledge. The practical application of knowledge requires students to develop skills such as goal setting and decision making. Students who have the right combination of knowledge and skills can begin to contribute to their own good health, to healthy families, and to safer communities.*

PHYSICAL EDUCATION

A. PHYSICAL FITNESS

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis. *Students who develop healthful patterns of physical activity and enjoyment are more likely to stay physically fit and active in their adult lives.*

B. MOTOR SKILLS

Students will develop motor skills and apply these to enhance their movement and physical performance. *Successful development of motor skills provides an opportunity to enjoy participation in physical activities, and reach advanced levels of performance, which in turn, increases the likelihood of continued participation.*

C. PERSONAL AND SOCIAL INTERACTIONS

Students will demonstrate responsible personal and social behaviors in physical activity settings. *Whether working alone, with another individual, or with a group, students engaged in physical activities are expected to demonstrate self respect and consideration of others as they seek to meet a challenge or solve a problem.*

HEALTH EDUCATION

A. HEALTH CONCEPTS

Students will understand health promotion and disease prevention concepts. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Recognize that there are multiple components of health.
2. Describe the transmission and prevention of communicable diseases.
3. Demonstrate an understanding of basic health terms.

EXAMPLES

- Using any art medium, students will make visuals which show children participating in health activities (e.g., eating healthful foods, learning to do crafts, spending time with family, or playing with friends).
- Practice proper handwashing.

ELEMENTARY GRADES 3-4

1. Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
2. Identify indicators of physical, mental, emotional, and social health during childhood.
3. Describe the basic structures and functions of the human body systems.
4. Identify common health problems of children that should be detected and treated early.
5. Describe ways in which a healthful school and community environment influences personal health.
6. Explain the difference between positive and negative responses to stress.
7. Demonstrate essential understanding of basic health concepts.

EXAMPLES

- Role-play situations that cause stress for students (special events, tests, friends moving) showing that for some it has a positive effect (motivation to study or practice) and for some, negative effects (physical symptoms).
- List three things that should be included on a medicine label and explain why each is important.

MIDDLE GRADES 5-8

1. Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease.
2. Describe the relationship among physical, mental, emotional, and social health.
3. Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).

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4. Evaluate how health is influenced by the interaction of body systems (e.g., physical fitness and the respiratory and circulatory systems).
5. Analyze how the environment relates to personal health.
6. Explain how appropriate health care can prevent premature death and disability.
7. Identify the characteristics and stages of human growth and development.
8. Demonstrate thorough understanding of key health concepts.

EXAMPLES

- Write a short essay describing how a broken leg, riding a bike with a friend, or other activities would affect all four components of adolescent's health.
- Explain why tobacco, alcohol, and marijuana are called gateway drugs.
- Analyze the health effects of tobacco, alcohol, and other drugs.
- Discuss the relationship between the endocrine and reproductive systems.

SECONDARY GRADES

1. Analyze the relationship between personal health practices and individual well-being.
2. Describe the interrelationship of physical, mental, emotional, and social health throughout the stages of life.
3. Evaluate the short- and long-term effects of risky behavior.
4. Analyze the impact of personal health behaviors on body systems.
5. Analyze how the environment relates to personal and community health.
6. Describe health issues common at different stages of life.
7. Analyze how public health policies and laws influence health promotion and disease prevention.
8. Analyze how the prevention and control of health problems are influenced by research and medical advances.
9. Describe how disease-causing microorganisms, family history, nutrition, and other factors relate to the cause or prevention of disease and other health problems.
10. Describe how stress management relates to disease prevention.
11. Demonstrate in-depth understanding of complex health concepts.

EXAMPLES

- Analyze how particular health practices prevent the transmission of communicable diseases.
- Evaluate the short- and long-term effects of the use of tobacco, alcohol, and other drugs.

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- Discuss how personal hygiene practices affect physical and social well-being.
- Analyze the possible negative and positive impacts of industrial development on the environment of a community and the health of local residents.

HEALTH EDUCATION

B. HEALTH INFORMATION, SERVICES, AND PRODUCTS

Students will know how to acquire valid information about health issues, services, and products. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Identify which school and community health helpers are needed in given situations.

EXAMPLE

- Link specific tasks to specific healthcare providers such as family doctor, dentist, or nurse.

ELEMENTARY GRADES 3-4

1. Identify characteristics of valid health information and products, and services that promote health.
2. Demonstrate ways to locate school and community health helpers.
3. Identify community agencies that advocate healthy individuals, families, and communities.

MIDDLE GRADES 5-8

1. Analyze the validity of health information, products, and services and describe situations requiring their use.
2. Identify resources from home, school, and community that provide valid health information and services.

EXAMPLE

- Prepare a healthful menu using the Food Guide Pyramid.

SECONDARY GRADES

1. Provide evidence to support the validity of health information, products, and services.
2. Evaluate factors that influence personal selection of health products and services (e.g., cost and accessibility).
3. Access school and community health services (e.g., school nurse, family physician, emergency care).
4. Analyze various health problems and identify those that require professional health care services (e.g., dental cavities, sports injuries).

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EXAMPLE

- Compare and contrast ingredients, packaging, and cost of three common acne products.

HEALTH EDUCATION

C. HEALTH PROMOTION AND RISK REDUCTION

Students will understand how to reduce their health risks through the practice of healthy behaviors. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Differentiate between safe and harmful substances found at home and school.
2. Demonstrate personal hygiene skills.
3. Choose healthful foods.
4. Demonstrate a variety of safety skills for different situations (e.g., pedestrian, bus, fire, auto, and bicycle safety).
5. Apply coping strategies when they feel too excited, anxious, angry, or out of control.

EXAMPLE

- Demonstrate slowly counting to ten when role-playing a situation where the student feels out of control.

ELEMENTARY GRADES 3-4

1. Compare behaviors that are safe to those that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicines).
2. Develop injury prevention and safety strategies for personal health.
3. Demonstrate basic care of human body systems.
4. Demonstrate healthful and safe ways to deal with or avoid threatening and stressful situations.

EXAMPLES

- Describe safe behavior in and near water.
- Demonstrate basic first aid for a scrape or first degree burn.

MIDDLE GRADES 5-8

1. Explain the importance of assuming responsibility for personal health.
2. Analyze a personal health assessment to determine health strengths and risks.
3. Develop strategies to improve or maintain personal and family health.

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4. Develop injury prevention and response strategies for personal safety, including first aid.
5. Demonstrate ways to avoid or change situations that threaten personal safety.
6. Distinguish between healthy and unhealthy stress management techniques.

EXAMPLES

- Discuss physical, emotional, and sexual abuse.
- Demonstrate the proper technique used to administer the Heimlich maneuver.
- Conduct a self-examination of health practices using an inventory or self-appraisal.

SECONDARY GRADES

1. Analyze the extent to which individuals are responsible for enhancing health and safety in the community and the workplace.
2. Demonstrate strategies to avoid, change, and report unsafe situations.
3. Design, implement, and evaluate a plan of stress management.

EXAMPLES

- Using computer technology or other media, create a brochure that outlines healthy strategies for the workplace.
- Analyze the school's sexual harassment policy and recommend ways to inform school staff and students about the prevention and consequences of inappropriate behavior.

HEALTH EDUCATION

D. INFLUENCES ON HEALTH

Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Describe the influences of media on health.
2. Explain how information from school and family influences health.

ELEMENTARY GRADES 3-4

1. Evaluate the influences of culture on health.
2. Explain how media influences health decisions.
3. Describe ways technology affects personal health.
4. Describe ways to be a responsible friend and family member.

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MIDDLE GRADES 5-8

1. Investigate the influence of cultural beliefs on health behaviors and the use of health services.
2. Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care).
3. Analyze the effect of technology on personal and family health.
4. Describe how school, family, and peers influence the health of adolescents.

EXAMPLE

- Discuss, from a historical perspective, the use of alternative medical practices in the Native American culture.

SECONDARY GRADES

1. Analyze how different cultures affect health beliefs and practices (gender equity).
2. Evaluate the effect of media and other factors on personal, family, and community health.
3. Evaluate the impact of technology on personal, family, and community health.
4. Analyze how the family, peers, and community influence the health of individuals.

EXAMPLE

- Use critical thinking skills to analyze marketing and advertising techniques and their influence on alcohol and tobacco use, eating habits, and sexual behaviors.

HEALTH EDUCATION

E. COMMUNICATION SKILLS

Students will understand that skillful communication can contribute to better health for themselves, their families, and the community. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Demonstrate healthy ways to express needs, wants, and feelings.
2. Distinguish between verbal and nonverbal communication.

ELEMENTARY GRADES 3-4

1. Use appropriate communication and listening skills to enhance health.
2. Differentiate between negative and positive ways to deal with conflict.
3. Demonstrate non-violent strategies to resolve conflicts.
4. Express opinions and give accurate information about health issues.

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MIDDLE GRADES 5-8

1. Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships (e.g., positive peer pressure).
2. Demonstrate refusal and negotiation skills which can enhance health by enabling them to deal with negative peer pressure.
3. Demonstrate conflict resolution strategies.
4. Analyze various communication methods which can be used to give information, ideas, and opinions about health issues.

EXAMPLES

- Select a newspaper story about a conflict involving violence and discuss the issues involved on all sides. Describe how conflict resolution and negotiation skills could be used to defuse the violence.
- Write a fictitious or real letter to someone who is trying to change a health behavior (e.g., stop smoking, start exercising), and give them encouragement by citing the benefits of the change (e.g., reduced risk of lung cancer and heart disease).

SECONDARY GRADES

1. Demonstrate healthy ways to listen and communicate effectively with family, peers, and others.
2. Demonstrate strategies that can be used to prevent or solve conflicts without harm.
3. Analyze the possible causes of conflict in schools, families, and communities.
4. Evaluate the effectiveness of various communication methods for accurately delivering health information and ideas.
5. Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.
6. Demonstrate the ability to work cooperatively as an advocate for healthy individuals, families, schools, and communities.
7. Adapt health messages and communication techniques to the characteristics of a particular audience.

EXAMPLE

- Translate health information (e.g., risks of using drugs, how to prevent transmission of colds and flu) from a secondary health text to language and format understandable to elementary students.

HEALTH EDUCATION

F. DECISION-MAKING AND GOAL SETTING

Students will learn how to set personal goals and make decisions that lead to better health. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Explain when assistance is needed in making health-related decisions and setting health goals.
2. Set a short-term personal health goal.

EXAMPLE

- During a "Health Day" at school each student chooses one health goal to work on (e.g., flossing teeth, exercising).

ELEMENTARY GRADES 3-4

1. Demonstrate the ability to apply a decision-making process to health issues and problems.
2. Predict the results of positive health decisions.

MIDDLE GRADES 5-8

1. Demonstrate individual and collaborative decision-making processes to resolve health problems.
2. Analyze how health-related decisions are influenced by individuals, families, and community values.
3. Explain how decisions regarding health behaviors have consequences for them and others.
4. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
5. Develop a plan to attain personal health goals by employing personal strengths and addressing needs and health risks.

EXAMPLE

- Write a story for the school newspaper explaining how teenage smoking is positively and negatively influenced by friends, role models, and community norms.

SECONDARY GRADES

1. Demonstrate various decision making strategies that can be used to address behaviors which lead to trouble.
2. Analyze health concerns that require collaborative decision making.
3. Predict the immediate and long-term impact of health decisions on the individual, family, and community.
4. Implement a plan and evaluate progress in attaining personal health goals.
5. Formulate an effective long-range personal health plan.

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EXAMPLE

- Discuss how a local school board could use a collaborative decision-making process to develop a tobacco-free- school policy.

PHYSICAL EDUCATION

A. PHYSICAL FITNESS

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Identify the physical changes that accompany moderate to vigorous activity (e.g., sweating, increased heart rate, heavy breathing).
2. Engage in moderate to vigorous physical activity.
3. Identify activities associated with each component of health-related fitness (e.g., cardiovascular endurance, muscular endurance, muscular strength, body composition).
4. Move with an awareness of others.
5. State reasons for safe and controlled movements.

EXAMPLES

- Student is aware that the heart beats rapidly during physical activity.
- Explain the relationship of running to cardiovascular endurance, stretching to flexibility, etc.

ELEMENTARY GRADES 3-4

1. Identify the components of health-related fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition).
2. Demonstrate specific activities to improve each of the components of health-related fitness.
3. Identify the benefits of regular participation in physical activity.
4. Participate in physical activity for the purpose of improving health-related fitness.
5. Participate in health-related fitness assessments.
6. Analyze potential risks of physical activities.
7. Utilize safety principles during activities.

EXAMPLE

- Complete a series of exercises (e.g., curl-ups, v-sit, shoulder stretch, pushups, jogging in place) and explain the benefit of each and why they are done together.

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MIDDLE GRADES 5-8

1. Define the components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed) and health-related fitness and identify activities which contribute to the development of each component.
2. Participate in and distinguish among a variety of health-related fitness activities.
3. Assess health-related fitness levels and develop personal fitness goals.
4. Establish personal physical activity goals and participate regularly in health-enhancing activities to accomplish these goals.
5. Demonstrate understanding of and apply the following principles of training: specificity (use of a specific exercise to develop skill in a particular activity); progression (increasing the level of intensity); and overload (e.g., increasing the weights used in an exercise in order to build muscle more quickly, rather than increasing the speed of the exercise).
6. Assess physiological indicators of exercise during and after physical activity (e.g., pulse rate, sweating).
7. Demonstrate appropriate stretching and warm up exercises that enhance the learning and performance of activities.
8. Identify and apply rules and procedures designed for safe participation.

EXAMPLE

- Participate, at least three times a week, in a multi-week program of walking, jogging, and running in which the time spent increases each week (2-minutes per session in the first week, 5 minutes in the second, and 7 minutes in the third). Students will keep a log and will record, for each session, the time spent, distance covered, and perceived level of exertion.

SECONDARY GRADES

1. Design and implement a personal fitness program based on an accurately assessed fitness profile applying the principles of training.
2. Participate in a variety of health-enhancing physical activities.
3. Demonstrate an understanding of how patterns of participation change throughout life, and develop strategies to deal with those changes.
4. Demonstrate the knowledge, skills, and behaviors needed to maintain or modify levels of fitness.
5. Analyze and compare physical fitness activities for their health-enhancing potential and benefits.

EXAMPLE

- Develop a personal fitness portfolio which may contain:
 1. Reports on their own health-related fitness status over a period of one year.
 2. Personal fitness goals.

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3. Records of physical activity, eating, and other behaviors that affect physical fitness.
4. An end-of-the-year assessment of physical fitness.

PHYSICAL EDUCATION

B. MOTOR SKILLS

**Students will develop motor skills and apply these to enhance their movement and physical performance.
Students will be able to:**

ELEMENTARY GRADES Pre-K-2

1. Demonstrate progress in mastering locomotor skills (skills used to move from one place to another, e.g., walking, running, jumping, hopping) and non-locomotor skills (skills used to move in place e.g., turning, twisting).
2. Demonstrate improving form when using various sports accessories (e.g., throwing a ball, catching a bean bag, hitting a hockey puck).
3. Demonstrate simple combinations of motor patterns (e.g., dribbling while running).
4. Make smooth transitions between sequential motor skills (e.g., running into a jump).
5. Adapt and adjust movement skills to uncomplicated, changing, environmental conditions and expectations (e.g., tossing a ball to a moving partner).
6. Identify the critical elements of fundamental movement patterns (e.g., throwing; ready position, arm preparation, turn side to target, step in opposition, etc.).
7. Apply movement concepts (e.g., patterns of movement, direction, speed, etc.) to a variety of fundamental skills (e.g., running in different directions without bumping into others or falling).

EXAMPLE

- Use a series of motor skills to create and perform a movement pattern (skip-walk-hop-run-jump).

ELEMENTARY GRADES 3-4

1. Create movement patterns in combination and/or sequence using movement concepts.
2. Distinguish between locomotor and non-locomotor skills in physical activities.
3. Demonstrate mature form in all locomotor patterns, non-locomotor skills, and selected sports accessories.
4. Adapt a skill to the demands of the environment (e.g., dribble and pass a ball to a moving receiver).
5. Demonstrate beginning skills of two or more specific movement forms (e.g., a beginner level gymnastics routine or a simple folk dance).
6. Combine movement skills in applied settings (e.g., run, jump, and land for distance).

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7. Apply critical elements to improve personal performance (e.g., transfer weight from feet to hands at an increased speed, thus changing a mule kick into a handstand).
8. Recognize and apply concepts that have an impact on the quality of movement (e.g., appropriate practice improves performance).
9. Identify and demonstrate appropriate safety practices and rules for activities.

EXAMPLES

- Perform a jump rope routine to a simple jingle.
- Balance, with control, on a variety of objects (e.g., balance board, large apparatus, skates).

MIDDLE GRADES 5-8

1. Demonstrate the correct use of skills in simplified versions of a variety of physical activities (e.g., a 3-on-3 basketball game, a simple folk or square dance).
2. Identify the critical elements of more advanced movement skills (e.g., describe elements of a sprinter's stance in track).
3. Describe and apply principles of practice and conditioning that enhance performance (e.g., warm-up before and cool-down after an activity).
4. Recognize general characteristics of movement that can be applied to specific settings (e.g., the "ready" position is similar for volleyball and softball or baseball).
5. Use offensive and defensive strategies in simple games and in non-complex settings (e.g., strategies for a singles or doubles tennis match).
6. Differentiate among the characteristics of highly skilled performances in different movement forms (e.g., explain the difference between a long distance run and a sprint).
7. Explain and apply more advanced knowledge of sport/activities (e.g., positional play in a game of basketball).
8. Use feedback from others to improve a skill by focusing on critical elements of the skill.
9. Create a safe environment for skill practice.

EXAMPLES

- Use their hands to "set" the volleyball above the height of the net several times, consecutively (i.e., push the ball in the air or advance it so another player can hit it).
- Perform a country line dance.

SECONDARY GRADES

1. Demonstrate competency (basic skills, strategies, and rules) in more complex versions of different types of movement forms (e.g., team sports, individual and dual sport, outdoor pursuits, dance).
2. Demonstrate proficiency in a few movement forms (e.g., passing the requirements of the Red Cross intermediate swimmer level).

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3. Use biomechanical concepts and principles (concepts and principles related to the mechanics of the body) to develop skills for specific activities.
4. Apply biomechanical concepts and principles to analyze and improve their own performances and the performances of others (e.g., view a videotape of themselves performing a physical activity and analyze the performance).
5. Evaluate risk and safety factors that may affect physical activity preferences.
6. Design appropriate practice sessions to improve performance.
7. Analyze time, cost, and accessibility factors related to regular participation in physical activities.

EXAMPLE

- Create a line dance or gymnastics routine; choosing the music (if needed), developing the moves (steps), and sharing the routine with others.

PHYSICAL EDUCATION

C. PERSONAL AND SOCIAL INTERACTIONS

The student will demonstrate responsible personal and social behaviors in physical activity settings. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Identify the rules of a given activity.
2. Demonstrate cooperative skills (following rules, taking turns, sharing equipment, etc.) while participating in physical activities.
3. Use equipment appropriately and responsibly.
4. Describe rules and behaviors that contribute to productive participation in physical activity.

ELEMENTARY GRADES 3-4

1. Demonstrate appropriate communication skills in a variety of physical activities and describe how these skills can enhance group/team cooperation and effort.
2. Follow activity-specific rules, procedures, and etiquette.
3. Demonstrate safety principles in physical activity settings.
4. Participate cooperatively with partners to improve skill performance during practice.
5. Assess their own performance problems without blaming others.

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EXAMPLES

- Select a goal from options provided by the teacher (e.g., walk a certain distance, jump rope a number of minutes) that requires the group to work together to achieve the goal. Comment on individual as well as group progress towards the goal.
- Create a class mural entitled "Favorite Activities in Physical Education".

MIDDLE GRADES 5-8

1. Describe ways in which respect for individual similarities and differences among people is demonstrated in physical activity settings.
2. Participate safely and cooperatively with others to achieve group goals in competitive and cooperative physical activities.
3. Recognize the influence of peer pressure on individuals during physical activities.
4. Solve problems which occur in physical activities by analyzing causes and potential solutions.
5. Identify behaviors that are supportive and inclusive in physical activity.
6. Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity.
7. Apply a decision-making process to the safety of themselves and others in activity settings.

EXAMPLES

- Exclusionary behavior during physical activity can be very subtle. Students are asked to observe activity during a physical education class or on the playground and record instances of perceived exclusionary behavior. For example, the methods used to choose teams, differences in ability level, and gender or cultural/ethnic differences, can lead to exclusionary behaviors. In addition, students are asked to suggest strategies for maximizing inclusion.
- Choose two famous athletes, one who is generally admired for positive behavior and one who is known generally for negative behavior. Compare and contrast the image portrayed by each athlete and comment on the effect the images have on their own behavior or behavior of others their age.

SECONDARY GRADES

1. Describe personal and group conduct necessary to participate cooperatively and ethically in both competitive and noncompetitive physical activities.
2. Accommodate for the differences in skill and performance levels of participants by adapting activities to encourage individual success.
3. Initiate independent and responsible personal behavior in physical activity settings.
4. Identify potentially dangerous consequences and outcomes of participation in physical activity.
5. Identify opportunities to share and learn from others through physical activity.

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6. Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity.
7. Apply a decision-making process to their safety and that of others in activity settings.

EXAMPLES

- Organize and conduct a sport or game adapted for physically challenged individuals. Invite non-disabled individuals to participate with the purpose of gaining insights into the challenges that persons with disabilities face while participating in physical activity. Interview participants after the activity and report (orally or in writing) insights gained from the experience.
- Demonstrate weight room etiquette, policies, and procedures and identify the potential dangers in not following the rules.