



**Physical Education Curriculum – Early  
Childhood**

**May 2007**

# Introduction

## *Physical Education Curriculum*

Physical Education at Baker Demonstration School is a time for children to learn through the physical, with emphasis on activities encouraging teamwork, cooperation and skill development. The physical education program has been developed to allow maximum participation in all activities and to provide optimum physical, emotion and intellectual growth for each student.

The goals for physical education and health foster workplace skills, including identifying short and long-term goals, following directions, and working cooperatively with others. Problem solving, communication, responsible decision making, and team-building skills are major emphases as well. Healthy minds and bodies are basic to academic success and, in later life, enhance the ability to contribute to a productive work environment.

### 1<sup>st</sup> Grade

#### Concepts

Movement skills and understanding concepts needed to engage in health – enhancing physical activity

Maintaining a healthy life-enhancing level of physical fitness based upon continual self-assessment

Development of team-building skills by working with others through physical activity

Principles of promoting good health and the prevention and treatment of illness and injury

Understanding human body systems and factors that influence growth and development

#### Skills and Processes

- Demonstrates control when performing fundamental locomotor, non-locomotor and manipulative skills
- Understands spatial awareness and relationships to objects and people
- Demonstrates safe movements in physical activities

- Can describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased breathing rate)
- Engages in sustained physical education activity that causes increased heart rate, muscle strength and range of movement

- Follows directions and class procedures while participating in physical activities
- Uses safe procedures and practices with little or no reinforcement during group physical activities
- Can work independently on tasks for short periods of time
- Can work cooperatively with another to accomplish an assigned task

- Can identify methods of health promotion and illness prevention (e.g., hand washing, brushing and flossing teeth, eating practices, sleep, and cleanliness)
- Can identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, and strangers)

- Identifies basic parts of body systems and their functions (e.g., heart, lungs, eyes)
- Identifies healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise)
- Identifies individual differences in growth and development among people

### **Concepts**

Promotion and enhancement of health and well-being through the effective communication and decision-making skills

### **Skills and Processes**

- Can differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)
- Identifies verbal and nonverbal communication skills (e.g. body language, manners, and listening)
- Recognizes how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).
- Demonstrates basic refusal skills (e.g., “Just Say No”, “Stranger Danger”)

Assessments

Some of the tools used for assessment include: participation, group work, individual and group presentations