Montgomery County Physical Education Standards (K-4)

2016-2017 At A Glance

	Motor Skills (NASPE Standard 1&2)		Health Related Fitness (NASPE Standard 3&4		Sportsmanship (NASPE Standard 5&6)	
National PE Standards	**NASPE Standard 1 -** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities	**NASPE Standard 2 -** Demonstrates understanding of movement concepts, principles, strategies, tactics as they apply to the learning and performance of physical activities	**NASPE Standard 3 -** Participates regularly in physical activity	**NASPE Standard 4 -** Achieves and maintains a health-enhancing level of physical fitness	**NASPE Standard 5 -** Exhibits responsible personal and social behavior that respects self and others in physical activity setting	**NASPE Standard 6 -** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
KY Core Academic Standards	Psychomotor Skills - Cognitive information can be used to understand and enhance the development of motor skills such as movement, sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.		Lifetime Physical Wellness - Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well being. Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.			
Knowledge/ Skills/Concepts	Students will understand that: *spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities. *movement concepts, principles and strategies apply to the learning and performing of physical activities. Students will: *demonstrate a variety of locomotor and combination skills in a movement pattern. *use non-locomotor, locomotor and combination skills to demonstrate movement in creative sequences and in simple patterned dances, games and other activities. *demonstrate a variety of non-locomotor, locomotor and combination skills while participating games and sports *develop manipulative skills of throwing, catching, kicking, and striking while developing motor skills for use in games and other activities that lead to more complex games and sports. *demonstrate and explain how movement patterns are influenced by space, force and time. *willingly try new movements and skills.		Students will understand that: *physical activity provides opportunities for social interaction, challenges and fun. *participation in regular physical activity has physical, mental and social benefits. *practice is a basic component for improving sport skills. *rules impact the effective participation in physical activities. *personal/social behavior that shows respect to self/others impacts enjoyment/safety *regular participation in health-related, physical activity supports the goals of fitness/healthier lifestyle *principles and techniques are used to improve physical fitness. Students will: *identify likes and dislikes connected with participating in sports and physical activities. *identify and engage in physical activities that promote physical fitness and health. *describes the positive/negative effects of regular participation in moderate/vigorous physical activity. *participates in daily physical activity during and after school. *relate the concept of practice and repeated practice to the importance of learning new skills. *demonstrate and apply the concept of sportsmanship in games, sports and physical activities. *explain how rules of play and sportsmanship for spectators and participants during games or activities can make them safe and enjoyable.		

			*identify and participate in activities to enhance the health related fitness components of aerobic capacity/cardio-respiratory endurance, muscular endurance, muscular strength, flexibility. *identify the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance); describe the meaning of F.I.T.T. Principle (Frequency, Intensity, Type, Time) *when participating in a variety of physical activities and games: explain basic rules needed to make games fair identify the need for rules in social settings and choose appropriate behaviors, demonstrate cooperation with partners and small groups			
KY Academic Expectations	2.34 - Student perform physical movement skills effectively in a variety of settings 2.35 - *Students* demonstrate knowledge and skills that promote physical activity and involvement in physical activi throughout lives	2.34 - Students perform physical movement skills effectively in a variety of settings 2.35 - Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives	2.34 - Students perform physical movement skills effectively in a variety of settings	2.31 - Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being 3.2 - Students demonstrate the ability to maintain a healthy lifestyle	2.31 - Students demonstrat the knowledge and skills the need to remain physically healthy and to accept responsibility for their own physical well-being 3.1 - Students demonstrate positive growth in self-concept through appropriate tasks or projects 3.7 - Students demonstra the ability to learn on one's own 4.2 - Students use productive team membership skills	2.31 - Students demonstrate the knowledge and skills needed to remain physically healthy and to accept responsibility for their own physical well-being 2.35 - Students demonstra knowledge and skills that promote physical activity and involvement in physical activity throughout lives 3.2 - Students demonstrate the ability to maintain a healthy lifestyle
Unit Topics Aug - Dec	Unit 1 Motor Skills K-1 Introduction to Locomotor Patterns (Ex. Walk, run, jump, hop, games) 2-4 Review Locomotor Patterns (Ex. Progression of patterns, games) Unit 2 Non-Locomotor/Body Awareness/Directions K-1 Introduction to Patterns (Ex. Twist, turn, space, pathways, games) 2-4 Review of Patterns (Ex. Implementing/Progressing, games) Unit 3 Integrated Unit K-4 Colonial Unit (Ex. Orient to time period, games played) Unit 4 Manipulative/Sports Skills K-1 Introduction to Skills (Ex.Throw, catch, kick, strike) 2-4 Implementing Skills in a Game (Ex. Golf, crab soccer, kickball)				Unit 4 Manipulative/Sports Skills K-1 Introduction to Skills (Ex.Throw, catch, kick, strike) 2-4 Implementing Skills in a Game (Ex. Golf, crab soccer, kickball)	

Health Education Long Range Plans: Grade K

2014-2015

School Calendar	**Domain(s)** and Cluster(s)	**Standard(s)**
AUGUST 2014	General introduction/procedures Introduction to safety-Risk Watch	
SEPTEMBER 2014	**SAFETY** Bus safety Safety rules/helpers Safety at home Safety in the community	**PL-P-S-S-1,2,3,4** **NHS:1.2.4; 3.2.2; 4.2.3; 5.2.1**
OCTOBER 2014	**SENSES** What are our senses? Senses help us learn Using our senses Problems with our senses * sense/activity packets	**PL-P-PW-S-PPH-2** **NHS:1.2.1; 1.2.3**
NOVEMBER 2014	**NUTRITION** Food needs for life Healthful / less healthful Food varieties / handling * MyPLATE activites	**PL-P-N-S-1,4,5,6** **NHS:1.2.1; 1.2.3**
DECEMBER 2014	**FAMILY** What is family ? Families grow and change Food varieties / handling Family rules / jobs	**PL-P-PW-S- SMEM-1** **NHS: 2.2.1**
JANUARY 2015	**MY BODY IS SPECIAL** All bodies are different I am special Taking care of my body Safe / unsafe touch	**PL-P-Pw-S- CNCDP-1,2** **NHS: 4.2.3; 4.2.4**

Health Education Long Range Plans: Grade K

2014-2015

School Calendar	**Domain(s)** and Cluster(s)	Standard(s)
FEBRUARY 2015	**CHECK-UPS** Your doctor / dentist visit Getting a checkup Taking care of teeth * dental health activities	**PL-P-PW-S-CNCDP-1,2** **NHS: 4.2.3; 4.2.4**
March 2015	**DRUGS** What is a drug? What is medicine? Stay away from dangerous substances	**PL-P-PW-S-ADOT-1** **NHS: 5.2.1; 7.2.1; 7.2.2**
APRIL 2015	**BEING HEALTHY** What does it mean to be healthy? Sick? How do we get well? Helping those that are sick * germ activities	**PL-P-N-S-1,4,5,6** **NHS: 1.2.1; 1.2.3**
MAY 2015	**FAMILY** What is family ? Families grow and change Food varieties / handling Family rules / jobs	**PL-P-PW-S- SMEM-1** **NHS: 2.2.1**

Health Education Long Range Plans: Grade 1

2014-2015

School Calendar	**Domain(s)** and Cluster(s)	**Standard(s)**
AUGUST 2014	General introduction/procedures Introduction to safety-Risk Watch	
SEPTEMBER 2014	**SAFETY** Look Out! Careful when you play Fire can hurt you Safety Rules	**PL-P-S-S-1-4** **NHS:1.2.4; 3.2.1; 3.2.2; 4.2.4**
OCTOBER 2014	**My Body** Head to toe Blood goes round and round Take care of my body Body is special	**PL-P-PS-S-PPH-5,6** **NHS: 7.2.1; 7.2.2**
NOVEMBER 2014	**NUTRITION** Food in your body Healthful food Food choices * MyPLATE activites	**PL-P-N-S-1,4,5,6** **PL-P-PW-S-PPH-6** **NHS:2.2.1; 2.2.2; 2.2.3; 7.2.1**
DECEMBER 2014	**MEDICINES** Medicines Who can givr medicines What medicines do	**PL-P-PW-S- SMEM-1** **NHS: 2.2.1**
JANUARY 2015	**TALK AND LISTEN** How do we talk? Listen? We talk and listen People talk in different ways Tell me how you feel	**PL-P-PW-S-SMEM-1** **NHS: 3.2.2; 4.2.1; 4.2.2**

Health Education Long Range Plans: Grade 1

2014-2015

School Calendar	Domain(s) and Cluster(s)	Standard(s)
FEBRUARY 2015	**HAPPY, SAD AND IN BETWEEN** We have feelings Talking makes me feel better Cool Dude gets mad My body is private * The way I feel activities	**PL-P-PW-S-ADOT-1** **NHS: 5.2.1; 7.2.1; 7.2.2**
MARCH 2015	**DRUGS** What are drugs? No smoking please! Drinking can make you sick Safe and strong	**PL-P-PW-S-PPH-2,4** **NHS: 5.2.1; 7.2.1; 7.2.2**
APRIL 2015	**GETTING WELL SOON** Getting sick Germs Getting better Don't share germs * germ activities	**PL-P-PW-S-ATOD-2.3** **PL-P-PW-CNCDP-1,2** **NHS: 1.2.1; 1.2.3; 7.2.1; 7.2.2**
MAY 2015	**HOW I BREATHE** Breathing Process Don't hurt your lungs Runny /stuffy nose Breathing fast/ slow	**PL-P-PW-S- PPH-5,6** **NHS: 1.2.1**

Health Education Long Range Plans: Grade 2

2014-2015

School Calendar	Domain(s) and Cluster(s)	Standard(s)
AUGUST 2014	General introduction/procedures Introduction to safety-Risk Watch	
SEPTEMBER 2014	**SAFETY** Safety around the streets Community: rules and laws Handling common emergencies Safety with others *street signs / activity in the gyms	**PL-P-S-S-1-4** **NHS:1.2.4; 3.2.1; 3.2.2; 4.2.3; 4.2.4**
OCTOBER 2014	**HOW YOU THINK** Brain: How you think Using you brain Think about thinking Take care of your brain	**PL-P-P-PW-S-PPH-5** **NHS:1.2.1; 3.2.1; 3.2.3; 5.2.1**
NOVEMBER 2014	**NUTRITION** MyPlate Nutrients for your body * MyPLATE activites	**PL-P-N-S-1,4,5,6** **PL-P-PW-S-PPH-6** **NHS: 2.2.1; 2.2.2;2.2.3; 7.2.1**
DECEMBER 2014	**YOUR HEART, SMALL BUT STRONG** Heart strong Caring for the heart Heart problems / helpers	**PL-P-PW-S-PPH-5,6** **NHS: 1.2.5; 2.2.1; 3.2.1; 3.2.2; 5.2.1;7.2.1; 7.7.2**
JANUARY 2015	**WHEN I FEEL AFRAID** Understanding / coping with fears Effects of being afraid on the body Recognizing danger Smart to be afraid	**PL-P-PW-S-SMEM-1,2,3** **PL-P-PW-S-PPH-1,2,3** **NHS: 4.2.1; 4.2.3; 4.2.4; 5.2.1;5.2.2**

Health Education Long Range Plans: Grade 2

2014-2015

School Calendar	Domain(s) and Cluster(s)	Standard(s)
FEBRUARY 2015	**BABIES AND HOW YOU GREW** Growing and changing Families Families grow and change too I am special	**PL-P-PW-S-PPH-3,4,5** **NHS: 2.2.1**
MARCH 2015	**DRUGS ARE DANGEROUS** What are drugs? Medicines are drugs Drugs don't solve problems Build resistance skills	**PL-P-PW-S-ATOD-1** **NHS: 5.2.1; 7.2.1; 7.2.2**
APRIL 2015	**GERMS MAKE YOU SICK** What they are and do Keeping germs out Fighting germs Community health helpers * germ activities	**PL-P-PW-CNCD-1,2** **NHS: 1.2.1; 1.2.3; 7.2.1; 7.2.2**
MAY 2015	**ME AND MY SKIN** Skin-why do we have it? What the skin is / does Skin problems / remedies *fingerprints	**PL-P-PW-S- CNCD-1 PL-P-PW-S PPH-5** **NHS: 1.2.1; 1.2.3**

Health Education Long Range Plans: Grade 3

2014-2015

School Calendar	Domain(s) and Cluster(s)	Standard(s)
AUGUST 2014	General introduction/procedures Introduction to safety-Risk Watch	
SEPTEMBER 2014	**SAFETY** Safety Sleuths Emergency planners Taking action Say "NO!" to danger	**PL-P-S-S-1,2,3 & 4** **NHS:1.2.4; 3.2.2; 4.2.3; 5.2.1**
OCTOBER 2014	**THE BETTER TO SEE YOU** Your eyes How we see Eye problems *Eye activities / illusions	**PL-P-PW-S-PPH-5** **NHS:1.5.5; 1.5.5; 2.2.1**
NOVEMBER 2014	**NUTRITION** MyPlate Digestion Healthful / less healthful Food labels	**PL-P-N-S-1,4,5,6** **PL-P-PW-S-PPH-6** **NHS: 2.2.1; 2.2.2; 2.2.3; 7.2.1**
DECEMBER 2014	**COMMUNITY HELPERS** Community Keeping Community Safe Keeping it healthy and clean	**PL-P-PW-S-PPH-1,33** **PL-P-S-S-6** **NHS: 1.5.3; 3.5.1; 3.5.2**
JANUARY 2015	**I LIKE YOUR ATTITUDE** Attitude, values and goals Attitude/ actions Attitude at home, school, community *all about me	**PL-P-PW-S-SMEM-1-3** **NHS: 4.5.1; 4.5.3; 6.5.1; 8.5.2**

Health Education Long Range Plans: Grade 3

2014-2015

School Calendar	Domain(s) and Cluster(s)	Standard(s)
FEBRUARY 2015	**SAYING NO TO SMOKING, DRINKING AND DRUGS** Saying NO! (refusal skills) Drugs and the law Addiction /safety around drugs	**PL-P-PW-S-ATOD-1** **NHS: 2.5.1; 2.5.4; 2.5.4; 4.5.2; 5.5.1-6;8.5.2**
MARCH 2015	**DRUGS ARE DANGEROUS** What are drugs? Medicines are drugs Drugs don't solve problems	**PL-P-PW-S-ATOD-1** **NHS: 5.2.1; 7.2.1; 7.2.2**
APRIL 2015	**THINGS YOU MIGHT CATCH** Being sick Fighting disease Keeping clean / healthy Medicines * germ activities	**PL-P-PW-CNCD-1,2** **NHS: 1.5.1; 1.5.3; 1.5.5; 2.5.1; 2.5.2**
MAY 2015	**PHYSICAL AND MENTAL CHALLENGES** Body problems Physical impairments / learning challenges Special needs in the community	**PL-P-PW-S- PPH-5**

Health Education Long Range Plans: Grade 4

2014-2015

School Calendar	**Domain(s)** and Cluster(s)	**Standard(s)**
AUGUST 2014	General introduction/procedures **STAYING FIT AND HAVING FUN** What does it mean to be physically fit? Five components of health-related fitness	**PL-4-PW-S-PPH-4** **NHS:1.5.1; 2.5.1; 6.5.1-2; 7.5.1-3**
SEPTEMBER 2014	Muscular strength, muscular endurance Cardiovascular endurance, how your heart works Flexibility, body composition Why you need to be fit: FITT principle; setting goals	**PL-4-PW-S-GD-2** **PL-4-PW-S-DP-1** **PL-4-LPW-S-2,3,9,10**
OCTOBER 2014	Review for test: Health-related fitness **Test: fitness** **LEARNING ABOUT YOURSELF** Traits, personality, self-concept, attitude Goals; needs vs wants Stress, ways to manage stress, review	**PL-4-PW-S-PPH-1,2,3** **PL-4-PW-SMEH-3,4,5,6** **NHS: 1.5.2; 3.5.3; 4.5.1; 4.5.2; 4.5.4; 7.5.2**
NOVEMBER 2014	**Test: emotions / stress** **EATING WELL: NUTRITION** Nutrients / healthy eating MyPlate Food labels	**PL-4-N-S-1-5** **PL-4-PW-S-PPH-4** **PL-4-PW-S-SMEH-1,4** **NHS: 2.5.1; 2.5.5; 3.5.3**
DECEMBER 2014	Food labels Review **Test: nutrition**	**PL-4-PW-S-FH-1.3.4** **NHS: 5.5.1-6; 6.5.1,2; 7.5.1-3**

Health Education Long Range Plans: Grade 4

2014-2015

School Calendar	Domain(s) and Cluster(s)	Standard(s)
JANUARY 2015	**SAFETY AND VIOLENCE** Violence Gangs Bullies Dealing with bullies	**PL-5-S-S-6-9** **NHS: 1.5.3-5; 2.5.3-5; 4.5.1-3;5.5.1-6; 7.5.1,3**
FEBRUARY 2015	Review **Test: violence** **CONSUMERISM** Need vs wants	**CS-5-CD-1,2,3,5** **NHS: 2.5.1-5**
MARCH 2015	Advertisement Influence on purchasing Review **Test: consumerism**	**PL-P-PW-CNCD-1,2** **NHS: 1.5.1; 1.5.3; 1.5.5; 2.5.1; 2.5.2**
APRIL 2015	**COMMUNITY HEALTH** Agencies in the community Handling community emergencies Disasters Review **Test**	**CS-5-CD-S-4** **NHS: 1.5.3; 3.5.1,2; 7.5.1**
MAY 2015	**Health Issues** **End of year testing**	

Year at a Glance

Use this page to sketch a time line for the key content you plan to cover during the year.
Pencil in your ideas for thematic units, class projects, field trips, books to read aloud, and other long-term plans.

August	September	October	November
December	January	February	March
April	May	June	July