



## Physical Education - Grade K5

### **Course Description:**

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [National Shape America Standards](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, students are actively engaged in a safe, caring, fun, physically active environment with an emphasis on lifetime fitness and American Indian culture. Contemporary, as well as Native sports, games, activities, dances, stories, language and teachings will be utilized. Our Sacred Gifts, traditional teachings, and the medicine wheel guide us as we learn to take care of our body, recognize our community responsibilities, and learn to live in balance while incorporating 21st century skills (collaboration, communication, critical thinking, creativity), student choice, and digital literacy. Physical literacy skills, including motor skills and movement patterns, concepts and strategies, health-enhancing physical fitness, responsible behavior, and valuing physical activity are introduced. Skills at this level focus on emerging levels of basic age appropriate motor skills, movement knowledge, physical activity knowledge, active engagement, fitness knowledge, nutrition, personal responsibility, accepting feedback, working with others, safety and participation in physical activity for health, challenge and self-expression/enjoyment.

### **Enduring Understandings:**

- Being physically active as an American Indian or Alaskan Native is important in living a healthy balanced life, incorporating the physical, mental, emotional, and spiritual self.
- People who participate in regular physical activity are less likely to become obese and are more likely to lead active, healthy lifestyles as adults.
- Physically active people have more active brains and physical activity decreases anxiety and depression and contributes to overall well-being.
- Repetition of proper technique leads to improvement and successful skill acquisition and is important in nurturing resilience.
- Foundational movement skills and patterns are necessary including locomotor, non-locomotor, and manipulatives to enjoy physical activity and to facilitate continued motor skill development and improve the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.
- Application of cognitive movement concepts increases the individual's ability to understand and enhance motor skill acquisition and performance.
- Engaging in regular participation of meaningful health-enhancing physical activities is necessary to maintain personal physical fitness.
- Grandfather teachings guide us in developing responsible personal and social behaviors.
- Indigenous games are known as the Games of Life and strengthen our community by recognizing and valuing each person as a welcome part of the circle.
- Technology use and application contributes to personalized 21st century physical literacy skills.

### **MOTOR SKILLS AND MOVEMENT PATTERNS**

- I can hop, gallop, run, slide and skip while maintaining balance. (S1.E1.K)
- I can jump and land with balance. (S1.E3.K)
- I can perform locomotor skills in a teacher-led dance. (S1.E5.K)



## **MOTOR SKILLS AND MOVEMENT PATTERNS (continued)**

- I can balance for a moment on different body parts. (S1.E7.Ka)
- I can roll sideways in a narrow body shape. (S1.E9.K)
- I can throw underhand with the opposite foot forward. (S1.E13.K)
- I can drop a ball and catch it before it bounces twice. (S1.E16.Ka)
- I can catch a large ball tossed to me. (S1.E16.Kb)
- I can dribble a ball one or more times in a row with one hand. (S1.E17.K)
- I can dribble a ball with the inside part of my foot to move it forward. (S1.E18.K)
- I can kick a ball from a standing position. (S1.E21.K)
- I can volley a lightweight object upwards. (S1.E22.K)
- I can hit a light-weight object with a paddle or small racket. (S1.E24.K)
- I can jump with a short rope one time by myself. (S1.E27.Ka)
- I can jump a long rope with help. (S1.E27.Kb)

## **MOVEMENT AND PERFORMANCE**

- I can show the difference between moving in personal and general space. (S2.E1.Ka).
- I can move in personal space to a rhythm. (S2.E1.Kb).
- I can move in a straight, curvy, and zig-zag path. (S2.E2.Ka)
- I can change my speed from fast to slow. (S2.E3.Ka)

## **HEALTH-ENHANCING PHYSICAL ACTIVITY AND FITNESS**

- I can identify ways I actively move and play outside of PE class. (S3.E1.K)
- I can actively participate in PE class. (S3.E2.K)
- I can recognize that when I move faster, my heart beats faster and I breathe faster. (S3.E3.K)
- I can recognize that food gives my body fuel to move. (S3.E6.K)

## **PERSONAL AND SOCIAL RESPONSIBILITY**

- I can follow directions with a group. (S4.E1.K)
- I can take responsibility for my behavior. (S4.E2.K)
- I can follow instructions and directions when asked. (S4.E3.K)
- I can share equipment with others. (S4.E4.K)



## PERSONAL AND SOCIAL RESPONSIBILITY (continued)

- I can share space with others. (S4.E4.K)
- I can recognize the class routine. (S4.E5.K)
- I can participate safely with few reminders. (S4.E6.K)

## VALUE OF PHYSICAL ACTIVITY

- I can recognize that movement is important for my health. (S5.E1.K)
- I can show understanding that some movements are challenging. (S5.E2.K)
- I can identify movement activities I enjoy. (S5.E3.Ka)
- I can discuss the enjoyment of playing with my friends. (S5.E3.Kb)