

Grades 3-5 Health/PE Curriculum

RATIONALE

All human beings have the ability and desire to move and be active throughout their lives in order to live a healthy life. Therefore, a program of physical education should provide students with developmentally appropriate activities and use a variety of teaching methods based on each student's individual needs. A Comprehensive School Health Program can play a leading role in enabling students to lead healthy, active lives; now and in the future. Quality programs provide students with opportunities to explore concepts in-depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding, and develop physical and social skills necessary for a healthy, active life. A Comprehensive School Health Program can play a leading role in enabling students to lead healthy, active lives; now and in the future. Quality programs provide students with opportunities to explore concepts in-depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding, and develop physical and social skills necessary for a healthy, active life.

DESCRIPTION/PURPOSE

The purpose of the Health/PE curriculum describes quality health education and physical education curricula that will help students develop a life-long commitment to healthy, active living. The healthy, physically active child is more likely to be academically motivated, alert and successful in school and more likely to establish habits of behavior that will foster good health throughout life thereby enhancing the quality of life. Children and youth who are physically, emotionally and socially well are better able to benefit from learning experiences provided in school. Health behaviors are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors and opportunities to practice the behaviors.

Because health behaviors are learned, they can be shaped and changed. Fostering healthy children is the shared responsibility of families, communities and schools. Planned, sequential, age and developmentally appropriate K-12 curriculum in health education and physical education is necessary for students to become physically educated and health-literate individuals thereby contributing to an enhanced quality of life. School health education and physical education can make valuable contributions in areas such as these and can play an important role in improving the quality of life. These priorities focus on the attainment of graduate goals and the Show-Me Standards identified throughout the Health/PE curriculum.

Physical education contributes to the development of a physically educated person who:

1. Learns skills necessary to perform a variety of physical activities
Is physically fit
- 2.3. Participates regularly in physical activity
4. Knows the implications of and the benefits from involvement in physical activities
5. Values physical activity and its contributions to a healthful lifestyle

Content Description by Grade Level Span

Grade levels are divided into four segments; kindergarten-second grade; third-fifth grade; sixth-eighth grades; and, ninth-twelfth grades. Grade twelve can last up to four years. The curriculum is cumulative in that skills learned during the elementary years are expanded during the middle school grades and so forth. The goals and benchmarks for the student must be selected from the student's curricular grade span. We recognize that each student will accomplish the graduate goals by different means (goals mastered).

Health and PE Grades 3-5

Graduate Goal 2 Graduates will make choices.

Graduate Goal 7 Graduates will integrate sensory stimuli or find a positive alternative.

GLE: Not Available

STRAND: Not Available

Show-Me Standard H/PE-2
Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management).

Alternate Framework Standard AltH/PE-2
Demonstrating basic concepts and self-care skills related to personal hygiene, nutrition, and stress management.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-10, Goal 3 Alt-8, Goal 4 Alt-6

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Move limbs to aid in dressing/undressing.	5306006		
Assist during dressing/undressing by passing or holding clothing.	5306007		
Take off pullover shirt/garment with closures open.	5312008		
Join and separate Velcro closures.	5324021		
Use two hands to carry item to designated area.	7500016		
Take off shoes with closures open.	5312001		
Identify articles of clothing.	5336001		
Remove pants.	7810016		
Push down pants.	7500358		
Pull on pants.	5318001		
Put on backpack	7500347		Place items in backpack for outdoor activity.
Untie shoelaces, sashes, and other string closures.	5324022		
Tie shoelaces in a bow.	7500149		
Lace, tie, and untie shoelaces and other string closures.	5324025		
Feed self with a fork.	5405000		
Bring food-filled spoon or fork to mouth.	5399010		
Scoop food and bring spoon to mouth.	5399009		
Scoop only proper amount of food onto spoon.	5399007		
Grasp spoon.	5399001		

PERSONAL HYGIENE

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Health and PE Grades 3-5

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Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Maintain grasp on the spoon.	7500286		
Put arm(s) into sleeve(s).	7500345		
Put on shoes/boots.	5318004		
Put on a pull-over shirt.	7500348		
Button a variety of clothing.	7810071		
Move head in direction of food.	5375001		
Show partial participation in self-feeding skills.	7500408		
Keep tongue inside of mouth during feeding activities.	5369014		
Eat types of foods with more than one consistency.	5387010		
Close mouth when spoon is placed on tongue.	7500326		
Open mouth when physically stimulated by spoon.	5375003		
Allow utensil to enter the mouth, touch the tongue, and withdraw without biting.	5363009		
Remove food from spoon when being fed.	5375006		
Move tongue around in mouth (not necessarily food).	5363014		
Maintain neutral hand position while sitting.	7500291		
Use correct posture, not slouch, while sitting to perform activities.	7600150		
Accept liquid in mouth.	7500040		
Suck liquid from a straw.	5369007		
Maintain grasp of cup/glass while bringing it to and from mouth.	7500282		

PERSONAL HYGIENE

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Health and PE Grades 3-5

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STRAND: Not Available

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Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-10, Goal 3 Alt-8, Goal 4 Alt-6

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Retrieve a prepared drink from the refrigerator.	5417007		
Drink from a cup with no spills.	7500217		
Select eating utensils.	7500031		
Hold finger foods.	5381002		
Grasp finger food and carry it to the mouth.	5381003		
Carry a tray of food to a table without spillage.	7810036		
Use napkin.	5423007		
Bring hand to midline to participate in a functional activity.	7500387		Open containers, feeding self, wipe off table, wipe nose.
Use a knife.	5411000		
Feed self with a spoon.	5399000		
Stab food using a fork.	7500313		

PERSONAL HYGIENE

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Health and PE Grades 3-5

Graduate Goal 5	Graduates will follow routines.
Graduate Goal 4	Graduates will solve problems or complete tasks.
Graduate Goal 7	Graduates will integrate sensory stimuli or find a positive alternative.
GLE:	Not Available
STRAND:	Not Available

Show-Me Standard H/PE-3	Diseases and methods for prevention, treatment, and control.
Alternate Framework Standard AltH/PE-3	Demonstrating knowledge of basic concepts and self-care skills related to diseases, methods of prevention, treatment and control.
Alternate Process Standard:	(What All Students Should Do) Goal 1 Alt-2, Goal 3 Alt-1

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Allow touching with moderate pressure to the teeth and gums and around exterior of mouth without evidence of discomfort or displeasure.	7500394		
Brush top and bottom teeth.	5265009		
Rinse mouth.	5265011		
Turn faucet on and off.	5272009		
Wash and dry face.	5253000		
Wipe face with cloth.	5253003		
Dry hands.	5247012		Texture exploration, washing dishes, after washing hands prior to food preparation, using sanitizing liquid/spray.
Wash and dry hands.	5247000		Texture exploration, washing dishes, digging in soil and cleaning hands, prior to food preparation, using sanitizing liquid/spray.
Operate soap dispenser to put soap on free hand.	5247004		
Bathe in a bathtub.	7810072		
Bath in a shower.	7810073		

SELF-CARE

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Health and PE Grades 3-5

Graduate Goal 7	Graduates will integrate sensory stimuli or find a positive alternative.
Graduate Goal 8	Graduates will use an efficient method to access environments.
Graduate Goal 9	Graduates will participate in individual, group, and family recreational/leisure activities.
GLE:	Not Available
STRAND:	Not Available

Show-Me Standard H/PE-4 Principles of movement and physical fitness.
Alternate Framework Standard AltH/PE-4 Participating in movement and fitness activities (including choosing preferred activities.).
Alternate Process Standard: (What All Students Should Do) Goal 3 Alt-8, Goal 4 Alt-6, Goal 4 Alt-7

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Turn head to both sides while in sitting position.	7500319		Teaching reliable yes/no responses, communicating to a person sitting on either side, telling student on either side to take their turn at a game.
Turn head to midline in supported sitting.	7500365		Look at the person talking, playing a computer game, looking at window bird feeder.
Turn head to either side when in prone.	7500318		
Pull body forward with arms while in prone position.	5133004		
Maintain a sitting posture with head erect and in midline.	7500386		Any art or leisure activity (the game is not the priority), eating.
Reach for an object, grasp, and manipulate it with both hands.	7600036		
Roll from left side to supine.	7500379		
Roll to a destination/object.	5127009		
Crawl forward using arm and leg movements.	5133006		
Demonstrate body awareness through obstacles by moving around, through, over, etc. obstacles.	7810018		Push a shopping cart without bumping into objects or people, walk down a crowded hallway/lunch time, PE games of moving over and around obstacles, water puddle, thing blocking doors/floor.
Perform activities to increase motor endurance.	7500432		
Walk for endurance and fitness.	7810037		Includes cardiovascular monitoring and endurance training.
Walk beside adult.	7500065		
Turn to one side while walking.	5139027		
Walk with a group.	7500086		
Walk up an inclining surface.	5139031		
Walk holding an item in both hands.	7500082		
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.			

WELLNESS AND FITNESS

Health and PE Grades 3-5

Graduate Goal 7 Graduates will integrate sensory stimuli or find a positive alternative.

Graduate Goal 8 Graduates will use an efficient method to access environments.

Graduate Goal 9 Graduates will participate in individual, group, and family recreational/leisure activities.

GLE: Not Available

STRAND: Not Available

Show-Me Standard H/PE-4
Principles of movement and physical fitness.

Alternate Framework Standard AltH/PE-4
Participating in movement and fitness activities (including choosing preferred activities.).

Alternate Process Standard: (What All Students Should Do)
Goal 3 Alt-8, Goal 4 Alt-6, Goal 4 Alt-7

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Take turns.	6929006		
Play simple board games.	7810074		
Roll dice.	7810027		
Hold cards to play a card game.	7810028		
Allow part of body in water.	7008003		
Change directions during water activity.	7008016		
Stand by stable surface.	7500311		
Stand from a sitting position.	5139052		
Push pedals to move the tricycle.	7500356		
Ride an adaptive tricycle.	6718029		
Ride bicycle with training wheels.	6718018		
Ride bicycle.	6718019		
Put on/wear a bicycle helmet when riding a bicycle.	5183021		
Participate in fishing activities.	7810029		
Throw a ball.	7500332		
Move from place to place in small or narrow area.	5171023		
Step backwards.	5139029		

WELLNESS AND FITNESS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Health and PE Grades 3-5

Graduate Goal 8 Graduates will use an efficient method to access environments.

Graduate Goal 9 Graduates will participate in individual, group, and family recreational/leisure activities.

GLE: Not Available

STRAND: Not Available

Show-Me Standard H/PE-5
 Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use).

Alternate Framework Standard AltH/PE-5
 Developing an awareness of basic concepts and skills related to avoiding high-risk behaviors.

Alternate Process Standard: (What All Students Should Do)
 Goal 1 Alt-1, Goal 1 Alt-2, Goal 2 Alt-2

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Maintain standing balance at a stable support while reaching for objects.	7500281		Any art or leisure activity while in a prone stander, standing table, etc. The key to the activity is to engage in leisure skills and interaction with others.
Lean at different angles while supported in standing.	5177035		
Lean at different angles while sitting.	5177034		
Use hands for protection.	5115001		
Bear weight on legs and feet during a stand-pivot transfer between wheelchair and stationary chair.	7500015		
Transfer from stationary chair to wheelchair.	7500321		
Slide body backward in the wheelchair.	5177009		
Slide body forward in the wheelchair.	5177008		
Maintain standing balance on unstable surfaces.	7500245		
Maintain appropriate posture and balance to perform activities.	7500389		
Maintain balance while sitting.	7500279		
Maintain trunk in upright position.	5351002		
Use upper extremities to maintain balance when sitting on stable surface.	7500058		
Maintain sitting balance on a stable surface.	7500294		
Hold stable support and pull self forward in seat.	7500213		
Pull self up from chair.	7500361		

BODY AWARENESS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Health and PE Grades 3-5

Graduate Goal 6 Graduates will participate in cause and effect activities.

Graduate Goal 2 Graduates will make choices.

GLE: Not Available

STRAND: Not Available

Show-Me Standard H/PE-7

Responses to emergency situations.

Alternate Framework Standard AltH/PE-7

Recognizing basic first aid concepts and skills.

Alternate Process Standard: (What All Students Should Do)

Goal 1 Alt-5, Goal 3 Alt-1

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Seek attention and/or assistance when self or others are hurt.	7810032		
Put on a Band-Aid.	7810033		
Use a spray on antiseptic.	7810034		
Identify body parts.	7810035		Textures on various body parts – hands, arms, legs, feet, face, etc.; lotion on body parts- hands, arms, legs, feet, etc.; identify what part of body part goes into clothing first.

FIRST AID

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.