

The Hinsdale School District believes that students can benefit from a healthy lifestyle that includes being physically active. The benefits of being physically active include:

1. Reduced risk of heart disease
2. Improved blood cholesterol levels
3. Prevention of high blood pressure
4. Boosted energy levels
5. Reduced stress and tension
6. Improved sleep patterns
7. Better self-image
8. Increased muscle strength
9. A way to share an activity with others
10. Establishment of healthy habits

Physical fitness is made up of five **health-related components** and six **skill related components**. The first help you stay healthy while the second help you perform in sports and activities.

Components of health-related fitness:

1. Cardiovascular endurance: ability to exercise your entire body for long periods of time. Requires a strong heart, healthy lungs and clear blood vessels to supply your body with oxygen.
2. Muscular endurance: ability to use your muscles many times without tiring.
3. Muscular strength: amount of force your muscles can produce.
4. Flexibility: ability to use your joints fully through a wide range of motion.
5. Body composition: relates to the relative amounts of muscle, fat, bone and other vital parts of the body.

Components of skill related fitness:

1. Agility: ability to change the position of your body quickly and to control your body's movements.
2. Balance: ability to keep an upright posture while standing or moving
3. Coordination: ability to use your senses together with your body parts or to use two or more body parts together.
4. Power: ability to use strength quickly.
5. Reaction time: the amount of time it takes you to move once you realize you need to act.
6. Speed: ability to perform a movement or cover a distance in a short period of time.

Grade PK-2

Curriculum Guideline # 1	Engages in Physically Active Lifestyle
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PERFORMANCE INDICATOR	OBJECTIVES	ASSESSMENT
Students will understand the importance of daily physical activity that promotes a healthy lifestyle.	Understand the connection between physical activity and the five health related fitness components	Question and Answer period Discussion Diagrams to demonstrate connections
Students will participate in daily physical activities.	K-2 students will participate in 60 minutes of moderate to vigorous physical activity daily.	Participation in physical education class and recess.

Curriculum Guideline # 2

Achieves and maintains a health enhancing level of physical fitness

PERFORMANCE INDICATOR	OBJECTIVES	ASSESSMENT
Understand the importance of achieving and maintaining a healthy level of physical fitness	To describe the long term effects of physical activity on their health To identify physical activities that will provide enjoyment and challenge	Discussion
Participate in moderate to vigorous activities	To increase from shorter to longer periods of activity To progress from moderate to vigorous activities	Personal charts
Understand the five health related components of physical fitness	To understand how the body works efficiently and effectively by engaging in physical fitness activities	Question and answer Picture match

Curriculum Guideline # 3

Demonstrates competency in motor skills and movement patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities.

PERFORMANCE INDICATOR	OBJECTIVES	ASSESSMENT
Demonstrates the ability to perform the 8 basic locomotor skills	To apply the skills needed for a variety of physical activities	Locomotor Check List
Demonstrates the ability to perform the 6 non-locomotor skills	To apply the skills needed for a variety of physical activities	Non-locomotor Checklist
Demonstrates the ability to perform the 5 manipulative skills	To apply the skills needed for a variety of physical activities	Manipulative Checklist
Applies fundamental motor skills in a variety of physical activities, such as low-organized games, rhythmic activities, fitness activities, and tumbling/gymnastics	To participate in all physical activities using these skills	Written fill in the blank or circle the picture or other age appropriate task

Curriculum Guideline # 4	Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the development of motor skills and the learning and performance of physical activities.
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PERFORMANCE INDICATOR	OBJECTIVES	ASSESSMENT
Begins to use movement vocabulary	To understand the meaning of words associated with movement	Movement Check List Skill Work Sheet
Distinguishes differences in time, space, force, flow, and direction	To apply the understanding of time, space, force, flow, and direction to an activity	Observation
Uses feedback from teachers to improve motor skill performance and cognitive understanding	To make changes in order to improve or correct motor skills	Observation

Curriculum Guideline # 5	Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction.
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PERFORMANCE INDICATOR	OBJECTIVES	ASSESSMENT
Identifies the value of participation in physical activities	To understand the benefits of physical activity on the body	Question and Answer Oral Quiz
Describes the benefits and challenges of working in a group	To participate and enjoy activities by working cooperatively within a group	Observation Discussion Question and Answer

Curriculum Guideline # 6	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
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PERFORMANCE INDICATOR	OBJECTIVES	ASSESSMENT
Describes and demonstrates responsible behavior by working cooperatively, and following safety rules for all activities	To understand how personal and social behaviors affect the successful outcome of the activity	Observation Question and Answer Individual and Group discussion
Recognizes and accepts the diversity of each individual within the physical activity setting	To understand the value of a diverse group participating within a physical activity.	Observation Question and Answer Individual and Group discussion
Resolves conflict in socially acceptable ways	To develop strategies for resolving conflict	Observation Question and Answer Individual and Group discussion