



Boulder Valley
Public Schools

CURRICULUM

K-12 Physical Education

Board of Education
Adopted October 12, 2004

Division of Learning Services

Boulder Valley School District

Board of Education

Julie Phillips	President
Teresa Steele	Vice President
Helayne Jones	Treasurer
Stan Garnett	Member
Jean Paxton	Member
Angelika Schroeder	Member
Ken Roberge	Member

George F. Garcia, Ed. D., Superintendent of Schools

Division of Learning Services

Barbara J. Conroy, Ed. D., Assistant Superintendent

Boulder Valley School District

Elementary Physical Education Committee

Kathleen Allen	Lafayette Elementary
Ellen Blockhus	Columbine Elementary
Barbara Boschen	University Hill Elementary
Dr. Sue Brittenham	Foothill Elementary
Anne Edwards-Turnacliff	Fireside Elementary
Susan Hausle	Community Montessori, Crest View Elementary, Fireside Elementary
Suzan Metz	Ryan Elementary
Anne Spalding	Crest View Elementary
Susan Vaughan	Creekside Elementary

Special recognition is given to the elementary physical education committee for their perseverance in this endeavor.

A special thanks to Dr. Barbara Conroy, Dr. Jonathan Dings, Dr. Judy Skupa, Jackie Webb, and Amy Schuttenberg for their support and assistance in developing the Elementary Physical Education Guide for Curriculum and Assessment.

**Boulder Valley School District
Middle School Physical Education Curriculum**

**Curriculum Council and Writing Team Members
2004**

Sandy Brennan	Angevine Middle School
Roy Sutton	Broomfield Middle School
Chris Dondelinger	Broomfield Middle School
Audra Blackledge	Casey Middle School
Monica Tuz	Aspen Creek K-8
Terry Prince	Monarch K-8
Ellen Wilson	Platt Middle School
Robin Lynch	Angevine Middle School
Jackie Bedwell	Burbank Middle School
Kathy Danskin	Centennial Middle School

**Boulder Valley School District
High School Physical Education Curriculum**

**Curriculum Council and Writing Team Members
2004**

High School Physical Education Curriculum Council

Monique Guidry	Boulder High School
Alan Schulz	Boulder High School
Kevin Boley	Broomfield High School
Sarah Brucker	Broomfield High School
Garren Estes	Broomfield High School
Tom Shoemaker	Centaurus High School
Rob Beauchamp	Fairview High School
Susan Riley	Monarch High School

Writing Team Members

Tom Burgesser	Broomfield High School
Susan Kennedy	Broomfield High School
Mary Boettcher	Centaurus High School
Michele Goldman	Centaurus High School
Rob VanDePol	Fairview High School
Mary Ann Briggs	Fairview High School
Troy Tewalt	Nederland Jr./Sr. High

TABLE OF CONTENTS

Introduction

Standards

Boulder Valley School District Academic Content Standards for
Physical Education

Colorado Model Content Standards

National Standards for Physical Education

K-5 Physical Education Curriculum

Middle School Physical Education Curriculum

High School Physical Education Curriculum

INTRODUCTION

The Boulder Valley School District Physical Education Committees, in cooperation with the Division of Learning Services, is pleased to present to you the K-12 Physical Education Curriculum Guide. The curriculum guide is based upon the Boulder Valley Public Schools Physical Education Standards which were adopted by the Board of Education on June 24, 1999. Included in this curriculum guide are the benchmarks defining what a student should know and be able to do upon completion of a particular unit. The curriculum guide should be used to help plan and deliver an exemplary secondary physical education program and successfully assess the learning of the students in the Boulder Valley School District.

National Standards for Physical Education

The National Standards for Physical Education indicate that a physically educated student:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies involvement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Colorado Model Content Standards For Physical Education

- 1. Students demonstrate competent skills in a variety of physical activities and sports.**
- 2. Students demonstrate competency in physical fitness.**
- 3. Students demonstrate the knowledge of factors important to participation in physical activity.**



Boulder Valley
Public Schools

Physical Education

**Standards Adopted by Board of Education
June 24, 1999**

Background

Content Standards are general statements of what a student should know or be able to do relative to a particular academic area. A rationale statement accompanies each content standard. Benchmarks describe what most students should understand and be able to do at specified grade levels to meet each standard. The development and implementation of state content standards were mandated in May, 1993, by Colorado Revised Statute HB93-1313.

Local standards must meet or exceed state standards. Standards listed in the following table are comparable to the three Colorado standards and exceed them with a fourth standard describing safe, responsible behavior in physical education settings. These standards otherwise follow the format of the Colorado standards, including the division of standards into three levels: kindergarten through fourth grade (i.e., a description of what students should know and be able to do by the end of fourth grade), fifth through eighth grade, and ninth through twelfth grade. Language contained in these standards includes some technical jargon that is defined in the glossary of the Colorado Model Content Standards. (A copy of the Colorado Model Content Standards, including the glossary, is available at <http://www.cde.state.co.us/asindex.html>.)

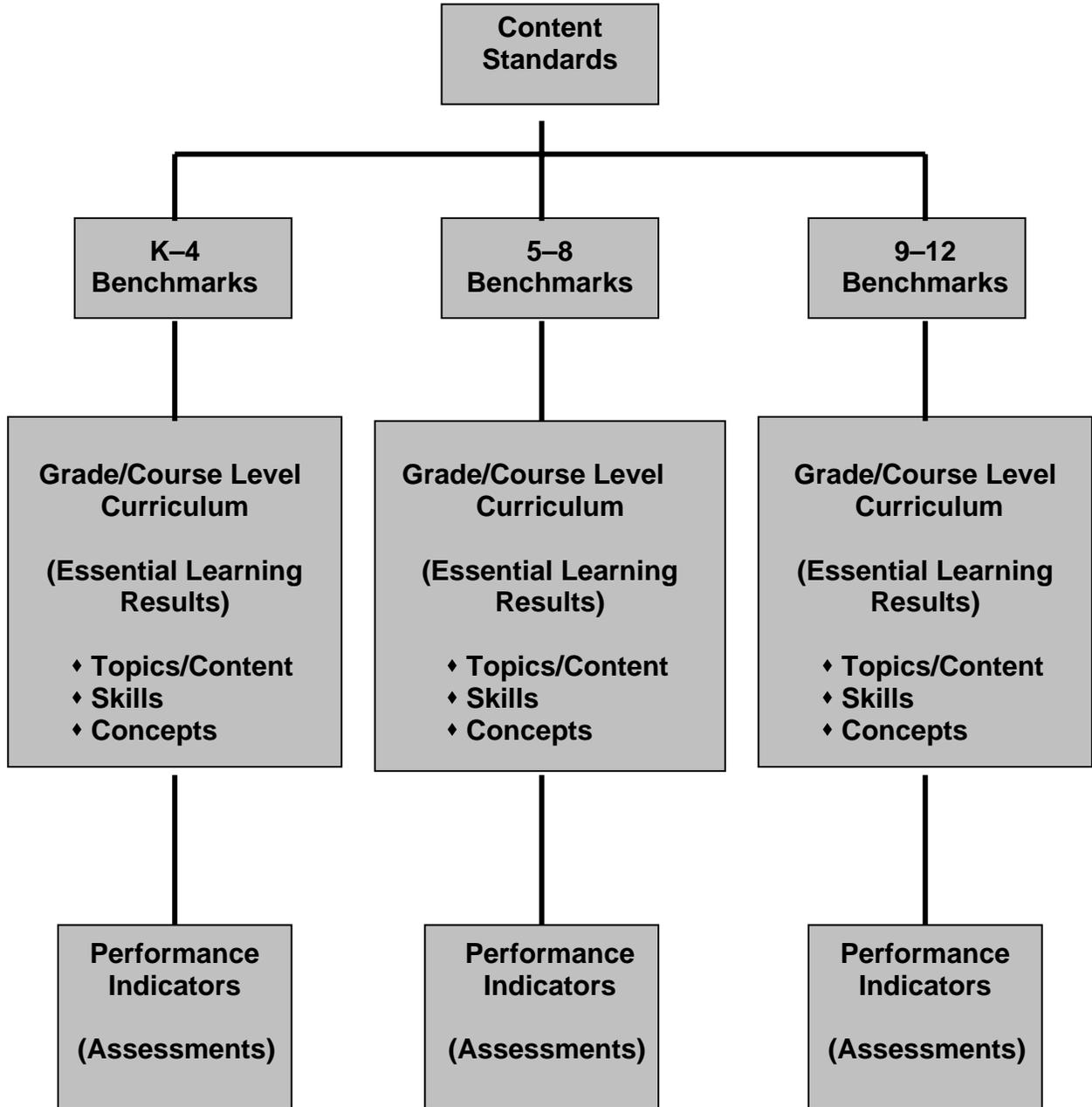
Standards development was begun during the winter of 1999 by physical education teachers. (A list of teachers on the physical education curriculum task force is provided in Appendix, page 10). By May, 1999, two drafts had been completed. Available curriculum task force members met on May 27, 1999, to make final revisions and establish proposed standards. In June, 1999, proposed standards were posted on the District web site for public comment and forwarded to the Board of Education.

Curriculum implementation follows the adoption of standards. Revised curriculum documents will include standards, rationale, benchmarks, and the specific grade level or subject area curricula. A scope and sequence of skills and content will be developed for K-12 to illustrate how specific skills are introduced, practiced, and independently applied throughout the student's educational career. Performance assessments will provide a means for helping students reach proficiency levels and reporting overall District performance patterns. The assessments will indicate whether a student has met, exceeded, or continues to need additional work to meet the standards. This process will help to ensure that we have a system that is accountable for student learning.

Comparison of Colorado and BVSD Content Standards

Colorado Content Standards (Adopted 12/11/97)	BVSD Content Standards (Adopted 6/24/99)
1. Students demonstrate competent skills in a variety of physical activities and sports.	1. Students will demonstrate skills and apply concepts to a variety of Physical activities.
2. Students demonstrate competency in physical fitness.	2. Students will demonstrate the components of health-related physical fitness.
3. Students will demonstrate the knowledge of factors important to participation in physical activity	3. Students demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.
	4. Students will demonstrate safe, responsible behavior in physical education settings.

How Standards and Curriculum Fit Together



Physical Education Standard 1: Students will demonstrate skills and apply concepts to a variety of physical activities.

RATIONALE

As with all academic areas, basic skills in physical education are the foundation for future success. Students initially learn to move skillfully by practicing fundamental movement skills and receiving feedback on their performance from teachers. Once students have developed fundamental skills, they extend their knowledge of movement by applying their skills to an increasing variety of physical activities. Knowledge and application of movement skills help enable students to lead active, healthy lives beyond school.

In order to meet this standard, students will:

- **demonstrate knowledge and application of fundamental movements skills;**
- **move, using an understanding of the movement framework concepts of body, space, effort, and relationship;**
- **demonstrate competency in a variety of developmentally appropriate movement skills;**
- **apply movement skills to new activities and sports;**
- **demonstrate knowledge and application of rules, strategies and behaviors in a variety of physical activities and sports; and**
- **demonstrate knowledge that physical education activities such as dance and sports come from a variety of cultural, historical, ethnic and national origins.**

In Grades K-4, what students know and are able to do includes

- chasing, fleeing and dodging in game-like settings;
- leaping, leading with either foot (e.g., *hurdles, dance patterns*);
- consistently entering, jumping and exiting a rope turned by others;
- repeatedly jumping a self-turned rope;
- jumping for height and distance, landing with proper body alignment;
- transferring weight from feet to hands at fast and slow speeds using large extensions (e.g., *mulekick, handstand, cartwheel*);
- developing patterns and combinations of movements into repeatable sequences (e.g., *dance, jump rope, gymnastics*);
- balancing, with control, in static and dynamic positions (e.g., *in a headstand or tripod position, on a balance board or fitball*);
- maintaining appropriate body alignment during activity (e.g., *lift, carry, push, pull*);
- hand dribbling a ball, maintaining control, while traveling within shared space (*space shared with other students*);
- foot dribbling a ball and maintaining control while traveling within shared space;
- striking a ball back to a partner or target using a variety of body parts (e.g., *open palm, instep of foot*);
- striking a ball with a bat or racquet using proper body alignment and grip techniques;

- throwing overhand demonstrating accuracy and force to target or partners;
- catching with proper technique a ball rebounding from a wall or thrown by a partner;
- drop kicking a ball to targets or partners with proper technique;
- punting a ball to targets or partners with proper technique;
- recognizing strategies used in simple games and activities;
- identifying ways movement concepts can be used to refine movement skills (e.g., *effort, space, force, flow*); and
- describing essential elements of mature movement patterns.

As students in **Grades 5 - 8** extend their knowledge, what they know and are able to do includes

- combining skills to participate effectively in team and individual activities, including modified versions of such activities (e.g., *an activity played with fewer players, a different field or different rules than usual*);
- using basic offensive and defensive strategies while playing a sport, including modified versions of a sport;
- identifying and following rules while playing sports and games; and
- demonstrating basic rhythmic or dance patterns.

As students in **Grades 9 - 12** extend their knowledge, what they know and are able to do includes

- applying scientific principles to learning and improving skills;
- demonstrating knowledge of rules and regulations specific to a physical activity;
- identifying and explaining the cultural, ethnic and historical roles of games, sports and dance;
- comparing and contrasting the strategies of defense and offense in various sports;
- demonstrating competency in one team-related activity or sport, through the execution of defensive and offensive strategies (e.g., *soccer, softball, basketball, floor/field hockey, volleyball*);
- demonstrating competency in one individual activity (e.g., *aquatics, dance, gymnastics, golf, archery, adventure activities, and weight training*); and
- demonstrating competency in one dual sport or game displaying an understanding of how it is played (e.g., *tennis, badminton, racquetball, frisbee, handball*).

Physical Education Standard 2: Students will demonstrate the components of health-related physical fitness.

RATIONALE

Through regular participation in physical activity, students will develop appropriate levels of physical fitness. By obtaining and maintaining appropriate levels of fitness, students will be able to carry out daily tasks without undue fatigue, respond to emergency situations, and possess sufficient energy to enjoy active and productive lifestyles.

In order to meet the standard, students will:

- **develop health-related fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility;**
- **develop performance-related or motor skill fitness components: agility, balance, coordination, power, reaction time, and speed;**
- **demonstrate an understanding that physical fitness is a part of a wellness program; and**
- **design and use personal fitness programs and appropriate technology to achieve and maintain physical fitness.**

*In **Grades K-4**, what students know and are able to do includes*

- maintaining continuous aerobic activity during warm-ups, games and dance activities; and
- demonstrating activities that develop muscular strength, endurance and flexibility components.

*As students in **Grades 5 - 8** extend their knowledge, what they know and are able to do includes*

- participating in sustained aerobic and anaerobic activities, maintaining a target heart rate sufficient to achieve cardiovascular benefits; and
- developing health-related fitness in the areas of endurance, muscular strength, muscular endurance, and flexibility.

*As students in **Grades 9 - 12** extend their knowledge, what they know and are able to do includes*

- sustaining and maintaining a moderate aerobic activity to achieve cardiovascular benefits;
- demonstrating fitness development principles of overload, progression, specificity and individuality in developing cardiovascular endurance, muscular endurance, muscular strength and flexibility (e.g., *overloading a specific muscle to improve endurance*);
- demonstrating how to set goals for improvement in the areas of health-related fitness; and implementing and refining a fitness plan based on personal goals; and
 - implementing and refining a fitness plan based on personal goals.

Physical Education Standard 3: Students demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

RATIONALE

Research indicates that good physical health contributes positively to performance in academic settings and the workplace. Knowing how to make safe, healthy, and informed decisions about physical activity improves students' chances for success later in life.

In order to meet this standard, students will:

- **identify and describe the benefits, risks and safety factors associated with regular participation in physical activity;**
- **demonstrate knowledge of biomechanical principles that apply to the development of movement skills (for example, the analysis of a tennis swing or of shooting a basket); and**
- **demonstrate the ability to set personal and group activity goals, including using appropriate technology.**

*In **Grades K-4**, what students know and are able to do includes*

- identifying benefits that result from health-related fitness activities;
- identifying benefits that may result from applying technology in physical education settings (e.g., *using heart rate monitors and other forms of performance feedback*); and
- identifying and applying basic fitness concepts: frequency, intensity, time, and type of physical activity.

*As students in **Grades 5 - 8** extend their knowledge, what they know and are able to do includes*

- understanding physical fitness concepts and the benefits of an active, healthy life-style;
- understanding principles of training and conditioning such as safety factors and knowledge required in a variety of muscular endurance and strength activities; and
- understanding the necessity for warming up prior to and cooling down at the completion of all fitness activities.

*As students in **Grades 9 - 12** extend their knowledge, what they know and are able to do includes*

- understanding how to maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility, and body composition necessary for a healthful lifestyle;
- identifying performance-related factors that contribute to participation in physical activity;
- investigating the time, cost, available technology and participation requirements involved in a choice of physical activities;
- evaluating risks and safety factors that may affect physical activity throughout life; and
- analyzing biomechanical principles involved in sports to improve performance and reduce injury.

Standard 4: Students will demonstrate safe, responsible behavior in physical education settings.

RATIONALE

Successful participation in many physical activities involves interaction with others. By learning sports etiquette, sportsmanship, and consideration of others in physical education settings, students will enable themselves to participate successfully in physical activities throughout their lives.

In order to meet this standard, students will:

- **cooperate with others in safely undertaking physical activity; and**
- **demonstrate principles of sportsmanship.**

*In **Grades K-4**, what students know and are able to do includes*

- exhibiting consideration for and cooperation with classmates and teachers (e.g., *taking turns, sharing equipment, using supportive comments, resolving conflicts appropriately*); and
- working safely and productively during activity time (e.g., *self initiated or assigned*

task). *As students in **Grades 5 - 8** extend their knowledge, what they know and are able to do includes*

- demonstrating conduct appropriate for engaging in physical activity, including conflict resolution when needed; and
- developing an understanding of the need for respecting physical and performance limitations of self and others.

*As students in **Grades 9 - 12** extend their knowledge, what they know and are able to do includes*

- demonstrating respect for physical and performance limitations of self and others while participating in physical activities; and
- demonstrating cooperative participation, sportsmanship and etiquette specific to an activity.

1999 Physical Education Curriculum Task Force Reps

Tim Coughlin Angevine MS

Tim Eubank
Mapleton Elem/BCSIS

Sue Kennedy Broomfield High

John Freeman Burbank MS

Michelle Goldman Centaurus
HS

Anne Spalding Crest View
Elem

Jackie Bedwell Eisenhower
Elem

Mary Ann Briggs Fairview HS

Gary Pine Flatirons Elem
Sue Witmer Heatherwood
Elem

Kathleen Allen Lafayette Elem

Floyd Godwin Louisville Mid

Terry Prince Monarch K-8

Suzan Metz Ryan Elem

Joyce Klauka Southern Hills
Mid

Bruce Buchanan Washington
Bilingual Elem.

Linda Danter
Baseline MS

Monique Guidry
Boulder HS

Roy Sutton
Broomfield Hts Mid

Kay Strack
Casey MS

Ellen Blockhus
Columbine Elem

Rich Cendali
Douglass Elem

Susan Hausle
Emerald Elem

Anne Turnacliff
Fireside Elem

Sue Brittenham
Foothill Elem/Crest View Elem

Norm Hauber
Kohl Elem

Rick Natter
Louisville Elem

Susan Riley
Monarch High

Judy Stone
Nederland High

Pat Kayser
Sanchez Elem/Douglass Elem

Barbara Boschen
University Hill Elem

Amy Sherman
Whittier Elem/Gold Hill Elem

K – 5 Curriculum

KINDERGARTEN STANDARD 1/BENCHMARK 1

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 1: Walks, using proper technique, while traveling different directions (e.g., forward, backward, and sideways).

Assessment: Walks, using proper technique, while traveling forward a minimum of 30 feet. CUE

WORDS — CRITICAL ELEMENTS:

- Eyes forward — eyes focus in the direction of travel.
- Arms swing in opposition — arms swing opposite of the leg stride.
- Blades in the pocket or Down and back — shoulders are relaxed and dropped.
- Heel-to-toe — heel touches the ground first, with weight transferring from heel to ball of foot. Feet are in proper alignment.

COMMON ERRORS:

- Head and eyes focus down.
- Head and body lean in front of feet.
- Arms swing unilaterally.
- Tight immobile arms/shoulders.
- Sway back/weak abdominal.
- Feet turn significantly in or out.

LESSON IDEAS:

- Compare and contrast walking in self and shared space, different directions, and speeds.
- Walk in the Woods: Walk in relationship to stationary objects.
- Walk with a partner following/leading; practice walking next to one another.

Resources

	Lesson Ideas	Assessment
BOOKS		
<i>Assessment Strategies for Elementary PE</i> , Schiemer, S.	37	67
<i>Creative Dance for All Ages</i> , Gilbert, A.	281-283	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	86	86
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.		47-50
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	10	
<i>Music for Creative Dance Vol. III</i> , Chappelle, E.	4	

KINDERGARTEN STANDARD 1/BENCHMARK 1

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 1: Walks, using proper technique, while traveling different directions (e.g., forward, backward, and sideways).

Assessment: Walks, using proper technique, while traveling backward a minimum of 30 feet.

CUE WORDS- CRITICAL ELEMENTS:

- Look backwards, side-to-side — alternate head, eyes focus in the direction of travel.
- Stay long and strong - torso is straight.
- Toe-to-heel — toe touches the ground first with weight transferring from toe to heel. Feet are in proper alignment.

COMMON ERRORS:

- Fails to move in a backwards direction.
- Fails to alternate head right to left.
- Eyes do not focus in the direction of travel.
- Hips bent, bottom leading.
- Falls down as a result of inconsistent balance.

LESSON IDEAS:

- Backward walking to drum beat.
- Move to Music: Traveling backwards, freeze when the music stops. When music starts again travel backwards in a different direction. Repeat.
- Magic Strings: Travel backwards, while an invisible string pulls on the heel, an elbow, and the bottom.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	86	
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.		
<i>Music for Creative Dance Vol. III</i> , Chappelle, E.		

KINDERGARTEN STANDARD 1/BENCHMARK 1

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 1: Walks, using proper technique, while traveling different directions (e.g., forward, backward, and sideways).

Assessment: Walks, using proper technique, while traveling sideways a minimum of 30 feet.

CUE WORDS — CRITICAL ELEMENTS:

- Chin towards shoulder — eyes focus in the direction of travel.
- Stay long and strong — torso is straight.
- Foot-to-foot — slow sideways slide, step-together-step.

COMMON ERRORS:

- Fails to move in the sideways direction.
- Fails to look over shoulder.
- Eyes do not focus in the direction of travel.
- Trips over or steps on own feet.

LESSON IDEAS:

- Move sideways to drum beat.
- Explore traveling sideways at different speeds.
- Looby Loo: Alternate walking forward, backward, and sideways while the class moves in a circle formation to the Looby Loo song.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.	130	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	79 & 85-86	85-86
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	10	
<i>Music for Creative Dance Vol. III</i> , Chappelle, E.	4	

KINDERGARTEN STANDARD 1/BENCHMARK 2

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 2: Maintains a steady beat from a non-weight bearing position (e.g., patting thighs while seated).

Assessment: Maintains a steady beat while seated, patting different body parts with hands. The steady beat is maintained the duration of a teacher-designated rhyme or short song.

CUE WORDS – CRITICAL ELEMENTS:

- Feel the beat – to develop the hearing-feeling connection, listen to the rhymes, songs, or musical selections.
- Keep the beat – to develop the physical connection, pat the thighs, rock in place, or bounce a ball on a steady beat.
- Express the beat – extend the ability to keep a steady beat by expressing the beat through movement (e.g. creative dance), with or without props.

Note: Sometimes the words beat and rhythm are used incorrectly. Beat refers to the underlying steady pulse of rhymes, songs, music, or dance. Rhythm refers to the groupings of beats, divided beats, and rests.

Steady beat: Certain syllables are underlined to indicate where one can feel a steady beat occurring.

Patty cake, patty cake Baker's man
Make me a cake
As fast as you can.

Rhythm: Words are hyphenated (-) to indicate when musical notes and the words of a rhyme or song are superimposed on the steady beat, rhythm results.

Pat-ty cake, pat-ty cake Ba-ker's man
Make me a-cake
As fast as you-can.

COMMON ERRORS:

- Confusion between beat and rhythm.
- Difficulty executing a steady beat.
- Difficulty keeping a steady beat.

LESSON IDEAS:

- While seated on the floor, students pat a body part such as thigh, head, or shoulders several times. Use "say and do" method: Repeat the word "thigh" as an anchor word. Next, say the word "thigh" as the thigh is being patted.
- Establish a beat saying, "bounce," while seated on an exercise ball. Keep the steady beat while bouncing to a song with a 4/4 beat.
- Students pat the same body part established by one of the children.
- Names: Find the beat in your name by patting the beat as the name is said. Practice names of other children.
- Student places hands on top of the teacher's hands. The teacher moves hands in an up-and-down motion, while the student keeps hands in contact with the teacher's hands. Add a simple rhyme to establish a steady beat.
- Student rocks on various body parts (e.g., stomach, bottom, back) while chanting single words such as; "chocolate, chocolate." Change the single repetitious word to two-word combinations, one rock for each word such as; "chocolate pie."

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.	178	
<i>Foundations in Elementary Education Movement</i> , Weikart & Carlton		383-384
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.		
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.		
<i>Music for Creative Dance Vol. III</i> , Chappelle, E.	1, 3, 6, 10,	
<i>Music for Creative Dance Vol. IV</i> , Chappelle, E.	2, 5, 8, 9, 10,	
<i>Rhythmically Moving 1</i> , Weikart, P.		
<i>Rhythmically Moving 2</i> , Weikart, P.		
<i>Rhythmically Moving 3</i> , Weikart, P.		
<i>Rhythmically Moving 4</i> , Weikart, P.		
<i>Rhythmically Moving 5</i> , Weikart, P.		
<i>Rhythmically Moving 6</i> , Weikart, P.		
<i>Rhythmically Moving 7</i> , Weikart, P.		
<i>Rhythmically Moving 8</i> , Weikart, P.		

KINDERGARTEN STANDARD 1/BENCHMARK 3

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Body Management

Benchmark 3: Jumps and lands with proper body alignment.

Assessment: Jumps and lands on two feet in self-space, three consecutive times, using proper technique during take-off, flight, and landing.

CUE WORDS - CRITICAL ELEMENTS:

- Take-off — flexion in ankles, knees, and hips. Arms are back and down.
- Flight — full body extension with head forward and arms extended upward.
- Landing — lands on two feet, shoulder-width apart. Flexion in ankles, knees, and hips. Arms stop at shoulder level and head is forward.

COMMON ERRORS:

- Head tilted back during take-off, flight, and landing.
- Does not take-off and land on two feet.
- Knees are straight during take-off and landing.
- Lands with feet together.
- Does not use arms on take-off
- Arms reach for floor on landing.

LESSON IDEAS:

- Spaceship: pretend like a spaceship is taking-off and landing.
- Hopscotch patterns.
- Jumping over small obstacles (e.g. beanbags, ropes, poly-spots, small cones).
- Practice jumping to touch hanging objects (e.g. ribbons, flags) from ropes at different heights.
- Jack and Jill rhyme: "Jack/Jill be nimble, Jack/Jill be quick, Jack/Jill jump over the candlestick."

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Assessment Strategies for Elementary PE</i> , Schiemer, S.		71-75
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	97-99	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	19-21	22-25
<i>Hopscotch Around the World</i> , Lankford, M.	entire book	
<i>Teaching Tumbling</i> , Ward, P.	33-40	33-34
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	10	
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	2	

KINDERGARTEN STANDARD 1/BENCHMARK 4

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Body Management

Benchmark 4: Walks heel-to-toe on a line while maintaining dynamic balance.

Assessment: Walks heel-to-toe on a straight line a minimum of 10 feet.

CUE WORDS — CRITICAL ELEMENTS:

- **Head forward** — top of head is level (e.g. able to balance beanbag on head).
- **Eyes forward** — eyes focus on stationary object at eye level.
- **Arms out and down** — arms are away from side to help with balance (arms not swinging).

COMMON ERRORS:

- Focus is constantly on feet instead of eye level.
- Steps off the line.
- Does not walk heel-to-toe.
- Arms and/or body flailing.

LESSON IDEAS:

- Walk on low beam or line with beanbag on head.
- Walk on lines heel-to-toe to slow music (e.g., *Music for Creative Dance Vol. I, song # 1*).
- Practice walking backwards toe-to-heel.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.	227-228, 239-243	
<i>Ready- to-Use P.E. Activities for Grades K-2</i> , Landy & Landy	109	
MUSIC		
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.		

KINDERGARTEN STANDARD 1/BENCHMARK 5

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Body Management

Benchmark 5: Starts and stops, maintaining control, in response to selected visual and auditory signals.

Assessment: Starts and stops, maintaining control, in response to selected visual and auditory signals within three seconds.

CUE WORDS — CRITICAL ELEMENTS:

- Stop, look, and listen — stop (balanced position); look (find a self-space); listen (respond correctly to the teacher's signal).

Note: Visual cue words/signals (e.g. signs, colors, hand signals); auditory cue words: signals (e.g. stop, freeze, whistle, drum, music).

COMMON ERRORS:

- Fails to start and stop on signal.
- Fails to maintain control when starting and stopping.

LESSON IDEAS:

- Move to music using various locomotor movements (e.g. skip, gallop, jog). When music stops, freeze in a shape.
- Travel executing locomotor movement to songs such as Ski Reel and Chirpa (*Music for Creative Dance Volume I & II*). Students perform non-locomotor movements such as bend, twist, or sway when the music stops.
- Students explore locomotor movements as they travel about the space. Students stop without falling down when the teacher says the words "stop," or flashes a stop sign.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.	271-275	
<i>Foundations in Elementary Education Movement</i> , Weikart & Carlton	227-228	
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	9	
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	6	

KINDERGARTEN STANDARD 1/BENCHMARK 6

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 6: Catches a self-tossed ball within one bounce.

Assessment: Catches a self-tossed playground ball (six to eight-inch), within one bounce, five consecutive times.

CUE WORDS — CRITICAL ELEMENTS:

- Watch the ball — keep eyes focused on ball.
- Bounce, catch — say the words, "bounce, catch" to help establish a beat.

COMMON ERRORS:

- Eyes do not follow the ball.
- Catches the ball by trapping the ball against the body.
- Tosses the ball too high or too low, making it difficult to catch.
- Tosses the ball too close or too far away from the body, making it difficult to catch.

LESSON IDEAS:

- Drop and catch a ball to auditory cues (e.g., drum, voice commands, clapping).
- Bounce and catch using various types and sizes of balls, ranging from exercise balls to foam tennis balls.
- Use music or a rhyme to establish a beat such as: "1-2-3 O'Leary, 4-5-6 O'Leary, 7-8-9 O'Leary, 10 O'Leary more."
- Practice bouncing and catching, moving forward, backward, and sideways with various speeds and pathways.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	145	
<i>Kids on the Ball</i> , Spalding et al.	135-136, 142, 147, 171-172	

KINDERGARTEN STANDARD 1/BENCHMARK 7

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 7: Kicks a stationary ball.

Assessment: Kicks a stationary ball, using proper technique, a minimum of three times.

CUE WORDS — CRITICAL ELEMENTS:

- Ready or Ready Position — stand behind the ball, focus eyes on the ball.
- Step — step with the non-kicking foot beside the ball.
- Kick — contact the ball below its center with the foot. Kicking leg is bent at knee in preparation for the kick.
- Follow through — kicking foot continues in the direction of the kick.

COMMON ERRORS:

- Eyes not looking at the ball.
- Kicking leg straight, not bent at knee.
- Foot not contacting the ball below the center of the ball.
- No follow-through with kicking foot.
- Place non-kicking leg behind the ball instead of beside the ball.

LESSON IDEAS:

- Step and Kick: Student starts in ready position with both feet on floor tape. Student steps forward with non-kicking foot to "stopping tape" and then kicks the ball with kicking foot. Tape or draw a line around the middle of the ball so student kicks ball below the center of the ball.
 - Hit the Wall: Students form lines of three. Place playground ball on carpet square in front of line. First student stands behind the ball, kicks the ball, and retrieves the ball. Student places ball on the carpet square and proceeds to the end of the line. Next person kicks.
 - Kicking Stations: Set-up stations with different size balls and objects (e.g., deflated balls, foam dice, exercise balls, plastic milk jugs with popcorn kernels inside for sound effects) to kick at various kicking targets (e.g., garbage can, soccer goals).
 - Practice kicking with non-dominant foot.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Kids on the Ball</i> , Spalding et al.	139	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	136	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	248-255	

KINDERGARTEN STANDARD 1/BENCHMARK 8

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 8: Rolls underhand demonstrating opposition and follow-through.

Assessment: Rolls a ball (four-inch or smaller) underhand, a minimum of three times, demonstrating opposition and follow-through.

CUE WORDS — CRITICAL ELEMENTS:

- **Ready or Ready Position** - face target, feet together.
- **Arm back** — arm swings back alongside the body and ball is held firmly in the hand.
- **Step and roll** — step forward with opposite leg, bending the knees as the arm swings forward to release the ball close to the floor.
- **Follow-through** — arm finishes in front of the body at shoulder level with palm up.

COMMON ERRORS:

- Steps with the same foot as the rolling hand.
- Arm stops before it is in front of the body, or at the release point.
- Ball is thrown, instead of rolled.
- Uncoordinated movement.

LESSON IDEAS:

- Roll balls through a variety of equipment (e.g., hoops, chair legs).
- Knock down targets (e.g., bowling pins, cones) by rolling ball at target.
- Explore increasing the range and speed of the rolls.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Kids on the Ball</i> , Spalding et al.	131	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	145	137
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	59-62, 65-79	63-64

KINDERGARTEN STANDARD 1/BENCHMARK 9

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts: Concepts of Space

Benchmark 9: Distinguishes between self and shared space.

Assessment: Distinguishes between self and shared space on teacher signal, with or without equipment.

CUE WORDS — CRITICAL ELEMENTS:

- Find a self-space/ perfect spot/ bubble space/kinesphere — self-space refers to an area where a student cannot touch other students or equipment; looks and moves to empty spaces or holes.
- Travel in a shared space (general space)/ perfect spot/bubble space/kinesphere. — refers to moving without touching other students or equipment; looks and moves to empty spaces or holes.

COMMON ERRORS:

- Touches or stands too close to other students or equipment.
- Difficulty finding empty spaces.
- Travels too fast.

LESSON IDEAS:

- Musical houses: Explore ways to move in your musical house (carpet squares). When the music plays, travel safely to another person's house and explore new ways to move.
- Actions: Explore different actions (verbs) (e.g., crumble, settle, explode, curl, flicker) that can be executed in self-space. Perform the same actions in shared space.
- Partners in space: Find ways to move in self and shared space.
- Holes: Roll a yarn ball to a hole (empty space). Execute a skill (e.g. toss and catch) with the ball at the new self-space. Repeat activity. Variation: Use a variety of manipulative equipment.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.	80-92	
<i>Foundations in Elementary Education Movement</i> , Weikart, P.	223	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	9	

KINDERGARTEN STANDARD 1/BENCHMARK 10

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts: Concepts of Space

Benchmark 10: Distinguishes between high, medium, and low levels.

Assessment: Distinguishes between high, medium, and low levels on teacher signal, with or without equipment.

CUE WORDS — CRITICAL ELEMENTS:

- Low — below knees.
- Medium — between shoulders and knees.
- High — above shoulders.

COMMON ERRORS:

- Inadequate body awareness in relationship to various levels.
- Body parts placed in inappropriate levels.
- Unaware of body part names and locations.

LESSON IDEAS:

- Lively Levels: Explore high, medium, and low levels while using locomotor movements. Children discuss what their bodies are doing to achieve those levels.
- Statues: Create statues at different levels.
- Obstacle Course: Course is designed to represent various levels. Students throw a ball and verbalize designated levels as they randomly negotiate the course. The obstacle course can utilize equipment such as: standing mats, hanging hoops, tunnels, chairs, and boxes.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Assessment Strategies for Elementary PE</i> , Schiemer, S.		
<i>Creative Dance for All Ages</i> , Gilbert, A.		
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.		
<i>Foundations in Elementary Education Movement</i> , Weikart, P.		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	9, 11	
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	7	

KINDERGARTEN STANDARD 1/BENCHMARK 11

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts: Concepts of Space

Benchmark 11: Distinguishes between straight, curved, and zigzag pathways.

Assessment: Distinguishes between straight, curved, and zigzag pathways on teacher signal, with or without equipment.

CUE WORDS — CRITICAL ELEMENTS:

- Straight like a letter "I"/line.
- Curved like a letter "O"/smile/frown.
- Zigzag like a letter "Z"/straight lines connected to make sharp turns.

COMMON ERRORS:

- Student does not duplicate the designated pathway.

LESSON IDEAS:

- Perform pathways designated by teacher.
- Choose a pathway card and demonstrate the pathway. Explore traveling at different speeds, sizes, or ranges.
- Cars and Drivers: One partner "drives" (directs partner by placing hands on the shoulders or hips) on a pathway selected by the teacher. Variation: students choose the pathways.
- Pathway Challenge: Teacher designates one or more pathways that students draw and perform. Students draw pathways on white board, chalkboard, paper, or with a jump rope.
- Variations: Each student draws his/her own pathways and then performs the pathway.
- Partner Pathways: Students pair up with a partner. One student draws several pathways and the other partner performs the design. Switch roles. Variation: One partner demonstrates a pathway through movement while the other partner replicates the pathway by drawing. Switch roles.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.	138-139	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	9	
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	5	
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	7	
<i>Music for Creative Dance Vol. III</i> , Chappelle, E.	4	

KINDERGARTEN STANDARD 1/BENCHMARK 12

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts: Concepts of Time

Benchmark 12: Distinguishes between slow, medium, and fast speeds.

Assessment: Distinguishes between slow, medium, and fast speeds on teacher signal, with or without equipment.

CUE WORDS — CRITICAL ELEMENTS:

- Fast like a second hand/run/cheetah.
- Medium like a minute hand/jog/rabbit.
- Slow like a hour hand/walk/turtle.

COMMON ERRORS:

- Difficulty performing the designated speed.

LESSON IDEAS:

- In self-space, create a statue that changes speeds.
- Explore a list of action words through movement such as: flicker, dart, float. Change the quality of the movement by being slow and heavy or fast and strong. (see Kindergarten Supplements: Locomotor Skills- Walking and Running).
- Copy a partner's movements at different speeds. Change leaders.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.	166-176	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	86	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	9	
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	9	
<i>Music for Creative Dance Vol. IV</i> , Chappelle, E.	1	

KINDERGARTEN STANDARD 1/BENCHMARK 13

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts: Concepts of Force

Benchmark 13: Distinguishes between strong and light force.

Assessment: Distinguishes between strong and light force on teacher signal, with or without equipment.

CUE WORDS — CRITICAL ELEMENTS:

- Muscles tight — a strong *degree* of force creates strong muscles.
- Muscles relaxed — a light *degree* of force creates light muscles.

COMMON ERRORS:

- Difficulty distinguishing between strong and light force.

LESSON IDEAS:

- Practice moving lightly to an instrument that makes a soft (light) sound while traveling in self-space. Explore ways to make strong movements to louder sounds.
- Strong Feet, Light Feet: Walk as though making deep footprints in the sand; walk so lightly that footprints are indistinguishable; run with strength, pushing the air out of the way; run lightly so hardly any air is disturbed.
- Explore making strong and light force while using a variety of equipment (e.g., ribbon streamers, stretch bands, balls).
- Name activities that require strong force; name activities that require light force (see Kindergarten Supplements: *Movement Concepts/Force*).

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.	206	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		67
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	13	
<i>Music for Creative Dance Vol. IV</i> , Chappelle, E.	14	

KINDERGARTEN STANDARD 1/BENCHMARK 14

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts: Concepts of Body

Benchmark 14: Distinguishes between curved, straight, and twisted shapes.

Assessment: Distinguishes between curved, straight, and twisted shapes on teacher signal, with or without equipment.

CUE WORDS — CRITICAL ELEMENTS:

- Curved like a letter "O", hugging a huge beach ball with arms and legs.
- Straight like a letter "I", stretch all body parts.
- Twisted like a letter "Z", like a pretzel.

COMMON ERRORS:

- Difficulty distinguishing between curved, straight, and twisted shapes.

LESSON IDEAS:

- Replicate shapes using cooperative bands, scarves, and pipe cleaners/wikki sticks. -•
Cookie Dough: Explore making shapes out of "cookie dough"(each child). Find a way- - - for two pieces of dough (two children) to make a shape.
- Make a curved, straight, or twisted shape with holes (empty/negative space). Make the different shapes without holes (full/positive space).

RESOURCES

		Assessment
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.	240-252	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	9	
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	11	
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	21	

KINDERGARTEN STANDARD 1/BENCHMARK 15

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts: Concepts of Body

Benchmark 15: Distinguishes between a variety of relationships (e.g., over, under, behind, alongside, and through) with objects.

Assessment: Distinguishes between a variety of relationships (e.g., over, under, behind, alongside, and through), with objects, on teacher signal.

CUE WORDS — CRITICAL ELEMENTS:

- Relationships — over, under, behind, alongside, and through.

COMMON ERRORS:

- Difficulty distinguishing between a variety of relationships.

LESSON IDEAS:

- Explore ways hands can move in relationship to one another (e.g., come together and apart, move on top or below one another). Find ways other parts of the body can relate -(e.g., put an-elbow -in front of the body). Practice relationship words with a partner.
 - Discover ways to interact with objects in the room. Look for the empty space (holes) in the room. Find ways to fit in the spaces such as sitting under a table. Explore ways to travel around or over objects.
- Obstacle Course: Children use objects (e.g., noodles, hoops, boxes) to create a simple obstacle course. While throwing a yarn ball through the course, practice saying and doing the relationship words such as over, around, and behind.
- Practice relationship words the teacher displays while using different equipment such as scarves, hats, and paper plates.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.	253-270	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	9	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	77	
MUSIC		
<i>Music for Creative Dance Vol. III</i> , Chappelle, E.	7, 11	

FIRST GRADE STANDARD 1/BENCHMARK 1

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 1: Travels, using basic locomotor movements (i.e., walk, run, jump, slide, and gallop), demonstrating proper technique.

Assessment: Runs, using proper technique, while traveling forward a minimum of 30 feet.

CUE WORDS — CRITICAL ELEMENTS:

- Be aware of shared space — multi-focus is looking at several objects or people at the same time.
- Arms swing in opposition — arms swing opposite of the leg stride.
- Ball of the foot touches the ground first — feet in proper alignment.

COMMON ERRORS:

- Head and eyes focus down.
- Arms swing across midline.
- Tight immobile arms/shoulders.
- Sway back/weak abdominal.
- Insufficient stride, excessive forward body lean.
- Short, choppy steps.

LESSON IDEAS

- Run in relationship to a partner or objects. Vary the force, speed, and pathways.
- Earn a "Mover's License" by running properly.
- Run, chase, and dodge with control in tag games.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Assessment Strategies for Elementary PE</i> , Schiemer, S.		
<i>Creative Dance for All Ages</i> , Gilbert, A.	283-284	
<i>On the Move</i> , Holt-Hale, S.	76-77	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	86	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	10-11 & 47-50	12-14
MUSIC		
<i>Music for Creative Dance Vol. III</i> , Chappelle, E.	2 & 6	

FIRST GRADE STANDARD 1/BENCHMARK 1

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 1: Travels, using basic locomotor movements (i.e., walk, run, jump, slide, and gallop), demonstrating proper technique.

Assessment: Jumps, using proper technique, three to five times.

CUE WORDS - CRITICAL ELEMENTS:

- Bend hips and knees — drop bottom, knees bent, arms back.
- Swing and spring — swing arms with extension in direction of travel (up or forward).
- Land softly — knees bent, feet shoulder width apart, arms forward for balance.

COMMON ERRORS:

- Swing and spring not coordinated.
- Body is upright, knees straight.
- Loud landing.
- Arms are not used.

LESSON IDEAS:

- Perform Five Little Monkeys rhyme (*Tony Chestnut & Fun Time Action Songs*).
- Practice jumping over "candlestick" (small cones).
- Bunny Hop Dance: Jump forward and backward while performing the dance.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Cooperative Learning in PE</i> , Grineski, S.		
<i>Creative Dance for All Ages</i> , Gilbert, A.		
<i>On the Move</i> , Holt-Hale, S.		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	20-29	22-23,
MUSIC		
<i>Tony Chestnut & Fun Time Action Songs</i> , Learning Station	2	

FIRST GRADE STANDARD 1/BENCHMARK 1

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 1: Travels, using basic locomotor movements (i.e., walk, run, jump, slide, and gallop), demonstrating proper technique.

Assessment: Slides, using proper technique, while traveling a minimum of 30 feet. CUE

WORDS - CRITICAL ELEMENTS:

- Step-together — the lead foot moves to the side and the trail foot meets the lead foot during flight.
- Feet parallel - feet remain parallel throughout the movement.
- Move sideways - body travels sideways in a smooth and rhythmical motion.
- Catch some air — do not drag feet on the floor.

COMMON ERRORS:

- Body turns so the shoulder does not lead.

Trail foot crosses lead foot.

- Lacks a smooth rhythmical motion.
- Does not push off balls of feet.

LESSON IDEAS:

- Slide on a line.
- Alternate the lead leg while traveling.
- Slide with a partner holding hands or a wand.
- Circle slide with class.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Assessment Strategies for Elementary PE</i> , Schiemer, S.		48-49
<i>Creative Dance for All Ages</i> , Gilbert, A.		
<i>Skillful Movers</i> , Carlisle, C., & Cole, S.		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.		
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	7	
<i>Music for Creative Dance Vol. IV</i> , Chappelle, E.	9	

FIRST GRADE STANDARD 1/BENCHMARK 1

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 1: Travels, using basic locomotor movements (i.e., walk, run, jump, slide, and **gallop**), demonstrating proper technique.

Assessment: **Gallops**, using proper technique, while traveling forward a minimum of 30 feet. **CUE**

WORDS - CRITICAL ELEMENTS:

- Body travels forward - shoulder, hips, and toes face forward while traveling.
- One foot always chases the other foot — lead leg propelled forward, while the rear foot . quickly closes behind the lead foot.

COMMON ERRORS:

- Gallop becomes a run.
- No forward body lean.
- Trail leg passes the lead leg.

LESSON IDEAS:

- Practice slide prior to gallop.
- Gallop like a spirited horse, or like a draft horse.
- Practice with each leg leading.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Assessment Strategies for Elementary PE</i> , Schiemer, S.		46-47
<i>Creative Dance for All Ages</i> , Gilbert, A.		
<i>On the Move</i> , Holt-Hale, S.		
<i>Skillful Movers</i> , Carlisle, C., & Cole, S.		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.		
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	7	
<i>Music for Creative Dance Vol. IV</i> , Chappelle, E.	9	

FIRST GRADE STANDARD 1/BENCHMARK 2

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 2: Maintains a steady beat from a non-locomotor position (e.g., swing, sway and patting thighs while seated).

Assessment: Maintains a steady beat while performing non-locomotor movements. The steady beat should be held the duration of a teacher-designated rhyme or short song.

CUE WORDS - CRITICAL ELEMENTS:

- Feel the beat — to develop the hearing-feeling connection, listen to the rhymes, songs, or musical selections.
- Keep the beat — to develop the physical connection, pat the thighs, rock in place, or bounce a ball on a steady beat.
- Express the beat — extend the ability to keep a steady beat by expressing the beat through movement (e.g. creative dance), with or without props.

Note: Sometimes the words beat and rhythm are used incorrectly. -Beat refers to the-underlying - steady pulse of rhymes, songs, music, or dance. Rhythm refers to the groupings of beats, divided beats, and rests.

Steady beat: Certain syllables are underlined to indicate where one can feel a steady beat occurring.

Twinkle, twinkle, little star, How I
wonder what you are.

Rhythm: Words are hyphenated (-) to indicate when musical notes and the words of a rhyme or song are superimposed on the steady beat, rhythm results.

Twin-kle, twin-kle, lit-tie star, How I
won-der what you are.

COMMON ERRORS:

- Confusion between beat and rhythm.
- Difficulty executing a steady beat.
- Difficulty sustaining a steady beat.
- Difficulty maintaining (keeping) a steady beat independently.

LESSON IDEAS:

- Students explore different ways to move inside their hoops (e.g., swing, sway, bounce). Choose a child's non-locomotor movement and then the class copies the movement while keeping the beat. Variation: Use the following Rhyme (Chocolate, Vanilla) – "Chocolate, vanilla, take a scoop; Keep the beat inside your hoop."
- Use props to keep a steady beat (e.g., scarves, streamers, exercise ball, jump ropes, balls).
- Perform a simplified hand jive with self or partner.
- Boats and Beats (partner and small group activity): Students rock, swing, or sway to a steady beat while holding poles. Build on skill by adding the rhyme, "Row, row, row your boat."
- Pat the Partner: Stand behind a seated partner and pat the partner's shoulders while keeping a steady beat. The seated partner pats his/her own thighs to match the beat.
- Hickory, Dickory, Dock: Student pats head with hands, keeping a steady beat, while chanting the rhyme. Variation: Student adds patting his/her thighs, creating an alternating pattern (i.e., head, thighs).

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.		
Counts	166	179
Echo	170	
Beats	170	
Copy the Rhythm		179
<i>Movement in Steady Beat</i> , Weikart, P.		
	11	
<i>Foundations in Elementary Education Movement</i> , Weikart, P.		
		383
MUSIC		
<i>Rhythmically Moving 1</i> , Weikart, P.		
	1,3,4	
<i>Rhythmically Moving 2</i> , Weikart, P.		
	1,7,11,12,14	
<i>Rhythmically Moving 3</i> , Weikart, P.		
	1,3,	
<i>Rhythmically Moving 4</i> , Weikart, P.		
	8,9,12	
<i>Rhythmically Moving 5</i> , Weikart, P.		
	1,4,	
<i>Rhythmically Moving 6</i> , Weikart, P.		
	1,5,8,12,13	
<i>Rhythmically Moving 7</i> , Weikart, P.		
	1,5,8,	
<i>Rhythmically Moving 8</i> , Weikart, P.		
	1,2,8,11	

FIRST GRADE STANDARD 1/BENCHMARK 3

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 3: Jumps and leaps a slowly moving stick or rope.

Assessment: Jumps over a slowly moving stick or rope, a minimum of three times, with proper technique.

CUE WORDS — CRITICAL ELEMENTS:

- Ready —prepare for the jump with knees bent and eyes focused on the stick or rope.
- Stay low to the ground - jump barely off the ground.
- Land softly - land with knees bent, feet shoulder-width apart, and arms forward for balance.

COMMON ERRORS:

- Does not jump at the appropriate time.
- Fails to watch the moving object.
- Lands with head in front of body, forcing student to pitch towards the ground.

LESSON IDEAS:

- Pretend to jump with hands over obstacles such as: noodles, lummi sticks, ropes. Build on timing skill by standing a foot away from obstacle and jumping at appropriate time.
- Jump the Shot (sock with a ball, tied to the end of a rope) or Hot Lava Stick (jump stick):
 - Students stand on the circle and jump over the "shot" or "lava stick" when the teacher passes the obstacle by them.
- Bluebells: Teacher swings a rope with a student (or attached to a pole) back and forth, while another student jumps over the rope.
- Jungle Crossing: Teacher moves a rope slowly back and forth that is attached to a pole across the gym. Teacher moves the rope in various ways such as waves, snakes, and cars. Students run and jump over the rope on teacher's signal.
- Hopscotch patterns.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
<i>Ready-to-Use PE Activities for Grades K-2</i> , Landy & Landy		
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.		
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	7,	

FIRST GRADE STANDARD 1/BENCHMARK 3

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 3: Jumps and leaps a slowly moving stick or rope.

Assessment: Leaps over a slowly moving stick or rope, a minimum of three times, with proper technique.

CUE WORDS — CRITICAL ELEMENTS:

- Run — focus forward.
- Take-off - take-off of one foot.
- Push — forceful extension forward.
- Fly — both feet off ground with legs in stride position.
- Land softly — absorb, quiet. Land on opposite foot from take-off foot.

COMMON ERRORS:

- Loss of eye focus.
- Legs not in good stride position.
- Lands or takes-off on both feet.
- Lands and takes-off on same foot.

LESSON IDEAS:

- Jump the Shot (sock with a ball, tied to the end of a rope) or Hot Lava Stick (jump stick): Students walk or jog on the circle line and leap over the "shot" or "lava stick" when the teacher passes the obstacle by them.
- Jungle Crossing: Teacher moves a rope slowly back and forth that is attached to a pole across the gym. Teacher moves the rope in various ways such as waves, snakes, and cars. Students run and leap over the rope on teacher's signal.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Assessment Strategies for Elementary PE</i> , Schiemer, S.		79
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	83-85	
MUSIC		
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	2, 11	

FIRST GRADE STANDARD 1/BENCHMARK 4

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Body Management

Benchmark 4: Rocks, rolls, and weight transfers from one body part to other body parts.

Assessment: Rocks on the back in a tuck position, three to five times, maintaining proper technique.

CUE WORDS - CRITICAL ELEMENTS:

- Chin to chest — starts and finishes with head tilted forward.
- Back rounded — body remains rounded and tucked tight (i.e., chin tucked to chest) throughout entire movement.

COMMON ERRORS:

- Head tilts backward, exposing the head to the mat.
- Body opens and the back becomes flat during the action.
- Cannot return to the seated position in a tuck.

LESSON IDEAS:

- Practice making the tucked shape in a variety of orientations (e.g., face-down on knees, face-up on back, supported on feet).
- Lying on back, student hugs an exercise ball and rocks back and forth.
- Lying over an exercise ball, gently rolling from feet to hands while retaining a curved shape.
- Student performs the Brain Dance by Gilbert (see 1st Grade Supplements) emphasizing the core-distal phase (stretched/curled position).

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C	107	101, 105
<i>Teaching Tumbling</i> , Ward, P.	20-23, 52,58-64	

FIRST GRADE STANDARD 1/BENCHMARK 4

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Body Management

Benchmark 4: Rocks, rolls, and weight transfers from one body part to other body parts.

Assessment: Rolls forward smoothly down a padded incline three times, maintaining a curved body position, without bearing weight on the top of the head.

CUE WORDS - CRITICAL ELEMENTS:

- Tuck position — knees tucked into chest, feet on the floor.
- Weight on hands — take weight on hands.
- Eyes on belly button — head is tucked between arms.
- Bottoms up — lift hips above head.
- Over you go — roll across the back without weight on top of head.

COMMON ERRORS:

- Fails to lift hips above head.
- Fails to support body weight with hands and arms; weight is on the front/top of the head.
- Fails to tuck chin to chest; bearing weight on top of head and transferring weight to hips with a flat back.

LESSON IDEAS:

- Pencil Rolls: Pencil rolls (log rolls) down an incline or across a mat going both directions (down and up, right and left side).
- Partners See-Saw: Partners hold hands, while in a toe-to-toe stance. Partners take turns sitting, rolling back and returning to a stand.
- Puppy Dog Rolls: Side rolls from hands and knees, across the back, and returning to hands and knees.
- Egg Roll: Holding a tight tuck, sideways roll down a wedge or length of mat.
Variation: execute egg roll with an exercise ball on a mat (both directions).
- Forward roll over a low bar on the stomach, moving hands around the bar, and ending with feet on the mat.
Forward roll down an incline mat to a standing position.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C	104-107	
<i>Teaching Tumbling</i> , Ward, P.	22-24, 58-67	

FIRST GRADE STANDARD 1/BENCHMARK 4

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Body Management

Benchmark 4: Rocks, rolls, and **weight transfers** from one body part to other body parts.

Assessment: **Weight transfers** from one body part to another (e.g., hands, seat, back, head) three to five times. Skills, balances, and vaults can be performed using a variety of equipment.

CUE WORDS - CRITICAL ELEMENTS:

- Safe landing – landing appropriateness is dependent on the force generated in the skill (height, speed), the body position (small or large extensions), and the amount of flight involved from start to finish (distance, height).
- Land on feet – inverted skills/balances (upside down) need to return to foot landings.
- Focus your eyes- different skills require that the eyes are fixed on different locations to assist in kinesthetic awareness. (e.g., eyes should focus on the hands when performing an inverted hand balance).

COMMON ERRORS:

- Lack of motor planning results in an unsafe and/or incorrect landing.
- Lack of arm strength to bear body weight during inverted skills.
- Cannot move the focus of the eyes with the skill (e.g., foot placement to hand placement and vice versa).

LESSON IDEAS:

- Design an obstacle course that requires springing into and off of equipment; move through, under, and around obstacles; balance on balls, benches, and beams.
- Perform a variety of animal walks across the mat (e.g., bear, crab, army crawl, left lifter, bunny hop). Perform the animal walks backward.
- Perform inverted hangs on a variety of equipment such as; hang on a bar with hands and knees, monkey hang on the bottom of a climbing rope, hang under a ladder using hands and feet.
- Transfer weight from feet to hands, in a vaulting action, by repeatedly jumping over a bench from one side to the other.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Children Moving: A Reflective Approach to Teaching Physical Education</i> , Graham et al.	308-314	
<i>Teaching Tumbling</i> , Ward, P.	30-43	

FIRST GRADE STANDARD BENCHMARK 5

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 5: Kicks a stationary ball using smooth running steps.

Assessment: Kicks a stationary ball using smooth running steps, between three and five times, using proper technique.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready Position — eyes focused on ball.
- Run to ball — run to the ball, without hesitation or pausing.
- Step and kick — step: weight should be balanced over the non-kicking leg.
kick: foot contacts the ball below the center of the ball and eyes are focused on the ball.

COMMON ERRORS:

- Eyes not looking at the ball.
- Hesitating or pausing when running to the ball.
- Step-weight is on kicking foot and causing student to be off balance and kick with non-kicking foot.
- Kicking foot does not contact the ball below the center.
- Kicking leg is straight, not bent.

LESSON IDEAS:

- Partner activity: One partner practices running up to and kicking a stationary ball to a large open area. The other partner retrieves the ball and places it back for the next kick. Switch roles after five kicks.
- Hit the Wall: Students form lines of three. Place playground ball on poly-spot 10 feet in front of line. Student runs and kicks ball to wall.
- Kicking Stations: Kick with different size balls and at various targets (e.g., garbage cans, cones, soccer goals).

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Kids on the Ball</i> , Spalding et al.	139	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C	135-136	129
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	248-255	246-247

FIRST GRADE STANDARD 1/BENCHMARK 6

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 6: Throws underhand demonstrating opposition and follow-through.

Assessment: Throws underhand demonstrating opposition and follow-through to a target, three and five times, using proper technique.

CUE WORDS - CRITICAL ELEMENTS:

- Ready — face target, feet shoulder-width apart.
- Arm back — arm swings back.
- Step and throw — step forward with opposite leg, bending the knees as the arm swings forward to release the ball.
- Follow-through — arm finishes in front of the body at shoulder level, with palm up and fingers pointing at target.

COMMON ERRORS:

- Steps with the same foot as the throwing hand.
- Arm stops before it is in front of the body, or at the release point.
- Fingers do not point towards target.

LESSON IDEAS:

- Throw underhand at a variety of targets, using different type balls.
- Throw underhand to a partner.
- Three students form a triangle and practice throwing underhand. Switch directions.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Ready-to-Use PE Activities for Grades K-2</i> , Landy & Landy	184 -186	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	137	143
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	81-83, 86-97	84-85

FIRST GRADE STANDARD 1/BENCHMARK 7

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 7: Strikes a balloon in the air repeatedly with the hands. Assessment:

Strikes a balloon in the air repeatedly with hands, 20 to 30 seconds. **CUE**

WORDS - CRITICAL ELEMENTS:

- Eyes on the balloon - eyes track the balloon as it moves up and down.
- Hit the balloon — use hands to strike the balloon.
- Keep it up — don't let balloon hit the floor.

COMMON ERRORS:

- Eyes not tracking the balloon.
- Balloon not in control.
- Balloon hits the floor.

LESSON IDEAS:

- Balloons in Space: Students strike the balloons into the air with any part of the body. Try to keep the balloons off the floor.
- Keep it Up: Students strike the balloons with only their hands to keep the balloon up in the air and off the floor.
- Partner Balloon Volley: Students strike the balloon back and forth to each other across a line or net, trying to keep it off the floor.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Children Moving: A Reflective Approach to Teaching Physical Education</i> , Graham et al.	388-399	
<i>Designing Preschool Movement Programs</i> , Sanders, S.	73-76	
<i>Ready-to-Use P.E. Activities for Grades K-2</i> , Landy & Landy	174-175	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	150	

FIRST GRADE STANDARD 1/BENCHMARK 8

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 8: Dribbles a ball with one hand, maintaining control in self-space.

Assessment: Dribbles a ball with one hand, 20 to 30 seconds, maintaining control in self-space.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready Position — knees bent, feet shoulder-width apart.
- Push — using finger pads only, push the ball down.
- Waist-high — do not let the ball go above the waist.
- Heads up — the head is up and eyes are focused forward. (do not use as part of the assessment).

COMMON ERRORS:

- Legs straight.
- Uses palm of the hand.
- Slaps the ball.
- Dribbles too high.
- Eyes focused on ball.

LESSON IDEAS:

- Provide a variety of balls (e.g., exercise balls, volleyballs, playground balls) for students to dribble.
- Challenge students to alternate hands.
- Challenge students to move forward, backwards, sideways, while dribbling.
- Dribble to the beat of the music (slow, medium, fast).

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Ready-to-Use P.E. Activities for Grades K-2</i> , Landy & Landy	190	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	126	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.		168-169

FIRST GRADE STANDARD 1/BENCHMARK 9

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts

Benchmark 9: Identifies concepts related to space, time, force, and body.

Assessment: Identifies the elements related to space, time, force, and body concepts, with or without equipment, on teacher signal.

CUE WORDS - CRITICAL ELEMENTS:

CONCEPT

Space
Time
Force
Body

ELEMENTS

place, size, level, direction, pathway, and focus
speed, rhythm,
energy, weight, flow
parts, shapes, relationships, balance

COMMON ERRORS:

- Difficulty identifying between concepts and their related elements.

LESSON IDEAS:

- Card Concepts: Travel in shared space to music. When the music stops, turn over a card with concept word such as space. Demonstrate an element, such as pathway, that corresponds to the concept word. (see 1st Grade Supplements - *Movement Concepts Chart*).
- Students travel in shared space. Freeze on teacher's signal and teacher then verbalizes an element such as level, speed or shape. The students demonstrate the word in self or shared space.
- Students verbalize and practice elements and concepts with teacher assistance. The teacher displays the information on a poster flashcard. The cards are color-coded for easy reference.
- Perpetual Word Relay – small groups work together to collect and return cards to the start line. When the music stops, teams write on the white board/chalkboard/paper the concept that matches the words collected.

RESOURCES

	' Lesson Ideas	
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.		347-349
Space	78-164	
Time	165-190	
Force	191-226	
Body	227-279	
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	9, 11, 13	
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	2, 7, 10, 11,21	
<i>Music for Creative Dance Vol. III</i> , Chappelle, E.	4, 7, 11	
<i>Music for Creative Dance Vol. IV</i> , Chappelle, E.	1, 14	

FIRST GRADE STANDARD 1/BENCHMARK 10

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts

Benchmark 10: Applies concepts of space and movement control, to travel in different directions, without falling or bumping.

Assessment: Applies the elements of space and balance, to travel in different directions, without falling or bumping, during different activities.

CUE WORDS - CRITICAL ELEMENTS:

- Travel safely — look before moving; maintain a proper range.
- Keep your balance — reminder cue for movement control.

COMMON ERRORS:

- Travels before looking.
- Bumps into other students or equipment.
- Difficulty finding empty spaces (holes).
- Falls down as a result of inconsistent balance.

LESSON IDEAS:

- Shrinking Village: Students move in designated boundaries, without falling or bumping into other students and/or equipment. The boundaries slowly shrink once the teacher observes proficient movement.
- Follow the Leader: Follow a partner who walks, then pauses. Practice staying an "arm's length away" during the activity. Switch roles. Keep an appropriate distance from partner while galloping, jogging, or hopping.
- Play tag games such as Tunnel Tag, Everybody's It, and Swim, Fish, Swim.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Cooperative Learning in PE</i> , Grineski, S.		
<i>Creative Dance for All Ages</i> , Gilbert, A.		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.		
MUSIC		
<i>Music for Creative Dance Vol. I.</i> , Chappelle, E.	7, 16	
<i>Music for Creative Dance Vol. IV.</i> , Chappelle, E.	2	

SECOND GRADE STANDARD 1/BENCHMARK 1

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 1: Travels, using basic locomotor movements (i.e., hop, skip), demonstrating proper technique.

Assessment: Hops, using proper technique, a minimum of 10 feet.

CUE WORDS - CRITICAL ELEMENTS:

- Same foot up/same foot down — take-off and land on the same foot.
- Spring and swing — "swing knee" is bent and arms swing for momentum.
- Land softly — push off and land on the ball of the foot.

COMMON ERRORS:

- Use two feet.
- Does not use arms; body is rigid.
- Take-off foot doesn't come off floor.
- Does not land on ball of foot (lands flat-footed).

LESSON IDEAS:

- Hopscotch patterns.
- Hopping challenges (e.g. unbalancing opponent).
- Compare and contrast hopping in self-space and shared space.

RESOURCES

BOOKS		
<i>Assessment Strategies for Elementary PE</i> , Schiemer, S.		
<i>Developmental PE for Today's Children</i> , 3 rd Ed., Gallahue, D.	303-304	313
<i>Hopscotch Around the World</i> , Lankford, M.	entire book	
<i>Skillful Movers</i> , Carlisle, C., & Cole, S.	33-36	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	85-86	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	14-19	
MUSIC		
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	2	
<i>Music for Creative Dance Vol. IV</i> , Chappelle, E.	2	

SECOND GRADE STANDARD 1/BENCHMARK 1

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 1: Travels, using basic locomotor movements (i.e., hop, **skip**), demonstrating proper technique.

Assessment: Skips, using proper technique, a minimum of 30 feet.

CUE WORDS - CRITICAL ELEMENTS:

- Step-hop — take a step with one foot and hop on the same foot. Then step on the other foot, hopping on that foot. Continue alternating using the "step-hop" pattern.
- Tap the beach ball — raise the knee to a real or imaginary beach ball.
- Stay long and tall — torso is straight.

COMMON ERRORS:

- Half-skips, gallops, or shuffles.
Arms do not move in opposition and swing across midline.
- Restricted and bound movement verses free flowing movement.

LESSON IDEAS:

- Practice assisted skipping (holding hands) with partner or teacher; skipping forward and backward.
- Skipping Day: Students skip whenever moving in physical education class for the day.
- Hopping pattern: Hop four times on one foot, and then alternate to the other foot, hopping four times. Hop three times on one foot, and then alternate to the other foot, hopping three times. Finally, hop two times on one foot, alternating to the other foot, hopping two times. This turns into a skip.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.	82 & 290-292	
<i>Developmental PE for Today's Children, 3rd Ed.</i> , Gallahue, D.	305-306	313
<i>Skillful Movers</i> , Carlisle, C., & Cole, S.	55-59	55
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	85-86	83
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	37-41	39-40
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	7	
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	8 & 9	
<i>Music for Creative Dance Vol. IV</i> , Chappelle, E.	5 & 9	

SECOND GRADE STANDARD 1/BENCHMARK 2

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 2: Maintains a steady beat while performing locomotor (e.g., walk, slide and skip) and non-locomotor (e.g., bend, twist and stretch) movements.

Assessment: Maintains a steady beat while performing locomotor and non-locomotor movements. The steady beat should be held the duration of a teacher-designated rhyme or short song.

CUE WORDS - CRITICAL ELEMENTS:

- Feel the beat — to develop the hearing-feeling connection, listen to the rhymes, songs, or musical selections.
- Keep the beat — to develop the physical connection, pat the thighs, rock in place, or bounce a ball on a steady beat.
- Express the beat — extend the ability to keep a steady beat by expressing the beat through movement (e.g. creative dance), with or without props.

Note: Sometimes the words beat and rhythm are used incorrectly. Beat refers to the underlying steady pulse of rhymes, songs, music, or dance. Rhythm refers to the groupings of beats, divided beats, and rests.

Steady beat: Certain syllables are underlined to indicate where one can feel a steady beat occurring.

Teddy Bear, Teddy Bear Turn around
Teddy Bear, Teddy Bear Touch the ground.

Rhythm: Words are hyphenated (-) to indicate when musical notes and the words of a rhyme or song are superimposed on the steady beat, rhythm results.

Ted-dy Bear, Ted-dy Bear Turn a-round
Ted-dy Bear, Ted-dy Bear Touch the ground.

COMMON ERRORS:

- Confusion between beat and rhythm.
- Difficulty executing a steady beat.
- Difficulty sustaining a steady beat.

LESSON IDEAS:

- Slow Beat, Fast Beat: Teacher beats the drum with a slow beat and students pick a locomotor or non-locomotor movement to match the beat. Change to a fast beat and have students continue to match the beat with different fast beat movements. Repeat several times.
- Swallow the Beat: Teacher holds two different color scarves, one in each hand. Designate one as a slow beat scarf and the other as a fast beat scarf. When the teacher pretends to swallow the scarf (beat) the students do the same. The students demonstrate the beat through movements such as jump, bend, punch, and kick. For example if the teacher swallows the fast beat scarf and the movement is punch, students will demonstrate a fast punch. If a slow scarf is swallowed and the movement is bend, students will demonstrate a slow bend. Variations: Students listen to instrumental music with a 4/4 beat and swallow the beat to put it through to their feet.
- Parades: Students march in self-space, then travel while marching. Play an instrumental marching song and have the students march in the "big parade."
- Big Circle Dances: Students practice walking while changing directions and keeping a steady beat. For example; walk forward 16 steps, walk backward 16 steps. This simple alternating pattern can be practiced while traveling in shared space or in a "big circle dance."

RESOURCES

BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.		
16 Counts	166	
Moving Beats	168	
Keep the Beat	168	
Tempo Tag	169	
<i>Kids on the Ball</i> , Spalding et al.		
Wheels on The Bus	78	
<i>Foundations in Elementary Education Movement</i> , Weikart & Carlton		383
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	9	
<i>Music for Creative Dance Vol. III</i> , Chappelle, E.	12	
<i>Rhythmically Moving 1</i> , Weikart, P.	1, 3, 4	
<i>Rhythmically Moving 2</i> , Weikart, P.	1, 7, 11, 12, 14	
<i>Rhythmically Moving 3</i> , Weikart, P.	1, 3,	
<i>Rhythmically Moving 4</i> , Weikart, P.	8, 9, 12	
<i>Rhythmically Moving 5</i> , Weikart, P.	1, 4,	
<i>Rhythmically Moving 6</i> , Weikart, P.	1, 5, 8, 12, 13	
<i>Rhythmically Moving 7</i> , Weikart, P.	1, 5, 8,	
<i>Rhythmically Moving 8</i> , Weikart, P.	1, 2, 8, 11	

SECOND GRADE STANDARD 1/BENCHMARK 3

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 3: Jumps a slowly swinging long rope, using a two feet to two feet pattern.

Assessment: Jumps a slowly swinging long rope (without making a full turn), using a two feet to two feet pattern, 7 to 10 consecutive times.

CUE WORDS - CRITICAL ELEMENTS:

- Bend knees — bend knees, ankles, and hips on take-off and landing.
- Balls of feet — land and push off balls of feet.
- Stay in the middle — middle is in reference to the middle of the rope and the middle distance between rope turners.
 - Small jump — jump barely off the ground.

COMMON ERRORS:

- Straight legs.
- Landing and taking off flat-footed.
- Not staying in the middle of the turners and/or rope.
- Turners standing too close together or too far apart.
- Jumps too high in a tuck position.

LESSON IDEAS:

- Student jumps forward, backward, and sideways over a stationary rope or line.
- Draw or tape a box or "X" on the floor to show where the student should stand as they jump over a rope.
- Bluebells: Jumper is in the middle of the rope and jumps the rope as turners gently swing the rope from side to side. Bluebells rhyme: "Bluebells, cockle shells, eevy, ivy, OVER." The rope swings overhead on the word "over."

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Anna Banana: 101 Jump-Rope Rhymes</i> , Cole, J.		
<i>Miss Mary Mack and Other Children's Street Rhymes</i> , Cole & Calmenson	entire book	
<i>On the Move</i> , Holt/Hale, S.		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
<i>Ready- to-Use P.E. Activities for Grades K-2</i> , Landy & Landy		

SECOND GRADE STANDARD 1/BENCHMARK 4

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Body Management

Benchmark 4: Balances in symmetrical and asymmetrical shapes on the floor or equipment.

Assessment: Balances, demonstrating static (motionless) shapes for a minimum of five seconds, one symmetrical (the same shape on both sides of the body), and one asymmetrical (one side looks different than the other), on either the floor or equipment.

CUE WORDS - CRITICAL ELEMENTS:

- Eyes on a spot — gaze should not wander or follow movement in the room
- Tight muscles — feeling tension from the trunk area through the toes or applicable body parts.
- Hold — count out five seconds (e.g., tight one, tight two..., one banana, two banana...).

COMMON ERRORS:

- Looking at the observer or other movement in the environment.
- Inability to feel tightness in muscles from the core body through the required extensions (legs, toes, shoulders, neck).
- Inability to maintain tension for five seconds.

LESSON IDEAS:

- Develop a vocabulary of shapes that includes symmetrical and asymmetrical using sport skills, animal walks, and objects. Teacher asks students to "freeze" the shape (a statue, to "take a picture"). Encourage weight bearing on a variety of body parts and bases of support.
- Execute balances from seated, kneeling, and standing positions.
- Brain Dance variations on the ground, on equipment, standing, and moving (see 2nd Grade Supplements — *Brain Dance*).
- Balance Centers: Students use balance boards while on tummy, bottom or feet; stilts; balance beams and boxes; perform exercises on the ball with posters from *Kids on the Ball* (Spalding et al.).

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.		
<i>Kids on the Ball</i> , Spalding et al.		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
<i>Teaching Tumbling</i> , Ward, P.		
MUSIC		
<i>Music for Creative Dance Vol. III</i> , Chappelle, E.	2	

SECOND GRADE STANDARD 1/BENCHMARK 5

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 5: Catches a gently thrown ball using properly positioned hands and stance.

Assessment: Catches a gently thrown ball, using properly positioned hands and stance, four out of five times.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready Position — face the thrower, feet shoulder-width apart.
- Look at the ball — eyes are focused on the ball.
- Reach and catch — thumbs together for catch above the waist, pinkies together for catch below the waist.
- Give with the ball — absorb the force of the ball.

COMMON ERRORS:

- Does not watch the ball.
- Does not extend arms toward the ball.
- Hands are not in the correct catching position.
- Does not give with the ball.
- Catches the ball by trapping with body.

LESSON IDEAS:

- Catching challenges using a variety of equipment such as balloons, beanbags, and balls.
1) Toss and catch to self in self-space (e.g., clap and catch, turn and catch, bounce and catch). 2) Catch at high, medium, and low levels. 3) Catch on the right side, left side, and in front.
- Egg Catching: 1) Partners practice throwing and catching underhand, six feet apart.
2) Partners start two feet apart and throw to each other. When the ball is caught step back. Partners see how far they can move apart from each other.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	144-145	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	115-136	120-121

SECOND GRADE STANDARD. I/BENCHMARK 6

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 6: Foot dribbles a ball, maintaining control, around stationary objects.

Assessment: Foot dribbles a ball around stationary objects, 20 to 30 seconds, while maintaining control.

CUE WORDS - CRITICAL ELEMENTS:

- Heads up — look in the direction traveling.
- Use the inside/outside of foot — the ball is tapped with either the inside or outside of the foot.
- Easy tap — push the ball using light force (don't kick).
- Keep it close — tap the ball lightly so that the ball goes one to three feet from the body.

COMMON ERRORS:

- Looks down at feet.
- Uses toe to dribble ball.
- Kicks the ball instead of easy taps.
- Kicks the ball too far from body.

LESSON IDEAS:

- Dribbling Challenges: 1) Dribble ball with control in shared/general space. 2) Dribble ball inside a shared space under control, while moving at the fastest speed possible.
- Mine Field: Scatter 20 traffic cones around the gym/field. On start signal, students begin to dribble around the mines (cones). If student hits a mine with their ball, they visit the designated practice area. Before returning to the game, the student must dribble for 15 seconds inside the practice area saying the cue words out loud.
- Mine Field Hoops: Place hoops in the mine field with half of the students standing inside the hoops. The remaining students dribble through the mine field and past the hoops trying to control the ball. If a student in the hoop is able to touch a ball with one of their feet, they change places with the dribbler.
- Ball-on-a-Leash: The teacher shows students several lengths of dog leashes (jump rope). The students are challenged to keep their "ball on the leash," as they dribble in shared space. When dribbling in a smaller space, keep the ball on a short leash. When dribbling in a larger space, keep the ball on a longer leash.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Ready-to-Use P.E. Activities for Grades K-2</i> , Landy & Landy	192-194	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	135	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	183-198	186-187

SECOND GRADE STANDARD 1/BENCHMARK 7

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 7: Throws overhand demonstrating side orientation, opposition, rotation, and follow-through.

Assessment: Throws overhand five times, properly demonstrating side orientation, opposition, rotation, and follow-through.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready Position — opposite side to the target.
- "T" — point with the opposite hand toward the direction of the throw, throwing arm straight back.
- Step and throw — step on the opposite foot, swing throwing arm down, back and up and forward, releasing the ball.
- Follow-through — throwing hand continues down, diagonally across the body.

COMMON ERRORS:

- Eyes not on target.
- Failure to step with opposition.
- Limited hip and shoulder rotation.
- Does not follow-through with arm.

LESSON IDEAS:

- Shower Analogy: Students take a "shower" before throwing. Face showerhead, open shower curtain with opposite hand, step out of shower with opposite foot, and throw with throwing arm.
- Color Target: Construction paper of different colors and sizes are taped to the wall of the gym. Students throw to target of their choice.
- Partner activity: One partner holds up a hoop away from his/her body. The other partner attempts to throw a yarn ball or other soft ball through the hoop. After five throws, switch roles.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	144	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	98-114	101-102

SECOND GRADE STANDARD 1/BENCHMARK 8

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 8: Strikes a balloon in the air repeatedly with a paddle.

Assessment: Strikes a balloon in the air repeatedly with a paddle, 20 to 30 seconds, without the balloon touching the floor, while maintaining control.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready position — knees slightly bent, feet shoulder-width apart, head up, paddle held in front of body in self-space.
- Toss and tap the balloon — use the paddle to strike the balloon.
- Eyes on balloon — eyes track the balloon as it moves up and down.
- Keep it in the air — don't let balloon hit the floor.

COMMON ERRORS:

- Legs straight, feet closed or in wrong position, head down.
- Balloon not in control.
- Eyes not tracking the balloon.
- Balloon hits the floor.

LESSON IDEAS:

- Keep it Up: Strike a balloon with the front or backside of the paddle, keeping the balloon off the floor.
- Strike the balloon with the edge of the paddle, keeping the balloon off the floor.
- Partner Balloon Volley: Hit the balloon over the net (vary height of net), keeping the balloon off the floor.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Designing Preschool Movement Programs</i> , Sanders, S.	83-86	
<i>On the Move</i> , Holt/Hale, S.	57-59	
<i>Ready-to-Use P.E. Activities for Grades K 2</i> , Landy & Landy	174-175	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	150	

SECOND GRADE STANDARD 1/BENCHMARK 9

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts

Benchmark 9: Practices and applies concepts related to space, time, force, and body to develop simple sequences and solve movement challenges.

Assessment: Practices and applies concepts related to space, time, force, and body to develop simple sequences and solve movement challenges.

CUE WORDS - CRITICAL ELEMENTS:

CONCEPT

Space
Time
Force
Body

ELEMENTS

place, size, level, direction, pathway and focus
speed, rhythm
energy, weight, flow
parts, shapes, relationships, balance

COMMON ERRORS:

- Difficulty practicing and applying movement concepts in simple sequences and movement challenges.

LESSON IDEAS:

- Simple jump rope, dance, and gymnastics routines.
- Follow the Leader with simple sequences involving locomotor and non-locomotor movements representing two or more movement concepts (space, time, force, and body). For example: crawl low, jump lightly, melt slowly.
- Mop-Flop-Stop movement rhyme practice using the say and do method. (see 2nd Grade Supplements).
Slimy Little Lizard rhyme (see 2nd Grade Supplements).

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Cooperative Learning in PE</i> , Grineski, S.		
<i>Creative Dance for All Ages</i> , Gilbert, A.		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.		
MUSIC		
<i>Music for Creative Dance Vol. I.</i> , Chappelle, E.	7, 16	
<i>Music for Creative Dance Vol. IV</i> , Chappelle, E.	2	

SECOND GRADE STANDARD 1/BENCHMARK 10

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts

Benchmark 10: Applies the concept of crossing the midline while performing various skills (e.g., jump rope, juggling, frisbee, hand jives).

Assessment: Applies the concept of crossing the midline, while performing a minimum of three midline skills, between three to five times.

Note: see lesson ideas for development of various assessments.

CUE WORDS - CRITICAL ELEMENTS:

- One side, other side – The awareness that there are two sides of the body.
- Across-the-body – the ability to locate the midline (i.e., the vertical axis that separates the two sides of the body).

COMMON ERRORS:

- Difficulty distinguishing between the two sides of the body.
- Difficulty distinguishing the location of the midline of the body.
- Difficulty executing movements that cross the midline of the body.

LESSON IDEAS:

- Keep the Beat: While seated, pat different parts of the body, while crossing the midline. Recite a rhyme to keep a steady beat. Example of rhyme: "Apples, peaches, pears, and plums. Tell me when your birthday comes."
 - Scarf juggling: Cross the midline, while tossing one scarf with one hand and the other scarf with the other hand. The scarf exchange makes the letter "X" in front of the eyes.
 - Lummi sticks: Tap paper plates (side-by-side, upside down) with chopsticks, mallets, or lummi sticks. Create a simple stick routine that includes crossing the midline while tapping the plates.
 - Frisbees: Cross-the-body and throw a frisbee at the wall or targets such as bowling pins.
 - Ribbon Streamers: Practice windshield wipers and sweeping the floor motions while crossing the midline in front of the body. Make a horizontal figure eight with the ribbon streamer. Face a partner and follow a simple movement challenge with an emphasis on crossing the midline (e.g., circle the streamer above the head, windshield wiper, horizontal figure eight).

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Movement in Steady Beat: Activities for Children Ages 3 to 7,</i> Weikart, P.	6-23	
<i>Designing Preschool Movement Programs,</i> Sanders, S.	66-67	

THIRD GRADE STANDARD 1/BENCHMARK 1

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 1: Jumps a turning rope held by others.

Assessment: Jumps a rope held by 2 students, 20 times with a double bounce, or 10 times with a single bounce.

CUE WORDS - CRITICAL ELEMENTS:

- Jump in the middle — jumper stands in middle of the rope.
- Land softly — lands on the balls of the feet with knees bent.
- Pushes off the balls of feet — jump and land on two feet.
- Face a turner — jumper faces one of the turners.

COMMON ERRORS:

- Jumper moves too close to one turner.
- Lands flat-footed.
- Bends excessively at waist.
- Jumps too high off ground.

LESSON IDEAS:

- Jump to rhymes.
- Jump the shot as lead up activity to long rope.
- Cat and Mouse: chase game through a turning rope.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Anna Banana</i> , Cole, J.	entire book	
<i>Awesome Jump Rope Activities</i> , Sutherland, M., & Carnes, C.,	37-55	4-7
<i>Ready-to-Use PE Activities for Grades 3 & 4</i> , Landy,	215-219	
<i>The Jump Rope Primer</i> , Solis, K. & Budris, B.	47-48	

THIRD GRADE STANDARD 1/BENCHMARK 2

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Body Management

Benchmark 2: Chases, flees, and dodges in game-like settings.

Assessment: Uses locomotor and non-locomotor skills to chase, flee, and dodge others in game-like settings.

CUE WORDS - CRITICAL ELEMENTS:

- Chase — move quickly, watch opponent's waist to initiate quick changes.
- Flee — move quickly, quick changes of direction and/or speed while on the balls of the feet.
- Dodge — quick changes in direction, level, pathway, and/or speed.

COMMON ERRORS:

- Inappropriate avoidance strategies such as hiding out of bounds, calling time out, falling, and giving up.
- Inability to apply movement concepts (space, time, force, body).
- Whining and tattling.

LESSON IDEAS:

- Shadow Tag: Try to lose one's own shadow. Stay with your partner within your own space. Person following should try to stay with partner's movements so that the teacher cannot tell who is leading. Experiment with changes of levels, directions, speeds, and shapes. Change leaders.
- Throw and catch with a partner: Catch, block, or stop the beanbag with different body parts, while keeping one foot inside the hoop. Concentrate on the five non-locomotor movements (e.g., turn, twist, spin, bend, stretch).
- Beanbag Tag: Each player slides his/her own beanbag to touch another player's feet. Players attempt to dodge the beanbags. After sliding his/her beanbag, player retrieves own beanbag.
- Keep Away Games: Ultimate Frisbee, Capture the Flag, Hockey, Basketball.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	87-90	91

THIRD GRADE STANDARD 1/BENCHMARK 3

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Body Management

Benchmark 3: Balances, maintaining control, in static and dynamic positions. Assessment:

Balances, a minimum of three seconds, in a static and/or dynamic position. **CUE WORDS -**

CRITICAL ELEMENTS:

STATIC BALANCE

- Eyes on spot — eyes focus on the appropriate spot to enhance balance.
- Hold — hold a position for a count of three seconds (e.g., hold one, hold two...)
- Tight muscles — feel tension from the trunk area through the toes or applicable body parts.

DYNAMIC BALANCE

- Steady and strong — stay long and strong while keeping the center of gravity over bases of support.

COMMON ERRORS:

- Eyes do not focus on the appropriate spot.
- Inability to maintain tension for three seconds.
- Inability to feel tightness in muscles from the core body through required extensions (i.e., legs, toes, shoulders, neck).
- Base of support too far away outside the center of gravity.

LESSON IDEAS:

- Balance Obstacle Course: Using a variety of equipment, design a course that allows students to practice both static and dynamic balances. Locomotor and non-locomotor skills should be used during transition from one apparatus to another. Suggested equipment: steps, sturdy boxes, domes or stepping stones, benches, folded mats, low balance beam.
- Balance Cards: Student looks at a picture card and executes the balance movement on a low level piece of equipment (e.g., steps, sturdy box, domes, benches, folded mats, low balance beam, exercise ball).
- Create a partner or small group game using plastic domes/poly-spots to move across. Establish boundaries and rules that are fair and safe.
- Develop hopscotch patterns using old bike tires (poly-spots) and play according to agreed upon rules.
- Twister: Balance on body parts during the Twister Game. Groups of four or five students can play the game as a station.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Hopscotch from Around the World</i> , Lankford, M.	entire book	
<i>Kids on the Ball</i> , Spalding et al.	32-50, 183-191	166
<i>Ready-to-Use P.E. Activities for Grades 3-4</i> , Landy & Landy	125	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	108, 110-111	
<i>Teaching Tumbling</i> , Ward, P.	6-11, 15-19, 25	

THIRD GRADE STANDARD 1/BENCHMARK 4

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Body Management

Benchmark 4: Transfers weight from feet to hands, at **fast** and slow speeds, using large extensions.

Assessment: Transfers weight from feet to hands by using a climbing rope to swing a minimum of nine feet, and landing on both feet. Repeat three to five times.

CUE WORDS - CRITICAL ELEMENTS:

- Grip high — grab tight, grip at face level.
- Jump back — jump backwards before starting the forward swing.
- Feel-the-stop — release and land at the point where the rope stops and begins to swing back.
- Land on feet — land on both feet under control, after hands release.

COMMON ERRORS:

- Cannot hold body weight.
- Take-off grip is too low and/or slips during swing.
- Drops before or after the "stopping" point.
- Cannot land on feet without falling.

LESSON IDEAS:

- Pre-test skills: Students should know how high to grip a still rope, pull weight off the floor, and sustain a bent arm hang (without using legs) for 5 seconds.
- Elevator: Student lies on mat, directly under the rope. Climb, using hand-over-hand grasp, saying "first floor, second floor," etc. When student reaches the top floor, reverse (go back down to mat) saying corresponding floors. Body stays tight and straight with only the feet on the mat.
- Monkey Hang: Lie on the mat, directly under the rope. Pull the body off the mat, swing the legs overhead, and wrap ankles around the rope. The end of the rope looks like a "monkey's tail," hanging between the legs.
- Bowling or Fishing Games: Use a mat or bench (16 to 18 inches high) to elevate the student. Student swings on climbing rope and uses feet to grab equipment (rubber chickens, stuffed animals, foam balls, foam dice) off the mat or equipment and drop objects at the end of the swing.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Game, Dance, and Gymnastic Activities for Children,</i> Gabbard, C. et al.		268-269
<i>Ready-to-Use P.E. Activities for Grades 3-4,</i> Landy & Landy	156-161	

THIRD GRADE STANDARD 1/BENCHMARK 4

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Body Management

Benchmark 4: Transfers weight from feet to hands, at fast and **slow** speeds, using large extensions.

Assessment: Transfer weight, in a step-like action, to a balanced split leg handstand. Lifting leg should be extended vertically over the head (leg straight above head). Land on the push-off leg with a bent knee. (see 3^d Grade Supplements – *Kick up to one-leg handstand*).

CUE WORDS - CRITICAL ELEMENTS:

- Eyes focused on the mat – the head tilts up with the inversion.
- Legs apart – lifting leg extends vertically upward and landing leg is horizontal and bent.
- Land on one foot – the push-off leg bends so that the foot lands close to the placement of the hands.

COMMON ERRORS:

- Head drops down; hands are out of view, risking insufficient support of the body weight.
- Lifting leg does not reach vertical position.
- Legs come together and landing occurs as a fall with both feet landing too far from hands.
- Failing to stop the lifting leg at the vertical position and falling over to a bridge position or flat on their back.

LESSON IDEAS:

- Leg lifter to a matted wall with hands approximately 12 inches from the wall. Handprints and a smiley face can be taped to mat as cues.
- Wall Walk to Handstand: Face away from a matted wall. Place hands on floor mat and walk feet up the wall behind, to a desired height. Keep the back straight and eyes on the floor mat. Return to the floor by walking down the wall (do not fall or slide down to the mat). (see 3^d Grade Supplements – *Wall walk to handstand*).

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Teaching Tumbling</i> , Ward, P.	14, 30-32	13-14

THIRD GRADE STANDARD 1/BENCHMARK 5

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 5: Catches, with proper technique, a ball rebounding from a wall or thrown by a partner.

Assessment: Catches, with proper technique, a ball rebounding from a wall or thrown by a partner, 7 to 10 consecutive times.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready position– face the thrower, feet shoulder-width apart, knees bent, and hands in front of body.
- Look at the ball – eyes focused on the ball.
- Step and reach –step toward the ball and extend the arms and hands to meet the ball.

COMMON ERRORS:

- Not in ready position.
- Eyes off the ball.
- Does not step or reach for the ball.
- Hands are not in the correct catching position (i.e., thumbs together if ball is caught above the waist; pinkies together if the ball is caught below the waist).

LESSON IDEAS:

- Step and Reach: Place foam ball on top of cone or tee. Student stands behind the cone. There should be enough room to allow the student to step and fully extend arms to pick the ball off the cone. On partner signal, the student steps toward the cone, extends arms toward the ball, and removes the ball from the cone.
- Fingers Only: One partner tosses the balloon or beachball up into the air. The catcher moves to catch the ball using correct catching position.
- Wall Ball: Partners stand 15 feet from the wall. One partner throws a ball against the wall. The other partner catches the ball either with no bounce or after one bounce.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	115-136	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	124-132	

THIRD GRADE STANDARD 1/BENCHMARK 6

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 6: Punts a ball using proper technique.

Assessment: Punts a ball, using proper technique, three to five times.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready position — non-punting foot slightly forward of punting foot, hold ball with both hands in front of the body at waist level (belly button).
- Drop and punt — drop ball from out-stretched arms. Bring the punting leg forward and contact the ball on top of the punting foot (shoelaces).
- Step-Drop-Punt — from a ready position, add a step, and drop-punt.

COMMON ERRORS:

- Not in ready position.
- Throws ball up in the air instead of dropping.
- Kick with toe instead of shoelaces.
- Kick too high or hard and student falls backwards.

LESSON IDEAS:

- Punt and Go: Students form lines of three. On start signal, first student punts the ball to opposite end. Teacher signals the students to retrieve his/her ball after all the first students have punted. Students carry back the ball to start (do not kick the ball back). Repeat the process with the second and the third student.
- Over The Clothesline: Drop ball and punt so the ball travels over a rope.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.		

THIRD GRADE STANDARD 1/BENCHMARK 7

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 7: Strikes a ball with hands or racquet using proper body alignment and technique.

Assessment: Strikes a ball with hands or racquet, using proper body alignment and technique, three to five times.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready position ("T") — side to target, flat paddle on hand, stiff wrist.
- Step and hit — step with opposite foot, drop ball from waist high, swing level as the hips and shoulders rotate toward the target.
- Follow-through — continue the arc of the swing after the ball is contacted.

COMMON ERRORS:

- Does not keep eyes on ball.
- Does not keep side to target.
- Paddle is not held flat.
- Does not step forward in opposition.
- Bounces ball too high or too low; bounces ball too close or too far from self.
- No follow-through.

LESSON IDEAS:

- Strike and Go: Students form lines of three. On start signal, first student strikes the ball with hand or racquet to opposite end. Teacher signals the students to retrieve his/her ball after all the first students have had a turn. Students carry back ball to start (do not throw or strike ball back). Repeat the process with the second and the third student. Variation: strike ball over a net.
- Over the Net: One partner on one side of the net, partner on the opposite side of the net. Strike the ball back and forth over the net using hand or paddle. A low mat or low object could also be used as a net.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>On the Move</i> , Holt/Hale, S.	210-217	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	154	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	214-229	217-218

THIRD GRADE STANDARD 1/BENCHMARK 8

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 8: Hand dribbles a ball, maintaining control, while traveling within shared space.

Assessment: Hand dribbles a ball, maintaining control, while traveling within shared space for 20 to 30 seconds.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready position — knees bent, feet shoulder-width apart, eyes looking forward.
- Push — using finger pads only, push the ball down.
- Waist-high — do not let the ball go above the waist.
- Eyes forward — head up and eyes focused forward.
- Control the ball — combining the critical elements results in ball control.

COMMON ERRORS:

- Not in ready position.
- Uses palm of the hand.
- Slaps the ball.
- Dribbles too high.
- Eyes focused on the ball.
- Dribble gets lower and lower.
- Ball hits feet.

LESSON IDEAS:

- Students teach the teacher how to dribble. Teacher does exactly what the student says.
- Hoop Ball: Scatter hula-hoops in the play area. Half of the class stands in the hula-hoops, while the other half of the class dribbles through the playing area, trying to avoid the hula-hoops. Students inside the hula-hoops try and touch the ball as other students dribble past. If the ball is touched the two students exchange places.
- Follow the Leader: Students face teacher. Teacher uses hand or verbal signals to indicate the direction students should dribble (e.g., forward, backward, right, left). Variation: Students get in groups of two or three, with one partner directing the others in the group. Rotate leaders so that each student has the opportunity to be a leader.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	124	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	165-182	168-169

THIRD GRADE STANDARD 1/BENCHMARK 9

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts

Benchmark 9: Identifies ways movement concepts (e.g., space, time, force, and body) can be used to refine movement skills (e.g., throw, balance, jump).

Assessment: Refines movements while incorporating the movement concepts of space, time, force, and body.

CUE WORDS - CRITICAL ELEMENTS:

CONCEPT

Space
Time
Force
Body

ELEMENTS

place, size, level, direction, pathway and focus
speed, rhythm,
energy, weight, flow
parts, shapes, relationships, balance

Teacher continually reminds the students during movement skills to pay attention to the cues and elements of space, time, force, and body.

COMMON ERRORS:

- Inability to apply movement concepts (space, time, force, and body) as they relate to specific movement skills.

LESSON IDEAS:

- Read it, Say it, Do it: Using a poster or overhead projector of the elements of the movement concepts, have students read it, say it, and do it.
- Partner assessment: Partners assess movement concept as they relate to specific movement skills. As partner/teacher observes their partner they ask themselves, "What movement concept does my partner need to refine for this specific movement skill?"

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Creative Dance for All Ages</i> , Gilbert, A.	124-125, 131-133	

FOURTH GRADE STANDARD 1/BENCHMARK 1

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 1: Leaps, using proper technique, leading with each foot (e.g., hurdles, dance patterns).

Assessment: Leaps, using proper technique, leading with each foot, three to five times.

CUE WORDS - CRITICAL ELEMENTS:

- Run — focus forward.
- Push — forceful extension forward.
- Fly — both feet off ground with legs in stride position and arms in opposition.
- Land — absorb force of landing on the ball of the foot and bent knees.

COMMON ERRORS:

- Loss of eye focus.
- Legs not in good stride position.
- Not enough height.
- Arms not in opposition
- Lands on both feet.

LESSON IDEAS:

- Leap cones/ Leap the Brook.
- Hurdles.
- Creative Dance/ Gymnastic routines.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Assessment Strategies for Elementary PE</i> , Schiemer, S.		45
<i>Creative Dance for All Ages</i> , Gilbert, A.		
critical element		
variations with levels		
variations with turning		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
MUSIC		
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	11	

FOURTH GRADE STANDARD 1/BENCHMARK 2

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 2: Consistently enters, jumps, and exits a rope turned by others.

Assessment: Consistently enters, jumps, and exits a rope turned by others, a minimum of three times.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready Position— Jumper stands next to one turner, facing the rope.
- Look and listen — look for the hole/rainbow and listen for the tap of the rope.
- Run-stop-jump-run — run under the rope, stop in the middle, and jump.
- Jump and run — jump once and immediately exit diagonally to the other turner.

COMMON ERRORS:

- The ready position is not next to the turner.
- Fear of the rope.
- Timing is delayed.
- Difficulty getting to the middle on entering.
- Difficulty exiting quickly and diagonally.

LESSON IDEAS:

- Going through School: Jumpers attempt to "get through school" by entering and jumping all the grades successfully. A miss means they must "repeat that grade." Kindergarten starts with no jump and just runs through in the figure eight pattern. If successful, they enter the next time and jump once representing "1st grade." Play continues through the grades. After completing 12th grade, the jumper can ask for "college" where the turners speed up the timing of the rope (Red Hot Peppers).
- Fox and Geese: Goose (runner) starts the game by entering, jumping once, and exiting in a figure eight pattern. The fox (tagger) chases the goose in the same figure eight pattern and attempts to tag the goose.
- Two-in-one rope: A jumper performing single rope skills, asks a partner to enter the turning rope. Partner jumps with the turner and then exits the rope.
- Jump Rope Rhymes: (see 4th Grade Supplements — *I Love Coffee*, *Rooms for Rent*, and *Polly Put the Kettle On*).

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Ready to-Use P.E. Activities for Grades 3-4</i> , Landy & Landy	215-221	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	96	

FOURTH GRADE STANDARD 1/BENCHMARK 3

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 3: Repeatedly jumps a self-turned rope.

Assessment: Repeatedly jumps a self-turned rope, 10 to 20 times, using a single bounce.

CUE WORDS - CRITICAL ELEMENTS:

- Jump jump jump: feet barely off the ground.
- Light on heels — weight on balls of the feet.
- Hands low — hands below the waist, turn the wrist only.

COMMON ERRORS:

- Performs a double jump.
- Lands flat-footed.
- Hands above the waist.
- Uses the whole arm to turn the rope.

LESSON IDEAS:

- Perform single bounce using foot patterns combinations.
- Combines rope jumping skills (e.g., straddle, stride, skier, bell, criss-cross) with rope turning tricks (e.g., 180° turn, 360° turn, side swings, release and catch).
- Design patterns and combinations of movements into repeatable sequence. Students can work individually, with a partner, or in small groups.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
<i>Ready- to-Use P.E. Activities for Grades 3-4</i> , Landy & Landy	210-213	
MUSIC		
<i>Rhythmically Moving 1</i> , Weikart, P.		
<i>Rhythmically Moving 2</i> , Weikart, P.		

FOURTH GRADE STANDARD 1/BENCHMARK 4

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Body Management

Benchmark 4: Jumps for height and distance, landing with proper body alignment.

Assessment: Jumps for height and distance, three to five times, landing with proper body alignment.

CUE WORDS - CRITICAL ELEMENTS:

- Bend hips and knees — drop bottom, knees bent, arms back.
- Swing and spring - swing arms with extension in direction of travel (up or forward).
- Land softly — knees bent, feet shoulder-width apart, arms forward for balance.

COMMON ERRORS:

- Swing and spring is not coordinated.
- Body is upright, knees straight.
- Loud landing, arms not used.

LESSON IDEAS:

- Jump and touch board instructions are given with demonstrations. Students practice jump and touch individually at the walls.
- Standing long jump instructions are given with demonstrations. Students practice on mats with yardsticks for measurement.
- Jumping Obstacle Course: A wide variety of jumping areas and obstacles are set up including: benches, boxes, hula-hoops, mats with measurements on floor, wall measurements, bike tires, objects hanging to touch. Have several students demonstrate. Use a staggered start to eliminate waiting lines.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	97	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	19-21, 24-26, 29	22, 23, 27, 28
MUSIC		
<i>Music for Creative Dance Vol. I.</i> , Chappelle, E.	10	
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	2	

FOURTH GRADE STANDARD 1/BENCHMARK 5

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Body Management

Benchmark 5: Maintains appropriate body alignment during activity (e.g., lift, carry, push and pull).

Assessment: Maintains appropriate body alignment during activity while lifting, carrying, pushing, or pulling a variety of equipment.

CUE WORDS - CRITICAL ELEMENTS:

- Feet shoulder-width apart — feet in a wide stance.
- Knees bent — one foot close to the equipment being lifted and the other foot close to where the equipment is being placed.
- Back straight — bring equipment in close to the body. Swivel your feet to face the other direction, keeping the spine straight, instead of lifting and twisting the spine.

COMMON ERRORS:

- Feet too close together or too far apart.
- Legs straight, back bent.
- Twisting while lifting.
- Attempting to lift items that are too heavy.

LESSON IDEAS:

- Discuss, demonstrate, and teach the critical elements the first time equipment is used. Students practice getting out and putting away a variety of equipment (e.g., balls, bats, sticks, cones).
- Scooter Car Construction: Working in small groups, students use folding s and mats and scooters to create and design "cars," which they can take turns driving (i.e., push and pull). Teacher designs a very basic sample car with a small group and demonstrates appropriate alignment while pushing and pulling

RESOURCES

Books	Lesson Ideas	Assessment
Kids on the Ball, Spalding et al.		31-32

FOURTH GRADE STANDARD 1/BENCHMARK 6

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 6: Punts a ball using proper technique to targets or partners.

Assessment: Punts a ball to targets and/or partners, three to five times, using proper technique.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready position — non-punting foot slightly forward of punting foot, hold ball with both hands in front of the body and waist level (belly button).
- Drop and punt — drop ball from out-stretched arms. Bring the punting leg forward and contact the ball on top of the punting foot (shoelaces).
- Step-Drop-Punt — from a ready position, add a step, and drop-punt.

COMMON ERRORS:

- Not in ready position.
- Throws ball up in air instead of dropping.
- Kick with toe instead of shoelaces.
- Kick too high or hard and student falls backwards.

LESSON IDEAS:

- Outside lesson: two to three students work together in wide lanes in which the kickers are facing one direction toward the receivers/fielders. Students decide on a fair number of kicks and rotate accordingly. Students have a clipboard (1 per group) with partner skill check sheets (see 4th Grade Supplements — *Partner Skill Check for Punting*).

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	261-263, 266-271,	264-265

FOURTH GRADE STANDARD 1/BENCHMARK 7

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 7: Throws overhand demonstrating accuracy and force to target or partners.

Assessment: Throws overhand, three to five times, at a target or partner 15 to 20 feet away, demonstrating accuracy and force.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready position — facing target, feet shoulder-width apart, knees bent, and eyes on target.
- Step and throw — from the "T" position, step forward with the opposite foot, and lead with the elbow of the throwing arm.
- Follow-through — throwing hand continues down, diagonally across the body.

COMMON ERRORS:

- Eyes not on target.
- Failure to step with opposition.
- Limited hip and shoulder rotation.
- Does not follow-through with arm.
- Failure to extend throwing arm back.

LESSON IDEAS:

- Color Target: Construction paper of different colors and sizes are taped to the wall of the gym. Students throw to target of their choice.
- Target Throwing: Place different sizes of targets at varying distances from a line. Assign and label a point value for each target, depending upon its distance and size. Make sure that there are targets of easy, medium, and hard difficulty so all students can gain points. Students work with a partner to see if together they can reach a predetermined amount of points by the end of the class period. Students are given choices of which targets to throw at and which objects to throw.
- Cage Ball Madness: Divide the class into four even groups. Each group stands along one side of a square playing area. Students stay behind their assigned line. Place the cage ball or large ball in the center of the playing area. Each group begins the activity with two or more balls. On the start signal, players throw the balls and try to hit the cage ball in an effort to move it across another team's line. Students cannot touch the cage ball. A point is scored against the team when the cage ball rolls across the team's line. Variation: Towel Ball — use a foam softball size ball wrapped in a towel. Students must first make the softball come out of the towel before making it cross another team's line. Once the ball is out of the towel, students must drop to their knees and roll balls at the target.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Assessment Strategies for Elementary PE</i> , Schiemer, S.		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.		

FOURTH GRADE STANDARD 1/BENCHMARK 8

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 8: Foot dribbles a ball, maintaining control, while traveling within shared space.

Assessment: Foot dribbles a ball, maintaining control, while traveling within shared space for 20 to 30 seconds.

CUE WORDS - CRITICAL ELEMENTS:

- Heads up — look in the direction traveling.
- Use the inside/outside of foot — the ball is tapped with either the inside or outside of the foot.
- Easy tap — push the ball using light force (don't kick).
- Keep it close — tap the ball lightly so that the ball only goes one to three feet from the body.

COMMON ERRORS:

- Looking down at the feet.
- Using the toe to dribble the ball.
- Kicking the ball instead of easy taps.
- Kicking the ball too far from the body.

LESSON IDEAS:

- Mine Field: Scatter 20 traffic cones around the gym/field. On start signal, students begin to dribble around the mines (cones). If student hits a mine with his/her ball, they visit the designated practice area. Before returning to the game, the student dribbles for 15 seconds inside the practice area, verbalizing the cue words.
- It's Crowded: Each student dribbles a ball in general space. Begin to decrease the size of the space in which students dribble, until movement is limited. Slowly increase the size of the playing area. Students may dribble a ball smaller than a soccer ball. On teacher's signal, students change direction of travel.
- Keep Them Moving: Provide each student with three or four balls of different sizes and challenge student to get all the balls moving at the same time in a designated area.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Kids on the Ball</i> , Spalding et al.		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.		

FOURTH GRADE STANDARD 1/BENCHMARK 9

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 9: Strikes a ball with a bat or racquet using proper body alignment and grip techniques

Assessment: Strikes a ball with a bat or racquet, three to five times, with a side-arm swing, using proper body alignment and grip.

CUE WORDS - CRITICAL ELEMENTS:

- Grip — shake hands with the bat/racquet. If batting, favorite hand is the top hand on the bat.
- Ready or Ready Position —using a bat, non-dominate shoulder pointing towards target; using a racquet, shoulders square to the target.
- Bat/racquet back — extend the bat/racquet back.
- Step and swing — step forward with the opposite foot, weight transfers from the back foot to the front foot as the hip and shoulders begin to rotate forward.
- Hit — Extend arms as the ball is contacted in front of the body. Ball should be contacted upper of the bat or in the middle of the face of the racquet (sweet spot) when striking the ball.
- Follow-through — bat/racquet continues past the point of strike, crossing to the opposite shoulder.

COMMON ERRORS:

- Inappropriate grip.
- Inappropriate ready position.
- Fails to step forward on opposite foot.
- Limited hip and shoulder rotation.
- Fails to keep eyes on the ball.
- No follow-through.

LESSON IDEAS:

- Whack It: Suspend a whiffle ball by a heavy string or rope, from an overhead structure (e.g., basketball goal). The ball should hang stationary within the strike zone. Student verbalizes the cue words prior to striking the ball with a bat or racquet.
- T- Batting: Students take turns hitting off a tee to two partners in the field. After five strikes, they switch roles. Put out a variety of equipment (e.g. bases, poly-spots, carpet squares) allowing students to create their own games.
- Net Ball: Make a "net" by using a low jump rope or tape on the wall. Students practice striking a light weight ball with a racquet to a partner across the net or against the wall.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Assessment Strategies for Elementary PE</i> , Schiemer, S.		96-97
<i>Children Moving: A Reflective Approach to Teaching Physical Education</i> , Graham et al.		415-416
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	154, 161	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	230-242	233-234

FOURTH GRADE STANDARD 1/BENCHMARK 10

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts

Benchmark 10: Develops patterns and combinations of movements into repeatable sequences (e.g., sports-related, aerobic, jump rope, tumbling, rhythms and dance).

Assessment: Develops and performs patterns and combinations of three or more movements and concepts into repeatable sequences, that includes a beginning, middle, and ending.

CUE WORDS - CRITICAL ELEMENTS:

- Develop and perform the routine — uses teacher criteria for movement and concept ideas.
- Sequence the events — number the sequence of events in order verbally or on paper/chalkboard.
- Memorize the routine — practice, practice, practice.
- Show the routine — ask classmate for suggestions to improve the routine; shows the routine to the teacher for assessment.

COMMON ERRORS:

- Does not meet teacher's criteria.
- Movement concepts are difficult to recognize.
- Difficult to distinguish beginning, middle, and ending.

LESSON IDEAS:

- Story Routine: Individual or small groups create a routine (e.g., sports related, aerobic routine, jump rope) that has a beginning (introduction), middle (sequence in pattern) and an ending (conclusion). (see 4th Grade Supplements — *Student Project/Event Task*).

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		50, 57, 60, 74, 82

FOURTH GRADE STANDARD 1/BENCHMARK 11

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts

Benchmark 11: Describes essential elements of mature movement patterns (skills).

Assessment: Describes essential elements of three mature movement skills contained in Fourth Grade, Standard One (i.e., leaps, jumps, lifts, punts, throws, foot dribble, and strikes).

CUE WORDS - CRITICAL ELEMENTS:

- Elements — the critical components used to execute a movement skill or task.
- Cue Words — short phrases to communicate to a performer the critical elements of the movement skill or task. Once elements are described for a skill, they are translated into movement cues for ease of student focus and retention. For example, critical elements and cues for leaping are as follows:
 - Run – focus forward.
 - Push – forceful extension forward.
 - Fly – both feet off ground with legs in stride position.
 - Land – absorb, quiet.

COMMON ERRORS:

- Inability to identify critical elements.
- Inability to translate elements into cues.

LESSON IDEAS:

- Partner activity: Partner describes essential elements involved in each other's movement.
- Skill Assessment Sheets: (see 4th Grade Supplements — *Partner Skill Sheets for Soccer Dribble*).

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	137, 140-142, 146, 148-150	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	Entire book	

FIFTH GRADE STANDARD 1/BENCHMARK 1

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Locomotion/Rhythm

Benchmark 1: Designs, refines, and performs a routine (e.g. sports-related, aerobic, jump rope, tumbling, rhythms, and dance) with a partner or in small groups.

Assessment: Perform individual, partner, or group routine for peer assessment with worksheet. Show final polished product to the teacher. (May be videotaped).

CUE WORDS - CRITICAL ELEMENTS:

- Design the routine — skills, travel, and floor pattern.
- Sequence the events — number the sequence of events in order verbally or on paper/chalkboard.
- Memorize routine — practice, practice, practice.
- Show the routine — ask classmate for suggestions to improve the routine; shows the routine to the teacher for assessment.

COMMON ERRORS:

- Movements are not refined or memorized.
- Insufficient number of tricks in the routine.
- Difficult to distinguish beginning, middle, and ending.

LESSON IDEAS:

- Dribbling routine.
- Tumbling routine.
- Jump rope routine.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Assessing and Improving Motor Skills in Elementary Physical Education, Holt/Hale, S.</i>	13-14	14-16

FIFTH GRADE STANDARD 1/BENCHMARK 2

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 2: Hand dribbles a ball, maintaining control, with a partner or in small group activities.

Assessment: Hand dribbles a ball, for 20 to 30 seconds, maintaining control, with a partner or in small group activities.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready position – knees bent, feet in step position, and eyes looking forward.
- Push – use finger pads only, wrist flexes and the elbow extends downward as the ball is pushed to the floor.
- Waist-high – do not let the ball go above the waist.
- Eyes forward – head up and eyes focused forward.

COMMON ERRORS:

- Failure to be in ready position.
- Slaps the ball with the palm of the hand.
- Ball bounces too high or too low.
- Eyes focused on the ball.
- Ball bounces off the feet.
- Cannot execute the skills in a dynamic setting (i.e., partners or small groups).

LESSON IDEAS:

- Dribble Tag: All students dribble a ball. The object is to dribble away from the taggers. If tagged, student freezes, and holds the ball at waist level. A student not tagged can touch the frozen player, setting the student free.
- Create-a-Word: Each student has a ball. Four complete sets of laminated alphabet letters are scattered and securely taped to the floor. On the teacher's signal, students begin to spell words by dribbling on different letters. Ball must bounce on a letter three times in a row, in order for the letter to be used. Students should continue to dribble the ball while moving to the next letter. Once a student has created a word, they go to the word bank (paper or chalkboard) and write the word or they can tell the word to the teacher.
- Musical Hoops: All students dribble a ball and enough hula-hoops for every student are scattered around the gym. As the music is played, students dribble around the gym, avoiding the hula-hoops. When the music stops, students must dribble to the first available hoop. Place one foot in the hoop and continue to dribble. Time the class to determine how long it takes for everyone to find a hoop.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Kids on the Ball</i> , Spalding et al.	137	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	121	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	165-182	168-169

FIFTH GRADE STANDARD 1/BENCHMARK 3

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 3: Foot dribbles a ball, maintaining control, with a partner or in small group activities.

Assessment: Foot dribbles a ball, 20 to 30 seconds, maintaining control, *with a partner or in small group activities.*

CUE WORDS - CRITICAL ELEMENTS:

- Heads up — look in the direction traveling.
- Use the inside/outside of foot — the ball is tapped with either the inside or outside of the foot.
- Easy tap — push the ball using light force (don't kick).
- Keep it close tap the ball lightly so that the ball only goes one to three feet from the body.

COMMON ERRORS:

- Looks down at the feet.
- Uses the toe to dribble the ball.
- Kicks the ball instead of easy taps.
- Kicks the ball too far from the body.
- Cannot execute the skills in a dynamic setting (i.e., partners or small group setting)

LESSON IDEAS:

- It's Crowded: Each student dribbles a ball in general space. Begin to decrease the size of the space in which students dribble, until movement is limited. Slowly increase the size of the playing area. Students may dribble a ball smaller than a soccer ball. On teacher's signal, students change direction of travel.
- Soccer Golf: The playground is designed into a golf course (see 5th Grade Supplements — Soccer Golf). The task is to complete the course in the least amount of kicks. Teacher sets up golf course using boxes and cones to dribble around, hoops to kick through and poles to kick over. Students keep track of total number of kicks taken on the course. Students repeat course, trying to lower the score.
- Create your own Activity: Students create their own activity using the soccer dribble as the basic skill. Students are placed in groups of two to five. Students are required to establish rules that encourage correct performance of dribbling. The activities must allow for participation by all students, including safety rules.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Kids on the Ball</i> , Spalding et al.	140	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	130	
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	183-198	186-187

FIFTH GRADE STANDARD 1/BENCHMARK 4

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Manipulatives

Benchmark 4: Throws and catches different balls, maintaining control, with a partner or in small group activities.

Assessment: Throws and catches different balls, three to five times, maintaining control, *with a partner or in small group activities.*

CUE WORDS - CRITICAL ELEMENTS:

Throwing cue words and critical elements:

- Ready or Ready position — facing target, feet shoulder-width apart, knees bent, and eyes on target.
- Step and throw — from the "T" position, step forward with the opposite foot, elbow of throwing arm leads forward and throw.
- Follow-through — throwing hand continues down, diagonally across the body. *Catching cue words and critical elements:*
- Ready or Ready position— face the thrower, feet shoulder-width apart, knees bent, and hands in front of body.
- Look at the ball — eyes focused on the ball.
- Step and reach —step toward the ball and extend the arms and hands to meet the ball.
- Thumbs or pinkies — thumbs are together if ball is caught above the waist, pinkies are together if ball is caught below the waist.

COMMON ERRORS:

Throwing common errors:

- Eyes not on target.
- Failure to step with opposition.
- Limited hip and shoulder rotation.
- Does not follow-through with arm.
- Failure to extend throwing arm back.

Catching common errors:

- Not in ready position.
- Eyes off the ball.
- Does not step or reach for the ball.
- Hands are not in the correct catching position (i.e., thumbs together if ball is caught above the waist; pinkies together if the ball is caught below the waist).

Throwing and catching common errors:

- Cannot execute the skills in a dynamic setting (i.e., with a partner or in a small group setting).

LESSON IDEAS:

- **Group Juggling:** Five or more students form a circle. Using a "star" pattern, students throw and catch various objects. Students establish and repeat a throwing/catching pattern (i.e., receiving the ball from one person consistently and throwing to another person consistently). Students cannot throw or catch a ball from a person standing next to them in the circle.
- **Quick Eyes Catch:** Students are in pairs; one student is the thrower, the other is the fielder. The fielder faces away from his/her partner. The thrower tosses the ball in the air directly behind the fielder's back. When the thrower says, "Go!" the fielder pivots, visually locates the ball and attempts to catch the ball. Less skilled students may let the ball bounce before catching. The thrower should adjust the height of the toss to assure the success of the fielder, gradually increasing the difficulty of catching the ball.
- **The Canuck Run:** Students are in single file formation (five to seven students in a line), arm's-length away. First player in the line holds the ball. All students run forward together. The first person in line tosses the ball overhead to the player directly behind them. Students continue tossing the ball overhead until the ball reaches the last person in line. The last person then sprints to the front of the line and the process is repeated. Challenge students to see how many students can run to the front of their line in two minutes.

RESOURCES

BOOKS		
<i>Making a Difference in Physical Education</i> , Thomson, J.	43,45,46	
<i>Ready-to-Use P.E. Activities for Grades 3-4</i> , Landy & Landy	203	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	138-142	139
<i>Teaching the Nuts and Bolts of Physical Education</i> , Colvin et al.	98-111, 115-136	101-102, ~ 120-121

FIFTH GRADE STANDARD 1/BENCHMARK 5

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.
Manipulatives

Benchmark 5: Volleys and strikes a ball, maintaining control, with a partner or in small group activities.

Assessment: Volleys and strikes a ball, three to five times, maintaining control, *with a partner or in small group activities*.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready Position feet shoulder-width apart, one foot slightly ahead of the other foot, knees bent.
- Eyes on the ball/object — track the ball with both eyes.
- Move to the ball/object — move body to the correct location to volley or strike the ball.
- Push with straight arms — use a variety of striking patterns (e.g., underhand, side-arm, overhand) and a variety of volleying patterns (e.g., overhand pass, forearm pass).
- Follow-through — follow-through in direction of the target.

COMMON ERRORS:

- Failure to be in ready position.
- Eyes do not track the ball.
- Fails to move to the ball.
- Hits the ball, instead of pushing the ball.
- Fails to follow-through.

LESSON IDEAS:

- Students explore why the various cues are important. For example: ask students, "What happens if the ball is volleyed without bending the knees?"
- Partner activity: Passer gently tosses an object to different places around his/her partner, who must move to be in position to bump, pass, or volley the ball back to partner. After five tosses, partners switch roles.
- Blind Volleyball: Cover volleyball net with a sheet or parachute. Students strike or volley the ball back and forth over the net. (Can also build a net by standing mats vertically on the floor).

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Assessment Strategies for Elementary PE</i> , Schiemer, S.		98-101
<i>Children Moving: A Reflective Approach to Teaching Physical Education</i> , Graham et al.	386-401	388
<i>Ready-to-Use P.E. Activities for Grades 3-4</i> , Landy & Landy	236-243	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	147-149	

FIFTH GRADE STANDARD 1/BENCHMARK 6

Standard 1: Students demonstrate skills and apply concepts to perform a variety of physical activities.

Movement Concepts

Benchmark 6: Identifies and demonstrates basic strategies (e.g., ready position, shielding the ball, give go, and moving to an open space) used in partner or in small group activities.

Assessment: A minimum of three basic strategies (e.g., ready position, shielding the ball, give go, and moving into an open space) are identified and demonstrated during partner and small group activities.

CUE WORDS - CRITICAL ELEMENTS:

- Ready or Ready position — feet shoulder-width apart, light on the heels, knees bent, arms out, eyes focused, and mental alertness.
- Look for open space — anticipate teammates' and opponents' movements.
- Creates space — offense.
- Denies space — defense.

COMMON ERRORS:

- "Rooted" or "pitching a tent" — lack of ready position.
- "Clumping" or "Grapes" - not moving to open space and spreading out.
- Does not utilize partner or teammates.
- Inability to execute mature motor skills.

LESSON IDEAS:

- Ready Position: Class holds correct ready position and moves in response to teacher signal (forward, backward, right side, left side, diagonal).
- Triangle Keep Away: A group of three or four students forms a triangle and passes a ball. Middle player attempts to intercept the ball and switches places with the player whose thrown ball was intercepted.
- Give Go: Assign partners and have students stand between cones on one end of the gym. One partner chooses from a variety of equipment (e.g., Frisbees, beanbags, balls, rubber chickens). The other partner laterals or tosses underhand, then jogs, stops, and receives the next pass.
- One-on-One: When the music plays, one partner shields the ball from the other player who acts as a passive defender (does not attempt to actively steal the ball). After several practices, the defender is more active in attempting to steal the ball. Switch roles.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	122-123, 128, 138, 147, 158-159	

KINDERGARTEN STANDARD 2/BENCHMARK 16 Standard 2:

Students demonstrate the components of health-related physical fitness. Benchmark 16: Travels while bearing weight on a variety of body parts.

Assessment: Demonstrates three animal walks representing high, medium, and low levels (e.g. bear, crab, alligator). Perform animal walks, a minimum of 10 feet, while maintaining proper form.

CUE WORDS - CRITICAL ELEMENTS:

- Tight muscles — while you balance.

COMMON ERRORS:

- Animal walks performed incorrectly.
- Low muscle tone prevents correct performance.
- Hyperextends wrists and/or elbows.

LESSON IDEAS:

- Travel to music: When music stops, turn over an animal walk card and practice the walk.
- Create a "movement sequence" that includes three to four different animal walks.
- Make various shapes with body while bearing weight on one, two, three, or four **body parts**.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Physical Best Activity Guide: Elementary</i> , AAHPERD	124-125	125
<i>On the Move</i> , Holt-Hale, S.	26-27	
MUSIC		
<i>Music for Creative Dance Vol. 1</i> , Chappelle, E.	6	

KINDERGARTEN STANDARD 2/BENCHMARK 17

Standard 2: Students demonstrate the components of health-related physical fitness.

Benchmark 17: Demonstrates correct trunk alignment and endurance while seated cross-legged.

Assessment: Student is observed in correct trunk alignment, while seated cross-legged, a minimum of two minutes.

CUE WORDS - CRITICAL ELEMENTS:

- Blades in the pocket or Down and back — shoulders are relaxed and dropped.
- Long and strong/sit up straight — torso is straight.

COMMON ERRORS:

- Low muscle tone prevents correct posture.

LESSON IDEAS:

- Holds a seated cross-legged position while performing rhyming patterns.
- Sits correctly on an exercise ball while performing rhyming patterns.
- Executes animal walks to improve muscular strength and muscular endurance.

RESOURCES

		Assessment
BOOKS		
<i>Kids on the Ball</i> , Spalding et al.	32-33, 78	

FIRST GRADE STANDARD 2/BENCHMARK 11

Standard 2: Students demonstrate the components of health-related physical fitness.

Benchmark 11: Participates in moderate to vigorous physical activity (e.g., warm-ups, games and dances) for short periods of time.

Assessment: Observe student participating in moderate to vigorous physical activity, a minimum of one minute, during warm-ups, games, and/or dances.

CUE WORDS - CRITICAL ELEMENTS:

- Keep moving — encourage students to continue moving.
- Countdown — use a stopwatch to call out time remaining for motivational and pacing purposes.
- Pace yourself - move at appropriate intensity level to allow participation for the designated time.

COMMON ERRORS:

- Fails to keep moving for the designated time.
- Excuses used to stop participating (e.g. water, bathroom, tie shoes).
- Does not pace self for the designated time.

LESSON IDEAS:

- Perform activities and dances to music for specified time.
- Teacher uses tag games to observe taggers for level of physical activity.
- Station, Participation, Rotation: Execute movement tasks that promote being vigorously active (e.g. mini-obstacle course, basketball dribbling, obstacle course).

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Cooperative Learning in PE</i> , Grineski, S.		
<i>Creative Dance for All Ages</i> , Gilbert, A.	80, 105, 146	
MUSIC		
<i>Music for Creative Dance Vol. III</i> , Chappelle, E.	2, 4, 11	

SECOND GRADE STANDARD 2/BENCHMARK 11

Standard 2: Students demonstrate the components of health-related physical fitness.

Benchmark 11: Sustains moderate to vigorous physical activity (e.g., warm-ups, games, and dances) for short periods of time.

Assessment: Observe student participating in moderate to vigorous physical activity, a minimum of two minutes, during warm-ups, games, and/or dances

CUE WORDS - CRITICAL ELEMENTS:

- Keep moving — encourage students to continue moving.
- Countdown — use a stopwatch to call out time remaining for motivational and pacing purposes.
- Pace yourself - move at appropriate intensity level to allow participation for the designated time.

COMMON ERRORS:

- Fails to keep moving for the designated time.
- Excuses to stop participating (e.g. water, bathroom, tie shoes).
- Failure to pace self.

LESSON IDEAS:

- Perform activities and dances to music for specified time.
- Teacher uses tag games to observe taggers for level of physical activity.
- Straw Run: Divide class into four groups. Each group is assigned to pick up a straw at a specific cone. Class runs for a designated time (two minutes) and students pick up a straw each time they pass their assigned cone. At the end of the time, students count the number of straws they collected (which equals the number of laps they ran). Students record the number of laps. Students repeat straw run in three weeks and make note of progress.
- Partner Fitness Tag: Partners get one beanbag to share. Student holding beanbag is the tagger. Student chases only his/her partner. When they tag their partner, partner becomes the tagger. New tagger needs to count to two (or does two jumping jacks) before chasing partner. Play for two minutes.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Cooperative Learning in PE</i> , Grineski, S.	64	
<i>Creative Dance for All Ages</i> , Gilbert, A.	80, 105, 146	

RESOURCES

	Lesson Ideas	
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	4,9	
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	3	
<i>Music for Creative Dance Vol. IV</i> , Chappelle, E.	4	

THIRD GRADE STANDARD 2/BENCHMARK 10 Standard 2: Students

demonstrate the components of health-related physical fitness.

Benchmark 10: Maintains continuous aerobic activity during warm-ups, games, and dance activities.

Assessment: Observe student participating in continuous aerobic activity, a minimum of three minutes, during warm-ups, games, and/or dances,

CUE WORDS - CRITICAL ELEMENTS:

- Keep moving — encourage students to continue moving.
- Countdown — use a stopwatch to call out time remaining for motivational and pacing purposes.
- Pace yourself - move at appropriate intensity level to allow participation for the designated time.

COMMON ERRORS:

- Fails to keep moving for the designated time.
- Excuses to stop participating (e.g. water, bathroom, tie shoes).
- Failure to pace self.
- Follows the "No Pain, No Gain" fallacy.

LESSON IDEAS:

- Straw Run: Divide class into four groups. Each group is assigned to pick up a straw at a specific cone. Class runs for a designated time (three minutes) and students pick up a straw each time they pass their assigned cone. At the end of the time students count the number of straws they collected (which equals the number of laps they ran). Students record the number of laps. Students repeat straw run in three weeks and make note of progress.
- Partner Fitness Tag: Partners get one beanbag to share. Student holding beanbag is the tagger. Student chases only his/her partner. When they tag their partner, partner becomes the tagger. New tagger needs to count to two (or does two jumping jacks) before chasing partner. Play for three minutes.
- Run to the Front: Partners take turns being the leader by walking, jogging, skipping, etc. On teacher signal, partner in back runs to the front of the line and becomes the new leader.
- Aerobic Bowling: Students are placed in groups of two or three. First person bowls at bowling pin, using a ball. After bowling, student runs down to retrieve ball and sets up the bowling pin (if knocked down). Student then runs back to the beginning of the line and gives ball to the next person in line. Challenge variations: a) count how many pins your group can knock down in specified time; b) each time your group knocks down a pin, move the pin to the next line (farther away from starting point). Goal is to move the pin to the last line in the specified time.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Cooperative Learning in PE</i> , Grineski, S.	64	
<i>Creative Dance for All Ages</i> , Gilbert, A.	80, 105,	
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.		
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.		
<i>Music for Creative Dance Vol. IV</i> , Chappelle, E.		

FOURTH GRADE STANDARD 2/BENCHMARK 12 Standard 2: Students

demonstrate the components of health-related physical fitness.

Benchmark 12: Demonstrates activities that develop muscular strength, endurance, flexibility, and aerobic components.

Assessment: Demonstrates, individually or in small groups, health-related physical fitness components.

CUE WORDS - CRITICAL ELEMENTS:

- Strong muscles.
- FITT = Frequency, intensity, time, and type.
 - Frequency = how often one exercises.
 - Intensity = how hard one exercises.
 - Time = how long one exercises.
 - Type = the kind of exercise.
- To be fit practice "FITT"— Practice the FITT principles (frequency, intensity, time, and type).
- Know and apply your health-related fitness components — aerobic components/cardiovascular fitness, muscular strength, muscular endurance, and flexibility. Health-related fitness increases energy levels, improves sleep patterns, and lowers the risk of heart disease, obesity, and diabetes.

COMMON ERRORS:

- Difficulty distinguishing between muscular strength and muscular endurance. (Muscular strength is the maximum amount of weight one can lift, push, pull, or carry one time; muscular endurance is the maximum number of repetitions one can lift, push, pull, or carry).
- Failure to follow the FITT formula for stretches and exercises.
- Follows the "No Pain, No Gain" fallacy.

LESSON IDEAS:

- Identifies which health-related fitness components best describes a specific activity demonstrated by teacher or students.
- Cut out pictures showing health-related fitness components and demonstrate activity that develops the specific components.
- Aerobic Bowling: Students are in groups of two or three. First student bowls at target using a ball or beanbag. After bowling, student runs down to retrieve the ball and set up target (if knocked down). Student then runs back to beginning of the line and gives ball to next person in line. Second student takes their turn bowling while first student rests. Group can incorporate fitness components by doing an exercise when they knock down the target. Students can do push-ups (muscular endurance), jump as high as possible (muscular strength), or stretch (flexibility). Challenge variations: a) group counts the number of pins they knock down in specified time; b) each time the group knocks down a pin, move the pin

to the next line (farther away from the starting point). Goal is to move the pin to the last line in the specified time.

- Scooter Triathlon: Student places stomach on scooter board and "swims" to the opposite line. Student then sits on scooter and "bikes" backward to the start line. Student gets off scooter and runs to the opposite line and back to the starting line to finish the triathlon.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Cooperative Learning in PE</i> , Grineski, S.		
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.		186
<i>Physical Best Activity Guide: Elementary</i> , AAHPERD	132-133,	133, 141, 143
VIDEO		
<i>Fitness for Life</i> , Corbin & Lindsay	entire video	

FIFTH GRADE STANDARD 2/BENCHMARK 7

Standard 2: Students demonstrate the components of health-related physical fitness.

Benchmark 7: Performs a variety of stretches and exercises while demonstrating correct technique.

Assessment: Demonstrates a minimum of three stretches (e.g. knee-to-nose touch, forward lunge, reverse curl) and a minimum of three exercises (e.g. back-saver toe touch, toe touch with slightly bent knees, hamstring stretch) while maintaining correct technique. (*see 5th Grade Supplements — *Harmful Exercises and Safe Alternatives*)

CUE WORDS - CRITICAL ELEMENTS:

- Stretch until you feel it — stretch by how you feel, not by how far you can go. Stretch only until the muscle feels a slight pull, without pain.
- Practice FITT to be flexible —
 - F = frequency — stretch a minimum of three times a week.
 - I = intensity — stretch muscle beyond its normal length.
 - T = time — hold each stretch a minimum of 10 seconds and rest a minimum of 10 seconds.
 - T = type — stretch muscle group used in specific activity.
- Principle of overload — stretching muscle longer than normal to increase flexibility; exercise a muscle group to overload.
- Principle of progression — gradually increase the intensity of the exercise.
- Principle of specificity — flexibility/exercises improve only the specific muscles at a joint.
- Stretch S-L-O-W-L-Y.

COMMON ERRORS:

- Stretching too quickly or overstretching causing injury.
- Failure to follow the FITT formula for stretches and exercises.
- Failure to demonstrate proper position for correct stretches and exercises.
- Failure to warm-up large muscle groups before stretching and/or exercising.
- Stretching and exercising joints and muscles that are injured.
- Follows the "No Pain, No Gain" fallacy.

LESSON IDEAS:

- Read displayed posters and practice correct stretching and exercise techniques.
- Stretch and exercise as a class to demonstrate proper positioning.
- Practice correct stretches and exercises using various equipment (e.g. exercise balls, stretch bands, partner work-outs).

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Assessment Strategies for Elementary PE</i> , Schiemer		102
<i>Fitness for Life, 4th Edition</i> , Corbin & Lindsay	134-146	146
<i>Fitnessgram/Test Administration Manual</i> , Cooper Institute for Aerobics Research		28-31, 33-39
<i>Kids on the Ball</i> , Spalding et al.	91-103, 192-197	
<i>Physical Best Activity Guide:Elementary</i> , AAHPERD	196-197	197
<i>Teaching Children Fitness</i> , Ratliffe & Ratliffe	99-102	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	190-192	
VIDEO		
<i>Good Bodies - Up: The Structure of the Body</i> , Great Plains National	entire tape	
<i>Fitness for Life</i> , Corbin & Lindsay	entire tape	

KINDERGARTEN STANDARD 3/BENCHMARK 18

Standard 3: Students demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.

Benchmark 18: Demonstrates an awareness of own heart beating fast during short bursts of physical activity.

Assessment: Locates the approximate position of the heart by placing right hand on the chest, over the heart.

CUE WORDS - CRITICAL ELEMENTS:

- Heart check– places right hand on the chest, over the approximate location of the heart, and feels for heartbeat.

COMMON ERRORS:

- Cannot locate the heart.

LESSON IDEAS:

- Physical educator reads to the class the Jump Rope for Heart book, *Big News* (American Heart Association).
- Feels their heartbeat by placing right hand over chest after participating in a moderate physical activity (e.g. locomotor skill movements, hula-hoop jumping patterns, moving to music).
- Places right hand over heart after a moderate level of physical activity to feel heartbeat. Attempts to open and close left hand to demonstrate the rate of his/her heartbeat.
- Jump, Thump, Pump action rhyme (American Heart Association – AHA):

Whenever you jump, jump, jump,
Hear your heart go thump, thump, thump. That's because
a jump, jump, jump,
Speeds up your heart's pump, pump, pump. Jump, jump,
jump.
Thump, thump, thump.
Pump, pump, pump.

*Actions to jump – jump up and down. *Actions to
thump – pat chest over heart

*Actions to pump – straighten and bend arms out from shoulder.

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Big News</i> , American Heart Association	entire book	
<i>Jump Rope for Heart Book</i> , AHA	entire book	
<i>Teaching Children Fitness: Becoming a Master Teacher</i> , Ratliffe, T. & Ratliffe, L.	68-69	69
MUSIC		
<i>Jump Rope For Heart Music</i> , American Heart Association	entire tape	
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	10 & 11	
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	2,8,11	

FIRST GRADE STANDARD 3/BENCHMARK 12

Standard 3: Students demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.

Benchmark 12: Identifies and demonstrates two or more changes in the body (e.g., breathing harder, sweating lightly) during moderate physical activity in class.

Assessment: Locates the approximate position of the heart by placing right hand on the chest, over the heart. Notices breathing harder as a result of moderate physical activity. Notices sweat or dampness on the forehead and/or back of the neck after moderate physical activity.

CUE WORDS - CRITICAL ELEMENTS:

- Heart check– places right hand on the chest, over the approximate location of the heart.
- Breath check – aware of respiration rate.
- Sweat check – check for sweat on the forehead and/or back of the neck; red face and/or body feels warmer.

COMMON ERRORS:

- Cannot locate the heart.
- Over exaggerated breathing.

LESSON IDEAS:

- Physical Educator reads the Jump Rope for Heart book to class.
- Student feels heartbeat by placing right hand over chest after participating in a moderate physical activity (e.g. locomotor skill movements, hula hoop jumping patterns, moving to music).
- Student places right hand over heart after a moderate physical activity to feel heartbeat. Opens and closes left hand to demonstrate heartbeat rate.
- 4 Corner Run: Do a different activity/exercise in each corner of the gym, moving from one corner to the next using a variety of locomotor movements. Write the various activities and locomotor movements on signs. Do heartbeat, breath, and sweat check before and after activity.

RESOURCES

	Lesson Ideas	
BOOKS		
<i>Jump Rope for Heart Book</i> , AHA		
<i>Physical Best Activity Guide:Elementary</i> , AAHPERD		91
MUSIC		
<i>Jump Rope For Heart Music</i> , AHA	entire tape	
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	10 & 11	
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	2, 8, 11	

SECOND GRADE STANDARD 3 /BENCHMARK 12

Standard 3: Students demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.

Benchmark 12: Identifies benefits that result from regular participation in physical activity.

Assessment: Identifies a minimum of three benefits of physical activity through worksheets or by verbally identifying terms.

CUE WORDS - CRITICAL ELEMENTS:

- Heart check— places right hand on the chest over the approximate location of the heart.
- Breath check — aware of respiration rate.
- Sweat check — check for sweat on the forehead and/or back of the neck; red face and/or body feels warmer.
- Muscular Strength — the maximum amount of weight one can lift, push, pull, or carry one time.
- Muscular Endurance — the maximum number of repetitions one can push, pull, or carry.
- Flexibility — the ability to bend, stretch, and twist with ease, moving through a full range of motion.
- Benefits of Physical Activity — for example: improves self confidence, feel better, sleep better, think better, build bone strength, improve posture, improve heart and lungs ability to work as a team, ability to bend and stretch easier.

COMMON ERRORS:

- Cannot locate the heart.
- Over exaggerated breathing.
- Does not understand the concepts or benefits of regular physical activity.

LESSON IDEAS:

- Student feels heartbeat by placing right hand over chest after participating in a moderate physical activity (e.g. locomotor skill movements, hula hoop jumping patterns, moving to music).
- Student places right hand over heart after a moderate physical activity to feel heartbeat. Opens and closes left hand to demonstrate heartbeat rate.
- Scooter Push Away: Seated on a scooter facing a wall, with knees bent so feet are touching the wall, use one big push with the legs to see how far one can push himself/herself away from the wall (muscular strength).
- Vertical Jump: Stand next to a wall and jump vertically as high as possible one time (muscular strength).

- Scooter Travel: Seated on a scooter, travel from point A to point B to experience pushing with legs repeatedly (muscular endurance).
- Repeat Vertical Jump: Stand next to a wall and repeatedly jump vertically for 20 seconds (muscular endurance).
- Human Alphabet Stretch: Move around the gym in self-space until the music stops. When the music stops teacher holds up a sign with a letter on it and students must make the shape of the letter (flexibility).
- Animal walks: Move around the gym imitating various animals such as; bear, giraffe, seal, frog, rabbit (flexibility).
- Musical Cards: Cards identifying physical activity benefits are placed face down and scattered around the gym. Travel with various locomotor movements to music. When the music stops, turn over a card and read the benefits of physical activity (see Cue/Critical Elements for suggestions). "Reader helpers" can assist in reading the cards.
- Benefits of Physical Activity Worksheet: (see ^{2nd} Grade Supplements – *Identifies benefits of physical activity*).

RESOURCES

	Lesson Ideas	Assessment
BOOKS		
<i>Cooperative Learning in PE</i> , Grineski, S.	115-128	
<i>Physical Best Activity Guide:Elementary</i> , AAHPERD	123, 160	123, 161
<i>Teaching Children Fitness: Becoming a Master Teacher</i> , Ratliffe, T. & Ratliffe, L.	52-57	55

THIRD GRADE STANDARD 3/BENCHMARK 11

Standard: Students demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

Benchmark 11: Identifies physical activity that develops muscular strength, endurance, flexibility, and aerobic components.

Assessment: Identifies physical activities that develop muscular strength, endurance, flexibility, and aerobic components through activities, observation, discussion, and/or journals.

CUE WORDS - CRITICAL ELEMENTS:

Students should know, understand, and be able to explain the differences between aerobic components/cardiovascular fitness, muscular strength, muscular endurance, and flexibility.

- Aerobic Fitness - heart, lungs, and blood vessels work together as a team to allow one to stay active and exercise for a long period of time. Think: 1) Heart Check 2) Breath Check 3) Sweat Check.
- Muscular strength - the maximum amount of weight one can lift, push, pull, or carry one time.
- Muscular endurance - the maximum number of repetitions one can push, pull, or carry.
- Flexibility - allows one to move his/her body through a full range of motion and easily move muscles and joints without pain.

COMMON ERRORS:

- Students do not properly identify cardiovascular endurance, muscular strength, muscular endurance, and flexibility.
- Students do not understand that cardiovascular endurance allows you to keep moving for a long period of time without getting tired. Fails to think about: 1) Heart Check 2) Breath Check 3) Sweat Check.
- Students do not understand that muscular strength is the maximum amount of weight one can lift, push, pull, or carry one time.
- Students do not understand that muscular endurance is the maximum number of repetitions one can push, pull, or carry.
- Students do not understand that flexibility allows one to move his/her body through a full range of motion and easily move one's muscles and joints.

LESSON IDEAS:

- Make a list of different physical activities and have students match each physical activity with the corresponding physical fitness component(s) (i.e. muscular strength, muscular endurance, flexibility, and aerobic components).
- Look Around Sheet: Four categories from the benchmarks are listed in columns and students write down which category activities would fall under. This

worksheet can be used during a class period, over a weekend, vacation or on days students do not have Physical Education class (see 3rd Grade Supplements – *Look Around Sheet*).

- Calendar: Students list activities they participate in each day and what category it falls under. This can be done from one week to one month.
- Question students about who they think has good cardiovascular endurance. This can include students at school, in the movies, or athletes of any age. Discuss whom they chose and why.
- Set up a variety of cardiovascular endurance centers. Students rate themselves, confidentially, on a sheet of paper. Students give themselves scores from one to three, reflecting how well they did at each center. Students can also explain why they gave themselves a particular score.
- Students make a collage using pictures from catalogues, magazines, and/or newspapers that demonstrate muscular strength. Students may also draw pictures.
- Students list activities that they think require muscular endurance. Students briefly share activities they wrote and why.
- Regularly question students about what flexibility is and have them identify specific activities that require flexibility.
- Straw Run: Divide class into four groups. Each group is assigned to pick up a straw at a specific cone. Class runs for a designated time (three minutes) and students pick up a straw each time they pass their assigned cone. At the end of the time, students count the number of straws they collected (which equals the number of laps they ran). Students record the number of laps. Students repeat straw run in three weeks and make note of progress. Students are asked to specify what activities (if any) they did to improve the number of laps they ran.
- Fitness Stations: Set up fitness stations that work on one or two fitness components per activity. Once fitness stations are completed, students complete the Fitness Stations worksheet (see 3rd Grade Supplements - *Fitness Stations* worksheet).
- Fitness Category Worksheet: Students identify what fitness component is used during various activities (see 3rd Grade Supplements – *Fitness Category Worksheet*).

RESOURCES

BOOKS	Lesson Ideas	Assessment
<i>Kids on the Ball</i> , Spalding et al.	entire book	163-167
<i>Physical Best Activity Guide: Elementary</i> , AAHPERD	entire book	
<i>Teaching Children Fitness: Becoming a Master Teacher</i> , Ratliffe, T. & Ratliffe, L.	61-64	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	168-205	177-205

FOURTH GRADE STANDARD 3/BENCHMARK 13

Standard: Students demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

Benchmark 13: Identifies basic fitness principles: frequency, intensity, time, and type of physical activity.

Assessment: Fitness testing, goal sheets, portfolios, and/or fitness journals are used to assess the knowledge of the basic fitness principles.

CUE WORDS - CRITICAL ELEMENTS:

- FITT = Frequency, intensity, time, and type.
 - Frequency = how often one exercises.
 - Intensity = how hard one exercises.
 - Time = how long one exercises.
 - Type = the kind of exercise — aerobic or anaerobic.
- To be fit practice "FITT"— Practice the FITT principles (frequency, intensity, time, and type).
- Aerobic Fitness - heart, lungs, and blood vessels work together as a team to allow one to stay active and exercise for a long period of time. Think: 1) Heart Check 2) Breath Check 3) Sweat Check.
- Muscular strength - the maximum amount of weight one can lift, push, pull or carry one time.
- Muscular endurance - the maximum number of repetitions one can push, pull, or carry.
- Flexibility - allows one to move body through a full range of motion and easily move muscles and joints without pain.

COMMON ERRORS:

- Stretches or exercises that cause injury.
- Understanding the difference between muscular strength and muscular endurance.
- Identifying the correct activity for the correct fitness concept or principle.
- Follows the "No Pain, No Gain" fallacy.

LESSON IDEAS:

- Practice fitness tests from standardized fitness tests such as: The President's Challenge and Fitnessgram.
- Student sets personal goals to improve on fitness tests.
- Applies FITT principles to fitness goals.

RESOURCES

BOOKS	Lesson Ideas	Assessment
<i>Cooperative Learning in PE, Grineski, S.</i>		
Cardiovascular	124	Portfolio
Cardiovascular and Muscular Strength	123	Fitness sheets
Flexibility	126-127	Journal
Muscular Strength and Endurance	118	Goal sheets
<i>Physical Best Activity Guide: Elementary, AAHPERD</i>		
Cardiovascular	102-119	Journal
Flexibility	180-197	Measurement Log
Muscular Strength and Endurance	140-157	Appendix pp. 234-236
<i>Teaching for Outcomes in Elementary PE, Hopple, C.</i>		
Cardiovascular	177	
Flexibility	193	
Muscular Strength and Endurance	182	
Overview	4-7	
VIDEO		
<i>Good Bodies – Move: The Importance of Exercise,</i> Great Plains National	entire tape	
<i>Good Bodies – Yum: Celebrating Nutrition,</i> Great Plains National	entire tape	

FOURTH GRADE STANDARD 3/BENCHMARK 14

Standard: Students demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

Benchmark 14: Identifies the benefits that may result from applying technology in physical education settings (e.g., using heart rate monitors and other forms of performance feedback).

Assessment: Identifies the benefits provided by technology through activities, observation, discussion, and/or journals. Technology that may be used includes: heart rate monitors, pedometers, heart wands, computer programs.

The benefits a student may identify from applying technology in the physical education setting:

- Personal performance level — student can use technology to self-monitor, set goals, and develop individual exercise program.
- Improve awareness of physical activity level and physical fitness level.
- Provide teacher/student immediate feedback.
- Motivate student to increase physical activity.

COMMON ERRORS:

- Improper use of technology equipment (e.g. shaking pedometers to accumulate steps).
- Student shows a lack of understanding of how to use or apply the technology.

LESSON IDEAS:

- Pedometer: Predict the amount of steps that will be taken doing a certain activity. Compare the number of steps doing different physical activities. (see 4th Grade Supplements — Pedometer Estimation Sheet 1, Pedometer Estimation Sheet 2, and Pedometer Estimation Sheet 3).
- Heart Wand: Predict heart rate after doing a specific activity. Heart rate monitor: Step-up and down a bench, 8" to 12" high for two-minutes. Using a heart rate monitor, check heart rate before activity, immediately after activity, and every minute after activity until heart rate returns to heart rate prior to step-ups.
- Computer program: Use Fitnessgram computer program to determine if test scores fall within the healthy zone. Print out suggestions for activities to improve fitness scores.
- Access websites for lesson ideas: www.pcentral.org.

RESOURCES

BOOKS	Lesson Ideas	Assessment
<i>Lessons From The Heart: Individualizing Physical Education with Heart Rate Monitors</i> , Kirkpatrick & Birnbaum	39-59	23-38
<i>Pedometer Lessons: 67 Lessons for K— 12</i> , Pangrazi et al.	59-90	41-57
WEBSITE	www.pecentral.org	

FIFTH GRADE STANDARD 3/BENCHMARK 8

Standard: Students demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

Benchmark 8: Applies knowledge of health-related fitness, basic fitness principles, and nutrition to a personal fitness program (e.g., workout, presentation, fitness calendar).

Assessment: Completes a personal fitness program that addresses health-related fitness components, basic fitness principles, and nutrition.

CUE WORDS — CRITICAL ELEMENTS:

- Know and apply your health-related fitness components! — aerobic components/cardiovascular fitness, muscular strength, muscular endurance, and flexibility. Health-related fitness increases energy level, improves sleep patterns, and lowers the risk of heart disease, obesity and diabetes.
- To be fit practice "FITT"— Practice the FITT principles (frequency, intensity, time and type).
- 60 minutes a day is the physically fit way! — an accumulation of 60 minutes of physical activity is recommended daily for children.
- Strive for 5 - a minimum of 5 fruit/vegetables servings is recommended daily.
- Water is essential to life--consuming 8-10 glasses of water daily maintains adequate levels in the body to help regulate body temperature, transport nutrients, and remove waste products. (Note: by the time a person feels thirsty, they are already dehydrated).
- A balanced diet supports a healthy lifestyle — fundamental nutritional needs help to maximize oxygen delivery, develop a high-density skeleton, develop and maintain an ideal body mass, and other components. Lack of exercise and poor diet, especially in the elementary and teenage years, can have negative cumulative effects.

Common Errors:

- Nutrition and fitness myths: Acquiring misinformation on nutrition and fitness practices from personal experiences, information from peers/adults, and media sources.
- A lack of understanding and the ability to apply health-related fitness components.
- Drink less than 8 glasses of water daily.
- Lack of exercise.
- Poor diet — failure to consume a minimum of 5 fruit/vegetables daily.
- Daily excess of soft drinks. Caffeine, found in most soft drinks, is a diuretic.

Lesson Ideas:

- Discuss the Heart Pathway: Explore the circulatory system while negotiating an obstacle course that simulates the system. (see 5th Grade Supplements - Heart Pump Circuit).
- Identify the "muscle of the month." Design activities that use the specific muscle or muscle groups and practice the activity applying a FITT principle.
- Play Nutrient Tag: Taggers chase players. Once caught, the player becomes a certain nutrient. Emphasize that a daily balance of essential nutrients is important.
- Exercise Ball: Lay prone on an exercise ball in a tabletop position. Slowly hold a stretch for the quadriceps (Kids on the Ball, p. 103).
- Participate in fitness tests and develop a fitness plan using information from the fitness tests results (see 5th Grade Supplements – Get Fit Conditioning Program).
- Students record on a fitness/nutrition calendar at least five days a week for six weeks (see 5th Grade Supplements – Nu-Fit Calendar).
- Students give a presentation to the class that addresses health-related fitness components, basic fitness principles, and nutrition. Self, peers, and/or teacher score students. Presentations can be given individually, with a partner, or a group. (see 5th Grade Supplements – Commercial Break!).

RESOURCES

BOOKS	Lesson Ideas	
<i>Assessing and Improving Fitness in Elementary PE</i> , Holt/Hale, S.	3-15	3-7
<i>Assessment Strategies for Elementary PE</i> , Schiemer, S.	102-107; 113-120	
<i>Cooperative Learning in PE</i> , Grineski, S.	115-128	
<i>Fitness for Life, 4th Edition</i> , Corbin, C.	226-228	
<i>Kids on the Ball</i> , Spalding, et al.,	28-104	
<i>Physical Best Activity Guide: Elementary</i> , AAHPERD	102-119; 140-157; 180-197; 214-225	
<i>Teaching Children Fitness: Becoming a Master Teacher</i> , Ratliffe, T. & Ratliffe, L.	77-80	41-47
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	167;174-176; 184-185; 191-192; 203-204	167;174;184; 191;203
MUSIC		
<i>Music for Creative Dance, Vol. I</i> , Chappelle, E.		
<i>Music for Creative Dance, Vol. II</i> , Chappelle, E.		
<i>Music for Creative Dance, Vol. III</i> , Chappelle, E.		
<i>Music for Creative Dance, Vol. IV</i> , Chappelle, E.		

KINDERGARTEN STANDARD 4/BENCHMARK 19

Standard 4: Students demonstrate safe, responsible behavior in physical education settings.

Benchmark 19: Exhibits consideration for and cooperation with classmates and teachers (e.g. sharing turns and equipment, using supportive comments, and resolving conflicts appropriately).

Assessment:

- Demonstrates cooperation by working together and helping others.
- Demonstrates consideration for others by using supportive comments, being an active listener, and resolving conflicts.

**Assessment is facilitated through a variety of tools (e.g. observation, discussion, journaling).*

CRITICAL ELEMENTS:

- Interact positively with students in class regardless of personal differences (e.g. ethnicity, gender, religion, disability)
- Participates alone and with others.
- Chooses playmates without regard to personal differences.
- Recognizes participation with a partner/group requires sharing and cooperation.

COMMON ERRORS:

- Inability to share equipment, friends, and/or adults.
- "ME" issues.
- Inability to listen to others.
- Inability to resolve conflicts.
- Inappropriate comments/behaviors.

LESSON IDEAS:

- Traffic Cop Dance: Partner dance in Creative Dance for All Ages (Gilbert, pg. 122).
- Follow the Leader Dance: Students follow the teacher's creative movements using music with a variety of tempos. (Creative Dance for All Ages, Gilbert, pg. 82).
- Parachute Activities: Group holds parachute and walks, jogs, or skips working together safely.
- Cooperative partner selection activities (e.g. whistle mixers like "Busy Bee" and "Back to Back").
- Teacher-directed discussion (debriefing) activities and games.

RESOURCES

BOOKS	Lesson Ideas	Assessment
<i>Cooperative Learning in PE</i> , Grineski, S.	58,121	
<i>Creative Dance for all Ages</i> , Gilbert, A.	82, 122, 154	
<i>Moving into the Future: National Standards for PE- NASPE</i>		13
<i>Teaching Cooperation Skills</i> , Huggins, P.	19, 21	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	46	41
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.	9	
<i>Music for Creative Dance Vol. III</i> , Chappelle, E.	13	

KINDERGARTEN STANDARD 4/BENCHMARK 20

Standard 4: Students demonstrate safe, responsible behavior in physical education settings.

Benchmark 20: Works safely and productively during activity time (i.e., self-initiated or assigned task).

** numbers 1-7 correspond for assessment, cue words-critical elements, common errors and lesson ideas.*

Assessment:

- Starts and stops, maintaining control, in response to selected visual and auditory signals.
- Demonstrates control while moving in self and shared space.
- Demonstrates proper response to a safety alert signal for use in emergencies.
- Demonstrates on-task behavior in physical education settings.
- Accesses, uses, and returns equipment in a safe responsible manner.
- Wears athletic shoes and appropriate clothing during physical education class.
- Demonstrates behavior that follows classroom rules.

CUE WORDS - CRITICAL ELEMENTS:

- Percussion instruments, 1 beat = start, 2 beats = stop; "Freeze" = hand raised for stop.
- Bubble Space - Self space.
- "1,2,3, eyes on me," response; "1,2,3 eyes on you." " Down by the river, down by the sea, form a circle by the count of three or (sit down and look at me)."
- Focus.
- Walk, choose equipment and return to designated area. Walk and replace equipment in designated area.
- Wears loose fitting clothing with appropriate coverage and footwear designed for movement purposes.
- 4 Cornerstones of Behavior: play safe, play friendly, play fair, and work hard.

COMMON ERRORS:

- Does not bend hips and knees. Neglects to drop bottom, bend knees, and put arms out to balance.
- SELF-SPACE Moves outside the bubble range touching walls, equipment, or others.
- SHARED SPACE — involves too close to walls, equipment, or others while traveling; doesn't find the empty spaces in the environment.
- Continues to work or play once the safety alert signal is given to stop the activity.
- Engages in unsafe activity or interferes with own, teacher, or other students' learning.
- Pushes other students while choosing equipment; does not properly control the equipment; replaces equipment into storage bin using too much force or from a distance.
- Wears sandals, boots, or other non-athletic shoes to physical education class; wears dresses, baggy or tight fitting clothes, or other apparel that interferes with movement.
- Engages in unsafe activity or interferes with own, teacher, or other students' learning.

LESSON IDEAS:

- Have students wiggle, shake, and twist in self-space – on a designated signal students practice freezing quickly.
- Check/Stop Game: Challenge students to bounce on an exercise ball. When the signal is given, they practice stopping quickly while holding the correct balanced position on the ball.
- Students sit on an exercise ball. Hold up two circles, one red and one green. Ask the students to "ride their ponies." When the red circle is shown, the students freeze. When the green circle is shown, students ride their ponies.
- Challenge students to stay within their "bubble" while moving in self and shared space.
- Introduce the "safety alert signal" for use in emergencies. Students then practice responding to the signal while manipulating equipment. With each practice, the students work to reduce the response time.
- Demonstrate and role model on-task behavior through simple skits. Check students' behavior through "thumbs up/thumbs down" method.
- Demonstrate and role model choosing and putting equipment away safely. Check students' response by having students clap when appropriate methods are shown.
- Shoe Zoo Game: The teacher brings a variety of shoes (e.g. athletic, high heels, cowboy boots, tap shoes, wading boots) to class. Students sit in a circle and discuss the purpose of the shoes and the appropriate place to wear the shoes. Athletic shoes are the proper shoes for physical education class.
- Students walk in shared space and freeze on the nearest card that depicts a rule (e.g. wear appropriate shoes, no gum) when the music stops. Students turn the card over and scan the picture. After playing a few minutes have students share their observations. The teacher helps the class translate the pictures into classroom rules.

RESOURCES

BOOKS	Lesson Ideas	
<i>Creative Dance for all Ages</i> , Gilbert, A.	79-92, 369-379	
<i>Foundations in Elementary Education</i> , Weikart, P.	211, 223-224, 227-229, 235-240, 247-248, 251-252	
<i>Kids on the Ball</i> , Spalding et al.	53,74,89	
<i>Movement Plus Rhymes</i> , Weikart, P.	32-33	
<i>Round the Circle</i> , Weikart, P.	57-66	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	45, 62-63	
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.		
<i>Music for Creative Dance Vol. III</i> , Chappelle, E.		
<i>Music for Creative Dance Vol. IV</i> , Chappelle, E.		
<i>Rhythmically Moving 2</i>		

FIRST GRADE STANDARD 4/BENCHMARK 13

Standard 4: Students demonstrate safe, responsible behavior in physical education settings.

Benchmark 13: Exhibits consideration for and cooperation with classmates and teachers (e.g. sharing turns and equipment, using supportive comments, and resolving conflicts appropriately).

Assessment:

- Demonstrates cooperation by working together and helping others.
- Demonstrates consideration for others by using supportive comments, being an active listener, and resolving conflicts.

**Assessment is facilitated through a variety of tools (e.g. observation, discussion, journaling).*

CRITICAL ELEMENTS:

- Play and cooperate with others regardless of personal differences (e.g. ethnicity, gender, religion, disability)
- Treat others with respect during play.
- Resolve conflicts in socially acceptable ways.
- Appreciates the benefits accompanying cooperation and sharing.
- Displays consideration of others in physical activity settings.

COMMON ERRORS:

- Inability to listen to others.
- Inability to resolve conflicts.
- Inappropriate comments/behaviors.
- Tattling versus telling on others.

LESSON IDEAS:

- Shape Museum Dance: Partner creative dance found in Creative Dance for All Ages (Gilbert, pg. 143).
- Follow the Leader Dance: Students follow the teacher's creative movements using music with a variety of tempos. (Creative Dance for All Ages, Gilbert, pg. 82).
- Parachute activities: group deflates and inflates the parachute collectively to create "pancakes" or "mushrooms."
- Cooperative partner selection activities (e.g. whistle mixers like "Busy Bee" and "Back to Back").
- Teacher-directed discussion (debriefing) activities and games.
- Use "Rock — Paper — Scissors" as a decision-making strategy or with fitness exercises.

RESOURCES

BOOKS	Lesson Ideas	
<i>Cooperative learning in PE</i> , Grineski, S.	23, 66	
<i>Creative Dance for all Ages</i> , Gilbert, A.	82,143	
<i>Moving into the Future-National Standards for PE</i> , NASPE		
<i>Teaching for Outcomes in Elementary PE</i> , Hoppie, C.	45	
<i>Teaching Cooperation Skills</i> , Huggins, P.		
<i>The New Games Book</i> , Fluegelman	109	
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.		

FIRST GRADE STANDARD 4/BENCHMARK 14

Standard 4: Students demonstrate safe, responsible behavior in physical education settings.

Benchmark 14: Works safely and productively during activity time (i.e., self-initiated or assigned task).

** numbers 1-7 correspond for assessment, cue words-critical elements, common errors and lesson ideas.*

Assessment:

- Starts and stops, maintaining control, in response to selected visual and auditory signals.
- Demonstrates control while moving in self and shared space.
- Demonstrates proper response to safety alert signal for use in emergencies.
- Demonstrates on-task behavior in physical education settings.
- Accesses, uses, and returns equipment in a safe responsible manner.
- Wears athletic shoes and appropriate clothing during physical education class.
- Demonstrates behavior that follows classroom rules.

CUE WORDS - CRITICAL ELEMENTS:

- Percussion instruments, 1 beat = start, 2 beats = stop; "Freeze" = hand raised for stop.
- Bubble Space - Self space.
- "1,2,3, eyes on me," response; "1,2,3 eyes on you." "Down by the river, down by the sea, form a circle by the count of three or (sit down and look at me)."
- Focus.
- Walk, choose equipment and return to designated area. Walk and replace equipment in designated area.
- Wears loose fitting clothing with appropriate coverage and footwear designed for movement purposes.
- 4 cornerstones of Behavior: play safe, play friendly, play fair, and work hard.

COMMON ERRORS:

- Does not bend hips and knees. Neglects to drop bottom, bend knees, and put arms out to balance.
- SELF-SPACE - Moves outside the bubble range touching walls, equipment, or others. SHARED SPACE — moves too close to walls, equipment or others while traveling; doesn't find the empty spaces in the environment.
- Continues to work or play once the safety alert signal is given to stop the activity.
- Engages in unsafe activity or interferes with own, teacher, or other students' learning.
- Pushes other students while choosing equipment; does not properly control the equipment; replaces equipment into storage bin using too much force or from a distance.
- Wears sandals, boots, or other non-athletic shoes to physical education class; wears dresses, baggy or tight fitting clothes, or other apparel that interferes with movement.
- Engages in unsafe activity or interferes with own, teacher, or other students' learning.

LESSON IDEAS:

- Explore different ways to move in shared space. When the music or drum stops, each student freezes in a balanced position.
- a) Practice moving in shared space. Gradually reduce the space. Increase the space again. Discuss which space was easier to move in safely and efficiently – large, medium, or small space.
- b) Group of students uses a cooperative band to explore ways to alter the size to emphasize the concept of self and shared space.
- Practice the "stop, drop, and roll" sequence used in fire emergencies upon hearing the verbal signal from the teacher. Use a slide whistle to control the speed of the collapse.
- Hocus Pocus: Focus on a select body part. Move the body part through space and focus with that part as the leader. (Creative Dance for All Ages, Gilbert, pg. 154).
- Shoes on You: Students travel amongst scattered shoes on the floor. When the music stops, place the nearest shoe on a body part. "Thumbs up" if the shoe is appropriate for participation in class.

RESOURCES

BOOKS	Lesson Ideas	Assessment
<i>Cooperative Learning in PE</i> , Grineski, S.	95,99	
<i>Creative Dance for All Ages</i> , Gilbert, A.	79-92, 106, 153, 164	
<i>Foundations in Elementary Education</i> , Weikart, P.	89-117,57-74, 211-212, 296-297, 306-307,	
<i>Let's Move Let's Play</i> , NASPE	6-15	
<i>Teaching for Outcomes</i> , Hopple, C.	, 58-61	58-59
MUSIC		
<i>Kids in Motion</i>		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.		
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.		

SECOND GRADE STANDARD 4/BENCHMARK 13

Standard 4: Students demonstrate safe, responsible behavior in physical education settings.

Benchmark 13: Exhibits consideration for and cooperation with classmates and teachers (e.g. sharing turns and equipment, using supportive comments, and resolving conflicts appropriately).

Assessment:

- Demonstrates cooperation by working together and helping others.
- Demonstrates consideration for others by using supportive comments, being an active listener, and resolving conflicts.

**Assessment is facilitated through a variety of tools (e.g. observation, discussion, journaling).*

CRITICAL ELEMENTS:

- Play and cooperate with others regardless of personal differences (e.g. ethnicity, gender, religion, disability).
- Treat others with respect during play.
- Resolve conflicts in socially acceptable ways.
- Appreciates the benefits accompanying cooperation and sharing.
- Displays consideration of others in physical activity settings.
- Demonstrates the elements of socially acceptable conflict resolution.

COMMON ERRORS:

- Inability to listen to others.
- Inability to resolve conflicts.
- Inappropriate comments/behaviors.
- Tattling versus telling on others.

LESSON IDEAS:

- Groups Sculpture: Partner creative dances found in Creative Dance for All Ages (Gilbert, pg. 143).
- Follow the Leader Dance: Students follow the teacher's creative movements using music with a variety of tempos. (Creative Dance for All Ages, Gilbert, pg. 82).
- Parachute Activities: Group performs as many sit-ups as possible by collectively pulling on parachute.
- Cooperative partner selection activities (e.g. whistle mixers like "Busy Bee" and "Back to Back"). (Creative Dance for All Ages, Gilbert, pg. 229).
- Teacher-directed discussion (debriefing) activities and games.
- Use "Rock — Paper — Scissors" as a decision-making strategy or with fitness exercises.

RESOURCES

BOOKS	Lesson Ideas	
<i>Cooperative Learning in PE</i> , Grineski, S.	66	
<i>Creative Dance for All Ages</i> , Gilbert, A.	82, 143, 229	
<i>Moving into the Future-National Standards for PE</i> , NASPE		27
<i>Teaching Cooperation Skills</i> , Huggins, P.		31,35,39
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	45	
MUSIC		
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	11	

SECOND GRADE STANDARD 4/BENCHMARK 14

Standard 4: Students demonstrate safe, responsible behavior in physical education settings.

Benchmark 14: Works safely and productively during activity time (i.e., self-initiated or assigned task).

** numbers 1-7 correspond for assessment, cue words-critical elements, common errors and lesson ideas.*

Assessment:

- Starts and stops, maintaining control, in response to selected visual and auditory signals.
- Demonstrates control while moving in self and shared space.
- Demonstrates proper response to safety alert signal for use in emergencies.
- Demonstrates on-task behavior in physical education settings.
- Accesses, uses, and returns equipment in a safe responsible manner.
- Wears athletic shoes and appropriate clothing during physical education class.
- Demonstrates behavior that follows classroom rules.

CUE WORDS - CRITICAL ELEMENTS:

- Percussion instruments, 1 beat = start, 2 beats = stop; "Freeze" = hand raised for stop.
- Bubble Space — self space.
- "1,2,3, eyes on me," response; "1,2,3 eyes on you." "Down by the river, down by the sea, form a circle by the count of three or (sit down and look at me)."
- Focus.
- Walk, choose equipment, and return to designated area. Walk and replace equipment in designated area.
- Wears loose fitting clothing with appropriate coverage and footwear designed for movement purposes.
- 4 cornerstones of Behavior: play safe, play friendly, play fair, and work hard.

COMMON ERRORS:

- Does not bend hips and knees. Neglects to drop bottom, bend knees, and put arms out to balance.
- SELF-SPACE - Moves outside the bubble range touching walls, equipment, or others.
SHARED SPACE — moves too close to walls, equipment, or others while traveling; doesn't find the empty spaces in the environment.
 - Continues to work or play once the safety alert signal is given to stop the activity.
- Engages in unsafe activity or interferes with own, teacher, or other students' learning.

- Pushes other students while choosing equipment; does not properly control the equipment; replaces equipment into storage bin using too much force or from a distance.
- Wears sandals, boots, or other non-athletic shoes to physical education class; wears dresses, baggy or tight fitting clothes, or other apparel that interferes with movement.
- Engages in unsafe activity or interferes with own, teacher, or other students' learning.

LESSON IDEAS:

- Move slowly to music or drum played at a slow tempo. When music changes, students accelerate quickly. From a balanced start position, students accelerate quickly and finish in a balanced position.
- a) Trees in the Forest: The "trees" stay inside their hoop boundaries while the other students travel as close to the tree's self-space without being touched. Discuss the differences and similarities between self and shared space. b) Trees and Giants: Half of the class are trees and half are giants. Giants dance around the trees. If the giants bump they become trees. Continue to play as the forest shrinks.
 - Magic Spot: Students throw a magic spot to an area on the floor. They travel to the spot using their best focus skills.
- Bear on the Loose: Pairs of students jointly place stuffed bears back into the bear storage bins in a safe and orderly way.

RESOURCES

BOOKS	Lesson Ideas	Assessment
<i>Cooperative Learning in PE</i> , Grineski, S.	83	
<i>Creative Dance for All Ages</i> , Gilbert, A.	79-92, 106, 110, 154, 166	
<i>Foundations in Elementary Education</i> , Weikart, P.	89-117, 57-74, 211-212, 280, 282-283, 288-291, 296-297, 306-307, 310-311, 324-325	
<i>Let's Move Let's Play</i> , NASPE	6-15	
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	58-61	58-59

THIRD GRADE STANDARD 4/BENCHMARK 12

Standard 4: Students demonstrate safe, responsible behavior in physical education settings.

Benchmark 12: Exhibits consideration for and cooperation with classmates and teachers (e.g. sharing turns and equipment, using supportive comments, and resolving conflicts appropriately).

Assessment:

- Demonstrates cooperation by working together and helping others.
- Demonstrates consideration for others by using supportive comments, being an active listener and resolving conflicts.

*Assessment is facilitated through a variety of tools (e.g. observation, discussion, journaling, & worksheets).

CRITICAL ELEMENTS:

- Play and cooperate with others regardless of personal differences (e.g. ethnicity, gender, religion, disability).
- Treat others with respect during play.
- Resolve conflicts in social acceptable ways.
- Appreciates the benefits accompanying cooperation and sharing.
- Displays consideration of others in physical activity settings to accomplish group goals.

COMMON ERRORS:

- Inability to listen to others.
- Inability to resolve conflicts.
- Inappropriate comments/behaviors.
- Tattling verses telling on others.

LESSON IDEAS:

- Small discussion (debriefing) groups.
- Team Juggling: 5 or 7 students form a circle. One student begins by passing an object (ball, dice, rubber chicken) to a student, who is not standing next to them. Students continue to pass to the same person. Once students are familiar with the pattern, add more objects and see how many objects the group can juggle at the same time.
- Team Challenges such as students collectively balancing on a tire.

RESOURCES

BOOKS	Lesson Ideas	Assessment
<i>Cooperative Learning in PE</i> , Grineski, S.	76,78,80,85	
<i>Moving into the Future-National Standards for PE</i> , NASPE		40-42
<i>Teaching Cooperation Skills</i> , Huggins, P.		74 (handouts # 8,9,10)
<i>Teaching for Outcomes in Elementary PE</i> , Hopple, C.	43	
<i>Team Building Through Physical Challenges</i> , Glover & Midura	22,25,37,39,45	

THIRD GRADE STANDARD 4/BENCHMARK 13

Standard 4: Students demonstrate safe, responsible behavior in physical education settings.

Benchmark 13: Works safely and productively during activity time (i.e., self-initiated or assigned task).

** numbers 1-7 correspond for assessment, cue words-critical elements, common errors and lesson ideas.*

Assessment:

- Starts and stops, maintaining control, in response to selected visual and auditory signals.
- Demonstrates control while moving in self and shared space.
- Demonstrates proper response to safety alert signal for use in emergencies.
- Demonstrates on-task behavior in physical education settings.
- Accesses, uses, and returns equipment in a safe responsible manner.
- Wears athletic shoes and appropriate clothing during physical education class.
- Demonstrates behavior that follows classroom rules.

CUE WORDS - CRITICAL ELEMENTS:

- Percussion instruments, 1 beat = start, 2 beats = stop; "Freeze" = hand raised for stop.
- Self-space/kinesphere; shared space/general space.
- "Drop anchor;" "Totally face me;" "Calling all kids;" Slide whistle signal for students to drop anchor.
- Focus: Breathing Techniques: volcano, bunny & belly.
- Walk, choose equipment and return to designated area. Walk and replace equipment in designated area.
- Wears loose fitting clothing with appropriate coverage and footwear designed for movement purposes.
- 4 Cornerstones of Behavior: play safe, play friendly, play fair, and work hard.

COMMON ERRORS:

- Does not bend hips and knees. Neglects to drop bottom, bend knees, and put arms out to balance.
- SELF-SPACE - Moves outside the kinesphere touching walls, equipment, or others unless instructed by teacher. SHARED SPACE — moves too close to walls, equipment or others while traveling; doesn't find the empty spaces in the environment.
- Continues to work or play once the safety alert signal is given to stop the activity.

- Engages in unsafe activity or interferes with own, teacher, or other students' learning.
- Pushes other students while choosing equipment; does not properly control the equipment; replaces equipment into storage bin using too much force or from a distance.
- Wears sandals, boots, or other non-athletic shoes to physical education class; wears dresses, baggy or tight fitting clothes, or other apparel that interferes with movement.
- Engages in unsafe activity or interferes with own, teacher, or other students' learning.

LESSON IDEAS:

- 4 Corners: Four players move to a corner of a small grid. The 5th player in the middle tries to occupy another player's corner when a corner is open. Demonstrates proper control by stopping in a balanced position.
- Dribble a ball and stop the ball within 3 seconds after a signal is given.
- Dribble a ball with feet or hands in a defined area. As student approaches a "tree" (student standing in a hoop), student uses the concept of body-body-ball (shielding) to control the ball.
- Human Obstacle Course: Students work in small groups to make human obstacles. The remaining players attempt to negotiate the obstacle by finding the empty spaces. (Cooperative Learning in PE, Grineski, pg. 58-59).
- Dribble a ball with feet or hands in a defined area. Students are challenged to create space by moving to open areas while dribbling with control.
- Shadowing: Students follow a partner and focus on the movements done in self and shared space. (Creative Dance for All Ages, Gilbert, pg. 154).
- The teacher designs a movement scavenger hunt with a clue for each class rule contained in a treasure. After the hunt, the 4 Cornerstones of Behavior are discussed and posted.

RESOURCES

BOOKS	Lesson Ideas	
<i>Cooperative Learning in PE</i> , Grineski, S.	58-59	
<i>Creative Dance for All Ages</i> , Gilbert, A.	154	
<i>Teaching for Outcomes</i> , Hopple, C.	43, 57-58,89-90	89
<i>Teaching Cooperation Skills</i> , Huggins, P.		74 (lesson #3, handout #8, questions 1-9)
MUSIC		
<i>Music for Creative Dance Vol. II</i> , Chappelle, E.	11	
<i>Music for Creative Dance Vol. III</i> , Chappelle, E.	20	

FOURTH GRADE STANDARD 4/BENCHMARK 15

Standard 4: Students demonstrate safe, responsible behavior in physical education settings.

Benchmark 15: Exhibits consideration for and cooperation with classmates and teachers (e.g. sharing turns and equipment, using supportive comments, and resolving conflicts appropriately).

Assessment:

- Demonstrates cooperation by working together and helping others.
- Demonstrates consideration for others by using supportive comments, being an active listener, and resolving conflicts.

*Assessment is facilitated through a variety of tools (e.g. observation, discussion, journaling & worksheets).

CRITICAL ELEMENTS:

- Play and cooperate with others regardless of personal differences (e.g. ethnicity, gender, religion, disability).
- Treat others with respect during play.
- Resolve conflicts in socially acceptable ways.
- Appreciates the benefits accompanying cooperation and sharing.
- Displays consideration of others in physical activity settings to accomplish group goals in cooperative and competitive activities.

COMMON ERRORS:

- Inability to listen to others.
- Inability to resolve conflicts.
- Inappropriate comments/behaviors.
- Tattling versus telling on others.

LESSON IDEAS:

- Small discussion (debriefing) groups.
- Team Juggling: Five or seven students form a circle. One student begins by passing an object (ball, dice, rubber chicken, etc.) to a student, who is not standing next to them. Students continue to pass to the same person. Once students are familiar with the pattern, add more objects and see how many objects the group can juggle at the same time.
- Team Challenges such as students switching places on a balance beam without falling off the beam.
- Invent a Game: Small groups invent a game using specified criteria.

RESOURCES

BOOKS	Lesson Ideas	Assessment
<i>Cooperative Learning in PE</i> , Grineski, S.	66,76,78, 80,85	
<i>Moving into the Future-National Standards for PE</i> , NASPE		40-42
<i>Team Building Through Physical Challenges</i> , Glover & Midura	55,58,72	
<i>More Team Building Through Physical Challenges</i> , Glover & Midura	11-14, 16, 22, 55	
<i>Teaching Cooperation Skills</i> , Huggins, P.	63 transparencies #3,4,5	

FOURTH GRADE STANDARD 4/BENCHMARK 16

Standard 4: Students demonstrate safe, responsible behavior in physical education settings.

Benchmark 16: Works safely and productively during activity time (i.e., self-initiated or assigned task).

** numbers 1-7 correspond for assessment, cue words-critical elements, common errors and lesson ideas.*

Assessment:

- Starts and stops, maintaining control, in response to selected visual and auditory signals.
- Demonstrates control while moving in self and shared space.
- Demonstrates proper response to safety alert signal for use in emergencies.
- Demonstrates on-task behavior in physical education settings.
- Accesses, uses, and returns equipment in a safe responsible manner.
- Wears athletic shoes and appropriate clothing during physical education class.
- Demonstrates behavior that follows classroom rules.

CUE WORDS - CRITICAL ELEMENTS:

- Percussion instruments, 1 beat = start, 2 beats = stop; "Freeze" = hand raised for stop.
- Self-space/kinesphere; shared space/general space.
- "Drop anchor;" "Totally face me;" "Calling all kids;" Slide whistle signal for students to drop anchor.
- Focus: Breathing Techniques: volcano, bunny & belly.
- Walk and choose equipment and return to designated area. Walk and replace equipment in designated area.
- Wears loose fitting clothing with appropriate coverage and footwear designed for movement purposes.
- 4 cornerstones of Behavior: play safe, play friendly, play fair, and work hard.

COMMON ERRORS:

- Does not bend hips and knees. Neglects to drop bottom, bend knees, and put arms out to balance.
- SELF-SPACE - Moves outside the kinesphere touching walls, equipment or others.
SHARED SPACE — moves too close to walls, equipment, or others while traveling; doesn't find the empty spaces in the environment.
- Continues to work or play once the safety alert signal is given to stop the activity.
- Engages in unsafe activity or interferes with own, teacher, or other students' learning.

- 5 Pushes other students while choosing equipment; does not properly control the equipment; replaces equipment into storage bin using too much force or from a distance.
- Wears sandals, boots, or other non-athletic shoes to physical education class; wears dresses, baggy or tight fitting clothes, or other apparel that interferes with movement.
- Engages in unsafe activity or interferes with own, teacher, or other students' learning.

LESSON IDEAS:

- 4 Corners: Walk or jog to an open corner to catch a ball (e.g. ball, football, volleyball). The object is for the player without the ball to move to receive the ball from a square pass. No diagonal passes are allowed.
- Cut the Pizza: Students work in small or large groups to travel through the center of a circle (i.e. cut the pizza without touching equipment or others). (Cooperative Learning in PE, Grineski, pg. 64-65).
- Zombie and Magician: The "magician" moves a prop (e.g. scarf, streamer, hoop) in many ways in self and shared space. The "zombie" focuses on the prop and responds accordingly. (Creative Dance for All Ages, Gilbert, pg. 155).

RESOURCES

BOOKS	Lesson Ideas	Assessment
<i>Cooperative Learning in PE</i> , Grineski, S.	64-65,124	
<i>Creative Dance for All Ages</i> , Gilbert, A.	155	
<i>Teaching Cooperation Skills</i> , Huggins, P.		74 (lesson #3, handout #8, questions 1-11) (lesson #4, handout #12)
<i>Teaching for Outcomes</i> , Hopple, C.	57-58	
MUSIC		
<i>Music for Creative Dance Vol. IV</i> , Chappelle, E.	8,12,14	

FIFTH GRADE STANDARD 4/BENCHMARK 9

Standard 4: Students demonstrate safe, responsible behavior in physical education settings.

Benchmark 9: Exhibits consideration for and cooperation with classmates and teachers (e.g. sharing turns and equipment, using supportive comments, and resolving conflicts appropriately).

Assessment:

- Demonstrates cooperation by working together and helping others.
- Demonstrates consideration for others by using supportive comments, being an active listener and resolving conflicts.
- Demonstrates cooperative skills (e.g., self-initiated, assigned task)

**Assessment is facilitated through a variety of tools (e.g. observation, discussion, journaling, & worksheets).*

CRITICAL ELEMENTS:

- Play and cooperate with others regardless of personal differences (e.g. ethnicity, gender, religion, disability).
- Treat others with respect during play.
- Resolve conflicts in socially acceptable ways.
- Appreciates the benefits accompanying cooperation and sharing.
- Displays consideration of others in physical activity settings to accomplish group goals in cooperative and competitive activities.

COMMON ERRORS:

- Inability to listen to others.
- Inability to resolve conflicts.
- Inappropriate comments/behaviors.
- Tattling versus telling on others.

LESSON IDEAS:

- Small discussion (debriefing) groups.
- Human Knot: Students stand in a circle
- Team Challenges such as challenging another group in 3-legged soccer mini-games.
- Invent a Game: Small groups invent a game focusing on fitness concepts learned in class.

RESOURCES

BOOKS	Lesson Ideas	Assessment
<i>Cooperative Learning in PE</i> , Grineski, S.	66,76,78, 80,85	
<i>Moving into the Future-National Standards for PE</i> , NASPE		40-42
<i>Team Building Through Physical Challenges</i> , Glover & Midura	55,58,76,79	

FIFTH GRADE STANDARD 4/BENCHMARK 10

Standard 4: Students demonstrate safe, responsible behavior in physical education settings.

Benchmark 10: Works safely and productively during activity time (i.e., self-initiated or assigned task).

** numbers 1-7 correspond for assessment, cue words-critical elements, common errors, and lesson ideas.*

Assessment:

- Starts and stops, maintaining control, in response to selected visual and auditory signals.
- Demonstrates control while moving in self and shared space.
- Demonstrates proper response to safety alert signal for use in emergencies.
- Demonstrates on task behavior in physical education settings.
- Accesses, uses, and returns equipment in a safe responsible manner.
- Wears athletic shoes and appropriate clothing during physical education class.
- Demonstrates behavior that follows classroom rules.

CUE WORDS - CRITICAL ELEMENTS:

- Percussion instruments, 1 beat = start, 2 beats = stop; "Freeze" = hand raised for stop.
- Self-space/kinesphere; shared space/general space.
- "Drop anchor;" "Totally face me;" "Calling all kids;" Slide whistle signal for students to drop anchor.
- Focus: Breathing Techniques: volcano, bunny & belly.
- Walk, choose equipment and return to designated area. Walk and replace equipment in designated area.
- Wears loose fitting clothing with appropriate coverage and footwear designed for movement purposes.
- 4 cornerstones of Behavior: play safe, play friendly, play fair, and work hard.

COMMON ERRORS:

- Does not bend hips and knees. Neglects to drop bottom, bend knees, and put arms out to balance.
- SELF-SPACE - Moves outside the kinesphere and touches walls, equipment or others.
SHARED SPACE — moves too close to walls, equipment, or others while traveling unless instructed by teacher; doesn't find the empty spaces in the environment.
- Continues to work or play once the safety alert signal is given to stop the activity.
- Engages in unsafe activity or interferes with own, teacher, or other students' learning.

- Pushes other students while choosing equipment; does not properly control the equipment; replaces equipment into storage bin using too much force or from a distance.
- Wears sandals, boots, or other non-athletic shoes to physical education class; wears dresses, baggy or tight fitting clothes, or other apparel that interferes with movement.
- Engages in unsafe activity or interferes with own, teacher, or other students' learning.

LESSON IDEAS:

- 4 Corners with a Defender: Run to an open corner to catch a ball. The object is for the player without the ball to move to receive the ball from a square pass. No diagonal passes are allowed. A defender (passive or active) attempts to steal or deflect the ball.
- Add-On Machine: Preface the game with students previewing the music. Play the music incorporating body parts until the entire body is moving. The group creating an "add-on machine" for each musical change can extend the activity.
- Goal Ball: Three offensive players challenge one to two defenders. Students may use hands or feet to dribble or pass a ball to an intended goal. The offense works to create space, the defender works to deny space.
- Cinquain (Poem): Create a Cinquain about focus using student input. The teacher reads the poem as students perform the dance. (Creative Dance for All Ages, Gilbert, pg. 159).
- Slalom Blindfold: In small groups, students tap wands or hockey sticks on the floor, attempting to guide a blindfolded teammate through a slalom course of cones. The object is to move the blindfolded player safely in shared space. (Cooperative Learning in PE, Griniski, pg. 78).
- Movement Orchestra: The object is to move a blindfolded player through a small obstacle course using the following signals: forward = clap; backward = stomp feet; right = shake tambourines; left = tongue clicks; stop = whoa! Small groups of students produce the sounds collectively while watching the "orchestra leader" for instructions.

RESOURCES

BOOKS	Lesson Ideas	
<i>Cooperative Learning in PE</i> , Grineski, S.	78, 100-101	
<i>Creative Dance for All Ages</i> , Gilbert, A.	159	
<i>Teaching Cooperation Skills</i> , Huggins, P.		74 (lesson #3, handout #8, questions 1-11)
<i>Teaching for Outcomes</i> , Hopple, C.	56-57	
MUSIC		
<i>Music for Creative Dance Vol. I</i> , Chappelle, E.		

Middle School Physical Education Curriculum

In order for all students to meet all physical education Boulder Valley School District content standards and benchmarks, the following guidelines have been established.

All teachers are required to offer students at least two units from each of the three categories listed below. (Teachers on a trimester schedule must include one unit from each of three categories.) One of the units selected must be Dance, Aerobics, or Rhythms.

Individual Activities

Cross Country Jogging
Aerobics
Cycling
Self Defense
Dance
Track and Field
Run, Ride and Roll
Dance
Rope Jumping
Hackey Sack
Juggling
Basic Tumbling/Group Stunts

Team Sports

Volleyball
Flag Football
Basketball
Soccer
Floor Hockey
In-Line Skating
Speedball
Ultimate Frisbee
Softball
Team Handball
Lacrosse

Lifetime Activities

Golf/Frisbee Golf
Croquet
Archery
Badminton
Outdoor Education
Tennis
Bowling
Pickleball
Ice Skating
Challenges
Horse Shoes
Weight Lifting
Bocce
Mini tennis
Paddleball

For each of the four standards there are specifically numbered benchmark statements defining what students should know and be able to do upon completion of a particular unit. Also, for each unit there are lesson ideas for student performance and classroom activities appropriate for that level of instruction. The use of the lesson ideas does not mean that the school must utilize only these ideas as a part of their curriculum. Rather, this standard could be met in a variety of activities, utilizing a variety of equipment as determined by the teacher.

**ESSENTIAL LEARNING RESULTS
FOR BOULDER VALLEY SCHOOL DISTRICT
MIDDLE SCHOOL PHYSICAL EDUCATION**

Course #: P06

Course Name: Physical Education

Course Length: Variable

Designated Grade Level: 6th

Course Description:

Physical Education at the 6th grade middle level offers students a variety of physical activities through which they will develop positive attitudes toward group interaction, sportsmanship, the joy of effort, fair play, cooperation, initiative and an appreciation for the abilities and limitations of self and others. Activities to be emphasized are: organized exercises, lead-up games, traditional team sports, individual and dual sports, rhythmic activities and self-testing activities. The program is designed to continue development of physical fitness, motor, perception, rhythm, and movement skills.

Team Sports

Grade 6

Standard 1. Students will demonstrate skills and apply concepts to a variety of physical activities.

Benchmark 1. Students will demonstrate proficiency in a variety of fundamental sport skills.

Essential Learning Results: Students will demonstrate knowledge and understanding of fundamental movement patterns taught during skill development.

Lesson Ideas: Basic skills with focus on sport specific skills.

Lesson Ideas: Video analysis to observe performance of professional athletes.

Resources: Books, videos, peers; colleague support

Assessment: Peer and self-assessment, student video assessment observation using rubrics, students give evidence in their self assessment

Benchmark 2. Students will understand the difference between the concept of “offense and defense”.

Essential Learning Results: Students will demonstrate knowledge and understanding of ball possession and game transition.

Lesson Idea: 3 on 3

Lesson Ideas: Review a videotape of professional team transferring from offense to defense.

Resources: Books
Assessment: Marking up, transition

Benchmark 3. Students will recognize the importance of following basic rules while playing sports and games.

Essential Learning Results: Students will show an understanding of the rules that define the game.

Lesson Ideas: Safety considerations. Students observe and record rule violations during game play.

Lesson Ideas: Self officiating

Resources: Rule Books, list and post game rules in gym

Assessment: Student referees, teacher assesses student referees, teacher observation, peer evaluation

Standard 2. Students will demonstrate the components of health-related physical fitness.

Benchmark #2: Students will develop health-related fitness in the areas of cardiovascular endurance, muscular strength, muscular endurance, and flexibility.

Essential Learning Results: Students will participate in all areas of physical fitness during team sports.

Lesson Ideas: Participate in warm-up and stretching before and after skill development and modified game play.

Lesson Ideas: Recognize the use of all fitness components during team sports.

Resources: Presidential Physical Fitness testing materials and/or Health-Related Components Fitness testing book and materials.

Assessment: Peer, self, teacher evaluation.

Standard 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.

Benchmark 1. Students understand physical fitness concepts and the benefits of a healthy, active lifestyle.

Essential Learning Results: Students recognize how physical fitness is a part of team sports.

Lesson Ideas: Develop fitness essays evaluating fitness levels during participation in team sports.

Lesson Ideas: Record how fitness levels have improved during team sport unit.

Lesson Ideas: List fitness components needed in particular team sports.

Assessment: Written tests, portfolio, oral assessment, teacher checklist.

Benchmark 3. Students will understand the necessity for warming up prior to and cooling down at the completion of all fitness activities.

Essential Learning Results: Students explain why a warm-up and cool-down is important in team sport activities.

Lesson Ideas: Submission of ideas for warm-up/cool-down by students.

Lesson Ideas: Student-led warm-ups

Lesson Ideas: Monitor in partners the completion of warm-up and cool-down.

Assessment: Teacher observation, heart rate check.

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Student will demonstrate conduct appropriate for engaged physical activity, including conflict resolution when needed.

Essential Learning Results: Students will be introduced to conflict resolution strategies for use in all activities.

Lesson Ideas: Utilize conflict resolution strategies to solve problems when students disagree.

Lesson Ideas: Discuss conflicts that occur in team play.

Lesson Ideas: Experience the “Stop Putdowns” curriculum and/or “Bully-proofing” curriculum.

Lesson Ideas: Discuss the resolution of conflicts in professional athletics.

Assessment: Tracking of number of conflicts in physical education classes.

Benchmark 2. Students will develop an understanding of the need for respecting physical and performance limitations of self and others.

Essential Learning Results: Students develop awareness of their own abilities and that of their classmates.

Lesson Ideas: Recognize “Sportsperson of the Week”

Lesson Ideas: Model sportsmanship in class

Lesson Ideas: Diversify teams and set specific parameters on how teams are developed.

Resources: Team building books and seminars; videos

Assessment: Track and record examples of good and bad sportsmanship; keeping students aware of comments that are positive and negative toward others

Standard 1. Students will demonstrate skills and apply concepts to a variety of physical activities.

Benchmark 1. Students will combine skills to participate effectively in individual activities, including modified versions of activities.

Essential Learning Results: Students will be able to understand and identify skills and concepts used to participate in individual activities

Lesson Ideas: Introduce methods for calculating heart rate
Lesson Ideas: Create an individual aerobic routine
Lesson Ideas: List motor skills needed to participate successfully
Resources: Posters, fitness overheads speakers/demonstrators, books, computer software
Assessment: Sportfolio, peer evaluation, video assessment

Benchmark 4. Students will demonstrate basic rhythmic or dance patterns.

Essential Learning Results: Students will know basic rhythmic patterns, including the use of skill related components such as balance, agility, speed, and coordination.

Lesson Ideas: Establish basic patterns of movements patterns
Lesson Ideas: Create basic rhythmic routines
Resources: Music, CD players, books, guest speakers/demonstrators, video
Assessment: Participation in dance, teacher observation, skill component rubric, video performance for analysis

Standard 2. Students will demonstrate the components of health-related physical fitness.

Benchmark 1: Students will participate in sustained aerobic and anaerobic activities, maintaining a target heart rate sufficient to achieve cardiovascular benefits.

Essential Learning Results: Students will understand the concepts of anaerobic and aerobic exercise through a variety of activities and will be skilled at taking their target heart rate.

Lesson Ideas: Experience circuit training course
Lesson Ideas: Perform yoga
Lesson Ideas: Track activity levels using pedometer
Resources: Pedometers, yoga mats, yoga videos, CD players, music
Assessment: Teacher observation, activity charts, video taping, self-assessment.

Benchmark #2: Students will develop health-related fitness in the areas of

endurance, muscular strength, muscular endurance, and flexibility.

Essential Learning Results: Students will know and understand the concepts of health-related fitness components; activities to develop endurance.

Lesson Ideas: Participation in daily warm-ups and conditioning
Lesson Ideas: Participation in fitness games, physical fitness testing
Lesson Ideas: Participation in jump roping, obstacle course
Resources: Books, music, CD's, teacher training
Assessment: Teacher observation, self evaluation, physical fitness testing results (pre/post testing), development of portfolio

Standard 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.

Benchmark 1. Students understand physical fitness concepts and the benefits of a healthy, active lifestyle.

Essential Learning Results: Students will have knowledge of activities that develop cardiovascular endurance, muscular strength, endurance, and flexibility.

Lesson Ideas: Identify specific activities to enhance enjoyment of individual sports.
Lesson Ideas: Participate in fitness games
Resources: Books, professional development for teachers, posters
Assessment: Self assessment

Benchmark 2. Students will understand principles of training and conditioning such as safety factors and knowledge required in a variety of muscular endurance and strength activities.

Essential Learning Results: Students will be introduced to the principles of training and Conditioning, and safety factors.

Lesson Ideas: Utilize heart rate monitors to illustrate training and conditioning principles.
Lesson Ideas: Learn proper form and techniques for a variety of activities
Lesson Ideas: Recognize examples of physical fitness levels of professional athletes and how this high level of fitness enhances their performance.
Resources: Posters, video tapes, journals, heart rate monitors
Assessment: Fitness journals, portfolio

Benchmark 3. Students will understand the necessity for warming up prior to and cooling down at the completion of all fitness activities.

Essential Learning Results: Students are introduced to safety and conditioning

principles involved in preparing to participate in individual activities.

- Lesson Ideas:** Teacher led warm-ups, demonstration by athlete, speakers
- Lesson Ideas:** Participation in fitness games, lead up games
- Lesson Ideas:** Utilize heart rate monitors to demonstrate warm-up and cool down
- Resources:** Heart rate monitors, professional development for teachers, books, speakers.
- Assessment:** Peer observation, self evaluation, portfolio, data collection, teacher observation.

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Student will demonstrate conduct appropriate for engaged physical activity, including conflict resolution when needed.

Essential Learning Results: Students act responsibly in physical education, socially, emotionally, and physically.

- Lesson Ideas:** Listen and follow directions for activity given by teacher.
- Lesson Ideas:** Participate in “Character Counts” curriculum-honesty, integrity...
- Lesson Ideas:** Develop rules for conflict resolution by whole class.
- Resources:** Character counts curriculum, posters, whiteboards

Benchmark 2. Students will develop an understanding of the need for respecting physical and performance limitations of self and others.

Essential Learning Results: Students are aware of self and others’ abilities and encourage all classmates. Students are tolerant of others’ limitations.

- Lesson Ideas:** “Sportsperson of the Week”
- Lesson Ideas:** Modeling
- Lesson Ideas:** Ability to choose partners that are at comparable levels.
- Lesson Ideas:** Understand own ability level and match accordingly from a list of levels
- Resources:** Team building books and seminars, videos, handouts, posters
- Assessment:** Teacher observation, peer and self-assessment, keeping track of examples of good and bad interactions, student demonstration of positive interactions during play.

Recreational Activities

Grade 6

Standard 1. Students will demonstrate skills and apply concepts to a variety of physical activities.

Benchmark 1. Students combine skills to participate effectively in team and individual activities, including modified versions of some activities.

Essential Learning Results: Students will be introduced to the underlying basic skills used to participate effectively in recreational activities.

- Lesson Ideas:** Introduce different grips for racquet sports
- Lesson Ideas:** Use videos to demonstrate proper techniques
- Lesson Ideas:** Use modified versions of games to reinforce skill use during game play
- Resources:** Video tapes, speakers, demonstrations, books, scoring books, equipment, video recorder, TV and VCR
- Assessment:** Peer observation, teacher assessment, video evaluation and critique

Benchmark 2. Students will use basic offensive and defensive strategies while playing the sport, including modified versions of the sport.

Essential Learning Results: Students will understand the rules of game play for various recreational sports.

- Lesson Ideas:** Use modified rules to play games
- Lesson Ideas:** Participate in tournament play
- Lesson Ideas:** Know the rules needed to facilitate game play
- Resources:** Rule books, videotape of proper play, rule training in-service for teachers
- Assessment:** Teacher observation, student observation, group question and answer

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate conduct appropriate for engaging in physical activity, including conflict resolution when needed.

Essential Learning Results: Students will successfully use conflict resolution strategies.

- Lesson Ideas:** Discuss conflict resolution strategies and problem-solving strategies.
- Lesson Ideas:** Discussion of safety rules for all activities
- Lesson Ideas:** Knowledge of “Stop Putdowns” or “Bully-proofing” curriculum
- Lesson Ideas:** Use “Peace Place” curriculum to resolve conflicts.
- Resources:** Books, worksheets, program for anti-bullying
- Assessment:** Teacher observation, self assessment

Benchmark 2. Students will develop an understanding for the need for respecting physical and performance limitations of self and others.

Essential Learning Results: Students will gain awareness of self and others' abilities and will show encouragement to other classmates and demonstrate tolerance of others' limitations.

Lesson Ideas: Model awareness

Lesson Ideas: Recognize the "Sportsperson of the week"

Lesson Ideas: Diversify teams and set specific parameters on how teams are developed

Assessment: Teacher observation, peer observation

**ESSENTIAL LEARNING RESULTS
FOR BOULDER VALLEY SCHOOL DISTRICT
MIDDLE SCHOOL PHYSICAL EDUCATION**

Course #: P07

Course Name: Physical Education

Course Length: Variable

Designated Grade Level: 7th Grade

Course Description:

Physical Education in the 7th grade emphasizes physical fitness and development of basic movement skills through team, individual, and dual sports and rhythmic activities. Emphasis is placed on the introduction of basic fundamentals of sports; developing the knowledge of rules, building personal responsibility, good sportsmanship, and leadership.

Essential Learning Results:

Team Sports

Grade 7

Standard 1. Students will demonstrate skills and apply concepts to a variety of physical activities.

Benchmark 1: Students will use skills to participate effectively in team activities, including modified versions of such sports.

Essential Learning Results: Students will demonstrate appropriate use of sport specific skills.

Lesson Ideas: Lead up games, station work

Lesson Ideas: Modified game situations

Lesson Ideas: Peer observation and correction of fundamental skills

Resources: Books, Multicultural games book

Assessment: Peer evaluation and teacher observation

Benchmark 2: Students will apply basic offense and defense terminology in games and/or drills.

Essential Learning Results: Students will demonstrate basic offensive and defensive plays and will be able to identify positions in a given situation.

Lesson Ideas: Students will create and implement plays without opponents.

Lesson Ideas: Students will implement own plays in a game situation.

Assessment Ideas: Playbooks

Resources: Sport Education, Human Kinetics
Assessment: Teacher evaluation

Benchmark 3: Students will identify and follow rules while playing a sport, including modified versions of a sport.

Essential Learning Results: Students will be able to recognize the value and necessity of rules for the sport.

Lesson Ideas: Written tests
Lesson Ideas: Modifying games
Lesson Ideas: Officiating games
Resources: Rule book for each sport.
Assessment: Written tests, observation rubric

Standard 2. Students will demonstrate the components of health-related physical fitness.

Benchmark 2. Students will develop health-related fitness in the areas of endurance, muscular strength, muscular endurance, and flexibility.

Essential Learning Results: Students will participate in activities that develop endurance, muscular strength, muscular endurance, and flexibility.

Lesson Ideas: Design specific fitness activities to enhance enjoyment of team sports.

Standard 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.

Benchmark 1. Students understand physical fitness concepts and the benefits of a healthy, active lifestyle.

Essential Learning Results: Students will be able to recognize and explain components of health-related fitness in relation to the sport they are participating in. Students will be able to explain how fitness enhances performance in team sports.

Lesson Ideas: Design specific fitness activities to enhance enjoyment of team sports.
Lesson Idea: Students do fitness essay evaluating their own fitness levels during participation in team sports.
Lesson Idea: Students record how fitness levels have improved during team sport unit.
Lesson Idea: Students list components involved in each team sport.

Benchmark 3: Students will understand the necessity for warming up prior to and cooling down at the completion of all fitness activities.

Essential Learning Results: Students will understand the safety and conditioning principles involved in preparing to participate in team sports.

Lesson Ideas: Design specific warm up/cool down activities per team sport

Lesson Ideas: Student led warm-ups

Lesson Ideas: Students submit warm-up/cool-down ideas to teacher.

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark #1: Students will demonstrate conduct appropriate for engaging in physical activity, including conflict resolution when needed.

Essential Learning Results: Students act responsibly in physical education socially, physically, and emotionally

Lesson Idea: Reinforce conflict resolution strategies and problem-solving strategies

Lesson Idea: Officiating

Resources: Handouts, books on anti-putdowns and bullying,

Assessment: Knowledge of rules, assess officials, teacher observation, student self-assessment of cooperation.

Benchmark 2: Students will develop an understanding of the need for respecting physical and performance limitations of self and others.

Essential Learning Results: Students are aware of others abilities and encourage all classmates.

Lesson Ideas: Demonstration of skill by teacher, then students practice skill and evaluate each other using a rubric scale.

Lesson Ideas: Design a new game or variation in a particular sport with a partner.

Lesson Ideas: Diversifying teams and setting specific parameters on how teams are developed.

Resources: Skill Rubric

Assessment: Discuss evaluation of skill with peer.

Standard 1. Students will demonstrate skills and apply concepts to a variety of physical activities.

Benchmark 1: Students will use skills to participate effectively in individual activities, including modified versions of such activities.

Essential Learning Results: Students will demonstrate understanding and proper techniques used to participate effectively in individual sport activities.

Lesson Ideas: Create a individual routine that requires advanced skills and movements.
Lesson Ideas: Introduce target heart rates and taking rates accurately.
Lesson Ideas: Develop personal exercise program.
Resources: Heart rate monitors, heart rate posters, fitness overheads, computer software
Assessment: Exercise program, Individual routine, teacher evaluation.

Benchmark 4: Students will demonstrate rhythmic and dance patterns.

Essential Learning Results: Students will demonstrate rhythmic movements as related to specific activities.

Lesson Ideas: Develop a short aerobic routine
Lesson Ideas: Develop and perform a basic jump rope routine
Resources: Demonstrations, videos, books
Assessment: Skill component rubric

Standard 2. Students will demonstrate the components of health-related physical fitness.

Benchmark 1. Students will participate in sustained aerobic and anaerobic activities, maintaining a target heart rate sufficient to achieve cardiovascular benefits.

Essential Learning Results: Students will understand how to increase and decrease their heart rate to maintain a target heart rate.

Lesson Ideas: Circuit training
Lesson Ideas: Jump rope

Benchmark 2. Students will develop health-related fitness in the areas of endurance, muscular strength, muscular endurance, and flexibility.

Essential Learning Results: Students will participate in activities that develop endurance, muscular strength, muscular endurance, and flexibility.

Lesson Ideas: Design specific fitness activities to enhance enjoyment of team sports.

Standard 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active healthy lifestyle.

Benchmark 1. Students understand physical fitness concepts and the benefits of a healthy, active lifestyle.

Essential Learning Results: Students will be able to recognize and explain components of health-related fitness in relation to the sport they are playing. Students will be able to explain how fitness enhances performance in team sports.

Lesson Ideas: Design specific fitness activities to enhance enjoyment of activities.

Lesson Ideas: Students do fitness essay evaluating their own fitness levels during participation in team sports.

Lesson Ideas: Students record how fitness levels have improved during team sport unit.

Lesson Ideas: Students list components involved in each team sport.

Benchmark 2. Students will understand the principles of training and conditioning such as safety factors and knowledge required in a variety of muscular endurance and strength activities.

Essential Learning Results: Students will identify and participate in activities that utilize the principles of training and conditioning.

Lesson Ideas: Teacher director fitness plan

Lesson Ideas: Line drills

Benchmark 3: Students will understand the necessity for warming up prior to and cooling down at the completion of all fitness activities.

Essential Learning Results: Students will understand the safety and conditioning principles involved in preparing to participate in individual activities.

Lesson Ideas: Design specific warm up/cool down activities per team sport

Lesson Ideas: Student led warm-ups

Lesson Ideas: Students submit warm-up/cool-down ideas to teacher.

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark #1: Students will demonstrate conduct appropriate for engaging in physical activity, including conflict resolution when needed.

Essential Learning Results: Students act responsibly in physical education socially,

physically, and emotionally .

Lesson Idea: Reinforce conflict resolution strategies and problem-solving strategies
Lesson Idea: Officiating
Resources: Handouts, books on anti-putdowns and bullying,
Assessment: Knowledge of rules, assess officials, teacher observation, student self-assessment of cooperation.

Benchmark 2: Students will develop an understanding of the need for respecting physical and performance limitations of self and others.

Essential Learning Results: Students are aware of others abilities and encourage all classmates.

Lesson Ideas: Students feel safe to take risks and to try new activities.
Lesson Ideas: Students brainstorm methods of positive criticism.
Lesson Ideas: Diversifying teams and setting specific parameters on how teams are developed.
Assessment: Teach another student a new skill and/or a drill

Recreational Activities

Grade: 7

Standard 1. Students will demonstrate skills and apply concepts to a variety of physical activities.

Benchmark 1. Students combine skills to participate effectively in team and individual activities, including modified versions of some activities.

Essential Learning Results: Students will demonstrate understanding of basic skills needed to participate effectively in recreational activities.

Lesson Ideas: Demonstrate proper technique for grip and swing for a forehand or backhand in tennis
Lesson Ideas: Demonstrate proper technique for a three step approach while bowling
Lesson Ideas: Peer observation and critique of golf swing
Resources: Equipment for each sport
Assessment: Teacher observation, scoring, peer observation

Benchmark 2. Students will use basic offensive and defensive strategies while playing the sport, including modified versions of the sport.

Essential Learning Results: Students will recognize and adhere to rules while playing recreational activities.

Lesson Ideas: Mini tournament

Lesson Ideas: Introduce penalties assessed for not following rules
Lesson Ideas: Student develop penalties for rules
Resources: Rule books, rubrics, videotapes with players demonstrating rules
Assessment: Teacher observations, student observations, teacher/student question and answer session

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate conduct appropriate for engaging in physical activity, including conflict resolution when needed.

Essential Learning Results: Students act responsibly in physical education socially, physically, and emotionally.

Lesson Ideas: Stop class to discuss conflicts in a large group utilizing curriculum from sixth grade.

Lesson Ideas: Students are able to list safety rules for all activities.

Benchmark 2. Students will develop an understanding for the need for respecting physical and performance limitations of self and others.

Essential Learning Results: Students develop awareness of self and others' abilities and encouragement shown to others and tolerance of others' limitations.

Lesson Ideas: Groups of students will create a game including rules and objectives. Game will be taught to class and played.
Students evaluate their groups' effectiveness.

Lesson Ideas: Peer coaching

Resources: Rubrics, game design sheets

Assessment: Teacher observations, rubric

**ESSENTIAL LEARNING RESULTS
FOR BOULDER VALLEY SCHOOL DISTRICT
MIDDLE SCHOOL PHYSICAL EDUCATION**

Course #: P08

Course Name: Physical Education

Course Length: Variable

Designated Grade Level: 8th Grade

Course Description:

Physical Education in the 8th grade emphasizes refinement of skills learned in the 7th grade, developing a greater understanding of game strategies. Continued emphasis is placed on personal responsibility, good sportsmanship, and attaining a higher level of personal fitness.

Essential Learning Results:

Team Sports

Grade: 8

Standard 1. Students will demonstrate skills and apply concepts to a variety of physical activities.

Benchmark 1. Students combine skills to participate effectively in team activities, including modified versions of such activities.

Essential Learning Results: Students will execute skills at the appropriate time or in the appropriate sequence in games.

Lesson Ideas: Upper level game strategies during student led practice session. (e.g. forearm pass, set, hit)

Lesson Ideas: Tournament play

Lesson Ideas: Team “coach” evaluates team performances during given play and develops practice plan to improve teams’ weaknesses

Benchmark 2. Students will use basic offensive and defensive strategies while playing the sport, including modified versions of the sport.

Essential Learning Results: Transition from offense to defense in game play

Lesson Ideas: Tournament or game play

Lesson Ideas: Analyze offensive and defensive strategies used in games and/or videos

Resources: Sport Education book, Human Kinetics books

Assessment: Officiating

Benchmark 3: Students will identify and follow rules while playing sports and games.

Essential Learning Results: Students will self-officiate during games

Lesson Ideas: Students are given roles as officials to organize and officiate tournament play

Lesson Ideas: Research and present basic rule play found in sport specific rule book

Resources: Rule books

Assessment: Officiating

Standard 2. Students will demonstrate the components of health-related physical fitness.

Benchmark 2. Students will develop health-related fitness in the areas of endurance, muscular strength, muscular endurance, and flexibility.

Essential Learning Results: Students will participate in specific activities to improve cardiovascular endurance, muscular strength and endurance, and flexibility

Lesson Ideas: Sports specific stretching, circuit training, strength training

Lesson Ideas: Plyometrics, agility drills, footwork

Standard 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

Benchmark 2. Students will understand the principles of training and conditioning such as safety factors and knowledge of required in a variety of muscular endurance and strength activities.

Essential Learning Results: Students understand how training and conditioning improve performance.

Lesson Ideas: Design specific fitness activities to enhance enjoyment of team sports.

Lesson Ideas: Teachers show examples of the physical fitness levels of professional athletes and how this high level of fitness enhances their performance.

Lesson Ideas: Students design sport specific training programs to enhance performance

Benchmark 3. Students will understand the necessity for warming up prior and cooling down at the completion of all fitness activities.

Essential Learning Results: Students will understand body preparation for all activities.

Lesson Ideas: Student-led stretches

Lesson Ideas: Lead up games; tag; fitness games

Lesson Ideas: Class closure cool down.

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate conduct appropriate for engaging in physical activity, including conflict resolution when needed.

Essential Learning Results: Students will engage in positive interactions with others and take personal responsibility for their actions in the classroom and on the field.

Lesson Ideas: Peer coaching
Lesson Ideas: Peer officiating

Benchmark 2. Students will develop an understanding of the need for respecting physical and performance limitations of self and others.

Essential Learning Results: Students are aware of others abilities and encourage all classmates.

Lesson Ideas: Students design their own game, class plays the game and classmates evaluate the effectiveness of the activity.
Lesson Ideas: Sportsperson of the week
Lesson Ideas: Students learn to pick diverse teams and set specific parameters on how teams are developed.
Assessment: Students teach each other a new skill, drill, or game.

Individual Activities

Grade: 8

Standard 1. Students will demonstrate skills and apply concepts to a variety of physical activities.

Benchmark 1. Students combine skills to participate effectively in team and individual activities, including modified versions of some activities.

Essential Learning Results: Students will apply knowledge and skills to participate effectively in individual activities

Lesson Ideas: Evaluate peer routines
Lesson Ideas: Monitor and maintain target heart rate
Lesson Ideas: Develop and revise an individual exercise program and chart the results

Resources: Heart rate monitors, posters, computer software, fitness overheads
Assessment: Peer evaluation, teacher reviewed documented results.

Benchmark 4. Students will demonstrate basic rhythmic or dance patterns.

Essential Learning Results: Students will apply rhythmic movements to enhance performance in individual activities.

Lesson Ideas: Combine rhythmic and/or dance patterns by interchanging skill related components such as balance, agility, speed, and coordination

Lesson Ideas: Evaluate peer routines

Resources: Videos, guest speakers, music

Assessment: Peer evaluation, teacher observation and assessment with rubric

Standard 2. Students will demonstrate the components of health-related physical fitness.

Benchmark 1. Students will participate in sustained aerobic and anaerobic activities, maintaining a target heart rate sufficient to achieve cardiovascular benefits.

Essential Learning Results: Students will maintain a target heart rate in sustained aerobic in anaerobic activities.

Lesson Ideas: Circuit training

Lesson Ideas: Interval training, plyometrics, distance training, Fartlik training

Lesson Ideas: Obstacle course

Resources: Track coaches, cross-country guest speakers, heart rate monitors, books

Assessment: Teacher observation, journal tracking, self assessment, pre- and post-testing

Benchmark 2. Students will develop health-related fitness in the areas of endurance, muscular strength, muscular endurance, and flexibility.

Essential Learning Results: Students will apply knowledge and understanding of how training of health-related fitness areas improves performance.

Lesson Ideas: Daily warm-ups

Lesson Ideas: Students develop fitness flashcards including performance information

Lesson Ideas: Exercise bingo, playing cards for fitness, obstacle course

Resources: Books

Assessment: Self evaluation based on increase in lung capacity, strength, sportfollio Completion

Standard 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of active healthy lifestyle.

Benchmark 1. Students understand physical fitness concepts and the benefits of a healthy, active lifestyle.

Essential Learning Results: Develop a level of physical conditioning in muscular strength, cardiovascular endurance, and flexibility to enhance performance in a variety of individual activities.

Lesson Ideas: Plyometrics

Lesson Ideas: Conditioning circuit

Lesson Ideas: Fitness games

Resources: Books, handouts, heart monitors

Assessment: Self assessment of improvement in performance, measurement of improved strength, Presidential physical fitness testing or similar testing

Benchmark 2. Students will understand principles of training and conditioning such as safety factors and knowledge required in a variety of muscular endurance and strength activities.

Essential Learning Results: Students will train to improve muscular and cardiovascular endurance, strength, and flexibility while observing safety factors.

Lesson Ideas: Development of individual fitness plan and documentation of it's use for a designated period of time

Lesson Ideas: Create a rubric for proper techniques

Lesson Ideas: Develop an outdoor fitness course for peers

Resources: Handouts, videos, heart monitors

Assessment: Documentation of fitness plan results, self assessment

Benchmark 3. Students will understand the necessity for warming up prior to and cooling down at the completion of all fitness activities.

Essential Learning Results: Students will apply and explain the principles of warm-up and cool-down during individual activities.

Lesson Ideas: Experiment with running and stretching after as a check for flexibility

Lesson Ideas: Check flexibility and resting pulse before each activity

Lesson Ideas: Fitness games and tag

Resources: Books

Assessment: Self observation, collection of fitness data

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate conduct appropriate for engaging in physical activity, including conflict resolution when needed.

Essential Learning Results: Students will engage in positive interaction with others and take responsibility for all actions in the classroom and in the gym.

Lesson Ideas: Character education reinforcements during game play

Lesson Ideas: Challenges = group work : cooperation

Lesson Ideas: Demonstrate an aerobic routine to peers

Resources: Character education resources

Assessment: Teacher observations, peer evaluations as the end result of cooperatives

Benchmark 2. Students will develop an understanding for the need for respecting physical and performance limitations of self and others.

Essential Learning Results: Students will develop awareness of self and others' abilities and encouragement of classmates.

Lesson Ideas: Student brainstorm ways to accept constructive criticism from peers.

Lesson Ideas: Listen and follow directions

Resources: Posters, books, handouts, guest speakers

Assessment: Teacher observation, question and answer session

Recreational Activities

Grade: 8

Standard 1. Students will demonstrate skills and apply concepts to a variety of physical activities.

Benchmark 1. Students combine skills to participate effectively in team and individual activities, including modified versions of some activities.

Essential Learning Results: Students will utilize and apply basic skills used to participate effectively in recreational activities.

Lesson Ideas: Review basic skills in racquet sports

Lesson Ideas: Partner toss to force a forehand or backhand hit

Lesson Ideas: Develop routine involving skills as lead up to practice games

Resources: Videos, guest demonstrations

Assessment: Wall volley consistency, peer evaluation rubric, teacher observation

Benchmark 3: Students will identify and follow rules while playing sports and games.

Essential Learning Results: Students will develop the ability to self officiate.

Lesson Ideas: Change various rules to see how it effects game play
Lesson Ideas: Review consequences for disregarding rules
Lesson Ideas: Tournament play
Resources: Rule books, rubrics
Assessment Written test on rules, teacher observation

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate conduct appropriate for engaging in physical activity, including conflict resolution when needed.

Essential Learning Results: Students will engage in positive interactions with others and take responsibility for all actions in the classroom, gym and on the field.

Lesson Ideas: Peer coaching
Lesson Ideas: Peer officiating
Lesson Ideas: Students design own rules and play games accordingly
Resources: Rubrics, rule books
Assessment: Teacher/student question and answer session, assessment of game play, self assessment

Benchmark 2. Students will develop an understanding for the need for respecting physical and performance limitations of self and others.

Essential Learning Results: Students are aware of self and others' abilities and encourage all classmates showing tolerance of others' limitations.

Lesson Ideas: Pair students of different athletic abilities together so students can experience the strengths and limitations of others during game play
Lesson Ideas: Modeling, design own game rules
Lesson Ideas: Peer teaching and coaching with rubric
Resources: Self evaluation after game play
Assessment: Peer evaluation, teacher observation

High School Physical Education Curriculum

In order for all students to meet all physical education Boulder Valley School District content standards and benchmarks, the following guidelines have been established.

Students must earn 15 units of Physical Education credit in grades 9 through 12. Five of these credits must be taken in the 9th grade in Comprehensive P. E. course. Standards 2 and 3 will be assessed in these courses. Following this course, students can select from two other classes (five credits each) from the three categories listed below. One class must be taken from the Individual Activities (Standards 2 and 4) or Recreational Activities (Standards 1 and 4).

<u>Individual Activities</u>	<u>Team Sports</u>	<u>Recreational Activities</u>
(Standards 2, 4)	(Standards 1, 3)	(Standards 1, 4)
Adaptive P.E.	Basketball I	Archery
Aerobics	Basketball II	Bowling
Fitness	Flag Football	Challenge and Adventure
Independent Study	Officiating	Cycling
Jogging	Soccer	Golf
Self Defense	Softball	Outdoor Education
Weight Training I	Team Sports	Racquet Sports
Weight Training II	Volleyball I	Tennis I
	Volleyball II	Tennis II

For each of the four standards there are specifically numbered benchmark statements defining what students should know and be able to do upon completion of a particular level of instruction. Also, for each course there are lesson ideas for student performance and classroom activities appropriate for that level of instruction. The use of the lesson ideas does not mean that the school must utilize only these ideas as a part of their curriculum. Rather, this standard could be met in a variety of activities, utilizing a variety of equipment as determined by the instructor.

**Boulder Valley School District
High School Physical Education Curriculum**

Retained and Deleted Courses

Code	Course Name	Recommended Course Status
P20	PHYSICAL EDUCATION 9	Retain
P23	FITNESS	Retain
P24	WEIGHT TRAINING I	Retain
P25	WEIGHT TRAINING II	Retain
P28	JOGGING	Retain
P29	ADAPTIVE PHYSICAL EDUCATION	Retain
P30	BOWLING	Retain
P37	INTERMEDIATE SWIMMING	Delete
P38	ADVANCED SWIMMING & LIFESAVING	Delete
P45	AEROBICS	Retain
P50	ARCHERY	Retain
P51	GOLF	Retain
P52	TENNIS	Retain
P53	TENNIS II	Retain
P54	RACQUET SPORTS	Retain
P55	SELF DEFENSE	Retain
P61	OUTDOOR EDUCATION	Retain
P62	CYCLING	Retain
P64	CHALLENGE AND ADVENTURE	Retain
P66	ATHLETIC TRAINING	Retain
P69	OFFICIATING	Retain
P70	TEAM SPORTS	Retain
P72	SOCCER	Retain
P73	SOFTBALL	Retain
P74	FLAG FOOTBALL	Retain
P81	BASKETBALL I	Retain
P82	BASKETBALL II	Retain
P86	VOLLEYBALL I	Retain
P87	VOLLEYBALL II	Retain
P90	INDEPENDENT STUDY	Retain

Lesson Ideas: Muscular fitness small group activity
Lesson Ideas: Heart fitness activity
Lesson Ideas: Assessment of fitness components
Resources: Fitness notebook, fat calipers, sit and reach box

Benchmark 3: Students will demonstrate how to set goals for improvement in the areas of health-related fitness.

Essential Learning Results: Students will participate in fitness pre-testing and set goals based on their fitness level.

Lesson Ideas: Pre-testing of individual fitness components
Lesson Ideas: Setting fitness goals activity
Resources: Fitness notebook

Benchmark 4. Students will implement and refine a fitness plan based on personal goals.

Essential Learning Results: Students will participate in fitness post-testing to evaluate and refine the completion of their goals.

Lesson Ideas: Setting fitness goals activity
Lesson Ideas: Activity Log
Lesson Ideas: Review of research of fitness participation requirements
Resources: Fitness notebook, pedometers

Standard: 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

Benchmark # 1. Student will understand how to maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and muscular endurance, flexibility, and body composition necessary for a healthy lifestyle.

Essential Learning Results: Students will understand basic fitness expectations.

Lesson Ideas: Mile-run- walking-jump rope
Lesson Ideas: Introduction to weight-room-basics
Lesson Ideas: Nutrition studies

Benchmark # 4. Students will be able to evaluate risks and safety factors that may affect physical activity throughout life.

Essential Learning Results: Students will demonstrate knowledge of rules, fitness, and conditioning parameters.

Lesson Ideas: Discussion of stretching-running-hydration

Lesson Ideas: Discussion of safety expectations

Benchmark #5. Students will be able to analyze biomechanical principles involved in sports to improve performance and reduce injury.

Essential Learning Results: Students will demonstrate a basic knowledge of anatomy and physiology.

Lesson Ideas: Video analysis, self-instructional

Lesson Ideas: Athletic training

Resources: Trainer

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P23

Course Name: Fitness

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description:

This course is designed to make students aware of various lifetime physical activities. Students will improve their fitness level through a variety of activities including weight training, aerobics, swimming, cardiovascular conditioning, and circuit training. Information will be given concerning diet, sports, and muscle groups. The five fitness components of cardiovascular endurance, flexibility, muscular strength, muscular endurance, and body composition will be addressed. This course may vary depending upon the interest of the students.

Essential Learning Results

Standard 2. Students will demonstrate the components of health-related physical fitness.

Benchmark 1. Students will be able to sustain and maintain a moderate aerobic activity to achieve cardiovascular benefits.

Essential Learning Results: Students will demonstrate cardiovascular endurance and understand the muscular anatomy associated with the cardiovascular system.

Lesson Ideas: Target heart rate calculation and charting

Lesson Ideas: Pre/Post evaluations

Lesson Ideas: Aerobic activities

Resources: Charts, heart rate monitors, Insta-pulse devices, steps, slide training aerobic equipment

Benchmark 2. Students will demonstrate the fitness development principles of overload, progression, specificity, and individuality in developing cardiovascular endurance, muscular endurance, muscular strength, and flexibility.

Essential Learning Results: Students will demonstrate basic knowledge of

anatomy, physiology, and kinesiology.

- Lesson Ideas:** Continuous evaluations
- Lesson Ideas:** Explanation of anatomy and physiology charts
- Lesson Ideas:** Variety of workouts
- Resources:** Fitness measurement equipment

Benchmark 3. Students will be able to demonstrate how to set goals for improvement in the areas of health-related fitness and implementing and refining a fitness plan based on personal goals.

Essential Learning Results: Students will be able to evaluate their own fitness level, access improvement, set goals, and adjust activity levels to meet personal fitness needs.

- Lesson Ideas:** Fitness testing
- Lesson Ideas:** Baseline data, midterm fitness goals, recording weekly personal “bests”
- Lesson Ideas:** Discussion of recreational activities and evaluation of fitness level needed for each activity
- Resources:** Fitness measurement equipment

Benchmark 4. Students will be able to implement and refine a fitness plan based on personal goals.

Essential Learning Results: Students will be able to show evidence of completing a fitness plan over a set period of time.

- Lesson Ideas:** Illustrate various fitness plans
- Lesson Ideas:** Guest speakers-personal fitness trainers from several health clubs
- Lesson Ideas:** Design a personal fitness program that is based on the basic principles of training that encompasses all components of fitness.

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Students will develop awareness of one’s fitness level and personal improvement.

- Lesson Ideas:** Concepts related to fitness
- Lesson Ideas:** Various distance runs leading to increasing the length to identify improvement
- Lesson Ideas:** Grade based on completion, not comparison

Resources: Fitness concepts books

Benchmark 2. Students will demonstrate cooperative participation, sportsmanship and etiquette specific to an activity.

Essential Learning Results: Students will understand and demonstrate positive behaviors while participating in fitness activities in the community

Lesson Ideas: Run using basic rules

Lesson Ideas: Atmosphere of encouragement at races and events

Lesson Ideas: Cooperation with walkers, cyclists, roller-bladers

Resources: Local running stores, recreation center maps and information

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P24

Course Name: Weight Training I

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description:

This course is designed for students interested in applying basic techniques in weight training. Weight training programs are set up with an emphasis on total fitness. Several types of programs are introduced along with a variety of fitness-oriented presentations which may include anatomy, physiology, psychology of sport, and nutrition. Weight room etiquette will also be emphasized in this course.

Essential Learning Results

Standard 2. Students will demonstrate the components of health-related physical fitness.

Benchmark 1. Students will sustain and maintain a moderate aerobic intensity level to achieve cardiovascular benefits.

Essential Learning Results: Students will demonstrate cardiovascular endurance by maintaining their target heart rate for a minimum of twenty minutes.

Lesson Ideas: Maintaining an elevated heart rate

Lesson Ideas: Correct breathing techniques during cardiovascular training

Benchmark 2. Students will demonstrate fitness development principles of overload, progression, specificity and individuality in developing cardiovascular endurance, muscular endurance, muscular strength, and flexibility.

Essential Learning Results: Students will demonstrate knowledge of the fitness principles during fitness training and on a written test.

Lesson Ideas: Discussion of fitness principles

Lesson Ideas: Anatomy of muscle growth

Benchmark 3: Students will demonstrate how to set goals for improvement in the areas of health-related fitness.

Essential Learning Results: Students will develop individual fitness goals based on their current level of conditioning.

- Lesson Ideas:** Discussion of fitness goals
- Lesson Ideas:** Pre-testing and individual goal development
- Lesson Ideas:** Recording methods
- Lesson Ideas:** Workout rotation

Benchmark 4. Students will implement and refine a fitness plan based on personal goals.

Essential Learning Results: Students will be able to demonstrate a revision of their fitness plan based on midterm testing.

- Lesson Ideas:** Discussion of the muscle groups involved in each lift.
- Lesson Ideas:** Biomechanical needs particular to sport and activities interests
- Lesson Ideas:** Compare sports and activities for strength needs

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Students will demonstrate their knowledge of safe weight lifting and demonstrate correct spotting techniques.

- Lesson Ideas:** Appropriate breathing techniques
- Lesson Ideas:** Biomechanical limitations

Benchmark 2. Students will demonstrate cooperative participation, sportsmanship and etiquette specific to an activity.

Essential Learning Results: Students will show encouragement to others during weight lifting.

- Lesson Ideas:** Correct spotting techniques
- Lesson Ideas:** Peer critique
- Lesson Ideas:** Helping to rack the weights

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P25

Course Name: Weight Training II

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P24

Course Description:

This course is designed to go beyond the general levels and objectives of Weight Training 1. Specific work out programs (including cardiovascular workouts) will be developed to meet the needs of students toward sports participation and also toward competition in power-lift contests. All programs will include the principles of specificity and progression. Weight room etiquette and workout ethics will also be included in this course.

Essential Learning Results

Standard 2. Students will demonstrate the components of health-related physical fitness.

Benchmark 1. Students will sustain and maintain a moderate aerobic intensity level to achieve cardiovascular benefits.

Essential Learning Results: Student will demonstrate their ability to maintain their target heart rate for fifteen minutes during cardiovascular exercise.

Lesson Ideas: Maintaining an elevated heart rate

Lesson Ideas: Correct breathing techniques

Benchmark 2. Students will demonstrate fitness development principles of overload, progression, specificity and individuality in developing cardiovascular endurance, muscular endurance, muscular strength, and flexibility.

Essential Learning Results: Students will demonstrate their knowledge of fitness principles on a written test.

Lesson Ideas: Research of different lifting styles and justification for each type.

Lesson Ideas: Anatomy of muscle growth
Lesson Ideas: Knowledge of making fitness gains lesson

Benchmark 3: Students will demonstrate how to set goals for improvement in the areas of health-related fitness.

Essential Learning Results: Students will understand their baseline fitness and set goals for improvement in all areas of fitness.

Lessons Idea: Pre/Post testing
Lesson Ideas: Recording methods
Lesson Ideas: Rotation of different kinds of workouts

Benchmark 4. Students implement and refine a fitness plan based on personal goals.

Essential Learning Results: Students will track their own fitness daily and make adjustments in their plan as a result of their achievement.

Lesson Ideas: Functionality of lifting
Lesson Ideas: Biomechanical needs with sport and activities
Lesson Ideas: Compare sports and activities for strength needs

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Using basic biomechanical principles, students will complete an assessment of another student's strength needs.

Lesson Ideas: Specificity principles related to individual needs

Benchmark 2. Students will demonstrate cooperative participation, sportsmanship and etiquette specific to an activity.

Essential Learning Results: Students will show encouragement to others during weight lifting.

Lesson Ideas: Peer analysis of individual training programs
Lesson Ideas: Correct spotting techniques

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P28

Course Name: Jogging

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: This course is for students who would like to improve their fitness, but at their own pace. The speed and distance run is individualized to each student as they go through a gentle and steady process of improving their fitness level. Other fitness activities might include yoga, tae-bo, strength training, aerobics, cycling and roller-blading. Students will have the opportunity to participate in one or more road races.

Essential Learning Results

Standard 2. Students will demonstrate the components of health-related physical fitness.

Benchmark 1. Students will sustain and maintain a moderate aerobic intensity level to achieve cardiovascular benefits.

Essential Learning Results: Students will demonstrate a progression in their fitness level.

Lesson Ideas: Long run
Lesson Ideas: Interval workouts
Lesson Ideas: Aerobic-based games

Benchmark 3: Students will demonstrate how to set goals for improvement in the areas of health-related fitness.

Essential Learning Results: Students will be able to analyze the affects of jogging on the body.

Lesson Ideas: Heart rate monitoring
Lesson Ideas: Analyzing body composition
Lesson Ideas: Increased distance and pace
Resources: Heart rate monitors

Benchmark 4. Studentsimplement and refine a fitness plan based on personal goals.

Essential Learning Results: Students will demonstrate their knowledge of one's own current and future health.

Lesson Ideas: Pre-tests
Lesson Ideas: Target heart rate
Lesson Ideas: Post-tests

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Students will develop awareness of one's fitness level and personal improvement.

Lesson Ideas: Concepts related to fitness
Lesson Ideas: Various distance runs leading to increasing the length to identify improvement
Lesson Ideas: Grade based on completion, not comparison
Resources: Fitness concepts books

Benchmark 2. Students will demonstrate cooperative participation, sportsmanship and etiquette specific to an activity.

Essential Learning Results: Students will understand and demonstrate positive behaviors while running in the community

Lesson Ideas: Run using basic rules
Lesson Ideas: Atmosphere of encouragement at road races
Lesson Ideas: Cooperation with walkers, cyclists, roller-bladers
Resources: Local running stores, maps

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P29

**Course Name: Adaptive Physical
Education**

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: Teacher selection

Course Description:

This course is designed for the student with special sports needs. The programs are adaptive in nature and very individualized so that the students can work on their specific needs. Students will increase their skill level in their areas of interest, along with participation in various types of conditioning activities. This course also provides students with the opportunity to participate in modified activities in an environmental education class. This semester course may be repeated as desired or recommended. Approval of instructor is required.

Essential Learning Results

Standard 2. Students will demonstrate the components of health-related physical fitness.

Benchmark 1. Students will sustain and maintain moderate aerobic intensity level to achieve cardiovascular benefits.

Essential Learning Results: Students will demonstrate the ability to complete aerobic activity for 15-20 minutes.

Lesson Ideas: “Sweating to the Oldies”

Lesson Ideas: Circuits

Lesson Ideas: Walking

Resources: Films, videos, VCR, Big screen television for students with visual handicaps

Benchmark 2. Students will demonstrate fitness development principles of overload, progression, specificity and individuality in developing cardiovascular endurance, muscular endurance, muscular strength and flexibility.

Essential Learning Results: Students will demonstrate the ability to work effectively and safely in a weight room.

Lesson Ideas: Weight lifting

Lesson Ideas: Weight charts

Resources: Straps on dumbbells, lower free weights

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Students will show respect for others by demonstrating encouragement and coaching others in a positive way.

Lesson Ideas: Discussion of positive habits in game play.

Lesson Ideas: Students utilized as coaches

Benchmark 2. Students will demonstrate cooperative participation, sportsmanship and etiquette specific to an activity.

Essential Learning Results: Students will show peer assistance and encouragement.

Lesson Ideas: Demonstration of correct etiquette

Lesson Ideas: Brainstorming session of unsportsmanship acts and positive replacement strategies.

Lesson Ideas: Cooperative games

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P30

Course Name: Bowling

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: Bowling requires basic techniques and form to safely enjoy the activity. Students learn how to score and prepare individual weekly averages. Students will have an opportunity to bowl doubles and league play within the class. Students do not bowl everyday. Instructions in other recreational games are included in this course such as: horseshoes, golf, walking, floor hockey, ultimate frisbee.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will be able to apply the fundamentals of the pendulum swing, approach, and release of the ball to improve bowling performance.

Lesson Ideas: Practice stance and the four and one half step approach with and without the ball.

Lesson Ideas: Release of ball with peer critiquing body position, hand position, and point of release.

Lesson Ideas: Videotaping of follow through focusing on shoulders square, body lean, natural arm movement.

Benchmark 2. Students will demonstrate knowledge of rules and regulations specific to the physical activity.

Essential Learning Results: Students will demonstrate knowledge of bowling rules and regulations.

Lesson Ideas: Proper equipment and usage

Lesson Ideas: Scoring
Lesson Ideas: Rules and etiquette; foul line
Resources: Handouts of rules

Benchmark 3: Students will identify and explain the cultural, ethnic, and historical roles of games and sports.

Essential Learning Results: Students will be able to explain the history and origin of bowling.

Lesson Ideas: Discussion of the history of bowling
Lesson Ideas: Research on different types of bowling games

Benchmark 6. Students will demonstrate competency in one individual activity.

Essential Learning Results: Students will demonstrate their competency in bowling during skill testing.

Lesson Ideas: Different types of releases; demonstration by skilled bowlers
Lesson Ideas: Demonstration and practice of how to pick up spares
Lesson Ideas: Discussion of the tenth frame strategy

Benchmark 7. Students will demonstrate competency in one dual sport or game displaying an understanding of how it is played.

Essential Learning Results: Students will demonstrate competency in bowling during team play and game situations.

Lesson Ideas: Team play and doubles play
Lesson Ideas: Team competition

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Students will demonstrate patience, understanding, and respect for others while bowling.

Lesson Ideas: Knowledge of bowling rules: safety, scoring
Lesson Ideas: Knowledge of bowling alley equipment
Lesson Ideas: Demonstrate proper bowling form
Resources: Bowling alley personnel

Benchmark 2. Students will demonstrate cooperative participation, sportsmanship and etiquette specific to an activity.

Essential Learning Results: Students will apply school behavior/rules to an off campus setting.

Lesson Ideas: Understanding the need to cooperate with non-school personnel

Lesson Ideas: Bowling alley etiquette

Resources: Bowling alley personnel

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P45

Course Name: Aerobics

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: This class focuses on aerobic exercise and utilizes many techniques to achieve the aerobic state. Choreography and dance routines are emphasized in this course. Yoga, Tae Bo, step, circuit, and a variety of dance styles are also introduced. Aerobic routines will be supplemented with proper stretching techniques, relaxation exercises, and general body fitness.

Essential Learning Results

Standard 2. Students will demonstrate the components of health-related physical fitness.

Benchmark 1. Students will sustain and maintain a moderate aerobic intensity level to achieve cardiovascular benefits.

Essential Learning Results: Students will demonstrate cardiovascular endurance.

Lesson Ideas: Choreography

Lesson Ideas: Tae Bo

Lesson Ideas: Step

Resources: Videos, heart Rate monitors, charts for THR

Benchmark 2. Students will demonstrate fitness development principles of overload, progression, specificity and individuality in developing cardiovascular endurance, muscular endurance, muscular strength, and flexibility.

Essential Learning Results: Students will demonstrate their knowledge of anatomy and physiology in relation to fitness development principles.

Lesson Ideas: Circuit – 44 stations indoors

Lesson Ideas: Circuit - 4 stations around track

Lesson Ideas: Yoga

Resources: Heart rate monitors, research on principles, all fitness measurement equipment, mats, yoga deck, books

Benchmark 3: Students will demonstrate how to set goals for improvement in the areas of health-related fitness.

Essential Learning Results: Students will set and adjust goals using their knowledge of the fitness components.

Lesson Ideas: Design personal training program
Lesson Ideas: Fitness testing in all components
Lesson Ideas: Design program for marathon training
Resources: Computer with internet, guest speakers, books

Benchmark 4. Students will implement and refine a fitness plan based on personal goals.

Essential Learning Results: Using personal pre-test fitness assessments, students will complete their fitness plan and make necessary adjustments for improvement.

Lesson Ideas: Pre-test fitness assessment
Lesson Ideas: Student designed lesson. Teach for ½ hour
Resources: Fitness plans, guest speakers, equipment to implement program

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Students will demonstrate spatial awareness, understanding of limitations, proper equipment usage, and safety rules.

Lesson Ideas: Circuit 44 indoor stations
Lesson Ideas: Three mile walk to destination off campus
Lesson Ideas: Jump rope

Benchmark 2. Students will demonstrate cooperative participation, sportsmanship and etiquette specific to an activity.

Essential Learning Results: Students will demonstrate knowledge of safety and etiquette in class space.

Lesson Ideas: Jitterbug instructions
Lesson Ideas: Island Dancing
Lesson Ideas: “Add-on” partner designs, eight count choreography and combine to create a whole dance
Resources: Guest instructors, videos

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P50

Course Name: Archery

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: Archery requires basic techniques and form to safely enjoy the activity. Students learn how to nock an arrow and shoot for accuracy, as well as, prepare and care for the equipment. Students will have an opportunity to shoot in class competitions. Students do not shoot everyday. Instructions in other recreational games are included in this course such as: horseshoes, golf, walking, floor hockey, ultimate frisbee, etc.

Essential Learning Results

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will demonstrate the correct techniques for nocking and shooting in archery.

Lesson Ideas: Grip, stance, nock

Lesson Ideas: Pull, release, follow through

Lesson Ideas: Aim

Benchmark 3: Students will identify and explain the cultural, ethnic, and historical roles of games and sports.

Essential Learning Results: Knowledge and demonstration of their understanding of the culture involved in the sport and the history behind the evolution of archery.

Lesson Ideas: Research of archery as a way of survival

Lesson Ideas: Research of archery as an Olympic sport

Benchmark 6. Students will demonstrate competency in one individual activity.

Essential Learning Results: Students will demonstrate their proficiency by their results on a target test.

Lesson Ideas: Shooting for distance

Lesson Ideas: Target practice from varying distances

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Students will demonstrate patience, understanding, and respect while participating in archery

Lesson Ideas: Learn archery rules

Lesson Ideas: Learn about equipment

Lesson Ideas: Learn correct form with bow

Resources: Books, internet access

Benchmark 2. Students will demonstrate cooperative participation, sportsmanship and etiquette specific to an activity.

Essential Learning Results: Students will use cooperation and good listening skills during archery.

Lesson Ideas: Break down skills

Lesson Ideas: Instructor run on command

Lesson Ideas: Emphasize archery etiquette

Resources: Videos, internet

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P51

Course Name: Golf

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: Golf requires basic techniques and form to safely enjoy the activity. Students learn the techniques of the full swing, chip and putt. Students also learn to score using different formats and figure their handicap. Students will have an opportunity to golf on a regulation course. Students do not golf everyday. Instructions in other recreational games are included in this course such as: horseshoes, walking, floor hockey, ultimate Frisbee, etc.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will learn the mechanics of the full swing, chip shot, and the putt.

Lesson Ideas: Stance, grip, address

Lesson Ideas: Back swing and body movement

Lesson Ideas: Ball position in stance; full swing

Benchmark 2. Students will demonstrate knowledge of rules and regulations specific to the physical activity.

Essential Learning Results: Students will demonstrate their understanding of the rules of golf..

Lesson Ideas: Handouts of course rules

Lesson Ideas: PGA rules; test

Lesson Ideas: Scenarios with partner; view video on rules

Benchmark 3: Students will identify and explain the cultural, ethnic, and historical roles of games and sports.

Essential Learning Results: Students will demonstrate their understanding of the history and culture of golf.

- Lesson Ideas:** Beginning of golf
- Lesson Ideas:** PGA, LPGA, College Golf, Senior Tour
- Lesson Ideas:** The development of different types of golf
- Lesson Ideas:** “Legend of Bagger Vance” video

Benchmark 6. Students will demonstrate competency in one individual activity.

Essential Learning Results: Students will demonstrate their proficiency in playing a round of golf on the golf course.

- Lesson Ideas:** Practice a short course on school grounds with 9 irons
- Lesson Ideas:** Course play – one hole only
- Lesson Ideas:** Field trip—play as many holes as time allows

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Students will learn basic guidelines of play on the course and on practice areas.

- Lesson Ideas:** Rules of the driving range, chipping, and putting areas
- Lesson Ideas:** Appropriate actions at the tee base, on the fairway, sand traps, and putting green
- Lesson Ideas:** Use of carts, and placement of clubs while playing on the course
- Resources:** Local PGA, LPGA professional

Benchmark 2. Students will demonstrate cooperative participation, sportsmanship and etiquette specific to an activity.

Essential Learning Results: Students will demonstrate their understanding of the etiquette used in playing golf.

- Lesson Ideas:** Check-in and interaction with the golf shop
- Lesson Ideas:** Safe and courteous behavior while golfing with others
- Lesson Ideas:** Methods of play to have minimal impact on the course
- Resources:** USGA video "Rules of the Game"

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P52

Course Name: Tennis I

Course Length: Semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: The primary goal of this course is to assist students in developing fundamental skills in playing tennis. Students will learn beginning skill development in the forehand and backhand stroke, as well as, serving and volleying techniques. Additionally, students will gain understanding in rules, scoring, etiquette, and playing strategies. Students will have the opportunity to apply and improve skills through match play and challenge ladders.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will demonstrate correct fundamental tennis skills in a performance.

Lesson Ideas: Mechanics of ground strokes

Lesson Ideas: Mechanics of the serve

Lesson Ideas: Volley techniques

Benchmark 2. Students will demonstrate knowledge of rules and regulations specific to the physical activity.

Essential Learning Results: Students will be able to show their knowledge of rules through correct game play.

Lesson Ideas: Rules for the start of a match

Lesson Ideas: Scoring

Lesson Ideas: Court boundaries

Benchmark 3: Students will identify and explain the cultural, ethnic, and historical roles of games and sports.

Essential Learning Results: Students will be able to demonstrate their understanding of the origin of the game and current play options.

- Lesson Ideas:** History of the game
- Lesson Ideas:** USTA and how to join a league
- Lesson Ideas:** Observe a professional match
- Resources:** United States Tennis Association training and materials

Benchmark 4. Students will compare and contrast the strategies of defense and offense in various sports.

Essential Learning Results: Students will demonstrate basic movements and court coverage during skill development exercises.

- Lesson Ideas:** Similarities in initial body position and hip movement to the throw
- Lesson Ideas:** Use throwing technique to teach the serve
- Lesson Ideas:** Court coverage and return to ready position

Benchmark 5. Students will demonstrate competency in one team-related activity or sport, through the execution of defensive and offensive strategies.

Essential Learning Results: Students will be able to describe the strategy of singles play during a performance assessment.

- Lesson Ideas:** Setting up an opponent with a variety of shots.
- Lesson Ideas:** High percentage shots and appropriate shot for different situations.

Benchmark 6. Students will demonstrate competency in one individual activity.

Essential Learning Results: Students will be able to hit a technically correct forehand and backhand.

- Lesson Ideas:** Identify breakdown of the forehand and backhand
- Lesson Ideas:** Skill check-off on the components of the ground strokes.
- Lesson Ideas:** Continuous rally

Benchmark 7. Students will demonstrate competency in one dual sport or game displaying an understanding of how it is played.

Essential Learning Results: Students will be able to demonstrate knowledge of singles play in tennis during game play.

- Lesson Ideas:** Play a best of five game set

Lesson Ideas: Officiate a match

Lesson Ideas: Observe a match while scoring and identifying rules in use.

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Students will be able to recognize personal improvement in tennis.

Lesson Ideas: Skill check-off

Lesson Ideas: Videotape individual student play early in the class and also toward the end of the tennis unit

Lesson Ideas: Work to improve rally length with a partner

Benchmark 2. Students will demonstrate cooperative participation, sportsmanship and etiquette specific to an activity.

Essential Learning Results: Students will demonstrate the etiquette used in tennis during class play.

Lesson Ideas: Respect for opponents

Lesson Ideas: Officiating own match

Lesson Ideas: End of match congratulations/handshake with opponent

Essential Learning Results: Students will be able to demonstrate their ability to work with a doubles partner in offense and defense strategies.

Lesson Ideas: Doubles play with both players at net.

Lesson Ideas: Doubles play with both players deep in court

Benchmark 7. Students will demonstrate competency in a dual sport or game displaying an understanding of how it is played.

Essential Learning Results: Students will demonstrate the ability to play tennis in a competitive setting

Lesson Ideas: Written assessment

Lesson Ideas: Performance assessments

Lesson Ideas: Round robin tournaments with doubles and singles competition

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Recognize personal improvement

Lesson Ideas: Skill check-off

Lesson Ideas: Videotape individual student play early in the class and also toward the end of the tennis unit

Lesson Ideas: Work to improve rally length with a partner

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P54

Course Name: Racquet Sports

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: The primary goal of this course is to assist students in developing fundamental skills in playing individual and dual activities such as: tennis, badminton, table tennis, golf, bocce, and pickleball. Along with beginning skill development, rules, scoring, etiquette and playing strategies will also be emphasized. Students will have the opportunity to apply and improve skills through match play and challenge ladders.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will be able to relate the physical factors to their skill development. Principles will include factors effecting flight, footwork, and the importance of levers.

Lesson Ideas: Hitting techniques and relationship to levers
Lesson Ideas: Footwork, body balance using hula hoops
Lesson Ideas: Problem-solving using factors affecting performance
Resources: Physical science teachers, books on kinesiology and anatomy, video student performances.

Benchmark 2. Students will demonstrate knowledge of rules and regulations specific to the physical activity.

Essential Learning Results: Students will show competence in the rules and regulations of particular games by on a written exam and through a performance assessment.

Lesson Ideas: Officiating
Lesson Ideas: Handouts on rules
Lesson Ideas: Tests/Evaluate
Resources: Teachers, handouts, rulebooks, internet access

Benchmark 3. Students will identify and explain the cultural, ethnic, and historical roles of games, sports, and dance.

Essential Learning Results: Students will show appreciation for diversity through understanding the roles of sport in other cultures.

Lesson Ideas: Playing sport with original rules and equipment
Lesson Ideas: Guest experts
Lesson Ideas: Sports Research
Resources: Internet, cultural groups guest speakers, videos

Benchmark 6: Students will demonstrate competency in one individual activity.

Essential Learning Results: Students will demonstrate the acquisition of specific skills in one individual activity.

Lesson Ideas: Lead up activities/drills
Lesson Ideas: Modified games
Lesson Ideas: Games
Resources: Instruction videos, professional performances, high school performances, video of student performances.

Benchmark 7: Students will demonstrate competency in one dual sport or game displaying an understanding of how it is played.

Essential Learning Results: Students will demonstrate the acquisition of specific skills in one dual activity.

Lesson Ideas: Lead up activities
Lesson Ideas: Modified games
Lesson Ideas: Play
Resources: Professional/High school tennis performances

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Students will be able to recognize personal improvement in racquet sports.

Lesson Ideas: Skill check-off

Lesson Ideas: Videotape individual student play early in the class and also toward the end of the racquet unit

Lesson Ideas: Work to improve rally length with a partner

Benchmark 2. Students will demonstrate cooperative participation, sportsmanship and etiquette specific to an activity.

Essential Learning Results: Students will demonstrate the etiquette used in racquet sports during class play.

Lesson Ideas: Respect for opponents

Lesson Ideas: Officiating own match

Lesson Ideas: End of match congratulations/handshake with opponent

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P55

Course Name: Self Defense

Course Length: semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: Students will develop skill in techniques of self defense and personal safety. Guest speakers will demonstrate several forms of self defense. Students will practice and be tested in basic techniques. This course has a strong fitness component. Students will practice throws, rolls, landings, holds, and releases with a partner. Each student will develop a protection plan.

Essential Learning Results:

Standard 2. Students will demonstrate the components of health-related physical fitness.

Benchmark 1. Students will sustain and maintain a moderate aerobic activity to achieve cardiovascular benefits.

Essential Learning Results: Students will show knowledge of target heart rate and be able to monitor their heart rate by increasing or decreasing their activity level.

Lesson Ideas: Jogging in place with Judo rolls; timed and counted

Lesson Ideas: Mile run

Resources: Track, Target heart rate chart, heart rate monitors

Benchmark 2. Students will demonstrate fitness development principles of overload, progression, specificity and individuality in developing cardiovascular endurance, muscular endurance, muscular strength, and flexibility.

Essential Learning Results: Students will be able to demonstrate fitness principles used in basic judo, correct throws, techniques, and landings.

Lesson Ideas: Weight training day

Lesson Ideas: Yoga and stretching
Lesson Ideas: Attack and throw with landing
Resources: Video, guest instructors, staff training, mats, protective gear

Benchmark 3: Students will demonstrate how to set goals for improvement in the areas of health-related fitness.

Essential Learning Results: Students will utilize basic judo and safety to set fitness goals for themselves in the area of cardiovascular fitness and muscular endurance.

Lesson Ideas: Lecture of personal safety practice and protection plan
Lesson Ideas: Attack testing
Lesson Ideas: Releases with partner assessing
Resources: Classroom whiteboard, timers, checklists

Benchmark 4. Students will implement and refine a fitness plan based on personal goals.

Essential Learning Results: Students will utilize basic judo and safety implement and adjust fitness goals for themselves in the area of cardiovascular fitness and muscular endurance.

Lesson Ideas: Presentation of plans by students
Lesson Ideas: Lecture on setting personal goals
Lesson Ideas: Plan assessments
Resources: Examples of fitness plans, classroom

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Students will practice safety during throws, landings, and escapes.

Lesson Ideas: Partner practice and escapes
Resources: Videos

Benchmark 2. Students will demonstrate cooperative participation, sportsmanship and etiquette specific to an activity.

Essential Learning Results: Students will successfully demonstrate safe holds and releases with other participants while assessing others' body vulnerabilities.

Lesson Ideas: Partner practice with attack and escape
Resources: Research on computer

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P61

Course Name: Outdoor Education

Course Length: semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: This course teaches basic and more advanced outdoor skills. Students will obtain experience in some or all of the following activities: rock climbing, rappelling, snowboarding, avalanche safety, survival skills, mountaineering, hiking, backpacking, camping, outdoor cooking, snowcaving, archery, and downhill skiing.

Essential Learning Results

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will demonstrate techniques related to various outdoor adventure activities and demonstrate their understanding of specific movement involved in each activity.

Lesson Ideas: Fly-fishing casting techniques

Lesson Ideas: Rock climbing strength and skills

Lesson Ideas: Kayaking

Resources: Fly-fishing equipment, speakers, climbing equipment

Benchmark 3: Students will identify and explain the cultural, ethnic, and historical roles of games and sports.

Essential Learning Results: Students will demonstrate their knowledge of adventure and pioneers of outdoor activities in written form.

Lesson Ideas: Antarctic exploration
Lesson Ideas: Early rock climbing in Colorado
Lesson Ideas: Golden age of European Alpinism
Resources: Videos, speakers, field trips

Benchmark 6. Students will demonstrate competency in one individual activity.

Essential Learning Results: Students will demonstrate knowledge of how to plan the activity, skills involved, equipment, and places to go.

Lesson Ideas: Planning a trip
Lesson Ideas: Equipment needs and use
Lesson Ideas: Meal preparation
Resources: Books, videos, speakers

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Students will demonstrate tolerance and patience in group interactions.

Lesson Ideas: Group challenges
Lesson Ideas: Ropes course
Lesson Ideas: Expedition behavior
Resources: Books

Benchmark 2. Students will demonstrate cooperative participation, sportsmanship and etiquette specific to an activity.

Essential Learning Results: Students will show leadership and cooperation in group interactions.

Lesson Ideas: Group leader activities
Lesson Ideas: Orienteering in teams
Resources: Maps and compasses, orienteering course

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P62

Course Name: Cycling

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: Students in this course will participate in daily rides on and off road as long as weather permits. Indoor activities will include bicycle maintenance, effective cycling techniques for various conditions, strength and conditioning related to off season training and cycling rules and etiquette. Students will also explore equipment technology and its effect on performance.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will be able to apply the technical aspects of cycling skills.

Lesson Ideas: Mechanics of riding posture
Lesson Ideas: Mechanics of hill ascent and descent
Resources: Bike; various terrains

Benchmark 2: Students will demonstrate knowledge of the rules and regulations specific to the physical activity.

Essential Learning Results: Students will demonstrate their understanding of riding etiquette.

Lesson Ideas: Etiquette while riding on mountain trails
Lesson Ideas: Etiquette while riding on the road

Resources: International Mountain Biking Association Manual and United States Cycling Federation Manual

Benchmark 3. Students will identify and explain cultural, ethnic, and historical roles of games and sports.

Essential Learning Results: Students will be able to identify the various styles of cycling and the cultural significance of each.

Lesson Ideas: History and techniques of road cycling

Lesson Ideas: History and techniques and mountain biking

Lesson Ideas: Observe professional riding event or video

Resources: IMBA and USCF manuals

Benchmark 4. Students will compare and contrast the strategies of defense and offense in various sports.

Essential Learning Results: Students will understand the use of a cycling team in competition.

Lesson Ideas: Model team strategies in mountain and road cycling

Lesson Ideas: Model team competition in mountain and road cycling

Benchmark 6. Students will demonstrate competency in one individual activity.

Essential Learning Results: Students will demonstrate competency in technical riding skill.

Lesson Ideas: Technical skill sessions

Lesson Ideas: Weight and transfer and riding posture

Standard 4. Students will demonstrate safe and responsible behavior in physical education settings.

Benchmark 1: Students will demonstrate respect for physical and performance limitations of self and others.

Essential Learning Results: The students will be able to self analyze their cycling ability and respect the ability of others.

Lesson Ideas: Timed rides

Lesson Ideas: Technical ascents and descents

Benchmark 2: Students will demonstrate cooperative participation, sportsmanship, and etiquette specific to an activity.

Essential Learning Results: Students will adhere to the rules of the road and demonstrate proper cycling etiquette.

Lesson Ideas: Situational rides
Lesson Ideas: Rules of etiquette

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P64

Course Name: Challenge and
Adventure

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: The Challenge and Adventure curriculum prepares students to be able to function in a climbing setting. Students participate in numerous activities and games which promote effective communication, trust, and the ability to problem solve with their peers. In addition, there is a technical phase where students learn and practice the various skills and proper equipment usage involved in climbing. This is a dynamic class where students will be able to choose their level of challenge and achieve personal success

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will demonstrate techniques and skills required in climbing.

Lesson Ideas: Use and safety check of harness

Lesson Ideas: Ability to tie a variety of knots

Lesson Ideas: Correct belay techniques

Resources: Harnesses and climbing ropes, digital video capabilities

Benchmark 2. Students will demonstrate knowledge of rules and regulations specific to the physical activity.

Essential Learning Results: Students will demonstrate knowledge of the safety steps required in a group to provide a safe environment for all climbers.

Lesson Ideas: Pre-climbing check
Lesson Ideas: Correct verbal commands
Lesson Ideas: Teamwork (belay) during climb
Resources: Handouts and group activities.
Skills and written tests.

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Students will develop trust and cooperation within a group.

Lesson Ideas: Cooperative games and activities
Lesson Ideas: Challenge situations
Lesson Ideas: Group reflection and discussion
Resources: Teacher addition of activity books

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P66

Course Name: Athletic Training

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: Students will learn the step-by-step instructions for applying braces, wraps, and tapes to injury areas. This class will emphasize sports injury prevention and hands-on practice of taping injuries related to the fingers, wrist, elbow, shoulder, knee, and ankle. Basic first aid will also be taught in this class.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will demonstrate understanding of basic first aid and injury prevention.

Lesson Ideas: Taping

Lesson Ideas: Human movement

Lesson Ideas: First aid

Resources: Speakers/video/handouts

Standard: 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

Benchmark 4. Students will be able to evaluate risks and safety factors that may affect physical activity throughout life.

Essential Learning Results: Students will be able to understand basic injury diagnosis and prevention.

Lesson Ideas: Physical injury evaluation of partner
Lesson Ideas: Field trip to a sports medicine facility
Lesson Ideas: Pros/Cons of injury prevention devices
Resources: Guest speakers, On-site trainers

Benchmark 5. Students will be able to analyze biomechanical principles involved in sports to improve performance and reduce injury

Essential Learning Results: Students will understand basic kinesiology and how it applies to sports medicine.

Lesson Ideas: Understanding anatomy and physiology
Lesson Ideas: Anatomy coloring books
Lesson Ideas: Video analysis
Resources: Videos, speakers, handouts

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P69

Course Name: Officiating

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description:

This course will teach students how to officiate a variety of dual and team sports. Correct mechanics and positioning during officiating will be discussed as well as the necessary equipment needed to officiate. Students will also learn the physical fitness components needed to enhance officiating.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will demonstrate correct mechanics and positioning while officiating.

Lesson Ideas: Handouts of signals
Lesson Ideas: Actual officiating of athletic contests
Lesson Ideas: Individual assessment from videotape

Benchmark 2. Students will demonstrate knowledge of rules and regulations specific to the physical activity.

Essential Learning Results: Students will demonstrate knowledge of the rules for each sport on a written exam.

Lesson Ideas: Written test
Lesson Ideas: Group discussion of rulebook
Lesson Ideas: Officiating athletic contest

Benchmark 3: Students will identify and explain the cultural, ethnic, and historical roles of games and sports.

Essential Learning Results: Students will understand the history of rules and rule changes.

Lesson Ideas: Discussion of where game originated specific to time and country

Lesson Ideas: Link sport development to historical events

Lesson Ideas: Written test on history/culture

Benchmark 4. Students will compare and contrast the strategies of defense and offense in various sports.

Essential Learning Results: Students will be able to demonstrate understanding of offense and defense in various sports.

Lesson Ideas: Discussion on the position of the lead and trail official in basketball

Lesson Ideas: Discussion of the position of football officials

Lesson Ideas: Understanding and modeling of what constitutes off-sides in soccer

Benchmark 5. Students will demonstrate competency in one team-related activity or sport, through the execution of defensive and offensive strategies.

Essential Learning Results: Students will be able to officiate at least one team sport.

Lesson Ideas: Officiating basketball

Lesson Ideas: Officiating volleyball

Lesson Ideas: Officiating soccer

Benchmark 7. Students will demonstrate competency in one dual sport or game displaying an understanding of how it is played.

Essential Learning Results: Students will be able to correctly officiate at least one dual sport.

Lesson Ideas: Officiating a tennis match

Lesson Ideas: Officiating wrestling

Standard: 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

Benchmark #1. Students will understand how to maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy lifestyle.

Essential Learning Results: Students will be able to identify the components of fitness needed for officiating specific sports.

Lesson Ideas: Understand basic fitness expectations

Lesson Ideas: Introduction to strength training techniques

Lesson Ideas: Nutritional studies

Benchmark # 2. Students will be able to identify performance-related factors that contribute to participation in physical activities.

Essential Learning Results: Students will understand the components of physical fitness needed to enhance their officiating.

Lesson Ideas: Cardiovascular needs for positioning

Lesson Ideas: Need for multi-tasking (movement with focus)

Benchmark #3. Students will be able to investigate the time, cost, available technology, and participation requirements involved in a choice of physical activities.

Essential Learning Results: Students will be able identify the equipment needed to officiate various sports.

Lesson Ideas: Handouts on equipment needed for officials for a variety of sports

Lesson Ideas: Research by students of equipment needed

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P70

Course Name: Team Sports

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: The primary goal of this course is to assist students in developing fundamental skills in various team sports. Students will also learn the history of the sport, rules, etiquette, scoring, strategies, and develop fitness needed for success. Sport areas may include: cricket, lacrosse, ultimate frisbee, handball, flag football, volleyball, baseball, softball, speedball, soccer, floor hockey, track and field, and team handball.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will be able to relate the physical factors to their skill development. Principles will include factors affecting flight, footwork, and the importance of levers.

Lesson Ideas: Drills that are activity specific

Lesson Ideas: Fundamental movement related to specific activity

Resources: Recreational facilities, videos

Benchmark 5. Students will demonstrate competency in one team-related activity or sport, through the execution of defensive and offensive strategies.

Essential Learning Results: Students will demonstrate understanding of offensive and defensive strategies through coaching and participating in one team activity.

Lesson Ideas: Class instruction

Lesson Ideas: Competition
Lesson Ideas: Scoring
Resources: Recreational facilities, video, guest speakers

Standard: 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

Benchmark #1. Students will understand how to maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy lifestyle.

Essential Learning Results: Students will demonstrate understanding of the specific fitness expectations for particular team sports.

Lesson Ideas: Introduction to stretching techniques
Lesson Ideas: Appropriate conditioning for specific sport
Lesson Ideas: Agility drills

Benchmark # 2. Students will be able to identify performance-related factors that contribute to participation in physical activities.

Essential Learning Results: Students will be able to demonstrate specific skills related to each sport and be able to explain how the skill enhances performance.

Lesson Ideas: Basic skills for each sport (i.e. dribbling for basketball, soccer)
Lesson Ideas: Defensive and offensive strategies
Resources: Coaches as guest speakers

Benchmark #3. Students will be able to investigate the time, cost, available technology, and participation requirements involved in a choice of physical activities.

Essential Learning Results: Students will demonstrate through their research the equipment needed for each sport activity.

Lesson Ideas: History for each sport
Lesson Ideas: Compare and contrast equipment used in the past and present
Lesson Ideas: Extend skills into lifelong team sports participation

Benchmark # 4. Students will be able to evaluate risks and safety factors that may affect physical activity throughout life.

Essential Learning Results: Students will demonstrate knowledge of how conditioning and elevated performance levels for each specific sport help to reduce risks involved.

Lesson Ideas: Identify safety factors associated with each sport

Lesson Ideas: Nutrition as related to fitness levels

Benchmark # 5. Students will be able to analyze biomechanical principles involved in sports to improve performance and reduce injury.

Essential Learning Results: Students will demonstrate their understanding of anatomy and physiology related to each team sport on a written exam.

Lesson Ideas: Body movement concepts

Lesson Ideas: Body movement analysis for each sport

Resources: Athletic trainer

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P72

Course Name: Soccer

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: Soccer emphasizes the fundamentals skills of the game. Students will learn rules as well as skills. Skills include kicking, trapping, tackling, dribbling, passing, shots on goal, throw-ins, and defensive maneuvers. Aerobic and anaerobic fitness will also be emphasized.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will demonstrate proficiency in individual and team skills used in soccer.

Lesson Ideas: Basic individual skills (passing, dribbling)

Lesson Ideas: Team skills (plays) that implement skills

Benchmark 2. Students will demonstrate knowledge of rules and regulations specific to the physical activity.

Essential Learning Results: Students will demonstrate their knowledge of game rules on a written test and by officiating a game of soccer.

Lesson Ideas: Basic rules background

Lesson Ideas: Video examples

Benchmark 3: Student will identify and explain the cultural, ethnic, and historical roles of games and sports.

Essential Learning Results: Students will be able to discuss the background, history, and cultural influences of soccer.

Lesson Ideas: Game history projects

Lesson Ideas: Comparison of game, players and equipment of past and present

Benchmark 4. Students will compare and contrast the strategies of defense and offense in various sports.

Essential Learning Results: Students will demonstrate understanding the basic offenses and defenses used in soccer through a comparison to hockey.

Lesson Ideas: Individual offensive/defensive drills

Lesson Ideas: Team drills

Lesson Ideas: Implementation of individual/team drills

Benchmark 5. Students will demonstrate competency in one team-related activity or sport, through the execution of defensive and offensive strategies.

Essential Learning Results: Students will demonstrate the basic strategies of soccer in game situations.

Lesson Ideas: Students will demonstrate individual offensive/defensive skills

Lesson Ideas: Written performance base strategies

Lesson Ideas: Develop back up drills

Standard: 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

Benchmark #1. Students will understand how to maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy lifestyle.

Essential Learning Results: Students will be able to demonstrate their physical fitness through soccer participation.

Lesson Ideas: Appropriate warm up activities

Lesson Ideas: Knowledge and maintenance of physical requirements

Benchmark # 2. Students will be able to identify performance-related factors that contribute to participation in physical activities

Essential Learning Results: Students will be able to identify the fitness factors necessary to demonstrate the appropriate skills used in soccer.

Lesson Ideas: Identify sport specific skills

Lesson Ideas: Evaluation of sport specific skills

Benchmark #3. Students will be able to investigate the time, cost, available technology, and participation requirements involved in a choice of physical activities.

Essential Learning Results: Students will research the availability of soccer leagues in the areas showing knowledge of equipment, facilities, and other needs.

Lesson Ideas: Research area recreational departments.

Lesson Ideas: Advancement in and changes of facilities and equipment

Benchmark # 4. Students will be able to evaluate risks and safety factors that may affect physical activity throughout life.

Essential Learning Results: Students are able to recognize safety factors and safety equipment needed in soccer play.

Lesson Ideas: Identify potential injuries associated with the sport

Lesson Ideas: Identify technique/skills to help avoid potential risks

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P73

Course Name: Softball

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: The primary goal of this course is to assist students in developing fundamental skills in softball. Students will also learn the history of the sport, rules, etiquette, scoring, strategies, and develop fitness needed for success in the sport.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will become proficient at batting by making consistent contact with a ball using hand-eye coordination.

Lesson Ideas: Soft toss with whiffle balls

Lesson Ideas: Hitting off a tee

Lesson Ideas: Partner toss

Assessment: Swing for ball distance/Understanding swing techniques

Benchmark 2. Students will demonstrate knowledge of rules and regulations specific to the physical activity.

Essential Learning Results: Students will demonstrate knowledge of softball rules by acting as an umpire during game play.

Lesson Ideas: Written test

Lesson Ideas: Group techniques/evaluation

Resources: Rule books/ Study guides

Benchmark 3: Students will identify and explain the cultural, ethnic, and historical roles of games and sports.

Essential Learning Results: Students will develop basic knowledge of the history of the game

Lesson Ideas: Identify collegiate athletes

Lesson Ideas: Review origin of professional baseball, fast-pitch softball, slow pitch

Lesson Ideas: Written test on history of sport and history of the different regulations added to the sport

Resources: Internet access, speakers, video

Benchmark 5. Students will demonstrate competency in one team-related activity or sport, through the execution of defensive and offensive strategies.

Essential Learning Results: Students will demonstrate knowledge of base running techniques

Lesson Ideas: Running through the base

Lesson Ideas: Rounding a base

Lesson Ideas: Tagging up

Resources: Video, rules, study sheets

Standard: 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle

Benchmark #1. Students will understand how to maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy lifestyle.

Essential Learning Results: Students will demonstrate understanding of the fitness requirements involved in this sport of softball.

Lesson Ideas: Proper warm up and stretching

Lesson Ideas: Enhance and maintain appropriate conditioning levels

Benchmark # 2. Students will be able to identify performance-related factors that contribute to participation in physical activities.

Essential Learning Results: Students will be able to identify specific fitness skills needed to show success in softball.

Lesson Ideas: Individual basic skills

Lesson Ideas: In-depth game strategies

Lesson Ideas: Appropriate practice/game strategies

Benchmark #3. Students will be able to investigate the time, cost, available technology, and participation requirements involved in a choice of physical activities.

Essential Learning Results: Students will be able to show basic knowledge of equipment used and facilities needed in softball.

Lesson Ideas: Compare equipment used in past/present

Lesson Ideas: Study history and improvement of the game

Benchmark # 4. Students will be able to evaluate risks and safety factors that may affect physical activity throughout life.

Essential Learning Results: Students will be able to identify the safety aspects associated with sport of softball.

Lesson Ideas: Identify risk/safety factors

Lesson Ideas: Identify specific sport related injuries

Benchmark # 5. Students will be able to analyze biomechanical principles involved in sports to improve performance and reduce injury.

Essential Learning Results: Students will be able to analyze the physiology of specific softball skills.

Lesson Ideas: Identify specific body movements related to sport

Lesson Ideas: Understand skills used to increase performance

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P74

Course Name: Flag Football

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: Flag football teaches the fundamentals of passing, blocking, catching, rushing, and punting. Students will learn rules and team play concepts through a balance of drills and playing time. The basics of officiating football will also be taught.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will be able to demonstrate the ability to throw and catch a football properly.

Lesson Ideas: Throwing technique and catching related to football
Lesson Ideas: Three step and five step drops and leading the receiver
Lesson Ideas: How to use your hands in different catching positions

Benchmark 2. Students will demonstrate knowledge of rules and regulations specific to the physical activity.

Essential Learning Results: Students will demonstrate their knowledge of game rules on a written test and by officiating a game of football.

Lesson Ideas: Rules of play in flag football and differences between tackle football
Lesson Ideas: How to begin a game
Lesson Ideas: Rules related to line of scrimmage, fouls, and boundaries
Lesson Ideas: Rules specific to offense and defense and play stoppage

Benchmark 3: Students will identify and explain the cultural, ethnic, and historical roles of

games and sports.

Essential Learning Results: Students will be able to identify and explain the cultural and historical role of football.

- Lesson Ideas:** Origin of game
- Lesson Ideas:** The role of football in the U.S.
- Lesson Ideas:** Differences in the game from origin to date.

Benchmark 4. Students will compare and contrast the strategies of defense and offense in various sports.

Essential Learning Results: Students will be able to identify the difference between offense and defense in football.

- Lesson Ideas:** Identify movements to elude the defense or cover the offense similar to other sports
- Lesson Ideas:** Identify zone vs. player-to-player defenses similar to those used in basketball, soccer, ultimate frisbee, etc.
- Lesson Ideas:** Relate football skills to other throw and catch games
- Lesson Ideas:** Demonstrate transitions to offense and defense such as: the punt, the kickoff, fourth down

Benchmark 5. Students will demonstrate competency in one team-related activity or sport, through the execution of defensive and offensive strategies.

Essential Learning Results: Students will be able to demonstrate the difference between offense and defense during a football game.

- Lesson Ideas:** Demonstrate successful plays within game play
- Lesson Ideas:** Develop offensive plays involving teammates movement to create open options
- Lesson Ideas:** Demonstrate execution of zone and player-to-player defensive coverage

Standard 4. Students will demonstrate safe, responsible behavior in physical education settings.

Benchmark 1. Students will demonstrate respect for physical and performance limitations of self and others while participating in physical activities.

Essential Learning Results: Students will demonstrate safe play within class activities.

- Lesson Ideas:** Recognize size, speed, and skill differences

Lesson Ideas: Use of equipment (flags) and rules specific to flag football
Lesson Ideas: Methods to highlight personal skills

Benchmark 2. Students will demonstrate cooperative participation, sportsmanship and etiquette specific to an activity.

Essential Learning Results: Students will demonstrate cooperation and respect for others during team play.

Lesson Ideas: Methods to create plays using all players
Lesson Ideas: Proper sportsmanship directed at teammates and opponents
Lesson Ideas: Respect for officials

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P81

Course Name: Basketball I

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: The primary goal of this course is to assist students in developing fundamental skills in basketball. Students will develop competence in dribbling, passing, stance and footwork of defense, shooting, and rebounding. Students will also learn the history of the sport, rules, etiquette, scoring, strategies, and develop fitness needed for success in the sport.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will demonstrate correct form in their development of basketball skills

Lesson Ideas: Stance and footwork, shooting

Lesson Ideas: Ball-handling, passing drills

Lesson Ideas: Dribbling, rebounding

Benchmark 2. Students will demonstrate knowledge of rules and regulations specific to the physical activity.

Essential Learning Results: Students will be able to demonstrate their understanding of the basic rules and of basketball.

Lesson Ideas: Officiating rules/techniques

Lesson Ideas: Video examples

Benchmark 3: Students will identify and explain the cultural, ethnic, and historical roles of games and sports.

Essential Learning Results: Students will be able to demonstrate their understanding of

the background of the game of basketball

Lesson Ideas: Game history projects

Lesson Ideas: Comparison of game, players and equipment of past and present

Benchmark 4. Students will compare and contrast the strategies of defense and offense in various sports.

Essential Learning Results: Students will develop an understanding of basic man-to-man defense and offense.

Lesson Ideas: Individual offensive/defensive drills

Lesson Ideas: Team drills

Lesson Ideas: Implementation of individual/team drills

Benchmark 5. Students will demonstrate competency in one team-related activity or sport, through the execution of defensive and offensive strategies.

Essential Learning Results: Students will be able to show their basic understanding of game strategies involved in the game of basketball.

Lesson Ideas: Individual offensive/defensive skills

Lesson Ideas: Develop back up drills

Benchmark 7. Students will demonstrate competency in one dual sport or game displaying an understanding of how it is played.

Essential Learning Results: Students will be able to breakdown of game of basketball into learned components.

Lesson Ideas: Game variations (2-on-2)

Lesson Ideas: Develop lead up games

Lesson Ideas: Self assessment of level of competence in each basketball skill

Standard: 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle

Benchmark #1. Students will understand how to maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy lifestyle.

Essential Learning Results: Students will demonstrate understanding of the fitness requirements involved in this sport of basketball

Lesson Ideas: Proper warm up and stretching
Lesson Ideas: Enhance and maintain appropriate conditioning levels

Benchmark # 2. Students will be able to identify performance-related factors that contribute to participation in physical activities.

Essential Learning Results: Students will be able to identify specific fitness skills needed to show success in basketball

Lesson Ideas: Individual basic skills
Lesson Ideas: In-depth game strategies
Lesson Ideas: Appropriate practice/game strategies

Benchmark #3. Students will be able to investigate the time, cost, available technology, and participation requirements involved in a choice of physical activities.

Essential Learning Results: Students will be able to show basic knowledge of equipment used and facilities needed in basketball.

Lesson Ideas: Compare equipment used in past/present
Lesson Ideas: Study history and improvement of the game

Benchmark # 4. Students will be able to evaluate risks and safety factors that may affect physical activity throughout life.

Essential Learning Results: Students will be able to identify the safety aspects associated with the sport of basketball

Lesson Ideas: Identify risk/safety factors
Lesson Ideas: Identify specific sport related injuries

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P82

Course Name: Basketball II

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P81

Course Description: The basic objective of this course is to improve the fundamental skills of the game such as passing, receiving, pivoting, dribbling, shooting, cutting, and defense. A balance of individual skill time, team drills, and team competition is emphasized. Students will also develop fitness needed for success in the sport. This class is offered for the highly motivated basketball player.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will demonstrate correct form in the development of advanced basketball skills

Lesson Ideas: Shooting, including lay-ups, and 3-point shots

Lesson Ideas: Timed ball-handling, team passing drills, team rebounding drills, the bounce pass, the throw-in

Lesson Ideas: One-on-one offensive and defensive drills

Benchmark 2. Students will demonstrate knowledge of rules and regulations specific to the physical activity.

Essential Learning Results: Students will be able to demonstrate their understanding of the basic rules and of basketball and the reasoning behind the rules.

Lesson Ideas: Fouls: there should be little physical contact

Timing and Scoring: play is as continuous as possible

Movement: ball is moved using hands only: dribbling, pivoting, passing, catching and shooting.

Lesson Ideas: Video examples of acceptable and unacceptable conditions

Benchmark 3: Students will identify and explain the cultural, ethnic, and historical roles of games and sports.

Essential Learning Results: Students will be able to demonstrate their understanding of the background of the game of basketball and its similarities to other sports.

Lesson Ideas: Wheelchair basketball; European basketball,

Lesson Ideas: Comparison of game, players and equipment of past and present

Benchmark 4. Students will compare and contrast the strategies of defense and offense in various sports.

Essential Learning Results: Students will develop an understanding of team defense and offense.

Lesson Ideas: Individual offensive/defensive drills

Lesson Ideas: Team drills

Lesson Ideas: Demonstrations of man-to-man and zone offenses and defenses

Benchmark 5. Students will demonstrate competency in one team-related activity or sport, through the execution of defensive and offensive strategies.

Essential Learning Results: Students will be able to show their basic understanding of game strategies involved in the game of basketball.

Lesson Ideas: Individual offensive/defensive skills

Lesson Ideas: Written performance of offensive and defensive strategies

Lesson Ideas: Develop back up drills on defense to help team

Lesson Ideas: Implementation of man-to-man and zone offenses and defenses

Benchmark 7. Students will demonstrate competency in one dual sport or game displaying an understanding of how it is played.

Essential Learning Results: Students will be able to breakdown the game of basketball into learned components.

Lesson Ideas: Game variations (2-on-2), (3-on-3), (3-on-2, and 2-on-one)

Lesson Ideas: Performance assessment of level of competence in each of the basketball skills.

Standard: 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

Benchmark #1. Students will understand how to maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy lifestyle.

Essential Learning Results: Students will demonstrate understanding of the fitness requirements involved in the sport of basketball

Lesson Ideas: Proper warm up and stretching

Lesson Ideas: Running and dribbling drills for endurance, shuttle runs

Lesson Ideas: Pushups and jumping drills

Benchmark # 2. Students will be able to identify performance-related factors that contribute to participation in physical activities.

Essential Learning Results: Students will be able to identify specific fitness skills needed to show success in basketball

Lesson Ideas: Endurance and the use of time-outs and substitutions

Lesson Ideas: Musculature used in jumping and throwing techniques

Lesson Ideas: Appropriate warm-up and cool-down

Benchmark #3. Students will be able to investigate the time, cost, available technology, and participation requirements involved in a choice of physical activities.

Essential Learning Results: Students will be able to show basic knowledge of equipment used and facilities needed in basketball

Lesson Ideas: Compare ball size for each level of competition

Lesson Ideas: Suitable clothing and shoes

Lesson Ideas: Use of shot clock

Lesson Ideas: Investigation of number of basketball facilities and courts available in area of school and close to home

Benchmark # 4. Students will be able to evaluate risks and safety factors that may affect physical activity throughout life.

Essential Learning Results: Students will be able to identify the safety aspects associated with sport of basketball

Lesson Ideas: Identify risk/safety factors of physical contact in basketball

Lesson Ideas: Identify specific sport related injuries particularly the care of ankle injuries

Benchmark # 5. Students will be able to analyze biomechanical principles involved in sports to improve performance and reduce injury.

Essential Learning Results: Students will be able to analyze the physiology of specific basketball skills.

Lesson Ideas: Identify specific body movements related to sport
Lesson Ideas: Understand skills used to increase performance

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P86

Course Name: Volleyball I

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20

Course Description: The primary goal of this course is to assist students in developing fundamental skills in volleyball. Students will develop competence in the underhand serve, passing, stance and footwork of serve reception, setting, and hitting. Students will also learn the history of the sport, rules, etiquette, scoring, strategies, and develop fitness needed for success in the sport.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will develop efficient volleyball skills.

Lesson Ideas: Underhand serve, passing, setting, hitting fundamentals

Lesson Ideas: Stance and footwork

Benchmark 2. Students will demonstrate knowledge of rules and regulations specific to the physical activity.

Essential Learning Results: Students will demonstrate understanding of the basic volleyball rules.

Lesson Ideas: Hitting rules-three hits on a side

Lesson Ideas: Scoring rules-rally scoring; sideout rules

Lesson Ideas: Blocking rules

Resources: Rule books

Benchmark 3: Students will identify and explain the cultural, ethnic, and historical roles of games and sports.

Essential Learning Results: Students will demonstrate knowledge of the history of volleyball.

Lesson Ideas: History of game called “Minotonette”

Lesson Ideas: Introduction of rally scoring

Lesson Ideas: Olympic volleyball

Benchmark 4. Students will compare and contrast the strategies of defense and offense in various sports.

Essential Learning Results: Students will be able to demonstrate both offense and defense positioning.

Lesson Ideas: 4-2 offense

Lesson Ideas: Setter back defense

Benchmark 7. Students will demonstrate competency in one dual sport or game displaying an understanding of how it is played.

Essential Learning Results: Students will demonstrate their knowledge of the game of volleyball through game play.

Lesson Ideas: Three hits per side game

Lesson Ideas: 3-on-3 games in front of ten foot line

Lesson Ideas: Regulation games

Standard: 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

Benchmark # 2. Students will be able to identify performance-related factors that contribute to participation in physical activities.

Essential Learning Results: Students will demonstrate the fitness factors of flexibility and muscular strength through warm-up and game play.

Lesson Ideas: Review of physical fitness components

Lesson Ideas: Stretching

Lesson Ideas: Jumping drills

Benchmark #3. Students will be able to investigate the time, cost, available technology, and participation requirements involved in a choice of physical activities.

Essential Learning Results: Students will demonstrate knowledge of equipment choice and availability of recreational facilities.

Lesson Ideas: Opportunities & resources

Lesson Ideas: Report on Club One Beach Volleyball

Lesson Ideas: Investigate fitness clubs/ facilities /equipment

Resources: Volleyball club organizational information and volleyball equipment

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P87

Course Name: Volleyball II

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P86

Course Description: The primary goal of this course is to assist students in developing advanced skills in volleyball. Students will develop competence in the overhand serve, passing, quick hits, and blocks. A balance of individual skill time, team drills, and team competition is emphasized. Students will also develop fitness needed for success in the sport. This class is offered for the highly motivated volleyball player.

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will develop advanced volleyball skills.

Lesson Ideas: Overhead and jump serve, passing accuracy

Lesson Ideas: Blocking

Lesson Ideas: Setting to various spots, quick hits

Benchmark 2. Students will demonstrate knowledge of rules and regulations specific to the physical activity.

Essential Learning Results: Students will demonstrate understanding of the basic volleyball rules by officiating.

Lesson Ideas: Officiating as primary official

Lesson Ideas: Officiating as down official

Lesson Ideas: Line judging

Benchmark 4. Students will compare and contrast the strategies of defense and offense in various sports.

Essential Learning Results: Students will be able to demonstrate advanced offense and defense positioning.

- Lesson Ideas:** 6-2 offense; 6-1 offense; 5-1 offense
- Lesson Ideas:** Setter-back defense; setter-up defense
- Lesson Ideas:** 4, 3, and 2 person serve receive positioning

Benchmark 7. Students will demonstrate competency in one dual sport or game displaying an understanding of how it is played.

Essential Learning Results: Students will demonstrate their knowledge of the game of volleyball through game play.

- Lesson Ideas:** Scrimmages
- Lesson Ideas:** King of the Court game
- Lesson Ideas:** Tournaments

Standard: 3. Students will demonstrate knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle.

Benchmark # 2. Students will be able to identify performance-related factors that contribute to participation in physical activities.

Essential Learning Results: Students will demonstrate the fitness factors of flexibility and muscular strength through warm-up and game play.

- Lesson Ideas:** Review of physical fitness components
- Lesson Ideas:** Stretching & jumping activities (Plyometrics and agility)
- Resources:** Plyometrics boxes, equipment, vertical jumper

Benchmark # 5. Students will be able to analyze biomechanical principles involved in sports to improve performance and reduce injury.

Essential Learning Results: Students will be able to analyze the movement of volleyball techniques (ex: hitting, jumping, serving)

- Lesson Ideas:** Serving techniques
- Lesson Ideas:** Hitting - step progression
- Lesson Ideas:** Video analysis instructional techniques and analysis of own technique
- Resources:** Video equipment

**BOULDER VALLEY SCHOOL DISTRICT
ESSENTIAL LEARNING RESULTS
HIGH SCHOOL PHYSICAL EDUCATION**

Course #: P90

Course Name: Advanced Physical
Education

Course Length: one semester

Designated Grade Level: 9-12

Prerequisites: P20 and teacher signature

Course Description: To be determined by teacher

Essential Learning Results:

Standard 1. Students will demonstrate skills and apply concepts to perform a variety of physical activities.

Benchmark 1. Students will apply scientific principles to learning and improving skills.

Essential Learning Results: Students will demonstrate knowledge, skills analysis, kinesiology of several sports.

Lesson Ideas: Video taping and analysis

Lesson Ideas: Coaches as guest speakers

Lesson Ideas: Skill testing

Resources: Guest speakers, trainers, video equipment

Benchmark 4. Students will compare and contrast the strategies of defense and offense in various sports.

Essential Learning Results: Students will demonstrate their understanding of advanced strategies in many sports.

Lesson Ideas: Analysis of performance (live and video)

Lesson Ideas: Skill level adaptation

Lesson Ideas: Various game situations

Lesson Ideas: Written tests

Resources: Video equipment, guest speakers and coaches

REFERENCES

American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) (1999). *Physical Best Activity Guide: Elementary level*. Champaign, IL: Human Kinetics.

American Heart Association. *Big News Book*. Author.

American Heart Association. *Jump Rope for Heart: Just jump!* Author.

Carlisle, C. S., & Cole, S. L. (1996). *Skillful Movers*. Dubuque, IA: Brown & Benchmark.

Cole, J. (1989). *Anna Banana: 101 jump-rope rhymes*. New York: First Beech Tree Edition.

Cole, J., & Calmenson, S. (1990). *Miss Mary Mack and Other Children's Street Rhymes*. New York: First Beech Tree Edition.

Colvin, A. V., Markos, N. J. E., & Walker, P. J. (2000). *Teaching the Nuts and Bolts of Physical Education: Building basic movement skills*. Champaign, IL: Human Kinetics.

Cooper Institute for Aerobics Research (1999). *Fitnessgram test administration manual* (2^d Ed.). Champaign, IL: Human Kinetics.

Corbin, C. B., & Lindsey, R. (2002). *Fitness for Life* (3rd Ed.). Champaign, IL: Human Kinetics.

Fluegelman, A. (1976). *The New Games Book*. Garden City, NY: Doubleday & Company, Inc.

Gabbard, C. P., LeBlanc, E., & Lowy, S. (1989). *Game, Dance, and Gymnastic Activities for Children*. Englewood Cliffs, NJ: Prentice Hall.

Gallahue, D. L. (1996). *Developmental Physical Education for Today's Children* (3rd Ed.). Boston, MA: McGraw-Hill.

Gilbert, A. G. (1992). *Creative Dance for All Ages*. Reston, VA: The American Alliance for Health, Physical Education, Recreation and Dance.

Glover, D. R., & Midura, D. R. (1992). *Team Building Through Physical Challenges*. Champaign, IL: Human Kinetics.

Glover, D. R., & Midura, D. R. (1995). *More Team Building Through Physical Challenges*. Champaign, IL: Human Kinetics.

Graham, G., Holt-Hale, S., & Parker, M. (1995). *Children Moving: A reflective approach to teaching physical education* (3rd ed.). Palo Alto, CA: Mayfield Publishing.

Grineski, S. (1996). *Cooperative Learning in Physical Education*. Champaign, IL: Human Kinetics.

Holt/Hale, S. A. (1993). *On the Move: Lesson plans to accompany children moving*. Mountain View, CA: Mayfield Publishing Company.

Holt/Hale, S. A. (1999). *Assessing and Improving Fitness in Elementary Physical Education*. Oxon Hill, MD: AAHPERD Publications.

Holt/Hale, S. A. (1999). *Assessing and Improving Motor Skills in Elementary Physical Education*. Oxon Hill, MD: AAHPERD Publications.

Hopple, C. J. (1995). *Teaching for Outcomes in Elementary Physical Education: A guide for curriculum and assessment*. Champaign, IL: Human Kinetics.

Huggins, P. (1990). *Teaching Cooperation Skills*. Longmont, CO: Sopris West.

Kirkpatrick, B. & Birnbaum, B. H. (1997). *Lessons from the Heart: Individualizing Physical Education with Heart Rate Monitors*. Champaign, IL: Human Kinetics.

Landy, J. M., & Landy, M. J. (1992). *Ready-to-Use P.E. Activities for Grades K-2*. West Nyack, NY: Parker Publishing Company.

Landy, J. M., & Landy, M. J. (1992). *Ready-to-Use P.E. Activities for Grades 3-4*. West Nyack, NY: Parker Publishing Company.

Lankford, M. D. (1992). *Hopscotch Around the World*. New York: William Morrow and Company.

National Association for Sport and Physical Education (NASPE) (1995). *Let's Move, Let's Play: Developmentally appropriate movement & classroom activities for pre-school children*. Reston, VA: KinderCare Learning Center, Inc./Author.

National Association for Sport and Physical Education (NASPE) (1995). *Moving into the Future: National standards for physical education*. Reston, VA: Author.

Pangrazi, R. P., Beighle, A., & Sidman, C. L. (2003). *Pedometer Power: 67 lessons for K-12*. Champaign, IL: Human Kinetics.

Ratliffe, T., & Ratliffe, L. M. (2002). *Teaching Children Fitness: Becoming a master teacher*. Champaign, IL: Human Kinetics.

- Sander, S. W. (1992). *Designing Preschool Movement Programs*. Champaign, IL: Human Kinetics.
- Schiemer, S. (2000). *Assessment Strategies for Elementary Physical Education*. Champaign, IL: Human Kinetics.
- Solis, K. M., & Budris, B. (1981). *The Jump Rope Primer: From the basic two foot jump to double dutch*. Champaign, IL: Human Kinetics.
- Spalding, A., Kelly, L., Santopietro, J., & Posner-Mayer, J. (1999). *Kids on the Ball*. Champaign, IL: Human Kinetics.
- Sutherland, M., & Carnes, C. (1987). *Awesome Jump Rope Activities Book* Carmichael, CA 95608.
- Thomson, J. (1998). *Making a Difference in Physical Education: 100% success and 100% Participation*. Louisville, KY: UNEEDPE.
- Ward, P. (1997). *Teaching Tumbling*. Champaign, IL: Human Kinetics. Weikart, P. S. (1987). *Round the Circle*. Ypsilanti, MI: High/Scope Press.
- Weikart, P. S., & Carlton, E. B. (1995). *Foundations in Elementary Education Movement*. Ypsilanti, MI: High/Scope Educational Research Foundation.
- Weikart, P. S. (1990). *Movement in Steady Beat: Activities for children ages 3-7*. Ypsilanti, MI: High/Scope Press.
- Weikart, P.S., Allman, J., Carlton, E., Cole, J., Johnson, V., Mahoney, P., et al. (1988). *Movement Plus Rhymes, Songs, and Singing Games: Activities for children ages 3 to 7*. Ypsilanti, MI: High/Scope Press.

MUSIC

American Heart Association. *Jump Rope for Heart*. Author.

Chappelle, E. (1993). *Music for Creative Dance: Contrast and continuum, Volume I*. Seattle, WA: Ravenna Ventures, Inc.

Chappelle, E. (1994). *Music for Creative Dance: Contrast and continuum, Volume H*. Seattle, WA: Ravenna Ventures, Inc.

Chappelle, E. (1998). *Music for Creative Dance: Contrast and continuum, Volume III*. Seattle, WA: Ravenna Ventures, Inc.

Chappelle, E. (2000). *Music for Creative Dance: Contrast and continuum, Volume IV*. Seattle, WA: Ravenna Ventures, Inc.

The Learning Station (1987). *Tony Chestnut and Fun Time Action Songs*. Melbourne, FL: Kaladon Publishing, Inc.

Weikart, P. S. (1983). *Rhythmically Moving Series, 1-9*. Ypsilanti, MI: High/Scope Press.

VIDEO

Young Heart Records (1987). *Kids in Motion*. Los Angeles: Author.

Corbin, C. B., & Lindsey, R. (2002). *Fitness for Life*. Champaign, IL: Human Kinetics.

Great Plains Nationals (1999). *Good Bodies Move: Importance of exercise*. Lincoln, NE: Author.

Gr