



Physical Education

Madison Public Schools
Madison, Connecticut

Dear Interested Reader:

The following document is the Madison Public Schools'

Physical Education Curriculum Guide

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Madison, Connecticut for the work.

Thank you in advance.

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Foreword

The physical education program in the Madison School District promotes educational programs that stimulate and guide the intellectual, social, emotional, and physical development of all children in the Madison community, including those students with special needs. Physical education, like other academic educational programs, has been undergoing continual revision. The opportunity for more leisure time and the development of the importance of physical conditioning has become of value in our society. The Madison Schools' physical education curriculum provides opportunities to experience cooperation as a member of a group or as a member of a team observing the rules of fair play and the advantages of good sportsmanship. It also offers opportunities to develop self-control and respect for the rights of others. The physical education curriculum can provide a means of fulfilling the needs which our changing society has created.

The curriculum offers students a wide variety of opportunities to gain the knowledge of and proficiency in the basic skills, exercises and activities used for body maintenance and the pursuit of leisure time activities. The aim is to allow each individual to gain an understanding of the human body and to be motivated to maintain its healthful efficiency.

Larry Ciotti, Physical Education Coordinator

Physical Education Subject Area Committee Members:

Sharon Baldi	Brown Middle School
Lawrence Ciotti	Daniel Hand High School (Co-Chair)
David DeLise	Island and Ryerson Elementary Schools
James Flanagan	Daniel Hand High School
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Patricia McCahill	Daniel Hand High School and Jeffrey School
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Carol Whiteman	Academy School



Program Overview

Program Overview

The Madison Curriculum Management Cycle addresses the need for the continual improvement and/or updating of the schools' instructional programs through the periodic reexamination of curriculum. The process is recursive and usually occurs within a five year cycle. The full cycle includes two phases. Phase I: Development/Revision and Phase II: Implementation. Phase I has two steps: Step 1: Program Evaluation and Step 2: Research and Development. Phase II has two steps: Step 1: Implementation and Step 2: Monitoring.

The physical education subject area committee as of December 1995 completed the first two steps of Phase I of curriculum revision. After review of the curriculum by the district-wide curriculum council, the Superintendent of Schools and the Board of Education, it is anticipated that in 1996 Phase II: Step 1: Implementation will be initiated.

As a result of careful study, the physical education committee has ensured that the revised curriculum is in alignment with the national standards developed for physical education. (The National Standards can be found in the Appendix of the Madison Physical Education Curriculum Guide.) Although the language in the Madison Public Schools' curriculum guide is not exactly the same as the language in the national standards' document, the content of the goals and the outcomes reflects the content contained within the national standards and their corresponding benchmarks.

The subject area committee throughout Phase I: Step 2: Research and Development of the Madison Curriculum Management Cycle examined several curriculum guides from schools districts within the state as well as the most recent Connecticut State Department of Education effort. The articulation of the guide's goals and objectives across grade levels has been examined carefully and has been achieved to the satisfaction of the physical education subject area committee charged with the development of the guide. The committee believes that the Madison Public School System has developed a quality physical education program that is planned, ongoing, and systematic.

H. Kaye Griffin
Superintendent of Schools

Karen A. Costello
Assistant Superintendent



Program Components & Framework

Program Components and Framework

All of the curriculum guides developed for the Madison Public Schools will include the following components:

Classroom Environment Statement

The classroom environment statement addresses the ambiance in which the students work. It is an environment which supports and facilitates growth in a given discipline. It describes the classroom in which a student's desire to want to learn and do more in the given discipline is nurtured.

Grouping Policy

The grouping policy refers to the way students are assembled so that a quality curriculum can be delivered most appropriately.

Philosophy

An effective curriculum design needs to incorporate a philosophy, a statement of beliefs. The philosophy in any given discipline or subject area reflects national trends based on research and effective practice. It also incorporates the local school districts' beliefs regarding the content area. Seminal pieces of literature, research studies, curriculum and assessment frameworks have been referenced. An effective philosophy mirrors a vision statement and prepares the system to meet the needs of its students for 2000 and beyond.

Goals

Goals address what students should know and be able to do after experiencing a quality curriculum in grades K-12. Connecticut's Common Core of Learning (1985, 1987) states that all educated citizens must possess a core of basic enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. Goals which are established for each discipline explain what those given competencies are in the designated discipline.

Outcomes / Assessment

Outcomes are the enabling skills at each grade level, which once mastered, empower the student to move towards attainment of the stated goals. Classroom activities and/or student exhibitions will correspond with the stated outcomes and serve as daily ongoing assessments.

Program Support and Celebration

The program support and celebration statement addresses how the core program is supported outside of the regular classroom activities. It addresses the availability of extracurricular activities which are designed to enhance a student's knowledge, competencies, and strategies in a subject area.

Program Implementation

The implementation section of each curriculum guide will be completed as teachers begin to utilize their subject area design. Teachers, as they use the guide, will be asked to submit sample lesson plans which are aligned or illustrative of student learner outcomes previously agreed upon during the curriculum development process.

Program Evaluation

Program Evaluation addresses the effectiveness of the program from a student performance stance. The effectiveness of the designated curriculum is determined by whether the student is gaining facility or gaining progress in a given subject area. Both formative (ongoing) and summative assessments are referenced in order to determine if students are becoming more proficient in the discipline.

Appendices

The appendices contain strategies, resource material, and other reference material to assist the teachers in the implementation of the curriculum and to assist students in learning the information presented.

Classroom Environment

In order for students to maximize the opportunities made available to them in a physical education environment, the following guidelines need to be followed. If the guidelines are implemented, a safe physical education environment will be ensured.

Physical Education Guidelines (K - 5)

- I. Each child is required to participate in scheduled physical education classes unless otherwise excused by a written order from a parent or physician, in which case the child will attend class to observe the lesson and, if possible, assist the teacher and / or other students. Should the child need to be excused for an extended length of time, another written order is required to resume participation.
- II. Children should dress comfortably in warm-ups, shorts (when permitted by the school and by home), or other loose fitting clothing. Sneakers are required for safe participation in physical education.
- III. For safe participation, jewelry and other personal belongings are to be removed and left in the child's classroom.
- IV. In order to play safely, children are to consume edibles at times other than during their physical education class.
- V. Though the student's learning is constantly being monitored via various assessment techniques, formal evaluation in skill development and sportsmanship is reported in November, March and June. In grading sportsmanship, the following points are considered: the child has a positive attitude, follows directions, helps others, knows and follows safety rules, cooperates with the teacher and with others, behaves appropriately, is a good sport, shows effort, treats others with kindness, courtesy, fairness, and generosity.

Physical Education Guidelines (6 - 8)

- I. Proper Dress Required
 - all students are required to change from school to physical education attire;
 - T-shirt and/or sweatshirt other than what is worn to school;
 - shorts or sweat pants;
 - athletic socks;
 - sneakers or rubber cleats (outdoors)
 - sweats or jacket for outdoors during late fall and early spring;
 - no "Big Johnson or Co-ed Naked" T-shirts (appropriate language);
 - no hiking boots; and
 - jewelry is to be removed.

II. Class participation and attendance

- If any of the required dress is missing the student will receive a failing grade for that day and seven points deducted from their grade.
- If a student is not prepared for class a fourth time during the marking period, the student will fail for that term.
- If a student is absent from school they are responsible for any information discussed or materials handed out.

III. Medical Excuses

- In specific cases a parent may write a note explaining the medical problem and the student will report to the nurse.
- The parent may only excuse the student for two consecutive classes (one week). A medical release signed by a physician would be the next step.
- If the student is excused for an extended period of time, a medical order is required to resume participation.

IV. Grading System

- Participation, including warm-ups = 50%
- Attitude/Effort/Sportsmanship = 50%

V. Tardiness

- Students are expected to be on time for class and warm-up prior activity.
- Two points will be deducted from the final average each time they are tardy.

VI. After-School Athletics

- Any student not participating in physical education for medical, etc. reasons, or because he / she is unprepared will be ineligible to participate in school sponsored after-school athletics.
- The student may not dress in their team uniform.

VII. Physical Education Contract

- Each student and parent will read and sign the "Physical Education Expectation for Performance and Behavior" contract. This will take place during the month of September.

VIII. Locker Room Policies and Procedures

- Students will be given five minutes to change and be on the field/gymnasium in that period of time.
- Inappropriate behavior, teasing and horseplay will not be tolerated.
- Attendance will be taken during warm-ups.

IX. Expectations for Performance and Behavior

In order to ensure that each student will have the best possible opportunity to participate, grow and experience enjoyment in our program of physical education, it will be necessary for each student to observe and pledge to the following standards of acceptable behavior:

I, _____ will do my best at all time to observe the following rules of conduct and participation:

I will:

- Use acceptable language at all times.
- Demonstrate respect for my teacher at all times.
- Demonstrate respect for my fellow students at all times.
- Demonstrate respect for substitute teachers at all times.
- Not be unprepared for more than three classes.
- Listen to and follow directions as given.
- Participate when requested or directed to the best of my ability.
- Observe rules of safety as directed.
- Demonstrate sportsmanship and fair play at all times.
- Help others when they need help.

I understand that there is no time or place in this experience for put downs or making fun of others, for not following reasonable directions or observing the requests made by my teacher(s).

I understand that there is no time or place in this experience for foul or obscene language, for hitting or pushing or mistreating others or the belongings of others.

I understand that if I fail to meet my responsibilities as outlined above, my parents will be notified, my grade will be affected and I will receive detentions as a consequence for my choice(s).

Student Signature

Date

Parent Signature

Date

Physical Education Guidelines (9 - 12)

I. Proper Dress Required

- T-shirt or sweat shirt other than what is worn to school
- Shorts or sweat pants
- Athletic socks or white peds
- Sneakers, **NO HIKING BOOTS**
- Suggested: Sweat pants and windbreaker for outdoors when weather dictates
- No student is permitted to wear team uniforms
- **NO TANK TOPS**
- Hats may be worn only for outside activities
- Teachers will have final say about appropriate dress

II. Class Attendance

- If any of the required dress is missing, the student must make up two classes for each class missed. Classes must be made up one week before the end of the marking period at the teacher's availability.
- Classes may be made up during the school day or after school at the teacher's availability.
- Classes that are not made up will result in seven points deducted from the final average of each marking period.
- If not prepared for class a third time during a marking period, the student will automatically fail for the marking period. A numerical grade will be determined by prior attendance.
- Truancy from school will be considered a class cut.
- The first time that a student cuts a class, the teacher will handle the situation (make-up policy will be invoked).
- Additional cuts will be referred to the principal (make-up policy will be invoked).
- If class cutting occurs a third time during a marking period, the student will automatically fail for that marking period.
- Any cuts not made up will result in automatic failure for the marking period.
- If a student is absent from school, the student is responsible for any information discussed or any materials handed out during class.

III. Locker Room Security

- A locker may be used during class. A school lock may be used at the student's expense.
- When class has ended, the locker must be available for the next class. There are no permanent gym lockers.
- The teaching staff will not be responsible for student valuables.
- Teacher will secure valuables upon request.

IV. Medical Excuses

- Teacher(s) cannot excuse students from class. **NO NOTES FROM HOME WILL BE ACCEPTED.**

- Only the school nurse can excuse students for medical reasons with a DOCTOR'S NOTE ONLY.
- If a student feels that he / she is unable to participate on a certain day then he / she will have the opportunity to make up the class.

V. Grading System

- Participation: 25% includes warm-ups.
- Attitude: 25%
- Knowledge: 25%
- Skill: 25% (lowest skill grade - C)

VI. Tardiness

- First time - warning
- Second time - detention and deduction of 1 point from final average for that term.
- Third time - refer to office and deduct 1 point from final grade average.

VII. After-School Athletics

- Any student not participating in Physical Education for medical, unprepared or cutting purposes will be ineligible to participate in after-school athletics.

VIII. Senior Elective Program

- All seniors must receive a grade of C- each quarter to be eligible for senior electives.
- All juniors must receive a grade of C- for each semester to be eligible for the senior elective program the following year.

Additional information on the Physical Education Program can be obtained by referring to the Student Handbook.

Grouping Statement

Students are assembled in heterogeneous groups for instruction in physical education.

The unique needs of all individuals are met as evidenced by the established goals (K-12) and the corresponding grade level outcomes.

Physical education, just as education in general, is the right of every individual, and as such, it means the inclusion of all students. Within the schools' physical education programs certain modifications may be made for the students with special needs within a class, or in some instances, an adaptive physical education program is provided in which students are assigned. It is a program designed to meet individual differences and one that provides activities suitable for varying developmental needs.

Philosophy

Physical Education Program

The Madison Public School System believes that a physical education program should promote a variety of activities that will lead to a healthy life style. Emphasis will be placed on total fitness goals needed for the enhancement of the intellectual pursuits and interests of ALL students thus, giving each child the opportunity to succeed. The physical education program in Madison is based on the concept of providing differentiated instruction for all students. The program will help foster the growth and development of the individual child and provide the opportunities to pursue leisure time activities.

Goals

AS A RESULT OF EXPERIENCING A QUALITY K-12 CURRICULUM IN PHYSICAL EDUCATION, STUDENTS WILL KNOW AND BE ABLE TO:

- GOAL 1:** learn skills necessary to perform a variety of physical activities.
- GOAL 2:** be physically fit.
- GOAL 3:** participate regularly in physical activity.
- GOAL 4:** learn the implications of and benefits from involvement in physical activities.
- GOAL 5:** understand and demonstrate the value of physical activity and its contributions to a healthful lifestyle.

The professional staff of the Madison Public School system believes that each child can acquire all the goals established, but they also believe that children come from diverse backgrounds and progress at different rates of development. Therefore, although the outcomes developed to achieve these goals are listed by grades and grade level clusters on succeeding pages, it is recognized that some children may not attain these outcomes in the grade in which they are first expected to be mastered. Achievement of these goals and/or the meeting of success with the outcomes will not solely determine whether or not the child will be advanced to the next grade or level.

Physical Education

K - 12 Goals and Corresponding Outcomes

GOAL 1

The student will learn skills necessary to perform a variety of physical activities.

As a result of experiencing a quality curriculum in grades K - 12 the student will know how to:

- move using concepts of body awareness, space awareness, effort and relationships.
- demonstrate competence in a variety of manipulative, locomotor and non-locomotor skills.
- demonstrate competence in combinations of manipulative, locomotor and non-locomotor skills.
- demonstrate competence in many different forms of physical activity.
- demonstrate proficiency in all forms of physical activity.
- demonstrate how to use strategies within a team game situation.
- apply scientific principles to learning and improving skills.

GOAL 2

The student will be physically fit.

As a result of experiencing a quality curriculum in grades K - 12 the student will know how to:

- understand concepts and need for personal fitness programs; design personal fitness program.
- assess, achieve, and maintain personal and physical fitness.
- design safe, personal fitness programs in accordance with principles of training and conditioning.

GOAL 3

The student will participate regularly in physical activity.

As a result of experiencing a quality curriculum in grades K - 12 the student will know how to:

- participate in health enhancing physical activity at least two or three times a week.
- select and regularly participate in recreational lifetime activities.

GOAL 4

The student will learn the implications of and benefits from involvement in physical activities.

As a result of experiencing a quality curriculum in grades K - 12 the student will know how to:

- identify the benefits, costs, and obligations associated with regular participation in physical activity.
- recognize the risk and safety factors associated with regular participation in physical activity.

- apply concepts and principles to the development of motor skills.
- follow the rules, strategies, and appropriate behaviors for selected physical activities.
- recognize that participation in physical activity can lead to multicultural and international understanding.
- understand that physical activity provides the opportunity for enjoyment , self expression, and communication.
- understand that wellness involves more than being physically fit.
- participate by knowing the rules, strategies and appropriate behavior for selected physical activities.

GOAL 5

The student will understand and demonstrate the value of physical activity and its contributions to a healthful lifestyle.

As a result of experiencing a quality curriculum in grades K - 12 the student will know how to:

- understand that wellness involves more than being physically fit.
- appreciate the relationships with others that result from participation in physical activity.
- respect the role that regular physical activity plays in the pursuit of lifelong health and well being.
- enjoy the feelings that result from regular participation in physical activity.
- appreciate the relationship with others that result from participation in physical activity.



Physical Education

Student Outcomes and Assessments Grades K - 2

Grades K - 2

Students in the physical education program meet for one thirty minute period per week in kindergarten and two thirty minute periods per week in grades one and two.

In light of time constraints and varying developmental stages of our students, the physical education curriculum committee has organized its goals and objectives in a K-2 grade level configuration.

Therefore, the curriculum provides a three year span for attaining **proficiency** of skills.

Goal 1: The student will learn skills necessary to perform a variety of physical activities.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.1 move using concepts of body awareness, space awareness, effort and relationships.</p>	<p><i>The student will be able to:</i></p> <p>1.1a participate in chasing and fleeing games, e.g., New Games. Games (N.G.) - see N.G. Book: tumbling, rhythm and dance, relays, cooperative games.</p>
<p>1.2 demonstrate competence in a variety of manipulative, locomotor and non-locomotor skills.</p>	<p>1.2a participate in lead up softball games (whiffle ball).</p> <p>1.2b participate in rhythm and dance, e.g., multicultural dances: rope jumping (single or group jumping).</p> <p>1.2c participate in fitness testing - student will show and explain to the class one component of the Physical Fitness Test.</p>
<p>1.3 demonstrate competence in combinations of manipulative, locomotor and non-locomotor skills.</p>	<p>1.3a do creative movement activities performed individually and with others - student will show to the class different ways of using a jump rope, ball, ribbon, hula hoop.</p> <p>1.3b participate in softball / whiffle ball, lead up games, basketball lead up, Newcomb / volleyball, soccer lead up games.</p>
<p>1.4 demonstrate competence in many different forms of physical activity.</p>	<p>1.4a tumble.</p> <p>1.4b ride a scooter.</p> <p>1.4c show playground ball skills.</p> <p>1.4d demonstrate to the class the proper use of equipment and explain a routine which everyone can do.</p>
<p>1.5 demonstrate proficiency in a few forms of physical activity.</p>	<p>1.5a climb and tumble and use apparatus.</p> <p>1.5b use mat ball.</p>

- 1.5c use ball skills.
- 1.5d join in basketball lead up games.
- 1.5e jump rope.
- 1.5f play softball / whiffleball lead up games.
- 1.5g show (through teacher observation) - skill circuit e.g., ball handling, rope jumping station, free throw shots, throwing and catching a big ball then a small balls.

Goal 2: The student will be physically fit.
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Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>2.1 understand concepts and need for personal fitness programs; design personal fitness program.</p>	<p><i>The student will be able to:</i></p> <p>2.1a create bulletin boards.</p> <p>2.1b use fitness packets.</p> <p>2.1c fulfill observational checklist.</p> <p>2.1d complete physical fitness circuit.</p> <p>2.1e maintain a student exercise log - for one month, students will log their activities 3 days per week, e.g., walking, soccer, football, swimming (how long, time).</p> <p>2.1f create a student graph; healthy snacks, foods; sleep habits.</p>
<p>2.2 assess, achieve and maintain personal fitness.</p>	<p>2.2a complete fitness challenges.</p> <p>2.2b sit and reach; sit ups; pull ups; continuous running; stretch bands; squat thrusts; shuttle run; obstacle course; power climber; partner fitness activities; jump rope.</p> <p>2.2c graph food choices.</p> <p>2.2d create log of what one eats.</p>

Goal 3: The student will participate regularly in physical activity.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>3.1 participate in health enhancing physical activity at least 3 times a week.</p>	<p><i>The student will be able to:</i></p> <p>3.1a make a picture log or journal.</p> <p>3.1b draw a human body picture.</p> <p>3.1c receive a certificate of participation.</p> <p>3.1d perform with parent observation.</p> <p>3.1e participate in physical education classes 2 times per week.</p> <p>3.1f participate in recreational activities, e.g. swimming, hiking, bicycling, soccer, gymnastics, basketball.</p>

Goal 4: The student will learn the implications of and the benefits from involvement in physical activities.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>4.1 identify the benefits and obligations associated with regular participation in physical activity.</p>	<p><i>The student will be able to:</i></p> <p>4.1a conduct student interviews.</p> <p>4.1b clip pictures of athletes and sports.</p> <p>4.1c participate in group processing, sharing sessions.</p> <p>4.1d create a poster of a regular physical education activity that he / she enjoys and how it benefits his / her body.</p> <p>4.1e participate in activities and identify healthy benefits of dance, gymnastics, low organizational games.</p>
<p>4.2 recognize the risk and safety factors associated with regular participation in physical activity.</p>	<p>4.1a distinguish between poor use of equipment and correct use by drawing a picture.</p> <p>4.1b view completed pictures of poor and good use of equipment and distinguish between the two.</p>

4.3 apply concepts and principles to the development of motor skills.

4.3a participate in group projects.

4.3b observe peers and offer / receive feedback.

4.3c draw pictures identifying body parts being used and how they are used for tumbling, climbing, tagging and rope jumping.

4.3d select a body part and log weekly activities used to exercise this part.

4.4 follow the rules, strategies and appropriate behaviors for selected physical activities.

4.4a write journals.

4.4b make an observational checklist.

4.4c draw pictures showing rules of a game or activity, e.g. tag games, gymnastics, soccer, Newcomb.

4.5 recognize that participation in physical activity can lead to multicultural and international understanding.

4.5a participate in a group discussion and perform multi-cultural dances, e.g. Mexican Hat Dance, Polka, Ach Yah (German).

4.6 understand that physical activity provides the Opportunity for enjoyment, self expression, and communication.

4.6a keep a journal.

4.6b participate in group discussions.

4.6c interact in group projects.

4.6d conduct peer interviews.

Goal 5: The student will understand the value of physical activity and its contributions to a healthful lifestyle.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
5.1 understand that wellness involves more than being physically fit.	5.1a word find; crossword puzzle on good health and fitness. 5.1b conduct a student / parent wellness interview.
5.2 appreciate the relationships with others that result from participation in physical activity.	5.2a complete a crossword puzzle; word find. 5.2b observe a game being played and try to find and write down examples showing cooperation.
5.3 respect the role that regular physical activity plays in the pursuit of lifelong health and well being.	5.3a role play, e.g. children acting out benefits of regular physical activity compared to inactivity.
5.4 enjoy the feelings that result from regular participation in physical activity.	5.4a participate in a group art project. 5.4b complete individual project. 5.4c keep a journal. 5.4d draw pictures of students enjoying physical activities. 5.4e pick a low organizational game and try it at home with friends and family members; draw pictures of the result of the game.



Physical Education

Student Outcomes and Assessments Grades 3 - 5

Grades 3 - 5

Students in the physical education program meet for two forty minute periods per week in grades three through five.

In light of time constraints and varying developmental stages of our students, the physical education curriculum committee has organized its goals and objectives in a 3 - 5 grade level configuration.

Therefore, the curriculum provides a three year span for attaining **proficiency** of skills.

Goal 1: The student will learn skills necessary to perform a variety of physical activities.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i> 1.1 move using concepts of body awareness, space awareness, effort and relationships.	<i>The student will be able to:</i> 1.1a participate in chasing and fleeing games, e.g., New Games see N.G. Book: tumbling, rhythm and dance, relays, cooperative games.
1.2 demonstrate competence in a variety of manipulative, locomotor and non-locomotor skills.	1.2a participate in lead up “incrediball” activities. 1.2b participate in rhythm and dance, e.g., multicultural dances, folk dancing. 1.2c rope jumping (single or group jumping). 1.2d complete physical fitness assessment (see appendix).
1.3 demonstrate competence in combinations of manipulative, locomotor and non-locomoter skills.	1.3a do creative movement activities. 1.3b participate in softball / whiffle ball lead-up games. 1.3c participate in basketball lead-up games. 1.3d participate in Newcomb / volleyball lead-up games. 1.3e participate in soccer lead-up games.
1.4 demonstrate competence in many different forms of physical activity.	1.4a tumble. 1.4b ride a scooter. 1.4c jump rope. 1.4d show playground ball skills

1.5 demonstrate proficiency in a few forms of physical activity.

- 1.5a climb and tumble.
- 1.5b join in basketball lead up games.
- 1.5c use mat ball.
- 1.5d jump rope.
- 1.5e use ball skills.
- 1.5f play softball / whiffleball lead up games.

Goal 2: The student will be physically fit.
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Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>2.1 understand concepts and need for personal fitness programs; design personal fitness program.</p>	<p><i>The student will be able to:</i></p> <p>2.1a assess survey of out of school activity (ies).</p> <p>2.1b complete student graph; exercise habits, sleep duration, and eat healthy snacks.</p>
<p>2.2 assess, achieve and maintain physical fitness.</p>	<p>2.2a complete fitness testing, physical fitness assessment: shuttle run, standing long jump, flexibility measurement, fitness challenges.</p> <p>2.2b engage in proper nutritional habits.</p> <p>2.2c graph foods; log what student eats.</p> <p>2.2d make a journal of wellness activities.</p>

Goal 3: The student will participate regularly in physical activity.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>3.1 participate in health enhancing physical activity at least 3 times a week.</p>	<p><i>The student will be able to:</i></p> <p>3.1a participate in physical education class 2 times a week.</p> <p>3.1b create a physical education log (parent signs off weekly).</p> <p>3.1c keep a journal of personal fitness activities.</p>

- 3.1d receive a certificate of participation from supervisor / coach.
- 3.1e participate in recreational activities, e.g. swimming, hiking, bicycling, soccer, gymnastics, softball, basketball.

3.2 select and regularly participate in recreational lifetime activities.

- 3.2a keep a physical education log of students' recreational out of school interests and pursuits.
- 3.2b draw human body outline / collage.
- 3.2c complete video portfolio by students.
- 3.2d participate in activities, e.g. bicycling, walking, hiking, swimming, soccer, basketball, softball, gymnastics.

Goal 4: The student will learn the implications of and the benefits from involvement in physical activities.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>4.1 identify the benefits and obligations associated with regular participation in physical activity.</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> 4.1a conduct peer interview student group processing (sharing session). 4.1b create poster of a regular physical activity you enjoy and how it benefits your body, e.g. activities in or out of school. 4.1c critique a game or activity identifying health benefits, e.g. volleyball, gymnastics, basketball, dance.

4.2 recognize the risk and safety factors associated with regular participation in physical activity.

- 4.2a draw a safe environment for a playground (V's an 'unsafe' playground).
- 4.2b draw proper ways to use playground equipment.
- 4.2c observe students safely using a parachute.
- 4.2d peer observation of safe use of parachute play, cargo net, other climbing activities, tag games.

4.3 apply concepts and principles to the development of motor skills.

- 4.3a participate in group projects.
- 4.3b observe that rules are followed during games.
- 4.3c observe peers and offer feed back.

4.4 follow the rules, strategies and appropriate behaviors for selected physical activities.

- 4.4a undergo skill testing.
- 4.4b make an observational checklist.
- 4.4c take a written test of volley ball, basketball rules.

4.5 recognize that participation in physical activity can lead to multicultural and international understanding.

- 4.5a do a dance performance.
- 4.5b participate in a group discussion.
- 4.5c perform dances and games from other countries, e.g. Chimes of Dunkirk, Mexican Hat Dance, Jan Ken Pon (Rock, Paper, Scissors).

4.6 understand that physical activity provides the opportunity for enjoyment, self expression, and communication.

- 4.6a keep a journal.
- 4.6b participate in group discussions.
- 4.6c interact in group projects.
- 4.6d conduct peer interviews as to favorite physical activity and why (1 in regular physical education; 1 leisure physical activity).

Goal 5: The student will understand the value of physical activity and its contributions to a healthful lifestyle.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i> 5.1 understand that wellness involves more than being physically fit.	<i>The student will be able to:</i> 5.1a conduct a parent / student report. 5.1b use journal reporting components used at home to promote wellness. 5.1c complete word find / crossword puzzle.
5.2 appreciate the relationships with others that result from participation in physical activity.	5.2a complete student project. 5.2b complete group project (role playing). 5.2c conduct peer interview. 5.2d create a cooperative game or activity and explain, e.g. use hoops, balls, frisbees.
5.3 respect the role that regular physical activity plays in the pursuit of lifelong health and well being.	5.3a write an article for publication in school newspaper. 5.3b participate in group art project. 5.3c keep a journal. 5.3d conduct peer interviews. 5.3e write an article or draw a picture describing the annual physical education sponsored fund raiser at your school.
5.4 enjoy the feelings that result from regular participation in physical activity.	5.4a make a collage depicting others enjoying physical activity. 5.4b produce a skit showing positive feelings resulting from low organizational games such as Star Wars, asteroids, elf giant wizard.



Physical Education

Student Outcomes and Assessments Grades 6 - 8

Grades 6 - 8

The physical education program at Robert H. Brown Middle School requires students to meet twice a week for forty minute periods. Student objectives are grouped in a 6 to 8 grade level configuration because of limited time with students. Upon completing three years of physical education at Brown Middle School, students will be able to show **proficiency** in performing responsible sport skills, knowledge of sport and physical fitness concepts and demonstrate responsible social behaviors.

Goal 1: The student will learn skills necessary to perform a variety of physical activities.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i> 1.1 move using concepts of body awareness, space awareness, effort and relationships.	<i>The student will be able to:</i> 1.1a learn new game activities. 1.1b play cooperative and trust games. 1.1c play dodge and fleeing games. 1.1d understand Project Adventure elements.
1.2 demonstrate competence in a variety of manipulative, locomotor and non-locomotor skills.	1.2a participate in lead up and regular games of soccer, field hockey, basketball, aerobic and line dancing, handball, softball, flag football and lacrosse.
1.3 demonstrate competence in combinations of manipulative, locomotor and non-locomoter skills performed individually and with others.	1.3a participate in lead up and regular games of soccer, field hockey, basketball, aerobic and line dancing, handball, softball, flag football and lacrosse. 1.3b make journals designing their own games, actual team games.
1.4 demonstrate competence in many different forms of physical activity.	1.4a play team sports, relay activities, aerobic activities, dancing and leisure activities. 1.4b participate in Project Adventure activities.
1.5 demonstrate how to use strategies within a team game situation.	1.5a make videos. 1.5b write a self evaluation. 1.5c play team games that involve offensive and defensive strategies.

Goal 2: The student will be physically fit.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i> 2.1 assess, achieve and maintain physical fitness.	<i>The student will be able to:</i> 2.1a complete the Connecticut State Fitness Tests. 2.1b complete the APHERD Test. 2.1c complete the Presidential Fitness Test 2.1d develop an individual fitness program. 2.1e perform aerobics and toning exercises. 2.1f complete student charts. 2.1g complete journals. 2.1h be aware of and learn Project Adventure elements.
2.2 understand concepts and needs for personal fitness program.	2.2a write student journals. 2.2b conduct interviews. 2.2c make health and body charts.
2.3 design safe, personal fitness programs in accordance with principles of training and conditioning.	2.3a teach pulse rates and how to monitor pulse rates during activity. 2.3b use a heart rate monitor. 2.3c conduct interviews. 2.3d write individual reports. 2.3e participate in group projects. 2.3f compose written essays.

Goal 3: The student will participate regularly in physical activity.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i> 3.1 participate in health enhancing physical activity at least 3 times a week.	<i>The student will be able to:</i> 3.1a participate in physical education class 2 times a week while in school.
3.2 select and regularly participate in recreational lifetime physical activities.	3.2a participate in walking, jogging, aerobics, weight training, volleyball, swimming and other lifetime activities. 3.2b participate in Project Adventure. 3.2c write a student journal.

Goal 4: The student will learn the implications of and the benefits from involvement in physical activities.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i> 4.1 identify the benefits and associated with physical activity.	<i>The student will be able to:</i> 4.1a write a student journal. 4.1b conduct surveys. 4.1c complete a self-evaluation.
4.2 recognize the risk and safety factors associated with regular participation in physical activity.	4.2a log game statistics. 4.2b participate in group projects. 4.2c participate in Project Adventure.
4.3 apply concepts and principles to the development of motor skills.	4.3a create an observational checklist.

4.4 understand that wellness involves more than being physically fit.

4.4a write a student log.

4.4b complete a self-evaluation.

4.4c participate in Project Adventure.

4.5 participate by knowing the rules, strategies and appropriate behavior for selected physical activities.

4.5a participate in activities and games that involve teamwork and strategies.

4.5b use proper warm-up and cool-down techniques.

4.6 recognize that participation in physical activity can lead to multicultural and international understanding.

4.6a participate in intramural and interscholastic activities that foster understanding of others.

4.6b participate in Project Adventure.

4.6c participate in role playing.

4.6d understand Olympic games through reports.

4.7 understand that physical activity provides the opportunity for enjoyment, self-expression and communication.

4.7a participate in extra-curricular activities including sports.

4.7b participate in role playing.

4.7c be involved in sharing sessions.

4.7d participate in Project Adventure.

Goal 5: The student will understand and demonstrate the value of physical activity and its contributions to a healthful lifestyle.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>5.1 appreciate the relationship with others that result from participation in physical activity.</p>	<p><i>The student will be able to:</i></p> <p>5.1a participate in physical activities such as basketball, softball, lacrosse, etc. and demonstrate sportsmanship and fair play at all times.</p> <p>5.1b participate in Project Adventure and its activities.</p> <p>5.1c be willing to guide and help others without being asked.</p>
<p>5.2 respect the role that physical activity plays in the pursuit of life-long health and well-being.</p>	<p>5.2a participate in recreational activities outside of school.</p> <p>5.2b complete a questionnaire.</p>
<p>5.3 cherish the feelings that result from regular participation in physical activity.</p>	<p>5.3a write a student journal.</p> <p>5.3b participate in sharing sessions / group processing.</p> <p>5.3c participate in Project Adventure elements.</p>



Physical Education

Student Outcomes and Assessments Grades 9 - 12

Grades 9 - 12

Because of the varying developmental stages of individual students, the high school physical education department recognizes that certain objectives may take longer for some students to achieve than others. Students are required to pass four (4) years of physical education to meet the one (1) credit requirement for graduation. If a student fails physical education in any one year, he/she will be required to pass two (2) physical education courses the following year.

Graduation Requirements:

Students must earn twenty (20) credits to graduate. All seniors must earn four and one quarter (4 1/4) credits in order to graduate, regardless of previously earned credits. All students must earn the following credits:

English	4	Science	2
Social Studies	2	Arts or Applied Education	1
U.S. History	1	Health	1
Mathematics	3	Physical Education	1

All underclassmen are required to be enrolled in a minimum of 6 one-credit subjects or their equivalent plus physical education. Exceptions to these requirements will be made only in rare instances and the exceptions must be recommended by the guidance counselor and approved by the Principal.

Goal 1: The student will learn skills necessary to perform a variety of physical activities.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i> 1.1 move using concepts of body awareness, space awareness, effort and relationships.	<i>The student will be able to:</i> 1.1a participate in team-oriented activities. 1.1b demonstrate an understanding of rules through participation in a variety of activities, rules, courtesies, scoring, offensive and defensive transitions.
1.2 demonstrate competence in a variety of manipulative, locomotor and non-locomotor skills.	1.2a perform a variety of physical skills in the mini-courses of soccer, basketball, archery, track and field activities. Skills such as dribbling, passing, shooting, blocking, tackling, pacing, tracking (target), and throwing.
1.3 demonstrate competence in combinations of manipulative, locomotor and non-locomotor skills performed individually and with others.	1.3a perform a variety of gymnastic routines. (floor routine & balance beam)
1.4 demonstrate competence in many different forms of physical activity.	1.4a demonstrate basic competence in physical activities selected from each of the following categories: self-defense; individual, dual, and team activities and sports; and outdoor pursuits. 1.4b demonstrate intermediate, or advanced competence in at least one activity from three of the five following categories: outdoor pursuits (e.g., hiking COPE, biking, canoeing); individual activities / sports (e.g., cycling, yoga); dual activities / sports (e.g., tennis, racquetball); team activities / sports (e.g., soccer, softball, speedball); nautilus training, paddleball, weight training.

1.5 demonstrate proficiency in all forms of physical activity.

1.5a demonstrating basic concepts of strategies during games / activities. Teacher requirements for skill and fitness level.

1.6 apply scientific principles to learning and improving skills.

1.6a demonstrate basic physics relationships of speed (motion), directionality and velocity. Taking blood pulse both at rest and during high activity periods (stress).

Goal 2: The student will be physically fit.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

2.1 assess, achieve and maintain physical fitness.

The student will be able to:

2.1a complete the Fitnessgram (pre-post-testing).

2.1b assess personal fitness status in terms of cardiovascular endurance, flexibility, and body composition.

2.1c use the results of fitness assessments to guide changes in his / her personal program of physical activity.

2.2 understand concepts and needs for personal fitness program.

2.2a be motivated to achieve a fitness award passing five tests.

2.3 design safe, personal fitness programs in accordance with principles of training and conditioning.

(Student Fitness Portfolio)

2.3a design and implement a personal fitness program that relates to total wellness.

2.3b maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility, and body composition necessary for a healthful lifestyle.

Goal 3: The student will participate regularly in physical activity.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>3.1 participate in health enhancing physical activity at least two / three times a week (need for physical education three times a week on freshman and junior / senior level).</p>	<p><i>The student will be able to:</i></p> <p>3.1a monitor exercise and other behaviors related to a healthful lifestyle.</p>
<p>3.2 select and regularly participate in recreational lifetime physical activities.</p>	<p>3.2a undergo skill testing.</p> <p>3.2b complete written test.</p> <p>3.2c participate in a variety of game, sport, and recreational activities representing different cultural backgrounds.</p> <p>3.2d participate cooperatively, ethically, and with good sportsmanship, when competing in physical activities.</p> <p>3.2e willingly participate in games, sports, recreational activities, which contribute to the attainment of personal goals and the maintenance of wellness.</p>

Goal 4: The student will learn the implications of and the benefits from involvement in physical activities.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>4.1 identify the benefits, costs and obligations associated with regular participation in physical activity.</p>	<p><i>The student will be able to:</i></p> <p>(Teacher Observations)</p> <p>4.1a create presentations in the field of Physical Fitness / bulletin boards.</p> <p>4.1b categorize, according to their benefits and participation requirements, activities that can be pursued in the local community.</p>

- 4.1c analyze and compare health and fitness benefits derived from various physical activities.
 - 4.1d know about career opportunities in physical education and related fields.
 - 4.1e analyze time and accessibility factors related to regular participation in physical activities.
-
-

4.2 recognize the risk and safety factors associated with regular participation in physical activity.

- 4.2a. participate in student conference
 - 4.2b evaluate risks and safety factors that may affect physical activity preferences throughout the life cycle.
-
-

4.3 apply concepts and principles to the development of motor skills.

- 4.3a participate in student / teacher conferences.
 - 4.3b use biomechanical concepts and principles to analyze and improve performance of self and others.
 - 4.3c apply scientific principles to learning and improving skills.
 - 4.3d use scientific knowledge to analyze personal characteristics and participation in physical activity.
-
-

4.4 understand that wellness involves more than being physically fit.

- (Student Fitness Portfolios)
 - 4.4a analyze and evaluate personal fitness profile.
-
-

4.5 participate by knowing the rules, strategies and appropriate behavior for selected physical activities.

- 4.5a compare and contrast offensive and defensive patterns. in sports through written unit tests.
 - 4.5b demonstrate knowledge of rules, strategies and history of all sport activities through written unit tests.
-
-

4.6 recognize that participation in physical activity can lead to multicultural and international understanding.

4.6a discuss the historical roles of games, sports, and recreational activities in the cultural life of a population.

4.7 understand that physical activity provides the opportunity for enjoyment, self-expression and communication.

4.7a participate in student / teacher conferences.

4.7b identify participation factors that contribute to enjoyment, self-expression and enjoyment in adult life.

Goal 5: The student will understand and demonstrate the value of physical activity and its contributions to a healthful lifestyle.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will know how to:

5.1 appreciate relationships with others that result from participation in physical activity.

The student will be able to:

5.1a complete a yearly survey.

5.1b enjoy the satisfaction of meeting and cooperating with others during physical activity.

5.2 respect the role that physical activity plays in the pursuit of life-long health and well-being.

(Yearly Survey)

5.2a enjoy, receive satisfaction, and obtain benefits from regular physical activity.

5.2b accept the ways in which personal characteristics, performance styles, and activity preferences will change over the life cycle.

5.2c make a commitment to physical activity as an important part of one's lifestyle.

5.3 derive genuine pleasure from participating in physical activity and feel empowered to maintain and improve physical fitness, motor skills, and knowledge about physical activities.

5.3a participate in a student / teacher conference.



Physical Education

Mini-Course Descriptions Grades 9 - 12

Mini-Courses with an asterisk* are not currently being offered

Archery

I. Description of Mini-Course

Archery is a co-recreational activity. This activity will teach the student methods of stringing and unstringing a bow and proper shooting techniques. Students will have the opportunity to participate in target and clout shooting. Retrieving methods will also be learned. Safety methods will be emphasized.

II. Purpose of Mini-Course

The mini-course is designed to help students develop the skills, techniques and methods of archery. Archery is a healthful sport and not very strenuous. It is a most enjoyable lifetime activity.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities.
The student:

1.5 demonstrates proficiency in all forms of physical activity.

Goal #3

The student participates regularly in physical activity. The student:

3.2 selects and regularly participates in lifetime physical activities

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.5 knows the rules, strategies and appropriate behaviors for selected physical activities.

4.7 understands that physical activity provides the opportunity for enjoyment, self-expression and enjoyment in adult life.

IV. Materials Cited

- A. 24 recurved archery bows and strings
- B. 8 targets / target stands
- C. Gross of wooden arrows
- D. 24 arm guards
- E. 24 finger tabs
- F. 24 arrow quivers

V. Product Requirements for Success

All students will demonstrate competence in the following skills:

1. stringing/unstringing a bow
2. proper stance
3. nocking and shooting technique
4. understand the point of aim
5. knowledge of scoring
6. understand and utilize the necessary safety precautions
7. proper arrow retrieval techniques

A unit examination will be given at the end of the unit, testing the rules, methods of scoring and techniques involved in archery.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction to archery
2	Fundamentals of archery
3	Fundamental skills/target shooting
4	Target shooting
5	Target shooting
6	Clout shooting
7	Unit test/clout shooting

Badminton

I. Description of Mini-Course

Badminton is a co-recreational activity. The game may be mild or strenuous. Strength and speed are not as important as the mastery of a variety of strokes and cleverness in deception. The beginner can gain satisfaction the first time he/she plays and progress is fairly easily achieved. On the other hand, expert play requires stamina, speed, agility and well executed strategy.

II. Purpose of Mini-Course

The mini-mini-course is designed to help students develop skills, strategies and knowledge of badminton. Upon mastery of the skills, student will have the opportunity to participate in a singles and doubles tournament.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities.
The student:

- 1.6 learns new skills and applies scientific principles to learning and improving skills.

Goal #3

The student participates regularly in physical activity. The student:

- 3.2 selects and regularly participates in lifetime physical activities.

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

- 4.5 knows the rules, strategies and appropriate behaviors for selected physical activities.

Goal #5

The student values physical activity and its contributions to a healthful lifestyle.
The student:

- 5.1 appreciates the relationship with others that results from participation in physical activity.
-
-

IV. Materials Cited

- A. 8 badminton standards and nets
- B. 6 dozen shuttlecocks
- C. 36 racquets

V. Product Requirements for Success

All students will execute the basic strokes of badminton. A written test will be given at the end of the unit involving rules, court design and strategies.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction to badminton/serves
2	Clears/review serves
3	Review clears/smash/serving test
4	Net play/drop shot/serving test
5	Doubles play/singles play
6	Doubles tournament/singles tournament
7	Doubles tournament/singles tournament
8	Tournament champions/test

Basketball

I. Description of Mini-Course

Basketball is a highly competitive team sport that requires a high level of skills. It also has great value as a recreational activity and as an excellent fitness activity. Through knowledge and development of team strategies, basketball can be played on all levels of competition, from backyard to highly organized teams.

II. Purpose of Mini-Course

The mini-course is designed for students of beginner and intermediate skills. The students will have the opportunity to develop skill and game strategies. The students will play competitive and non-competitive games.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities.

The student:

- 1.1 moves using concepts of body awareness, space awareness, effort and relationships.
- 1.2 demonstrates competence in a variety of manipulative, locomotor and nonlocomotor skills.
- 1.4 demonstrates competence in many different forms of physical activity.
- 1.5 demonstrates proficiency in all forms of physical activity.

Goal #3

The student participates regularly in physical activity. The student:

- 3.1 participates in health enhancing physical activity at least three times per week.
- 3.2 selects and regularly participates in lifetime physical activities.

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

- 4.2 recognizes the risk and safety factors associated with regular participation in physical activity.
- 4.5 knows the rules, strategies and appropriate behaviors for selected physical activities.

Goal #5

The student values physical activity and its contributions to a healthful lifestyle. The student:

- 5.1 appreciates the relationships with others that result from participation in physical activity.
-
-

5.3 enjoys the feelings that result from regular participation in physical activity.

IV. Materials Cited

- A. Gymnasium marked with regulation floor
- B. Baskets (5)
- C. Balls (1 per student - women's and men's sizes)
- D. Pinnies
- E. Marker lanes

V. Product Requirements for Success

The students will be able to effectively execute the basic skills of dribbling passing lay-up, foul shot, jump shot. The students will be given written tests to demonstrate rules and strategies.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction to the game of basketball Safety aspects of the game Dribbling skills Lay-up shot
2	Review Types of passes Jump shot
3	Review Rebounding skills Defense stance and positioning
4	Review 1 on 1 defense Zone defense
5	Review Pick Pick and roll
6	Play 2 on 2 games
7 & 8	Play 5 on 5 games

CPR

I. Description of Mini-Course

In this mini-course, students will be given proper training in cardiopulmonary resuscitation. Certification will be earned upon the successful completion of a mini-course of instruction which includes passing a written test and performance examinations related to the material presented in accordance with the established criteria of the American Red Cross.

II. Purpose of Mini-Course

Emergency cardiac care is an integral part of a total community-wide system of emergency medical services and should be integrated into the total system response capability for all life threatening situations. The mini-course will focus on the principles and concepts of relieving an obstructed airway, respiratory arrest, and emergency cardiac care. All students will receive practice training in adult, child, and infant CPR. Students will understand that lives can be saved with training in CPR and prudent living habits.

III. Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.1 recognizes the risk and safety factors associated with regular participation in physical activity.

4.4 understands that wellness involves more than being physically fit.

Student will be able to perform practical skills in relieving an obstructed airway, respiratory arrest, and a cardiac emergency.

Student will be able to demonstrate and understand principles and concepts in adult, child and infant CPR

IV. Materials Cited

- A. 4 adult mannequins
 - B. 4 infant mannequins
 - C. 4 child mannequins
 - D. alcohol
 - E. 3" x 3" gauze pads
 - F. Introductory movie from the American Red Cross
 - G. Student manuals (CPR)
 - H. Rescue facial shields
-
-

V. Product Requirements for Success

All students will demonstrate competence in the following skills:

1. Resuscitation for respiratory arrest for the adult, child, and infant.
2. Resuscitation for cardiac arrest for the adult, child, and infant.
3. Resuscitation for the obstructed airway for the adult, child, and infant.
4. A unit examination for certification will be given at the end of the unit. The test will consist of fifty questions. To be certified each student must have a minimum score of 80% on the examination.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction to CPR
2	Introductory movie from the American Red Cross
3	Introductory movie from the American Red Cross
4	EMS 911 Good Samaritan Law
5	Obstructed Airway - Conscious adult
6	Airway Obstruction - Unconscious adult
7	Airway Obstruction - Unconscious adult
8	Airway Obstruction - Child
9	Airway Obstruction - Conscious infant
10	Airway Obstruction - Unconscious infant
11	Airway Obstruction - Unconscious infant
12	Rescue breathing adult
13	Rescue breathing adult
14	Rescue breathing child
15	Rescue breathing infant
16	CPR - adult
17	CPR - adult
18	CPR - child/infant
19	CPR - child/infant
20	Review for final certification
21	Final exam certification

CPR Recertification

I. Description of Mini-Course

In this mini-course students will be retrained in the proper methods of cardiopulmonary resuscitation. Certification will be earned upon the successful completion of a mini-course of instruction which includes passing a written test and performance examinations related to the material presented in accordance with the established criteria of the American Red Cross.

II. Purpose of Mini-Course

It is our goal to update the CPR skills for all junior and senior physical education students. These life skills are extremely valuable. The mini-course will focus on reviewing the principles and concepts of relieving an obstructed airway, respiratory arrest, and emergency cardiac care. All students will receive retraining in adult, child and infant CPR.

III. Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.4 understands that wellness involves more than being physically fit.

Goal #5

The student values physical activity and its contributions to a healthful lifestyle. The student:

5.2 respects the rules that regular physical activity plays in the pursuit of life-long health and well-being.

IV. Materials Cited

- A. 4 adult mannequins
 - B. 4 infant mannequins
 - C. 4 child mannequins
 - D. alcohol
 - E. 3" x 3" gauze pads
 - F. Introductory movie from ARC
 - G. Certificate cards from ARC
 - H. Student manuals (CPR)
 - I. Facial shields
-
-

V. Product Requirements for Success

All students will demonstrate competence in the following skills:

1. Resuscitation for respiratory arrest for the adult, child, and infant.
2. Resuscitation for cardiac arrest for the adult, child, and infant.
3. Resuscitation for the obstructed airway for the adult, child, and infant.
4. A unit examination for certification will be given at the end of the unit. The test will consist of fifty questions. To be certified, each student will have a minimum score of 80% on the examination.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	CPR Introductory movie EMS Good Samaritan Law
2	Airway obstruction Adult/child Conscious/unconscious
3	Airway obstruction Infant Conscious/unconscious
4	Resuscitate breathing Adult, child, infant
5	Cardiopulmonary resuscitation Adult, child, infant
6	Test/finish certification

Lacrosse

I. Description of Mini-Course

Lacrosse is a sport with unique skill and it affords an excellent opportunity for developing stamina, coordination, agility and team play. This is a beginner's unit designed to acquaint the student with the sport and its basic skills. The mini-course will incorporate men's and women's rules and skills.

II. Purpose of Mini-Course

The purpose of lacrosse is to provide the student with the knowledge and strategies of lacrosse to allow students to appreciate men's and women's lacrosse as a participant and as a spectator. Also, to provide the student the opportunity to develop lacrosse skills for physical fitness and competition enjoyment.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities. The student:

1.1 moves using concepts of body awareness, space awareness, effort and relationships.

1.3 demonstrates competence in combinations of manipulative, locomotor and nonlocomotor skills performed individually and with others.

1.4 demonstrates competence in many different forms of physical activity.

1.5 demonstrates proficiency in all forms of physical activity.

Goal #2

The student is physically fit. The student:

2.1 assesses, achieves and maintains physical fitness.

Goal #3

The student participates regularly in physical activity. The student:

3.1 participates in health enhancing physical activity at least three times per week.

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.3 applies concepts and principles to the development of motor skills.

4.5 knows the rules, strategies and appropriate behaviors for selected physical activities.

Goal #5

The student values physical activity and its contributions to a healthful lifestyle. The student:

5.1 appreciates the relationships with others that result from participation in physical activity.

IV. Materials Cited

- A. Lacrosse field
- B. 2 goals
- C. 1 lacrosse stick per student
- D. 1 dozen balls
- E. 8 cones
- F. 2 dozen pinnies

V. Product Requirements for Success

The student will demonstrate with moderate proficiency the skills of passing, catching, shots-on-goal, dodging, scooping, and cradling through participation in competitive games and skill drills. Students must pass a written exam demonstrating knowledge of the history and strategies of men's and women's lacrosse.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction Safety factors Parts of stick Cradling Scooping
2	Review skills Passing Catching
3	Review skills Dodging Shooting
4	Game strategy Game situations
5, 6, 7, 8	Play half field games

Line Dancing*

I. Description of Mini-Course

Students will have the opportunity to learn the skills involved in various folk and party dances, as well as representative dances from country western selections. The mini-course is for junior-senior students.

II. Purpose of Mini-Course

The purpose of the mini-course is to incorporate the elements of dance (change in rhythm, pattern, number, focus, direction, movement and ending.) The steps and sequences to be determined by the type of dance.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities. The student:

1.1 moves using concepts of body awareness, space awareness, effort and relationships.

1.3 demonstrates competence in combinations of manipulation, locomotor and nonlocomotor skills.

1.5 demonstrates proficiency in all forms of physical activity.

1.6 learns new skills.

Goal #3

The student participates regularly in physical activity. The student:

3.2 Selects and regularly participates in lifetime physical activities.

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.4 understands that wellness involves more than being physically fit.

4.6 recognizes that participation in physical activity can lead to multicultural and international understanding.

4.7 understands that physical activity provides the opportunity for enjoyment, self expression and enjoyment in adult life.

* Currently not offered

Goal #5

The student will:

- 5.1 appreciate the relationships with others that result from participation in physical activity.
- 5.2 respect the role the regular physical activity plays in the pursuit of life-long health and well-being.
- 5.3 enjoy the feelings that result from regular participation in physical activity.

IV. Materials Cited:

- A. C.D. player with remote control
- B. Appropriate C.D. music (3 discs)
- C. Gymnasium area

V. Product Requirements for Success

The students will:

1. effectively demonstrate the varying rhythms in the appropriate manner.
2. follow the step sequences to the beat of the music.
3. demonstrate movement to an even or uneven beat.
4. demonstrate established steps and patterns.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction to line dancing Teach Electric Slide
2	Review Electric Slide Teach Country Slide
3	Review Teach Slap-Leather
4	Review Teach El Paso

Personal Fitness

I. Description of Mini-Course

The United States is in the midst of a physical fitness movement. It is composed of a number of individual components. Cardiovascular and respiratory efficiency, muscular strength, flexibility, and endurance are considered the core of physical fitness.

The unit in personal fitness will involve three areas of physical fitness testing and participation. Each student will participate in fitness testing in the fall and/or spring of their freshman, sophomore, and junior/senior year in physical education class. All sophomore students will participate in the state mandated physical fitness tests also. In addition, one day each week in physical education class, time will be devoted to increasing and improving one's personal fitness.

II. Purpose of Mini-Course

Personal fitness is designed to meet the needs of the individual student. The mini-course is designed to improve physical efficiency through exercise, running rope jumping, and self-testing devices. It is hoped that a healthy attitude toward participation in fitness activities can be developed to help motivate students to appreciate and enjoy all physical activities in school and during their lifetime.

III. Goal #2

The student is physically fit. The student:

- 2.1 assesses, achieves, and maintains physical fitness.
- 2.2 understands the concepts and need for personal fitness programs
 - is motivated to achieve fitness award passing five tests.
- 2.3 designs safe, personal fitness programs in accordance with principles of training and conditioning.

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

- 4.3 applies concepts and principles to the development of motor skills.
 - 4.4 understands that wellness involves more than being physically fit.
 - 4.7 understands that physical activity provides the opportunity for enjoyment, self-expression, and enjoyment in adult life.
-
-

Goal #5

The student values physical activity and its contributions to a healthful lifestyle. The student:

5.3 feels empowered to maintain and improve physical fitness, motor skills, and knowledge about physical activity.

IV. Materials Cited

- A. Sit and reach box
- B. Stop watches
- C. Mats
- D. Bench/bleachers
- E. One mile track (course)
- F. 12" ruler
- G. Scale
- H. Jump ropes
- I. TV and VCR

V. Product Requirements for Success

All students will have the opportunity to achieve in the following areas:

1. to increase one's self confidence and self esteem.
2. to perform conditioning exercises for endurance, strength and flexibility.
3. to achieve a fitness award, passing all five fitness tests.

An examination/paper will be given at the end of the unit, involving terminology, concepts and principles of physical fitness.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction/explanation - Height/weight
2	Trunk flex / Push ups / Training for mile 6 minute run
3	Curl ups / Sit and reach / Training for mile 8 mile run
4	1 mile walk/run / Sit and reach
5	For Sophomores: Complete 10th grade test
6	For sophomores: Complete 10th grade test

Testing Ideas for Personal Fitness:

1. Target heart rate
 2. Harvard step test
 3. Pull ups/push ups
 4. Shuttle run
 5. Standing long jump
 6. 50 yard dash
 7. Buns of steel
 8. Abs of steel
 9. Personal conference with students
-
-

Pickle-Ball*

I. Description of Mini-Course

Pickle-ball is a great participation activity. The game helps develop the skills of quickness, agility, and eye-hand coordination. Important components of pickle-ball are shot placement, patience, and play strategies. Pickle-ball offers an exciting lifetime activity.

II. Purpose of Mini-Course

The mini-course is designed to help students develop skills, strategies, and knowledge of pickle-ball. Upon mastery of the skills, students will have the opportunity to participate in a singles and doubles tournament.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities.
The student:

1.1 moves using concepts of body awareness, space awareness, effort and relationship.

1.3 demonstrates competence in combinations of manipulative, locomotor and nonlocomotor skills performed individually and with others.

1.6 learns new skills.

Goal #3

The student participates regularly in physical activity. The student:

3.2 selects and regularly participates in lifetime physical activities.

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.5 knows the rules, strategies and appropriate behaviors for selected physical activities.

Goal #5

The student values physical activity and its contributions to a healthful lifestyle. The student:

5.1 appreciates the relationships with others that result from participation in physical activity.

* Currently not offered

IV. Materials Cited

- A. Balls
- B. Racquets

V. Product Requirements for Success

All students will demonstrate competence in the following areas:
The student:

1. demonstrates use of various strokes.
2. demonstrates knowledge of singles and doubles.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction
2	Forehand, backhand, drop shot, smash
3	Serves
4	Scrimmage
5	Skill test
6	Doubles
7	Doubles/singles
8	Exam/singles

Recreational Games*

I. Description of Mini-Course

Students will play various non-traditional, creative sport related games. Participation and a high degree of activity are mandatory requirements.

II. Purpose of Mini-Course

Secondary level students need to be reminded of the fun and enjoyment that was part of their youth. This mini-course will bring back the memories of fun and games which everyone played daily. Physical education is meaningful and fun.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities.
The student:

1.4 demonstrates competence in many different forms of physical activity.

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.7 understands that physical activity provides opportunity for enjoyment, self expression and enjoyment in adult life.

Goal #5

The student values physical activity and its contributions to a healthful lifestyle.
The student:

5.1 appreciates the relationships with others that result from participation in physical activity.

5.3 derives genuine pleasure from participating in physical activity.

IV. Materials Cited

- A. Various balls
- B. Cones
- C. Frisbees
- D. Mats
- E. Parachute

* Currently not offered

V. Product Requirements for Success

All students will demonstrate competence in the following areas:

1. All students will play in games using various skills.
2. Students will work cooperatively to make up a new game to teach to the class.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction Ultimate Frisbee
2	Frisbee, baseball/softball
3	Kickball
4	Mat ball
5	New cooperative games
6	New cooperative games
7	Mini-Course evaluation

Self-Defense

I. Description of Mini-Course

This mini-course is designed to teach defensive and offensive skills which can be used in the event of a physical confrontation of a life threatening situation. The mini-course is open to junior women. This will be a fall semester mini-course.

II. Purpose of Mini-Course

The mini-course will teach the awareness of all the laws that relate to sexual abuse, assault and harassment. The mini-course will teach the effective use of refusal skills as well as avoidance skills in preventing a physical confrontation.

III. Goal #1:

The student has learned skills necessary to perform a variety of physical activities. The student:

1.1 moves using concepts of body awareness, space awareness, effort and relationships.

1.2 demonstrates competence in a variety of manipulative locomotor and nonlocomotor skills performed individually and with others.

1.4 demonstrates competence in moving different forms of physical activity.

1.5 demonstrates proficiency in all forms of physical activity.

1.6 learns new skills.

Goal #3:

The student participates regularly in physical activity.

Goal #4:

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.2 recognizes the risk and safety factors associated with regular participation in physical activity.

4.3 applies concepts and principles to the development of motor skills.

4.4 knows the rules, strategies and appropriate behavior for selected physical activities.

Goal #5:

The student values physical activity and its contributions to a healthful lifestyle.

The student:

5.2 respects the role that regular physical activity plays in the pursuit of life-long health and well-being.

IV. Materials Cited

- A. football blocking shield
- B. football blocking dummy
- C. gymnastic mats
- D. gymnastic gymnasium

V. Product Requirements of Success

Students will be required to pass a final exam that will be in the form of a written and physical format. Students will be required to demonstrate proficiency in the use of defensive skill tactics and offensive skill tactics.

VI. Suggested Strategies - Sequence of Introduction

Session Number	Topic
1	mini-course requirements safety aspects define major objective
2,3,4	introduce stretching activities terminology stance blocking ground level stance
5, 6,7	blocking forward movement forward & backward movement side movement fist attack, heel of hand attack
8	elbow attack forearm attack
9	straight hand chop, jab, punch

10	knee lift, double hand chop
11, 12, 13	instep kick - front & rear foot side kick
14, 15	finger jab, eye rake, eye gouge, head butt
16, 17, 18, 19	various kicks
20, 21, 22	integration of skills
23	kneeling stance
24, 25, 26	falls
27	releases
28, 29	hug attacks
30	safety at home & work
31	use of public transportation
32	safety precautions for walking, driving
33	attacker with weapon
34	defender with weapon
35	integration of skills
36	final exam

Softball

I. Description of Mini-Course

The game of softball has wide appeal because it can be adapted to all ages. Softball can be used informally by family groups, club groups, playgrounds and recreational leagues. The wide-spread use makes it a team game with great "carry-over" value in life.

II. Purpose of Mini-Course

This mini-course is designed for beginning, intermediate and advanced players. The students will have the opportunity to develop and improve the skills and strategies needed to play competitive or recreational softball.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities.
The student:

1.1 demonstrates competence in a variety of manipulative locomotor and nonlocomotor skills.

1.4 demonstrates competence in many different forms of physical activity.

1.5 demonstrates proficiency in all forms of physical activity.

1.6 learns new skills.

Goal #3

The student participates regularly in physical activity. The student:

3.1 participates in health enhancing physical activity at least three times per week.

3.2 selects and regularly participates in lifetime physical activities.

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.2 recognizes the roles and safety factors associated with regular participation in physical activity.

4.3 applies concepts and principles to the development of motor skills.

4.5 knows the rules, strategies and appropriate behaviors for selected physical activities.

4.7 understands that physical activity provides the opportunity for enjoyment, self-expression and enjoyment in adult life.

Goal #5

The student values physical activity and its contributions to a healthful lifestyle. The student:

5.2 respects the role that regular physical activity plays in the pursuit of life-long health and well-being.

IV. Materials Cited

- A. Softball diamond
- B. An adjacent field
- C. 1 dozen batting helmets
- D. 15 gloves (including left handed gloves)
- E. 1 dozen softballs (regulation)
- F. 1 dozen rubber softballs
- G. 3 bats of various weights
- H. 2 catchers' masks

V. Product Requirement for Success

Students will be required to pass a written test to demonstrate their knowledge of the rules and strategies of softball. Students will participate in skills tests to demonstrate their proficiency in catching, throwing, batting, fielding ground balls.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction Safety History Benefits Throwing & catching drills
2	Throwing & catching, specific to each position on the team
3	Batting & develop a game situation
4	Infield drills & play game
5	Outfield drills and play game
6	Play game

Speedball

I. Description of Mini-Course

Speedball is a distinctly modern American game. This game allows the use of the hands as well as the feet to move a ball up and down a field. It combines the skills of many sports with various methods of scoring.

II. Purpose of Mini-Course

This unit will allow students the opportunity to utilize the skills of soccer, basketball, and football, as well as other sports activities. Learned skills, combined with offensive and defensive strategy, and teamwork can create a positive experience for all participants.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities.
The student:

1.1 moves using concepts of body awareness, space awareness, effort and relationships.

1.2 demonstrates competence in a variety of manipulative, locomotor and nonlocomotor skills.

1.5 demonstrates proficiency in all forms of physical activity.

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.5 knows the rules, strategies and appropriate behaviors for selected physical activities.

Goal #5

The student values physical activity and its contributions to a healthful lifestyle.
The student:

5.1 appreciates the relationships with others that result from participation in physical activity.

IV. Materials Cited

- A. A large, properly marked field
 - B. Ten soccer balls
 - C. One set of football goals
-
-

-
-
- D. 30 pinnies
 - E. Whistle

V. Product Requirements for Success

All students will demonstrate competence in the following skills:

1. throwing, catching, air dribbling, and running with a soccer ball
2. trapping, dribbling and passing a soccer ball with either foot
3. punting, place kicking, and drop kicking a soccer ball
4. proper safety procedures

A unit examination will be given at the end of the unit testing the rules, methods of scoring and offensive and defensive strategies.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction Fundamentals of catching/throwing/running
2	Fundamentals of kicking
3	Offensive/defensive strategy Scoring Rules of the game
4	Skill work/scrimmage
5	Game/scrimmage
6	Game/scrimmage/unit test

Street Hockey*

I. Description of Mini-Course

Street hockey is a co-recreational activity. It is a game played by two teams on a firm and level surface. Teams score goals by hitting the ball into the opponents net. The aim is to score a greater number of goals than the opposing team. The game is played outdoors.

II. Purpose of Mini-Course

The mini-course is designed to help students develop the skills necessary to participate in a street hockey game. This experience can be an exciting challenge.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities. The student:

1.1 moves using concepts of body awareness, space awareness, effort and relationship.

1.3 demonstrates competence in combinations of manipulative, locomotor and nonlocomotor skills performed individually and with others.

1.6 learns new skills.

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.3 applies concepts and principles to the development of motor skills.

4.5 knows the rules, strategies and appropriate behaviors for selected physical activities.

Goal #5

The student values physical activity and its contributions to a healthful lifestyle. The student:

5.1 appreciates the relationships with others that result from participation in physical activity.

IV. Materials Cited

- A. 4 large goals
- B. sticks
- C. pucks
- D. goalie equipment
- E. pinnies

* Not currently offered

V. Product Requirements for Success

All students will demonstrate competence in the following areas:

1. safety practices and procedures
2. puck handling techniques
3. ability to pass and receive
4. ability to stop the puck
5. ability to shoot the puck
6. knowledge of offensive/defensive strategies
7. knowledge of rules and game procedures

An examination will be given at the end of the unit testing rules and strategies involved in the game of street hockey.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction
2	Handling, passing, receiving and stopping the puck
3	Shooting the puck
4	Offensive/defensive strategies
5	Game scrimmage
6	Game
7	Unit test/game

Tennis

I. Description of Mini-Course

Tennis is a sport that offers the player varied skills and emotional involvement. The ability to stroke the ball effectively is essential for continued success, as well as one's mental approach to the game. Like most team sports, but unlike most individual sports, tennis requires stamina. The pace of the game can be adapted to the participant's age. Tennis can be played by people of all ages. It can become very competitive or it can be recreational. The versatility of the game enables tennis to be a worthwhile co-educational activity.

II. Purpose of Mini-Course

The purpose of teaching tennis is to provide the students with instructions in the various strokes and strategies that will give the students the opportunity to compete in tennis for fitness purposes or recreational purposes.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities.
The student:

1.1 moves using concepts of body awareness, space awareness, effort and relationships.

1.3 demonstrates competence in combinations of manipulative, locomotor and nonlocomotor skills.

1.4 demonstrates competence in many different forms of physical activity.

1.6 learns new skills.

Goal #3

The student participates regularly in physical activity. The student:

3.2 selects and regularly participates in lifetime physical activities

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.3 applies concepts and principles to the development of motor skills.

4.5 knows the rules, strategies and appropriate behaviors for selected physical activities.

4.7 understands that physical activity provides the opportunity for enjoyment, self expression and enjoyment in adult life.

Goal #5

The student values physical activity and its contributions to a healthful lifestyle.
The student:

5.1 appreciates the relationships with others that result from participation in physical activity.

5.2 respects the rule that regular physical activity plays in the pursuit of life-long health and well-being.

5.3 enjoys the feelings that result from regular participation in physical activity.

IV. Materials Cited

- A. 4 tennis courts
- B. 1 racquet per student
- C. 2 dozen balls

V. Product Requirements for Success

Students will demonstrate with moderate proficiency the skills of forehand, backhand strokes as well as the serve. Also, they will show proficiency in net play in singles and doubles. Students will be required to pass a written exam demonstrating their knowledge of the rules, strategies and history of tennis.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction Tennis etiquette Forehand stroke
2	Review Backhand stroke Ground strokes

3	Serve Singles rules Doubles rules
4	Skills test for serve Doubles or singles game
5	Games (possible class tournament)
6, 7, 8	Continue with competitive games

Track and Field

I. Description of Mini-Course

Track and field is a basic skills mini-course for freshmen that will expose the students to a variety of track events. The mini-course will contain teaching units in one long distance event (1600 meter or 3200 meter), one middle distance event (800 meter), one spring event (100 meter or 200 meter), the 4 x 100 relay or 4 x 400 relay, shot put, discus, high jump, long jump events and hurdling.

II. Purpose of Mini-Course

The purpose of track and field is to expose the freshman to the many events of the sport. Many students go on to be active participants on the track team after experiencing this mini-course. The mini-course will also allow students to experience competition and appreciation in long distance, middle distance, sprinting, throwing and jumping events.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities. The student:

1.3 demonstrates competence in combinations of manipulative, locomotor and nonlocomotor skills performed individually and with others.

1.4 demonstrates competence in many different forms of physical activity.

1.6 learns new skills.

Goal #3

The student participates regularly in physical activity. The student:

3.1 participates in health enhancing physical activity at least three times per week.

3.2 selects and regularly participates in lifetime physical activities.

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.2 recognizes the risk and safety factors associated with regular participation in physical activity.

4.5 knows the rules, strategies and appropriate behaviors for selected physical activities.

4.6 recognizes that participation in physical activity can lead to multicultural and international understanding.

Goal #5

The student values physical activity and its contributions to a healthful lifestyle. The student:

5.2 respects the rules that regular physical activity plays in the pursuit of life-long health and well-being.

IV. Materials Cited

- A. Regulation track with throwing and jumping areas
- B. 2 stop watches
- C. 4 relay batons
- D. jumping pits
- E. high jump standards
- F. 2 each 4 kilo shot puts
- G. 2 women's discus; 2 men's discus

V. Product Requirements for Success

The students will be required to perform and meet set standards in two track events. One event must be from the jumps or throwing events and one event from the running events. In addition, students will be required to pass a written exam on the rules and history of track and field.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction Safety factors Requirements Shot put event
2	Review shot put Discus event Distance event

3	4 x 100 relay Starts
4	Hurdling 100m/200m
5	Long jump/high jump
6 & 7	Practice selected events
8	Test students Selected events

Ultimate Frisbee*

I. Description of Mini-Course

Ultimate Frisbee is an activity that is extremely popular with young people throughout the nation. Recreational teams and intramural leagues in communities and colleges are prevalent. The activity affords students to enjoy physical movement. Whether students participate in competitive games or just work on skill development, they seem to enjoy Frisbee.

II. Purpose of Mini-Course

The purpose is to teach the necessary skills of throwing and catching the Frisbee as well as to teach the movements needed to participate in competitive games. Less skilled students will participate in non-competitive games. Also, the rules and strategies of ultimate Frisbee will be taught to provide each student with a background to participate in recreational fun or in competitive leagues.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities.
The student:

1.1 moves using concepts of body awareness, space awareness, effort and relationships.

1.3 demonstrates competence in a variety of manipulative locomotor and nonlocomotor skills.

1.4 demonstrates competence in many different forms of physical activity.

1.6 learns new skills.

Goal #2

The student is physically fit. The student:

2.1 assesses, achieves and maintains physical fitness.

Goal #3

The student participates regularly in physical activity. The student:

3.1 participates in health enhancing physical activity at least three times per week.

3.2 selects and regularly participates in lifetime physical activities.

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.3 applies concepts and principles to the development of motor skills.

4.5 knows the rules, strategies and appropriate behaviors for selected physical activities.

4.7 understands that physical activity provides the opportunity for enjoyment, self-expression and enjoyment in adult life.

Goal #5

The student values physical activity and its contributions to a healthful lifestyle. The student:

5.1 appreciates the relationships with others that result from participation in physical activity.

5.2 respects the role that regular physical activity plays in the pursuit of life-long health and well-being.

IV. Materials Cited

- A. 6-12 Frisbees of various weights
- B. 2 dozen pinnies
- C. 8 cones

V. Product Requirements for Success

Each student will be required to effectively demonstrate the backhand and side-arm throws, as well as catching skills. Each student will be required to pass a written exam on the history, rules and strategies of ultimate Frisbee.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction, safety, backhand side arm throw
2	Review throws Defensive skills Strategies
3	Rules of game Play game
4, 5, 6	Play games

Volleyball

I. Description of Mini-Course

Volleyball is an activity requiring enough movement to be interesting, yet not as active and strenuous as basketball. It can accommodate a large number of students, if necessary, by rule modification. The equipment is minimal. It is an excellent co-educational sport, and can be most enjoyable as a team competition sport or a recreational sport.

II. Purpose of Mini-Course

The purpose of the volleyball unit will serve as an activity to foster teamwork, socialization and skill development. The students should come away with the knowledge of how to successfully participate in volleyball games in recreational and intramural programs.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities.
The student:

1.1 moves using concepts of body awareness, space awareness, effort and relationship.

1.2 demonstrates competence in a variety of manipulative locomotor and nonlocomotor skills.

1.4 demonstrates competence in many different forms of physical activity.

1.5 demonstrates proficiency in all forms of physical activity.

1.6 learns new skills.

Goal #3

The student participates regularly in physical activity. The student:

3.2 selects and regularly participates in lifetime physical activity.

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

4.2 recognizes the risks and safety factors associated with regular participation in physical activity.

4.3 applies principles and concepts to the development of motor skills.

4.5 knows the rules, strategies and appropriate behaviors for selected activities.

4.7 understands that physical activity provides the opportunity for enjoyment, self-expression and enjoyment in adult life.

Goal #5

The student values physical activity and its contributions to a healthful lifestyle.
The student:

5.1 appreciates the relationship with others that results from participation in physical activity.

5.2 respects the role that regular physical activity plays in the pursuit of life-long health and well-being.

5.3 enjoys the feelings that result from regular participation in physical activity.

IV. Materials Cited

- A. 2 volleyball nets and standards
- B. 1 dozen volleyballs

V. Product Requirements for Success

The student will be able to demonstrate the knowledge of basic rules, scoring and terminology of the game of volleyball through the administration of a teacher-made written exam. They will also demonstrate through skill tests and teacher observation the skills of volleyball.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Introduction Safety aspects Forearm pass (bump)
2	Review Set Set drills

3	Review Set & spike
4	Game situations
5	Serving skills Serving drills Game situation
6	Blocking 2 on 2 or 6 on 6 games
7 & 8	2 on 2 or 6 on 6 games

Weight Training

I. Description of Mini-Course

This is a mini-course for students to learn about weight lifting techniques and weight training methods. The students will have the opportunity to learn how to increase their muscle endurance and strength and improve muscle tone. An emphasis will be placed on breathing techniques, safety procedures and spotting techniques, and the selection of appropriate weight, repetition and set loads.

II. Purpose of Mini-Course

Weight training is a program that will create a challenge for many participants. Through weight training instruction, students will develop an appreciation of weight training and the positive effects it can have on their body's structure. A student will learn that weight training can help improve one's self image, physical conditioning and can lead to a healthier life style.

III. Goal #1

The student has learned skills necessary to perform a variety of physical activities.
The student:

- 1.1 moves using concepts of body awareness, space awareness, effort and relationships.
- 1.4 demonstrates competence in many different forms of physical activity.
- 1.6 learns new skills - applies scientific principles to learning and improving skills.

Goal #3

The students participates regularly in physical activity. The student:

- 3.2 selects and regularly participates in lifetime physical activities.

Goal #4

The student knows the implications of and the benefits from involvement in physical activities. The student:

- 4.2 recognizes the risk and safety factors associated with regular participation in physical activity.
- 4.3 applies concepts and principles to the development of motor skills.
- 4.5 knows the rules, strategies and appropriate behaviors for selected physical activities.

Goal #5

The student values physical activity and its contributions to a healthful lifestyle.

The student:

5.1 appreciate the relationships with others that result from participation in physical activity.

IV. Materials Cited

- A. Universal weight lifting machine
- B. 1 stop watch
- C. Free weights (dumbbells/barbells)
- D. Jump ropes
- E. Treadmill
- F. Exercise bike
- G. Rowing machine
- H. Safety check on all equipment

V. Product Requirements for Success

All students will demonstrate competence in the following skills:

1. be able to define appropriate weight training terminology
2. a variety of weight training exercises
3. knowledge of various related muscle groups
4. various forms of weight training
5. safe weight training practices
6. the ability to make appropriate weight selections

A unit examination will be given at the end of the unit, testing muscle names, exercises and weight training methods and techniques.

VI. Suggested Strategies - Sequence of Instruction

Session Number	Topic
1	Orientation/safety
2	Components of weight training/fitness
3	Lower body strength/endurance training
4	Upper body strength/endurance training
5	Circuit training
6	Cross training
7	Circuit training
8	Final exam/cross training



Physical Education

Program Support /
Celebration Statement

Program Support and Celebration Statement

The following are samples of physical education activities that have occurred beyond the standard curriculum and/or the regular school day. Physical education teachers may choose to continue these activities or create new programs to enhance the core curriculum.

Grades K - 5

Hop-A-Thon

A Hop-A-Thon is held annually to raise funds for the Muscular Dystrophy Association. If desired, children obtain sponsor pledges and donations from family, friends, and neighbors. All children participate by hopping for the cause and each hop is counted. The children are praised for doing their best to help children who are less fortunate.

Physical Education Open House Week

One week is designated during the school year to hold a "Parents' Open House" for the physical education program. This invitation to watch and participate in the regular physical education classroom encourages communication between parents and instructors.

Field Day

Near the end of the school year, a Field Day is held to celebrate the physical education skills learned throughout the year. Parents, teachers, and children gather to run, jump, and play together. Parent volunteers are encouraged to support this event.

Lights of Love Line Dancing

LIGHTS OF LOVE, an event of "kids helping kids," is the statewide involvement of over 150 Connecticut schools in support of the Ronald McDonald House of New Haven, Connecticut. "The House That Love Built," (Connecticut's only House and a "home away from home") the Ronald McDonald House serves families of children with leukemia, cancer and other life threatening illnesses who are being treated at area hospitals. Adopting a "reaching out" theme, enrolled schools raise funds in various ways such as doing family chores, giving up ice cream at lunch, conducting a book fair, tag/bake sale or dance-a-thon. Though contributions can be presented at an official holiday tree lighting ceremony in December, a Lights of Love campaign can be conducted at any time throughout the school year after which proceeds are given to the House. Families of students are invited to participate in the annual school-based Physical Education Activity, make a family contribution to the House, and to contact the House if they are interested in further involvement.

Bring Your Parent To Gym Week

"Bring Your Parent To Gym Week" invites parents, grandparents, and guardians to come observe and participate in their student's physical education class. Parents are encouraged to observe and join in a square dancing unit.

Colonial Night

Collaborative efforts such as the Fourth Grade Colonial Night include the physical education staff. The instructor teaches colonial dances to the students. The collaboration process is enhanced further as the students learn about colonial dress and culture in the classroom. The music teacher gives input into the dance program.

ACES - All Children Exercise Simultaneously A Global Event

In May during National Physical Fitness and Sport Month, children have the opportunity to participate in an "International Physical Education class" which has been deemed the "world's largest exercise class!" Because of this highly recognized educational and motivational global event, Madison children, their families and the total school community join with millions of children and adults from 46 foreign countries in an effort to be healthier, more aware of their bodies and to end the negative stereotype that children are "fat and weak." Exercise options may be: walking, jogging, dancing, exercising, doing aerobics or a combination of all of these for a 15 minute workout. Making fitness fun, ACES helps lower the chances of coronary heart disease including high blood pressure, high cholesterol, obesity and physical inactivity. A symbolic gesture of fitness and unity, ACES not only helps the people of Madison exercise together, and therefore, stay fit together, but also draws national acclaim from sports and business celebrities, Governors, Senators and Presidents of the United States. In addition, ACES annually receives praise and support from large organizations such as: President's Council on Physical Fitness and Sports, American Alliance for Health, Physical Education, Recreation and Dance, International Association of Fitness Professionals, Youth Fitness Coalition and The National Fitness Leaders Association.

SARAH Partnership Program

A recently formed partnership between students and SARAH'S (Shoreline Association for the Retarded and Handicapped) "Seniors In Action Program" is a wonderful opportunity for school and community interaction. A special outreach venture for Madison students, the weekly program fosters a sense of understanding, caring, concern and empathy for people with special developmental challenges and needs, while it also exposes our children to similarities and differences that exist among people of all ages. Enrichment activities include arts and crafts projects, exercise, games and outings, as well as luncheons, cultural events assemblies, concerts, Physical Education classes, classroom projects and popcorn preparation and distribution within school settings. In the fall, students also have the option of attending the Master's Program during which they accompany Seniors to Special Olympics activities such as bocce, croquet, horseshoes, shuffleboard and race walking. Though children enter the program ready to strictly give of themselves to assist challenged Seniors, they soon discover that, through their very special relationship, the Seniors have a great deal to offer and the children and their community have much to gain.

Jump Rope For Heart

Many students, staff and parent volunteers have participated in the American Heart Association sponsored Jump Rope For Heart. Students learn about fitness and the importance of a healthy cardiorespiratory system.

Students do a unit on rope jumping prior to the Jump Rope For Heart workout day. All students are encouraged to collect donations for the American Heart Association.

Students are placed on teams and depending on their team placement, they may jump rope, jog, use an exercise bike, pogo ball, rowing machine, ski machine, or a stair stepper to demonstrate the variety of ways people attend to the important issue of maintaining good heart health.

School Evening of the Arts - Physical Education

The purpose of the evening is to have students and parents observe, and in some cases, participate in art, music and physical education activities. In the gymnasium physical educators set up stations that the third, fourth and fifth grade students can use to demonstrate techniques on the vaulting horse, rings, tumbling mats, even bars, combatives and juggling scarves. Several fifth grade volunteers spend their evening helping to assist third and fourth grade students at the various stations.

Fourth Grade Dance Festival

A culminating activity for the 4th grade rhythm and dance unit, the annual Dance Festival is presented to parents, family, friends and other schoolmates as well as to the Madison community via videotape broadcast in late May. A spectacular showcase of the Physical Education Program, this spring performance includes grade level dances during which 100 students demonstrate entrance and exit marching as well as group dancing as a grade level, class presentations of line, circle, square, and contra dances from the United States and several international countries, and specialty numbers in which involvement is optional and rehearsal is during noon recess. During the program, students share their skill in and enjoyment of the following unique activities: parachute, ball rhythms, lummi sticks, step aerobics boxes, maypole, metallic streamers, ribbon balls, tinkling poles, pogoballs, gymnastics. This festival of dance and rhythm is a multi-faceted endeavor of integration as it encompasses many other people and programs beyond the Physical Education curriculum content areas. Both the Music and Art Departments support and help enhance the festival by offering vocal, instrumental and decorative components, while parents act as resources in researching and teaching dances, and other students assist in various capacities. 4th grade children and guests conclude their annual dance celebration with "refreshments from other countries."

Third Grade Fitness Night

The event is organized by the Physical Education Department and third grade teachers. Some 140 third graders and their adult partners, assisted by fifth graders, work cooperatively to set in motion a united commitment to their own family fitness program. The event includes exercise, lessons in nutrition, skeletal system, cardiorespiratory system and fitness games. Nutritious snacks are provided.

Grades 6 - 8

Brown Middle School Extra-Curricular Sport Opportunities

In addition to the regular physical education classes, Brown Middle School offers an intramural program consisting of boys and girls cross country, field hockey, volley ball, basketball and lacrosse. Interscholastic athletics include boys and girls soccer, girls field hockey, boys and girls basketball, softball and baseball.

At various times, Brown School conducts student, parent/faculty sport related activities.

Grades 9 - 12

Daniel Hand High School Intramural Program

Daniel Hand High School offers an intramural program during the winter months involving more than 100 students.

Also, walk-a-thons are regularly scheduled, for example by the heart association.

The interscholastic athletic program involves approximately 500 students through the school year.

The senior elective program is popular and continues to be strengthened with the addition of mini-courses.



Physical Education

Program Implementation: Guidelines and Strategies

Instructional Delivery

Grades K - 2

Students in the physical education program meet for one thirty minute period per week in kindergarten and two thirty minute periods per week in grades one and two.

In light of time constraints and varying developmental stages of our students, the physical education curriculum committee has organized its goals and objectives in a K-2 grade level configuration.

Therefore, the curriculum provides a three year span for attaining **proficiency** of skills.

Grades 3 - 5

Students in the physical education program meet for two forty minute periods per week in grades three through five.

In light of time constraints and varying developmental stages of our students, the physical education curriculum committee has organized its goals and objectives in a 3 - 5 grade level configuration.

Therefore, the curriculum provides a three year span for attaining **proficiency** of skills.

Grades 6 - 8

The physical education program at Robert H. Brown Middle School requires students to meet twice a week for forty minute periods. Student objectives are grouped in a 6 to 8 grade level configuration because of limited time with students. Upon completing three years of physical education at Brown Middle School, students will be able to show **proficiency** in performing responsible sport skills, knowledge of sport and physical fitness concepts and demonstrate responsible social behaviors

Grades 9 - 12

Because of the varying developmental stages of individual students, the high school physical education department recognizes that certain objectives may take longer for some students to achieve than others. Students are required to pass four (4) years of physical education to meet the one (1) credit requirement for graduation. If a student fails physical education in any one year, he/she will be required to pass two (2) physical education courses the following year.

Graduation Requirements:

Students must earn twenty (20) credits to graduate. All seniors must earn four and one quarter (4 1/4) credits in order to graduate, regardless of previously earned credits. All students must earn the following credits:

English	4	Science	2
Social Studies	2	Arts or Applied Education	1
U.S. History	1	Health	1
Mathematics	3	Physical Education	1

All underclassmen are required to be enrolled in a minimum of 6 one-credit subjects or their equivalent plus physical education. Exceptions to these requirements will be made only in rare instances and the exceptions must be recommended by the guidance counselor and approved by the Principal.

Implementation

The implementation section of each curriculum guide will be completed as teachers begin to utilize their subject area design. Teachers, as they use the guide, will be asked to submit sample lesson plans which are aligned or illustrative of student learner outcomes previously agreed upon during the curriculum development process. The sample lessons that result from the first year of implementation by the classroom teachers will ensure that the subject area curriculum is enhanced or elaborated upon. The submitted lessons will become part of the school district's curriculum guides as suggested strategies and/or references for Madison Public School teachers. The form to be used is as follows:

Lesson Plan Format for Phase II of the Madison Curriculum Management Cycle

NAME _____

SUBJECT AREA _____

GRADE _____ COURSE _____ LEVEL _____

GOAL _____

OUTCOME _____

MATERIALS USED _____

LESSON PLAN:

Daniel Hand High School

Time Allotments in Physical Education

- Freshmen** Classes are scheduled on Monday-Wednesday-Friday; each class is 42 minutes in length. Freshmen physical education is for one semester. The other semester is allocated for a Health instructional course.
- Sophomores** Classes are scheduled on Monday-Wednesday-Friday; each class is 42 minutes in length. Sophomore physical education is for both semesters, of which CPR is taught during the entire third marking period.
- Juniors** Classes are scheduled on Tuesday and Thursday; each class is 42 minutes in length. Junior physical education is for both semesters.
- Seniors** Classes are scheduled on Tuesday and Thursday; each class is 42 minutes in length. Senior physical education is for three (3) marking periods. One marking period is allocated for a Health instructional course. In addition, seniors have the option to enroll in the Senior Elective Program. The Senior Elective Physical Education Program will take the place of physical education at the school.

Daniel Hand High School

Physical Education Curriculum 1996-1997

9th Grade

1.	Track & Field	8 classes	3 fitness classes
	Fitness Testing	4 classes	
	Ultimate Frisbee	6 classes	2 fitness classes
2.	Volleyball	8 classes	3 fitness classes
	Basketball	8 classes	3 fitness classes
3.	Volleyball	8 classes	4 fitness classes
	Basketball	8 classes	4 fitness classes
4.	Track & Field	8 classes	4 fitness classes
	Fitness Testing	4 classes	
	* Ultimate Frisbee	6 classes	2 fitness classes

Fitness classes will be specialized fitness mini-units designed to help student recognize the benefits of physical fitness. Taught one class per week.

- *Within each mini-course, fitness classes will be conducted.*

* Currently not offered

Daniel Hand High School

Physical Education Curriculum 1996-1997

10th Grade

1.	Badminton	8 classes	4 fitness classes
	Fitness Testing	6 classes	
	Speedball	6 classes	
2.	WT Training	8 classes	3 fitness classes
*	Pickle-ball	8 classes	3 fitness classes
3.	CPR	21 classes	
4.	Lacrosse	8 classes	3 fitness classes
	Fitness Testing	4 classes	
	Softball	8 classes	4 fitness classes

- *Within each mini-course, fitness classes will be conducted.*

*Currently not offered

Daniel Hand High School

Physical Education Curriculum 1996-1997

11th & 12th Grade

1.	Archery	7 classes	3 fitness classes
	Tennis	7 classes	3 fitness classes
	Fitness Testing	4 classes	
2.	Badminton	8 classes	3 fitness classes
	Basketball	9 classes	3 fitness classes
3.	CPR	6 classes	
	* Line Dancing	4 classes	
	Volleyball	7 classes	2 fitness classes
4.	* Street Hockey	7 classes	2 fitness classes
	Fitness	4 classes	
	* Recreational Games	7 classes	2 fitness classes
	mat ball		
	kickball		
	*ultimate frisbee		

- *Within each mini-course, fitness classes will be conducted.*

- *Self-Defense for Women is a semester course offered to Junior girls in place of regular Physical Education.*

**Currently not offered*



Physical Education

Assessment Guidelines And Procedures

Connecticut Physical Fitness Assessment

While all students experience "Connecticut's Fitness Challenge" and appropriate exercises/activities for maintenance/improvement, only students in grades 4, 6, 8 and 10 are formally tested in the Physical Fitness Assessment. Anonymous scores are then sent to Hartford as part of the Strategic School Profile.

National Standards

COMPONENTS OF THE PROGRAM NATIONAL STANDARDS

The following is the June 20, 1996 draft of the National Standards for Physical Education. The Madison Public Schools' Physical Education Curriculum is tightly aligned with the national standards.

K - 4 Standards

Standard 1. Demonstrate competence in many different movement forms and proficiency in a few forms of physical activity. Sample Benchmarks:

- Travel, in different ways, in a large group without bumping into others or falling
- Toss a ball and catch it before it bounces twice
- Continuously jump a swinging rope held by others
- State guidelines and behaviors for the safe use of equipment and apparatus
- Jump and land using a combination of one and two foot take-offs and landings
- Continuously dribble a ball, using the hands or feet, without losing control
- Strike a ball repeatedly with a paddle
- Balance, with control, on a variety of moving objects (e.g., balance boards, skates, scooters)
- Demonstrate competence in basic swimming strokes and survival skills in, on, and around the water
- Distinguish between compliance and non-compliance with game rules and fair play

Standard 2. Apply concepts and principles of human movement to the learning and development of motor skills. Sample Benchmarks:

- Kick a stationary ball, using a running approach (without hesitating or stopping), prior to the kick
- Identify selected body parts, skills, and movement concepts
- Recognize that skill development requires practice
- Demonstrate the difference between an overhand and underhand throw
- Identify ways movement concepts can be used to refine movement skills
- Describe essential elements of mature movement patterns

Standard 3. Design personal fitness programs to achieve and maintain physical fitness. Sample Benchmarks:

- Can sustain moderate physical activity
- Are aware of their heart beating fast during physical activity
- On the playground or during lunch / recess, engage in vigorous physical activity
- Can describe to a partner what happens to their heart during vigorous physical activity
- During physical education, the students participate in activities that are designed to develop chasing and fleeing skills
- Can move each joint through a full range of motion
- Manage own body weight while hanging and climbing

- Participate in organized after-school activities that promote physical fitness (e.g., gymnastics club, boys and girls club, baseball / softball)
- Use time outside of school to engage in vigorous physical activity (e.g., jogging with dog, biking with parents, inline skating, skate boarding)
- Support, lift and control body weight in a variety of activities

Standard 4. Identify the benefits and costs of regular participation in physical activity. Sample Benchmarks:

- Sample benchmarks are now under development.

Standard 5. Demonstrate responsible personal and social behavior in physical activity settings. Sample Benchmarks:

- Can take turns using a piece of equipment
- Can follow directions given to the class for an all class activity
- Transfer rules of the gym to "rules of the playground"
- Report a score honestly when the teacher asks the students to raise their hands if they can strike a ball more than five times in a row without losing control
- Choose to use a lighter ball when they cannot be successful with the heavier ball
- Refrain from choosing friends as partners when they have a history of off-task behavior
- When given the opportunity, arrange gymnastics equipment safely in a manner appropriate to the task
- Work productively with a partner to improve the process characteristics of the overhand throw pattern for distance
- Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others
- Can assess their own performance problems without blaming others

Standard 6. Understand that participation in physical activity promotes inclusion and understanding of differences among people. Sample Benchmarks:

- Enjoy participation alone and with others
- Appreciate the benefits that accompany cooperation and sharing
- Be considerate of others in physical activity settings
- Appreciate differences and similarities in others' physical activity
- Respect persons from different backgrounds and the cultural significance they attribute to various games, dances, and physical activities

Standard 7. Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Sample Benchmarks:

- Identify feelings that result from participation in physical activities
- Look forward to physical education lessons
- Appreciate the benefits that accompany cooperation and sharing
- Accept the feelings resulting from challenges, successes, and failures in physical activity
- Identify activities that contribute to personal feelings of joy
- Describe healthful benefits that result from regular and appropriate participation in physical activity

- Design games, gymnastics, and dance sequences that are personally interesting
- Enjoy feelings resulting from involvement in physical activity
- Celebrate personal successes and achievements and those of others

Standard 8. Participate regularly in health enhancing physical activities. Sample Benchmarks:

- Participate regularly in vigorous physical activity
- Recognize that physical activity is good for personal well-being
- Identify feelings that result from participation in physical activities
- Demonstrate safety while participating in physical activity
- Participate in a wide variety of activities that involve locomotion, nonlocomotion, and manipulation of objects
- Willingly complete physical education activity "homework" assignments
- Describe healthful benefits that result from regular and appropriate participation in physical activity
- Enjoy feelings resulting from participation in physical activity

5 - 8 Standards

Standard 1. Demonstrate competence in many different movement forms and proficiency in a few forms of physical activity. Sample Benchmarks:

- Consistently strike a ball, using a golf club or a hockey stick, so that it travels in an intended direction and height
- Design and perform gymnastics and dance sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow
- Design and play small group games that involve cooperating with others to keep an object away from opponents (basic offensive and defensive strategy; e.g., by throwing, kicking, and / or dribbling a ball)
- Design and refine a routine, combining various jump rope movements to music, so that it can be repeated without error
- Explore introductory outdoor pursuits skills (e.g., backpacking, rock climbing, hiking, canoeing, cycling, rope courses)
- Perform a variety of simple folk, country, and creative dances
- Analyze offensive and defensive strategies in games and sports

Standard 2. Apply concepts and principles of human movement to the learning and development of motor skills. Sample Benchmarks:

- Leap, roll, balance, transfer weight, bat volley, hand and foot dribble, and strike a ball with a paddle, using a mature motor pattern
- Demonstrate proficiency in front, back, and side swimming strokes
- Identify principles of training and conditioning for physical activity
- Identify proper warm-up, conditioning, and cool-down techniques and the reasons for using them
- Practice in ways that are appropriate for learning new skills or sports on their own

- Assess personal motor fitness status
- Desire to improve physical ability and performance

Standard 3. Design personal fitness programs to achieve and maintain physical fitness. Sample Benchmarks:

- Keep a record of heart rate prior to, during, and after vigorous physical activity
- Participate in organized physical activities, outside of school (e.g., gymnastic clubs, community sponsored youth sports)
- Engage in physical activity at the target heart rate for a minimum of 20 minutes
- Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, and cardiorespiratory functioning
- Correctly demonstrate various weight training techniques
- Plan a formal circuit weight training program to meeting physical fitness goals

Standard 4. Identify the benefits and costs of regular participation in physical activity. Sample Benchmarks:

- Sample benchmarks are now under development.

Standard 5. Demonstrate responsible personal and social behavior in physical activity settings. Sample Benchmarks:

- Make suggestions for modifications in a game or activity that can improve the game
- Remain on task in a group activity without close teacher monitoring
- Choose a partner they can work with productively
- Can distinguish between acts of "courage" and reckless acts
- Will practice for good technique even though the success of the movement may not be as consistent
- Includes concerns for safety in self-designed activities
- Insures that all members of a working group or squad have an equal opportunity to participate
- Walk away from a peer wanting to fight
- Accept the controversial decision of an official
- Practice the forehand stroke against the wall when given the opportunity to choose a skill for independent practice
- Have fewer than five fouls in a basketball game

Standard 6. Understand that participation in physical activity promotes inclusion and understanding of differences among people. Sample Benchmarks:

- Recognize the role of games, sports, and dance in getting to know and understand others of like and different cultures
- Seek out, participate with, and show respect for persons of like and different skill levels
- List long-term physiological, psychological and cultural benefits that may result from regular participation in physical activity
- Respect physical and performance limitations of self and others

Standard 7. Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Sample Benchmarks:

- Identify benefits resulting from participation in different forms of physical activities
- Describe ways to use the body and movement activities to communicate ideas and feelings
- Seek physical activity in informal settings that utilize skills and knowledge gained in physical education classes
- List long-term physiological, psychological and cultural benefits that may result from regular participation in physical activity
- Describe personal and group conduct, including ethical behavior, appropriate for engaging in physical activity
- Feel satisfaction on days when engaging in physical activity
- Enjoy the aesthetic and creative aspects of performance

Standard 8. Participate regularly in health enhancing physical activities. Sample Benchmarks:

- Choose to exercise at home for personal enjoyment and benefit
- Participate in games, sports, dance, and outdoor pursuits both in and out of school based on individual interests and capabilities
- Identify opportunities in the school and community for regular participation in physical activity
- Identify benefits resulting from participation in different forms of physical activities
- Participate in an individualized fitness program
- Recognize the effects of substance abuse on personal health and physical performance
- List long-term physiological, psychological and cultural benefits that may result from regular participation in physical activity
- Feel satisfaction on days when engaging in physical activity
- Enjoy the aesthetic and creative aspects of performance
- Desire to improve physical ability and performance

9 - 12 Standards

Standard 1. Demonstrate competence in many different movement forms and proficiency in a few forms of physical activity. Sample Benchmarks:

- Demonstrate intermediate or advance competence in at least one activity from three of the six following categories: aquatics, dance (e.g., modern folk, country, ballet); outdoor pursuits (e.g., hiking, biking, canoeing); individual activities / sports (e.g., golf, cycling); dual activities / sports (e.g., tennis, racquetball); team activities / sports (e.g., soccer, softball). (Grade 12)
- Participate in a variety of game, sport, and dance activities representing different cultural backgrounds

Standard 2. Apply concepts and principles of human movement to the learning and development of motor skills. Sample Benchmarks:

- Demonstrate basic competence in physical activities selected from each of the following categories: aquatics; self-defense; dance; individual, dual, and team activities and sports; and outdoor pursuits
- Apply biomechanical concepts and principles to analyze and improve performance of self and others
- Apply scientific principles to learning and improving skills
- Use scientific knowledge to analyze personal characteristics and participation in physical activity
- Feel empowered to maintain an improve physical fitness, motor skills, and knowledge about physical activity

Standard 3. Design personal fitness programs to achieve and maintain physical fitness. Sample Benchmarks:

- Assess aerobic endurance using the one mile walk test
- Monitor body composition by body circumferences measures
- Records results of informal testing and compare status relative to personal physical fitness goals
- Participate in physical activity with carry over value on a regular basis (e.g., tennis, badminton, back packing, swimming, hiking, walking, cycling).
- Monitor exercise and other behaviors related to healthful lifestyle
- Maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility, and body composition necessary for a healthful lifestyle
- Use the results of fitness assessments to guide changes in their personal program of physical activity
- Willingly participate in games, sports, dance, outdoor pursuits and other physical activities which contribute to the attainment of personal goals and maintenance of wellness

Standard 4. Identify the benefits and costs of regular participation in physical activity. Sample Benchmarks:

- Sample benchmarks are now under development.

Standard 5. Demonstrate responsible personal and social behavior in physical activity settings. Sample Benchmarks:

- Participate in vigorous activity outside of school at least three times a week
- Slide into second base in a manner that avoids injury to the person playing second base
- Choose an activity because they enjoy it and not because all their friends are in it
- Volunteer to replay a contested shot in tennis
- Walk away from verbal confrontation
- Acknowledge good play from an opponent during competition
- Use the proper warm-up procedures prior to activity
- Create a safe environment for their own skill practice (e.g., looks behind them before using a striking instrument)
- Take a supportive role in an activity
- Plan and conduct their own fitness program outside of the school day

Standard 6. Understand that participation in physical activity promotes inclusion and understanding of differences among people. Sample Benchmarks:

- Discuss the historical roles of games, sports, and dance in the cultural life of a population
- Enjoy the satisfaction of meeting and cooperating with others during physical activity
- Identify the effects of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation

Standard 7. Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Sample Benchmarks:

- Identify participation factors that contribute to enjoyment and self-expressions
- Derive genuine pleasure from participating in physical activity
- Enter competition / activity voluntarily

Standard 8. Participate regularly in health enhancing physical activities. Sample Benchmarks:

- Participate cooperatively and ethically when in competitive physical activities
- Participate in several outdoor pursuits indigenous to the geographic area
- Analyze and compare health and fitness benefits derived from various physical activities
- Analyze and evaluate personal fitness profile
- Enjoy the satisfaction of meeting and cooperating with others during physical activity
- Monitor exercise and other behavior related to a healthful lifestyle
- Willingly participate in game, sports, dance, outdoor pursuits, and other physical activities which contribute to the attainment of personal goals and the maintenance of wellness
- Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed by the media
- Accept the ways in which personal characteristics, performance styles and activity preferences will change over the life span
- Feel empowered to maintain and improve physical fitness, motor skills, and knowledge about physical activity
- Make a commitment to physical activity as an important part of one's lifestyle