

EAST HADDAM PUBLIC SCHOOLS  
PHYSICAL EDUCATION CURRICULUM

K-12

Approved by the  
East Haddam Board of Education

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## Physical Education Curriculum Committee

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## Statement of Philosophy

The East Haddam Public Schools strives to promote an understanding of the wellness concept most specifically through the curricular areas of Health Education, Physical Education, Developmental Guidance, and Family and Consumer Science. The health, wellness, and fitness umbrella shall concentrate on the needs, interests, and development of the whole child and shall simultaneously focus on the cognitive, affective, psychomotor domains of learning to continually reinforce high standards consistent with a healthy lifestyle.

## Program Goals

Through sequential developmental programs in Health and Physical Education, the East Haddam Public Schools will endeavor to provide ongoing educational opportunities in both traditional and experiential settings that will:

- foster and maintain a child's inherent love of movement and play;
- assure that students experience the joy of successful play;
- promote kinesthetic awareness through physical activity;
- create a thorough understanding and appreciation of the vital necessity of a high level of personal fitness;
- emphasize critical thinking skills as a major component of effective decision making;
- build interpersonal skills;
- enhance self-esteem;
- guide students to appreciate the value of working cooperatively;
- assist students in gaining a more thorough knowledge of tolerance and individual differences and to also develop the ability to incorporate that understanding productively in their interactions with others;
- lead students to discover the numerous activities and avenues available to them that will stimulate interest and motivate participation in a variety of lifelong activities; and
- incorporate knowledge about learning styles, multiple intelligences, and differentiation into instructional practices that will enable each child to maximize his/her potential.

## Content Standards

A physical educated person:

- HAS learned skills necessary to perform a variety of physical activities;
- IS physically fit;
- DOES participate regularly in physical activity;
- KNOWS the implications of and the benefits from involvement in physical activities;
- VALUES physical activity and its contribution to a healthful lifestyle in order to pursue a lifetime of healthful physical activity.

Content Standard #1: Motor Skill Performance

Content Standard #2: Applying Concepts and Strategies

Content Standard #3: Engaging in Physical Activity

Content Standard #4: Physical Fitness

Content Standard #5: Responsible Behavior

Content Standard #6: Benefits of Physical Activity

# CONTENT STANDARD 1

## KINDERGARTEN

Essential Question: What different ways can the body move given a specific purpose?

**The students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

### **Learner Outcomes**

The students will:

- demonstrate developmentally mature form in the fundamental movement skills - locomotor, non-locomotor, and manipulative in a closed environment (skills in isolation) by:
  - walking, running, hopping, skipping, galloping;
  - performing a mature form in walking and running;
  - tossing a ball and catching it before bouncing twice;
  - kicking a stationary ball using a smooth continuous running step;
  - maintaining momentary stillness bearing weight on a variety of body parts (balancing); and
  - rolling (body movement).
- demonstrate simple applications combining locomotor, non-locomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities by:
  - walking, running, hopping, skipping, galloping, tossing (underhand and overhand throw);
  - running and then kicking a stationary ball;
  - rolling (gymnastics) without hesitating or stopping; and
  - jump roping – games through imaginary experiences.
- explore and adapt fundamental movement skills in a variety of dynamic environments by:
  - demonstrating clear contrast between slow and fast movements while traveling;
  - demonstrating locomotor skills by moving in different pathways such as straight, curved, zig-zag, or a defined rhythm.
- acquire beginning skills of a few specialized movement forms by:
  - traveling in forward and sideways directions using a variety of locomotor and non-locomotor patterns and changing directions quickly in response to a signal.
- participate in a variety of modified games and activities by:
  - dancing of locomotors performed twice – first time hearing designated signal from teacher and the second time choosing their own.

### **Classroom Illustrations**

- YMCA – locomotor activity: students perform “YMCA” movement and various locomotor movements during the verse.
- “Copy Cat” – children start at the end line. The teacher chooses a student to perform any locomotor skill to the opposite end line. That student says “copy cat” as he/she reaches that line. The class then does that same skill across.
- Scooterville – pathways through gross motor development using scooters driving in different pathways.
- ABC Balance – balancing using different number of body parts and creating letters with body.
- “Clean-Up the Backyard” – using throwing and catching skills/kicking manipulative activity game.
- Musical Hoops – locomotor skills with music. When music stops students must stand in a different hula-hoop than before.

### **Assessments**

- Observation by the teachers by various critical elements of the skill.
- Demonstrates selected critical elements of locomotor skills.
- Responds with correct locomotor skill as named by the teacher.

## GRADE 1

**The students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

### **Learner Outcomes**

The students will:

- demonstrate developmentally mature form in the fundamental movement skills - locomotor, non-locomotor, and manipulative in a closed environment (skills in isolation) by:
  - receiving and sending an object in a continuous motion;
  - striking a ball repeatedly with a paddle;
  - performing chasing, fleeing, dodging to avoid others;
  - demonstrating mature form in skipping, hopping, galloping, and sliding;
  - demonstrating motor patterns in simple combinations (dribbling while running or jump roping and running);
  - moving into smooth transitions between sequential motor skills (running into a jump); and
  - combining skills together (adjusting and adapting to complicated skills; e.g. tossing ball to moving partner – rising/sinking while twisting).
- demonstrate simple applications combining locomotor, non-locomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities by:
  - demonstrating control in traveling activities and weight bearing and balance activities on a variety of body parts;
  - combining locomotor patterns to music and time; and
  - balancing and demonstrating momentary stillness in symmetrical and non-symmetrical shapes on a variety of body parts.
- explore and adapt fundamental movement skills in a variety of dynamic environments by:
  - combining locomotor patterns to music and time;
  - demonstrating manipulative skills while adding walking/running; and
  - adapting their movement to the needs of a partner (e.g. vary direction, level and speed of a locomotor pattern and use them in combination).
- acquire beginning skills of a few specialized movement forms by:
  - developing dance patterns matched with music and time; and
  - continuing to develop manipulative and locomotor skills and begin to use them in sport-related games.
- participate in a variety of modified games and activities by:
  - Catching Animals – throwing and catching game; and
  - Balance Stations – stations, stunts.

### **Classroom Illustrations**

- Tag Games – Incredibles Tag, Line Tag, “See You Later Alligator!”, Wizard Sneak Attack, Sharks and Sailors, Turtle Tag.
- Dance – “YMCA,” multicultural songs/dance, folk or line dance, A-B-A pattern dance, “Cotton Eye Joe,” (combine locomotor skills), “Zesty Kickin’ Chicken Dance.”
- Jumping Patterns – with hoping /jumping, also jump roping patterns with songs.

### **Assessments**

- Observation by the teacher
- Peer observation – worksheet checklist (e.g. gymnastics and balancing – students check off if partner can do certain balance such as two hands and one foot.
- Locomotor assessments for mature movement patterns through dance or game play through teacher observation.

## GRADE 2

**The students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

### **Learner Outcomes**

The students will:

- demonstrate developmentally mature form in the fundamental movement skills - locomotor, non-locomotor, and manipulative in a closed environment (skills in isolation) by:
  - receiving and sending an object in a continuous motion;
  - striking a ball repeatedly with a paddle;
  - performing chasing, fleeing, dodging to avoid others;
  - demonstrating mature form in skipping, hopping, galloping, and sliding;
  - demonstrating motor patterns in simple combinations (dribbling while running or jump roping and running);
  - moving into smooth transitions between sequential motor skills (running into a jump); and
  - combining skills together (adjusting and adapting to complicated skills; e.g. tossing ball to moving partner – rising/sinking while twisting).
- demonstrate simple applications combining locomotor, non-locomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities by:
  - demonstrating control in traveling activities and weight bearing and balance activities on a variety of body parts;
  - combining locomotor patterns to music and time; and
  - balancing and demonstrating momentary stillness in symmetrical and non-symmetrical shapes on a variety of body parts.
- explore and adapt fundamental movement skills in a variety of dynamic environments by:
  - combining locomotor patterns to music and time;
  - demonstrating manipulative skills while adding walking/running; and
  - adapting their movement to the needs of a partner (e.g. vary direction, level and speed of a locomotor pattern and use them in combination).
- acquire beginning skills of a few specialized movement forms by:
  - developing dance patterns matched with music and time; and
  - continuing to develop manipulative and locomotor skills and begin to use them in sport-related games.
- participate in a variety of modified games and activities by:
  - Catching Animals – throwing and catching game; and
  - Balance Stations – stations, stunts.

### **Classroom Illustrations**

- Tag Games – Incredibles Tag, Line Tag, “See You Later Alligator!”, Wizard Sneak Attack, Sharks and Sailors, Turtle Tag.
- Dance – “YMCA,” multicultural songs/dance, folk or line dance, A-B-A pattern dance, “Cotton Eye Joe,” (combine locomotor skills), “Zesty Kickin’ Chicken Dance.”
- Jumping Patterns – with hoping /jumping, also jump roping patterns with songs.

### **Assessments**

- Observation by the teacher
- Peer observation – worksheet checklist (e.g. gymnastics and balancing – students check off if partner can do certain balance such as two hands and one foot.
- Locomotor assessments for mature movement patterns through dance or game play through teacher observation.

### GRADE 3

**The students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

#### **Learner Outcomes**

The students will:

- demonstrate developmentally mature form in the fundamental movement skills - locomotor, non-locomotor, and manipulative in a closed environment (skills in isolation) by:
  - demonstrating mature form in all locomotor patterns and selected manipulative and non-locomotor skills;
  - jumping and landing using mature form;
  - kicking, throwing, catching, striking in a mature form and also combinations can be performed while dodging, for example;
  - dribbling and passing a basketball to a moving receiver;
  - balancing with control on a variety of objects (balance board, large apparatus, or skates);
  - developing and refining a gymnastics sequence demonstrating smooth transitions;
  - developing and refining a creative dance sequence into a repeatable pattern;
  - demonstrating a successful transfer of weight from feet to hands at fast and slow speeds using large extensions (like a mule kick, handstand, or cartwheel); and
  - striking a softly thrown ball with a bat or paddle demonstrating appropriate grip.
- demonstrate simple applications combining locomotor, non-locomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities by:
  - combining locomotor, non-locomotor and manipulative in combine settings such as modified games;
  - receiving and sending a basketball pass to a partner on the move and sending it in one motion;
  - passing ahead of the moving player without the player having to stop; and
  - combining a balance, a roll, and a traveling action into a gymnastics sequence to have a clear beginning and ending.
- explore and adapt fundamental movement skills in a variety of dynamic environments by:
  - performing manipulative skills while dodging or moving in different directions; and
  - performing a combination of locomotor, manipulative, and non-locomotor skills in a modified game situation.
- acquire beginning skills of a few specialized movement forms by:
  - learning some basic specialized skills to a movement form such as basketball chest pass, soccer dribble, or fielding a softball with a glove, and to use these skills with a partner.
- participate in a variety of modified games and activities by:
  - learning sports-related skills during modified games. Sports include basketball, soccer, volleyball, badminton, floor hockey, softball/baseball, tennis, dance, and gymnastics.

### **Classroom Illustrations**

- **Steal the Beanbag** - Modified basketball game. Half court is used, using 3 basketball hoops, and 1 ball per team. There are 4 teams, each lined up beside their hoops at each corner of the court. On “go” the first person from each team dribbles the ball to a hoop and takes one shot. If the student makes the basket, he/she may dribble and pick up 2 beanbags from the middle pile of beanbags, or 2 from another team and bring it back to their own team’s hoop. If the student missed the shot, they would only chose 1 beanbag. Once putting the beanbag in the hoop, the student passes the basketball to the next player on the team, and so on. Once a team has 10 beanbags, the whole team raises their hands and the teacher checks for a total of 10.
- **Pin Hockey** - Modified floor hockey game. Create two equal teams, everyone with a hockey stick, and a ball\* (various types based on skill level). 6 bowling pins are scattered on each side of a basketball court. The blue team, for example, will try and knock down the yellow pins on the other side of the court, and the yellow team will attempt to knock down the blue pins on the opposing side. Only one player may defend a pin at a time. The only successful way to knock down a pin is to knock it down with a ball. First team to knock down the pins first wins.
  - \* Modified floor hockey game with about 5 players on each team. Two games playing in the gym at a time.
- **Keep It Up** - Modified volleyball game. Create groups of 3-5 players, with one beach ball for each group. Students are to practice starting play with a gentle serve into play, then practicing the bump and the set. Players count how many times ball stays in the air without it touching the ground. Students try and beat their highest score.
- **Around the World** - Modified soccer game. Every student has a number from 1-20, for example, and is lined up behind the 18 yard line, or half court line. There is a goal on the goal or end line. The teacher will yell out 2 numbers and roll a soccer ball on either side of the play area. The two students with those numbers play one on one to try and score a goal (using offensive and defensive skills) If a player scores, then they stay in the game, while the other student can go and dribble, pass, or shoot on the other side until the game is over. (Two or more balls can be in play at a time to create more student involvement, and less waiting time.)

### **Assessments**

- Teacher observation of seeing the key points of each skill component. Also check for more complex assessment with sequencing moving and a skill during game play.
- Peer observation with a worksheet of key points of the skill on a paper. Student checks to see if each part of the skill is present. Example: Overhand Throwing - Ready (starting sideways, look towards target), Swing-up (L-shaped arm, pulled back), Step (with the opposite foot), Throw (move arm towards target), Follow Through (point towards target).
- Self-assessment. Student checklist of skills broken down with key points. Rate their own performance.

## GRADE 4

**The students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

### Learner Outcomes

The students will:

- demonstrate developmentally mature form in the fundamental movement skills - locomotor, non-locomotor, and manipulative in a closed environment (skills in isolation) by:
  - demonstrating mature form in all locomotor patterns and selected manipulative and non-locomotor skills;
  - jumping and landing using mature form;
  - kicking, throwing, catching, striking in a mature form and also combinations can be performed while dodging, for example;
  - dribbling and passing a basketball to a moving receiver;
  - balancing with control on a variety of objects (balance board, large apparatus, or skates);
  - developing and refining a gymnastics sequence demonstrating smooth transitions;
  - developing and refining a creative dance sequence into a repeatable pattern;
  - demonstrating a successful transfer of weight from feet to hands at fast and slow speeds using large extensions (like a mule kick, handstand, or cartwheel); and
  - striking a softly thrown ball with a bat or paddle demonstrating appropriate grip.
- demonstrate simple applications combining locomotor, non-locomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities by:
  - combining locomotor, non-locomotor and manipulative in combine settings such as modified games;
  - receiving and sending a basketball pass to a partner on the move and sending it in one motion;
  - passing ahead of the moving player without the player having to stop; and
  - combining a balance, a roll, and a traveling action into a gymnastics sequence to have a clear beginning and ending.
- explore and adapt fundamental movement skills in a variety of dynamic environments by:
  - performing manipulative skills while dodging or moving in different directions; and
  - performing a combination of locomotor, manipulative, and non-locomotor skills in a modified game situation.
- acquire beginning skills of a few specialized movement forms by:
  - learning some basic specialized skills to a movement form such as basketball chest pass, soccer dribble, or fielding a softball with a glove, and to use these skills with a partner.
- participate in a variety of modified games and activities by:
  - learning sports-related skills during modified games. Sports include basketball, soccer, volleyball, badminton, floor hockey, softball/baseball, tennis, dance, and gymnastics.

### **Classroom Illustrations**

- **Steal the Beanbag** - Modified basketball game. Half court is used, using 3 basketball hoops, and 1 ball per team. There are 4 teams, each lined up beside their hoops at each corner of the court. On “go” the first person from each team dribbles the ball to a hoop and takes one shot. If the student makes the basket, he/she may dribble and pick up 2 beanbags from the middle pile of beanbags, or 2 from another team and bring it back to their own team’s hoop. If the student missed the shot, they would only choose 1 beanbag. Once putting the beanbag in the hoop, the student passes the basketball to the next player on the team, and so on. Once a team has 10 beanbags, the whole team raises their hands and the teacher checks for a total of 10.
- **Pin Hockey** - Modified floor hockey game. Create two equal teams, everyone with a hockey stick, and a ball\* (various types based on skill level). 6 bowling pins are scattered on each side of a basketball court. The blue team, for example, will try and knock down the yellow pins on the other side of the court, and the yellow team will attempt to knock down the blue pins on the opposing side. Only one player may defend a pin at a time. The only successful way to knock down a pin is to knock it down with a ball. First team to knock down the pins first wins.
  - \* Modified floor hockey game with about 5 players on each team. Two games playing in the gym at a time.
- **Keep It Up** - Modified volleyball game. Create groups of 3-5 players, with one beach ball for each group. Students are to practice starting play with a gentle serve into play, then practicing the bump and the set. Players count how many times ball stays in the air without it touching the ground. Students try and beat their highest score.
- **Around the World** - Modified soccer game. Every student has a number from 1-20, for example, and is lined up behind the 18 yard line, or half court line. There is a goal on the goal or end line. The teacher will yell out 2 numbers and roll a soccer ball on either side of the play area. The two students with those numbers play one on one to try and score a goal (using offensive and defensive skills) If a player scores, then they stay in the game, while the other student can go and dribble, pass, or shoot on the other side until the game is over. (Two or more balls can be in play at a time to create more student involvement, and less waiting time.)
- **Jumping Patterns** - with hopping/jumping. Jump roping patterns with songs.
- **Dance** - “YMCA”, multicultural songs/dance, folk or line dance.

### **Assessments**

- Teacher observation of seeing the key points of each skill component. Also check for more complex assessment with sequencing moving and a skill during game play.
- Peer observation with a worksheet of key points of the skill on a paper. Student checks to see if each part of the skill is present. Example: Overhand Throwing - Ready (starting sideways, look towards target), Swing-up (L-shaped arm, pulled back), Step (with the opposite foot), Throw (move arm towards target), Follow Through (point towards target).
- Self-assessment. Student checklist of skills broken down with key points. Rate their own performance.

## CONTENT STANDARD 2

### KINDERGARTEN

Essential Question: How can we move effectively and efficiently?

**The students will demonstrate understanding of movement concepts, principles, and strategies as they apply to the learning and performance of physical activities.**

#### **Learner Outcomes**

The students will:

- demonstrate an understanding of what the body does, where the body moves, how the body performs the movement, and relationships that occur in movement by:
  - pathways (zig-zag, curved, straight) levels (high, medium, low), range, and direction to their locomotor patterns – fast/slow speeds, light/heavy weights, balance, twist; and
  - relationships – over/under, behind, alongside, through.
- recognize critical performance skill elements in self and others using movement vocabulary by:
  - recognizing locomotor and non-locomotor movements and is able to name a skill if they see it;
  - demonstrating and identifying skills from Standard 1; and
  - responding appropriately to a variety of cues, e.g. underhand tosses from teacher, ready, swing back, step, throw, follow through.
- demonstrate knowledge of activity specific rules, safety practices, and procedures by:
  - understanding personal space and moving in a general space;
  - being able to change directions quickly or stop safely in response to a signal; and
  - following basic classroom procedures given by the teacher, e.g. “walk in quietly and sit on the circle.”

#### **Classroom Illustrations**

- Progression to understanding skill cues:
  - Teacher shows children skill along with giving verbal cues. Students then practice together with imaginary ball (just movement). Example: underhand throw. Students then practice together as a group with every child having a ball but saying cues out loud together. Then individual practice throwing against the wall while saying cues. Students move in response to a movement book being read to them by the teacher. Locomotor and non-locomotor skills are used. Teacher can read the book first and the children listen. Then teacher talks about movements related to the book which gives students time to practice. Then book is read again while students move along with the book.
- Jack and Jill Game – Students pretend to recreate the story of Jack and Jill to practice rolling. Student can draw a rolling action used by Jack and Jill.

Physical Education Curriculum (Cont'd)  
Content Standard 2, Kindergarten (Cont'd)

**Assessments**

- Students are provided a drawing of an underhand and overhand throw.
- Pattern and asked to circle the overhand one.
- Correctly identifies the movement pattern or concept.

## GRADE 1

**The students will demonstrate understanding of movement concepts, principles, and strategies as they apply to the learning and performance of physical activities.**

### **Learner Outcomes**

The students will:

- demonstrate an understanding of what the body does, where the body moves, how the body performs the movement, and relationships that occur in movement by:
  - identifying critical elements of basic movement patterns; and
  - identifying movement concepts (of mature performance) of space, effort, and relationships that vary the quality of movement (e.g. walking, running, hopping, skipping).
- recognize critical performance skill elements in self and others using movement vocabulary by:
  - using feedback to improve performance on a skill;
  - identifying four characteristics of a mature throw and walking, running, hopping, skipping; and
  - stating key elements to teacher and performing them while saying verbal cues.
- demonstrate knowledge of activity specific rules, safety practices, and procedures by:
  - using concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling; and
  - following several instructions by the teacher.

### **Classroom Illustrations**

- Skill practice with cues – manipulative practice against a wall with cues.

### **Assessments**

- Peer observation – throw to target on the wall five times. Partner gives feedback based on knowledge of key elements. Give smiley face for each key element done on score sheet. Switch.

## GRADE 2

**The students will demonstrate understanding of movement concepts, principles, and strategies as they apply to the learning and performance of physical activities.**

### **Learner Outcomes**

The students will:

- demonstrate an understanding of what the body does, where the body moves, how the body performs the movement, and relationships that occur in movement by:
  - identifying critical elements of basic movement patterns; and
  - identifying movement concepts (of mature performance) of space, effort, and relationships that vary the quality of movement (e.g. walking, running, hopping, skipping).
- recognize critical performance skill elements in self and others using movement vocabulary by:
  - using feedback to improve performance on a skill;
  - identifying four characteristics of a mature throw and walking, running, hopping, skipping; and
  - stating key elements to teacher and performing them while saying verbal cues.
- demonstrate knowledge of activity specific rules, safety practices, and procedures by:
  - using concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling; and
  - following several instructions by the teacher.

### **Classroom Illustrations**

- Skill practice with cues – manipulative practice against a wall with cues.

### **Assessments**

- Peer observation – throw to target on the wall five times. Partner gives feedback based on knowledge of key elements. Give smiley face for each key element done on score sheet. Switch.

### GRADE 3

**The students will demonstrate understanding of movement concepts, principles, and strategies as they apply to the learning and performance of physical activities.**

#### **Learner Outcomes**

The students will:

- demonstrate an understanding of what the body does, where the body moves, how the body performs the movement, and relationships that occur in movement by:
  - applying critical elements to improve personal performance in fundamental and selected motor skills;
  - understanding that appropriate practice improves performance; and
  - understanding which skills are used in a variety of sport related games.
- recognize critical performance skill elements in self and others using movement vocabulary by:
  - using critical elements to refine personal performance of fundamental and selected specialized motor skills, as well as to provide feedback to others;
  - recognizing, applying, and understanding concepts that impact the quality of increasingly complex movement performance; and
  - using critical elements of fundamental and specialized movement skills to provide feedback to others. Example: Throwing a ball or batting and being able to recognize the appropriate key points.
- demonstrate knowledge of activity specific rules, safety practices, and procedures by:
  - understanding rules and procedures to a modified game by being able to play successfully;
  - understanding safety practices set by the teacher, such as, staying on one's feet, staying in control, watching for others while staying in a personal space, and playing without contact; and
  - participating consistently in classroom procedures during every class.

#### **Classroom Illustrations**

- Skill practice or using that particular skill in modified game play.
- Question and answers through introduction and/or closing discussion.

#### **Assessments**

- Teacher observation- Seeing if students are following directions, playing by the rules and playing safely during modified games.
- Student log- students record a log or journal on their completion of practice of a particular skill during a certain duration of time. Students are to assess progress as a result of practice.
- Peer observation- Students can observe a classmate in a performance showing combinations of various basic skills used in a changing environment. Students should be able to see if certain elements are reached or left out. These can be verbally told or checked off with a worksheet.
- Question and answers through introduction and or closing discussion.

## GRADE 4

**The students will demonstrate understanding of movement concepts, principles, and strategies as they apply to the learning and performance of physical activities.**

### **Learner Outcomes**

The students will:

- demonstrate an understanding of what the body does, where the body moves, how the body performs the movement, and relationships that occur in movement by:
  - applying critical elements to improve personal performance in fundamental and selected motor skills;
  - understanding that appropriate practice improves performance; and
  - understanding which skills are used in a variety of sport related games.
- recognize critical performance skill elements in self and others using movement vocabulary by:
  - using critical elements to refine personal performance of fundamental and selected specialized motor skills, as well as to provide feedback to others;
  - recognizing, applying, and understanding concepts that impact the quality of increasingly complex movement performance;
  - using critical elements of fundamental and specialized movement skills to provide feedback to others. Example: Throwing a ball or batting and being able to recognize the appropriate key points;
  - understanding key concepts and word terminology during each unit. (Example: gymnastics, or basketball passes);
  - recognizing differences between dances from different countries; and
  - identifying reasons for the similarities and differences among dances and various countries.
- demonstrate knowledge of activity specific rules, safety practices, and procedures by:
  - understanding rules and procedures to a modified game by being able to play successfully;
  - understanding safety practices set by the teacher, such as, staying on one's feet, staying in control, watching for others while staying in a personal space, and playing without contact; and
  - participating consistently in classroom procedures during every class.

### **Classroom Illustrations**

- Skill practice or using that particular skill in modified game play.
- Question and answers through introduction and/or closing discussion.

**Assessments**

- Teacher observation- Seeing if students are following directions, playing by the rules and playing safely during modified games.
- Student log- students record a log or journal on their completion of practice of a particular skill during a certain duration of time. Students are to assess progress as a result of practice.
- Peer observation- Students can observe a classmate in a performance showing combinations of various basic skills used in a changing environment. Students should be able to see if certain elements are reached or left out. These can be verbally told or checked off with a worksheet.
- Question and answers through introduction and or closing discussion.

## CONTENT STANDARD 3

### KINDERGARTEN

Essential Question: What can we do to be physically active and why is this important?

**The students will participate regularly in physical activity.**

#### **Learner Outcomes**

The students will:

- engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis by:
  - choosing activities that are vigorous in nature which increases breathing and sweating.
- apply an understanding of movement to a variety of basic locomotor, non-locomotor and manipulative skills by:
  - being introduced to health-related fitness concepts.
- applying the understanding of movement in developing movement sequences and game strategies by:
  - understanding how various vigorous activities can be fun and help keep one healthy; and
  - knowing that running types will help keep heart and lungs healthy and push-ups will keep muscles strong.
- engaging in appropriate physical activity both in and outside of school and during and after school that promotes the development and improvement of physical fitness level by:
  - developing likes/dislikes connected with activity;
  - recognizing that physical activity is good for personal well-being and is able to identify feelings that result from participating in physical activity (students learn physical activity is fun and good for you); and
  - listing at least one to several examples of activities that they could do after school to lead a physical active lifestyle.

#### **Classroom Illustrations**

- 1-5 Tag – two to three children start with a ball. These children are taggers. All other children move around by walking, jogging, or running to safely avoid the taggers. If tagged, the student stops, counts 1-2-3-4-5 on their fingers, then is unfrozen and may move again.
- Hungry Hungry Hippos – all children have a partner. The first partner starts in a hoop. A variety of balls and beanbags are scattered at the other end of the gym. On the signal, the first partner runs to the objects, picks up one object with his/her elbows, runs back and places it in their hoop, high-fives their partner and that child goes. The game ends when all objects are gone.
- Workout World – stations with various health-related fitness activities.

**Assessments**

- Observational Record – through varying degrees of physical exertion
  - 3 = High Intensity – vigorous running or jumping rope leading to heavy breathing and perspiration;
  - 2 = Medium Intensity – intermittent games or activities, occasional respiration, some perspiration;
  - 1 = Low Intensity – sedentary games/activities leading to no visible change;
  - 0 = No activity/standing around.

Worksheet to circle activities, intensity, and amount of time for activities done at home (will need parent's signature).

## GRADE 1

**The students will participate regularly in physical activity.**

### **Learner Outcomes**

The students will:

- engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis by:
  - being able to identify at least one form of exercise associated with each health-related fitness component.
- apply an understanding of movement to a variety of basic locomotor, non-locomotor and manipulative skills by:
  - applying locomotor and manipulative skills to sports-related skills combining the two areas of skill.
- applying the understanding of movement in developing movement sequences and game strategies by:
  - introducing more games to practice locomotor and manipulative skills.
- engaging in appropriate physical activity both in and outside of school and during and after school that promotes the development and improvement of physical fitness level by:
  - recording and monitoring which activities require moderate to vigorous physical activity listing a reasonable number of activities three times a week for at least 10-15 minutes a day for improvement on a particular skill practiced at home.

### **Classroom Illustrations**

- Assessment Activity – set of pictures on a worksheet which illustrate the health benefits of physical activity.

### **Assessments**

- Student journal/record sheet of activities – vigorous versus moderate and time
- Observation

## GRADE 2

**The students will participate regularly in physical activity.**

### **Learner Outcomes**

The students will:

- engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis by:
  - being able to identify at least one form of exercise associated with each health-related fitness component.
- apply an understanding of movement to a variety of basic locomotor, non-locomotor and manipulative skills by:
  - applying locomotor and manipulative skills to sports-related skills combining the two areas of skill.
- applying the understanding of movement in developing movement sequences and game strategies by:
  - introducing more games to practice locomotor and manipulative skills.
- engaging in appropriate physical activity both in and outside of school and during and after school that promotes the development and improvement of physical fitness level by:
  - recording and monitoring which activities require moderate to vigorous physical activity listing a reasonable number of activities three times a week for at least 10-15 minutes a day for improvement on a particular skill practiced at home.

### **Classroom Illustrations**

- Assessment Activity – set of pictures on a worksheet which illustrate the health benefits of physical activity.

### **Assessments**

- Student journal/record sheet of activities – vigorous versus moderate and time
- Observation

### GRADE 3

**The students will participate regularly in physical activity.**

#### **Learner Outcomes**

The students will:

- engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis by:
  - identifying at least one form of exercise associated with each health-related fitness component;
  - regularly participating in physical activity for the purpose of developing a healthy lifestyle;
  - dancing sequences with a variety of locomotor and non-locomotor movements along with music and a beat;
  - understanding that activities such as swimming, biking, hiking, or walking the dog are all examples of health-enhancing activities that can be done after school hours; and
  - seeking participation in gross motor activities of a moderate to vigorous nature.
- apply an understanding of movement to a variety of basic locomotor, non-locomotor and manipulative skills by:
  - applying locomotor and manipulative skills to sport-related skills combining the two area of skills;
  - identifying a few moderate to vigorous physical activities that provide personal pleasure to promote health-related benefits and enjoyment; and
  - understanding that a combination of locomotor, non-locomotor and manipulative skills contribute to health-related fitness components.
- applying the understanding of movement in developing movement sequences and game strategies by:
  - dancing sequences with a variety of locomotor and non-locomotor movements along with music and a beat;
  - sport-related skills that include manipulatives and locomotor skills with movement. For example, modified soccer games that help dribbling, trapping, passing, and shooting in a non-competitive way.
- engaging in appropriate physical activity both in and outside of school and during and after school that promotes the development and improvement of physical fitness level by:
  - understanding that vigorous activities for more than 10 minutes and at least 3-4 times per week can help your heart and lungs stay healthy.
  - being aware of their own personal skill and enjoyment and should be encouraged to practice in and outside of the classroom;
  - being able to discover a link between personal, psychological, and emotional benefits that occur during participation in physical activity;
  - being able to list at least one activity that they practice on a regular basis;
  - accurately listing activities that they can do to help them stay healthy; and
  - correctly identifying activities that are vigorous.

### **Classroom Illustrations**

- Constant moderate to vigorous activity during a modified sport-related game, such as basketball or soccer, that improves cardiovascular endurance.
- Students help create a wall chart to show favorite activities that contribute to health-related fitness components.
- Warm-up games can contribute to health-related fitness components. Students can start by running laps and doing push-ups and curl-ups for one minute each. Tag-games encourage constant movement to promote cardiovascular endurance and help body composition. Practicing appropriate stretches after game play of warm-up games or modified game play helps flexibility. All of these examples will help maintain or enhance health-related fitness components for fourth graders, and this introduction to these concepts will continue to help them in the higher grades.
- Hungry Hungry Hippos
- Fitness fun-stations with music

### **Assessments**

- Student log- Selects appropriate health-enhancing physical activities and logs participation during recess and after school. Activities must be for at least 15 minutes for four to five times a week. Students can write which health-related fitness component(s) were met, and how they felt.
- Written test – Students are asked to identify each component of fitness and to describe both and exercise and an activity that has the potential to develop that component.

## GRADE 4

**The students will participate regularly in physical activity.**

### **Learner Outcomes**

The students will:

- engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis by:
  - identifying at least one form of exercise associated with each health-related fitness component;
  - regularly participating in physical activity for the purpose of developing a healthy lifestyle;
  - dancing sequences with a variety of locomotor and non-locomotor movements along with music and a beat;
  - understanding that activities such as swimming, biking, hiking, or walking the dog are all examples of health-enhancing activities that can be done after school hours; and
  - seeking participation in gross motor activities of a moderate to vigorous nature.
- apply an understanding of movement to a variety of basic locomotor, non-locomotor and manipulative skills by:
  - applying locomotor and manipulative skills to sport-related skills combining the two area of skills;
  - identifying a few moderate to vigorous physical activities that provide personal pleasure to promote health-related benefits and enjoyment; and
  - understanding that a combination of locomotor, non-locomotor and manipulative skills contribute to health-related fitness components.
- applying the understanding of movement in developing movement sequences and game strategies by:
  - dancing sequences with a variety of locomotor and non-locomotor movements along with music and a beat;
  - sport-related skills that include manipulatives and locomotor skills with movement. For example, modified soccer games that help dribbling, trapping, passing, and shooting in a non-competitive way.
- engaging in appropriate physical activity both in and outside of school and during and after school that promotes the development and improvement of physical fitness level by:
  - understanding that vigorous activities for more than 10 minutes and at least 3-4 times per week can help your heart and lungs stay healthy.
  - being aware of their own personal skill and enjoyment and should be encouraged to practice in and outside of the classroom;
  - being able to discover a link between personal, psychological, and emotional benefits that occur during participation in physical activity;
  - being able to list at least one activity that they practice on a regular basis;
  - accurately listing activities that they can do to help them stay healthy; and
  - correctly identifying activities that are vigorous.

### **Classroom Illustrations**

- Constant moderate to vigorous activity during a modified sport-related game, such as basketball or soccer, that improves cardiovascular endurance.
- Students help create a wall chart to show favorite activities that contribute to health-related fitness components.
- Warm-up games can contribute to health-related fitness components. Students can start by running laps and doing push-ups and curl-ups for one minute each. Tag-games encourage constant movement to promote cardiovascular endurance and help body composition. Practicing appropriate stretches after game play of warm-up games or modified game play helps flexibility. All of these examples will help maintain or enhance health-related fitness components for fourth graders, and this introduction to these concepts will continue to help them in the higher grades.
- Hungry Hungry Hippos
- Fitness fun-stations with music

### **Assessments**

- Student log- Selects appropriate health-enhancing physical activities and logs participation during recess and after school. Activities must be for at least 15 minutes for four to five times a week. Students can write which health-related fitness component(s) were met, and how they felt.
- Written test – Students are asked to identify each component of fitness and to describe both and exercise and an activity that has the potential to develop that component.

## CONTENT STANDARD 4

### KINDERGARTEN

Essential Question: Why is it important to be physically fit and how can we stay fit?

**The students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.**

#### **Learner Outcomes**

The students will:

- demonstrate several activities related to the development and maintenance of each component of nutritional and health related physical fitness by:
  - identifying physical activities that elicit a faster heartbeat; and
  - identifying healthy and energizing foods.
- recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity by:
  - being aware of heart beating fast, sweat, thirst, and breathing during exercise – check self for signs;
  - placing hand on heart – is heart beating fast or slow; and
  - identifying heart rate and heavy breathing.
- understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels, and personal health status by:
  - understanding that physical activity for short periods of time will help you stay healthy and is also fun; and
  - exhibiting physical activity and eating healthy foods contributes to a strong healthy body.
- maintain a wellness log including exercise and food intake for a set period of time by:
  - using happy, in-between, and sad faces about feelings of an activity or exercise during that day; and
  - being able to circle healthy foods while looking at a collection of healthy and unhealthy choices.

#### **Classroom Illustrations**

- Activity and Assessment – Observation Record
  - Sticky Popcorn – Stop children after a vigorous activity. The teacher leads a discussion of questions:
    - What is the difference between your heartbeat before we did the activity and now?
    - Why is your heart beating faster now?
    - Is anyone sweating? Thirsty?
    - What other activities could we do to make our heart beat faster?

Physical Education Curriculum (Cont'd)  
Content Standard 4, Kindergarten (Cont'd)

**Assessments**

- Teacher Observation - Watch for students through observation during a warm-up activity to see if students tire easily compared to those who sustain action.

## GRADE 1

**The students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.**

### **Learner Outcomes**

The students will:

- demonstrate several activities related to the development and maintenance of each component of nutritional and health related physical fitness by:
  - demonstrating activities that contributes to cardiovascular, musculoskeletal and body composition; and
  - identifying health-related fitness components (e.g. supports body weight for climbing, hanging, and momentarily taking weight on hands).
- recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity by:
  - recognizing physiological indicators while engaging in sustained physical activity that causes an increase in heart rate and heavy breathing; and
  - understanding changes in body during exercise.
- understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels, and personal health status by:
  - understanding to exercise at least three to four days a week for 15-20 minutes (minimum); and
  - understanding tests that correlate to meeting health-related fitness levels (e.g. cardiovascular endurance: jogging, walking, jumping rope; muscular strength endurance: push-ups, curl-ups; flexibility: sit-n-reach.
- maintain a wellness log including exercise and food intake for a set period of time by:
  - naming exercises that help maintain a healthy fitness level;
  - naming healthy foods on his/her log;
  - setting a goal and meeting the goal of exercising for at least 15-20 minutes; and
  - counting pulse rate and recording on sheet after exercise (in class direction by teacher).

### **Classroom Illustrations**

- Health-Related Component Activities – stretching, jogging, walking, jumping rope, supporting weight on rope, weight on hands for a three second count, sit-n-reach position, trunk lift.
- Tag games or games for constant movement for vigorous or moderate activity.

### **Assessments**

- Teacher Observation – the teacher will identify those who drop out of activities that require sustained moderate to vigorous activity.

## GRADE 2

**The students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.**

### **Learner Outcomes**

The students will:

- demonstrate several activities related to the development and maintenance of each component of nutritional and health related physical fitness by:
  - demonstrating activities that contributes to cardiovascular, musculoskeletal and body composition; and
  - identifying health-related fitness components (e.g. supports body weight for climbing, hanging, and momentarily taking weight on hands).
- recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity by:
  - recognizing physiological indicators while engaging in sustained physical activity that causes an increase in heart rate and heavy breathing; and
  - understanding changes in body during exercise.
- understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels, and personal health status by:
  - understanding to exercise at least three to four days a week for 15-20 minutes (minimum); and
  - understanding tests that correlate to meeting health-related fitness levels (e.g. cardiovascular endurance: jogging, walking, jumping rope; muscular strength endurance: push-ups, curl-ups; flexibility: sit-n-reach.
- maintain a wellness log including exercise and food intake for a set period of time by:
  - naming exercises that help maintain a healthy fitness level;
  - naming healthy foods on his/her log;
  - setting a goal and meeting the goal of exercising for at least 15-20 minutes; and
  - counting pulse rate and recording on sheet after exercise (in class direction by teacher).

### **Classroom Illustrations**

- Health-Related Component Activities – stretching, jogging, walking, jumping rope, supporting weight on rope, weight on hands for a three second count, sit-n-reach position, trunk lift.
- Tag games or games for constant movement for vigorous or moderate activity.

### **Assessments**

- Teacher Observation – the teacher will identify those who drop out of activities that require sustained moderate to vigorous activity.

### GRADE 3

**The students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.**

#### **Learner Outcomes**

The students will:

- demonstrate several activities related to the development and maintenance of each component of nutritional and health related physical fitness by:
  - participating in warm-up games which can contribute to health-related fitness components. Students can start by running laps and doing push-ups and curl-ups for one minute each. Tag-games encourage constant movement to promote cardiovascular endurance and help body composition. Practicing appropriate stretches after game play of warm-up games or modified game play helps flexibility. All of these examples will help maintain or enhance health-related fitness components for fourth graders, and this introduction to these concepts will continue to help them in the higher grades;
  - understanding which activities contribute to each level of health related physical fitness component from the Connecticut Physical Fitness test. The understand the mile run contributes to cardiovascular endurance and a majority to body composition. Push-ups (or pull-ups in other states) help muscular strength. Curl-ups help muscular endurance. Finally, the sit-and reach (or chin lift for back flexion) shows flexibility;  
\*\* Students can work with partners or small groups and go through a variety of stations to help them practice and understand each component.
  - demonstrating a constant moderate to vigorous activity during a modified sport-related game, such as basketball or soccer, that improves cardiovascular endurance;
  - understanding that activities such as swimming, biking, hiking, or walking the dog are all examples of health-enhancing activities that can be done after school hours;
  - supporting, lifting, and controlling body weight in a variety of activities;
  - maintaining continuous aerobic activity for a specified time and/or strength; and
  - regularly participating in physical activities for the purpose of improving physical fitness.
- recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity by:
  - understanding the importance of staying hydrated to keep body temperature, perspiration, and thirst levels regular;
  - understanding that keeping his/her heart rate at a high level for at least 15 minutes at a time will help increase health-related fitness components;
  - choosing activities that help increase heart rate, body temperature, and create moderate perspiration; and
  - understanding the concepts of why the body perspires during exercise and the importance of refueling the body with liquids is essential before, during, and after activity.

### **Learner Outcomes (Cont'd)**

- understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels, and personal health status by:
  - interpreting the results and understand the significance of information provided by formal measures of physical fitness;
  - associating an activity or exercise that contributes to increasing each health-related fitness level;
  - understanding that push-up testing will help increase muscular strength;
  - understanding that a curl-up test will help test muscular endurance;
  - understanding that a timed mile run/walk will help test cardiovascular endurance;
  - understanding that a modified sit and reach test will help test flexibility;
  - understanding that eating the proper foods help fuel the body for energy for exercise and maintaining a healthy lifestyle; and
  - understanding that eating proper foods and exercising at least five times per weeks will help keep a healthy body.
- maintain a wellness log including exercise and food intake for a set period of time by:
  - maintaining continuous aerobic activity for a specified time and/or strength;
  - understanding the appropriate time per day, and the amount of time per week to have a healthy and active lifestyle;
  - participating in a few physical activities;
  - setting realistic goals in their wellness log and come close to or meet that goal by the end of a designated time;
  - identifying his or her strengths or weaknesses amongst the health related fitness components;
  - to choosing activities to help them improve or maintain a healthy level of fitness based on students strengths and weakness on fitness goals; and
  - identifying a minimum of two activities for each fitness components.

### **Classroom Illustrations**

- Half mile/Mile run with using pedometers. Pedometers help encourage kids to take more steps, or complete a designated distance.
- Stations - Stations can include jump roping, jogging around the gym, push-ups and shoulder taps, curl-ups, pull-ups/chin-ups or arm hang, and a stretch card station. Other ideas include, thera-bands or medicine balls/ exercise balls.
- Aerobic Dance- moderate to fast paced. Low to high intensity
- “Hungry Hungry Hippos”
- “Uno Fitness” - Each card represents an exercise to practice that helps health related fitness components. Students match a card to the key.
- Tag games such as “Incredibles Tag”, “TP Tag”, “Stuck in the Mud,” “Blob Tag”
- Hyperspace - Split the class into two groups. The playing area is divided in half with “safe zones” created at each end of the playing area. The objective is to be the first team to have all of its players reach the “safe zone” behind the opposing team. If tagged while on the opposing teams side a player must return to his/her own side. Players may leave the “safe zones” to help out on defense or help to distract the opposing team. Safe zones can be any size or shape.

**Classroom Illustrations (Cont'd)**

- Grab-n-go - Each player has a hula hoop and beanbag. Have students take one beanbag at a time from other hoops and place in their hula hoop. Variation- Take beanbags from your own hoop and place in other hoops. Variation-Students can wear scarves on belt loop and if it is taken by other students then they must return to their own hoop and put foot in . This will “free” them.

**Assessments**

- Fitness testing - Students participate in the Fitnessgram\* Physical Fitness test and meets the criteria established for their age and gender.
- Self-Assessment or Log/ Journal
- Student project - Have students find pictures showing pictures of people participating in physical activities that contribute to each component of health-related fitness.
- Observational record - Students talk about which level of fitness needs to be worked on and the teacher allows 5 minutes for students to work on the particular area that they need to strengthen.

## GRADE 4

**The students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.**

### Learner Outcomes

The students will:

- demonstrate several activities related to the development and maintenance of each component of nutritional and health related physical fitness by:
  - participating in warm-up games that can contribute to health-related fitness components. Students can start by running laps and doing push-ups and curl-ups for one minute each. Tag-games encourage constant movement to promote cardiovascular endurance and help body composition. Practicing appropriate stretches after game play of warm-up games or modified game play helps flexibility. All of these examples will help maintain or enhance health-related fitness components for fourth graders, and this introduction to these concepts will continue to help them in the higher grades.
  - understanding which activities contribute to each level of health related physical fitness component from the Connecticut Physical Fitness test. The understand the mile run contributes to cardiovascular endurance and a majority to body composition. Push-ups (or pull-ups in other states) help muscular strength. Curl-ups help muscular endurance. Finally, the sit-and reach (or chin lift for back flexion) shows flexibility.  
\*\* Students can work with partners or small groups and go through a variety of stations to help them practice and understand each component.
  - demonstrating a constant moderate to vigorous activity during a modified sport-related game, such as basketball or soccer, that improves cardiovascular endurance
  - understanding that activities such as swimming, biking, hiking, or walking the dog are all examples of health-enhancing activities that can be done after school hours.
  - supporting, lifting, and controlling body weight in a variety of activities;
  - maintaining continuous aerobic activity for a specified time and/or strength; and
  - regularly participating in physical activities for the purpose of improving physical fitness.
- recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity by:
  - understanding the importance of staying hydrated to keep body temperature, perspiration, and thirst levels regular;
  - understanding that keeping his/her heart rate at a high level for at least 15 minutes at a time will help increase health-related fitness components;
  - choosing activities that help increase heart rate, body temperature, and create moderate perspiration; and
  - understanding the concepts of why the body perspires during exercise and the importance of refueling the body with liquids is essential before, during, and after activity.

### **Learner Outcomes (Cont'd)**

- understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels, and personal health status by:
  - interpreting the results and understand the significance of information provided by formal measures of physical fitness;
  - associating an activity or exercise that contributes to increasing each health-related fitness level;
  - understanding that push-up testing will help increase muscular strength;
  - understanding that a curl-up test will help test muscular endurance;
  - understanding that a timed mile run/walk will help test cardiovascular endurance;
  - understanding that a modified sit and reach test will help test flexibility;
  - understanding that eating the proper foods help fuel the body for energy for exercise and maintaining a healthy lifestyle; and
  - understanding that eating proper foods and exercising at least five times per weeks will help keep a healthy body.
- maintain a wellness log including exercise and food intake for a set period of time by:
  - maintaining continuous aerobic activity for a specified time and/or strength;
  - understanding the appropriate time per day, and the amount of time per week to have a healthy and active lifestyle;
  - participating in a few physical activities;
  - setting realistic goals in their wellness log and come close to or meet that goal by the end of a designated time;
  - identifying his or her strengths or weaknesses amongst the health related fitness components;
  - to choosing activities to help them improve or maintain a healthy level of fitness based on students strengths and weakness on fitness goals; and
  - identifying a minimum of two activities for each fitness components.

### **Classroom Illustrations**

- Half mile/Mile run with using pedometers. Pedometers help encourage kids to take more steps, or complete a designated distance.
- Stations- Stations can include jump roping, jogging around the gym, push-ups and shoulder taps, curl-ups, pull-ups/chin-ups or arm hang, and a stretch card station. Other ideas include, thera-bands or medicine balls/ exercise balls.
- Aerobic Dance - moderate to fast paced. Low to high intensity
- “Hungry Hungry Hippos”
- “Uno Fitness” - Each card represents an exercise to practice that helps health related fitness components. Students match a card to the key.
- Tag games such as “Incredibles Tag”, “TP Tag”, “Stuck in the Mud,” “Blob Tag”
- Hyperspace - Split the class into two groups. The playing area is divided in half with “safe zones” created at each end of the playing area. The objective is to be the first team to have all of its players reach the “safe zone” behind the opposing team. If tagged while on the opposing teams side a player must return to his/her own side. Players may leave the “safe zones” to help out on defense or help to distract the opposing team. Safe zones can be any size or shape.

**Classroom Illustrations (Cont'd)**

- Grab-n-go - Each player has a hula hoop and beanbag. Have students take one beanbag at a time from other hoops and place in their hula hoop. Variation- Take beanbags from your own hoop and place in other hoops. Variation-Students can wear scarves on belt loop and if it is taken by other students then they must return to their own hoop and put foot in. This will “free” them.

**Assessments**

- Fitness testing- Students participate in the Fitnessgram\* Physical Fitness test and meets the criteria established for their age and gender.
- Self-Assessment or Log/ Journal
- Student project - Have students find pictures showing pictures of people participating in physical activities that contribute to each component of health-related fitness.
- Observational record - Students talk about which level of fitness needs to be worked on and the teacher allows 5 minutes for students to work on the particular area that they need to strengthen.

## CONTENT STANDARD 5

### KINDERGARTEN

Essential Question: How do we interact with others during physical activity?

**The students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

#### **Learner Outcomes**

The students will:

- understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; demonstrate etiquette and good sportsmanship in a variety of physical activity settings by:
  - playing by the rules, playing fair, and helping others respond to rules;
  - demonstrating “Classroom Rules Basics” – good listener, stop-look-and listen on a signal, keep hands and body part to one’s self. Handles equipment safely, puts equipment away when not in use; and
  - demonstrating safety – personal and general space – move without bumping into someone/something and move without falling. Responds to teacher’s signals for attention.
- work independently or cooperatively and productively with partners or in small groups to complete assigned tasks by:
  - taking turns using equipment or in a partner game;
  - working with partners/small groups without interfering with others;
  - explaining the questioned behavior and establishing expected behavior; and
  - sharing space and equipment.
- recognize and be sensitive to individual differences (e.g., physical, gender, cultural/ethnic social and emotional) that can impact group activities by:
  - recognizing that sharing with others can lead to positive feelings of acceptance and belonging to a group;
  - including everyone in a group taking turns;
  - understanding that practice is important for skill success;
  - understanding that everyone learns at different paces; and
  - interacting positively regardless of personal differences (race, gender, disability).
- develop skills needed for resolving conflicts peacefully by:
  - explaining the questioned behavior and establishing expected behavior;
  - stating positive and negative feelings by talking and through worksheets (happy, sad, in between); and
  - nicely asking another child to help or change undesirable behavior.

**Classroom Illustrations**

- Number Game – after rules have been presented, students are asked to act out a rule when given by the teacher.
- Practice classroom rules/expectations and use them on the playground.
- Hungry Hungry Hippos

**Assessments**

- Observation
- Questions and answers through conversation and/or worksheets including personal behavior through partner or group work
- Self-reflection worksheet

## GRADE 1

**The students will exhibit responsible personal and social behavior that respects self and others in physical activity settings by:**

### **Learner Outcomes**

The students will:

- understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; demonstrate etiquette and good sportsmanship in a variety of physical activity of physical activity settings by:
  - identifying the purposes for and following, with few reminders, activity-specific safe practices, rules, procedures, and etiquette;
  - applying rules, procedures, and safe practices with little or no reinforcement;
  - following directions with little or few directions;
  - utilizing safety principles in activity situations;
  - putting back equipment safely in a manner appropriate to the task;
  - using equipment and space safely and properly;
  - responding positively to an occasional reminder about a rule infraction;
  - demonstrating that they are on task and are able to practice a specific skill as assigned until the teacher signals the end of practice; and
  - stopping immediately at the signal to do so.
- work independently or cooperatively and productively with partners or in small groups to complete assigned tasks by:
  - beginning to work cooperatively with another to complete and assigned task for a brief period of time;
  - interacting with friends while participating in group activities;
  - inviting a peer to take his or her turn at a piece of apparatus before repeating a turn;
  - assisting partner by sharing observations about skill performance during practice;
  - appreciating the benefits that accompany cooperation and sharing;
  - enjoying interaction with friends through physical activity;
  - continuing to develop cooperation skills to enable completion of a common goal while working with a partner or in small groups; and
  - working independently and productively for a short period of time.
- recognizing and being sensitive to individual differences (e.g., physical, gender, cultural/ethnic social and emotional) that can impact group activities by:
  - playing and cooperating with others regardless of personal differences such as gender, ethnicity, or disability;
  - treating others with respect during play;
  - displaying consideration of others in physical activity settings;
  - appreciating the benefits that accompany cooperation and sharing;
  - identifying concepts such as cooperation, sharing, and consideration regardless of differences during practice or modified game play;
  - improving their motor skills by successfully working with a partner; and
  - working with others in cooperative movement, sharing, and/or working together to solve a problem or tackle a challenge.

**Learner Outcomes (Cont'd)**

- develop skills needed for resolving conflicts peacefully by:
  - resolving conflicts in acceptable ways;
  - understanding the rules of a game and use these rules to help them play a modified game fairly; and
  - resolving a conflict during a game on their own, without much or any guidance from the teacher.

**Classroom Illustrations**

- Poster/Chart - Students help create rules and steps for resolving a conflict on their own. This should be done in the beginning of the year. Students write down the key traits of what it takes to be a team player.
- Activities such as dance/music, creative games, and games from varied cultures, ethnic groups, and countries provide an excellent medium for encouraging students to explore their cultural/ethnic heritage.
- A soccer game where a few people are blindfolded to act as if they are blind. Other team members must help the blindfolded to complete the same task as the rest of the group.
- Cooperation activities

**Assessments**

- Teacher observation - Teacher monitors on and off-task for each student several times during a unit to see if he/she is on task and working well independently or in a group.
- Teacher observation - Teacher can tell that every student gets a turn with practicing and assessing a certain skill, while working with a partner or a small group.
- Poster/Chart - Students help create rules and steps for resolving a conflict on their own. This should be done in the beginning of the year. Students write down the key traits of what it takes to be a team player.
- Question & Answers - Students should be able to tell the teacher the rules, etiquette, and traits to work together as a team, during a modified game.

## GRADE 2

**The students will exhibit responsible personal and social behavior that respects self and others in physical activity settings by:**

### **Learner Outcomes**

The students will:

- understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; demonstrate etiquette and good sportsmanship in a variety of physical activity of physical activity settings by:
  - identifying the purposes for and following, with few reminders, activity-specific safe practices, rules, procedures, and etiquette;
  - applying rules, procedures, and safe practices with little or no reinforcement;
  - following directions with little or few directions;
  - utilizing safety principles in activity situations;
  - putting back equipment safely in a manner appropriate to the task;
  - using equipment and space safely and properly;
  - responding positively to an occasional reminder about a rule infraction;
  - demonstrating that they are on task and are able to practice a specific skill as assigned until the teacher signals the end of practice; and
  - stopping immediately at the signal to do so.
- work independently or cooperatively and productively with partners or in small groups to complete assigned tasks by:
  - beginning to work cooperatively with another to complete and assigned task for a brief period of time;
  - interacting with friends while participating in group activities;
  - inviting a peer to take his or her turn at a piece of apparatus before repeating a turn;
  - assisting partner by sharing observations about skill performance during practice;
  - appreciating the benefits that accompany cooperation and sharing;
  - enjoying interaction with friends through physical activity;
  - continuing to develop cooperation skills to enable completion of a common goal while working with a partner or in small groups; and
  - working independently and productively for a short period of time.
- recognizing and being sensitive to individual differences (e.g., physical, gender, cultural/ethnic social and emotional) that can impact group activities by:
  - playing and cooperating with others regardless of personal differences such as gender, ethnicity, or disability;
  - treating others with respect during play;
  - displaying consideration of others in physical activity settings;
  - appreciating the benefits that accompany cooperation and sharing;
  - identifying concepts such as cooperation, sharing, and consideration regardless of differences during practice or modified game play;
  - improving their motor skills by successfully working with a partner; and
  - working with others in cooperative movement, sharing, and/or working together to solve a problem or tackle a challenge.

**Learner Outcomes (Cont'd)**

- develop skills needed for resolving conflicts peacefully by:
  - resolving conflicts in acceptable ways;
  - understanding the rules of a game and use these rules to help them play a modified game fairly; and
  - resolving a conflict during a game on their own, without much or any guidance from the teacher.

**Classroom Illustrations**

- Poster/Chart - Students help create rules and steps for resolving a conflict on their own. This should be done in the beginning of the year. Students write down the key traits of what it takes to be a team player.
- Activities such as dance/music, creative games, and games from varied cultures, ethnic groups, and countries provide an excellent medium for encouraging students to explore their cultural/ethnic heritage.
- A soccer game where a few people are blindfolded to act as if they are blind. Other team members must help the blindfolded to complete the same task as the rest of the group.
- Cooperation activities.

**Assessments**

- Teacher observation - Teacher monitors on and off-task for each student several times during a unit to see if he/she is on task and working well independently or in a group.
- Teacher observation - Teacher can tell that every student gets a turn with practicing and assessing a certain skill, while working with a partner or a small group.
- Poster/Chart - Students help create rules and steps for resolving a conflict on their own. This should be done in the beginning of the year. Students write down the key traits of what it takes to be a team player.
- Question & Answers - Students should be able to tell the teacher the rules, etiquette, and traits to work together as a team, during a modified game.

### GRADE 3

**The students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

#### **Learner Outcomes**

The students will:

- understand and participate in the development of and following classroom rules; following activity-specific rules, safety practices and procedures; demonstrating etiquette and good sportsmanship in a variety of physical activity of physical activity settings by:
  - identifying the purposes for and follow, with few reminders, activity-specific safe practices, rules, procedures, and etiquette;
  - utilizing safety principles in activity situations; and
  - being able to help move, arrange, and put back equipment safely in a manner appropriate to the task.
- work independently or cooperatively and productively with partners or in small groups to complete assigned tasks by:
  - interacting with friends while participating in group activities;
  - continuing to develop cooperation skills to enable completion of a common goal while working with a partner or in small groups;
  - working cooperatively and productively with a partner or small group;
  - working independently and productively for a short period of time;
  - assessing their own performance problems without blaming others;
  - working with a partner to improve a skill by using the critical elements of the process; and
  - given an opportunity to help out another students, students take their role seriously in helping to teach a skill to another student(s).
- recognize and be sensitive to individual differences (e.g., physical, gender, cultural/ethnic social and emotional) that can impact group activities by:
  - accepting the teacher's decision regarding a personal rule infraction without displaying negative reactions towards others;
  - including every player on a team during a game or activity;
  - switching roles and take turns on their own during a game or activity;
  - Given an opportunity to help out another students, students take their role seriously in helping to teach a skill to another student(s);
  - trying all activities even if it is known more as a certain gender activity (example dance or football);
  - interacting with friends while participating in group activities;
  - recognizing and appreciating one's own heritage and appreciates the differences in others;
  - identifying the attributes that individual with differences can bring to the group or activity;
  - experiencing differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins;

**Learner Outcomes (Cont'd)**

- recognizing differences and similarities in others' physical activity; and
- willingly participating in learning games, dances and activities from other parts of the world.
- develop skills needed for resolving conflicts peacefully by:
  - assessing their own performance problems without blaming others;
  - understanding the rules of a game and use these rules to help them play a modified game fairly;
  - resolving a conflict during a game on their own, without much or any guidance from the teacher; and
  - demonstrating acceptance of the skills and abilities of others through verbal and nonverbal behavior.

**Classroom Illustrations**

- Poster/Chart - Students help create rules and steps for resolving a conflict on their own. This should be done in the beginning of the year. Students write down the key traits of what it takes to be a team player.
- Activities such as dance/music, creative games, and games from varied cultures, ethnic groups, and countries provide an excellent medium for encouraging students to explore their cultural/ethnic heritage.
- A soccer game where a few people are blindfolded to act as if they are blind. Other team members must help the blindfolded to complete the same task as the rest of the group.

**Assessments**

- Teacher observation - Teacher monitors on and off-task for each student several times during a unit to see if he/she is on task and working well independently or in a group.
- Teacher observation - Teacher can tell that every student gets a turn with practicing and assessing a certain skill, while working with a partner or a small group.
- Poster/Chart - Students help create rules and steps for resolving a conflict on their own. This should be done in the beginning of the year. Students write down the key traits of what it takes to be a team player.
- Question & Answers - Students should be able to tell the teacher the rules, etiquette, and traits to work together as a team, during a modified game.

## GRADE 4

**The students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

### Learner Outcomes

The students will:

- understand and participate in the development of and following classroom rules; following activity-specific rules, safety practices and procedures; demonstrating etiquette and good sportsmanship in a variety of physical activity of physical activity settings by:
  - identifying the purposes for and follow, with few reminders, activity-specific safe practices, rules, procedures, and etiquette;
  - utilizing safety principles in activity situations; and
  - being able to help move, arrange, and put back equipment safely in a manner appropriate to the task.
- work independently or cooperatively and productively with partners or in small groups to complete assigned tasks by:
  - interacting with friends while participating in group activities;
  - continuing to develop cooperation skills to enable completion of a common goal while working with a partner or in small groups;
  - working cooperatively and productively with a partner or small group;
  - working independently and productively for a short period of time;
  - assessing their own performance problems without blaming others;
  - working with a partner to improve a skill by using the critical elements of the process; and
  - given an opportunity to help out another students, students take their role seriously in helping to teach a skill to another student(s).
- recognize and be sensitive to individual differences (e.g., physical, gender, cultural/ethnic social and emotional) that can impact group activities by:
  - accepting the teacher's decision regarding a personal rule infraction without displaying negative reactions towards others;
  - including every player on a team during a game or activity;
  - switching roles and take turns on their own during a game or activity;
  - Given an opportunity to help out another students, students take their role seriously in helping to teach a skill to another student(s);
  - trying all activities even if it is known more as a certain gender activity (example dance or football);
  - interacting with friends while participating in group activities;
  - recognizing and appreciating one's own heritage and appreciates the differences in others;
  - identifying the attributes that individual with differences can bring to the group or activity;
  - experiencing differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins;

**Learner Outcomes (Cont'd)**

- recognizing differences and similarities in others' physical activity; and
- willingly participating in learning games, dances and activities from other parts of the world.
- develop skills needed for resolving conflicts peacefully by:
  - assessing their own performance problems without blaming others;
  - understanding the rules of a game and use these rules to help them play a modified game fairly;
  - resolving a conflict during a game on their own, without much or any guidance from the teacher; and
  - demonstrating acceptance of the skills and abilities of others through verbal and nonverbal behavior.

**Classroom Illustrations**

- Poster/Chart - Students help create rules and steps for resolving a conflict on their own. This should be done in the beginning of the year. Students write down the key traits of what it takes to be a team player.
- Activities such as dance/music, creative games, and games from varied cultures, ethnic groups, and countries provide an excellent medium for encouraging students to explore their cultural/ethnic heritage.
- A soccer game where a few people are blindfolded to act as if they are blind. Other team members must help the blindfolded to complete the same task as the rest of the group.

**Assessments**

- Teacher observation - Teacher monitors on and off-task for each student several times during a unit to see if he/she is on task and working well independently or in a group.
- Teacher observation - Teacher can tell that every student gets a turn with practicing and assessing a certain skill, while working with a partner or a small group.
- Poster/Chart - Students help create rules and steps for resolving a conflict on their own. This should be done in the beginning of the year. Students write down the key traits of what it takes to be a team player.
- Question & Answers - Students should be able to tell the teacher the rules, etiquette, and traits to work together as a team, during a modified game.

## CONTENT STANDARD 6

### KINDERGARTEN

Essential Question: How will physical activity help us now and in the future?

**The students will choose physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle.**

#### **Learner Outcomes**

The students will:

- express and identify feelings about participating in physical activity by:
  - associating positive feelings that relate to participation in physical activity;
  - feeling happy, sad, or identifying feelings while working with partner/group;
  - circling different feelings about a certain subject or activity/experience; and
  - expressing verbal feelings during discussion (thumbs up, sideways, thumbs down).
- use physical activity as a means of self-expression by:
  - trying unique and their own (and new) movement activities and skills;
  - trying a new skill on their own; and
  - demonstrating his/her own meaning through movement while teacher reads a book.
- experience enjoyment while participating in physical activity by:
  - smiling and showing both verbal and non-verbal indicators of enjoyment; and
  - willingness to participate.
- understand that practicing activities increases skill competence by:
  - understanding that everyone learns at different paces;
  - practicing without feeling sad about not perfecting a skill at first (e.g. jump roping);
  - continuing to practice to get better; and
  - demonstrating active involvement in physical activity.
- try new physical activities by:
  - being able to identify many physical activities; and
  - being able to try new activities individually, in small groups, or within the whole class.

#### **Classroom Illustrations**

- Cooperation Activities support this standard
- Hungry Hungry Hippos – tag games that includes running are exciting for kindergartners.
- Sport Paper Plates – teacher shows and conducts a discussion about different sport players. Children show self-expression through how they like or interpret that player to be.
- Parachute
- Obstacle Course

Physical Education Curriculum (Cont'd)  
Content Standard 6, Kindergarten (Cont'd)

**Assessments**

- Observation – demonstrating positive feelings through verbal and non-verbal indicators (smiling –“that was fun!”).
- Worksheet – circle feelings towards an activity, self-reflection of feelings in different groups, favorite activities.

## GRADE 1

**The students will choose physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle.**

### **Learner Outcomes**

The students will:

- express and identify feelings about participating in physical activity by:
  - beginning to express their feelings through their activity as well as identify activities that they like and dislike;
  - experiencing positive feelings as a result of involvement in physical activity while working individually, or with partners;
  - identifying positive and negative feelings about an activity;
  - accepting feelings resulting from challenges, successes, and failures in physical activity; and
  - appreciating the benefits that accompany cooperation and sharing.
- use physical activity as a means of self-expression by:
  - participating in a variety of activities in which they can design games, gymnastics routines, and dance sequences that are personally interesting; and
  - thinking of their own ways to reach a designated goal, and successfully try these ideas by themselves or with a partner.
- experience enjoyment while participating in physical activity by:
  - enjoying interaction with friends through physical activity;
  - experiencing enjoyment while participating in a variety of physical activities that encourage motor skills as they begin to master selected skills such as skipping, hopping, galloping, and running;
  - practicing activities to increase skill competence and use these skills during modified games;
  - participating in physical activity; and
  - accepting lessons in a positive manner.
- understand that practicing activities increases skill competence by:
  - accepting challenges by being introduced to new activities that will broaden their repertoire of movement skills; and
  - being willing to try new activities.
- try new physical activities by:
  - being willing to try new activities;
  - accepting challenges by being introduced to new activities that will introduce and help improve movement skills;
  - willingly participating in learning games, dances, and activities from other parts of the world; and
  - trying new activities can spark interest in a new game or sport to help different health-related or skill development.

### **Classroom Illustrations**

- Working with a group or partner to design and obstacle course of straight, curved, and zigzag pathways using wands, ropes and other suitable manipulative materials.
- Observational Record - Students are asked to express a variety of feelings, such as, happiness, sadness, anger, frustration, joy, during a creative movement or dance lesson through the use of a variety of shapes, postures, and movements.
- Students are excited about telling their personal stories about exercising or eating healthy.
- Students are excited to share experiences of trying new things.
- Creating a part of a dance and performing it in a group
- Create a game after being given certain equipment.

### **Assessments**

- Observation - Teacher is able to see if a child is enjoying an activity by seeing if they are actively participating and or smiling.
- Journal/Worksheet - Students are able to notice his or her feelings about an activity. Circle pictures or faces with different expressions. Students can write their feelings about missing or scoring a goal, for example. They can list their favorite activities.
- Project - Students event their own game or dance. Students may choose his or her own equipment, or the teacher may give it to them beforehand.

## GRADE 2

**The students will choose physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle.**

### **Learner Outcomes**

The students will:

- express and identify feelings about participating in physical activity by:
  - beginning to express their feelings through their activity as well as identify activities that they like and dislike;
  - experiencing positive feelings as a result of involvement in physical activity while working individually, or with partners;
  - identifying positive and negative feelings about an activity;
  - accepting feelings resulting from challenges, successes, and failures in physical activity; and
  - appreciating the benefits that accompany cooperation and sharing.
- use physical activity as a means of self-expression by:
  - participating in a variety of activities in which they can design games, gymnastics routines, and dance sequences that are personally interesting; and
  - thinking of their own ways to reach a designated goal, and successfully try these ideas by themselves or with a partner.
- experience enjoyment while participating in physical activity by:
  - enjoying interaction with friends through physical activity;
  - experiencing enjoyment while participating in a variety of physical activities that encourage motor skills as they begin to master selected skills such as skipping, hopping, galloping, and running;
  - practicing activities to increase skill competence and use these skills during modified games;
  - participating in physical activity; and
  - accepting lessons in a positive manner.
- understand that practicing activities increases skill competence by:
  - accepting challenges by being introduced to new activities that will broaden their repertoire of movement skills; and
  - being willing to try new activities.
- try new physical activities by:
  - being willing to try new activities;
  - accepting challenges by being introduced to new activities that will introduce and help improve movement skills;
  - willingly participating in learning games, dances, and activities from other parts of the world; and
  - trying new activities can spark interest in a new game or sport to help different health-related or skill development.

### **Classroom Illustrations**

- Working with a group or partner to design and obstacle course of straight, curved, and zigzag pathways using wands, ropes and other suitable manipulative materials.
- Observational Record - Students are asked to express a variety of feelings, such as, happiness, sadness, anger, frustration, joy, during a creative movement or dance lesson through the use of a variety of shapes, postures, and movements.
- Students are excited about telling their personal stories about exercising or eating healthy.
- Students are excited to share experiences of trying new things.
- Creating a part of a dance and performing it in a group
- Create a game after being given certain equipment.

### **Assessments**

- Observation - Teacher is able to see if a child is enjoying an activity by seeing if they are actively participating and or smiling.
- Journal/Worksheet - Students are able to notice his or her feelings about an activity. Circle pictures or faces with different expressions. Students can write their feelings about missing or scoring a goal, for example. They can list their favorite activities.
- Project - Students event their own game or dance. Students may choose his or her own equipment, or the teacher may give it to them beforehand.

### GRADE 3

**The students will choose physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle.**

#### **Learner Outcomes**

The students will:

- express and identify feelings about participating in physical activity by:
  - identifying the attributes that individual with differences can bring to the group or activity;
  - recognizing differences and similarities in others' physical activity;
  - interacting with friends while participating in group activities and relate feelings about topics during game situations;
  - experiencing positive feelings as a result of involvement in physical activity while working individually, partners, or in groups;
  - celebrating personal successes and achievements as well as those of others; and
  - identifying positive and negative feelings about an activity and write them on a worksheet or journal;
- use physical activity as a means of self-expression by:
  - participating in a variety of activities in which they can design games, gymnastics routines, and dance sequences that are personally interesting;
  - thinking of their own ways to reach a designated goal, and successfully try these ideas by themselves or in a group; and
  - choosing from different activities to participate in during a particular unit. Example: Track & Field- Field events vs. track events (long or short distances).
- experience enjoyment while participating in physical activity by:
  - experiencing enjoyment while participating in a variety of physical activities;
  - enjoying practicing activities in increase skill competence and use these skills during modified games;
  - participating in physical activity;
  - accepting lessons in a positive manner; and
  - selecting activities that are personally interesting or rewarding.
- understand that practicing activities increases skill competence by:
  - accepting challenges by being introduced to new activities that will broaden their repertoire of movement skills; and
  - understanding that practicing skills separately will help during game play.
- try new physical activities by:
  - accepting challenges by being introduced to new activities that will broaden their repertoire of movement skills;
  - willingly participating in learning games, dances and activities from other parts of the world; and
  - trying new activities can spark interest of a new game or sport to help different health-related or skill development.

### **Classroom Illustrations**

- Play wheelchair basketball.
- A soccer game where a few people are blindfolded to act as if they are blind. Other team members must help the blindfolded to complete the same task as the rest of the group.
- Creating a dance and showing/teaching it to a group
- Creating a dance that a person with a hearing disability could perform
- Create a game after being given certain equipment.

### **Assessments**

- Observation - Teacher is able to see if a child is enjoying an activity by seeing if they are actively participating and or smiling.
- Journal/Worksheet - Students are able to write his or her feelings about an activity or game. Students can write what was most challenging, how they expressed themselves, and how it felt to work in a group. Students can write if they achieved their goal, and if they didn't what could they do next time to become closer to his or her goal.
- Project - Students invent their own game or dance. Students may choose his or her own equipment, or the teacher may give it to them beforehand.

## GRADE 4

**The students will choose physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle.**

### Learner Outcomes

The students will:

- express and identify feelings about participating in physical activity by:
  - identifying the attributes that individual with differences can bring to the group or activity;
  - recognizing differences and similarities in others' physical activity;
  - interacting with friends while participating in group activities and relate feelings about topics during game situations;
  - experiencing positive feelings as a result of involvement in physical activity while working individually, partners, or in groups;
  - celebrating personal successes and achievements as well as those of others; and
  - identifying positive and negative feelings about an activity and write them on a worksheet or journal;
- use physical activity as a means of self-expression by:
  - participating in a variety of activities in which they can design games, gymnastics routines, and dance sequences that are personally interesting;
  - thinking of their own ways to reach a designated goal, and successfully try these ideas by themselves or in a group; and
  - choosing from different activities to participate in during a particular unit. Example: Track & Field- Field events vs. track events (long or short distances).
- experience enjoyment while participating in physical activity by:
  - experiencing enjoyment while participating in a variety of physical activities;
  - enjoying practicing activities in increase skill competence and use these skills during modified games;
  - participating in physical activity;
  - accepting lessons in a positive manner; and
  - selecting activities that are personally interesting or rewarding.
- understand that practicing activities increases skill competence by:
  - accepting challenges by being introduced to new activities that will broaden their repertoire of movement skills; and
  - understanding that practicing skills separately will help during game play.
- try new physical activities by:
  - accepting challenges by being introduced to new activities that will broaden their repertoire of movement skills;
  - willingly participating in learning games, dances and activities from other parts of the world; and
  - trying new activities can spark interest of a new game or sport to help different health-related or skill development.

### **Classroom Illustrations**

- Play wheelchair basketball.
- A soccer game where a few people are blindfolded to act as if they are blind. Other team members must help the blindfolded to complete the same task as the rest of the group.
- Creating a dance and showing/teaching it to a group
- Creating a dance that a person with a hearing disability could perform
- Create a game after being given certain equipment.

### **Assessments**

- Observation - Teacher is able to see if a child is enjoying an activity by seeing if they are actively participating and or smiling.
- Journal/Worksheet - Students are able to write his or her feelings about an activity or game. Students can write what was most challenging, how they expressed themselves, and how it felt to work in a group. Students can write if they achieved their goal, and if they didn't what could they do next time to become closer to his or her goal.
- Project - Students invent their own game or dance. Students may choose his or her own equipment, or the teacher may give it to them beforehand.

# APPENDIX

## Introduction to Skills

### Kindergarten

#### 1. Locomotor Skills

- Running
- Walking
- Galloping
- Skipping
- Hopping
- Sliding
- Leap
- Jumping
  - Two feet to two feet
  - One foot to two feet
  - Run and jump
  - Distance and height
  - Rhythmic Jumping, short rope
  - Jump and turn
  - Control/soft landing
  - Over obstacles

#### 2. Movement Concepts

- Location: Personal Space, General Space
- Pathways: Straight, Curvy, Zigzag
  - Being able to travel and repeat specific pathways
- Force: Light, Medium, Heavy or Strong/light
- Speed/time: Slow Medium, Fast or sudden/sustained
- Direction: In place, forward, backward, sideways, over, under, around, up, down, clockwise, counterclockwise
- Relationships:
  - With people such as, leading, following, mirroring.
  - With partners and groups
- Extensions: Large/small, far/near
- Start and stop on signal

#### 3. Rhythm and Dance (correlates to movement concepts)

- Moving to a particular beat of a drum
- Claps to beat
- Moves to beat

Introduction to Skills (Cont'd)  
Kindergarten (Cont'd)

4. Non-Locomotor Skills - bending, stretching, pushing, pulling swinging, swaying, twist, turn, shaking, balance, transfer weight, curling
  - Control - tagging, fleeing, dodging, stopping
5. Manipulative Skills - rolling
  - Throwing:
    - Body mechanics
    - To self
    - To wall
    - Stepping with opposite foot
    - To stationary target
  - Catching:
    - Body mechanics
    - To self at various heights
    - Bounce to self & catch
  - Passing
  - Dribbling (with hand and foot)
  - Striking\* (last manipulative, beginning of 1<sup>st</sup> grade),
    - with long-handed implements
      - striking stationary object on the floor
      - striking off a batting tee
      - striking suspended object
    - with rackets- self-tossed balloon
  - Kicking/punting:
    - stationary ball, stationary kicker
    - stationary ball, moving kicker
    - distance
    - at target
  - Bounce
  - Roll (with one and two hands)
  - Trap
  - Volley:
    - Striking a balloon with hand
    - Striking balloon with other parts
6. Gymnastics
  - Balancing
    - Static balance - ex. Balancing on one foot
    - Dynamic balance - ex. Moving on a balance beam
    - Body parts - number of body parts for each balance (ex: 1 foot, 2 hands= 3 point body balance)
    - One leg
    - Different body shapes
    - Tripod
    - Bridge
    - Walk on a low beam
  - Rolling - Log roll
    - Forward roll

## Introduction to Skills (Cont'd)

### First Grade

First graders continue to develop these same skills from Kindergarten and begin to develop a few more skills such as:

- Skipping
- Jumping- Emphasis on continuing to develop short jump roping
  - Control/soft landing
  - Introduction to long jump roping, running in and jumping
- Kicking- Passing to a partner
- Throwing- Continue to develop throwing to self
  - Throw to partner
- Catching- Continue to develop body mechanics
  - Self at various heights
  - Thrown by skilled thrower
  - Bounce to self & catch
  - Introduction to catch in different directions
    - Catch with implement
    - Catch wall rebound
    - Stationary partner
- Volleying- Continue to develop striking balloon with hand and other body parts
  - Intro to striking ball with hand
  - Striking ball with other parts
  - Striking balloon with partner
- Dribbling with hands- Continue to develop bouncing ball stationary
  - Intro to moving and bouncing
- Rolling-Forward roll
  - Backward roll
  - Shoulder roll
- Balancing - Cartwheel
- Music-Claps to movement
  - Moves to a beat
  - Creative movement

## Introduction to Skills (Cont'd)

### Second Grade

By the second grade students continue to develop and refine these skills and begin to use them in more complicated games. More skills are introduced in a more complicated way either from locomotor, non-locomotor, or manipulative.

- Rolling
  - Jump over, land & roll
  - Jump off, land, & roll
  - Backward roll
- Balancing
  - Round off
- Kicking
  - Ball rolled by someone
  - Dribbling around obstacles
  - Use various parts of the foot
- Throwing
  - Using more body parts to increase the force
  - To a partner
- Catching
  - Catch in different directions and levels
  - Catch with an implement
  - Catch wall rebound
  - Moving with partner
  - Stationary partner
- Volleying
  - Striking ball with hands
  - Striking ball with other parts
  - Striking balloon with partner
  - Striking ball with partner
- Dribbling
  - Bounce ball eyes up (intro)
  - Changing directions
- Striking ball with rackets and paddles
  - Striking a balloon repeatedly
  - Self-tossed ball

Introduction to Skills (Cont'd)  
Second Grade (Cont'd)

- Long handled implements
  - Striking stationary object/floor
  - Striking off a batting tee
  - Traveling object on floor
  - Striking suspended object
  - Striking stationary partner
  - Striking stationary target
  - Traveling-dodging moving objects
  
- Kicking/Punting
  - Moves to a beat
  - Sequences to a song
  - Follows a specific pattern/dance
  - Creative movement

## Introduction to Skills (Cont'd)

### Third Grade

Skills for introduction in third grade and continues to develop in fourth:

- Balancing
  - Climbing rope (1/3 up)
  - Climbing rope (2/3) up-top
  - Cartwheel
  - Roundoff
  
- Rolling
  - Variation Roll
  - Jump off, land, & roll
  - Jump over, land, & roll
  - Dive roll
  
- Kicking/punting
  - Ball rolled by someone
  - Use various parts of the foot
  - Accuracy
  - Moving target
  - One-to-one situation
  - Kick to a target against a defense
  - Game like situation
  - Accuracy
  - Catch pass, then punt
  - Gamelike situation
  
- Throwing
  - Body mechanics
  - Accuracy while traveling
  - Accuracy to a traveling partner
  - Hit a moving target
  
- Catching
  - Body mechanics
  - Moving with partner
  - In the air
  
- Volleying
  - Striking balloon with hands
  - Striking ball with hands
  - Striking ball with partner
  - Striking a ball to target (over)

Introduction to Skills (Cont'd)  
Third Grade (Cont'd)

- Dribbling
  - Bounce ball (eyes up)
  - Using either hand
  - Changing directions
  - Around stationary obstacles
  - Traveling, changing hands
  - Change speed of dribbling
  - Keep ball away from opponent
  - Game situation
  
- Striking ball with rackets and paddles
  - Striking a ball up/down (repeat)
  - Against the wall (repeat)
  
- Long handled implements
  - Striking a pitch ball
  - Striking self-toss ball
  - Traveling-dodging moving objects
  - traveling-dodging stationary objects
  - Striking for distance
  - Gamelike situation (intro with bat or hockey)
  
- Music
  - Follows a specific pattern/dance (moderate to difficulty)

## Introduction to Skills (Cont'd)

### Fourth Grade

Fourth grade skills that should be taught mostly during this grade:

- Kicking-accuracy while traveling
  - Kick against defense
  - Gamelike situation
  - Volley to self
  
- Throwing- Dynamic situation
  - Against an opponent
  - Without being intercepted
  - Accuracy with consistency
  - Gamelike situation
  
- Catching-Intercept
  - Off-balance catching
  - Gamelike situation
  
- Volleying
  - Gamelike situation (volleyball, striking over net, etc.)
  
- Dribbling
  - Gamelike situation
  - Keep ball away from opponent
  - Change speed of dribbling while traveling
  - Changing hands quickly
  
- Striking ball with rackets and paddles
  - Over the net (repeat)
  - With a partner
  - Performing offensive defensive moves (start in third grade)
  - Gamelike situation
  
- Long handled implements
  - Pass to moving partner
  - Pass & receive while moving
  - Direct speed, distance, & pathway of object
  - Gamelike situations (hokey and bat)

## CONTENT STANDARD 1

### GRADE 5

Essential Question: What different ways can the body move given a specific purpose?

**The students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

#### **Learner Outcomes**

The students will:

- demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments by:
  - understanding the basic skill of sports related movement; and
  - demonstrating the ability to perform basic skills (e.g. throwing, catching, kicking, serving, etc.) in an open environment.
- demonstrate developmentally mature applications combining locomotor, non-locomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities by:
  - performing a variety of programmed and reactive movement patterns in a closed environment;
  - selecting and displaying appropriate skills for a variety of sports; and
  - combining locomotive and manipulative skill to perform movement tasks.
- adapt and combine skills to meet the demands of increasingly dynamic environments by:
  - recognizing that practice affects skill development.
- develop increased competence in more advanced specialized skills by:
  - applying critical elements to improve personal performance in fundamental and selected specialized motor skills.
- participate in modified versions of a variety of movement forms by:
  - recognizing and apply concepts that impact the quality of increasing complex movement performance;
  - designing developmentally appropriate movement sequences;
  - identifying the differences in play between game-specific equipment and equipment for modified activities; and
  - actively participating in a variety of modified games.

#### **Classroom Illustrations**

- Demonstrate soccer skills during a 3 on 2 drill in soccer.
- Identify the equipment differences for hockey and pillow hockey.
- Play a volleyball game with a beach ball.
- Practice good form when serving underhand in volleyball.
- Perform dribbling skills with a pillow hockey stick and avoid objects on the floor.

**Classroom Illustrations (Cont'd)**

- Perform forehand and overhead strokes in a badminton.
- Develop and refine a gymnastics sequence demonstrating smooth transitions.
- Team Sports (e.g.: Soccer, Basketball).
- Gymnastics.
- Dance.

**Assessments**

- Participation in all class activities.
- Teacher observation.
- Skill tests.
- Exhibit a balance, a roll, and a traveling action during a performance.
- Demonstrate a clear beginning and ending to the sequence.
- Demonstrate a smooth transition between various skills.

## GRADE 6

**The students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

### Learner Outcomes

The students will:

- demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments by:
  - appropriately selecting passing or dribbling to attack a man-to-man or zone defense in basketball; and
  - practicing choosing to pass, dribble or shoot on a 3 on 2 break in basketball.
- demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments by:
  - throwing a variety of objects with accuracy and force; and
  - understanding the skills of sports related movement.
- demonstrate developmentally mature applications combining locomotor, non-locomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities by:
  - displaying creativity in routine design;
  - maintaining stillness in balance;
  - performing a variety of programmed and reactive movement patterns in an open environment; and
  - selecting and displaying appropriate skills for a variety of sports.
- adapt and combine skills to meet the demands of increasingly dynamic environments by:
  - designing and performing skills such as gymnastics and dance sequences that combine traveling, rolling, balance and weight transfer into a flowing sequence with intentional changes in direction speed and flow.
- develop increasing competence in more advanced specialized skills by:
  - keeping an object continuously moving with a partner using a striking pattern;
  - identifying basic practice and conditioning principles that enhance performance;
  - demonstrating understanding of the impact of coordinated team effort on skill selection;
  - understanding how selection of team strategies and positioning affect skill selection; and
  - understanding how sequencing of movements affects movement selection.
- participate in modified versions of a variety of movement forms by:
  - using information from a variety of sources to improve performance;
  - recognizing general characteristics of movement that can be applied to specific settings;
  - understanding how teammates and opponents affect appropriate movement sequences;
  - understanding and explain how equipment differences affect skills; and
  - actively participating in a variety of increasingly-complex modified games.

### **Classroom Illustrations**

- Gymnastics
- Fitness activities.
- Practice correct positioning during soccer 3 or 2 drills.
- Explain how a regulation hockey stick impacts skills.
- Play a volleyball game with a beach ball and use a bump and a set before retrieving the ball over the net.
- Practice correct defensive position during a “shell drill”, when the ball is passed around the defensive perimeter.
- Demonstrate court defense position when waiting to receive a volleyball serve.
- Practice during rallies alternately hitting short and long badminton shots.
- Practice trapping a ball kicked to you by a partner while a defender advances.
- Practice scooping up a moving ball rolled to you by a partner while moving in a variety of directions.
- Demonstrate dribbling around cones, changing hands at each cone. Change direction at the whistle.
- Practice throwing the ball off a wall, move to field the ball, and throw it at target.
- Practice moving to volleyball served from the other side of the net and passing the ball to a teammate.
- Use both man-to-man and zone defenses in soccer games.

### **Assessments**

- Participation in all class activities.
- Teacher observation.
- Skill tests.
- Self assessments of fitness.

## GRADE 7

**The students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

### **Learner Outcomes**

The students will:

- demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments by:
  - understanding skill patterns of sports-related movement;
  - performing increasingly complex locomotor and manipulative movements; and
  - demonstrating the ability to perform sports-related skills in an open environment.
- demonstrate developmentally mature applications combining locomotor, non-locomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities by:
  - applying principles of practice of practice and conditioning appropriately;
  - selecting appropriate programmed and reactive movement patterns in an open environment;
  - combining selected manipulative and locomotor skills during participation in an open environment; and
  - displaying appropriate manipulative skills during locomotor activity in a variety of sports.
- adapt and combining skills to meet the demands of increasingly dynamic environments by:
  - understanding and applying more advanced movement and game strategies;
  - selecting proper techniques in an open environment with opposing players; and
  - demonstrating ability to select and perform skills in an open environment at increased speeds.
- develop increasing competence in more advanced specialized skills by:
  - identifying component skills and movement, patterns of selected activity or sport;
  - describing critical elements of an activity or sport; and
  - understanding how changing team strategies affect skill selection.
- participate in modified versions of a variety of movement forms by:
  - using information about performance to adjust component skills and movement patterns

### **Classroom Illustrations**

- Practice pass, set, spike sequence in volleyball.
- Demonstrate the differences in deep and shallow serves in badminton.
- Dribble around a cone and shoot at a target using a forehand shot with a hockey stick.
- Dribble a basketball through defenders, changing hands as necessary.
- Field a batted ball and throw to the appropriate base.
- Practice moving toward volleyball and selecting the appropriate skill to play the ball to a teammate or over the net.

**Classroom Illustrations (Cont'd)**

- Practice deciding whether to trap, pass or shoot a soccer ball kicked to you as a defender advances.
- Practice scooping up a moving ball rolled to you and a defender while moving in a variety of directions.
- Practice selecting long or short passes based on the positioning of defenders.
- Practice changing from long shots to close shots in soccer based on a goalie change by the opponent.
- Practice changing from overhand to underhand throws based on the distance between thrower and receiver.

**Assessments**

- Participation in all class activities.
- Teacher observation.
- Skill tests.

## GRADE 8

**The students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

### **Learner Outcomes**

The students will:

- demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments by:
  - demonstrating competence in modified versions of a variety of movement forms;
  - demonstrating skill patterns of sports-related movement;
  - performing increasingly complex locomotor and manipulative movements; and
  - demonstrating the ability to perform sports-related skills in an open environment.
- demonstrate developmentally mature applications combining locomotor, non-locomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities by:
  - understanding and applying more advanced movement and game strategies;
  - demonstrating skill patterns of sports-related movement;
  - performing increasingly complex locomotor and manipulative movements; and
  - demonstrating the ability to perform sports-related skills in an open environment.
- adapt and combine skills to meet the demands of increasingly dynamic environments by:
  - using basic offensive and defensive strategies in a modified version of a team sport or individual sport;
  - selecting proper techniques in an open environment with opposing players; and
  - demonstrating ability to select and perform skills in an open environment at increased speeds.
- develop increasing competence in more advanced specialized skills by:
  - understanding the impact of advanced skills on the selection of strategies; and
  - demonstrating how changing team strategies affect skill selection.
- participate in modified versions of a variety of movement forms by:
  - using information about performance to adjust procedures to improve or vary skill performance; and
  - selecting appropriate practice procedures to learn and master skills and movement patterns.

### **Classroom Illustrations**

- Individual activities
- Team sports (ex. Basketball, volleyball, etc.)
- Fitness and conditioning
- Practice deciding whether to trap, pass or shoot a soccer ball kicked to you with defenders on varying sides of you.
- Select appropriate passing or shooting options on a two on one break in basketball.
- Demonstrate working with a teammate to pass and dribble a basketball through defenders.
- Select the appropriate body part to trap a soccer ball while moving with a defender present.

**Classroom Illustrations (Cont'd)**

- Select a slap shot or wrist shot in hockey on a three on two break.
- Practice pass, set spike sequence after receiving a serve in volleyball.
- Practice alternating in deep and shallow serves in badminton.
- Dribble around a defender and shoot at a goal using a forehand shot with a hockey stick.

**Assessments**

- Participation in all class activities.
- Teacher observation.
- Skill tests.

## CONTENT STANDARD 2

### GRADE 5

Essential Question: How can we move effectively and efficiently?

**The students will demonstrate understanding of movement concepts, principles, and strategies as they apply to the learning and performance of physical activities.**

#### **Learner Outcomes**

The students will:

- demonstrate an understanding of what the body does, where the body moves, how the body performs the movement, and relationships that occur in increasingly more complex movement and games forms by:
  - applying critical elements to improve personal performance in fundamental and selected specialized motor skills.
- use self, peer, teacher, and technological resources to recognize and suggest performance improvements in self and others by:
  - using critical elements of fundamental and specialized movement skill to provide feedback to others; and
  - using a pedometer to measure activity level and provide feedback.
- demonstrate knowledge of activity specific rules, safety practices, and procedures by:
  - identifying any specific rules or procedures that need to be considered to have a safe activity.

#### **Classroom Illustrations**

- Demonstrate soccer skills during a 3 on 2 drill in soccer.
- Identify the equipment differences for hockey and pillow hockey.
- Play a volleyball game with a beach ball.

#### **Assessments**

- Participation in all class activities.
- Teacher observation.
- Skill tests.

## GRADE 6

**The students will demonstrate understanding of movement concepts, principles, and strategies as they apply to the learning and performance of physical activities.**

### **Learner Outcomes**

The students will:

- demonstrate an understanding of what the body does, where the body moves, how the body performs the movement, and relationships that occur in increasingly more complex movement and games forms by:
  - analyzing and correcting errors in personal movement patterns;
  - identifying related movements and properly group movement types; and
  - identifying related movements across sports.
- use self, peer, teacher, and technological resources to recognize and suggest performance improvements in self and others by:
  - using information from a variety of sources to improve performance.
- demonstrate knowledge of activity specific rules, safety practices, and procedures by:
  - identifying specific rules or procedures that need to be considered to have a safe activity; and
  - identifying basic practice and conditioning that enhance performance.

### **Classroom Illustrations**

- Discuss the similarities and differences in the bicep curls and military press.
- List all games with an overhand throwing motion.

### **Assessments**

- Participation in all class activities.
- Teacher observation.

## GRADE 7

**The students will demonstrate understanding of movement concepts, principles, and strategies as they apply to the learning and performance of physical activities.**

### **Learner Outcomes**

The students will:

- demonstrate an understanding of what the body does, where the body moves, how the body performs the movement, and relationships that occur in increasingly more complex movement and games forms by:
  - describing the criteria for each activity;
  - identifying basic form needed for each activity; and
  - identifying differing strategies in a variety of sports.
- use self, peer, teacher, and technological resources to recognize and suggest performance improvements in self and others by:
  - describing the criteria for improving in an area.
- demonstrate knowledge of activity specific rules, safety practices, and procedures by:
  - identifying the proper warm-up and cool down techniques.

### **Classroom Illustrations**

- View a series of basketball game tapes and identify zone and man-to-man defenses.
- Class discussion of strategies and selection of a strategy by each team before class games.
- Practice passing to an open outside player following an inside pass in basketball
- Compare kicking distance in soccer and football punting.
- Examine the relationship between shoulder strength and incline bench press.
- Discussion of the similarities of zone defenses across sports.

### **Assessments**

- Participation in all class activities.
- Teacher observation.
- Skill tests.

## **GRADE 8**

**The students will demonstrate understanding of movement concepts, principles, and strategies as they apply to the learning and performance of physical activities.**

### **Learner Outcomes**

The students will:

- demonstrate an understanding of what the body does, where the body moves, how the body performs the movement, and relationships that occur in increasingly more complex movement and games forms by:
  - describing the critical elements of a game, sport, or activity.
- use self, peer, teacher, and technological resources to recognize and suggest performance improvements in self and others by:
  - describing the principles of training and conditioning for specific activities; and
  - exploring how to train a muscle selected by the teacher with a medicine ball.
- demonstrate knowledge of activity specific rules, safety practices, and procedures by:
  - describing the characteristics of team success; and
  - identifying the specific rules or safety concerns for an activity.

### **Classroom Illustrations**

- Practice checking average heart rate and discussing its meaning.
- Work in pairs to improve jump shot form.
- Use both man-to-man and zone defenses in soccer games.
- Select passing or dribbling to attack a man-to-man or zone defense in basketball.
- Practice choosing to pass, dribble or shoot on a 3 on 2 break in basketball.

### **Assessments**

- Participation in all class activities.
- Teacher observation.
- Skill tests.

## CONTENT STANDARD 3

### GRADE 5

Essential Question: What can we do to be physically active and why is this important?

**The students will participate regularly in physical activity.**

#### **Learner Outcomes**

The students will:

- engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis by:
  - regularly participating in physical activity for the purpose of developing a healthy lifestyle;
  - identifying different after school activities to keep fit; and
  - demonstrating the ability to be physically active for fifteen minutes without stopping.
- apply an understanding of the connections between the purposes of movements and their effect on performance by:
  - describing the healthful benefits from regular activity;
  - identifying how practice will affect game performance;
  - understanding how use of proper technique increases the chances of successful performance; and
  - understanding how increased strength and flexibility improves performance.
- apply the understanding of movement to increasingly complex movement and game forms by:
  - participating regularly in physical activity;
  - maintaining continuous aerobic activity; and
  - engaging in appropriate activity to develop muscular strength.
- engage in appropriate physical activity both in and outside of school and during and after school that promotes the development and improvement of physical fitness level by:
  - identifying at least one activity outside of school that requires regular physical activity and describe the benefits;
  - identifying community activities that will further participation in physical activities;
  - tracking physical activities inside and outside of school; and
  - understanding the relationship between physical activity and fitness levels.

#### **Classroom Illustrations**

- Take the President's Challenge Physical Fitness Test.
- Maintain a physical activity log for two weeks.
- Examine the relationships between the fitness logs and fitness test results.
- Participate in a group activity and show how practice improves performance (ex. Foul shooting).

Physical Education Curriculum (Cont'd)  
Content Standard 3, Grade 5 (Cont'd)

**Assessments**

- Teacher observations.
- Class discussions.
- Fitness logs.

## GRADE 6

**The students will participate regularly in physical activity.**

### **Learner Outcome**

The students will:

- engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis by:
  - participating in fitness enhancing organized physical activity in and out of school;
  - identifying a variety of after-school activities to keep fit; and
  - demonstrating the ability to be physically active for twenty minutes without stopping.
- apply an understanding of the connections between the purposes of movements and their effect on performance by:
  - developing a strategy to improve personal fitness;
  - identifying a personal fitness goal; and
  - explaining how frequency of exercise will affect fitness.
- apply the understanding of movement to increasingly complex movement and game forms by:
  - demonstrating activities to improve and maintain muscular strength and endurance, flexibility, cardio respiratory function and proper body composition;
  - understanding the mechanics of skilled movement;
  - selecting appropriate movement patterns for increasingly challenging tasks; and
  - identifying safety procedures necessary for skilled movement patterns.
- engage in appropriate physical activity both in and outside of school and during and after school that promotes the development and improvement of physical fitness level by:
  - identifying how muscles are impacted by the warm up and cool down after physical activity;
  - explaining the relationship of increased strength and flexibility to performance;
  - explaining key principles of effective practice;
  - testing physical fitness levels using the President's Challenge Physical Fitness Test;
  - tracking physical fitness levels using the President's Challenge President's Champions program; and
  - demonstrating using fitness scores and program results, the connection between physical activity and fitness.

### **Classroom Illustrations**

- Exercise regularly at home for enjoyment and personal benefit.
- Test flexibility before and after a warm-up to examine differences.
- Demonstrate as a group how flexibility improves performance.
- Class discussion of the overload principle and when it is used in practices
- Brainstorm a list of potential fitness related after school activities in groups.
- Demonstrate the ability to perform fitness activities for twenty minutes during circuit training.
- Write a log on fitness activities over a four-day period.
- Take the President's Challenge Physical Fitness Test.

Physical Education Curriculum (Cont'd)  
Content Standard 3, Grade 6 (Cont'd)

**Assessments**

- Teacher observation, class discussion, oral questioning, peer coaching.

## GRADE 7

**The students will participate regularly in physical activity.**

### **Learner Outcomes**

The students will:

- engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis by:
  - participating in vigorous physical activity;
  - understanding the concept of frequency, intensity and time as they relate to physical activity;
  - understanding how intensity impacts heart rates; and
  - examining the relationship of intensity to duration.
- apply an understanding of the connections between the purposes of movements and their effect on performance by:
  - exhibiting strategies to improve performance;
  - understanding the importance of efficient movement to sport performance;
  - explaining the impact of duration, frequency, and intensity on physical fitness; and
  - explaining why certain movements are the best techniques in a variety of sports.
- apply an understanding of movement to increasingly complex movement and game forms by:
  - demonstrating the mechanics of skilled movement;
  - selecting appropriate movement patterns for increasingly challenging tasks; and
  - demonstrating safety procedures for necessary for skilled movement patterns.
- engage in appropriate physical activity both in and outside of school and during and after school that promotes the development and improvement of physical fitness level by:
  - establishing personal physical fitness goals;
  - testing physical fitness levels using the President's Challenge Physical Fitness test; and
  - tracking physical activity levels using the President's Challenge President's Champions program.

### **Classroom Illustrations**

- Randomly select intensity and duration for cross country running.
- Participate in a basketball game at a pre-selected intensity level.
- Work in groups to find the proper pacing to maintain for a variety of distances.
- Perform a basketball jump shot with a variety of poor technique choices.
- Class discussion of the impact of duration, frequency, and intensity on performance.
- Group exploration and discussion of the impact of stepping with the foot on the same side as the throwing hand.
- Take the President's Challenge Physical Fitness test.
- Log Physical activity on the President's Champions program for two months.
- Write an essay explaining how activity led to improved fitness results.

Physical Education Curriculum (Cont'd)  
Content Standard 3, Grade 7 (Cont'd)

**Assessments**

- Teacher observations
- Class discussions
- Fitness logs

## GRADE 8

**The students will participate regularly in physical activity.**

### **Learner Outcomes**

The student will

- engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis by:
  - engaging in activity at the target heart rate for a minimum of 20 minutes;
  - demonstrating how intensity impacts heart rate; and
  - demonstrating the use of the concepts of frequency, intensity and duration as they relate to physical activity;
- apply an understanding of the connections between the purposes of movements and their effect on performance by:
  - participating in fitness enhancing activities;
  - demonstrating more efficient movement in sport performance;
  - demonstrating increased duration, frequency, and intensity in physical exercise; and
  - grouping movements by type across sports.
- apply the understanding of movement to increasingly complex movement and game forms by:
  - seeking appropriate activities to improve fitness;
  - demonstrating the mechanics of highly skilled movement;
  - selecting appropriate movement patterns for increasingly challenging tasks; and
  - demonstrating safety procedures for necessary for skilled movement patterns.
- engage in appropriate physical activity both in and outside of school and during and after school that promotes the development and improvement of physical fitness level by:
  - testing physical fitness levels using the President's Challenge Physical Fitness and Connecticut Mastery Tests; and
  - tracking physical activity levels using the President's Challenge President's Champions program.

### **Classroom Illustrations**

- Chart frequency, intensity and duration for exercise for a week.
- Jog at speeds to maintain teacher-selected heart rates.
- Compare results of high-frequency exercisers to a control group in class.
- Show improved slap shot form in hockey.
- Compare their President's Champions log from 7<sup>th</sup> grade with 8<sup>th</sup> grade.
- Group brainstorming to compile all sports in which a player steps with the foot on the opposite side of the throwing hand.
- Take the President's Challenge Physical Fitness test.
- Log Physical activity on the President's Champions program for three months.
- Create charts showing President's challenge results and President's Champions results to compare with the rest of the class.

Physical Education Curriculum (Cont'd)  
Content Standard 3, Grade 8 (Cont'd)

**Assessments**

- Teacher observations.
- Class discussions.
- Fitness logs.

## CONTENT STANDARD 4

### GRADE 5

Essential Question: Why is it important to be physically fit and how can we stay fit?

**The students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.**

#### **Learner Outcomes**

The students will:

- demonstrate the skills and knowledge to participate in activities that develop and maintain each component of nutritional and health fitness by:
  - participating in physical activity on a regular basis for the purpose of developing a healthy lifestyle; and
  - understanding the relationship of various fitness aspects to a variety of sport activities.
- assess physiological responses to exercise associated with one's level of physical fitness and nutritional balance by:
  - learning to measure heart rate before, during and after activity.
- analyze the results of health of one or more components of health-related fitness by:
  - identifying ways to become more fit; and
  - understanding the relationship of flexibility to performance.
- plan a wellness program demonstrating an understanding of basic exercise (e.g., frequency, intensity, duration) and nutritional principles designed to meet personal wellness goals by:
  - understanding the relationship of heart rate to cardiovascular health.

#### **Classroom Illustrations**

- Run the equivalent to two laps around a regulation track (1/2 mile).
- Discuss how flexibility affects the ability to do rolls and cartwheels.
- Practice taking your heart rate.
- Use pedometer to measure steps without stopping during jogging

#### **Assessments**

- Teacher observation, class discussion and participation.

## GRADE 6

**The students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.**

### **Learner Outcomes**

The students will:

- demonstrate the skills and knowledge to participate in activities that develop and maintain each component of nutritional and health fitness by:
  - understanding the relationship of varied fitness aspects to a variety of activities; and
  - demonstrating the skills necessary to perform two sports at a level that impacts fitness.
- assess physiological responses to exercise associated with one's level of physical fitness and nutritional balance by:
  - making responsible decisions about nutrition and physical activity.
- analyze the results of health of one or more components of health-related fitness by:
  - identifying and improve nutritional health; and
  - taking heart rate before, during and after physical activity.
- plan a wellness program demonstrating an understanding of basic exercise (e.g., frequency, intensity, duration) and nutritional principles designed to meet personal wellness goals.

### **Classroom Illustrations**

- Play basketball for 20 minutes at an average heart rate in the aerobic zone.
- Engage in aerobic dance or exercise.

### **Assessments**

- Teacher observation, class discussion and participation, evaluation and analysis of ending and average heart rates.

## GRADE 7

**The students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.**

### **Learner Outcomes**

The student will

- demonstrate the skills and knowledge to participate in activities that develop and maintain each component of nutritional and health fitness by:
  - regularly participating in physical activity for the purpose of developing a healthy lifestyle;
  - explaining the relationship of various fitness aspects to a variety of sport activities; and
  - demonstrating regular activity in at least one sport that impacts fitness levels.
- assess physiological responses to exercise associated with one's level of physical fitness and nutritional balance by:
  - charting and measuring heart rate before, during and after activity;
  - understanding the relationship of weight training to strength gains;
  - understanding the cardiovascular benefits of exercise at varying intensities; and
  - understanding the impact of nutritional choices on overall fitness levels.
- analyze the results of health of one or more components of health-related fitness by:
  - charting activity and calorie intake;
  - analyzing eating habits and good health;
  - understanding the comparative results of Presidential, National and Participant levels on the President's Challenge Physical Fitness Test;
  - understanding the differences between Body Mass Index and Percentage of Body Fat; and
  - understanding the importance of testing reliability and proper form to physical fitness tests.
- plan a wellness program demonstrating an understanding of basic exercise (e.g., frequency, intensity, duration) and nutritional principles designed to meet personal wellness goals by:
  - identifying personal wellness goals and explain their importance to health-related fitness;
  - identifying aspects of fitness that should be incorporated into a wellness plan;
  - designing and implementing a wellness plan; and
  - exercising at home for personal enjoyment.

### **Classroom Illustrations**

- Completion of a goals sheet identifying personal goals.
- Group discussion of the aspects of fitness that should be in a wellness plan.
- Maintaining a 3-week log of activity using the President's Champions program.
- Evaluate the physique of a variety of pictures based on BMI, then percentage of body fat.

Physical Education Curriculum (Cont'd)  
Content Standard 4, Grade 7 (Cont'd)

**Classroom Illustrations (Cont'd)**

- Experiment with varying exercise intensities and matching them to outcomes.
- Exercise for the length of time it takes to burn off half of the calories eaten at lunch.
- Study a comparison of strength gains made by using high and low rep sets.

**Assessments**

- Teacher observation.
- Class discussion.
- Participate in Challenge Physical Fitness test.

## GRADE 8

**The students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.**

### **Learner Outcomes**

The students will:

- demonstrate the skills and knowledge to participate in activities that develop and maintain each component of nutritional and health fitness by:
  - listing long term physiological, psychological and cultural benefits that may result from regular participation in physical activity;
  - understanding how fitness levels affect satisfaction levels in a variety of sport activities;
  - demonstrating regular activity in at least one sport that impacts fitness levels; and
  - understanding how nutritional choices affect physical wellness.
- assess physiological responses to exercise associated with one's level of physical fitness and nutritional balance by:
  - selecting cardiovascular intensity for selected fitness benefit;
  - demonstrating the relationship of weight training to personal strength gains; and
  - selecting improved nutritional choices for overall fitness.
- analyze the results of health of one or more components of health-related fitness by:
  - understanding how body fat is impacted by nutritional choices; and
  - evaluating personal fitness test results.
- plan a wellness program demonstrating an understanding of basic exercise (e.g., frequency, intensity, duration) and nutritional principles designed to meet personal wellness goals by:
  - completing fitness assessment and identify personal goals;
  - discussing how fitness needs affect fitness goals;
  - identifying personal wellness needs;
  - understanding the relationship between personal wellness needs and goals;
  - identifying aspects of fitness that should be incorporated into a wellness plan; and
  - designing and implementing a wellness plan for a one month period.

### **Classroom Illustrations**

- Completion of a fitness assessment sheet identifying personal needs.
- Group discussion of how fitness needs affect fitness goals.
- Maintaining a one month log of activity using the President's Champions program.
- Evaluate personal fitness test results and discuss physical problems which may result from a lack of fitness in each area.
- Compare eating patterns and percentage of body fat for selected examples.
- Self-test the mile run.
- Jog at a personally selected speed to reach a fitness goal.
- Log eating patterns for a week and show the impact of selecting an improved breakfast.
- Select a strength training program and show differences in pre- and post-tests.

Physical Education Curriculum (Cont'd)  
Content Standard 4, Grade 8 (Cont'd)

**Assessments**

- Teacher observation.
- Class participation.
- Evaluation of President's Champions log.
- Graded food logs.
- Strength test results.

## CONTENT STANDARD 5

### GRADE 5

Essential Question: How do we interact with others during physical activity?

**The students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

#### **Learner Outcomes**

The students will:

- understand , participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; demonstrate etiquette and good sportsmanship in a variety of physical and activity settings by:
  - utilizing safety principles in activity setting;
  - identifying the need for order;
  - describing how rules may be modified;
  - identifying good sportsmanship; and
  - observing and discussing examples of good sportsmanship and poor sportsmanship during activities.
- continue to develop skills to participate productively in groups, in both cooperative and competitive activities by:
  - identifying ways to be supportive of others during physical activity;
  - working together with another student to improve sports-related skills; and
  - developing skills to organize and play a game.
- demonstrate behaviors that recognize and are sensitive to individual and group needs in physical activity settings by:
  - working cooperatively and productively with a partner or small group;
  - recognizing how individual differences affect performance;
  - developing skill to organize and play a game;
  - working cooperatively with students of variety of ability levels; and
  - identifying ways to be supportive of others during physical activity.
- apply appropriate skills for resolving conflicts peacefully by:
  - accepting the teacher's decision regarding a personal rule infraction without displaying negative reactions towards others.

#### **Classroom Illustrations**

- Discussion on the need for rules.
- In groups, modify sports and examine the results.
- Observe and discuss examples of good sportsmanship and poor sportsmanship during activities
- Modify the rules of basketball so that everyone on the team is involved.

Physical Education Curriculum (Cont'd)  
Content Standard 5, Grade 5 (Cont'd)

**Classroom Illustrations (Cont'd)**

- Discuss ways to encourage others verbally.
- Practice helping teammates with their skills in basketball shooting.

**Assessments**

- Teacher observation, class discussion, peer demonstration.

## GRADE 6

**The students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

### **Learner Outcomes**

The students will:

- understand, participate in the development of, and follow classroom rules; following activity-specific rules, safety practices and procedures; demonstrating etiquette and good sportsmanship in a variety of physical and activity settings by:
  - using time wisely when given opportunity to practice and improve;
  - identifying the impact of rules in team sports;
  - identifying the impact of rules in team sports;
  - describing how rules modifications impact team sports; and
  - explaining the need for good sportsmanship.
- continue to develop skills to participate productively in groups, in both cooperative and competitive activities by:
  - remaining in task in group activities without close monitoring;
  - understanding the role of a referee and the need to respect decisions;
  - organizing and playing a sport game with a group of peers;
  - taking turns refereeing class games;
  - selecting teams and play a game with a referee selected from class; and
  - class sharing and discussion of what makes a good referee.
- demonstrate behaviors that recognize and are sensitive to individual and group needs in physical activity settings by:
  - cooperating with peers;
  - working cooperatively with both more and less skilled peers;
  - identifying positive outcomes from physical activities in which people work together; and
  - demonstrating proper social behavior during activities.
- apply appropriate skills for resolving conflicts peacefully by:
  - choosing a partner you can work with; and
  - making responsible decisions about applying rules.

### **Classroom Illustrations**

- Play a sport with one of the rules eliminated.
- Discuss the impact of changed rules on the performance of the sport.
- Discuss in groups incidences of poor sportsmanship and how they impacted satisfaction with the experience.
- Understand the role of a referee and the need to respect decisions;
- Develop skills to organize and play a sport game with a group of peers; and
- Develop the skills to referee a sport activity.
- Take turns refereeing class games.
- Select teams and play a game with a referee selected from class.
- Discuss what makes a good referee.

Physical Education Curriculum (Cont'd)  
Content Standard 5, Grade 6 (Cont'd)

**Assessments**

- Teacher observation, class discussion, peer demonstration.

## GRADE 7

**The students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

### **Learner Outcomes**

The students will:

- understand, participate in the development of, and follow classroom rules; following activity-specific rules, safety practices and procedures; demonstrating etiquette and good sportsmanship in a variety of physical and activity settings by:
  - making responsible decisions about using time, applying rules, and following through with decisions
  - demonstrating good sportsmanship during class competition
  - explaining and demonstrating the impact of rules on team sports;
  - explaining how rules modifications impact team sports; and
  - demonstrating good sportsmanship during class competition.
- continue to develop skills to participate productively in groups, in both cooperative and competitive activities by:
  - acknowledging differences in behaviors of people and seek to learn more about them;
  - identifying the challenges of a competitive environment;
  - identifying opponents, teammates and neutral parties during a sport competition; and
  - understanding the complementary roles of winning and losing in a competitive environment.
- demonstrate behaviors that recognize and are sensitive to individual and group needs in physical activity settings by:
  - cooperating, participating, and showing respect for persons of like and different levels.
- apply appropriate skills for resolving conflicts peacefully by:
  - assuming responsibility for self; and
  - learning to engage in friendly competition without an official.

### **Classroom Illustrations**

- Plan an obstacle course in which a group must complete having at least one person that is blind folded.
- Discuss the enjoyment levels of teammates after a game.
- Practice encouraging others verbally during physical activity.
- Group discussion comparing cooperative and competitive environments.
- Group brainstorming session of the role of all attendees at a basketball game.
- Written reflection after both winning and losing a game in class.

### **Assessments**

- Teacher observation, class participation, written reflections.

## GRADE 8

**The students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

### **Learner Outcomes**

The students will:

- understand, participate in the development of, and follow classroom rules; following activity-specific rules, safety practices and procedures; demonstrating etiquette and good sportsmanship in a variety of physical and activity settings by:
  - recognizing the influences of peer pressure;
  - playing within the rules of the game or activity; and
  - making choices base on safety of self and others.
- develop skills to participate productively in groups, in both cooperative and competitive activities by:
  - finding positive ways to exert independence;
  - working cooperatively with a group to achieve goals in competitive and cooperative activities;
  - participating in a competitive environment;
  - participating in the roles of opponent, teammate and neutral party during a sport competition; and
  - accepting winning and losing in a competitive environment.
- demonstrate behaviors that recognize and are sensitive to individual and group needs in physical activity settings by:
  - appropriately handling conflicts that arise;
  - designing rule changes to increase participation by less skilled players;
  - designing a rules change to increase participation by less-skilled players;
  - understanding how expected satisfaction levels affect a game; and
  - demonstrating ways to be supportive of others during physical activity.
- apply appropriate skills for resolving conflicts peacefully by:
  - solving problems by analyzing causes and potential solutions;
  - considering consequences when confronted with a behavior choice;
  - understanding skills necessary to resolve conflict;
  - demonstrating skills that aid in conflict resolution; and
  - practicing resolving conflict among peers.

### **Classroom Illustrations**

- Group discussion of characteristics of someone skilled in resolving conflict.
- Show a peer one skill useful in resolving conflict.
- Creatively arbitrate a conflict role-played by students and designed by the teacher.
- Plan as a group to increase point s for a goal if all 5 players touch the puck in hockey.
- Discuss how being a favorite or underdog affects feelings during games of various outcomes.
- Practice encouraging others verbally during physical activity.

Physical Education Curriculum (Cont'd)  
Content Standard 5, Grade 8 (Cont'd)

**Classroom Illustrations (Cont'd)**

- Play in a game with an award for the winning team.
- Take turns refereeing games and assessing referees.
- Discuss reasons why players are disappointed after a loss and appropriate and inappropriate ways they express their feelings.

**Assessments**

- Teacher observation, class discussion, oral questioning.
- Class demonstration of group designed sports.

## CONTENT STANDARD 6

### GRADE 5

Essential Question: How will physical activity help us now and in the future?

**The students will choose physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle.**

#### **Learner Outcomes**

The students will:

- recognize that meeting challenges in physical activities leads to self-actualization and recognition from peers by:
  - regularly participating in physical activity for the purpose of developing a healthy lifestyle and social situations.
- use physical activity as a positive opportunity for social and group interaction by:
  - describing the benefits of physical activity socially and physically;
  - identifying physical activities that require people to work together;
  - demonstrating key concepts in working together to achieve a goal; and
  - demonstrating proper social behavior during activities.
- seek personally challenging experiences through physical activity by:
  - identifying one activity to participate in on a regular basis; and
  - setting fitness and activity goals.
- experiment with new physical activities by:
  - identifying community based opportunities for formal participation.

#### **Classroom Illustrations**

- In groups, list sports requiring teamwork from most teamwork required to the least required.
- Play cooperative games (i.e. volleyball) that require team work to achieve a goal.
- Practice good sportsmanship and respect for others in game situations.

#### **Assessments**

- Teacher observation, class discussion, class demonstration.

## GRADE 6

**The students will choose physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle.**

### **Learner Outcomes**

The students will:

- recognize that meeting challenges in physical activities leads to self-actualization and recognition from peers by:
  - identifying the benefits resulting from participation in different forms of physical activity.
- use physical activity as a positive opportunity for social and group interaction by:
  - recognizing the role of games, sports and dance in getting to know and understand others;
  - demonstrating key concepts in working together to achieve a goal;
  - demonstrating proper social behavior during activities;
  - understanding the skills of sports-related movement;
  - performing more complex locomotor and manipulative movements; and
  - demonstrating the ability to perform sports-related skills in an open environment.
- seek personally challenging experiences through physical activity by:
  - recognizing that physical activity can offer challenging opportunities.
- experiment with new physical activities by:
  - seeking physical activity in informal settings that utilize skills and knowledge gained in physical education class.

### **Classroom Illustrations**

- In groups list sports requiring teamwork from most teamwork required to least.
- Play cooperative games (i.e. volleyball) that require team work to achieve a goal.
- Practice good sportsmanship and respect for others in game situations.
- Practice three consecutive passes and/or sets to a partner when receiving a pass in volleyball.
- Demonstrate correct form when serving in badminton to a partner.
- Dribble around a cone and shoot at a target using a forehand shot in pillow hockey.

### **Assessments**

- Teacher observation, class discussion, class demonstration.

## GRADE 7

**The students will choose physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle.**

### **Learner Outcomes**

The students will:

- recognize that meeting challenges in physical activities leads to self-actualization and recognition from peers by:
  - recognizing the role of games, sports and dance in getting to know and understand yourself and others of different background;
  - understanding the benefits of self-actualization and peer recognition;
  - understanding the relationship of reaching physical goals to self-actualization and peer recognition; and
  - describing personal experiences in which physical activity led to peer recognition or self-actualization.
- use physical activity as a positive opportunity for social and group interaction by:
  - describing ways to use the body and movement activities to communicate ideas and feelings;
  - understanding the role of self-expression in physical activity;
  - identifying sport-related activities that allow for self-expression; and
  - participating in one activity that allows for self-expression.
- seek personally challenging experiences through physical activity by:
  - recognizing the importance of one's personal heritage through physical activity;
  - participating in the President's Challenge Physical Fitness test;
  - participating in a variety of team and individual physical activities; and
  - participating in one new sport activity.
- experiment with new physical activities by:
  - seeking opportunities to use skills to participate in new activities.

### **Classroom Illustrations**

- Perform the President's Challenge Physical Fitness Test during class.
- Participate in a cross country meet in physical education class.
- Learn archery as a class activity.
- Group discussion of self-expression in physical activity.
- Class brainstorming a prioritized list of activities that allow for self-expression.
- Practice of a personal series of different gymnastic stunts that will cause you to travel across the mats.

### **Assessments**

- Teacher observation, fitness test results.
- Class discussion, class demonstration.

## GRADE 8

**The students will choose physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle.**

### **Learner Outcomes**

The students will:

- recognize that meeting challenges in physical activities leads to self-actualization and recognition from peers by:
  - recognizing the value of exercise in one's life;
  - demonstrating self-actualization and/or peer recognition through physical activity; and
  - planning and implementing one personal experience in which physical activity leads to peer recognition and/or self-actualization.
- use physical activity as a positive opportunity for social and group interaction by:
  - participating in both team and dual activities;
  - displaying sensitivity to the feelings of others;
  - leading in behaviors that produce positive outcome from teamwork in a competitive physical activity;
  - leading a group to achieve a planned goal during competition; and
  - demonstrating proper social behavior during activities.
- seek personally challenging experiences through physical activity by:
  - enjoying the aesthetic and creative aspects of performance;
  - participating in the President's Challenge Physical Fitness and Connecticut Mastery Physical Fitness Tests; and
  - participating in a selected team or individual physical activities outside of school.
- experiment with new physical activities by:
  - enjoying learning new activities;
  - respecting the physical and performance limitation of self and others;
  - exploring the opportunities for activity outside school and town;
  - reflecting on personal needs and desires for new outside activities; and
  - participating in one new sport activity outside of school.

### **Classroom Illustrations**

- Write a reflection of a self-actualizing experience with physical activity.
- Write a plan and report on a self-designed activity experience.
- Call a time out and lead discussion with peers on how to improve performance.
- Lead a group discussion on whether to play man-to-man or zone defense in basketball.
- Practice good sportsmanship and respect for others.
- Perform the President's Challenge Physical Fitness Test during class.
- Research a group that provides outside opportunities for physical activity.
- Interview one person involved in outside activity about their motivations.
- Participate in an introductory orienteering competition at Hurd State Park.

Physical Education Curriculum (Cont'd)  
Content Standard 6, Grade 8 (Cont'd)

**Assessments**

- Teacher observation, class participation, oral report on interview, written report on outside activities.

## APPENDIX

### GRADE 5 – GRADE 8

#### Equipment

##### Archery:

- Recurved Bows (22)
- 48” Foam Targets (3)
- Target Stands (3)

##### Fitness Equipment:

- Pedometers (40)
- Body Fat Analyzer (1)

##### Gymnastics:

- Low Balance Beam (1)
- Vaulting Boards (2)
- Foam Vaulting Box (1)
- Climbing Ropes (2)
- 4’ x 8’ x 6” Crash Pad (1)
- 5’ x 10’ x 12” Crash Pad (1)
- 4’ x 8’ Wedge Shaped Pad (1)
- 5’ x 10’ Mats (12)
- 6’ x 12’ Mats (4)
- Peg Boards attached to wall (2)
- Chin Up Bar (1)

##### CPR Instruction:

- Adult Manikins (4)
- Body Manikins (1)

##### Game Standards:

- Volleyball Standards with 75 lb. Base (3)
- Badminton Standards (4)
- Badminton Nets (6)
- Volleyball Nets (3)
- 4’ x 6’ Utility Goals (4)
- Ball Rack – holds 16 balls (1)
- Equipment Cage (1)
- Aerobic Steps (4)
- Sit & Reach Boards (2)
- Balance Boards (6)
- 5 lb. Weights (10)
- 8 lb. Weights (6)
- 10 lb. Weights (6)
- 15 lb. Weights (4)
- 20 lb. Weight (1)
- Pillo Hockey Sticks (20)
- Tug of War Rope (1)
- 48” Cage Ball (1)

**Resource Materials**

Strengthen Your Physical Education Program with Innovative Fitness Strategies and Activities,  
Lindsay, Elaine

First Aid – Responding to Emergencies, American Red Cross

Diet and Nutrition Activities, Rizzo-Toner, Patricia, Health Curriculum Activities Library

First Aid/CPR Video, American Red Cross

# HALE-RAY HIGH SCHOOL

## Proposed Physical Education Curriculum Changes

### Notes:

- The courses previously known as Physical Education 9-10 and Physical Education 11-12 have been changed to Team Sports I and Team Sports II. These classes are given in the fall and spring semesters, respectively, and will no longer be required to fulfill the PE requirement.
- A new one-semester course in Principles of Fitness has been added and will be required for all students.
- A new course in Lifetime Fitness Activities has been added to enhance the program offerings for those students who do not enjoy a team sport environment but still desire to exercise on a regular basis.

## COURSE DESCRIPTION

### **Principles of Fitness**

(One Semester – 0.5 Credits)

Offered Fall and Spring Semesters

Prerequisite: None

The goal of this required class is to increase student awareness of and participation in activities that promote personal physical fitness. Focused on the physiological benefits of exercise, students will better understand how their bodies work when they exercise; why those changes occur; and the benefits of regular participation in physical activities. Using a variety of technologically advanced equipment, students will be able to examine the body's responses to exercise while it occurs and record this data to see how the responses change to exercise over time. Concepts of cardiovascular fitness, muscular strength and endurance, and flexibility will be among the topics of this course. Students will be introduced to a variety of methods in achieving fitness including jogging, weight training, aerobics, and yoga.

### CONTENT STANDARD 1 & 2: MOTOR SKILL PERFORMANCE & APPLYING CONCEPTS AND STRATEGIES

**Essential Questions:** What different ways can the body move given a specific purpose?  
How can we move effectively and efficiently?

Students will demonstrate competency in motor skill and movement patterns needed to perform a variety of physical activities.

### Learner Outcomes

The student will demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills by:

- understanding the principles of agility and the biomechanical factors that make for excellent agility;
- understanding the principles of proper running technique and apply them to his own performance;
- understanding the importance of good posture and the negative results of improper posture for both current and future living;
- recognizing appropriate gross and fine motor principles as they apply to sports skills;
- applying proper motor skill principles to improve performance in sport skills; and
- showing through repeated success that the use of proper principles improves performance.

Principles of Fitness (Cont'd)  
Content Standard 1 & 2 (Cont'd)

**Classroom Illustrations**

- Self-administer a paired posture test including tests of abdominal and lower back strength.
- Take part in running exercises that not only include self and peer form evaluations; but also demonstrate proper pacing and drafting.
- Use agility balls and an agility ladder to work on proper programmed and reactive agility while applying the principles learned.
- Apply the principles of agility to individual situations in soccer, basketball and softball to compare the need for agility in a variety of sport settings.
- Use pre-and post-practice tests to examine the improvement in skill performance after improving proper technique.
- Examine the differences made in skill performance by performing practices with proper technique.

**Evaluation**

- Successful completion of focused worksheets; written tests; successful demonstration and application of principles as taught.

CONTENT STANDARD 4: PHYSICAL FITNESS

**Essential Question:** Why is it important to be physically fit and how can we stay fit?

Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

**Learner Outcomes**

The student will assess and maintain personal physical fitness in terms of cardio respiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition by:

- understanding the principles of cardiovascular activity and the effects of exercise on it;
- understanding the differences in muscle fiber types and how those differences affect performance; and
- identifying the different types of exercise and successfully relate them to the body systems affected.

**Classroom Illustrations**

- Use heart rate monitors to record changes in cardiovascular function due to exercise.
- Complete a series of exercises that will help determine their individual muscle fiber percentages and implications for performance.
- Use a variety of exercise forms to experience physical reactions as their bodies adjust to the training load.

### **Learner Outcomes**

The student will utilize physiological data to adjust levels of exercise and nutrient intake to promote wellness by:

- identifying reasonable and prudent actions that can be taken to minimize risks during exercise.

The student will use the results of physical fitness assessments to guide changes in his or her personal programs of physical activity by:

- evaluating his personal fitness level based on fitness scores and national and school norms; and
- demonstrating changes in fitness activities that lead to improvements in areas of weakness in overall fitness.

The student will design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriated training and nutritional principles by:

- understanding the corresponding fitness components for each area of fitness tested and the appropriate interventions necessary to improve fitness;
- identifying physiological and external dangers common to physical activities; and
- demonstrating the performance of safe physical activity that minimizes the risk of injury to themselves and those around them.

### **Classroom Illustrations**

- Examine charts of national norms and predict expected performance in a variety of fitness areas.
- Take a nationally based fitness exam and record the results. Compare results with performances in previous years and hypothesize why changes in results have occurred.
- Create personal fitness plan that includes consideration for areas of physical weakness and personal interests. Chart how the exercise plan is followed over a 6-week period.
- Discuss in groups possible solutions to various dangerous situations.
- Analyze physical spaces used for activity for dangerous situations.
- Research the results of one dangerous situation that led to injury.

### **Evaluation**

- Successful completion of 6-week fitness worksheet; test results as compared to national norms; written tests; successful application of fitness principles to fitness plans.
- Successful completion of focused worksheets; written tests; recorded heart rate data during exercise.
- Quizzes on physical dangers present in exercise situations, evaluation of personal care taken to minimize dangers during class, evaluation of injury analysis paper.

## CONTENT STANDARD 6: BENEFITS OF PHYSICAL ACTIVITY

**Essential Question:** How will physical activity help us now and in the future?

Students will choose physical activity for health, enjoyment, challenge, self expression and for social interaction to sustain a physically active lifestyle.

### **Learner Outcomes**

The student will recognize that meeting challenges in physical activities leads to self actualization and recognition from peers by:

- becoming cognizant of emotions produced by physical activity; and
- recognizing and expressing changes in self-esteem brought on by physical activity and changes in fitness levels.

The student will experiment with new physical activities by:

- identifying activities that bring the greatest levels of satisfaction to them personally.

### **Classroom Illustrations**

- Rank activities by levels of personal enjoyment with reasons for rankings.
- Discussions on the impact of fitness on their personal emotions.
- Maintain a log of fitness activities and personal journal of attitudes.

### **Evaluation**

- Evaluation of written log and journal.
- Completion of personal ranking sheet.
- Participation in discussion on fitness and emotions.

### **Equipment Needed To Support Curriculum**

|                      |                            |                            |
|----------------------|----------------------------|----------------------------|
| Heart Rate Monitors* | Barbells*                  | Jump Ropes*                |
| Pedometers*          | Dumbbells*                 | Agility Hurdles*           |
| Cones*               | Weight Plates*             | Hurdle Risers*             |
| Balance Discs        | Plyometric Boxes*          | Reaction Balls*            |
| Floor Mats*          | Long Jump Mat*             | Agility Dots*              |
| Stability Balls      | Weight Vest*               | Weight Belts*              |
| Medicine Balls*      | Reaction Time Sticks*      | Bar Wrap Pads*             |
| Agility Ladder*      | SpeedTrap I Timing System* | Polar Tri-Fit 700 Center** |

\* Equipment already possessed by Nathan Hale-Ray High School.

\*\* Requested as a grant from the Ray Board.

**Technology Used**

Technology will be integrated into the Principles of Fitness course to reflect its use in fitness. Technology will include the use of heart rate monitors, the Speed Trap timing system, pedometers and, potentially, the Polar Tri-Fit Center.

## **COURSE DESCRIPTION**

### **Lifetime Fitness Activities**

(One Semester – 0.5 Credits)

Offered each semester

Prerequisites: Principles of Fitness

The goal of this class is to increase student awareness of and interest and competence in typical lifetime fitness activities as students are motivated to maintain a healthy lifestyle. This class will cover a variety of non-team fitness activities impacting cardiovascular fitness, muscular strength, muscular endurance, and flexibility. All students will receive instruction in a variety of activities including golf, tennis, hiking / mountain climbing, aerobics, strength training, and other activities that promote overall wellness. Students will be expected to monitor and maintain a level of personal wellness using the experiences from class as a base for their own outside activities. Results will be evaluated using an assessment of their daily physical activity and their recorded experiences within the program. Principles of Fitness will be a prerequisite for this course.

### **CONTENT STANDARD 3: ENGAGING IN PHYSICAL ACTIVITY**

**Essential Question:** What can we do to be physically active and why is this important?

Students will participate regularly in physical activity.

#### **Learner Outcomes**

The student will engage in physical moderate to vigorous appropriate activities of their choice on a regular basis by:

- understanding the benefits of a healthy lifestyle and its relationship with overall wellness;
- developing skills and increase experience in a variety of lifelong sports; and
- improve fitness levels through regular physical activity.

#### **Classroom Illustrations**

- Compare the effects of a variety of physical activities on a healthy lifestyle and on personal fitness.
- Practice the proper technique of putting in golf.
- Group debate on the “best” lifetime exercise, based on personal experience.
- Writing a personal plan for future exercise based on class experiences

Lifetime Fitness Activities (Cont'd)  
Content Standard 3 (Cont'd)

**Evaluation**

- Skill and common practices quizzes; evaluation of the personal exercise log, written comparison of the benefits of a variety of lifetime activities.

The student will engage in appropriate physical activity both in and outside of school and during and after school that promotes the development and improvement of physical fitness level by:

- expanding the cadre of activities to further interest develop individual skills;
- performing advanced skills in at least one lifetime fitness activity;
- identifying common skills used in a variety of activities;
- demonstrating the ability to maintain fitness levels over a period of one semester;
- demonstrating a habit of physical exercise by the end of the semester; and
- identifying at least three forms of lifetime exercise that appeal to the student.

**Classroom Illustrations**

- Select activities for their personal wellness program that interest them and log their time spent exercising using these activities.
- Show proper turning skills in cycling.
- Identify common strategies used in tennis matches.
- Learn to link aerobics steps into a smooth program.
- As a group match areas of fitness to activities.
- Complete an exercise activity chart to earn the President's Active Lifestyle Award.
- Test their physical fitness to see the effects of a unit on overall fitness levels.
- Compare fitness levels at the end of yoga and aerobics units.
- Compare fitness levels at the beginning and end of a cycling unit to show increased muscular and cardiovascular endurance.
- Compare personal graphs of individual students to show the level of exercise necessary to maintain fitness levels during a hiking unit.

**Evaluation**

- Exhibition of skills in class; Video quizzes of game strategies, Submission and demonstration of a performance project.
- Completion of President's Active Lifestyle chart; completed fitness test battery for each unit; class activity participation.
- Class participation, completion of comparison essays on units; Completion of fitness graphs.
- Written personal fitness activity plan.

Lifetime Fitness Activities (Cont'd)  
Content Standard 3 (Cont'd)

**Equipment Needed To Support Curriculum**

|                             |                               |
|-----------------------------|-------------------------------|
| Heart Rate Monitors*        | Tennis Nets                   |
| Free Weight Equipment*      | Aerobic Steps                 |
| Golf Clubs                  | Aerobic Videos                |
| Golf Balls                  | Aerobic Cordless Sound System |
| Golf Plastic Practice Balls | Compasses                     |
| Golf Tees                   | Orienteering Markers          |
| Golf Hitting Mats           | Yoga Mats                     |
| Tennis Rackets              | Yoga CD's                     |
| Tennis Balls                | Stability Balls*              |

\* Equipment already possessed by Nathan Hale-Ray High School.

**Technology Used**

Technology will be integrated into the Lifetime Activities Course to reflect its use in lifetime fitness activities. Technology will include the use of computers, heart rate monitors, a cordless sound system, videos and DVD's, and fitness equipment.

## COURSE DESCRIPTION

### **Personal Fitness**

(One Semester – 0.5 Credits)

Offered each semester

Prerequisites: Principles of Fitness

The goal of this class is to increase student knowledge related to personal fitness and motivate students to maintain a healthy lifestyle. A student-driven course, this class will cover the basics of physical fitness and the fundamental physiology of cardiovascular fitness, muscular strength, muscular endurance, flexibility, agility, and balance. All students will work with a core set of training standards, but will be able to choose a personal “Area of Focus” around which they will design a personalized fitness program from researching the various training methods, to setting up the training program, to implementation of that program. Results will be evaluated using student-driven pre- and post-testing and an evaluation of their daily training log. Principles of Fitness will be a prerequisite for this course.

### CONTENT STANDARD 4: PHYSICAL FITNESS

**Essential Question:** Why is it important to be physically and how can we stay fit?

Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

#### **Learner Outcomes**

The student will assess and maintain personal physical fitness in terms of cardio respiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition by:

- identifying the major muscles of the human body;
- identifying common motions involved in physical performance; and
- identifying major muscles in relation to common motions.

#### **Classroom Illustrations**

- Examine charts explaining the major muscles of the body.
- Examine examples of muscle fiber and fat.
- Review the types of joints and examples of each.
- Demonstrate basic joint movements and identify prime muscle movers.
- Create lists of fitness exercises, related joints, and muscles involved.
- Simulate movements created by each major muscle in class.
- Analyze the differences between aerobic and anaerobic training for cardiovascular fitness.
- Explain the use of one-rep max in relation to strength training programs.

### **Evaluation**

- Quizzes, Completion of muscle and joint charts, completion of exercise, joint, and muscle lists.

### **Learner Outcomes**

The student will utilize physiological data to adjust levels of exercise and nutrient intake to promote wellness by:

- understanding the importance and use of a daily fitness log;
- analyzing log data in relation to changes in fitness levels;
- understanding the concepts related to daily fitness training; and
- analyzing the results of a post-test in comparison to pre-test scores and adjusting the fitness program based on their analysis.

### **Classroom Illustrations**

- Use heart rate monitors to work in a variety of heart rate training zones.
- Analyze and correct their training program based on fitness results.
- Practice daily monitoring and recording of fitness activities.
- Adjust personal programs to develop greater fitness.
- Examine the effects of interval training on cardiovascular endurance.

### **Learner Outcomes**

The student will use the results of physical fitness assessments to guide changes in his or her personal programs of physical activity by:

- identifying a variety of fitness tests;
- matching fitness tests to their appropriate fitness component;
- recognizing personal areas of strength and weakness in overall fitness;
- applying proper fitness practices to correct those areas of weakness;
- recording and monitoring daily fitness-related activities in a fitness log; and
- comparing pre-test and post-test results with national norms and personal fitness goals.

### **Classroom Illustrations**

- Complete fitness stunts involving each of the components of fitness.
- Complete construction of a personal battery of fitness tests based on their personal goals.
- Perform fitness tests involving a variety of fitness components
- Take a personal fitness test and record the results.
- Research national and international norms for fitness.

### **Classroom Illustrations (Cont'd)**

- Apply fitness program information to their personal programs.
- Discuss results of the fitness programs in groups.
- Recommend adjustments to their programs based on results comparisons.

### **Evaluation**

- Completion of fitness stunt worksheets, fitness test battery forms, class activity participation.
- Comparison of pre and post-test fitness attitude tests, quizzes.
- Personal fitness improvement comparisons, written evaluation of program effectiveness, discussion participation on program adjustments.

### **Learner Outcomes**

The student will design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles by:

- understanding the benefits of a healthy lifestyle;
- understanding the relationship between personal fitness and a healthy lifestyle;
- defining the accepted standards for personal fitness;
- examining the risk factors associated with a lack of fitness;
- comparing the effects of healthy and unhealthy lifestyles on personal fitness;
- matching exercises to motions and the major muscles involved;
- identifying the major components of fitness;
- explaining the unique characteristics of each component;
- effectively using a variety of fitness equipment;
- assessing pre-test fitness levels in relation to national norms and personal standards; and
- developing personal fitness goals based on pre-test results, national norms, and personal interests.

### **Classroom Illustrations**

- Complete a personal fitness attitude battery at the beginning and end of the semester.
- Use of a variety of fitness equipment to their personal fitness program.
- Experience using speed chutes, weight vests, power sleds, and rubber tubing in speed training.
- Experience using polymeric boxes, weight vests, and long jump mats in explosive power training.
- Experience using reaction balls, agility ladders, and banana steps in training for greater agility.
- Research fitness programs using the internet and available literature.
- Use a variety of fitness equipment to vary the exercises used in personal fitness programs.

Personal Fitness (Cont'd)  
Content Standard 4 (Cont'd)

**Evaluation**

- Quizzes
- Completion of exercise, joint, and muscle lists.
- Evaluation of proper use of fitness equipment in their program.
- Create a written personal fitness program.
- Completion of a personal fitness evaluation and goals analysis.
- Class activity participation.

**Equipment Needed To Support Curriculum**

|                                      |                         |
|--------------------------------------|-------------------------|
| Heart Rate Monitors*                 | Standing Long Jump Mat* |
| Free Weight Equipment*               | Reach and Jump Board*   |
| Speed Chutes                         | Polymeric Hurdles       |
| Agility Ladders*                     | Banana Steps*           |
| Reaction Balls*                      | Polymeric Boxes*        |
| Power Sleds                          | Medicine Balls*         |
| Rubber Tubing*                       | Weight Vest*            |
| Speed Trap Electronic Timing System* | Stability Balls*        |

\* Equipment already possessed by Nathan Hale-Ray High School.

**Technology Used**

Technology will be integrated into the Personal Fitness course to reflect its use in fitness training. Technology will include the use of computers and fitness equipment.

## COURSE DESCRIPTIONS

### **Team Sports I**

(One Semester – 0.5 Credits)

Offered Fall Semester

Prerequisite: Principles of Fitness

The goal of this class is to increase student knowledge related to team sports and to motivate students to use team sports to help attain and maintain a healthy lifestyle. This class will cover the basics of sport skills and the fundamental organization and rules of play necessary to sport competition for the sports of volleyball, soccer, football, basketball, cross country, and team handball. All students will participate in a variety of team sports, experiencing sports as a player, coach, referee, and game administrator. Concepts of teamwork and sportsmanship along with an appreciation of sport history will be covered in these classes to increase student understanding and appreciation of the unique challenges and benefits of each sport. Results will be evaluated using student skill testing, written testing, and an evaluation of their daily performance and effort. Principles of Fitness will be a prerequisite for this course.

### **Team Sports II**

(One Semester – 0.5 Credits)

Offered Spring Semester

Prerequisite: Principles of Fitness

This class will mirror the goals of Team Sport I, emphasizing the same sport skills and the fundamental organization and rules of play, but focusing on the sports of basketball, hockey, lacrosse, indoor soccer, softball, and track & field. Students will continue to experience sports as a player, coach, referee, and game administrator. Results will be evaluated using student skill testing, written testing, and an evaluation of their daily performance and effort. Principles of Fitness will be a prerequisite for this course.

## CONTENT STANDARD 1 & 2: MOTOR SKILL PERFORMANCE & APPLYING CONCEPTS AND STRATEGIES

**Essential Questions:** What different ways can the body move given a specific purpose?  
How can we move effectively and efficiently?

The student will demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills by:

- effectively using a variety of sports skills in a team setting;
- selecting skills appropriate to a particular game situation;
- demonstrating progressive improvement in sports skills over the length of the class; and
- explaining the differences that genetics, experience and skills have in the effective performance of a sport.

### **Classroom Illustrations**

- Show the differences required in skill and game situation for a slap shot and a wrist shot in hockey.
- Work in groups to improve jump shot skills in basketball.
- Chart the ability to shoot a basketball over the length of the unit.
- Practice trapping and passing a soccer ball with increasing defensive pressure over time.

### **Evaluation**

- Skill tests, evaluation of skill chart sheets, evaluation of skill performance in game settings.

## CONTENT STANDARD 3: ENGAGING IN PHYSICAL ACTIVITY

**Essential Question:** What can we do to be physically active and why is this important?

Students will participate regularly in physical activity.

### **Learner Outcomes**

The student will engage in physical moderate to vigorous appropriate activities of their choice on a regular basis by:

- identifying key fitness components to a variety of sports along with exercises to improve them.

### **Classroom Illustrations**

- Will chart personal exercise over a period of six weeks.
- Show a pattern of exercise activity that leads to improved fitness.
- The student will apply characteristics of skilled performance enabling movement competence in a variety of activities by:
  - examining how fitness levels impact performance in a variety of sports.
- Participate in the President's Challenge fitness test as a pre- and post-test for class fitness work.
- Write a reflection on the impact of improving fitness on the personal enjoyment of sports activities.

### **Evaluation**

- Sports-related fitness testing.
- Evaluation of personal exercise chart.
- Written reflection on the impact of fitness on enjoyment and performance.

## CONTENT STANDARD 5: RESPONSIBLE BEHAVIOR

**Essential Question:** How do we interact with others during physical activity?

Students will exhibit responsible personal and social behavior that respects self and other in physical activity settings.

### **Learner Outcomes**

The student will apply safe practices, rules, procedures, etiquette, and good sportsmanship in all physical activity settings by:

- identifying behaviors associated with both good and bad sportsmanship;
- identifying reasons bad sportsmanship exists and some of the results of bad sportsmanship;
- developing habits of good sportsmanship;
- knowing the basic rules necessary for competition to exist; and
- understanding how rules are developed and why new rules become necessary.

### **Classroom Illustrations**

- Create lists of typical comments used by athletes, coaches, and fans who are poor sports.
- Identify the underlying causes of poor sportsmanship.
- Role play the relationship of coaches and parents who are poor sports.
- Experience a game as a referee and the pressure put on the referee by poor sportsmanship.
- Interview a referee for their perspective on sportsmanship.
- Attend a sports event and critique the sportsmanship of the fans, players and coaches.
- Perform the role of a game administrator or referee for a game.
- Write a timeline of rule changes for a selected sport.
- Identify five key rules for each sport unit.

### **Evaluation**

- Quizzes, Completion of group activities requiring appropriate sportsmanship.
- Completion of reflection paper on game sportsmanship.
- Written timeline of rules changes, quizzes on key sports rules, evaluation of administrator and referee performance.

## CONTENT STANDARD 6: BENEFITS OF PHYSICAL ACTIVITY

**Essential Question:** How will physical activity help us now and in the future?

Students will choose physical activity for health, enjoyment, challenge, self expression and for social interaction to sustain a physically active lifestyle.

### **Learner Outcomes**

The student will recognize that meeting challenges in physical activities leads to self actualization and recognition from peers by:

- identifying and understand their social and emotional responses to team games; and
- examining how outside factors affect their approach to team games.

### **Classroom Illustrations**

- Group discussion of team relations and the factors that impact them.
- Design a mock team sociogram to understand player relationships.
- Playing a game with randomly selected roles within a team.

### **Evaluation**

- Participation in group discussions.
- Evaluation of mock sociogram and analysis.
- Self-reflection on experiences within a new role or sport.

### **Equipment Needed To Support Curriculum**

|                                |                       |                              |
|--------------------------------|-----------------------|------------------------------|
| Scrimmage Vests*               | Hockey Pucks*         | Boys' & Girls' Shot*         |
| Football*                      | Hockey Goals*         | Turbo Javs*                  |
| Kicking Tees*                  | Goaltender Gloves*    | Relay Batons*                |
| Football Flags and Belts*      | Goaltender Sticks*    | Hurdles                      |
| Volleyballs*                   | Goaltender Masks*     | Baseball Gloves*             |
| Volleyball Standards and Nets* | Goaltender Pads*      | Softball Bats*               |
| Whistles*                      | Cones*                | Clincher Mushball Softballs* |
| Referees Stand for Volleyball* | Lacrosse Sticks*      | Softball Bases*              |
| Outdoor Soccer Goals*          | Lacrosse Balls*       | Wiffle Balls*                |
| Indoor Soccer Goals*           | Lacrosse Goals        | Wiffle Ball Bats*            |
| Basketballs*                   | Starter's Blocks      | Indoor Throw-down Bases*     |
| Hockey Sticks*                 | Boys' & Girls' Discs* |                              |

\* Equipment already possessed by Nathan Hale-Ray High School.

Teams Sports I & II (Cont'd)  
Content Standard 6 (Cont'd)

**Technology Used**

Technology will be integrated into the Team Sports I and II courses to reflect its use in team sport settings. Technology will include the use of scoreboards, heart rate monitors and pedometers.