

STANDARD #1

Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Grade Level 6-8 *Sixth grade program will emphasize skill development, lead-up activities and modified games.

Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> • Demonstrate beginner to intermediate competencies in a variety of physical activities (games, sports, etc.). 	<ul style="list-style-type: none"> ➤ Perform motor/movement skills in a variety of activities requiring the integration of skills (catching, tracking, tumbling). ➤ Demonstrate the ability to throw/strike objects for accuracy and distance at stationary and moving targets. ➤ Demonstrate a variety of strategies to exhibit offensive and defensive knowledge of the activity. ➤ Self-analyze a skill in order to improve performance. ➤ Participate in the Red Cross aquatics program. 	<p><u>Activities</u></p> <ul style="list-style-type: none"> ✓ Team sports - football, soccer, volleyball, basketball, softball, ultimate frisbee, team handball, speedball ✓ Individual, small group activities- cross-country running, track, orienteering, badminton, stunts and tumbling, golf, archery, swimming, tennis, wrestling, dance ✓ Other activities that are teaching facility appropriate (i.e., lacrosse, bowling, cross-country skiing, snowshoeing, inline skating, canoeing) <p><u>Assessment</u></p> <ul style="list-style-type: none"> ✓ Teacher observation ✓ Written/oral tests ✓ Skills test ✓ Checklists ✓ Student self-assessment (logs, journal) ✓ Peer evaluation ✓ Level II Red Cross skills

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> Understand the relationship between physical activity and the prevention of illness, disease, and premature death. 	<ul style="list-style-type: none"> Select a variety of activities to improve health-related fitness based on a fitness assessment. Demonstrate correct form in various physical activities to prevent injury. Students will learn how to operate heart rate monitors. Monitor heart rate as a means for determining intensity and duration of activity. 	<p><u>Activities</u></p> <ul style="list-style-type: none"> Weight training Aerobics/step aerobics/water aerobics Fitness Unit w/station/interval training Running and stretching program Use heart rate monitors (I.F.) Run for the Gold Jump Rope for Heart Hoops for Heart Videos <p><u>Assessment</u></p> <ul style="list-style-type: none"> Fitness Tests (to be determined) Activity log/journal Personal fitness program Written/oral tests Self-assessment Collages (i.e., sports, fitness, nutrition)
<ul style="list-style-type: none"> Develop leadership, problem solving, cooperation and team work by participating in group activities. (This should be incorporated in all activities.) 	<ul style="list-style-type: none"> Demonstrate the ability to work cooperatively in order to accomplish certain goals. Demonstrate the ability to solve Project Adventure Initiatives/Cooperative Games. Demonstrate the knowledge that all members of a group are important to accomplishing a goal or task. 	<p><u>Activities</u></p> <ul style="list-style-type: none"> Team sports Individual, small group Cooperative games Project Adventure Initiatives, Ropes Course, Low elements (I.F.) <p><u>Assessment</u></p> <ul style="list-style-type: none"> Teacher observation Self/peer evaluations Checklists

STANDARD #2

A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Grade Level 6-8

Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none">Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety.	<ul style="list-style-type: none">Describe risks and preventative measures associated with being physically active in the extreme heat or cold.Analyze facilities and equipment in the gymnasium and fields for possible safety hazards and demonstrate proper use and care of equipment.Identify and take precautions to avoid hazards associated with outdoor/indoor activities (proper clothing and equipment).Demonstrate proper safety and spotting skills related to all activities.Demonstrate concern for the safety of all others, including opponents, when engaged in competitive activities.Achieve and demonstrate water safety skills	<p>Activities</p> <ul style="list-style-type: none">StretchingConditioningClass discussionsTeam, individual, intramural, interscholastic and leisure time activitiesSafety precaution discussion before every unit of instruction <p>Assessment</p> <ul style="list-style-type: none">Written reports related to athletic injuries as reported in the news (i.e., TV, newspapers and magazines)Check list of equipment and proper clothingWritten testsRed Cross skills testTeacher observation

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> • Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others. • Sharpen leadership and problem solving skills while working constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved. 	<ul style="list-style-type: none"> ➤ Demonstrate various roles needed in group challenge activities (i.e., leader, follower, supporter) in order to accomplish group goals. ➤ Demonstrate debriefing skills after group challenge activities. ➤ Recognize cultural differences of students through dance. 	<p>Activities</p> <ul style="list-style-type: none"> ✓ Project Adventure activities (i.e., All Aboard, Poison Pudding Patch, Nitro Crossing, etc.) ✓ Gymnastics, tumbling, and aerobic routines ✓ (I.F.) Class debriefing session using skills learned through Project Adventure training course (i.e., Project Adventure Feeling Cards) ✓ Try new and challenging activities ✓ Participate in the 'Artists-In-Residence Program', and Project U.N.I.Q.U.E., sponsored by RCSD <p>Assessment</p> <ul style="list-style-type: none"> ✓ Keep a journal "Feelings about new experiences" ✓ Students will keep a journal and describe what they learned about how to create positive experiences for themselves and others in sports/physical activity

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> • Understand the role of physical activity, sport and games as a balance between cooperative/competitive behaviors. • Understand the physical, emotional, and social benefits of participation in physical activities. 	<ul style="list-style-type: none"> ➤ Demonstrate concern and safety of all others, including opponents, when engaged in cooperative/competitive activities. ➤ Demonstrate appropriate player and spectator behavior. ➤ Show respect to all players regardless of ability. 	<p><u>Activities</u></p> <ul style="list-style-type: none"> ✓ Cooperative games ✓ Pyramid building ✓ Stunts and tumbling (performing and spotting) ✓ Guiding a blindfolded student through a maze or obstacle course ✓ Team orienteering <p><u>Assessment</u></p> <ul style="list-style-type: none"> ✓ Shaking hands at the end of a contest ✓ Helping someone get up on the other team ✓ Positive reinforcement (i.e., telling the other team “Nice shot”, “Nice block”, etc.) ✓ Ability to accept graciously the outcome of an activity ✓ Video tape activities - then evaluate

STANDARD #3**Resource Management**

Students will understand and be able to manage their personal and community resources.

Grade Level 6-8

Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> • Be aware of the alternatives available within their community for physical activities. • Have knowledge of some career options in the field of physical fitness and sport. 	<ul style="list-style-type: none"> ➤ Describe the types of programs offered at their community recreation center. ➤ Become familiar with facilities that offer physical activities to the community, and be able to determine types and quality of equipment available. ➤ Describe some career choices in sport and fitness careers along with the academic training required and job responsibilities. 	<p>Activities</p> <ul style="list-style-type: none"> ✓ Participate in Recreation/Community center programs ✓ Participate in a local YMCA or Boys and Girls Club programs, National Youth Sports Program, Flower City Track Club, Special Olympics, etc. ✓ Participate in community sponsored physical activities (i.e., Pop Warner football, CYO basketball, Little League baseball, cheerleading, softball, soccer, etc.) ✓ Learn to Swim - Red Cross programs ✓ Participate with friends and family in physical activities using community facilities <p>Assessment</p> <ul style="list-style-type: none"> ✓ Questionnaires ✓ Checklists ✓ Written/oral reports ✓ Copies of community programs ✓ Collages