

CURRICULUM GUIDES

7-12

Physical Education Outcomes SEVENTH GRADE

Abilities Outcome

(Should be achieved throughout the year.)

1. Be able to apply physical education to life.
 - demonstrate physical fitness (coordination, endurance, nutrition, good attitude)
 - assess physical fitness needs (heart rate, fitness levels, know differences between aerobic and anaerobic conditioning, know differences between strength and endurance conditioning, relationship between body composition and fitness)
 - know basics of individual and group sports, recreational activities, and interscholastic sports (benefits, requirements, conditioning requirements, safety practices, responsibilities of participation, rules of activities)
 - manage personal health, wellness, and fitness needs, begin to develop personal fitness program (prevention and care of injuries, nutrition and diet, commitment necessary to gain and maintain fitness)

Content Outcomes

1. show knowledge and skills which enable participation in group and team sports (football, soccer, volleyball, basketball, wrestling, team handball, floor hockey, badminton, softball, tennis, golf, track/field)
 - recognize different offensive and defensive alignments/strategies
 - be familiar with basic rules, regulations and scoring
 - recognize roles and expectation of various positions
 - understand proper techniques when performing various sports skills (i.e., dribbling, passing, catching, throwing, kicking, trapping, pivoting, serving, striking, jumping)
 - demonstrate Red Cross levels 1 & 2 in swimming
 - demonstrate proper safety practices during all physical activity
2. increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities
 - recognize fitness capabilities according to standardized tests and begin to develop personal fitness programs
 - recognize the importance of heart rate in developing a fitness program
 - use proper warm-up/cool-down techniques (stretching, larger/slower movements)
 - participation in a fitness program
3. improve movement through rhythms, folk and square dance and aerobics
 - be aware of a variety of multicultural rhythms
 - begin to choreograph basic aerobic dance exercises
4. demonstrate the knowledge and skills which enable participation in individual and lifetime activities
 - will frequent local resources for sports and lifetime activities (YMCA, health clubs, recreation, community agencies)
 - know where to purchase equipment which can aid in sports and lifetime activities
 - recognize the value of practicing as a necessity for skill development

**Physical Education Outcomes
SEVENTH GRADE (continued)**

Abilities Outcome

(Should be achieved throughout the year.)

Content Outcomes

- demonstrate sportsmanship in recreation, group, and interscholastic sports (benefits of competition, value of winning and losing, united goal-setting, ground rules for team play, basic social and cooperative skills)
- use a variety of strategies to succeed in sports and recreational activities (recognize strengths and weaknesses, analyze strengths, weaknesses, and tendencies of opponents, know resources for improving skills, develop preparation skills, know value of repetition and practice)
- demonstrate consumerism skills in purchase of sports equipment (cost of equipment, different types of sources, quality vs. price, needs)
- demonstrate basic water safety skills

Physical Education Outcomes EIGHTH GRADE

Abilities Outcome

(Should be achieved throughout the year.)

1. Be able to apply physical education to life.
 - demonstrate physical fitness (coordination, endurance, nutrition, strength, flexibility, positive attitude towards physical fitness)
 - assess physical fitness needs (heart rate, fitness levels, know differences between aerobic and anaerobic conditioning, know differences between strength and endurance conditioning, relationship between body composition and fitness, use of heart rate monitors and calipers when available)
 - demonstrate basics of individual/group recreational and interscholastic sports (safety practices, rules of activities, participation)
 - manage personal health, wellness, and fitness needs (implement personal fitness program and log)

Content Outcomes

1. show knowledge and skills which enable participation in group and team sports (football, soccer, volleyball, basketball, wrestling, team handball, floor hockey, badminton, softball, tennis, golf, track/field)
 - perform different offensive and defensive alignments/strategies
 - understand and demonstrate the rules, regulations and scoring for various activities
 - be able to perform in various roles and positions during competition
 - apply proper techniques when performing various sports skills in practice or game situations
 - demonstrate Red Cross levels 2 & 3 in swimming
 - demonstrate proper safety practices during all physical activity
2. increase muscular strength, endurance, flexibility, body awareness and agility through fitness and recreational activities
 - develop personal fitness programs and use of fitness journals
 - use of heart rate monitor for the development of a cardiovascular fitness program to enhance the awareness of lifelong cardiorespiratory fitness
 - identify and learn all muscle groups associated with a weight training program, i.e., biceps, triceps, pectorals major
3. improve movement through rhythms, folk and square dance, aerobics
 - know and perform a variety of multicultural dances (i.e., African, merenque, salsa, tarantella, polkas)
 - choreograph and perform aerobic dance exercises
4. demonstrate the knowledge and skills which enable participation in individual and lifetime activities
 - become an active participant on an outside agency, sport team or activity
 - become an informed consumer of athletic equipment and fitness programs
 - become a member of an organized sports team (i.e., intramural, interscholastic recreation leagues)

**Physical Education Outcomes
EIGHTH GRADE (continued)**

Abilities Outcome

(Should be achieved throughout the year.)

- demonstrate sportsmanship in individual (group, recreational and interscholastic sports (benefits of competition, value of winning and losing, united goal-setting, ground rules for team play, social and cooperative skills).
- use a variety of strategies to succeed in individual/group, recreational and interscholastic sports (recognize and analyze strength and weaknesses, tendencies of opponents, know resources for improving skills, develop preparation skills, know value of repetition and practice)
- demonstrate consumerism skills in purchase of sports equipment, different types of sources, quality vs. price needs)
- demonstrate basic water safety skills/beginner strokes

Content Outcomes

Physical Education Outcomes NINTH/TENTH GRADE

Abilities Outcome

(Should be achieved throughout the year.)

1. Be able to apply physical education to life.
 - establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities
 - demonstrate competence in leading and participating group activities
 - demonstrate sportsmanship in recreation, group and interscholastic sports
 - demonstrate proficiency in selected physical activities (games, sports, exercises) that provide conditioning for each fitness area
 - know and understand the components of personal wellness (nutritional and weight control, disease prevention, stress management, safety, and physical fitness)
 - follow a program that relates to wellness, including weight control and stress management
 - apply safe practices, rules, procedures, and etiquette in all physical activity settings

Content Outcomes

1. show knowledge and skills which better enable participation in group and team sports
 - demonstrate combinations of mature motor patterns as they apply to a variety of activities, games and sports
 - analyze offensive and defensive strategies in games and sports
 - analyze their own and others' performance through the application of movement principles
2. increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities
 - know and understand specific health-related information needed for designing personal health-related programs based on accurately assessed fitness profile
 - demonstrate a variety of skills and activities that can be enjoyed throughout adult life
3. demonstrate the knowledge and skills which better enable participation in individual and dual sports and recreational activities
 - develop teams and captains
 - visit a local health club
 - aquatics, dance and outdoor pursuits
4. improve movement through rhythms and dancing
 - develop dance groups
 - coordinate a dance and teach it to each other as a recognition of usefulness of dance as an expression of multiculturalism

**Physical Education Outcomes
NINTH/TENTH GRADE (continued)**

Abilities Outcome

(Should be achieved throughout the year.)

- respond appropriate to peer pressure
- demonstrate basic water safety skills / intermediate strokes (Level III)
- resolve conflicts in appropriate ways
- keep importance of winning and losing in perspective relative to other established goals of participation
- demonstrate an understanding of personal responsibility as a positive influence on the behavior of others
- recognize their role as concerned and discriminating consumers of physical activity as a resource for everyone regardless of age or ability

Content Outcomes

Physical Education Outcomes ELEVENTH/TWELFTH GRADE

Abilities Outcome

(Should be achieved throughout the year.)

1. Be able to apply physical education to life.
 - demonstrate proficiency in selected physical activity (games, sports, exercises) that provide conditioning for each fitness area
 - know and understand the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety and physical fitness)
 - follow a program that relates to wellness, including weight control and stress management
 - understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes
 - demonstrates responsible personal and social behavior while engaged in physical activities
 - create a positive climate for group activities by assuming a variety of roles
 - anticipate potentially dangerous consequences and outcomes of participation in physical activity
 - recognize the benefits of engaging in appropriate physical activities with members of the community
 - identify a variety of career opportunities associated with sports and fitness
 - demonstrate sportsmanlike behavior in recreation, group and interscholastic sports
 - demonstrate water safety skills/advanced strokes (Level IV or higher)

Content Outcomes

1. show knowledge and skills which better enable participation in group and team sports
 - display intermediate to advanced competence in a variety of physical activities
 - develop offensive and defensive strategies for teams
2. increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities
 - design a personal fitness/wellness program
 - modify a fitness plan to accommodate space limitations, environmental conditions, and/or time conditions
3. improve movement through rhythms and dancing
 - multicultural dancing
 - ballroom dancing
 - aerobics
4. demonstrate the knowledge and skills which better enable participation in individual and dual sports and recreational activities
 - take on a role of coach, responsible for problem solving and conflict management on behalf of the team.
 - practice fairness, self-control, and initiative when assuming the role of captain or official.
 - model sportsmanlike behavior
 - mentor younger children in sport or recreational activities

PHYSICAL EDUCATION

6-8

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>Activities</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>Assessment</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><u>Activities</u></p> <ul style="list-style-type: none"> ✓ Stretching ✓ Conditioning ✓ Class discussions ✓ Team, individual, intramural, interscholastic and leisure time activities ✓ Safety precaution discussion before every unit of instruction <p><u>Assessment</u></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 clothing ✓ Written tests ✓ Red Cross skills test ✓ Teacher 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><u>Activities</u></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><u>Assessment</u></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

PHYSICAL EDUCATION

9-10

STANDARD #1

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

Grade Level 9-10

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 sport 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"> Establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities. 	<ul style="list-style-type: none"> Demonstrate combinations of mature motor patterns as they apply to a variety of activities, games, and sports (e.g., volleyball serve or basketball lay-up). <ul style="list-style-type: none"> individual, dual, and team sports aquatics 	<p>Activities</p> <ul style="list-style-type: none"> Individual, dual, team sports (seasonal sports to be determined by department) Aquatics <p>Assessment</p> <ul style="list-style-type: none"> Competency skill tests for sports: i.e., basketball skills test - dribbling, jump shots, lay-ups; volleyball skills test - bump, set, spike, serve Teacher evaluations Written tests/reports Red Cross certification level III, IV Water Safety Awareness (i.e., water currents, safety rules, ice hazards, etc.)
<ul style="list-style-type: none"> Demonstrate competence in leading and participating in group activities. 	<ul style="list-style-type: none"> Analyze offensive and defensive strategies in games and sports. Analyze their own and others' performance through the application of movement principles (i.e., adjust forward throw of ball by analysis of follow through related to the principles of rotation and force). 	<p>Activities</p> <ul style="list-style-type: none"> Individual, dual, team sports (seasonal to be determined by department) Orienteering (develop groups and group leaders to coordinate students working together) Camping

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
	<ul style="list-style-type: none"> • individual, dual, and team sports • outdoor pursuits • dance expression of multiculturalism 	<ul style="list-style-type: none"> ✓ Develop dance groups, students coordinate a dance and teach it to each other as a recognition of usefulness of dance as an expression of multiculturalism <p><u>Assessment</u></p> <ul style="list-style-type: none"> ✓ Develop teams and captains ✓ Students develop offensive and defensive strategies for teams (i.e., develop zone defense and man-to-man offense for a basketball team) ✓ Teacher observation
<ul style="list-style-type: none"> • Demonstrate proficiency in selected physical activities (games, sports, exercises) that provide conditioning for each fitness area. 	<ul style="list-style-type: none"> ➤ Demonstrate basic competence in a variety of physical activities selected from the following: <ul style="list-style-type: none"> • aquatics • dance • individual, dual, and team sports • outdoor pursuits 	<p><u>Activities</u></p> <ul style="list-style-type: none"> ✓ Basic water safety techniques (i.e., reach/assist ring buoy, torpedo buoy, poles, life jackets, pool rules, etc.) ✓ Red Cross certification level III, IV, or V ✓ Cultural dances ✓ Step aerobics ✓ Weight Training ✓ Individual, dual or team sports (seasonal sports to be determined by department) ✓ Orienteering ✓ Camping ✓ Cross-country skiing (if applicable) <p><u>Assessment</u></p> <ul style="list-style-type: none"> ✓ Teacher observation ✓ Peer evaluation ✓ Student pictorial/written sports reports

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> • Know and understand the components of personal wellness (nutritional and weight control, disease prevention, stress management, safety, and physical fitness). • Follow a program that relates to wellness, including weight control and stress management. 	<ul style="list-style-type: none"> ➤ Know and understand specific health-related information needed for designing personal health-related programs based on accurately assessed fitness profile. ➤ Demonstrate a variety of skills and activities that can be enjoyed throughout adult life. 	<p>Activities</p> <ul style="list-style-type: none"> ✓ For one month students keep a daily journal of participation in physical activity and a journal of their diet. The student records information like the contributions of activity to maintaining physical fitness (i.e., aerobic endurance, flexibility, strength), feelings about physical and psychological well-being before, during, and after the activity. ✓ Students record what they are eating and how it affects their performance level. ✓ Students compute their heart rate / zone using the Karvonen formula: $\frac{\text{Maximum heart rate (220 - age)} - \text{Resting heart rate}}{\quad} \times 60\%$ $+ \text{Resting heart rate}$ $= \text{Lower limit of target zone}$ <p>Compute upper limit by using 80%</p> ✓ Identify a variety of career opportunities associated with sports and fitness and understand the educational requirements and job responsibilities of those careers. ✓ Field Trips <ul style="list-style-type: none"> • Students visit a local health club, learn how they operate, and how to use facility to meet their personal needs.

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
		<ul style="list-style-type: none"> • Student will interview one health club employee and write a report on all knowledge learned about health clubs. • Rock Venture (Rock climbing facility) • Inside volleyball court on Sand (Hot Shots) • Parks <p><u>Assessment</u></p> <ul style="list-style-type: none"> ✓ Students learn how to determine if they are achieving the desired target heart rate by monitoring it and calculating it. ✓ Students will summarize findings of journal by answering questions on how to maintain or change current exercise patterns to achieve desired benefits. ✓ Written exam ✓ Present oral report on engaging in physical activity.

STANDARD #2

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

Grade Level 9-10

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"> • Apply safe practices, rules, procedures, and etiquette in all physical activity settings. • Respond appropriately to peer pressure. • Resolve conflicts in appropriate ways. • Keep importance of winning and losing in perspective relative to other established goals of participation. • Demonstrate an understanding of personal responsibility as a positive influence on the behavior of others. 	<ul style="list-style-type: none"> ➤ Recognize elements of fair play, honesty, and ethical behavior in their own performance. ➤ Identify the roles and decisions of the officials. ➤ Demonstrate an acceptance of the importance of rules and players following them. ➤ Demonstrate a sensitivity and respect for all individuals, regardless of ability, gender, ethnicity, or other characteristics. ➤ Demonstrate the recognition of the value of sports and physical activity in understanding multiculturalism. 	<p><u>Activities</u></p> <ul style="list-style-type: none"> ✓ After playing a self-officiated game, students discuss and report on ethics, fair play and supportive behavior they exhibited during the game ✓ Participate in a sport scrimmage without keeping score. ✓ Students will determine appropriate penalties for a display of unsportsmanlike behavior during play <p><u>Assessment</u></p> <ul style="list-style-type: none"> ✓ Teacher observation ✓ Written test that focuses on safety, rules, and procedures for in-class activities ✓ Students will prepare a report that describe a confrontation involving sports participants that they have seen on television or read about. The report should discuss possible factors that led to the confrontation, ways in which the confrontation could have been avoided, and the resolution

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
		<p>✓ Students will analyze a confrontation situation that they have been involved in or observed between class participants. The written/oral report should correctly analyze the cause of the confrontation, ways in which the confrontation could have been avoided, and suggest meaningful potential solutions.</p>

STANDARD #3 | Student will understand and be able to manage their personal and community resources.

Grade Level 9-10

Students will be aware of and able to access opportunities 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"> • Recognize their role as concerned and discriminating consumers of physical activity as a resource for everyone regardless of age or ability. 	<ul style="list-style-type: none"> ➤ Participate in a variety of Health enhancing physical activities in both school and non-school settings. ➤ Analyze media ads and marketing practices for fitness and sports equipment. ➤ Participate regularly in Health enhancing and personally rewarding physical activity outside the physical education class. ➤ Develop and conduct independently a personal physical activity program meeting their needs. ➤ Adapt physical activities to accommodate the various interests, ages, multicultural, or abilities of participants. ➤ Demonstrate the ability to access school and community physical activity services for self and others. 	<p><u>Activities</u></p> <ul style="list-style-type: none"> ✓ Participation on interscholastic sport teams ✓ Member of outside school teams or health clubs, YMCA, city recreation programs, etc.* ✓ Community service in groups such as: <ul style="list-style-type: none"> • Special Olympics • Adapted physical education classes • ESOL students • senior citizen centers • Rochester Wheels <p>*To supplement the mandated physical education curriculum</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> ✓ Student report on personal activity meeting their needs ✓ Student report on how sport ads have an influence on the consumer

PHYSICAL EDUCATION

11-12

STANDARD #1

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

Grade Level 11-12

Student 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 sport 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"> • Demonstrates proficiency in selected physical activity (games, sports, exercises) that provide conditioning for each fitness area. 	<ul style="list-style-type: none"> ➤ Display intermediate to advanced competence in a variety of physical activities selected from the following: <ul style="list-style-type: none"> • aquatics • dance • individual, dual, and team sports • outdoor pursuits 	<p><u>Activities</u></p> <ul style="list-style-type: none"> ✓ Individual, dual, team sports (seasonal sports to be determined by department) ✓ Camping ✓ Snow shoeing, if feasible ✓ Cross-country skiing, if feasible ✓ In-line skating, if feasible ✓ Basic CPR techniques ✓ Cultural Dance ✓ Ballroom Dancing ✓ Canoeing (i.e., boating safety, paddling techniques, identifying parts of a canoe) <p><u>Assessment</u></p> <ul style="list-style-type: none"> ✓ Teacher observation ✓ Student pictorial/written reports ✓ Interscholastic sport resume ✓ Choreograph a dance report

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> • Know and understand the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety and physical fitness). • Follow a program that relates to wellness, including weight control and stress management. • Understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes. 	<ul style="list-style-type: none"> ➤ Design a personal fitness/wellness program. ➤ Modify a fitness plan to accommodate space limitations, environmental conditions, and/or time constraints. 	<p>Activities / Assessment</p> <ul style="list-style-type: none"> ✓ Students understand the impact of physical activity on various cultures ✓ Select a disease, and how engaging in physical activity can minimize or help prevent (i.e., sickle cell anemia, asthma, diabetes, obesity, Osgood-Schlatter, Multiple Sclerosis) ✓ Teacher observation/evaluation ✓ Students will design a personal fitness program including: <ul style="list-style-type: none"> • log of frequency, duration and type of activity • weekly log of diet, physical fitness, target training zone, heart rate • rest • stress reduction/relaxation

STANDARD #2

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

Grade Level 11-12

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"> • Demonstrates responsible personal and social behavior while engaged in physical activities. • Create a positive climate for group activities by assuming a variety of roles. • Anticipate potentially dangerous consequences and outcomes of participation in physical activity. 	<ul style="list-style-type: none"> ➤ Take on a role of coach, responsible for problem solving and conflict management on behalf of the team. ➤ Practice fairness, self-control, and initiative when assuming the role of captain or official. ➤ Model sportsmanlike behavior. ➤ Identify responsible action and available resources that can be used in the event of an accident or illness incurred during physical activity. 	<p><u>Activities</u></p> <ul style="list-style-type: none"> ✓ Students will determine methodology for selecting referees, captains, teams ✓ Students will choose a specific current event (i.e., newspaper, TV news, etc.) and address responsible/or irresponsible behavior. <p><u>Assessment</u></p> <ul style="list-style-type: none"> ✓ Teacher observation ✓ Peer evaluation ✓ Partner evaluation ✓ Test on safety

STANDARD #3 | Students will understand and be able to manage their personal and community resources.

Grade Level 11-12

Students will be aware of and able to access opportunities 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"> • Recognize the benefits of engaging in appropriate physical activities with others including both older and younger members of the community. • Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements and job responsibilities of those careers. 	<ul style="list-style-type: none"> ➤ Mentor younger children in sport or recreational activities. ➤ Analyze how the availability of and information about community programs encourages physical participation in physical activity. ➤ Develop strategies to improve or maintain personal, family, and community physical activity. ➤ Investigate a career in a sport or fitness field and research the job responsibility qualifications and opportunities that exist for professional advancement. 	<p>Activities</p> <ul style="list-style-type: none"> ✓ Coach intramural or recreational team ✓ Work at recreational center or summer program for youth ✓ Students will interview a man and a woman from each of the following age ranges, 20 to 30 years, 40 to 50 years, and 65 to 75 years. They should determine the physical activity patterns for each individual and then evaluate these activity patterns to determine if each person is taking advantage of the physiological, psychological, and social benefits of physical activity. Criteria for Assessment: <ul style="list-style-type: none"> • Interviews are completed (tape record or videotape) • Describe activity patterns accurately • Suggest appropriate activity • Recommend community facilities to be used

		<u>Assessment</u> ✓ Teacher observation ✓ Self evaluation ✓ Peer evaluation
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RESOURCES

INTERNET ADDRESSES FOR PHYSICAL EDUCATION TEACHERS

General PE

<http://www.ms.lcs.mi.edu/cgi-bin/sports.html>

AAHPERD home page

<http://www.aahperd.org>

American Heart Association home page

<http://www.ahhrt.org>

American College of Sports Medicine

<http://www.acsm.org/sportsmed/>

Lesson plans - Cybertown Campus

www.cybertown.com/campheal.html

Ready to use lessons plans K-12 (ERIC Clearinghouse home page)

[gopher://eric.syr.edu/1/Lesson](http://eric.syr.edu/1/Lesson)

PE Central

<http://infoserver.etl.vt.edu/~PE.Central/PEC2.html>

Elementary PE lessons-Education World

www.education-world.com/db/phys-gens.html

follow the link <http://members.tripod.com/~pazz/lesson.html>

Physical Activity ideas with special needs modifications - "PE Office"

<http://whidbey.net/~eriise/jriise/peoffice.html>

K-12 PE Standards and Benchmarks

<http://www.mcrel.org/connect/pe.html>

Coaching-Sportquest

www.sportquest.com

Outdoor Education at the Elementary Level - National Resources Research Information Pages

<http://sfbbox.vt.edu:10021/Y/yfleung/recres.html>

RESOURCES FOR CURRICULUM

- Games to Keep Kids Moving by Bob Dieden, Grades K-2, 3-8
- Basic Skills Through Sports by Renee Cummings, Grades 1-5, Publishers Instructional Fair. TS
Demison, Grand Rapids, Michigan 49544
- Usta School Program from United States Tennis Association Tennis Curriculum
- P.E. Teacher's skill by Skill Activities Program, Grades K-8; Success-oriented Sports Experiences for Grades K-8 by L. F. Bud Turner; Susan Lilliman Turner Parker Publishing Company, West Nyack, New York 10995
- Kidnastics by Eric Malmberg, Ed.D. SUNY Cortland, 1993
- Fitness: Testing A.A.U. Test; Presidential Test; American Heart Association Power Kit, Grades K-2, 3-5
- Fluegelman, A. (1976). The New Games Book. Doubleday Press: Tiburon, California.
- Rohnke, K. (1987). Cowstails & Cobras. Project Adventure
- Rohnke, K. (1989). Cowstails & Cobras II. Kendall/Hunt Publishing: Dubuque, Iowa.
- Glover/Midura. (1992). Team Building Through Physical Challenges. Human Kinetics: Champaign, Illinois.
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- Orlick, T. (1982). The Second Sports & Games Book. Pantheon Books: New York, New York
- Stiel, M. (1989). Changing Kids Games. Human Kinetics: Champaign, Illinois.
- Rohnke, K. (1989). Bottomless Bag. Project Adventure
- Orlick, T. (1978). Cooperative Sports & Games Book. Pantheon Books: New York, New York
- Lichtman, B. (?). Innovative Games. Human Kinetics: Champaign, Illinois.
- Rohnke, K. (1995). Quicksilver. Kendall/Hunt Publishing: Dubuque, Iowa.

Rhythm, Movement & Dance

- Joyce, M. (1994). First Steps in Teaching Creative Dance to Children. Mayfield Publishing: Mountain View, California.
- Schurr, E. (1980). Movement Experiences for Children. Prentice-Hall: Englewood Cliffs, New Jersey
- Werden/Bruininks. (1988). Body Skills. American Guidance Service: Circle Pines, Minnesota.
- Stinson, S. (1988). Dance for Young Children. The American Alliance for Health, Physical Education, Recreation and Dance: Reston, Virginia.
- Brehm/Tindell. (1983). Movement with a Purpose. Parker Publishing: West Nyack, New York.
- Bennett/Riemer. 1995). Rhythmic Activities and Dance. Human Kinetics: Champaign, Illinois.

Activities

- Tilman/Rizzo Toner. (1987). You'll Never Guess What We Did in Gym Today. Parker Publishing, Inc.: West Nyack, New York.
- Bryant/Olliver. (1974). Complete Elementary Physical Education Guide. Parker Publishing, Inc. West Nyack, New York.
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- Landy/Landy. (1993). Ready to Use P.E. Activities K-2. Parker Publishing Co.: West Nyack, New York.
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- Landy/Landy. (1993). Ready to Use P.E. Activities 5-6. Parker Publishing Co.: West Nyack, New York.
- Kotmour. (1990). Physical Fitness Games and Activities Kit. Parker Publishing Co.: West Nyack, New York
- Turner/Turner. (1989). P.E. Teachers (skill by skill) Activities Program. Parker Publishing Co.: West Nyack, New York.

Dieden, B. (1995). Games to Keep Kids Moving. Parker Publishing Co.: West Nyack, New York

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Kamiya, A. (1985). Elementary Teachers Handbook of Indoor and Outdoor Games. Parker Publishing Co.: West Nyack, New York

Carnes, C. (1995). Awesome Upper grade Action Units. The Education Company: Carmichael, California.

Extras

Hellison, D. (1995). Teaching Responsibility Through Physical Activity. Human Kinetics: Champaign, Illinois.

Broids, B. (1992). Spaulding Book of Rules. Masters Press: Indianapolis, Indiana.

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Macfarland, A & P. (1958). Handbook of American Indian Games. Dover Publications, Inc.: New York, New York.

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Fitness and Fun for Everyone. John Bennett & Arctic Kamiya; The Great Activities Publishing Co., P. O. Box 8937, Durham, North Carolina 27707 (1988)

Physical Education Curriculum Activities Kit for Grades K-6. Keg Wheeler & Otto H. Spilker; Parker Publishing Company, Business and Professional Division, Simon and Schuster, West Nyack, NY 10995 (1991)

Kids in Motion: An Early Childhood Movement Education Program. Pamela J. Gilroy, Communication Skills Builders, Inc., 3830 E. Bellevue / P. O. Box 42050, Tucson, Arizona 85733 (1985)

Kids in Action: Developing Body Awareness in Young Children. Pamela Gilroy, Communication Skills Builders, Inc., 3830 E. Bellevue / P. O. Box 42050, Tucson, Arizona 85733 (1986)