

Madison Public Schools



Physical Education Program

A Framework for Integrated Teaching and Learning

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Introduction

The Curriculum Renewal Process addresses the need for the continual improvement and/or updating of the schools' instructional programs through the periodic reexamination of curriculum. The process is recursive and includes fourteen steps to be completed over multiple years.

The physical education subject area committee as of December 2008 completed the first ten steps of curriculum revision. After review of the curriculum by the district-wide curriculum council, the Superintendent of Schools and the Board of Education, Implementation and annual Program Monitoring and Evaluation are the next steps.

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

The Physical Education teachers examined several curriculum guides from schools districts within the state as well as the most recent Connecticut State Department of Education framework publication. The articulation of the guide's goals and objectives across grade levels has been examined carefully and has been achieved to the satisfaction of the physical education subject area committee charged with the development of the guide. The committee believes that the Madison Public School System has developed a quality physical education program that is planned, ongoing, and systematic.

David J. Klein
Superintendent of Schools

Anita L. Rutlin
Assistant Superintendent

Structure of the Guide

The guide is organized into six (6) sections. This overview section provides direction for understanding the contents of the guide.

The Components and Framework section provides a description of the program components, as well as a description of the vision for physical education, the mission statement, philosophy, goals, and the big ideas of Understanding by Design.

The Scope and Sequence section states the scope (breadth and depth) of subject content and sequence (order of presentation) to master physical education with understanding – to acquire knowledge and skill for performance. It is the overall logic for learning: a design that is back loaded from expected performances; application of the content based on clear performance goals; and a sequence that enables learning and then proficient performing. Objectives have been identified for single grade levels and / or for courses. Objectives for learners introduced at earlier grade levels may not be restated at later grade levels, even though periodic reinforcement is necessary. The curriculum facilitates learning content incrementally, progressing by tackling increasingly complicated aspects and skills of proficient performance.

The Program Implementation: Guidelines and Strategies section provides guidelines and strategies for implementing the curriculum described in the preceding sections of the guide. This section of the curriculum guide describes instructional delivery, requirements for effective instruction, instructional time, instructional technology, student support, and professional growth.

The Program Monitoring and Evaluation section provides guidelines and procedures for assessing the overall effectiveness of the curriculum program. The *Curriculum Improvement Plan Worksheet*, is included so that as teachers incorporate new units and courses highlighting the standards and corresponding benchmark proficiency for the grade levels the quality of the curriculum is maintained.

The Program Resources and Materials section includes web links, glossary and Safety Guidelines. Also included are the works consulted in developing the guide.

The Appendices follow and include references to Physical Education Department Policies, the “Third Generation” Connecticut Physical Fitness Assessment manual, the National Standards for Physical Education, the Curriculum Mapping for Physical Education, and the Framework for 21st Century Learning. (21st Century Skills Framework provided the foundation to insure that the physical education learning was current and appropriate to the needs of the 21st century.)

Intent and Acknowledgments

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

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

James Flanagan, Physical Education Coordinator

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Program Guide

Program Components and Framework Descriptions

Vision for School Physical Education

Upon successful completion of the Physical Education program in the Madison School district, students will value physical activity and its contributions to a healthy lifestyle. Students will appreciate the relationships with others that result from participation in physical activity. Students will learn the knowledge and skills to select and participate in physical activity safely, competently, and with personal satisfaction. Students will develop health-related fitness, physical competence, cognitive understanding, and a positive attitude about physical activity. Students will respect the role that regular physical activity plays in their pursuit of lifelong health and a physically active lifestyle.

Mission Statement

Our primary purpose is to graduate successful life-long learners who are responsible citizens in the global community. Madison students in collaboration with their teachers, parents, and the Madison community, will develop as motivated, self-reliant, creative, and ethical individuals who respect differences in others. The Physical Education curriculum can provide a means of fulfilling the needs that our challenging society has created. The curriculum offers students a wide variety of opportunities to gain knowledge of and proficiency in the basic skills, exercises, and activities needed for body maintenance, and the pursuit of leisure time activities. The aim is to allow each individual to gain an understanding of the human body and to be motivated to maintain a healthy lifestyle.

Philosophy

Physical Education in the Madison Public Schools provides students with the fundamentals, knowledge and basic skills to maintain an active and healthy lifestyle. Students are provided with a balanced sequential program of age appropriate activities such as: fitness, rhythm and dance, cooperative games, movement education as well as individual and team activities. The physical education program provides a positive environment, conducive to learning, enjoying, and building self confidence. Students interact in an environment that fosters growth and development allowing the students to grow not only physically, but also intellectually, socially, and emotionally. Our students will exhibit qualities of respect, responsibility, empathy, and sportsmanship through participation in variety of physical education **activities. An effective physical education program is an integral part of every student's formal educational experience.**

In the development of the Madison Public Schools physical education curriculum, the National Association for Sport and Physical Education **"Moving Into The Future"** and Connecticut's K-12 Performance Standards served as the foundation.

Core Values

The physical education staff of the Madison Public Schools strives to teach the Physical Education Core Values to all students: Respect, Kindness, Pride, Acceptance, Open-mindedness, Sportsmanship, Honesty, Friendship, Empathy, Compassion and Sense of Community.

Goals

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

A PHYSICALLY EDUCATED PERSON

HAS learned skills necessary to perform a variety of physical activities.

1. Moves using concepts of body awareness, spacial awareness, effort, and relationships.
2. Demonstrates competence in a variety of manipulative, locomotor, and nonlocomotor skills.
3. Demonstrates competence in combinations of manipulative, locomotor, and nonlocomotor skills performed individually and with others.
4. Demonstrates competence in many different forms of physical activity.
5. Demonstrates proficiency in a few forms of physical activity.
6. Is learning new skills continually.

IS physically fit.

7. Assesses, achieves, and maintains physical fitness.
8. Designs safe personal fitness programs in accordance with principles of training and conditioning.

DOES participate regularly in physical activity.

9. Participates in health enhancing physical activity at least three times a week.
10. Selects and regularly participates in lifetime physical activities.

KNOWS the implications of and the benefits from involvement in physical activities.

11. Identifies the benefits, costs, and obligations associated with regular participation in physical activity.
12. Recognizes the risk and safety factors associated with regular participation in physical activity.
13. Applies concepts and principles to the development of motor skills.
14. Understands that wellness involves more than being physically fit.
15. Knows the rules, strategies, and appropriate behaviors for selected physical activities.
16. Recognizes that participation in physical activity can lead to multicultural and international understanding.
17. Understands that physical activity provides the opportunity for enjoyment, self-expression, and communication.

VALUES physical activity and its contributions to a healthful lifestyle.

18. Appreciates the relationships with others that result from participation in physical activity.
19. Respects the role that regular physical activity plays in the pursuit of lifelong health and well being.
20. Cherishes the feelings that result from regular participation in physical activity.

Understanding by Design

Understanding by Design or UbD is a framework designed by Grant Wiggins and Jay McTighe and published by the Association for Supervision and Curriculum Development. It is a tool for educational **planning focused on “teaching for understanding.”** The emphasis of UbD is on **“backward design,”** the practice of looking at outcomes in order to design performance assessments, curriculum units, and classroom instruction. The teacher starts with the student outcomes and then plans the curriculum, choosing activities and materials that foster student learning.

Understanding by Design expands on **“six facets of understanding,”** which include students being able to explain, interpret, apply, have perspective, empathize, and have self-knowledge about a topic. **“Teaching for Understanding”** should be evident in course design, teacher and student attitudes, and the classroom learning environment. There should be systematic curriculum design based on the **“enduring understandings”** and essential questions. Students should be familiar with the essential questions, performance requirements, and evaluation criteria at the beginning of each unit or course.

Enduring Understandings

Understandings:

- Represent big ideas having enduring value beyond the classroom, gymnasium, and field.
- **Reside at the heart of the discipline (involve “doing” the subject).**
- **Require “uncoverage” (of abstract or often misunderstood ideas).**
- Offer potential for engaging students.

Scope and Sequence

Madison’s curriculum follows the six Connecticut physical education standards and scope and sequence of developmental skills and activities to promote fitness, lifetime activities and social skills. Each grade level participates in physical fitness, body management skills, fundamentals of movement, sports related skills and recreational activities.

- Enduring Understandings and Essential Questions point to and highlight the big ideas for each grade or course. They serve as doorways through which students learn the key concepts, skills, performances and behaviors that comprise the content.
- Objectives are aligned to Connecticut and National Association for Sport and Physical Education Standards.
- The instructional plan describes what is taught at each grade level or in each course. It includes time frames and resources.

Benchmarks of Student Progress

Benchmarks include identified assessments with accompanying rubrics which serve as markers for incremental student progress at different points in a grade level or course.

Effective teaching and learning begins with the needs of students and reflects their developmental stages. The need for a solid conceptual foundation in physical education is recognized as important in order for students to apply their knowledge and continue to learn.

Program Implementation

The implementation section will be dynamic. As the curriculum is available electronically, changes and updates will be ongoing. Adjustments to the expectations in the K-12 curriculum, guided by the Connecticut State Framework, will also be made based upon the results of the annual Connecticut Physical Fitness Assessment Tests of fourth, sixth, eighth, and tenth grade students.

Implementation will focus on the learning environment including facilities and materials, instructional time and class size, and professional development. Support to learning will be addressed through instructional technology.

Program Assessment and Evaluation

Program assessment and evaluation address the effectiveness of the program from a student performance stance. The effectiveness of the designated curriculum is determined by whether the students are progressively gaining proficiency in Physical Education as evidenced by performances evaluated by rubrics, as well as unit/course tests and state/national fitness assessments.

Resources and Materials

The Resources and Materials section provides teachers with safety guidelines, web sites offering support, a glossary as well as, works consulted in the development of this document.

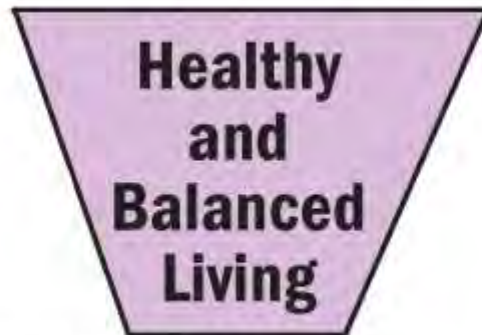
Appendices

The appendices contain other reference materials to assist the teachers in the implementation of the curriculum. Included are:

- Physical Education Department Policies;
- **The “Third Generation” Connecticut Physical Fitness Assessment manual;**
- National Standards for Physical Education;
- Curriculum Mapping for Physical Education; and
- Framework for 21st Century Learning.

COMPREHENSIVE PHYSICAL EDUCATION


BIG IDEA: *How do I live a healthy and balanced life?*



Personal and Academic Achievement through:

Motor Skill Performance S

SKILLS [S]




Essential Question: What do I need to be able to do in order to live a balanced life?
Curricular Outcome: Students will develop skills needed to live a healthy and balanced lifestyle.

Responsible Behavior S
CP
A

Applying Concepts and Strategies CP
A

LITERACY [L]




Essential Question: What do I need to know to live a balanced life?
Curricular Outcome: Students will access, evaluate and use information from various sources to achieve overall wellness.

Benefits of Physical Activity L
CP
A

Engaging in Physical Activity S
CP
A


CONCEPTS AND PLANS [CP]



Essential Question: How do I use what I have learned to develop a plan to live a balanced life?
Curricular Outcome: Students will comprehend concepts related to wellness and implement realistic plans for a lifetime of optimal well-being.

Physical Fitness L
CP
A

ADVOCACY [A]



Essential Question: How can I promote the value of healthy and balanced living for myself and my family, school and community?
Curricular Outcome: Students will make plans and take actions that lead to healthy and balanced living for themselves and the world around them.

An Environment that is Safe – Physically, Socially, Emotionally and Intellectually

COMPREHENSIVE PHYSICAL EDUCATION STANDARDS

Standard 1: Motor Skill Performance

Enduring Understanding: Repetition of proper technique leads to improvement.

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

The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.

Curricular Outcome: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmarks

| By Kindergarten, students will: | By Grade 4, students will: | By Grade 8, students will: | By Grade 12, students will: |
|--|--|---|--|
| 1.1. Demonstrate coordination in gross motor and fine motor tasks using control, balance, strength and coordination; and demonstrate progress toward the mature form of selected fundamental motor skills 1.2. Demonstrate the ability to stop and start on a signal; combine sequences of several motor skills in an organized way; and move through an environment with body control 1.3. Apply problem-solving skills in movement-related activities by solving simple movement challenges involving body parts in isolation or in combination 1.4. Acquire initial gross- and fine-motor skills needed for engagement in developmentally appropriate tasks, activities, creative movement, dance and play 1.5. Respond to cues and problem-solve as well as use whole self in personal and general space | 1.1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) 1.2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities 1.3. Explore and adapt fundamental movement skills in a variety of dynamic environments 1.4. Acquire beginning skills for a few specialized movement forms 1.5. Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1.1. Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments 1.2. Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities 1.3. Adapt and combine skills to meet the demands of increasingly dynamic environments 1.4. Develop increasing competence in more advanced specialized skills 1.5. Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports | 1.1. Maintain and further develop the fundamental movement skills in open environments 1.2. Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills 1.3. Use complex movements and patterns within a variety of dynamic environments 1.4. Develop advanced skills in selected physical activities 1.5. Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities |

Standard 2: Applying Concepts and Strategies

Enduring Understanding: You must know what your body is doing.

Essential Question: How can I move effectively and efficiently?

The intent of this standard is facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociobiology, and biomechanics and exercise physiology.

Curricular Outcome: Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Benchmarks

| By Kindergarten, students will: | By Grade 4, students will: | By Grade 8, students will: | By Grade 12, students will: |
|--|---|--|---|
| <p>2.1. Demonstrate an understanding of body awareness concepts by identifying large and small body parts; show understanding of quality of movement concepts and apply them to psychomotor skills (e.g., demonstrating momentary stillness in balance activities, distinguishing when to kick a ball softly or with force); and show understanding of space concepts by identifying and demonstrating personal and general space</p> <p>2.2 Recognize that some movements, activities and noises are appropriate for indoors/small spaces, and some for outdoors/ large spaces</p> <p>2.3 Follow safety and age-appropriate classroom and playground rules and procedures</p> | <p>2.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement</p> <p>2.2. Recognize critical performance skill elements in self and others using movement vocabulary</p> <p>2.3. Demonstrate knowledge of rules, safety practices and procedures of specific activities</p> | <p>2.1. 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 game forms</p> <p>2.2. Use self, peer, teacher and technological resources to recognize and suggest performance improvements in self and others</p> <p>2.3 Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations</p> | <p>2.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances</p> <p>2.2. Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others</p> <p>2.3. Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations</p> |

Standard 3: Engaging in Physical Activity

Enduring Understanding: Fit people engage in physical activity on a regular basis.

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

The intent of this standard is the establishment of patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside the classroom. Although participation within the physical education class is important, what the student does outside the physical education class is crucial to developing an active, healthy lifestyle that has the potential to help prevent a variety of problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis.

Curricular Outcome: Students will participate regularly in physical activity.

Benchmarks

| By Kindergarten, students will: | By Grade 4, students will: | By Grade 8, students will: | By Grade 12, students will: |
|---|--|--|--|
| <p>3.1. Engage in physical activities when presented with opportunities and with teacher encouragement. Engage in a wide variety of gross-motor activities that are child selected and teacher-initiated</p> <p>3.2. Demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand)</p> <p>3.3. Combine a sequence of several motor skills in an organized way</p> <p>3.4. Participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health</p> | <p>3.1. Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis</p> <p>3.2. Demonstrate an understanding of a variety of movements and how they affect the body</p> <p>3.3. Apply the understanding of physical activity concepts to developing movement sequences and game strategies</p> <p>3.4. Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level</p> | <p>3.1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis</p> <p>3.2. Apply an understanding of the connections between the purposes of movements and their effect on fitness</p> <p>3.3. Apply the understanding of physical activity concepts to increasingly complex movement and game forms</p> <p>3.4. Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness level</p> | <p>3.1. Regularly engage in moderate to vigorous physical activities of their choice on a regular basis</p> <p>3.2. Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes</p> <p>3.3. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms</p> <p>3.4. Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level</p> |

Standard 4: Physical Fitness

Enduring Understanding: Fitness is a process, not a product.

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

The intent of this standard is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.

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

Benchmarks

| By Kindergarten, students will: | By Grade 4, students will: | By Grade 8, students will: | By Grade 12, students will: |
|--|---|---|---|
| <p>4.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively)</p> <p>4.2 Developmentally appropriate recognition of the effects of physical activity and exercise</p> <p>4.3 Use words, symbols and other media to express feelings and sensations about physical activity</p> <p>4.4 Collect, describe and record feelings and observations about physical activity and its effects on the body and on how one feels during and after exercise, and before, during and after eating</p> | <p>4.1 Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardio-respiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition)</p> <p>4.2 Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity</p> <p>4.3 Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status</p> <p>4.4 Maintain a wellness log including exercise and food intake for a set period of time</p> | <p>4.1 Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component</p> <p>4.2. Assess physiological responses to exercise associated with one's level of physical fitness and nutritional balance one</p> <p>4.3 Analyze the results of one or more components of health-related fitness</p> <p>4.4 Plan a wellness program demonstrating an understanding of basic exercise (e.g., frequency, intensity, duration) and nutritional principles designed to meet personal wellness goals</p> | <p>4.1. Assess and adjust activities to maintain or improve personal level of health-related fitness</p> <p>4.2. Use physiological data to adjust levels of exercise and nutrient intake to promote wellness</p> <p>4.3. Use the results of fitness assessments to guide changes in her or his personal programs of physical activity</p> <p>4.4. Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles</p> |

Standard 5: Responsible Behavior

Enduring Understanding: Behaving well is as important as playing well.

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

The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race and socioeconomic status.

Curricular Outcome: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Benchmarks

| By Kindergarten, students will: | By Grade 4, students will: | By Grade 8, students will: | By Grade 12, students will: |
|---|---|--|---|
| <p>5.1. Demonstrate safe behavior for self and toward others by following established class rules, procedures and safe practices with teacher guidance and reinforcement</p> <p>5.2. Interact appropriately with peers and familiar adults (e.g., sharing, taking turns, following rules) with teacher guidance and reinforcement; stay on task for short periods with teacher supervision; listen quietly without interruption for short periods with teacher reinforcement; and exhibit self-control in group situations</p> <p>5.3. Demonstrate willingness to play with any child in the class; and recognize similarities and appreciate differences in people</p> <p>5.4. Use age-appropriate conflict resolution strategies; seek help from adults or peers when conflict arises; and engage in developing solutions and work to resolve conflicts</p> | <p>5.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings</p> <p>5.2. Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks</p> <p>5.3. Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities</p> <p>5.4. Develop skills needed for resolving conflicts peacefully</p> | <p>5.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings</p> <p>5.2. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities</p> <p>5.3. Develop strategies for including all persons, despite individual differences, in physical activity settings</p> <p>5.4. Apply appropriate skills for resolving conflicts peacefully</p> | <p>5.1. Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same</p> <p>5.2. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities</p> <p>5.3. Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences in physical activity settings</p> <p>5.4. Demonstrate initiative in using skills for resolving conflicts peacefully and encouraging others to do the same</p> |

Standard 6: Benefits of Physical Activity

Enduring Understanding: The best choices for you fit who you are and what you need.

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

The intent of this standard is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging and fun. These benefits develop self-confidence and promote a positive self-image, thereby enticing people to continue participation in activities throughout their life span.

Curricular Outcome: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

| By Kindergarten, students will: | By Grade 4, students will: | By Grade 8, students will: | By Grade 12, students will: |
|--|--|--|--|
| <p>6.1. Use words to express feelings and emotions; begin to develop positive feelings about being physically active; and with teacher encouragement, make connections between physical activity and fun</p> <p>6.2. Participate in creative movement and dance; identify several activities that are personally enjoyable; and use a variety of means for self-expression</p> <p>6.3. Demonstrate appropriate social interactions with peers during physical activity (e.g., sharing, taking turns, following rules, playing cooperatively) with teacher guidance and reinforcement</p> <p>6.4. Demonstrate recognition that physical activity is beneficial to good health</p> <p>6.5. Recognize the difference between physical activity levels in different children's tasks (e.g., sitting at sand table compared to playing tag)</p> <p>6.6. Develop individual success and confidence by attempting movement skills and activities with teacher guidance</p> | <p>6.1. Express and identify feelings about participating in physical activity and begin to make choices based on those feelings</p> <p>6.2. Use physical activity as a means of self-expression</p> <p>6.3. Use physical activity as a positive opportunity for social and group interaction</p> <p>6.4. Experience personal challenges through physical activity</p> <p>6.5. Understand that practicing activities increases specific skill competence</p> <p>6.6. Experiment with new Physical activities</p> | <p>6.1. Make decisions about participating in different physical activities based on feelings and interests</p> <p>6.2. Use physical activity as a means of self- and group expression</p> <p>6.3. Use physical activity as a positive opportunity for social and group interaction and development of leadership skills</p> <p>6.4. Realize that physical activity and challenges present opportunities for personal growth</p> <p>6.5. Value the skill competence that results from practice</p> <p>6.6. Demonstrate willingness to attempt a variety of new physical activities</p> | <p>6.1. Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living</p> <p>6.2. Use physical activity as a means of creative expression</p> <p>6.3. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships</p> <p>6.4. Seek personally challenging experiences through physical activity as a means to personal growth</p> <p>6.5. Persist in practicing activities to increase specific skill competence in areas of interest</p> <p>6.6. Experiment with new physical activities as part of a personal improvement plan</p> |

Content Standards & Indicators

Kindergarten

COMPREHENSIVE PHYSICAL EDUCATION CONTENT STANDARDS and INDICATORS

Kindergarten

Content Standard 1: Motor Skill Performance

- 1.1 Demonstrate coordination in gross motor and fine motor tasks using control, balance, strength and coordination; and demonstrate progress toward the mature form of selected fundamental motor skills
- 1.2 Demonstrate the ability to stop and start on a signal; combine sequences of several motor skills in an organized way; and move through an environment with body control
- 1.3 Apply problem-solving skills in movement-related activities by solving simple movement challenges involving body parts in isolation or in combination
- 1.4 Acquire initial gross- and fine-motor skills needed for engagement in Developmentally appropriate tasks, activities, creative movement, dance and play
- 1.5 Respond to cues and problem-solve as well as use whole self in personal and general space

Content Standard 2: Applying Concepts and Strategies

- 2.1 Demonstrate an understanding of body awareness concepts by identifying large and small body parts; show understanding of quality of movement concepts and apply them to psychomotor skills (e.g., demonstrating momentary stillness in balance activities, distinguishing when to kick a ball softly or with force); and show understanding of space concepts by identifying and demonstrating personal and general space
- 2.2 Recognize that some movements, activities and noises are appropriate for indoors/small spaces, and some for outdoors/ large spaces
- 2.3 Follow safety and age-appropriate classroom and playground rules and procedures

Content Standard 3: Engaging in Physical Activity

- 3.1 Engage in physical activities when presented with opportunities and with teacher encouragement. Engage in a wide variety of gross-motor activities that are child-selected and teacher-initiated
- 3.2 Demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand)
- 3.3 Combine a sequence of several motor skills in an organized way
- 3.4 Participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health

Content Standard 4: Physical Fitness

- 4.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively)
- 4.2 Developmentally appropriate recognition of the effects of physical activity and exercise
- 4.3 Use words, symbols and other media to express feelings and sensations about physical activity
- 4.4 Collect, describe and record feelings and observations about physical activity and its effects on the body and on how one feels during and after exercise, and before, during and after eating

Content Standard 5: Responsible Behavior

- 5.1 Demonstrate safe behavior for self and toward others by following established class rules, procedures and safe practices with teacher guidance and reinforcement
- 5.2 Interact appropriately with peers and familiar adults (e.g., sharing, taking turns, following rules) with teacher guidance and reinforcement; stay on task for short periods with teacher supervision; listen quietly without interruption for short periods with teacher reinforcement; and exhibit self-control in group situations
- 5.3 Demonstrate willingness to play with any child in the class; and recognize similarities and appreciate differences in people
- 5.4 Use age-appropriate conflict resolution strategies; seek help from adults or peers when conflict arises; and engage in developing solutions and work to resolve conflicts

Content Standard 6: Benefits of Physical Activity

- 6.1 Use words to express feelings and emotions; begin to develop positive feelings about being physically active; and with teacher encouragement, make connections between physical activity and fun
- 6.2 Participate in creative movement and dance; identify several activities that are personally enjoyable; and use a variety of means for self-expression
- 6.3 Demonstrate appropriate social interactions with peers during physical activity (e.g., sharing, taking turns, following rules, playing cooperatively) with teacher guidance and reinforcement
- 6.4 Demonstrate recognition that physical activity is beneficial to good health
- 6.5 Recognize the difference between physical activity **levels in different children's tasks (e.g., sitting at sand table compared to playing tag)**
- 6.6 Develop individual success and confidence by attempting movement skills and activities with teacher guidance

DEFINING RESULTS

Motor Skill Performance

- I. *Enduring Understanding:* Repetition of proper technique leads to improvement.
- I. *Essential Question:* What different ways can the body move given a specific purpose?

Applying Concepts and Strategies

- II. *Enduring Understanding:* You must know what your body is doing.
- II. *Essential Question:* How can I move effectively and efficiently?

Engaging in Physical Activity

- III. *Enduring Understanding:* Fit people engage in physical activity on a regular basis.
- III. *Essential Question:* What can I do to be physically active, and why is this important?

Physical Fitness

- IV. *Enduring Understanding:* Fitness is a process, not a product.
- IV. *Essential Question:* Why is it important to be physically fit and how can I stay fit?

Responsible Behavior

- V. *Enduring Understanding:* Behaving well is as important as playing well.
- V. *Essential Question:* How do I interact with others during physical activity?

Benefits of Physical Activity

- VI. *Enduring Understanding:* The best choices for you fit who you are and what you need.
- VI. *Essential Question:* How will physical activity help me now and in the future?

PHYSICAL EDUCATION Kindergarten Curriculum

| | |
|-----------------------------------|--|
| Letter Phonics Integration | During daily lessons, letter / phonics will be integrated into every lesson. Students will associate letter / works with the activities of the lesson. This learning opportunity is part of the kindergarten experience. |
|-----------------------------------|--|

| <i>Unit / Objectives / Learning Activities</i> | NASPE Standard | Connecticut Standard | Essential Questions |
|--|-----------------------|---|----------------------------|
| Individual Skills | | | |
| <p>I <i>Balance</i></p> <ol style="list-style-type: none"> 1. Peacock Feathers 2. Beanbags 3. Octopus Creatures 4. Juggling Scarves 5. Hoppity Hops <p>*Safety - work in your own space</p> | 1, 2, 3, 5 | 1.1, 1.3, 1.5, 2.1, 2.3, 3.1, 3.2, 5.1 | I, II, III, V |
| <p>II <i>Throwing, Catching, Bouncing, Rolling to Self/Partners/Targets</i></p> <p><i>Creative Movement Time - with each new piece of equipment introduced.</i></p> <p><i>Simple (1 piece of equipment)</i></p> <ol style="list-style-type: none"> 1. Supersoft Balls 2. Noodle Balls 3. Spiderballs 4. Flat Balls 5. Gertie Balls 6. Beach Balls 7. Pyramid Balls 8. Puffer Balls 9. Yarn Balls 10. Beanbags 11. Octopi 12. Pigs 13. Nubby Balls 14. Mini Basketballs 15. Yo Yo Balls <p><i>Complex (2 pieces of equipment)</i></p> <ol style="list-style-type: none"> 1. Foxtails through Hoops 2. Grab Balls with Handles 3. Pillo Polo Sticks with Balls 4. Banana Scoops 5. Velcro Mitts with Balls 6. Foam Frisbees with Targets 7. Paddles and Pom Poms 8. Clown Bowling 9. Bowling with Pins 10. Monster Bowling | 1, 2, 3, 5, 6 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.2, 3.3, 5.1, 5.2, 5.3, 6.1, 6.3 | I, II, III, V, VI |

| Unit / Objectives / Learning Activities | NASPE Standard | Connecticut Standard | Essential Questions |
|--|-----------------------|--|----------------------------|
| 11. Balls through Basketball Hoops *Safety - work in your own space, gentle tosses to partner, respect equipment | | | |
| III <i>Kicking</i> 1. Stationary Balls 2. Moving Balls 3. Kicking into a Goal *Safety - Work in own space, listen for start and stop, one at a time at goal kicking | 1, 2, 3, 5 | 1.1, 1.2, 1.3, 2.1, 2.3, 3.2, 5.2 | I, II, III, V |
| Spatial Awareness / Directionality / Gross Motor Movements | | | |
| I <i>Individual and Class Activities - Over, Under, Through</i> 1. Limbo 2. Crawling Through Tunnels 3. Scooters 4. Hurdles 5. Jump the Creek 6. Agility Ladder 7. Long Jump Rope Challenges *Safety - Travel in the right direction, wait your turn, follow teacher's directions | 1, 2, 3, 5 | 1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 3.4, 5.1, 5.3, 5.4 | I, II, III, V |
| Rhythm and Movement | | | |
| I <i>Locomotor Movements to Music</i> 1. Jumping 2. Galloping 3. Skipping 4. Hopping 5. "Sneaking" - Tip Toes 6. "Flying" 7. "Swimming" 8. Walking 9. Jogging 10. "Climbing" 11. "Bicycle Pedaling" *Safety - Work in your own space, move in the same direction | 1, 2, 3, 4, 5, 6 | 1.1, 1.2, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 4.1, 5.1, 6.2 | I, II, III, IV, V, VI |
| II <i>Simple Dances, Patterns</i> 1. Hokey Pokey 2. Monster Mash 3. Alley Cat 4. Peppermint Twist 5. YMCA 6. Hamster Dance 7. Tony Chestnut *Safety – Stay on your spot, look where you are going | 1, 2, 3, 4, 5, 6 | 1.1, 1.2, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 4.1, 5.1, 6.2 | I, II, III, IV, V, VI |

| Unit / Objectives / Learning Activities | NASPE Standard | Connecticut Standard | Essential Questions |
|--|-----------------------|--|----------------------------|
| III <i>Dancing with Implements, Patterns</i> <i>Creative Movement Time – with each piece of new equipment introduced</i> 1. Ribbon Dance 2. Rhythmic Flag Dance 3. La Bamba with maracas *Safety – Stay on your spot, respect equipment | 1, 2, 3, 4, 5, 6 | 1.1, 1.2, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 4.1, 5.1, 6.2 | I, II, III, IV, V, VI |
| IV <i>Musical Games</i> 1. In the Hoop, Musical Hoops 2. Zooming Zebras, Scarves *Safety – Look where you are going, make room for your classmates | 1, 2, 3, 4, 5, 6 | 1.1, 1.2, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 4.1, 5.1, 6.2 | I, II, III, IV, V, VI |
| Low Organized Games / Cooperative Games | | | |
| I <i>Tag Games, Class Games, Parachute</i> 1. Hill Dill 2. Midnight 3. Freeze Tag 4. Pound Puppies 5. Moon Monster 6. The Blob 7. Frogger 8. Marching Ponies 9. Animal Tag 10. Clean Up Your Backyard 11. Parachute – Ollie the Octopus 12. Pin Ball 13. Popper Tag 14. Fitness Components and Concepts *Safety – Follow the rules, look where you are going, tag gently | 1, 2, 3, 4, 5, 6 | 1.1, 1.2, 2.2, 2.3, 3.3, 3.4, 4.1, 5.1, 5.2, 5.3, 5.4, 6.1, 6.3, 6.5 | I, II, III, IV, V, VI |
| Gymnastics | | | |
| I <i>Tumbling, Jumping, Landing, Body Awareness, Climbing, Body Management, Simple Stunts, Strength, Endurance, Balance</i> 1. Climbing Ropes 2. Swinging Ropes 3. Cargo Net Climb 4. Balance Beam 5. Tumbling – Log roll, Forward Roll, Egg Roll 6. Jumping – tuck, straddle, heel kick 7. Landing – one foot, two feet 8. Springboard, Pyramid Box 9. Obstacle Course 10. Fitness Components and Concepts *Safety – Following Directions, Teacher spotting, taking turns | 1, 2, 3, 4, 5, 6 | 1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 6.2, 6.3 | I, II, III, IV, V, VI |

| <i>Unit / Objectives / Learning Activities</i> | NASPE Standard | Connecticut Standard | Essential Questions |
|---|-----------------------|--|----------------------------|
| Field Day Activities | | | |
| I <i>Individual and Team Building Activities</i> | 1, 2, 3, 4, 5, 6 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 3.2, 3.4, 4.1, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3 | I, II, III, IV, V, VI |
| 1. Limbo | | | |
| 2. Beach Volleyball | | | |
| 3. Sack Races | | | |
| 4. Balancing Feathers | | | |
| 5. Scooters | | | |
| 6. Relays – Water Games | | | |
| 7. Hoppity Hops | | | |
| 8. Fox Tails | | | |
| 9. Parachute | | | |
| 10. Obstacle Course | | | |
| 11. Egg Race | | | |
| 12. Juggling Scarves | | | |
| 13. Omni Ball Races | | | |
| 14. Water Races, Wash the Chicken, Fill the Jug | | | |
| *Safety - Follow game rules, demonstrate good sportsmanship | | | |

Content Standards & Indicators

Grades 1 - 2

COMPREHENSIVE PHYSICAL EDUCATION CONTENT STANDARDS and INDICATORS

Grades 1 - 2

Content Standard 1: Motor Skill Performance

- 1.1 Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation)
- 1.2 Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities
- 1.3 Explore and adapt fundamental movement skills in a variety of dynamic environments
- 1.4 Acquire beginning skills for a few specialized movement forms
- 1.5 Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play

Content Standard 2: Applying Concepts and Strategies

- 2.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement
- 2.2 Recognize critical performance skill elements in self and others using movement vocabulary
- 2.3 Demonstrate knowledge of rules, safety practices and procedures of specific activities

Content Standard 3: Engaging in Physical Activity

- 3.1 Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
- 3.2 Demonstrate an understanding of a variety of movements and how they affect the body
- 3.3 Apply the understanding of physical activity concepts to developing movement sequences and game strategies
- 3.4 Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level

Content Standard 4: Physical Fitness

- 4.1 Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardio-respiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition)
- 4.2 Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity
- 4.3 Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status
- 4.4 Maintain a wellness log including exercise and food intake for a set period of time

*Content Standards & Indicators continued***Content Standard 5: Responsible Behavior**

- 5.1 Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings
- 5.2 Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks
- 5.3 Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities
- 5.4 Develop skills needed for resolving conflicts peacefully

Content Standard 6: Benefits of Physical Activity

- 6.1 Express and identify feelings about participating in physical activity and begin to make choices based on those feelings
- 6.2 Use physical activity as a means of self-expression
- 6.3 Use physical activity as a positive opportunity for social and group interaction
- 6.4 Experience personal challenges through physical activity
- 6.5 Understand that practicing activities increases specific skill competence
- 6.6 Experiment with new physical activities

DEFINING RESULTS

Motor Skill Performance

- I. *Enduring Understanding:* Repetition of proper technique leads to improvement.
- I. *Essential Question:* What different ways can the body move given a specific purpose?

Applying Concepts and Strategies

- II. *Enduring Understanding:* You must know what your body is doing.
- II. *Essential Question:* How can I move effectively and efficiently?

Engaging in Physical Activity

- III. *Enduring Understanding:* Fit people engage in physical activity on a regular basis.
- III. *Essential Question:* What can I do to be physically active, and why is this important?

Physical Fitness

- IV. *Enduring Understanding:* Fitness is a process, not a product.
- IV. *Essential Question:* Why is it important to be physically fit and how can I stay fit?

Responsible Behavior

- V. *Enduring Understanding:* Behaving well is as important as playing well.
- V. *Essential Question:* How do I interact with others during physical activity?

Benefits of Physical Activity

- VI. *Enduring Understanding:* The best choices for you fit who you are and what you need.
- VI. *Essential Question:* How will physical activity help me now and in the future?

Elementary School - Grades 1 – 2 Physical Education Individual Skill Test Rubric

| Skills / Activities | Overall Scoring |
|---|---|
| <ul style="list-style-type: none"> ▪ Locomotor and Nonlocomotor Movement ▪ Spatial / Body Awareness ▪ Throwing, Catching, Tossing ▪ Field Day Activities ▪ Jumping and Landing ▪ Rhythm and Dance | <ul style="list-style-type: none"> ▪ Gymnastics / Climbing / Rope Activities ▪ Fitness Games / Activities ▪ Striking with Feet ▪ Striking with Implements ▪ Striking with Hands ▪ Recreational Games ▪ Cooperative Games |
| | <p>12 – 15 points = M 8 – 11 points = P 7 points = T or below</p> |

| Objectives | Developing Expectations with Time T = 1 Point | Progressing Towards Expectations P = 2 Points | Meeting Expectations M = 3 Points | Totals |
|--|---|---|---|--------|
| Overhead Throw /Underhand Toss Catching /Fielding (Self, Partners, Targets, Specific Cues) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | |
| Cooperative Games (Cooperation, Team Work, Respect, Listening, Sportsmanship, Safety) | Student is not fully engaged in the activity and rarely contributes to the team | Student is able to cooperate and work as a team member some of the time | Student is able to cooperate and work as a team member most of the time | |
| Field Day (Cooperation, Team Building, Individual Initiatives, Group Initiatives, safety) | Student is not fully engaged in the activity and rarely contributes to the team | Student is able to cooperate and work as a team member some of the time | Student is able to cooperate and work as a team member most of the time | |
| Striking with feet (Kicking, Dribbling, Passing) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | |
| Striking with an implement (Paddles, Bats, Sticks) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | |
| Striking with hand (Dribbling, Volleying) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | |
| Gymnastics / rope activities (Balance, Tumbling, Supporting, Jumping, Landing, Climbing, Swinging) | Student is able to successfully perform a few of the performance criteria | Student is able to successfully perform some of the performance criteria | Student is able to successfully perform most of the performance criteria | |
| Recreational games (Bowling, Hop Scotch, Horse Shoes, Four Square, Wall Ball, Ring Toss, Throwing and Catching, Eye-Hand Coordination, Use Variety of Equipment) | Student is able to successfully hit a target one time | Student is able to successfully hit a target at least two times | Student is able to successfully hit a target at least 3 times | |
| SCORE: | | | | |

Physical Education Individual Skill Test Rubric - Grades 1 – 2 continued

| Objectives | Developing Expectations with Time T = 1 Point | Progressing Towards Expectations P = 2 Points | Meeting Expectations M = 3 Points | Totals |
|---|---|---|--|---------------|
| Cooperative Games (Team Work, Respect, Cooperation, Trust, Listening, Sportsmanship) | Student is able to successfully hit a target 1 time | Student is able to successfully hit a target at least 2 times | Student is able to successfully hit a target at least 3 times | |
| Spatial Awareness / Body Awareness (Moving in general space, personal space) | Student is able to successfully identify and meet a few of the performance criteria | Student is able to successfully identify and meet some of the performance criteria | Student is able to successfully identify and meet most of the performance criteria | |
| Fitness Games/Activities (Strength, Endurance, Flexibility, Cardiovascular, Fitness Component Concepts, Core Training) | Student is able to successfully identify, understand, and perform a few fitness activities | Student is able to successfully identify, understand, and perform some of the fitness activities | Student is able to successfully identify, understand and perform most of the fitness activities | |
| Jumping and landing (Jump Rope) (Rhythm, Timing, Twirl, Jump and Land) | Student is able to successfully perform a few jumping skills | Student is able to successfully perform some of the jumping skills | Student is able to successfully perform most of the jumping skills | |
| Rhythm and Dance (Making connections between dance and healthy living. Works cooperatively within groups. Identifies and demonstrates locomotor and nonlocomotor movements) | Student is able to successfully demonstrate, identify, and perform a few rhythm and dance skills | Student is able to successfully demonstrate, identify, and perform some of the rhythm and dance | Student is able to successfully demonstrate, identify, and perform most the rhythm and dance skills | |
| Locomotor/Nonlocomotor Movements (Walk, Jog, Skip, Hop, Jump, Gallop, Stretching, Curling, Pathways, Directions, Spatial Awareness) | Student is able to successfully demonstrate and perform a few of the locomotor and nonlocomotor movements | Students is able to successfully demonstrate and perform some of the locomotor and nonlocomotor movements | Student is able to successfully demonstrate and perform most of the locomotor and nonlocomotor movements | |
| SCORE: | | | | |

Elementary School - Grades 1 – 2

Physical Education Assessment Rubric

| Objective Components | Developing Expectations with Time T = 1 Point | Progressing Towards Expectations P = 2 Points | Meeting Expectations M = 3 Points | Totals |
|--|---|--|--|---------------|
| Warm Up Activities/Games Cardio, Strength, Endurance, Stretching, Flexibility | Does not participate in warm up activity. Rarely attempts to learn new skills. | Usually participates in the warm up activity. Tries to learn some new skills. | Always participates in the warm up activity. Applies the necessary skills and engages in all activities. | |
| Manipulatives / Group Activities Overhead throw / Underhand Toss Catching / Fielding Striking with Feet (Kicking, dribbling, passing) Striking with an implement (paddles, bats, sticks) Striking with hand (dribbling, volleying) Recreational Games Cooperative Games Field Day | Skills are weak and need improvement. Is unsure of proper techniques but is sometimes successful in executing them. Knows and tries to follow some rules of the game. | Skills are adequate. Tries to use proper techniques and is often successful in executing them. Knows and tries to follow most rules of the game. | Skills meet criteria on a consistent basis. Uses proper techniques and is usually successful in executing them. Knows and tries to follow the rules of the game. | |
| Individual Activities Spatial Awareness/ Body Awareness Locomotor Movements / Nonlocomotor Movements Fitness Games Jumping and Landing Rhythm and dance Gymnastics / Rope Activities | Skills are weak and need improvement. Is unsure of proper techniques but is sometimes successful in executing them. Knows and tries to follow some rules of the game. | Skills are adequate. Tries to use proper techniques and is often successful in executing them. Knows and tries to follow most rules of the game. | Skills meet criteria on a consistent basis. Uses proper techniques and is usually successful in executing them. Knows and tries to follow the rules of the game. | |
| Cooperation Teamwork Sportsmanship | Not fully involved. Does not fully cooperate. Demonstrates poor sportsmanship. | Demonstrates a positive attitude. Sometimes demonstrates good sportsmanship. Sometimes encourages and is kind to classmates. | Demonstrates a positive attitude. Almost always demonstrates good sportsmanship. Often encourages and is kind to classmates. | |
| Follows Directions Safety Behavior | Inattentive, not fully involved. Often needs to be redirected to complete task at hand. | Sometimes involved. Occasionally needs redirection to complete task at hand. | Always on task. Always follows directions. Fully focused on completing task at hand. | |
| Class Participation / Effort Ready for class Engages in activities | Rarely participates or attempts to learn new skills. Does not engage in activities. | Sometimes participates or attempts to learn new skills. Sometimes engages in activities. | Consistently attempts to learn new skills and engages in activities. | |
| Score: | | | | |

SKILLS LOCOMOTOR AND NONLOCOMOTOR MOVEMENT

I. Course Description

Grade 1: Students will identify and demonstrate locomotor and nonlocomotor skills. Students will be able to travel safely in space using a variety of locomotor and nonlocomotor skills.

Grade 2: Students will be able to understand more challenging movement patterns using a combination of locomotor and nonlocomotor skills.

II. Purpose

Grade 1: Students will perform the following locomotor skills: walking, running, hopping, skipping, leaping, sliding, and galloping. Students will be able to transfer learning into a variety of fitness and cooperative based activities/games.

Grade 2: Students will engage in a variety of more challenging activities and games using locomotor and nonlocomotor skills.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2 | 1.1, 2.1 | I, II |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.1, 2.2, 3.2, 3.3 | I, II, III |
| c) Acquire beginning skills for a few specialized movement forms | 1, 2 | 1.4, 2.2 | I, II |
| d) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1, 3 | 1.5, 3.1, 3.3 | I, III |
| e) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3 | 1.2, 2.1, 3.2 | I, II, III |
| f) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| g) Demonstrate an understanding of a variety of movements and how they affect the body | 2, 3, 4 | 2.1, 3.2, 4.1 | II, III, IV |
| h) Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings | 2, 5 | 2.3, 5.1 | II, V |
| i) Experience personal challenges through physical activity | 6 | 6.4, 6.6 | VI |
| j) Understand that practicing activities increases specific skill competence | 6 | 6.5 | VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 1st Grade Topics | 2nd Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Review spatial awareness ▪ Introduce jogging and walking ▪ Review Start and Stop on signal | <ul style="list-style-type: none"> ▪ Review, safety ▪ Review spatial awareness ▪ Review Start and Stop on signal |
| 2 | <ul style="list-style-type: none"> ▪ Introduce jumping and hopping (pathways, directions, levels) | <ul style="list-style-type: none"> ▪ Review previous locomotor movements learned ▪ Introduce more challenging patterns, sequences, dances, games, activities |
| 3 | <ul style="list-style-type: none"> ▪ Introduce slide and gallop (pathways, directions, levels) | <ul style="list-style-type: none"> ▪ Review ▪ Chasing / Fleeing / Dodging while performing locomotion movements (ex. tag games) |
| 4 | <ul style="list-style-type: none"> ▪ Introduce skip and leap (pathways, directions, levels) | <ul style="list-style-type: none"> ▪ Review ▪ Continue working on Chasing / Fleeing / Dodging activities |
| 5 | <ul style="list-style-type: none"> ▪ Introduce twisting, turning, balancing, stretching, curling | <ul style="list-style-type: none"> ▪ Review nonlocomotor movements (twisting, turning, balancing, stretching, curling) and incorporate into more advanced level of activities and game play |
| 6 | <ul style="list-style-type: none"> ▪ Introduce culminating movement activities/games | <ul style="list-style-type: none"> ▪ A variety of more challenging movement activities and games |

SKILLS SPATIAL / BODY AWARENESS

I. Course Description

Grade 1: Students will learn to identify body parts and demonstrate safe movement to personal and general space. Student will be able to travel in different directions and pathways.

Grade 2: Students will review and practice the concepts of body and spatial awareness. Students will transfer learning to perform a more advanced level of activities/games.

II. Purpose

Grade 1: Students will learn to be able to coordinate their movements using control and balance.

Grade 2: Students will utilize body and spatial awareness principles to play a variety of small and large group games/activities.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-------------------------------|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2 | 1.1, 2.1 | I, II |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.1, 2.2, 3.2, 3.3 | I, II, III |
| c) Explore and adapt fundamental movement skills in a variety of dynamic environments | 1, 3 | 1.3, 3.3 | I, III |
| d) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1, 3, 6 | 1.5, 3.1, 3.3, 6.3, 6.6 | I, III, VI |
| e) Recognize critical performance skill elements in self and others using movement vocabulary | 2 | 2.2 | II |
| f) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| g) Demonstrate an understanding of a variety of movements and how they affect the body | 2, 3 | 2.1, 3.2 | II, III |
| h) Understand and participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings | 2, 5 | 2.3, 5.1 | II, V |
| i) Use physical activity as a means of self-expression | 6 | 6.2, 6.4 | VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 1st Grade Topics | 2nd Grade Topics |
|----------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Introduce self-space activities | <ul style="list-style-type: none"> ▪ Review of safety ▪ More advanced level of self-space activities |
| 2 | <ul style="list-style-type: none"> ▪ Introduction ▪ General space activities (start and stop on signal) | <ul style="list-style-type: none"> ▪ Review ▪ General space activities (start and stop on signal) ▪ Change direction, pathways, levels and extensions on signal |
| 3 | <ul style="list-style-type: none"> ▪ Introduce pathways and directions (change on signals) ▪ Introduce shapes with body ▪ Introduce moving body at different levels ▪ Introduction to balance concepts ▪ Introduction to stretching and curling | <ul style="list-style-type: none"> ▪ Review ▪ Body awareness ▪ Creating shapes with body ▪ Moving body at different levels ▪ Balancing body ▪ Stretching and curling concepts and sequences ▪ Introduce movement, shape, and balance sequences. |
| 4 | <ul style="list-style-type: none"> ▪ Introduce levels and extensions (change on signals) | <ul style="list-style-type: none"> ▪ Review ▪ Demonstrate body awareness with partners (mirroring and asymmetrical / symmetrical shaper) |
| 5 | <ul style="list-style-type: none"> ▪ Introduce body awareness ▪ Creating shapes with body ▪ Moving body at different levels ▪ Balancing body ▪ Introduction to stretching and curling | <ul style="list-style-type: none"> ▪ Review ▪ Demonstrate space and body awareness in small group activities |
| 6 | <ul style="list-style-type: none"> ▪ Perform movements in general space ▪ Perform movements in self space while demonstrating body awareness | <ul style="list-style-type: none"> ▪ Review ▪ Demonstrate space and body awareness in small and large group activities |

SKILLS THROWING, CATCHING, TOSSING

I. Course Description

Grade 1: First grade students will learn the basic fundamental skills of throwing and catching.

Grade 2: Second grade students will review the basic fundamental skills of throwing and catching and incorporate skills into low level activities and game situations with self, partners, and small groups.

II. Purpose

Grade 1: First grade students will be able to demonstrate ways of throwing, tossing, and catching an object using various types of developmentally appropriate equipment, cues, and strategies.

Grade 2: Second grade students will throw at a variety of targets and learn to catch high and low objects using a variety of equipment, specific cues, and strategies.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-------------------------------|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2 | 1.1, 2.1 | I, II |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.1, 2.2, 3.2, 3.3 | I, II, III |
| c) Explore and adapt fundamental movement skills in a variety of dynamic environments | 1, 2, 3 | 1.3, 2.2, 3.2, 3.3 | I, II, III |
| d) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3 | 1.4, 2.1, 3.3 | I, II, III |
| e) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| f) Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level | 3, 4, 5, 6 | 3.4, 4.1, 5.3, 6.3 | III, IV, V, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 1st Grade Topics | 2nd Grade Topics |
|-----------------------|---|--|
| 1 | <ul style="list-style-type: none"> ▪ Safety concerns – spacing ▪ Introduce object exploration ▪ Introduce tossing and catching to self ▪ Introduce tossing and catching with partners | <ul style="list-style-type: none"> ▪ Review skills and cues ▪ Safety concerns ▪ Tossing to self, partner and targets using specific cues and strategies |
| 2 | <ul style="list-style-type: none"> ▪ Introduce rolling to stationary targets ▪ Working on foot opposition ▪ Rolling to a partner | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Catching skills and specific cues |
| 3 | <ul style="list-style-type: none"> ▪ Introduction to tossing using foot opposition ▪ Tossing to a stationary target ▪ Tossing to a partner ▪ Catching skills | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Catching/fielding objects |
| 4 | <ul style="list-style-type: none"> ▪ Introduction to a variety of low level tossing activities | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Overhand throw to a target |
| 5 | <ul style="list-style-type: none"> ▪ Introduce overhead throwing using specific cues ▪ Variety of low level throwing games/activities with self and partners | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Throwing / catching games with self, partners and small groups |
| 6 | <ul style="list-style-type: none"> ▪ Variety of low level throwing and catching games and activities | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ More challenging throwing/catching games using a variety of equipment and formats. |

SKILLS & ACTIVITIES FIELD DAY

I. Course Description

Grades 1 and 2: Students will participate in a variety of non-competitive, developmentally appropriate Field Day activities.

II. Purpose

Grades 1 and 2: Activities at Field Day center on cooperative games and skills that have been learned in class. Field Day will focus on non-competitive theme based games and activities.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|------------------------------------|---|
| a) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.1, 2.2, 3.2, 3.3 | I, II, III |
| b) Explore and adapt fundamental movement skills in a variety of dynamic environments | 1, 2, 3 | 1.3, 2.2, 3.3 | I, II, III |
| c) Use physical activity as a positive opportunity for social and group interaction | 3, 4, 5, 6 | 3.3, 3.4, 4.1, 5.1, 5.2, 6.3 | III, IV, V, VI |
| d) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 1st Grade Topics | 2nd Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Cooperative Games ▪ Teamwork ▪ Respect ▪ Listening and following directions | <ul style="list-style-type: none"> ▪ Individual Tasks ▪ Throwing, catching, aiming at targets, balancing |
| 2 | <ul style="list-style-type: none"> ▪ Manipulative Skills ▪ Throwing, catching, aiming at targets | <ul style="list-style-type: none"> ▪ Group Activities ▪ Cooperation |
| 3 | <ul style="list-style-type: none"> ▪ Cardio Endurance ▪ Relays, running | <ul style="list-style-type: none"> ▪ Cardio Endurance ▪ Relays, running, locomotor movements |

SKILLS JUMPING AND LANDING

I. Course Description

Grade 1: Students will explore ways to jump and land. Students will learn how to transfer weight while jumping through space and onto or over a variety of equipment.

Grade 2: Students will continue to explore ways to jump and land. Students will learn ways to change direction and levels of jumping using a variety of developmentally appropriate equipment.

II. Purpose

Grade 1: Students will learn how to change speeds and safely apply force when jumping and landing.

Grade 2: Students will learn to effectively jump for height and distance. This will enable students to transfer learning to perform more advanced activities.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|-------------------|-------------------------------|--|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2 | 1.1, 2.1 | I, II |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.1, 2.2, 3.2, 3.3 | I, II, III |
| c) Explore and adapt fundamental movement skills in a variety of dynamic environments | 1, 2, 3 | 1.3, 2.1, 3.3 | I, II, III |
| d) Acquire beginning skills for a few specialized movement forms | 1, 2 | 1.4, 2.2 | I, II |
| e) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1, 3 | 1.5, 3.1, 3.3 | I, III |
| f) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3 | 1.2, 2.1, 3.3 | I, II, III |
| g) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 1st Grade Topics | 2nd Grade Topics |
|-----------------------|--|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Jumping in / out of objects | <ul style="list-style-type: none"> ▪ Review safety ▪ Jumping over stationary and low level objects |
| 2 | <ul style="list-style-type: none"> ▪ Introduce jumping over stationary objects | <ul style="list-style-type: none"> ▪ Review ▪ Jumping self turned rope |
| 3 | <ul style="list-style-type: none"> ▪ Introduce jumping over low level moving objects / ropes | <ul style="list-style-type: none"> ▪ Review ▪ Continued individual jumping tasks ▪ Vary speeds and direction |
| 4 | <ul style="list-style-type: none"> ▪ Introduce using a self-turning object (skip-its) ▪ Lead up to individual ropes | <ul style="list-style-type: none"> ▪ Review ▪ Jumping a moving rope (long ropes) ▪ Turning long ropes ▪ Timing the turn of a long rope (chants) |
| 5 | <ul style="list-style-type: none"> ▪ Introduce jumping a moving rope (ex. long rope activities) ▪ Turning (ex. long rope activities) | <ul style="list-style-type: none"> ▪ Review ▪ Jump a moving rope while changing directions and levels to best of ability ▪ Jumping – increasing duration |
| 6 | <ul style="list-style-type: none"> ▪ Introduce stations work on all skills learned | <ul style="list-style-type: none"> ▪ Review all skills learned ▪ Station work with more challenging level of skills and sequences |

SKILLS & ACTIVITIES RHYTHM AND DANCE

I. Course Description

Grade 1: Students will learn to repeat a movement with regularity and in time to a particular pattern.

Grade 2: Students will learn a variety of basic movement experiences so they can move effectively and efficiently to develop a sense of rhythm.

II. Purpose

Grade 1: Students will learn rhythm and movements needed to perform simple individual and group dances.

Grade 2: Students will perform individual and partner dance movements which will provide a progression of steps to learn simple dances.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|--|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2 | 1.1, 1.4, 2.1, 2.2 | I, II |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.1, 2.2, 3.2, 3.3 | I, II, III |
| c) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1, 3, 4, 5, 6 | 1.5, 3.3, 4.1, 4.2, 5.2, 6.2, 6.3, 6.5 | I, III, IV, V, VI |
| d) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3, 6 | 1.2, 2.1, 3.3, 6.2, 6.3 | I, II, III, VI |
| e) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| f) Demonstrate an understanding of a variety of movements and how they affect the body | 2, 3, 4 | 2.1, 2.2, 3.2, 3.3, 4.1 | II, III, IV |
| g) Use physical activity as a positive opportunity for social and group interaction | 3, 4, 5, 6 | 3.3, 3.4, 4.1, 5.1, 5.2, 6.3 | III, IV, V, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 1st Grade Topics | 2nd Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction ▪ Safety concerns ▪ Individual rhythmic activities following a beat (ex. Chicken dance, Hokey Pokey) | <ul style="list-style-type: none"> ▪ Review skills and cues ▪ Safety concerns ▪ Individual rhythmic activities focusing on body space awareness while following a beat |
| 2 | <ul style="list-style-type: none"> ▪ Individual Rhythmic activities focusing on body awareness (stationary) | <ul style="list-style-type: none"> ▪ Individual rhythmic activities focusing on traveling to a beat |
| 3 | <ul style="list-style-type: none"> ▪ Individual rhythmic activities focusing on traveling to a beat | <ul style="list-style-type: none"> ▪ Circle Dances (ex. Yankee Doodle, parachute) |
| 4 | <ul style="list-style-type: none"> ▪ Rhythmic activities while using equipment (lummi sticks, scarves, ribbons) | <ul style="list-style-type: none"> ▪ Line Dances (Bunny Hop, Monster Mash) |
| 5 | <ul style="list-style-type: none"> ▪ Circle Dances (ex. Mexican Hat dance) | <ul style="list-style-type: none"> ▪ More challenging sequences of rhythmic activities while using equipment (lummi sticks, scarves, ribbons) |
| 6 | <ul style="list-style-type: none"> ▪ Rhythmic movements ▪ Meeting and parting relationships ▪ Mirroring and shadowing | <ul style="list-style-type: none"> ▪ More challenging partner dances ▪ Group dances |

Music / Song selections for grade 1

- Bunny Hop
- Chicken Dance
- Alley Cat
- Mexican Hat Dance
- Jump
- Skip to my Lou
- Walking on Sunshine
- Monster Mash
- Hokey Pokey
- YMCA

Music / Song selections for grade 2

- Wooly Bully
- Macarena
- Limbo Rock
- Wipeout
- Follow the Leader
- Shout
- Hand Jive
- Surfin Safari
- Hamster Dance
- Seven Jumps

SKILLS & ACTIVITIES GYMNASTIC / ROPE ACTIVITIES / CLIMBING

I. Course Description

Grade 1: Students will be introduced to movement concepts and skills. This will allow students to perform movements accordingly to their own levels of physical and creative ability.

Grade 2: Students will review, practice and add more challenging sequences, movement concepts, and skills.

II. Purpose

Grade 1: Students will learn the skills of balancing, rolling, tumbling, climbing, and swaying with ropes.

Grade 2: Students will learn the skills of body awareness when performing skills, tumbling, and weight transfer.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2 | 1.1, 2.1 | I, II |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.1, 2.2, 3.2, 3.3 | I, II, III |
| c) Explore and adapt fundamental movement skills in a variety of dynamic environments | 1, 2, 3 | 1.3, 1.4, 2.2, 3.3 | I, II, III |
| d) Acquire beginning skills for a few specialized movement forms | 1, 2, 3 | 1.4, 2.2, 3.3 | I, II, III |
| e) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1, 3, 6 | 1.5, 3.3, 6.4 | I, III, VI |
| f) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3 | 1.2, 2.1, 3.3 | I, II, III |
| g) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| h) Demonstrate an understanding of a variety of movements and how they affect the body | 2, 3, 4 | 2.1, 3.2, 4.1 | II, III, IV |
| i) Use physical activity as a means of self-expression | 6 | 6.2, 6.4 | VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 1st Grade Topics | 2nd Grade Topics |
|-----------------------|---|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Individual balances (levels, shapes) | <ul style="list-style-type: none"> ▪ Review safety ▪ Individual / Partner ▪ Balances (levels) |
| 2 | <ul style="list-style-type: none"> ▪ Introduction to tumbling (forward, log, pencil, straddle, egg rolls) | <ul style="list-style-type: none"> ▪ Review ▪ Tumbling – partner rolls ▪ Consecutive rolls and sequences |
| 3 | <ul style="list-style-type: none"> ▪ Introduction to ropes (grips, hangs) | <ul style="list-style-type: none"> ▪ Review ▪ Ropes (grip, swings, hangs) |
| 4 | <ul style="list-style-type: none"> ▪ Introduction to jumping and landing | <ul style="list-style-type: none"> ▪ Review ▪ Jump with spring board and landing |
| 5 | <ul style="list-style-type: none"> ▪ Cargo net ▪ Variety of low level gymnastics equipment ▪ Introduce traveling words (on, off, over, under, through, across, around) | <ul style="list-style-type: none"> ▪ Cargo net/variety of low level equipment ▪ Relationships and traveling words (on, off, over, under, through, across, around) ▪ Low level climbs and supports |
| 6 | <ul style="list-style-type: none"> ▪ Review ▪ Introduce station work | <ul style="list-style-type: none"> ▪ Review ▪ Station work |

SKILLS & ACTIVITIES FITNESS GAMES

I. Course Description

Grade 1: First grade students will identify areas of the body while enabling them to perform the movements.

Grade 2: Students will learn different ways to manage their fitness level by participation in various fitness activities.

II. Purpose

Grade 1: The purpose of Fitness Games and activities is to improve their overall fitness level. Focus will be on increasing their muscular strength and endurance, flexibility levels, cardio strength, endurance and core strength as well.

Grade 2: The purpose of Fitness Games and activities is to enhance the level of muscular and physical fitness levels for each student. Students will become familiar with the fitness concepts of muscular strength and endurance, joint flexibility, core strength, and cardio respiratory endurance.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|------------------------------|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2 | 1.1, 2.1 | I, II |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3, 4 | 1.2, 2.1, 2.2, 3.1, 3.2, 4.1 | I, II, III, IV |
| c) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3, 4 | 1.2, 2.1, 3.1, 3.2, 4.2 | I, II, III, IV |
| d) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| e) Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardio respiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition) | 4 | 4.1 | IV |
| f) Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity | 4 | 4.2 | IV |
| g) Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status | 3, 4, 6 | 3.1, 4.3, 4.4, 6.1, 6.4, 6.6 | III, IV, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 1st Grade Topics | 2nd Grade Topics |
|-----------------------|---|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Fitness – spatial awareness games involving chasing, fleeing, dodging | <ul style="list-style-type: none"> ▪ Review safety ▪ Fitness – A more advanced level of spatial awareness games involving chasing, fleeing, dodging |
| 2 | <ul style="list-style-type: none"> ▪ Introduce strength games and fitness based activities | <ul style="list-style-type: none"> ▪ Review ▪ Strength games and fitness based activities |
| 3 | <ul style="list-style-type: none"> ▪ Introduce flexibility games i.e. creating body shapes, body awareness, relationships | <ul style="list-style-type: none"> ▪ Review ▪ Flexibility games i.e. creating body shapes, body awareness, relationships |
| 4 | <ul style="list-style-type: none"> ▪ Introduce fitness games using a variety of developmentally appropriate equipment | <ul style="list-style-type: none"> ▪ Review ▪ Fitness games using a variety of developmentally appropriate equipment ▪ Practice P.A.C.E.R. |
| 5 | <ul style="list-style-type: none"> ▪ Introduce fitness games – relay games ▪ Focusing on levels, directions, pathways | <ul style="list-style-type: none"> ▪ Review ▪ Fitness games – relay games ▪ Focusing on levels, directions, pathways, speeds ▪ Practice P.A.C.E.R. |
| 6 | <ul style="list-style-type: none"> ▪ Introduce low level fitness games and activities ▪ Beginner level fitness station work | <ul style="list-style-type: none"> ▪ Review ▪ Higher level of fitness games and activities ▪ Beginner level fitness station work |
| 7 | <ul style="list-style-type: none"> ▪ Fitness Testing | <ul style="list-style-type: none"> ▪ Fitness Testing |
| 8 | <ul style="list-style-type: none"> ▪ Fitness Testing | <ul style="list-style-type: none"> ▪ Fitness Testing |

SKILLS STRIKING WITH FEET

I. Course Description

Grade 1: Students will explore the skills of striking with different parts of their feet.

Grade 2: Students will review and practice the skills of striking with different parts of their feet. Students will learn to travel in different directions controlling a variety of equipment.

II. Purpose

Grade 1: Students will utilize eye-foot coordination to control and strike different objects.

Grade 2: Students will continue to develop eye-foot coordination while striking a target. Students will control a ball while traveling.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|-------------------|-------------------------|--|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2 | 1.1, 2.1 | I, II |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.1, 2.2, 3.2, 3.3 | I, II, III |
| c) Explore and adapt fundamental movement skills in a variety of dynamic environments | 1, 2, 3 | 1.3, 2.2, 3.2, 3.3 | I, II, III |
| d) Acquire beginning skills for a few specialized movement forms | 1, 2, 3 | 1.4, 2.2, 3.2 | I, II, III |
| e) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 2, 3 | 2.1, 3.2 | II, III |
| f) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| g) Use physical activity as a positive opportunity for social and group interaction | 6 | 6.3, 6.5 | VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 1st Grade Topics | 2nd Grade Topics |
|----------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Exploration with various equipment ▪ Lead up to dribbling | <ul style="list-style-type: none"> ▪ Review safety ▪ Dribbling focusing on speed control |
| 2 | <ul style="list-style-type: none"> ▪ Introduce dribbling focusing on directions, pathways, and locations ▪ Dribbling games / activities | <ul style="list-style-type: none"> ▪ Review skills / cues ▪ Passing / trapping |
| 3 | <ul style="list-style-type: none"> ▪ Introduce foot position ▪ Striking to target ▪ Striking games / activities | <ul style="list-style-type: none"> ▪ Review skills / cues ▪ Kicking to a target ▪ Kicking with a partner |
| 4 | <ul style="list-style-type: none"> ▪ Introduce stopping the ball ▪ Lead up to trapping | <ul style="list-style-type: none"> ▪ Review skills / cues ▪ Kicking for distance ▪ Kicking games |
| 5 | <ul style="list-style-type: none"> ▪ Introduce kicking using the instep | <ul style="list-style-type: none"> ▪ Review skills / cues ▪ Skill based games |
| 6 | <ul style="list-style-type: none"> ▪ Introduce station work/skills | <ul style="list-style-type: none"> ▪ Review skills / cues ▪ Station work/skills |

SKILLS STRIKING WITH IMPLEMENTS

I. Course Description

Grade 1: Students will explore the skills of striking with long and short implements.

Grade 2: Students will continue to explore the skill of striking with different levels. Students will learn to travel in different directions.

II. Purpose

Grade 1: Students will utilize eye-hand coordination to strike different objects.

Grade 2: Students will continue to develop eye-hand coordination skills. Students will hit / strike to a target.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-------------------------------|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2 | 1.1, 2.1 | I, II |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.1, 2.2, 3.2, 3.3 | I, II, III |
| c) Explore and adapt fundamental movement skills in a variety of dynamic environments | 1, 2 | 1.3, 2.2 | I, II |
| d) Acquire beginning skills for a few specialized movement forms | 1, 2 | 1.4, 2.2 | I, II |
| e) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1, 3 | 1.5, 3.1, 3.3 | I, III |
| f) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3 | 1.2, 2.1, 3.2 | I, II, III |
| g) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| h) Understand that practicing activities increases specific skill competence | 6 | 6.5 | VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 1st Grade Topics | 2nd Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Short-handed implement (exploration) using various equipment | <ul style="list-style-type: none"> ▪ Review safety ▪ Striking with short handed implements (to self, target, grip, ex. paddles) |
| 2 | <ul style="list-style-type: none"> ▪ Introduce striking with short handed implements (to self, target, ex. paddles) | <ul style="list-style-type: none"> ▪ Review skills / cues ▪ Volleying and passing to partner (ex. paddles) |
| 3 | <ul style="list-style-type: none"> ▪ Introduce long-handed implement (exploration) using various equipment | <ul style="list-style-type: none"> ▪ Review skills / cues ▪ Review grip and stance ▪ Striking with long handled equipment (ex. pillo polo) to target / accuracy |
| 4 | <ul style="list-style-type: none"> ▪ Introduce striking with long handled implements (to targets in control, ex. pillo polo sticks) | <ul style="list-style-type: none"> ▪ Review skills / cues ▪ Passing and shooting using long handled implements (ex. pillo polo) |
| 5 | <ul style="list-style-type: none"> ▪ Introduce striking with long handled implements (grip, stance, ex. bats off tee) | <ul style="list-style-type: none"> ▪ Review skills / cues ▪ Striking with long handled implements (grip, stance) ex. bats (striking a moving ball with a level swing) |
| 6 | <ul style="list-style-type: none"> ▪ Introduce station work/skills | <ul style="list-style-type: none"> ▪ Review skills / cues ▪ Station work/skills |

SKILLS STRIKING WITH HANDS

I. Course Description

Grade 1: Students will explore different ways of manipulating a variety of developmentally appropriate equipment.

Grade 2: Students will demonstrate ball control, i.e. dribbling and volleying utilizing various equipment.

II. Purpose

Grade 1: Students will learn to use appropriate force to control an object in general space.

Grade 2: Students will demonstrate the ability to control an object while moving steadily at various speeds, acceleration, deceleration, and changing direction.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2 | 1.2, 2.1 | I, II |
| b) Explore and adapt fundamental movement skills in a variety of dynamic environments | 1, 2 | 1.3, 2.2 | I, II |
| c) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3 | 1.2, 2.1, 3.2 | I, II, III |
| d) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| e) Demonstrate an understanding of a variety of movements and how they affect the body | 2, 3 | 2.1, 3.2 | II, III |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 1st Grade Topics | 2nd Grade Topics |
|----------------|--|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Exploration with a variety of equipment (dribbling) ▪ Exploration games | <ul style="list-style-type: none"> ▪ Review safety ▪ Dribbling cues ▪ Dribbling practice and activities |
| 2 | <ul style="list-style-type: none"> ▪ Introduce dribbling cues ▪ Dribbling practices and activities ▪ Ball control | <ul style="list-style-type: none"> ▪ Review skills ▪ Ball control with self and general space at various speeds, directions, and pathways |
| 3 | <ul style="list-style-type: none"> ▪ Introduce ball control ▪ Self and general space at different levels ▪ Dribbling activities | <ul style="list-style-type: none"> ▪ Review skills ▪ Dribbling games (ex. dribble tag) |
| 4 | <ul style="list-style-type: none"> ▪ Explore volleying ▪ Exploration games | <ul style="list-style-type: none"> ▪ Review skills ▪ Striking cues ▪ Striking to self or targets |
| 5 | <ul style="list-style-type: none"> ▪ Introduce striking cues ▪ Striking / volleying practiced activities | <ul style="list-style-type: none"> ▪ Review skills ▪ Striking / volleying practice and activities in small groups (ex. keep it up) |
| 6 | <ul style="list-style-type: none"> ▪ Ball control ▪ Self and general space at different distance and levels | <ul style="list-style-type: none"> ▪ Review skills ▪ Striking and volleying games (ex. clean your back yard) |

SKILLS & ACTIVITIES RECREATIONAL GAMES

I. Course Description

Grade 1: Students will utilize skills to play various games learned throughout the year.

Grade 2: Students will utilize skills to learn how to play various recreational games.

II. Purpose

Grade 1: The purpose of the recreational games unit is to be introduced to games that can be played outside of school.

Grade 2: The purpose of the recreational games unit is to encourage students to be more physically active.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|------------------------------|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2 | 1.1, 2.1 | I, II |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.1, 2.2, 3.2, 3.3 | I, II, III |
| c) Explore and adapt fundamental movement skills in a variety of dynamic environments | 1, 2, 3 | 1.3, 2.3, 3.3 | I, II, III |
| d) Acquire beginning skills for a few specialized movement forms | 1, 2 | 1.4, 2.2 | I, II |
| e) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1, 3 | 1.5, 3.3 | I, III |
| f) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3 | 1.5, 2.3, 3.3 | I, II, III |
| g) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| h) Demonstrate an understanding of a variety of movements and how they affect the body | 1, 2, 3 | 1.3, 1.5, 2.3, 3.2, 3.3, | I, II, III |
| i) Use physical activity as a positive opportunity for social and group interaction | 3, 4, 5, 6 | 3.3, 3.4, 4.1, 5.1, 5.2, 6.3 | III, IV, V, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 1st Grade Topics | 2nd Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction ▪ Safety ▪ Individual games (i.e. horseshoes, hopscotch, bowling, etc.) | <ul style="list-style-type: none"> ▪ Introduction / Review ▪ Safety review ▪ Individual games (i.e. horseshoes, hopscotch, bowling, etc.) |
| 2 | <ul style="list-style-type: none"> ▪ Review skills / cues ▪ Continue with individual games | <ul style="list-style-type: none"> ▪ Review skills / cues ▪ Continue with more advanced level of individual games |
| 3 | <ul style="list-style-type: none"> ▪ Review skills / cues ▪ Continue with individual games | <ul style="list-style-type: none"> ▪ Review skills / cues ▪ Continue with more advanced level of individual games |
| 4 | <ul style="list-style-type: none"> ▪ Small group games (i.e. potato sack relay, egg/spoon relay, SPUD, parachute, red light, green light, etc.) | <ul style="list-style-type: none"> ▪ Small group games (i.e. potato sack relay, egg/spoon relay, SPUD, parachute, red light, green light, etc.) |
| 5 | <ul style="list-style-type: none"> ▪ Continue small group games | <ul style="list-style-type: none"> ▪ Continue small group games |
| 6 | <ul style="list-style-type: none"> ▪ Continue small group games | <ul style="list-style-type: none"> ▪ Large group games (i.e. kickball, whiffle ball) |

Content Standards & Indicators

Grades 3 - 4

COMPREHENSIVE PHYSICAL EDUCATION CONTENT STANDARDS and INDICATORS Grades 3 - 4

Content Standard 1: Motor Skill Performance

- 1.1 Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation)
- 1.2 Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities
- 1.3 Explore and adapt fundamental movement skills in a variety of dynamic environments
- 1.4 Acquire beginning skills for a few specialized movement forms
- 1.5 Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play

Content Standard 2: Applying Concepts and Strategies

- 2.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement
- 2.2 Recognize critical performance skill elements in self and others using movement vocabulary
- 2.3 Demonstrate knowledge of rules, safety practices and procedures of specific activities

Content Standard 3: Engaging in Physical Activity

- 3.1 Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
- 3.2 Demonstrate an understanding of a variety of movements and how they affect the body
- 3.3 Apply the understanding of physical activity concepts to developing movement sequences and game strategies
- 3.4 Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level

Content Standard 4: Physical Fitness

- 4.1 Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardio-respiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition)
- 4.2 Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity
- 4.3 Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status
- 4.4 Maintain a wellness log including exercise and food intake for a set period of time

*Content Standards & Indicators continued***Content Standard 5: Responsible Behavior**

- 5.1 Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings
- 5.2 Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks
- 5.3 Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities
- 5.4 Develop skills needed for resolving conflicts peacefully

Content Standard 6: Benefits of Physical Activity

- 6.1 Express and identify feelings about participating in physical activity and begin to make choices based on those feelings
- 6.2 Use physical activity as a means of self-expression
- 6.3 Use physical activity as a positive opportunity for social and group interaction
- 6.4 Experience personal challenges through physical activity
- 6.5 Understand that practicing activities increases specific skill competence
- 6.6 Experiment with new physical activities

DEFINING RESULTS

Motor Skill Performance

- I. *Enduring Understanding:* Repetition of proper technique leads to improvement.
- I. *Essential Question:* What different ways can the body move given a specific purpose?

Applying Concepts and Strategies

- II. *Enduring Understanding:* You must know what your body is doing.
- II. *Essential Question:* How can I move effectively and efficiently?

Engaging in Physical Activity

- III. *Enduring Understanding:* Fit people engage in physical activity on a regular basis.
- III. *Essential Question:* What can I do to be physically active, and why is this important?

Physical Fitness

- IV. *Enduring Understanding:* Fitness is a process, not a product.
- IV. *Essential Question:* Why is it important to be physically fit and how can I stay fit?

Responsible Behavior

- V. *Enduring Understanding:* Behaving well is as important as playing well.
- V. *Essential Question:* How do I interact with others during physical activity?

Benefits of Physical Activity

- VI. *Enduring Understanding:* The best choices for you fit who you are and what you need.
- VI. *Essential Question:* How will physical activity help me now and in the future?

Elementary School - Grades 3 – 4

Physical Education Individual Skill Test Rubric

| | | |
|---|--|--|
| Modified Team Games <ul style="list-style-type: none"> ▪ Basketball ▪ Flag Football ▪ Lacrosse ▪ Pillo Polo ▪ Softball/Baseball ▪ Soccer ▪ Volleyball | Individual / Group Activities <ul style="list-style-type: none"> ▪ Striking with Implements (Paddleball) ▪ Recreational Games ▪ Frisbee ▪ Track and Field ▪ Rhythm and Dance ▪ Connecticut Physical Fitness Assessment ▪ Cooperative Games ▪ Gymnastics / Rope Activities / Climbing ▪ Jump Rope | Overall Scoring 12 – 15 points = M 8 – 11 points = P 7 points = T or below |
|---|--|--|

| Objectives | Developing Expectations with Time T = 1 Point | Progressing Towards Expectations P = 2 Points | Meeting Expectations M = 3 Points | Totals |
|---|--|--|--|--------|
| Baseball / Softball (Throwing, Catching, Striking, Strategies) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria. | |
| Basketball (Dribbling, Passing, Shooting, Strategies) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria. | |
| Connecticut Physical Fitness Assessment (Muscular Strength, Muscular Endurance, Flexibility, Aerobic Endurance) | <i>Students will strive to achieve Health / Related Fitness Zones</i> | | | |
| | Meets 1 of 4 fitness standard. | Meets 2 of 4 fitness standards. | Meets 3 or 4 fitness standards. | |
| Cooperative Games (Cooperation, Team Building, Safety) | Student is not fully engaged in the activity and rarely contributes to the team. | Student is able to cooperate and work as a team member some of the time. | Student is able to cooperate and work as a team member most of the time. | |
| Field Day Same as Cooperative games (Cooperation, Team Building, Individual Initiatives, Group Initiatives, Safety) | Student is not fully engaged in the activity and rarely contributes to the team. | Student is able to cooperate and work as team member some of the time. | Student is able to cooperate and work as a team member most of the time. | |
| Flag Football (Throwing, Catching, Kicking, Strategies) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria. | |
| Frisbee (Catching, Passing, Accuracy) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria. | |
| Gymnastics /Rope Activities (Balance, Agility, Tumbling, Vaulting, Climbing, Swinging) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria. | |
| Jump Rope (Rhythm, Timing, Speed, Coordination, Cardio Endurance) | Student is able to jump continuously for 45 seconds. | Student is able to jump continuously for one minute. | Student is able to jump continuously for one minute and 15 seconds. | |
| SCORE: | | | | |

Physical Education Individual Skill Test Rubric Grades 3 – 4 continued

| Objectives | Developing Expectations with Time T = 1 Point | Progressing Towards Expectations P = 2 Points | Meeting Expectations M = 3 Points | Totals |
|---|---|---|--|---------------|
| Lacrosse (Cradling, Scooping, Catching, Passing, Strategies) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria. | |
| Paddleball (Eye-hand coordination, forehand and backhand stroke) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria. | |
| Pillo Polo (Passing, Dribbling, Shooting) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria. | |
| Recreational Games Bocci Horseshoes Kick Ball Four Square (Throwing, eye-hand, eye-foot coordination, use of equipment) | Student is able to successfully hit a target 1 time Student does not understand or follow the rules of the game. | Student is able to successfully hit a target at least 2 times Student knows and follows some of the rules of the game. | Student is able to successfully hit a target at least 3 times Student knows and follows all of the rules of the game. | |
| Rhythm & Dance (Makes connection between dance and healthy living. Works cooperatively within group, identifies and demonstrates locomotor and non-locomotor movements) | Student is able to successfully demonstrate, and perform a few dance movements. | Student is able to successfully demonstrate, and perform some of the dance movements. | Student is able to successfully demonstrate, and perform most of the dance movements. | |
| Soccer (Dribbling, Passing, kicking, Trapping, Strategies) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria. | |
| Track & Field (Running, Long Jumping, Landing, Sprinting, Throwing and Relays) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria. | |
| Volleyball (Understand Serving, Bumping, Setting, Volleying, Strategies) | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria. | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria. | |
| SCORE: | | | | |

Elementary School – Grades 3 – 4 Physical Education Assessment Rubric

| Objective Components | Developing Expectations with Time T = 1 Point | Progressing Towards Expectations P = 2 Points | Meeting Expectations M = 3 Points | Totals |
|---|---|--|---|---------------|
| Warm up (Cardio, strength/endurance, stretching/flexibility) | Does not participate in the warm up activity. Rarely attempts to learn new skills. | Usually participates in the warm up activity. Tries to learn some new skills. | Always participates in the warm up activity. Applies the necessary skills. | |
| Modified Team Games Baseball / Softball/Basketball Cooperative Games/Field Day Flag Football Lacrosse Pillo Polo Recreational Games Soccer Frisbee Volleyball | Skills are weak and need improvement. Is unsure of proper techniques but is sometimes successful in executing them. Knows and tries to follow some rules of the game. | Skills are adequate. Tries to use proper techniques and is often successful in executing them. Knows and tries to follow most rules of the game. | Skills are generally first-class. Mostly uses proper techniques and is usually successful in executing them. Knows and tries to follow the rules of the game. | |
| Individual/Group Activities Cooperative Games Connecticut Physical Fitness Assessment Rhythm and Dance Paddleball Gymnastics / Rope Activities Jump Rope Track and Field | Skills are weak and need improvement. Is unsure of proper techniques but is sometimes successful in executing them. Knows and tries to follow some rules of the game. | Skills are adequate. Tries to use proper techniques and is often successful in executing them. Knows and tries to follow most rules of the game. | Skills are generally first-rate. Mostly uses proper techniques and is usually successful in executing them. Knows and tries to follow the rules of the game. | |
| Cooperation Teamwork Sportsmanship | Not fully involved. Does not fully cooperate. Demonstrates poor sportsmanship. | Demonstrates a positive attitude. Sometimes demonstrates good sportsmanship. Sometimes encourages and is kind to classmates. | Demonstrates a positive attitude. Almost always demonstrates good sportsmanship. Often encourages and is kind to classmates. | |
| Follows Directions Safety Behavior | Inattentive, not fully involved. Often needs to be redirected to complete task at hand. | Sometimes involved. Occasionally needs redirection to complete task at hand. | Always on task. Always follows directions. Fully focused on completing task at hand. | |
| Class Participation / Effort Ready for class Engages in activities | Rarely participates or attempts to learn new skills. Does not engage in activities. | Sometimes participates or attempts to learn new skills. Sometimes engages in activities. | Consistently attempts to learn new skills and engages in activities. | |

Score:

| |
|--|
| |
|--|

MODIFIED TEAM GAMES BASKETBALL

I. Course Description

Grade 3: Third grade students will learn the skills of dribbling, passing, and shooting in the basketball unit. Students will participate in modified passing and dribbling game.

Grade 4: Fourth grade students will review the skills learned in grade 3. Students will focus on applying these skills in modified lead up games.

II. Purpose

Grade 3: Students will gain knowledge in the fundamental skills of basketball.

Grade 4: Students will demonstrate progress in developing skills in basketball.

III. Course Objectives

| <i>The students will be able to:</i> | | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--------------------------------------|---|--------------------------|--|---|
| a) | Explore and adapt fundamental movement skills in a variety of dynamic environments | 1, 2, 3 | 1.1, 1.2, 1.3 1.4, 1.5, 2.1, 3.2 | I, II, III |
| b) | Demonstrate simple applications combining locomotor, nonlocomotor, and manipulative skills in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.1, 1.2, 1.3 1.4, 1.5, 2.1, 2.2, 3.1, 3.3, 3.4 | I, II, III |
| c) | Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| d) | Demonstrate on understanding of a variety of movements and how they affect the body | 1, 2, 3, 4 | 1.1, 1.2, 2.1, 2.2, 3.2, 4.1, 4.2 | I, II, III, IV |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|----------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Safety ▪ Introduction ▪ Dribbling – control (Modified Games) | <ul style="list-style-type: none"> ▪ Safety ▪ Review skills/cues ▪ Dribbling – control with left and right hands ▪ Dribble games / relay |
| 2 | <ul style="list-style-type: none"> ▪ Review / demo ball control ▪ Passing (bounce/chest) ▪ Passing games / relays | <ul style="list-style-type: none"> ▪ Review (ball control) ▪ Passing (bounce/chest/overhead) ▪ More advanced level passing games / relays |
| 3 | <ul style="list-style-type: none"> ▪ Review passing (bounce) ▪ Passing (chest) ▪ Passing games / relays | <ul style="list-style-type: none"> ▪ Review passes ▪ Shooting cues ▪ Shooting games ▪ Knockout, 21 |
| 4 | <ul style="list-style-type: none"> ▪ Shooting ▪ Cues, recreational games, Around the world, PIG | <ul style="list-style-type: none"> ▪ Review shooting ▪ Lay-ups ▪ Shooting practice / drills |
| 5 | <ul style="list-style-type: none"> ▪ Review shooting skills ▪ Positioning / creating space | <ul style="list-style-type: none"> ▪ Review positioning ▪ Creating and moving to open space |
| 6 | <ul style="list-style-type: none"> ▪ Review ▪ Lead up games ▪ 3 v 3 ▪ Space Invaders | <ul style="list-style-type: none"> ▪ Review skills/positioning ▪ Apply to lead-up games, bb golf ▪ 3 v 3 / 4 v 4 mini games |

MODIFIED TEAM GAMES FLAG FOOTBALL

I. Course Description

Grade 3: Students will learn the fundamental skills of Flag Football. Students will utilize those skills to play leadup games.

Grade 4: Students will review and practice Flag Football skills learned in grade 3. Students will apply those skills in a modified game.

II. Purpose

Grade 3: Students will learn the skills of passing, catching, and kicking. Students will learn the elementary principles of offensive and defensive concepts.

Grade 4: Students will develop and demonstrate the skills of Flag Football. Students will receive instruction in throwing to a moving target and moving to open space.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 3 | 1.1, 1.2, 3.3 | I, III |
| b) Participate in a variety of modified games, developmentally appropriate tasks, activities, and play | 1, 3 | 1.5, 3.1, 3.4 | I, III |
| c) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3 | 1.2, 2.1, 3.2, 3.3 | I, II, III |
| d) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| e) Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level | 1, 3, 4, 6 | 1.5, 3.1, 3.4, 4.1, 6.5 | I, III, IV, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Grip, throwing to a stationary target | <ul style="list-style-type: none"> ▪ Review safety ▪ Grip, throwing to a stationary target ▪ Throwing to a moving target with accuracy ▪ Throwing games |
| 2 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Throwing accuracy ▪ Catching ▪ Throwing/catching games | <ul style="list-style-type: none"> ▪ Review ▪ Continue throwing for accuracy and distance ▪ Throwing games |
| 3 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Kicking off a tee ▪ Kicking for distance ▪ Kicking games | <ul style="list-style-type: none"> ▪ Review ▪ Kicking / Punting ▪ Returning a kicked ball / kicking/ punting games |
| 4 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Throwing, catching ▪ Kicking stations | <ul style="list-style-type: none"> ▪ Review ▪ Throwing and catching using more advanced level of accuracy ▪ Kicking stations |
| 5 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Small group games ▪ Introduce basic offensive and defensive concepts, i.e. Ball snap, position purpose, flag pulling | <ul style="list-style-type: none"> ▪ Review ▪ Rules ▪ Small group games i.e. Ball snap, position purpose, flag pulling |
| 6 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Lead-up mini games | <ul style="list-style-type: none"> ▪ Review ▪ Lead-up and modified field games |

MODIFIED TEAM GAMES LACROSSE

I. Course Description

Grade 3: Students will be introduced to the fundamental skills of lacrosse.

Grade 4: Students will review and practice the fundamental skills of lacrosse. Students will participate in modified catch and passing games.

II. Purpose

Grade 3: Students will learn the basic skills of catching, passing, cradling, and scooping.

Grade 4: Students will demonstrate and perform the skills of lacrosse. Students will learn to shoot at a goal.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|-------------------|----------------------|--|
| a) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 3 | 1.1, 1.2, 3.3 | I, III |
| b) Acquire beginning skills for a few specialized movement forms | 1, 3 | 1.4, 3.3 | I, III |
| c) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3 | 1.2, 2.1, 3.2, 3.3 | I, II, III |
| d) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|-----------------------|--|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Hand position – grip ▪ Cradling (L, R) | <ul style="list-style-type: none"> ▪ Review safety ▪ Hand position grip (L/R) ▪ Cradling (L/R) |
| 2 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Scooping (right) ▪ Scooping games | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Scooping (L/R) ▪ Scooping games / drills |
| 3 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Catching (right) ▪ Partner tasks / activities | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Catching (L/R) ▪ Partner tasks/activities/modified games |
| 4 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Passing / Catching (right) with partner | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Passing (L/R) with partners |
| 5 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Skill based games | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Station work – skill review |
| 6 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Lacrosse skill stations | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Lead-up mini games |

MODIFIED TEAM GAMES PILLO POLO

I. Course Description

Grade 3: Students will be introduced to fundamental skills of Pillo Polo.

Grade 4: Student will review and demonstrate the fundamental skills learned in grade 3.

II. Purpose

Grade 3: Students will identify and demonstrate the fundamental skills of passing, dribbling, and shooting to partners in a variety of lead up games.

Grade 4: Students will apply and practice the fundamental skills of passing, clubbing, shooting, and moving to open space. Student will play in modified games.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.2, 3.3 | I, II, III |
| b) Explore and adapt fundamental movement skills in a variety of dynamic environments | 1, 2, 3 | 1.3, 2.1, 3.2, 3.3 | I, II, III |
| c) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1, 2, 3 | 1.3, 1.5, 2.1, 2.2, 3.3 | I, II, III |
| d) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|----------------|---|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Hand position, grip ▪ Dribbling in control ▪ Changing directions i.e. Bandits | <ul style="list-style-type: none"> ▪ Review safety ▪ Hand position, grip ▪ Dribbling in control ▪ Changing directions ▪ Partner Keep Away |
| 2 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Passing to a stationary target ▪ Passing with a partner | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Passing to a moving target ▪ Partner tasks |
| 3 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Passing in small groups i.e. Circle Pass | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Shooting ▪ Dribbling to open space to take a shot |
| 4 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Shooting – mechanics i.e. Lots of Goalies | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Station skill work |
| 5 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Station skill work | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Lead up games |
| 6 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Lead up activities | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Lead up games |

MODIFIED TEAM GAMES SOFTBALL / BASEBALL

I. Course Description

Grade 3: The softball and baseball unit will continue to improve the skills of throwing, catching, and striking a tossed ball. Students will practice these skills and use them in a lead up game situation.

Grade 4: The softball and baseball unit will include reviewing and practicing skills of throwing, catching, and tracking / striking a moving ball. Students will participate in a modified game.

II. Purpose

Grade 3: Third grade students will learn to throw and catch focusing on distance and accuracy. Students will throw and catch with one another.

Grade 4: Fourth grade students will learn the positions, apply the basic rules of baseball and softball, and utilize their skills to play a modified game.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2 | 1.1, 2.1, 2.2 | I, II |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.2, 3.3 | I, II, III |
| c) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 2, 3 | 2.1, 3.2 | II, III |
| d) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| e) Demonstrate an understanding of a variety of movements and how they affect the body | 2, 3, 4 | 2.1, 3.2, 3.4 | II, III |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|----------------|---|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduce safety ▪ Use of specific cues ▪ Throwing to targets | <ul style="list-style-type: none"> ▪ Review safety ▪ Throwing and catching |
| 2 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Throwing for accuracy and distance with partners | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Striking a tossed ball |
| 3 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Catching | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Rules ▪ Lead up games |
| 4 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Striking | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Positions ▪ Lead up games |
| 5 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Lead up games | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Modified games |
| 6 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Lead up games | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Modified games |

MODIFIED TEAM GAMES SOCCER

I. Course Description

Grade 3: Students will learn the fundamental skills of soccer. Students will learn various skills to play in lead up games.

Grade 4: Students will review and practice the fundamental skills of soccer learned in grade 3. Students will learn rules of the game as well as offensive and defensive concepts.

II. Purpose

Grade 3: Students will learn dribbling, passing, trapping, and kicking a soccer ball.

Grade 4: Students will continue to develop soccer skills. Students will play in mini game situations.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|------------------------------------|---|
| a) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.1, 2.3 | I, II, III |
| b) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1, 2, 3 | 1.3, 1.5, 2.1, 2.2, 3.3 | I, II, III |
| c) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| d) Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level | 3, 4, 5, 6 | 3.4, 4.1, 5.1, 6.3, 6.4, 6.5 | II, IV, V, VI |
| e) Use physical activity as a positive opportunity for social and group interaction | 5, 6 | 5.1, 5.2, 5.3, 5.4, 6.1, 6.3 | V, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|-----------------------|---|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Dribbling ▪ Dribbling games (shark, knock-out...) | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Dribbling ▪ More advanced level of dribbling games |
| 2 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Passing / Trapping a rolling ball ▪ Passing games / activities | <ul style="list-style-type: none"> ▪ Review ▪ Passing / Trapping a rolling or in flight ball ▪ Trapping and preparing a pass ▪ Partner / small group tasks |
| 3 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Kicking for distance and accuracy (goal scoring) | <ul style="list-style-type: none"> ▪ Review ▪ Kicking to a moving target ▪ Kicking for distance and accuracy (goal scoring) |
| 4 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Station skill work | <ul style="list-style-type: none"> ▪ Review skills ▪ Goal keeping skills ▪ Station skill work |
| 5 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Small group games/rules/positioning | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Small group games/rules/positioning |
| 6 | <ul style="list-style-type: none"> ▪ Review ▪ Lead up games | <ul style="list-style-type: none"> ▪ Review ▪ More advanced level of lead up games |

MODIFIED TEAM GAMES VOLLEYBALL

I. Course Description

Grade 3: Students will learn the fundamental skills of volleyball. Students will participate in skill based games.

Grade 4: Students will review and practice the various skills of volleyball. Students will engage in modified volleying games.

II. Purpose

Grade 3: Students will develop their skill level in bumping and setting with emphasis on body alignment.

Grade 4: Student will continue to learn the skills of bumping, setting, and underhand serve and applying these skills in modified games.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2 | 1.1, 1.2, 2.1, 2.3 | I, II |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 1.3, 3.3 | I, II, III |
| c) Acquire beginning skills for a few specialized movement forms | 1, 2 | 1.1, 1.4, 2.1, 2.2 | I, II |
| d) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1, 2, 3 | 1.3, 1.5, 2.1, 2.2, 3.3 | I, II, III |
| e) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3 | 1.3, 1.4, 2.1, 2.2, 3.2 | I, II, III |
| f) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| g) Experiment with new physical activities | 1, 3 | 1.5, 3.4 | I, III |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|----------------|--|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Ready position ▪ Bumping to self ▪ Bumping to a target | <ul style="list-style-type: none"> ▪ Review safety ▪ Ready position ▪ Bumping to self, partner, targets |
| 2 | <ul style="list-style-type: none"> ▪ Review ▪ Toss and bump to partner ▪ Volleying utilizing the bump ▪ Bumping activities/games | <ul style="list-style-type: none"> ▪ Review ▪ Setting to self ▪ Setting to targets ▪ Setting with partners ▪ Modified setting games for accuracy |
| 3 | <ul style="list-style-type: none"> ▪ Review ▪ Setting to self ▪ Setting to targets ▪ Toss and set with partner ▪ Volley utilizing the set | <ul style="list-style-type: none"> ▪ Review skill levels ▪ Serving ▪ Modified serving activities ▪ Serving for accuracy |
| 4 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Station work | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Stations |
| 5 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Small group volleying activities | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Small group activities/Positioning/Rules |
| 6 | <ul style="list-style-type: none"> ▪ Review/skills/cues ▪ Modified volleying games | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Modified games/activities |

INDIVIDUAL / GROUP ACTIVITIES STRIKING WITH IMPLEMENTS - PADDLE BALL

I. Course Description

Grade 3: Students will learn the fundamental skills of paddleball. Classes will focus on developing the skills of tracking a ball and hitting the ball to various targets.

Grade 4: Students will review and practice the fundamental skills of paddleball. Students will play in mini games.

II. Purpose

Grade 3: Student will exhibit skills of eye-hand coordination as they learn the forehand and backhand stroke.

Grade 4: Students will demonstrate the skills of serving, forehand and backhand in small game situations.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2 | 1.1, 2.1, 2.2 | I, II |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.2, 3.3 | I, II, III |
| c) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1, 2, 3 | 1.3, 1.5, 2.1, 2.2, 3.3 | I, III |
| d) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 2, 3 | 2.1, 3.2 | II, III |
| e) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies – Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction/safety ▪ Volleying to self, w/partners | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Volleying to self, to partner, in game situations |
| 2 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Ready position ▪ Ball control (keep it up) ▪ 4 square | <ul style="list-style-type: none"> ▪ Review safety ▪ Striking to wall using forehand / backhand strike ▪ Striking to a partner |
| 3 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Striking to a wall using forehand strike ▪ Striking to a partner | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Serving ▪ Serving games for accuracy |
| 4 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Station skill work | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Station skill work |
| 5 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Striking using forehand / backhand ▪ Striking games / activities | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Moving to get in position to return a ball ▪ Striking activities |
| 6 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Modified mini games | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Mini games |

INDIVIDUAL / GROUP ACTIVITIES RECREATIONAL GAMES

I. Course Description

Grade 3: Students will utilize skills to play various games learned in previous classes.

Grade 4: Students will learn rules and utilize skills previously learned to play recreational games.

II. Purpose

Grade 3: The purpose of the recreational games unit is to learn different activities that can be played in class and outside of school.

Grade 4: The purpose of the recreational games is to encourage students to be more physically active.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|--|---|
| a) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.2, 3.3 | I, II, III |
| b) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1, 2, 3, 4, 5, 6 | 1.3, 1.5, 2.1, 2.2, 3.1, 3.3, 3.4, 4.1, 5.1, 6.1, 6.3 | I, III, IV, V, VI |
| c) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1, 5.2 | II, V |
| d) Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level | 3, 4, 5, 6 | 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 6.1, 6.3 | III, IV, V, VI |
| e) Use physical activity as a positive opportunity for social and group interaction | 3, 6 | 3.3, 3.4, 6.3 | III, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Individual games i.e. 4-Square, Wall ball | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Individual games / rules i.e. 4-Square, Ladder Golf |
| 2 | <ul style="list-style-type: none"> ▪ Review ▪ Continue with individual games | <ul style="list-style-type: none"> ▪ Review ▪ Continue individual games |
| 3 | <ul style="list-style-type: none"> ▪ Introduction to partner, small group games i.e. Foxtail, Beam-O's | <ul style="list-style-type: none"> ▪ Introduction to Group / small group games / rules i.e. Bocci, horseshoes |
| 4 | <ul style="list-style-type: none"> ▪ Review ▪ Continue with small group games | <ul style="list-style-type: none"> ▪ Review ▪ Continue with small group partner games |
| 5 | <ul style="list-style-type: none"> ▪ Introduction to Team Games i.e. Capture the Flag, Kickball | <ul style="list-style-type: none"> ▪ Introduction to Team Games / rules i.e. Kickball / Wiffle ball |
| 6 | <ul style="list-style-type: none"> ▪ Continue with Team Games | <ul style="list-style-type: none"> ▪ Review ▪ Continue with teams |

INDIVIDUAL / GROUP ACTIVITIES FRISBEE

I. Course Description

Grade 3: Students will learn the skill necessary to throw and catch with accuracy.

Grade 4: Students will review and practice the various ways to throw and catch a disc on the move. Students will apply these skills to game-like situations.

II. Purpose

Grade 3: Students will develop the skills of catching, passing, and accuracy. Frisbee is a great recreational activity.

Grade 4: Students will continue to apply the skills of catching, passing, accuracy, and defensive and offensive play. Frisbee can help improve one's level of fitness.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|---------------------------------|---|
| a) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 1.3, 1.5, 2.1, 3.2, 3.3 | I, II, III |
| b) Participate in a variety of modified games, developmentally appropriate tasks, activities, and play | 1, 3, 4 | 1.3, 1.5, 3.1, 3.4 | I, III |
| c) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3 | 1.2, 2.1, 3.2, 3.3 | I, II, III |
| d) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| e) Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level | 1, 3, 4, 6 | 1.5, 3.1, 3.4, 4.1, 6.1 | I, III, IV, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|----------------|---|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Grip, release of Frisbee ▪ Forehand throws ▪ Throwing games | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Grips, release of Frisbee ▪ Forehand / Backhand ▪ Throwing games |
| 2 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Throwing for distance and accuracy ▪ Throwing games | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Catching 1 and 2 handed ▪ Partner activities |
| 3 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Catching 1 and 2 handed ▪ Partner activities | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Positioning, moving to open space to receive the disc ▪ Small group games |
| 4 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Stations | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Stations |
| 5 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Lead-up games | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Lead-up games |
| 6 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Lead-up activities | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Lead-up activities |

INDIVIDUAL / GROUP ACTIVITIES TRACK AND FIELD

I. Course Description

Grade 3: Students will receive instruction in the areas of sprinting, running, jogging, hurdles, and throwing in track and field.

Grade 4: Students will review, practice and improve their skills in track and field. Students will identify and demonstrate proper techniques, concepts, and strategies in track and field.

II. Purpose

Grade 3: Students will increase their track and field skills as well as their agility, muscular strength and endurance, flexibility, and cardio endurance.

Grade 4: Students will learn proper techniques in track and field events to help achieve better performance scores. Students will have the opportunity to achieve their personal best in all activities.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|------------------------------|---|
| a) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.1, 3.3 | I, II, III |
| b) Acquire beginning skills for a few specialized movement forms | 1, 2 | 1.4, 2.1 | I, II |
| c) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1, 3, 4 | 1.5, 3.3, 4.1 | I, III, IV |
| d) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 2 | 2.1 | II |
| e) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1, 5.2 | II, V |
| f) Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level | 3, 4, 5, 6 | 3.4, 4.1, 5.1, 6.3, 6.4, 6.5 | III, IV, V, VI |
| g) Experience personal challenges through physical activity | 6 | 6.4, 6.5 | VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|-----------------------|--|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Running – long distance (pace) | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Running – long distances |
| 2 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Running - relays (handoffs), sprints | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Running – relays (handoff), sprints (strategies) |
| 3 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Jumping – standing long jump, hurdles | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Jumping, hurdles, standing and long jump, running |
| 4 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Throwing – shot put, softball throw | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Throwing – shot put / softball throw |
| 5 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Lead up to discus (hula hoop throw, frisbee throw) | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Throwing – lead up discus, lead up javelin |
| 6 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Stations | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Stations / Event |

INDIVIDUAL / GROUP ACTIVITIES RHYTHM & DANCE

I. Course Description

Grade 3: Students will learn the basic components of rhythmic awareness. Student will develop their sense of time in a rhythmic coordinated manner. Students will learn the elements of rhythm moves from individual to partner.

Grade 4: Students will review and practice the components of rhythmic awareness, timing, and coordinated movements. Students will combine the skills of rhythmic patterns to create a dance routine.

II. Purpose

Grade 3: Students will demonstrate the locomotion and nonlocomotion movements in a rhythmic pattern.

Grade 4: Students will identify and demonstrate the locomotion and nonlocomotion skills to create a dance routine.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2 | 1.1, 2.1, 2.2 | I, II |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2, 2.3, 3.3 | I, II, III |
| c) Explore and adapt fundamental movement skills in a variety of dynamic environments | 1, 2 | 1.3, 2.1 | I, II |
| d) Acquire beginning skills for a few specialized movement forms | 1, 2 | 1.4, 2.1 | I, II |
| e) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 2 | 2.1 | II |
| f) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1, 5.2 | II, V |
| g) Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks | 5 | 5.2 | V |
| h) Use physical activity as a means of self-expression | 6 | 6.2 | VI |
| i) Use physical activity as a positive opportunity for social and group interaction | 5, 6 | 5.1, 5.2, 5.3, 6.3 | V, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|-----------------------|--|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction / Review ▪ Safety concerns | <ul style="list-style-type: none"> ▪ Introduction / Review ▪ Safety concerns |
| 2 | <ul style="list-style-type: none"> ▪ Rhythmic Activities to music i.e. ribbons, hoops, stretch bands | <ul style="list-style-type: none"> ▪ Rhythmic activities with equipment (ribbons, lummi sticks, scarves) |
| 3 | <ul style="list-style-type: none"> ▪ Present / teach self created routines | <ul style="list-style-type: none"> ▪ Line dances Cha cha Slide, Cotton Eyed Joe, Electric Slide |
| 4 | <ul style="list-style-type: none"> ▪ International Dances Selection varies by school Fur Elise – Germany, Sasha - Russian | <ul style="list-style-type: none"> ▪ Create dance routines (All Children Exercising Simultaneously – ACES) |
| 5 | <ul style="list-style-type: none"> ▪ International Dances Selection varies by school Ex: Les Saluts – French/Canadian, Sweets of May – England Chinese Ribbon | <ul style="list-style-type: none"> ▪ Colonial Dances |

INDIVIDUAL / GROUP ACTIVITIES CONNECTICUT PHYSICAL FITNESS ASSESSMENT

Physical fitness is an important lifetime objective of Connecticut’s and Madison’s overall educational program goal. Third and fourth grade students will be given a practice fitness test. This test will allow the students to measure their fitness level compared to the standards of the Connecticut Physical Fitness Assessment.

I. Course Description

Grade 3: Students will be introduced and participate in the Connecticut Physical Fitness Assessment test.

Grade 4: Students will review and participate in the Connecticut Physical Fitness Assessment test. Students will practice cardio respiratory endurance, muscular strength and endurance, flexibility, and abdominal strength and endurance in preparation of the test.

II. Purpose

Grade 3: Students will learn fitness concepts and become aware of health-related fitness zones as they relate to the Connecticut Physical Fitness Assessment test.

Grade 4: Students will gain knowledge in evaluating their scores against the Health / Related Fitness Zones of the Connecticut Physical Fitness Assessment test. Fitness is an ongoing process to improve their physical health and well being.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|--|---|
| a) Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardio-respiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition) | 1, 2, 3, 4, 6 | 1.2, 2.2, 3.2, 3.4, 4.1, 4.3, 6.1, 6.5 | I, II, III, IV, VI |
| b) Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity | 2, 4, 6 | 2.1, 4.2, 6.5 | II, IV, VI |
| c) Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level | 1, 3, 6 | 1.5, 3.1, 3.4, 6.5, 6.6 | I, III, VI |
| d) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 5, 6 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction unit ▪ Explain CT Fitness Assessment chart ▪ Create fitness logs ▪ Cardio activities – Tag games, relays ▪ Safety | <ul style="list-style-type: none"> ▪ Introduction unit ▪ Explain CT Fitness Assessment chart ▪ Create fitness logs ▪ Cardio activities – Tag games, relays ▪ Safety |
| 2 | <ul style="list-style-type: none"> ▪ Review ▪ Back saver sit and reach ▪ Cardio activities, track in log ▪ Push-up form / cadence ▪ Upper body games (beam bag hockey, wheel barrow relays) | <ul style="list-style-type: none"> ▪ Review ▪ Back saver sit and reach ▪ Cardio activities, track in log ▪ Push-up form / cadence ▪ Upper body games (beam bag hockey, wheel barrow relays) |
| 3 | <ul style="list-style-type: none"> ▪ Review push-up ▪ Curl-ups / cadence ▪ Cardio act log / Perform P.A.C.E.R. ▪ Fitness gram cards | <ul style="list-style-type: none"> ▪ Review push-up ▪ Curl-ups / cadence ▪ Cardio act log / Perform P.A.C.E.R. ▪ Fitness gram cards |
| 4 | <ul style="list-style-type: none"> ▪ Review curl-ups ▪ Cardio act / Perform P.A.C.E.R. ▪ Log cardio, push-up, curl-up, sit-reach ▪ Uno fitness game | <ul style="list-style-type: none"> ▪ Review curl-ups ▪ Cardio act / Perform P.A.C.E.R. ▪ Log cardio, push-up, curl-up, sit-reach ▪ Uno fitness game |
| 5 | <ul style="list-style-type: none"> ▪ Review all comp. ▪ Test prep ▪ Fitness games ▪ P.A.C.E.R. Test | <ul style="list-style-type: none"> ▪ Review all comp. ▪ Test prep ▪ Fitness games ▪ P.A.C.E.R. Test |
| 6 | <ul style="list-style-type: none"> ▪ Test push-ups / curl-ups | <ul style="list-style-type: none"> ▪ Test push-ups / curl-ups |
| 7 | <ul style="list-style-type: none"> ▪ Test Sit and Reach and makeups | <ul style="list-style-type: none"> ▪ Test Sit and Reach and makeups |

Standards for Health-Related Fitness Zones

I = Needs Improvement Zone (*does not meet health-related standard*)
 F = Health Fitness Zone (*meets health-related standard*)
 H = High Fitness Performance Zone (*exceeds health-related standard*)

Boys

| Zone | 20-meter P.A.C.E.R. | | | 15-Meter P.A.C.E.R. | | | One-Mile Run/Walk | | | Sit-and-Reach | | 90° Push-Ups | | | Curl-Ups | | |
|------|---------------------|--------|------|---------------------|--------|------|-------------------|--------------|---------|---------------|---|--------------|-------|-----|----------|-------|-----|
| | I | F | H | I | F | H | I | F | H | I | F | I | F | H | I | F | H |
| 8 | 0-22* | 23-61* | >61* | 0-29* | 30-80* | >80* | >12:30* | 12:30-10:00* | <10:00* | 0-7 | 8 | 0-4 | 5-13 | >13 | 0-5 | 6-20 | >20 |
| 9 | 0-22* | 23-61* | >61* | 0-29* | 30-80* | >80* | >12:00* | 12:00-9:30* | <9:30* | 0-7 | 8 | 0-5 | 6-15 | >15 | 0-8 | 9-24 | >24 |
| 10 | 0-22 | 23-61 | >61 | 0-29 | 30-80 | >80 | >11:30 | 11:30-9:00 | <9:00 | 0-7 | 8 | 0-6 | 7-20 | >20 | 0-11 | 12-24 | >24 |
| 11 | 0-22 | 23-72 | >72 | 0-29 | 30-94 | >94 | >11:00 | 11:00-8:30 | <8:30 | 0-7 | 8 | 0-7 | 8-20 | >20 | 0-14 | 15-28 | >28 |
| 12 | 0-31 | 32-72 | >72 | 0-41 | 42-94 | >94 | >10:30 | 10:30-8:00 | <8:00 | 0-7 | 8 | 0-9 | 10-20 | >20 | 0-17 | 18-36 | >36 |
| 13 | 0-40 | 41-83 | >83 | 0-53 | 54-108 | >108 | >10:00 | 10:00-7:30 | <7:30 | 0-7 | 8 | 0-11 | 12-25 | >25 | 0-20 | 21-40 | >40 |
| 14 | 0-40 | 41-83 | >83 | 0-53 | 54-108 | >108 | >9:30 | 9:30-7:00 | <7:00 | 0-7 | 8 | 0-13 | 14-30 | >30 | 0-23 | 24-45 | >45 |
| 15 | 0-50 | 51-94 | >94 | 0-66 | 67-123 | >123 | >9:00 | 9:00-7:00 | <7:00 | 0-7 | 8 | 0-15 | 16-35 | >35 | 0-23 | 24-47 | >47 |
| 16 | 0-60 | 61-94 | >94 | 0-79 | 80-123 | >123 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |
| 17 | 0-60 | 61-106 | >106 | 0-79 | 80-138 | >138 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |
| 17+ | 0-71 | 72-106 | >106 | 0-93 | 94-138 | >138 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |

Girls

| Zone | 20-meter P.A.C.E.R. | | | 15-Meter P.A.C.E.R. | | | One-Mile Run/Walk | | | Sit-and-Reach | | 90° Push-Ups | | | Curl-Ups | | |
|------|---------------------|-------|------|---------------------|-------|------|-------------------|--------------|---------|---------------|----|--------------|------|-----|----------|-------|-----|
| | I | F | H | I | F | H | I | F | H | I | F | I | F | H | I | F | H |
| 8 | 0-6* | 7-41* | >41* | 0-8 | 9-54* | >54* | >12:30* | 12:30-10:00* | <10:00* | 0-8 | 9 | 0-4 | 5-13 | >13 | 0-5 | 6-20 | >20 |
| 9 | 0-6* | 7-41* | >41* | 0-8 | 9-54* | >54* | >12:30* | 12:30-9:30* | <9:30* | 0-8 | 9 | 0-5 | 6-15 | >15 | 0-8 | 9-22 | >22 |
| 10 | 0-6 | 7-41 | >41 | 0-8 | 9-54 | >54 | >12:30 | 12:30-9:30 | <9:30 | 0-8 | 9 | 0-6 | 7-15 | >15 | 0-11 | 12-26 | >26 |
| 11 | 0-14 | 15-41 | >41 | 0-18 | 19-54 | >54 | >12:00 | 12:00-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-14 | 15-29 | >29 |
| 12 | 0-14 | 15-41 | >41 | 0-18 | 19-54 | >54 | >12:00 | 12:00-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 13 | 0-22 | 23-51 | >51 | 0-29 | 30-67 | >67 | >11:30 | 11:30-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 14 | 0-22 | 23-51 | >51 | 0-29 | 30-67 | >67 | >11:00 | 11:00-8:30 | <8:30 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 15 | 0-31 | 32-51 | >51 | 0-41 | 42-67 | >67 | >10:30 | 10:30-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 16 | 0-31 | 32-61 | >61 | 0-41 | 42-80 | >80 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 17 | 0-40 | 41-61 | >61 | 0-53 | 54-80 | >80 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 17+ | 0-40 | 41-72 | >72 | 0-53 | 54-94 | >94 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |

*Indicates experimental performance standard, based on expert opinion

INDIVIDUAL / GROUP ACTIVITIES COOPERATIVE GAMES

I. Course Description

Grade 3 and 4: Students can develop social and collaborative skills. Cooperative learning will involve students working together toward a common goal with students feeling responsible for their own effort and efforts of the group.

II. Purpose

Grade 3 and 4: Students will learn the core values of cooperation, respect, communication, trust, teamwork, and responsibility while participating in partner, small group activities, and large group activities.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|------------------------------|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2, 3 | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3 | I, II, III |
| b) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 1.4 | 1.5 | I |
| c) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1, 5.3 | II, V |
| d) Apply the understanding of physical activity concepts to developing movement sequences and game strategies | 1, 2, 3 | 1.5, 2.1, 3.3 | I, II, III |
| e) Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings | 2, 5 | 2.3, 5.1, 5.3, 5.4, 6.3, 6.4 | II, V, VI |
| f) Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks | 5, 6 | 5.2, 5.3, 6.3 | V, VI |
| g) Use physical activity as a positive opportunity for social and group interaction | 6 | 6.2, 6.3 | VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Icebreaker activities ▪ Communication skills | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Icebreaker activities ▪ Communication skills |
| 2 | <ul style="list-style-type: none"> ▪ Review ▪ Partner tasks | <ul style="list-style-type: none"> ▪ Review ▪ Partner tasks |
| 3 | <ul style="list-style-type: none"> ▪ Partner tasks ▪ Challenges/small group activities | <ul style="list-style-type: none"> ▪ Review ▪ Challenges/Small group activities |
| 4 | <ul style="list-style-type: none"> ▪ Challenges/Small group activities | <ul style="list-style-type: none"> ▪ Review ▪ Challenges/Small group activities |
| 5 | <ul style="list-style-type: none"> ▪ Challenges/Small group activities | <ul style="list-style-type: none"> ▪ Review ▪ Challenges/Large group activities |
| 6 | <ul style="list-style-type: none"> ▪ Challenges/Large group activities | <ul style="list-style-type: none"> ▪ Review ▪ Challenges/Large group activities |

INDIVIDUAL / GROUP ACTIVITIES GYMNASTICS / ROPE ACTIVITIES / CLIMBING

I. Course Description

Grade 3: Students will learn to move their bodies safely and gracefully during the gymnastics unit.

Grade 4: Students will develop movement sequences as individuals, with a partner, and in small groups.

II. Purpose

Grade 3: Students will learn the combination of movement concepts with tumbling, agility, and balancing skills

Grade 4: Students will improve their balance, strength, agility, and other important aspects of physical fitness.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------------|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2, 3 | 1.1, 1.2, 1.3, 2.1, 2.2, 3.3 | I, II, III |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.1, 1.2, 1.4, 2.1, 3.3 | I, II, III |
| c) Explore and adapt fundamental movement skills in a variety of dynamic environments | 1, 2, 3, 6 | 1.3, 1.5, 2.1, 2.2, 3.3, 6.4, 6.6 | I, II, III, VI |
| d) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play | 3, 4, 5 | 1.5 | I |
| e) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3 | 1.2, 2.1, 3.2, 3.3 | I, II, III |
| f) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| g) Demonstrate an understanding of a variety of movements and how they affect the body | 1, 2, 3, 4 | 1.2, 2.1, 2.2, 3.2, 4.1 | I, II, III, IV |
| h) Use physical activity as a means of self-expression | 6 | 1.5, 6.2, 6.3 | I, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introductions, safety ▪ Balancing | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Balancing |
| 2 | <ul style="list-style-type: none"> ▪ Review ▪ Rolls (log, egg, forward) ▪ Cartwheels | <ul style="list-style-type: none"> ▪ Review ▪ Rolls (log, egg, forward, cartwheels backward) |
| 3 | <ul style="list-style-type: none"> ▪ Review ▪ Ropes ▪ Hang, swing, climb | <ul style="list-style-type: none"> ▪ Ropes ▪ Hang, swing, climb ▪ Gymnastics sequence routine |
| 4 | <ul style="list-style-type: none"> ▪ Review ▪ Jumping using spring board ▪ Vaulting (pike, flank, straddle, tuck) | <ul style="list-style-type: none"> ▪ Review ▪ Jumping using spring boards ▪ Vaulting ▪ Vaulting with spring board (pike, flank straddle, tuck) |
| 5 | <ul style="list-style-type: none"> ▪ Review ▪ Cargo nets tasks ▪ Climb, go through, go around | <ul style="list-style-type: none"> ▪ Review ▪ Cargo nets task |
| 6 | <ul style="list-style-type: none"> ▪ Review ▪ Stations | <ul style="list-style-type: none"> ▪ Review ▪ Stations |

INDIVIDUAL / GROUP ACTIVITIES JUMP ROPE

I. Course Description

Grade 3: Students will learn jump rope skills correctly. Students will jump with a self-turned rope, with a turned rope, and jump in a rhythmical sequence.

Grade 4: Students will review and practice the skills of jump rope. Student will learn more advanced skills in jump rope.

II. Purpose

Grade 3: Students will learn the skills of rhythm and timing with speed, coordination, while using a short rope. Students will also learn to exit and enter a moving rope.

Grade 4: Students will improve their fitness level through individual, partner, and small jump rope activities and routines.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation) | 1, 2, 3 | 1.1, 1.2, 2.1, 2.2, 3.3 | I, II, III |
| b) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3, | 1.1, 1.2, 2.1, 2.2, 3.3 | I, II, III |
| c) Acquire beginning skills for a few specialized movement forms | 1, 2 | 1.3, 1.4, 2.1 | I, II |
| d) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement | 1, 2, 3 | 1.2, 2.1, 3.2, 3.3 | I, II, III |
| e) Demonstrate knowledge of rules, safety practices and procedures of specific activities | 2, 5 | 2.3, 5.1 | II, V |
| f) Demonstrate an understanding of a variety of movements and how they affect the body | 1, 2, 3, 4 | 1.2, 2.1, 2.2, 3.2, 4.1 | I, II, III, IV |
| g) Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity | 4 | 4.2, 4.3 | IV |
| h) Use physical activity as a means of self-expression | 1, 6 | 1.5, 6.2, 6.3 | I, VI |
| i) Experience personal challenges through physical activity | 6 | 6.4, 6.5 | VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 3rd Grade Topics | 4th Grade Topics |
|----------------|---|--|
| 1 | <ul style="list-style-type: none"> ▪ Introductions, safety ▪ Individual rope tasks (single, double, bounce) | <ul style="list-style-type: none"> ▪ Introduction, safety ▪ Individual rope tasks (single, double, bounce) |
| 2 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Individual rope tasks (challenging tasks) | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Individual rope tasks (challenging tasks) |
| 3 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Long rope activities | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Individual rope tasks (partner tasks) |
| 4 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Chinese rope | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Long rope / double Dutch |
| 5 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Tinkling / jump bands | <ul style="list-style-type: none"> ▪ Develop / practice ▪ Group routines |
| 6 | <ul style="list-style-type: none"> ▪ Review skills/cues ▪ Stations | <ul style="list-style-type: none"> ▪ Present routines |

Content Standards & Indicators

Grades 5 - 6

COMPREHENSIVE PHYSICAL EDUCATION CONTENT STANDARDS and INDICATORS

Grades 5 - 6

Content Standard 1: Motor Skill Performance

- 1.1 Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation)
- 1.2 Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities
- 1.3 Explore and adapt fundamental movement skills in a variety of dynamic environments
- 1.4 Acquire beginning skills for a few specialized movement forms
- 1.5 Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play

Content Standard 2: Applying Concepts and Strategies

- 2.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement
- 2.2 Recognize critical performance skill elements in self and others using movement vocabulary
- 2.3 Demonstrate knowledge of rules, safety practices and procedures of specific activities

Content Standard 3: Engaging in Physical Activity

- 3.1 Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
- 3.2 Demonstrate an understanding of a variety of movements and how they affect the body
- 3.3 Apply the understanding of physical activity concepts to developing movement sequences and game strategies
- 3.4 Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level

Content Standard 4: Physical Fitness

- 4.1 Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardio-respiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition)
- 4.2 Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity
- 4.3 Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status
- 4.4 Maintain a wellness log including exercise and food intake for a set period of time

Content Standard 5: Responsible Behavior

- 5.1 Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings
- 5.2 Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks
- 5.3 Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities
- 5.4 Develop skills needed for resolving conflicts peacefully

Content Standard 6: Benefits of Physical Activity

- 6.1 Express and identify feelings about participating in physical activity and begin to make choices based on those feelings
- 6.2 Use physical activity as a means of self-expression
- 6.3 Use physical activity as a positive opportunity for social and group interaction
- 6.4 Experience personal challenges through physical activity
- 6.5 Understand that practicing activities increases specific skill competence
- 6.6 Experiment with new physical activities

DEFINING RESULTS

Motor Skill Performance

- I. *Enduring Understanding:* Repetition of proper technique leads to improvement.
- I. *Essential Question:* What different ways can the body move given a specific purpose?

Applying Concepts and Strategies

- II. *Enduring Understanding:* You must know what your body is doing.
- II. *Essential Question:* How can I move effectively and efficiently?

Engaging in Physical Activity

- III. *Enduring Understanding:* Fit people engage in physical activity on a regular basis.
- III. *Essential Question:* What can I do to be physically active, and why is this important?

Physical Fitness

- IV. *Enduring Understanding:* Fitness is a process, not a product.
- IV. *Essential Question:* Why is it important to be physically fit and how can I stay fit?

Responsible Behavior

- V. *Enduring Understanding:* Behaving well is as important as playing well.
- V. *Essential Question:* How do I interact with others during physical activity?

Benefits of Physical Activity

- VI. *Enduring Understanding:* The best choices for you fit who you are and what you need.
- VI. *Essential Question:* How will physical activity help me now and in the future?

Physical Education Individual Skill Test Rubric Middle School - Grades 5 – 6

| Team Games / Activities | Individual/Group Activities |
|---|--|
| <ul style="list-style-type: none"> ▪ Baseball / Softball ▪ Basketball ▪ Cooperative Games ▪ Flag Football ▪ Floor Hockey ▪ Lacrosse | <ul style="list-style-type: none"> ▪ Pillo Polo ▪ Recreational Games ▪ Soccer ▪ Speedball ▪ Team Handball ▪ Ultimate Frisbee ▪ Volleyball |
| <ul style="list-style-type: none"> ▪ Aerobics ▪ Badminton ▪ Connecticut Physical Fitness Assessment ▪ Cross Country ▪ Golf / Yolf | <ul style="list-style-type: none"> ▪ Handball ▪ Juggling ▪ Multicultural Dancing ▪ Orienteering ▪ Pickle-Ball ▪ Track and Field |

| Team Games / Activities | Does Not Meet Expectations | Developing Expectations | Progressing Towards Expectations | Meeting Expectations | Surpassing Expectations | Totals |
|--|--|---|---|---|---|---------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Baseball / Softball (Throwing, Catching, Hitting, Rules of the Game) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Basketball (Dribbling, Passing, Shooting, Teamwork) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Cooperative Games (Cooperation, Team Work, Safety) | Student is not able to cooperate and work as a member of the team | Student is not fully engaged in the activity and rarely contributes to the team | Student is able to cooperate and work as a team member some of the time | Student is able to cooperate and work as a team member most of the time | Student is able to cooperate and work as a team member most of the time | |
| Flag Football (Passing, Receiving, Patterns Offensive / defensive play, Kicking) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Floor Hockey (Hitting, Passing, Dribbling, Shooting) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Lacrosse (Cradling, Scooping, Catching, Passing, Teamwork) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 5 attempts out of 5 while meeting the performance criteria | |
| Pillo Polo (Hitting, Passing, Dribbling, Shooting) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 5 attempts out of 5 while meeting the performance criteria | |

| Team Games / Activities | Does Not Meet Expectations 1 | Developing Expectations 2 | Progressing Towards Expectations 3 | Meeting Expectations 4 | Surpassing Expectations 5 | Totals |
|---|--|---|---|---|--|---------------|
| Recreational Games Bocci Frisbee Golf Disc Golf (Throwing, eye-hand coordination, use of equipment) | Student is not able to successfully hit target area | Student is able to successfully hit a target 1 time out of 5 | Student is able to successfully hit a target at least 2 times out of 5 | Student is able to successfully hit a target at least 4 times out of 5 | Student is able to successfully hit a target 5 times out of 5 | |
| Speedball (Dribbling, Passing, Shooting) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Soccer (Dribbling, Passing, Shooting) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Team Handball (Throwing, Catching, Shooting, Defense, Teamwork) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Ultimate Frisbee (Catching, Passing, Shooting) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Volleyball (Serving, Bumping, Setting, Teamwork) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| | | | | | Score | |

| Individual / Group Activities | Does Not Meet Expectations 1 | Developing Expectations 2 | Progressing Towards Expectations 3 | Meeting Expectations 4 | Surpassing Expectations 5 | Totals |
|--|--|---|---|--|---|--------|
| Aerobics / Movement (Step Routine, Dance, Routine, Creativity) | Student is able to successfully perform at least 1minute or less while meeting the performance criteria | Student is able to successfully perform pace and movement at least 2 minutes while meeting the performance criteria | Student is able to successfully perform pace and movement at least 3 minutes while meeting the performance criteria | Student is able to successfully perform pace and movement at least 5 minutes while meeting the performance criteria | Student is able to successfully perform pace and movement at least 7 minutes while meeting the performance criteria | |
| Badminton (Underhand clear, Overhead clear, Serve, Smash, Lob) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Connecticut Physical Fitness Assessment (Muscular Strength, Muscular Endurance, Flexibility, Aerobic Endurance) | <i>Students will strive to achieve Health / Related Fitness Zones</i> | | | | | |
| | Meets no fitness standards | Meets 1 of 4 fitness standard | Meets 2 of 4 fitness standards | Meets 3 of 4 fitness standards | Meets all 4 fitness standards | |
| Cross Country (Teamwork, Time, Form-Running, Pace, Breathing) | Student is able to successfully perform at least one minute or less while meeting the performance criteria | Student is able to successfully perform at least two minutes or less while meeting the performance criteria | Student is able to successfully perform three minutes or less while meeting some of the performance criteria | Student is able to successfully perform five minutes or less most of the time while meeting the performance criteria | Student is able to successfully perform seven minutes or less while meeting all of the performance criteria | |
| Golf / Yolf (Putting, Chipping, Driving, Gripping, Stance) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Handball (Eye-hand coordination, agility, tracking, and hitting a ball) | Student is not able to successfully hit a ball to a target | Student is able to successfully hit a ball 1 attempt out of 5 to a target | Student is able to successfully hit a ball at least 3 attempts out of 5 to a selected target | Student is able to successfully hit a ball at least 4 attempts out of 5 to a selected target | Student is able to successfully hit a ball 5 attempts out of 5 to a selected target | |
| Juggling (Eye-hand coordination, tracking, use of equipment, creativity) | Student is able to successfully juggle at least one object while meeting the performance criteria | Student is able to successfully juggle two objects while meeting the criteria | Student is able to successfully juggle three objects while meeting the criteria | Student is able to successfully juggle four objects while meeting the criteria | Student is able to successfully juggle five objects while meeting the criteria | |
| Multicultural Dancing (Identifies and demonstrates movements, understands choreography principles and makes connection between dance & healthy living, works cooperatively within group) | Student is not able to successfully identify, demonstrate and perform dance movements | Student is able to successfully identify, demonstrate, and perform a few dance movements | Student is able to successfully identify, demonstrate, and perform some of the dance movements | Student is able to successfully identify, demonstrate, and perform most of the dance movements | Student is able to successfully identify, demonstrate, and perform all of the dance movements | |

| Individual / Group Activities | Does Not Meet Expectations 1 | Developing Expectations 2 | Progressing Towards Expectations 3 | Meeting Expectations 4 | Surpassing Expectations 5 | Totals |
|--|--|---|---|---|---|---------------|
| Orienteering (Cooperation, Teamwork, Use of tools) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 5 attempts out of 5 while meeting the performance criteria | |
| Pickle-ball (Strokes, Making Contact, Rules, Safety, Teamwork) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 5 attempts out of 5 while meeting the performance criteria | |
| Track & Field (Running, Shot-Put, Long-Jump, Discus, Relays) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 5 attempts out of 5 while meeting the performance criteria | |

| Objective Components | Does Not Meet Expectations 1 | Developing Expectations 2 | Progressing Towards Expectations 3 | Meeting Expectations 4 | Surpassing Expectations 5 | Totals |
|---|---|---|---|--|---|---------------|
| Movement Education / Skill | Skills are not evident. Is unsure of proper techniques, requires 1 to 1 attention on a regular basis. | Skills are weak and need improvement. Is unsure of proper techniques but is sometimes successful in executing them. Knows and tries to follow some rules of the game. | Skills are adequate. Tries to use proper techniques and is often successful in executing them. Knows and tries to follow most rules of the game. | Skills are generally first-rate. Mostly uses proper techniques and is usually successful in executing them. Knows and tries to follow the rules of the game. | Skills are superior. Uses proper techniques and is successful in executing them. Knows and always follows the rules of the game. | |
| Warm up | Does not participate in warm up activities. | Participates only if he/she enjoys the warm up activity. Rarely attempts to learn new skills. Does not demonstrate listening behaviors. | Usually tries even if he/she doesn't enjoy the warm up activity. Responds when prompted. Tries to learn some new skills. Attempts to listen. | Gives high-quality effort even if he/she doesn't enjoy the warm up activity. Attempts to learn the necessary skills. Generally listens well. Occasionally asks questions for clarification. | Consistent in giving best effort in warm up activity. Strives to improve on learned skills. Helps others to develop their own skills. Listens attentively. Asks questions for clarification. | |
| Leadership Teamwork Safety Sportsmanship Behavior | Demonstrates poor sportsmanship. Often being corrected. Uncooperative to instructor and students. | Not fully involved. Often needs to be redirected to task at hand. Sometimes disturbs the harmony of the group. Inattentive. Demonstrates poor sportsmanship. | Demonstrates a positive attitude. Sometimes not focused Sometimes encourages and is kind to classmates. Sometimes Demonstrates good sportsmanship. | Demonstrates a positive attitude. On task. Often encourages and is kind to classmates. Almost always demonstrates good sportsmanship. | Leads others to improve. Always demonstrates an extremely positive attitude. Focused on task Always encourages and is kind to classmates. Always demonstrates good sportsmanship. | |
| Class Participation Dressed for class On time for class Responsible for actions Student accountability | Does not participate in activities. Consistently late for class. | Participates only if he/she enjoys the activity. Rarely attempts to learn new skills. Does not demonstrate listening skills. | Usually tries even if he/she doesn't enjoy the activity. Responds when prompted. Tries to learn some new skills. Attempts to listen. | Gives his/her high-quality effort even if he/she doesn't enjoy the activity. Attempts to learn the necessary skills. Generally listens well. Occasionally asks questions for clarification. | Consistent in giving best efforts. Strives to improve on learned skills. Helps others to develop their own skills. Listens attentively: shows active listening. Asks questions for clarification. | |
| Score | | | | | | |

**MADISON PUBLIC SCHOOLS
 PHYSICAL EDUCATION DEPARTMENT
 ASSESSMENT SHEET**

MIDDLE SCHOOL PHYSICAL EDUCATION

| Objective Components | Scoring |
|---|---|
| A. Movement Education / Skills B. Warm up C. Leadership D. Participation | 1 = Does Not Meet Expectations 2 = Developing 3 = Progressing Towards Expectations 4 = Meeting Expectations 5 = Surpassing Expectations |

| Student Name | Components | | | | | Total points | Comments |
|--------------|------------|---|---|---|--------------|--------------|----------|
| | A | B | C | D | Total points | | |
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Team Games / Activities BASEBALL / SOFTBALL

I. Course Description

Grade 5: Students will be provided with the knowledge to play a modified game of softball / baseball. An emphasis will be placed on learning the fundamental skills of softball / baseball.

Grade 6: Students will review the skills needed to play the game of softball / baseball. Students will play various levels of games to emphasize skill development.

II. Purpose

Grade 5: Students will work on skills of throwing, catching, fielding, batting, fielding positions, and base running.

Grade 6: Students will continue to develop their skills. Students will learn and practice bunting, catching fly balls, infield practice, and game situations.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| k) Understand, participate in the development of and follow classroom rules, follow activity specific rules, safety practices and procedures; and apply safe practices, rules procedures, etiquette, and good sportsmanship in all physical activity settings | 2, 5 | 2.3, 5.1 | II, V |
| l) Understand the rules of softball and baseball | 2, 5 | 2.3, 5.1 | II, V |
| m) Demonstrate the skills of batting, base running, fielding and throwing, pitching, catching, and playing the infield and outfield | 1, 2 | 1.1, 1.2, 1.5, 2.1 | I, II |
| n) Identify the terminology necessary to understand the rules of softball and baseball | 2, 3, 5 | 2.3, 3.4, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to baseball / softball ▪ Safety concerns ▪ Throwing and catching | <ul style="list-style-type: none"> ▪ Introduction to softball / baseball ▪ Safety concerns ▪ Throwing / catching |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Throw in from outfield | <ul style="list-style-type: none"> ▪ Review skills ▪ Throwing from outfield to second and third base |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Catching fly balls | <ul style="list-style-type: none"> ▪ Review skills ▪ Catching and fielding |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Infield practice ▪ Ground balls | <ul style="list-style-type: none"> ▪ Review skills ▪ Batting |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Infield positions ▪ Backing up other players | <ul style="list-style-type: none"> ▪ Review skills ▪ Bunting |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Hitting ▪ Tee hitting | <ul style="list-style-type: none"> ▪ Review skills ▪ Fielding positions |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Base running ▪ Tagging up on fly ball | <ul style="list-style-type: none"> ▪ Review skills ▪ Base running sacrifice |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Tee ball modified game | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Slow pitch softball scrimmage |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Tee ball modified game | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Slow pitch softball scrimmage |
| 10 | <ul style="list-style-type: none"> ▪ Review skills ▪ Soft toss ▪ Pitching / hitting game ▪ Throwing, catching, hitting, rules of the game | <ul style="list-style-type: none"> ▪ Review skills ▪ Slow pitch softball ▪ Scrimmage |

Team Games / Activities BASKETBALL

I. Course Description

Grade 5: Students will learn and demonstrate basic basketball skills. Students will be able to practice these skills in a team setting.

Grade 6: Students will be improving their basketball skills while learning offensive and defensive concepts.

II. Purpose

Grade 5: Students will show progress in developing dribbling, shooting, and passing skills.

Grade 6: Students will continue to improve their skills as well as working cooperatively with a team to accomplish a goal. By using drills and lead up games students will learn offensive and defensive strategies.

III. Course Objectives

| <i>The students will be able to:</i> | | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--------------------------------------|---|-------------------|-----------------------------------|--|
| a) | Understand safety procedures, the rules, and team concepts | 2, 3 | 2.1, 2.3, 3.3, 3.4 | II, III |
| b) | Apply skills and strategies to play in a team game | 1, 2, 3 | 1.5, 2.3, 3.4 | I, II, III |
| c) | Exhibit basic ways of passing the ball, good ball control, rebounding, and offensive and defensive strategies | 1, 2 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3 | I, II |
| d) | Engage in a variety of appropriate physical activities during and outside of school that promotes development and improvement of physical fitness level | 3, 4, 6 | 3.4, 4.1, 4.4, 6.4 | III, IV, VI |
| e) | Develop shooting skills while improving eye-hand coordination | 1, 2 | 1.1, 1.2, 1.3, 1.4 | I, II |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|----------------|--|---|
| 1 | <ul style="list-style-type: none"> ▪ Warm-up ▪ Safety ▪ Introduction ▪ Recreational practice time | <ul style="list-style-type: none"> ▪ Warm-up ▪ Safety ▪ Review skills ▪ Pre-assessment of skill level during lead-up games |
| 2 | <ul style="list-style-type: none"> ▪ Demonstrate dribbling and good ball control ▪ Individual practice ▪ Relays | <ul style="list-style-type: none"> ▪ Dribbling games ▪ Relays ▪ Partner activities |
| 3 | <ul style="list-style-type: none"> ▪ Review dribbling and ball control ▪ Demonstrate chest, bounce, overhead and push pass ▪ Partner activities | <ul style="list-style-type: none"> ▪ Review dribbling skills ▪ Passing games |
| 4 | <ul style="list-style-type: none"> ▪ Review dribbling ball control and passing techniques ▪ Demonstrate shooting and lay ups ▪ Relays ▪ Partner activities | <ul style="list-style-type: none"> ▪ Dribbling and passing games ▪ Shooting games ▪ Rebounding |
| 5 | <ul style="list-style-type: none"> ▪ Review shooting ▪ Game rules ▪ Practice games ▪ Knock out | <ul style="list-style-type: none"> ▪ Preview skills ▪ Rules ▪ Practice games 3 on 3 |
| 6 | <ul style="list-style-type: none"> ▪ Demonstrate 2-1-2 zone defense ▪ Man to man ▪ Strategies ▪ Practice games 3 on 3 | <ul style="list-style-type: none"> ▪ Demonstrate 2-1-2 zone, 2-3 zone, and man to man defense ▪ Offensive and defensive strategies ▪ Practice games 5 on 5 |
| 7 | <ul style="list-style-type: none"> ▪ Form teams ▪ Practice games | <ul style="list-style-type: none"> ▪ Form teams ▪ Practice games |
| 8 | <ul style="list-style-type: none"> ▪ Skill assessment ▪ Practice games | <ul style="list-style-type: none"> ▪ Skill assessment ▪ Practice games |
| 9 | <ul style="list-style-type: none"> ▪ Skill assessment ▪ Practice games | <ul style="list-style-type: none"> ▪ Skill assessment ▪ Practice games |
| 10 | <ul style="list-style-type: none"> ▪ Tournament | <ul style="list-style-type: none"> ▪ Tournament |

Team Games / Activities COOPERATIVE GAMES

I. Course Description

Grade 5: Students will participate in small and large group activities that promote teamwork, enhance social skills, develop leadership qualities, improve problem solving skills, accomplish group goals, boost self-confidence and appreciation for personal fitness.

Grade 6: Students will have an opportunity to improve upon their cooperation skills, leadership qualities, social skills while energizing their self-esteem.

II. Purpose

Grade 5: The unit is designed to enhance students knowledge, appreciation and self confidence toward goal setting group activities.

Grade 6: The unit is designed to improve and build towards more advanced team building skills and leadership qualities.

III. Course Objectives

| <i>The students will be able to:</i> | | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--------------------------------------|--|--------------------------|--|---|
| a) | Demonstrate efficient body and spatial awareness movement | 1, 2, 3 | 1.1, 1.2, 1.4, 2.1, 3.2 | I, II, III |
| b) | Acquire nonlocomotor, locomotor, manipulative and game/sports skills | 1, 2, 3 | 1.1, 1.2, 1.4, 2.1, 3.1 | I, II, III |
| c) | Appreciate healthful levels of physical fitness | 3, 4 | 3.2, 3.4, 4.3 | III, IV |
| d) | Demonstrate positive social interactions/cooperation with peers to accomplish a task | 5 | 5.1, 5.2, 5.3, 5.4 | V |
| e) | Participate safely in small and large group activities | 1, 2, 3, 5 | 1.2, 1.5, 2.3, 3.2, 5.1, 5.2, 5.3, 6.3 | I, II, III, V |
| f) | Appreciate different ideas and problem solving strategies | 2, 3, 5 | 2.2, 3.4, 5.2, 5.3, 5.4 | II, III, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|----------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to teamwork ▪ Safety procedures ▪ Team workout warm-up ▪ Partner activities | <ul style="list-style-type: none"> ▪ Review teamwork objectives ▪ Safety procedures ▪ Partner activities ▪ Small group activities |
| 2 | <ul style="list-style-type: none"> ▪ Review team building ▪ Small group activities | <ul style="list-style-type: none"> ▪ Review team building ▪ Small group activities ▪ Large group activities |
| 3 | <ul style="list-style-type: none"> ▪ Review small group team building ▪ Large group activities | <ul style="list-style-type: none"> ▪ Review large and small team building ▪ Trust activities |
| 4 | <ul style="list-style-type: none"> ▪ Review small and large group activities ▪ Trust activities | <ul style="list-style-type: none"> ▪ Review trust building activities ▪ Small group physical challenges |
| 5 | <ul style="list-style-type: none"> ▪ Students choice: small, large or trust activity | <ul style="list-style-type: none"> ▪ Problem solving strategy |

Team Games / Activities FLAG FOOTBALL

I. Course Description

Grade 5: Students will review the skills of passing, catching, learning pass patterns, defensive play and kicking. Students will develop their ability to pass a ball to a moving receiver.

Grade 6: Students will review the skills learned in 5th grade. Students will learn the skills of ball carrying, ball exchange, offensive and defensive concepts, and football agility skills.

II. Purpose

Grade 5: Students will refine their ability to pass the ball to a receiver who must change his pathway to exclude the defender. Defenders must change their pathways to get close to and between the receiver, ball and the goal.

Grade 6: Students will apply the basic skills of Flag Football and learn some basic rules to play mini passing and catching games applying offensive and defensive concepts.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Utilize the procedures and minor safety precautions of flag football | 2, 3, 5 | 2.3, 5.1 | II, III, V |
| b) Execute the various skills and techniques of flag football | 1, 2, 3 | 1.1, 1.2, 1.3, 1.4, 1.5 | I, II, III |
| c) Use basic terminology associated with flag football | 2, 3, 5 | 2.3, 5.1 | II, III, V |
| d) 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 game forms | 1, 2, 3 | 2.1 | I, II, III |
| e) Apply an understanding of the connection between the purposes of movement and their effects on fitness | 2, 3, 4, 5 | 3.2 | II, III, IV, V |
| f) Use physical activity as a positive opportunity for social and group interaction and development of leadership skills | 3, 5, 6 | 6.3 | III, V, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Flag Football ▪ Safety precautions ▪ Overhand pass with a football | <ul style="list-style-type: none"> ▪ Introduction to Flag Football ▪ Safety precautions ▪ Overhand pass with a football |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Throwing skills ▪ Catching skills (high/low ball) | <ul style="list-style-type: none"> ▪ Review skills ▪ Throwing / Catching ▪ Offensive pathways / patterns |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive pathways | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive skills |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Pass defense skills | <ul style="list-style-type: none"> ▪ Review skills ▪ Running, ball carrying, ball exchange |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Offense (cutting) vs. Defense (interception) | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive vs Run |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill assessment ▪ Modified game | <ul style="list-style-type: none"> ▪ Review skills ▪ Offense vs defense ▪ Scrimmage ▪ Skill assessment |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill assessment ▪ Rules of the game | <ul style="list-style-type: none"> ▪ Review skills ▪ Punting / Kicking skills ▪ Scrimmage ▪ Skill assessment |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Punting / kicking ▪ Lead up game | <ul style="list-style-type: none"> ▪ Review skills ▪ Mini scrimmage 5 v 5 |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ 5 v 5 modified game | <ul style="list-style-type: none"> ▪ Review skills ▪ Scrimmage 6 v 6 |
| 10 | <ul style="list-style-type: none"> ▪ Review skills ▪ Modified game | <ul style="list-style-type: none"> ▪ Review skills ▪ Scrimmage 7 v 7 |

Team Games / Activities FLOOR HOCKEY

I. Course Description

Grade 5: Students will learn fundamental skills of floor hockey. Students will have the opportunity to practice these skills during class time. Students will play in mini / small game scrimmages.

Grade 6: Students will build upon the skills learned in grade 5. Students will increase their knowledge in offensive and defensive tactics, and rules of the game. Students will play a floor hockey game.

II. Purpose

Grade 5: The purpose of this course is to help students develop the skills required to play in a floor hockey game. This experience can help improve their physical fitness level.

Grade 6: Students will continue to work on their skill development to play floor hockey. This floor hockey unit can help develop cardio endurance.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|---|---|
| a) Demonstrate knowledge of rules, safety practices, and game procedures | 2, 3, 5 | 2.3, 3.3, 5.1 | II, III, V |
| b) Display fundamental skills of floor hockey: handling the puck, passing and receiving the puck, stopping and shooting the puck, and goal tending skills | 1, 2, 3 | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.3 | I, II, III |
| c) Execute developmentally mature applications combining locomotor, nonlocomotor, and manipulative skills to participate in floor hockey | 1, 2, 3 | 1.1, 1.2, 1.3 1.4, 1.5, 2.1, 2.2, 2.3 | I, II, III |
| d) Understand and demonstrate knowledge of offensive/defensive team strategies | 2, 3, 5 | 2.3, 3.3, 3.4, 5.1 | II, III, V |
| e) To play in a floor hockey game to promote the development and improvement of physical fitness level | 3, 4, 5, 6 | 3.3, 4.1, 4.2, 4.4, 6.4 | III, IV, V, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to floor hockey ▪ Safety practices and procedures ▪ Stick handling ▪ Puck handling | <ul style="list-style-type: none"> ▪ Introduction to floor hockey ▪ Safety practices and procedures ▪ Stick handling ▪ Puck handling |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Passing ▪ Receiving ▪ Stopping the puck | <ul style="list-style-type: none"> ▪ Review skills ▪ Passing, receiving, stopping the puck |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Dribbling the puck ▪ Partner passing | <ul style="list-style-type: none"> ▪ Review skills ▪ Passing and stopping the puck ▪ Dribbling the puck |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Moving with the puck and to open spaces | <ul style="list-style-type: none"> ▪ Review skills ▪ Moving with the puck ▪ Moving without the puck |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Shooting the puck ▪ Passing / Shooting game | <ul style="list-style-type: none"> ▪ Review skills ▪ Shooting the puck ▪ Goal tending ▪ Game of 1 v 1 |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive concepts ▪ Skill assessment | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill assessment ▪ Offensive / defensive tactics ▪ Game of 2 v 2 |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive concepts ▪ Skill assessment | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill assessment ▪ Rules of the game ▪ Game play 4 v 4 |
| 8 | <ul style="list-style-type: none"> ▪ Skill review ▪ Rules of game ▪ Mini game 3 v 3 | <ul style="list-style-type: none"> ▪ Skill review ▪ Game of 5 v 5 |
| 9 | <ul style="list-style-type: none"> ▪ Skill review ▪ Mini game 4 v 4 | <ul style="list-style-type: none"> ▪ Skill review ▪ Floor hockey game |
| 10 | <ul style="list-style-type: none"> ▪ Skill review ▪ Mini game 5 v 5 | <ul style="list-style-type: none"> ▪ Skill review ▪ Floor hockey game |

Team Games / Activities LACROSSE

II. Course Description

Grade 5: Students will participate in a unit of co-ed lacrosse. Students will learn the basic skills of the game.

Grade 6: Students will continue to develop their skills in lacrosse. Students will focus on learning key skills and participation in a non-contact game environment.

II. Purpose

Grade 5: The purpose of lacrosse is to provide lessons in learning the skills of catching, passing, dodging, scooping and cradling a lacrosse ball. Students will use their right and left hands in all skill work. Students will begin to learn offensive and defensive concepts and play mini games of 3 v 3.

Grade 6: Students will continue to learn the skills needed to play a game of lacrosse. Students will gain knowledge in offensive and defensive situations. Students will enjoy this experience in non-contact activities.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|---|---|
| e) To acquire the skills necessary to play lacrosse: catching, passing, shooting, cradling, dodging, scooping, offensive and defensive strategies | 1, 2 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2 | I, II |
| f) To understand and demonstrate knowledge of rules, safety concepts and practices and procedures as they apply to an increasing range of movement situations | 2, 5 | 2.3, 5.1 | II, V |
| g) To demonstrate developing mature applications combining locomotor, nonlocomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2 | 1.1, 1.2, 1.4, 2.1, 2.2 | I, II |
| h) Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness level | 1, 3 | 1.4, 3.2 3.3, 3.4 | I, III |
| i) Use physical activity as a positive opportunity for social and group interaction and development of leadership skills | 5, 6 | 5.3, 6.3 | V, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|----------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Lacrosse ▪ Safety factors ▪ Holding the stick ▪ Eye-hand coordination ▪ Passing and catching | <ul style="list-style-type: none"> ▪ Introduction to Lacrosse ▪ Safety factors ▪ Holding the stick ▪ Eye-hand coordination ▪ Passing and catching |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Passing and catching ▪ Line drills | <ul style="list-style-type: none"> ▪ Review skills ▪ Passing and catching ▪ Drills |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Passing and catching ▪ Using right and left hands | <ul style="list-style-type: none"> ▪ Review skills ▪ Cradling ▪ Scooping ▪ Dodging |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Cradling ▪ Scooping | <ul style="list-style-type: none"> ▪ Review skills ▪ Shooting |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Dodging | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive strategies ▪ Defensive strategies |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Shooting | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Passing game |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Passing games | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ 3 v 3 mini game |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skills test ▪ Passing games | <ul style="list-style-type: none"> ▪ Review skills ▪ 5 v 5 mini game |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ 3 v 3 mini games | <ul style="list-style-type: none"> ▪ Review skills ▪ 5 v 5 mini game |
| 10 | <ul style="list-style-type: none"> ▪ Review skills ▪ 3 v 3 mini games | <ul style="list-style-type: none"> ▪ Review skills ▪ 7 v 7 mini game |

Team Games / Activities PILLO POLO

I. Course Description

Grade 5: Students will learn fundamental skills of pillo polo (floor hockey). Students will have the opportunity to practice these skills during class time. Students will play in mini / small game scrimmages.

Grade 6: Students will build upon the skill learned in grade 5. Students will increase their knowledge in offensive and defensive tactics, and rules of the game. Students will play a pillo polo game.

II. Purpose

Grade 5: The purpose of this course is to help students develop the skills required to play in a pillo polo game. This experience can help improve their physical fitness level.

Grade 6: Students will continue to work on their skill development to play floor hockey. This pillo polo unit can help develop cardio endurance.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|------------------------------|---|
| a) Demonstrate knowledge of rules, safety practices, and game procedures | 2, 5 | 2.3,5.1 | II, V |
| b) Display fundamental skills of pillo polo: handling the puck, passing and receiving the puck, stopping and shooting the puck, and goal trending skills | 1, 2 | 1.1, 1.2, 1.3, 2.1 | I, II |
| c) Execute developmentally mature applications combining locomotor, nonlocomotor, and manipulative skills to participate in pillo polo | 1, 2 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1 | I, II |
| d) Understand and demonstrate knowledge of offensive/defensive team strategies | 2, 3, 5 | 2.3, 3.2, 3.3, 3.4, 5.1 | II, III, V |
| e) To play in a pillo polo game to promote the development and improvement of physical fitness level | 4 | 4.1, 4.2, 4.4 | IV |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to pillo polo ▪ Safety practices and procedures ▪ Stick handling ▪ Ball handling | <ul style="list-style-type: none"> ▪ Introduction to pillo polo ▪ Safety practices and procedures ▪ Stick handling ▪ Ball handling |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Passing ▪ Receiving ▪ Stopping the Ball | <ul style="list-style-type: none"> ▪ Review skills ▪ Passing, receiving, stopping the Ball |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Dribbling the Ball ▪ Partner passing | <ul style="list-style-type: none"> ▪ Review skills ▪ Passing and stopping the Ball ▪ Dribbling the Ball |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Moving with the Ball and to open spaces | <ul style="list-style-type: none"> ▪ Review skills ▪ Moving with the Ball ▪ Moving without the Ball |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Shooting the Ball ▪ Passing / Shooting game | <ul style="list-style-type: none"> ▪ Review skills ▪ Shooting the Ball ▪ Goal tending ▪ Game of 1 v 1 |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive concepts ▪ Skill test | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Offensive / defensive tactics ▪ Game of 2 v 2 |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive concepts ▪ Skill test | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Rules of the game ▪ Game play 4 v 4 |
| 8 | <ul style="list-style-type: none"> ▪ Skill review ▪ Rules of game ▪ Mini game 3 v 3 | <ul style="list-style-type: none"> ▪ Skill review ▪ Game of 5 v 5 |
| 9 | <ul style="list-style-type: none"> ▪ Skill review ▪ Mini game 4 v 4 | <ul style="list-style-type: none"> ▪ Skill review ▪ Pillo polo game |
| 10 | <ul style="list-style-type: none"> ▪ Skill review ▪ Mini game 5 v 5 | <ul style="list-style-type: none"> ▪ Skill review ▪ Pillo polo game |

Team Games / Activities RECREATIONAL GAMES

I. Course Description

Grade 5: Students will participate in a variety of recreation activities that promote self confidence, build physical skills, and an appreciation for lifetime activities. Recreational games include Bocce, Croquet, Horseshoes, and Disc Golf.

Grade 6: Students will have the opportunity to improve upon and master the techniques learned in the fifth grade recreational unit.

II. Purpose

Grade 5: The course is designed to introduce students to skills and activities that can be used for lifetime enjoyment.

Grade 6: The course is designed to improve student skills in the area of recreational games. Students will have an opportunity to gain more knowledge and playing strategies of each game.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|---|---|
| a) Understand the rules, safety concerns, and strategies of each game | 2, 5 | 2.3, 5.1, 5.4 | II, V |
| b) Build an appreciation for lifetime activities and personal fitness | 3, 6 | 3.2, 3.4, 6.1 | III, VI |
| c) Participate in one on one, small group and large group games that promote recreational fun | 1, 2, 3, 5, 6 | 1.2, 1.5, 2.3, 3.2, 3.4, 5.2, 5.3, 6.1, 6.3 | I, II, III, V, VI |
| d) Identify all safety concerns related to each game | 2, 5 | 2.3, 5.1, 5.2 | II, V |
| e) Develop and apply necessary skills needed to play each game successfully | 1, 5, 6 | 1.1, 1.2, 1.5, 5.2, 6.5 | I, V, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to recreational activities ▪ Safety concerns ▪ First activity (partners) | <ul style="list-style-type: none"> ▪ Recreational activities ▪ Safety concerns ▪ First activity (partners) |
| 2 | <ul style="list-style-type: none"> ▪ Review first activity ▪ Second activity (2 v 2) | <ul style="list-style-type: none"> ▪ Review first activity ▪ Second activity (2 v 2) ▪ Third activity (4 v 4) |
| 3 | <ul style="list-style-type: none"> ▪ Review second activity ▪ Third activity (4 v 4) ▪ Strategies | <ul style="list-style-type: none"> ▪ Review second and third activities ▪ Fourth activity (4 v 4) ▪ Strategies |
| 4 | <ul style="list-style-type: none"> ▪ Review third activity ▪ Fourth activity | <ul style="list-style-type: none"> ▪ Review fourth activity ▪ Create a recreational game |
| 5 | <ul style="list-style-type: none"> ▪ Stations ▪ Skill test | <ul style="list-style-type: none"> ▪ Stations ▪ Skill test |

Team Games / Activities SOCCER

I. Course Description

Grade 5: Students will be instructed in the fundamental skills of soccer. Students will learn skills in various individual and small groups. Students will play mini scrimmage games.

Grade 6: Students will review and practice the soccer skills taught in grade 5. Student will learn rules and offensive/defensive strategies to play modified games.

II. Purpose

Grade 5: Students will work on the skills of dribbling, passing, and shooting. Soccer is an excellent activity to promote fitness.

Grade 6: Students will continue to develop the fundamental skills of passing, dribbling, and shooting. Students will receive instruction in kicking, movement, offensive and defensive concepts, rules, and goal tending. Soccer is a great recreational activity.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2 | 1.1, 1.2, 2.1 | I |
| b) Participate in a variety of individual, dual and team tasks | 1 | 1.5 | I |
| c) Acquire knowledge and an understanding of soccer | 2, 5 | 2.3, 5.1 | II, V |
| d) Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations | 2, 5 | 2.3, 5.1 | II, V |
| e) Apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings | 2, 5 | 2.3, 5.1 | II, V |
| f) Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills | 5, 6 | 5.2, 6.3 | V, VI |
| g) Participation in soccer during and outside of school can promote the development and improvement of physical fitness levels | 3 | 3.1, 3.3, 3.4 | III |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to soccer ▪ Safety concerns and consideration ▪ Dribbling | <ul style="list-style-type: none"> ▪ Introduction to soccer ▪ Safety concerns and consideration ▪ Dribbling |
| 2 | <ul style="list-style-type: none"> ▪ Skill review ▪ Dribbling skills ▪ Ball / foot skills | <ul style="list-style-type: none"> ▪ Skill review ▪ Dribbling skills ▪ Foot skills ▪ Passing with partner |
| 3 | <ul style="list-style-type: none"> ▪ Skill review ▪ Foot skills ▪ Passing with partner | <ul style="list-style-type: none"> ▪ Skill review ▪ Dribbling / foot skills ▪ Trapping |
| 4 | <ul style="list-style-type: none"> ▪ Skill review ▪ Foot skills ▪ Passing in small groups ▪ Trapping | <ul style="list-style-type: none"> ▪ Skill review ▪ Foot skills ▪ Passing / Trapping ▪ Relay-game |
| 5 | <ul style="list-style-type: none"> ▪ Skill review ▪ Dribbling relay ▪ Kicking skills ▪ 3 v 3 "Keep Away" | <ul style="list-style-type: none"> ▪ Skill review ▪ Kicking skills ▪ Throw-in ▪ Corner kick |
| 6 | <ul style="list-style-type: none"> ▪ Skill review ▪ Kicking skills ▪ Throw-in ▪ Goal keeping | <ul style="list-style-type: none"> ▪ Skill review ▪ Goal keeping ▪ Goal kick ▪ Goal throw |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Goal keeping ▪ Punting | <ul style="list-style-type: none"> ▪ Review skills ▪ Punting ▪ Skill test ▪ Soccer rules ▪ 4 v 4 modified games |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Corner kicks ▪ Soccer rules ▪ 4 v 4 mini game | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Offensive / defensive concepts |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Offensive strategy ▪ 5 v 5 mini game | <ul style="list-style-type: none"> ▪ Review skills ▪ 6 v 6 modified game |
| 10 | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive strategy ▪ 5 v 5 mini game | <ul style="list-style-type: none"> ▪ Review skills ▪ 7 v 7 modified game |

Team Games / Activities SPEEDBALL

I. Course Description

Grade 5: Students will learn a game which combines the elements and skills of various sports. Students will play a modified game of speedball.

Grade 6: Students will review and practice the skills of speedball. The students will learn different ways to score and apply offensive and defensive strategies.

II. Purpose

Grade 5: Students will learn and practice the skills of kicking, passing, shooting, and trapping. Students will play in small group games.

Grade 6: Students will review the necessary skills of speedball. Students will practice skills using drills. This is a great recreational activity.

III. Course Objectives

| <i>The students will be able to:</i> | | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--------------------------------------|---|--------------------------|-----------------------------|---|
| a) | Acquire knowledge, skill, and understanding of speedball | 1, 2 | 1.2, 1.3, 2.1, 2.3 | I, II |
| b) | Develop increasing competence in more advanced specialized skills | 1, 2 | 1.1, 1.2, 1.3, 1.4, 2.1 | I, II |
| c) | Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations | 2, 5 | 2.3, 5.1 | II, V |
| d) | Identify and use basic terminology associated with the game | 2, 3, 5 | 2.3, 3.3, 5.1 | II, III, V |
| e) | Discuss and employ basic offensive and defensive strategies | 1, 2 | 1.2, 1.3, 2.1, 2.3, 5.1 | I, II, V |
| f) | Use physical activity as a positive opportunity for social and group interaction and development of leadership skills | 6 | 6.3 | VI |
| g) | Apply an understanding of the connections between the purposes of movements and their effect on fitness | 3, 4 | 3.2, 3.3, 4.1 | III |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|--|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Speedball ▪ Safety concerns ▪ Dribbling | <ul style="list-style-type: none"> ▪ Introduction to Speedball ▪ Safety concerns ▪ Dribbling |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Fundamentals of kicking | <ul style="list-style-type: none"> ▪ Review skills ▪ Kicking, trapping, pairing |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Trapping | <ul style="list-style-type: none"> ▪ Review skills ▪ Throw in ▪ Ball handling techniques |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Passing | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive planning |
| 5 | <ul style="list-style-type: none"> ▪ Review Skills ▪ Aerial conversion | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive strategies ▪ Game situations |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Throwing / catching ▪ Lead Up Rules/Game | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Defense vs Offense |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Lead Up Rules/Game | <ul style="list-style-type: none"> ▪ Skill test ▪ Modified 5 v 5 game |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Modified game 5 v 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Modified 5 v 5 game |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Modified game 5 v 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Modified 6 v 6 game |
| 10 | <ul style="list-style-type: none"> ▪ Modified game 5 v 5 ▪ Tournament | <ul style="list-style-type: none"> ▪ Modified game ▪ 6 v 6 Tournament |

Team Games / Activities TEAM HANDBALL

I. Course Description

Grade 5: Students will learn the fundamental skills of team handball. Students will transfer this skill into mini games and scrimmages.

Grade 6: Students will review and practice the fundamental skills used to play team handball. Students will learn offensive and defensive tactics and team play.

II. Purpose

Grade 5: Team handball offers to combine skills from many games and activities. This unit is a fun and exciting experience.

Grade 6: Team handball will continue to work on skill development. Students will learn the rules and playing strategies.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|------------------------------|---|
| h) Identify and demonstrate the basic skill associated with team handball | 1, 2 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1 | I, II |
| i) Identify and demonstrate various throws in the game | 1, 2 | 1.1, 1.2, 1.3., 1.4, 2.1 | I, II |
| j) Comprehend individual and team offensive and defensive strategies | 2, 3, 5, 6 | 2.3, 3.3, 5.2, 6.5 | II, III, V, VI |
| k) Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness levels | 3, 4, 6 | 3.1, 3.2, 3.3, 3.4, 4.1, 6.6 | III, IV, VI |
| l) Demonstrate an understanding of what the body does, where the body moves, how the body performs the movements and relationships that occur in increasingly more complex movement | 1, 2 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1 | I, II |
| m) To understand and demonstrate knowledge of rules, safety concepts, and practices and procedures | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to team handball ▪ Safety concerns and consideration ▪ Passing and catching | <ul style="list-style-type: none"> ▪ Introduction to team handball ▪ Safety concerns and consideration ▪ Passing and catching |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Passes for short/medium distance | <ul style="list-style-type: none"> ▪ Review skills ▪ Passing |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Catching ▪ Dribbling | <ul style="list-style-type: none"> ▪ Review skills ▪ Catching ▪ Dribbling |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Shooting | <ul style="list-style-type: none"> ▪ Review skills ▪ Shooting vs goal keeping |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Goal keeping ▪ Shooting | <ul style="list-style-type: none"> ▪ Review skills ▪ Ball movement vs defense man to man |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Ball movement ▪ Offensive techniques ▪ Skill test | <ul style="list-style-type: none"> ▪ Review skills ▪ Ball movement w/offense vs 2-4 |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Ball movement ▪ Defensive techniques ▪ Skill test | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Game rules ▪ Scrimmage 5 v 5 |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Scrimmage rules ▪ Terminology | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Game scrimmage 5 v 5 |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Scrimmage 5 v 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Game scrimmage 6 v 6 |
| 10 | <ul style="list-style-type: none"> ▪ Review skills ▪ Scrimmage 6 v 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Game scrimmage 7 v 7 |

Team Games / Activities ULTIMATE FRISBEE

I. Course Description

Grade 5: Students will learn the game skills of frisbee. Students will be instructed on how to grip, throw and catch a frisbee disc. Students will participate in some lead up frisbee games.

Grade 6: Students will build on the fundamental skills learned in grade 5. Students will receive instruction in more advanced and difficult throws. Students will play a modified ultimate frisbee game.

II. Purpose

Grade 5: Students will develop their skill level in Ultimate Frisbee. This unit can help students to use physical activity as a positive opportunity for social and group interaction and measuring their fitness level.

Grade 6: Students will learn the skills to play the game of Ultimate Frisbee. Students can engage in the development and improvement of their physical fitness level.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|---|---|
| a) Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2 | I, II, III |
| b) Develop increasing competence in more advanced specialized skills | 1, 2 | 1.1, 1.2, 1.3, 1.4, 2.1 | I, II |
| c) Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations | 2, 5 | 2.3, 5.1 | II, V |
| d) Engage in a variety of appropriate physical activities during and outside of school that promotes the developments and improvement of physical fitness level | 3 | 3.1, 3.2, 3.3, 3.4 | III |
| e) Use physical activity as a positive opportunity for social and group interaction and development of leadership skills | 5, 6 | 5.2, 6.2, 6.3 | V, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Ultimate Frisbee ▪ Safety concerns and considerations ▪ Gripping the disc ▪ Catching and throwing | <ul style="list-style-type: none"> ▪ Introduction to Ultimate Frisbee ▪ Safety concerns and considerations ▪ Gripping the disc ▪ Catching and throwing |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Backhand throw ▪ Catching / throwing with a partner | <ul style="list-style-type: none"> ▪ Review skills ▪ Backhand throw ▪ Pancake catch |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Forehand throw ▪ Catching "Pancake" | <ul style="list-style-type: none"> ▪ Review skills ▪ Forehand throw ▪ Catching – low and high |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Catching – low pass / high pass ▪ Use left and right hands | <ul style="list-style-type: none"> ▪ Review skills ▪ Catching / passing ▪ Accuracy / control |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Catching and passing for distance and accuracy | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive concepts |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ On the move "Keep away" | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive concepts |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Target throws ▪ Modified 3 v 3 game | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ 4 v 4 scrimmage game |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Modified 4 v 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ 5 v 5 scrimmage game |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Modified game 5 v 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ 6 v 6 scrimmage game |
| 10 | <ul style="list-style-type: none"> ▪ Review skills ▪ Modified game 6 v 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ 7 v 7 scrimmage game |

Team Games / Activities VOLLEYBALL

I. Course Description

Grade 5: Students will develop their bumping / forearm pass, setting, digging and serving skills in volleyball. Students will receive instruction in passing to a teammate and sending the ball to an open space on the opponents court.

Grade 6: Students will continue to develop their underhand serve and learn an overhead serve. Students will refine their skills of bumping / forearm pass and setting to a teammate. Students will learn how to play opponents court together in mini games.

II. Purpose

Grade 5: Students will spend time learning the fundamental skills of volleyball. Students will play leadup skill games.

Grade 6: Students will build on their skill level in daily practice and game situations.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2 | 1.1, 1.2, 1.3, 1.4, 2.1 | I, II |
| b) Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement and play | 1 | 1.1, 1.2, 1.3, 1.4, 1.5 | I |
| c) Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations | 2, 5 | 2.3, 5.1 | II, V |
| d) Use physical activity as a positive opportunity for social interaction and development of leadership skills | 3, 5, 6 | 3.4, 5.2, 6.2, 6.3 | III, V, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|---|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to volleyball ▪ Safety concerns / considerations ▪ Bumping / forearm pass | <ul style="list-style-type: none"> ▪ Introduction to volleyball ▪ Safety concerns / considerations ▪ Bumping / forearm pass |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Bumping / forearm pass ▪ Setting ▪ Partner drills | <ul style="list-style-type: none"> ▪ Review skills ▪ Bumping / forearm pass ▪ Setting ▪ Partner drills |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Digging, bumping, setting, passing in front of a teammate | <ul style="list-style-type: none"> ▪ Review skills ▪ Bump, dig and setting ▪ Mini games |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Backing up a teammate ▪ Sending ball to open spaces ▪ Skill drills | <ul style="list-style-type: none"> ▪ Review skills ▪ Bumping and setting ▪ Passing to teammates |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Underhand serve ▪ Serving drills | <ul style="list-style-type: none"> ▪ Review skills ▪ Underhand serve ▪ Skill drills |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Underhand serve ▪ Skill test | <ul style="list-style-type: none"> ▪ Review skills ▪ Underhand serve ▪ Overhand serve |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ 3 hitter game (serve, bump, set) ▪ Skill test | <ul style="list-style-type: none"> ▪ Review skills ▪ Overhead serve ▪ 2 v 2 game |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ 2 v 2 game ▪ Scrimmage | <ul style="list-style-type: none"> ▪ Review skills ▪ Overhead serve ▪ 3 v 3 mini game ▪ Skill test |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ 4 v 4 game ▪ Scrimmage | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ 4 v 4 mini game |
| 10 | <ul style="list-style-type: none"> ▪ Review skills ▪ 6 v 6 mini game ▪ Scrimmage / tournament | <ul style="list-style-type: none"> ▪ Review skills ▪ 6 v 6 mini game ▪ Scrimmage / tournament |

Individual / Group Activities AEROBICS AND FITNESS

I. Course Description

Grade 5: Students will participate in various activities to improve and increase their fitness level.

Grade 6: Students will continue to enhance their fitness level through various activities and self assessment of their physical fitness levels.

II. Purpose

Grade 5: Students will learn to measure their heart rate at rest and target heart training zones. Students will learn ways to improve their cardio endurance, muscular strength and endurance, flexibility and abdominal strength and endurance.

Grade 6: Students will review how to measure their heart rate at rest and target heart rate training zones. They will participate in fitness activities to improve their cardio endurance, flexibility, muscle strength and endurance, and abdominal strength and endurance.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|------------------------------|---|
| a) Demonstrate the skill and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component | 2, 3, 4 | 2.1, 2.2, 3.1, 3.2, 3.4, 4.1 | II, III, IV |
| b) Assess physiological responses to exercise associated with one's level of physical fitness and nutritional balance | 3, 4 | 3.2, 3.3, 4.2 | III, IV |
| c) Analyze the results of one or more components of health related fitness | 3, 4 | 3.1, 3.2, 3.3, 4.3 | III, IV |
| d) Plan a wellness program demonstrating an understanding of basic exercises (e.g. frequency, intensity, duration) and nutritional principles designed to meet personal wellness goals | 3, 4 | 3.1, 3.2, 3.3, 3.4, 4.4 | III, IV |
| e) Engage in a variety of appropriate physical activities during a outside of school that promote the development and improvement of physical fitness level | 3, 4 | 3.1, 3.2, 3.3, 4.4 | III, IV |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to aerobics and fitness ▪ Safety concerns and considerations ▪ Target heart rate | <ul style="list-style-type: none"> ▪ Introduction to aerobics and fitness ▪ Safety concerns and considerations ▪ Target heart rate |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Step aerobics | <ul style="list-style-type: none"> ▪ Review skills ▪ Step aerobics |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Core training | <ul style="list-style-type: none"> ▪ Review skills ▪ Core training |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Agility training ▪ Plyometrics | <ul style="list-style-type: none"> ▪ Review skills ▪ Agility training ▪ Plyometrics |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Strength and endurance stations | <ul style="list-style-type: none"> ▪ Review skills ▪ Strength and endurance stations |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Jump rope | <ul style="list-style-type: none"> ▪ Review skills ▪ Jump rope |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Nutrition guidelines | <ul style="list-style-type: none"> ▪ Review skills ▪ Nutrition guidelines |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Pilates | <ul style="list-style-type: none"> ▪ Review skills ▪ Pilates |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Exercise circuit | <ul style="list-style-type: none"> ▪ Review skills ▪ Exercise circuit |
| 10 | <ul style="list-style-type: none"> ▪ Review skills ▪ Yoga/Pilates | <ul style="list-style-type: none"> ▪ Review skills ▪ Yoga/Pilates |

Individual / Group Activities BADMINTON

I. Course Description

Grade 5: Students will learn the basic fundamental strokes in badminton. Students will have an opportunity to work on skill development daily. Students will play in mini game scrimmages.

Grade 6: Students will review and practice the fundamental skills of badminton. Students will learn offensive and defensive concepts. Students will play in a modified game.

II. Purpose

Grade 5: Students will learn the forehand/backhand clear, overhead clear, serve, smash, and lob.

Grade 6: Students will continue to develop their skills in badminton. Students will begin to understand the rules of the game and work on playing strategies. Badminton is a great recreational activity.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2 | 1.1, 1.2, 1.3, 2.1 | I, II |
| b) 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 game forms | 1, 2, 3 | 1.1, 1.2, 1.3, 3.2, 3.3 | I, II, III |
| c) Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations | 2, 5 | 2.3, 5.1 | II, V |
| d) Engage in a variety of appropriate physical activities during and outside of school that promotes the development and improvement of physical fitness level | 3, 4 | 3.2, 3.3, 3.4, 4.1 | III, IV |
| e) Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills | 3, 4, 6 | 3.4, 4.4, 6.3 | III, IV, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Badminton ▪ Safety concerns ▪ Gripping the racket ▪ Ready position | <ul style="list-style-type: none"> ▪ Introduction to Badminton ▪ Safety concerns ▪ Gripping the racket ▪ Ready position |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Footwork ▪ Hitting, eye-hand coordination | <ul style="list-style-type: none"> ▪ Review skills ▪ Footwork ▪ Practice hitting |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Forehand clear ▪ Practice hitting | <ul style="list-style-type: none"> ▪ Review skills ▪ Forehand / Backhand clears ▪ Practice hitting |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Backhand clear ▪ Practice hitting | <ul style="list-style-type: none"> ▪ Review skills ▪ Overhead and forehand/backhand clears ▪ Practice hitting |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Overhead and forehand/backhand clears ▪ Practice hitting | <ul style="list-style-type: none"> ▪ Review skills ▪ Serve – short and long ▪ Practice serving ▪ Playing strategies |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Serve – short ▪ Practice serving ▪ Playing strategies | <ul style="list-style-type: none"> ▪ Review skills ▪ Practice skill test ▪ Play strategies ▪ Lob |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Serve – short ▪ Practice serving test | <ul style="list-style-type: none"> ▪ Review skills ▪ Drop / smash ▪ Skill test |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Lob ▪ Skill assessment ▪ Modified scrimmage | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill assessment ▪ Modified game |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Drop shot ▪ Skill assessment ▪ Modified scrimmage | <ul style="list-style-type: none"> ▪ Review skills ▪ Modified doubles scrimmage |
| 10 | <ul style="list-style-type: none"> ▪ Review skills ▪ Smash ▪ Modified scrimmage | <ul style="list-style-type: none"> ▪ Review skills ▪ Modified doubles scrimmage |

Individual / Group Activities
CONNECTICUT PHYSICAL FITNESS ASSESSMENT

I. Course Description

Grade 5: Physical fitness is an important lifetime objective of Connecticut’s and Madison’s overall educational program goal. Fifth grade students will be given a practice fitness test. This test will allow the students to measure their fitness level compared to the standards of the Connecticut Physical Fitness Assessment.

Grade 6: Physical fitness is an important component of Connecticut’s and Madison’s overall educational program goals. It is expected that all students will recognize the importance of and choose to participate regularly in physical activities designed to maintain and enhance healthy lifestyles. The Connecticut Physical Fitness Assessment is given annually to all sixth grade students.

III. Purpose

Grade 5: The Connecticut Physical Fitness Assessment measures joint flexibility (back-saver sit and reach), abdominal strength and endurance (partial curl-up test), upper body strength and endurance (right angle push-ups), cardio respiratory endurance (one mile walk / run), and P.A.C.E.R. (Progressive Aerobic Cardiovascular Endurance Test). This assessment is a part of the ongoing process of helping students understand and improve their physical health and well-being.

Grade 6: The Connecticut Physical Fitness Assessment measures joint flexibility (back-saver sit and reach), abdominal strength and endurance, (partial curl-up test), upper body strength and endurance (right angle push-ups), cardio respiratory endurance (one mile walk / run), and P.A.C.E.R. (Progressive Aerobic Cardiovascular Endurance Test). This assessment is a part of the ongoing process of helping students understand and improve their physical health and well-being.

Fitness and physical activity is for everyone. The promotion of health-related fitness in students helps develop adults who are active, fit, and healthy. Everyone can make physical activity a habit and enjoy lifelong benefits. Fitness is for life and fun.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|------------------------------|---|
| e) Demonstrate the skills and knowledge to assess levels of physical fitness and participate safely in activities that develop and maintain each component. | 3, 4 | 3.2, 4.1 | III, IV |
| f) Identify a student’s fitness weaknesses and strengths to that areas in need of improvement can be seen and individual programs can be developed | 3, 4 | 3.2, 4.2, 4.3 | III, IV, V, VI |
| g) Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness | 3, 4 | 3.2, 4.1, 4.4 | III, IV |
| h) Incorporate a variety of fitness activities to prepare students for the fitness assessment | 3, 4 | 3.1, 3.2, 3.4, 4.1, 4.2, 4.3 | III, IV |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to purpose of assessing physical fitness ▪ Safety procedures ▪ Review Connecticut Physical Fitness Assessment Standards ▪ Run / walk / jog 2 laps on upper field ▪ Stretch | <ul style="list-style-type: none"> ▪ Introduction to purpose of assessing physical fitness ▪ Safety procedures ▪ Review Connecticut Physical Fitness Assessment Standards ▪ Run / walk / jog 2 laps on upper field ▪ Stretch |
| 2 | <ul style="list-style-type: none"> ▪ Stretch ▪ Run / walk / jog 4 laps on the upper field ▪ Practice right angle push-ups | <ul style="list-style-type: none"> ▪ Stretch ▪ Run / walk / jog 4 laps on the upper field ▪ Practice right angle push-ups |
| 3 | <ul style="list-style-type: none"> ▪ Stretch ▪ Run / walk/ jog 6 laps on the upper field ▪ Practice partial curl-ups test | <ul style="list-style-type: none"> ▪ Stretch ▪ Run / walk/ jog 6 laps on the upper field ▪ Practice partial curl-ups test |
| 4 | <ul style="list-style-type: none"> ▪ Stretch ▪ Run / walk / mile on the upper field ▪ Perform right angle push-ups test | <ul style="list-style-type: none"> ▪ Stretch ▪ Run / walk / mile on the upper field ▪ Perform right angle push-ups test |
| 5 | <ul style="list-style-type: none"> ▪ Stretch ▪ Run / walk / mile on the upper field ▪ Perform partial curl-ups test | <ul style="list-style-type: none"> ▪ Stretch ▪ Run / walk / mile on the upper field ▪ Perform partial curl-ups test |
| 6 | <ul style="list-style-type: none"> ▪ Stretch ▪ Practice P.A.C.E.R. ▪ Practice back saver sit and reach test | <ul style="list-style-type: none"> ▪ Stretch ▪ Practice P.A.C.E.R. ▪ Practice back saver sit and reach test |
| 7 | <ul style="list-style-type: none"> ▪ Stretch ▪ Practice P.A.C.E.R. ▪ Perform back saver sit and reach test | <ul style="list-style-type: none"> ▪ Stretch ▪ Practice P.A.C.E.R. ▪ Perform back saver sit and reach test |
| 8 | <ul style="list-style-type: none"> ▪ Stretch ▪ Test P.A.C.E.R. ▪ Perform back saver sit and reach test | <ul style="list-style-type: none"> ▪ Stretch ▪ Test P.A.C.E.R. ▪ Perform back saver sit and reach test |
| 9 | <ul style="list-style-type: none"> ▪ Stretch ▪ Test P.A.C.E.R. ▪ Perform all make up tests | <ul style="list-style-type: none"> ▪ Stretch ▪ Test P.A.C.E.R. ▪ Perform all make up tests |

Standards for Health-Related Fitness Zones

I = Needs Improvement Zone (*does not meet health-related standard*)

F = Health Fitness Zone (*meets health-related standard*)

H = High Fitness Performance Zone (*exceeds health-related standard*)

Boys

| Zone | 20-meter P.A.C.E.R. | | | 15-Meter P.A.C.E.R. | | | One-Mile Run/Walk | | | Sit-and-Reach | | 90° Push-Ups | | | Curl-Ups | | |
|------|---------------------|--------|------|---------------------|--------|------|-------------------|--------------|---------|---------------|---|--------------|-------|-----|----------|-------|-----|
| | I | F | H | I | F | H | I | F | H | I | F | I | F | H | I | F | H |
| 8 | 0-22* | 23-61* | >61* | 0-29* | 30-80* | >80* | >12:30* | 12:30-10:00* | <10:00* | 0-7 | 8 | 0-4 | 5-13 | >13 | 0-5 | 6-20 | >20 |
| 9 | 0-22* | 23-61* | >61* | 0-29* | 30-80* | >80* | >12:00* | 12:00-9:30* | <9:30* | 0-7 | 8 | 0-5 | 6-15 | >15 | 0-8 | 9-24 | >24 |
| 10 | 0-22 | 23-61 | >61 | 0-29 | 30-80 | >80 | >11:30 | 11:30-9:00 | <9:00 | 0-7 | 8 | 0-6 | 7-20 | >20 | 0-11 | 12-24 | >24 |
| 11 | 0-22 | 23-72 | >72 | 0-29 | 30-94 | >94 | >11:00 | 11:00-8:30 | <8:30 | 0-7 | 8 | 0-7 | 8-20 | >20 | 0-14 | 15-28 | >28 |
| 12 | 0-31 | 32-72 | >72 | 0-41 | 42-94 | >94 | >10:30 | 10:30-8:00 | <8:00 | 0-7 | 8 | 0-9 | 10-20 | >20 | 0-17 | 18-36 | >36 |
| 13 | 0-40 | 41-83 | >83 | 0-53 | 54-108 | >108 | >10:00 | 10:00-7:30 | <7:30 | 0-7 | 8 | 0-11 | 12-25 | >25 | 0-20 | 21-40 | >40 |
| 14 | 0-40 | 41-83 | >83 | 0-53 | 54-108 | >108 | >9:30 | 9:30-7:00 | <7:00 | 0-7 | 8 | 0-13 | 14-30 | >30 | 0-23 | 24-45 | >45 |
| 15 | 0-50 | 51-94 | >94 | 0-66 | 67-123 | >123 | >9:00 | 9:00-7:00 | <7:00 | 0-7 | 8 | 0-15 | 16-35 | >35 | 0-23 | 24-47 | >47 |
| 16 | 0-60 | 61-94 | >94 | 0-79 | 80-123 | >123 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |
| 17 | 0-60 | 61-106 | >106 | 0-79 | 80-138 | >138 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |
| 17+ | 0-71 | 72-106 | >106 | 0-93 | 94-138 | >138 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |

Girls

| Zone | 20-meter P.A.C.E.R. | | | 15-Meter P.A.C.E.R. | | | One-Mile Run/Walk | | | Sit-and-Reach | | 90° Push-Ups | | | Curl-Ups | | |
|------|---------------------|-------|------|---------------------|-------|------|-------------------|--------------|---------|---------------|----|--------------|------|-----|----------|-------|-----|
| | I | F | H | I | F | H | I | F | H | I | F | I | F | H | I | F | H |
| 8 | 0-6* | 7-41* | >41* | 0-8 | 9-54* | >54* | >12:30* | 12:30-10:00* | <10:00* | 0-8 | 9 | 0-4 | 5-13 | >13 | 0-5 | 6-20 | >20 |
| 9 | 0-6* | 7-41* | >41* | 0-8 | 9-54* | >54* | >12:30* | 12:30-9:30* | <9:30* | 0-8 | 9 | 0-5 | 6-15 | >15 | 0-8 | 9-22 | >22 |
| 10 | 0-6 | 7-41 | >41 | 0-8 | 9-54 | >54 | >12:30 | 12:30-9:30 | <9:30 | 0-8 | 9 | 0-6 | 7-15 | >15 | 0-11 | 12-26 | >26 |
| 11 | 0-14 | 15-41 | >41 | 0-18 | 19-54 | >54 | >12:00 | 12:00-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-14 | 15-29 | >29 |
| 12 | 0-14 | 15-41 | >41 | 0-18 | 19-54 | >54 | >12:00 | 12:00-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 13 | 0-22 | 23-51 | >51 | 0-29 | 30-67 | >67 | >11:30 | 11:30-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 14 | 0-22 | 23-51 | >51 | 0-29 | 30-67 | >67 | >11:00 | 11:00-8:30 | <8:30 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 15 | 0-31 | 32-51 | >51 | 0-41 | 42-67 | >67 | >10:30 | 10:30-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 16 | 0-31 | 32-61 | >61 | 0-41 | 42-80 | >80 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 17 | 0-40 | 41-61 | >61 | 0-53 | 54-80 | >80 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 17+ | 0-40 | 41-72 | >72 | 0-53 | 54-94 | >94 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |

**Indicates experimental performance standard, based on expert opinion*

Individual / Group Activities CROSS COUNTRY

I. Course Description

Grade 5: Students will learn a variety of running/training methods in the cross country unit. Students will develop their muscular endurance, cardio-respiratory, endurance and strength.

Grade 6: Students will review and practice concepts and running principles learned in grade 5. They will also participate in various training sessions to prepare them for a mini cross country meet.

II. Purpose

Grade 5: Students will learn the skills of developing their running form, pace, breathing, target heart rate, and interval and progressive training techniques.

Grade 6: Students will continue to develop their running skills. They will participate in various timed running/training sessions.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|--|---|
| a) Demonstrate developmentally active applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3, 4 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.2, 4.2 | I, II, III, IV |
| b) Participate safely in a variety of individual, dual, and team tasks | 1, 2, 3 | 1.5, 2.1, 3.3 | I, II, III |
| c) Use self, peer, teacher and technological resources to recognize and suggest performance improvements in self and other | 2 | 1.5, 2.2 | I, II |
| d) Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations | 2, 5 | 2.3, 5.1 | I, V |
| e) Apply an understanding of the connections between the purposes of movements and their effect on fitness | 3, 4 | 3.1, 3.2, 4.1 | III, IV |
| f) Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness levels | 3, 4 | 3.4, 4.1, 4.4 | III, IV |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|----------------|--|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to cross country ▪ Safety concerns and considerations ▪ Heart rate at rest | <ul style="list-style-type: none"> ▪ Introduction to cross country ▪ Safety concerns and considerations ▪ Heart rate at rest |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Target heart rate zones ▪ Breathing ▪ Pedometer | <ul style="list-style-type: none"> ▪ Review skills ▪ Target heart rate zones ▪ Breathing ▪ Pedometer |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Form running ▪ 2 minute continuous walk/run on field | <ul style="list-style-type: none"> ▪ Review skills ▪ Form run ▪ Agility skills ▪ 2 minute walk/run |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Form running ▪ 3 minute walk/run | <ul style="list-style-type: none"> ▪ Review skills ▪ Pedometers ▪ 3 minute walk/run |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Tag game ▪ 4 minute walk/run on Brown trails | <ul style="list-style-type: none"> ▪ Review skills ▪ "Relay Runs" ▪ 4 minute walk/run |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ 4 minute walk/run on field | <ul style="list-style-type: none"> ▪ Review skills ▪ 5 minute walk/run ▪ Interval training – Run 100m / Walk 100m |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Pedometers ▪ 5 minute walk/run ▪ Heart rate | <ul style="list-style-type: none"> ▪ Review skills ▪ 6 minute walk/run ▪ Progressive training – Run 400m / Walk 400m |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Interval training (in pairs) ▪ Run 100m / walk 100m ▪ Run for 6 minutes | <ul style="list-style-type: none"> ▪ Review skills ▪ Skills assessment ▪ 7 minute walk/run |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Progressive training ▪ Skill assessment (7 minute run) | <ul style="list-style-type: none"> ▪ Cross country meet – preparation ▪ Skill assessment (7 minute walk/run) |
| 10 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill assessment (7 minute run) | <ul style="list-style-type: none"> ▪ Cross country meet on the Brown school cross country course (teamwork) |

Individual / Group Activities GOLF / YOLF

I. Course Description

Grade 5: Students will learn the basic fundamentals of golf. Students will be able to hit various shots while learning to swing a golf club.

Grade 6: Students will review and practice the fundamental skills learned in 5th grade. Students will learn to drive and chip.

II. Purpose

Grade 5: Students will begin to appreciate the skills necessary to hit a golf ball. Students will learn gripping, putting, chipping, driving, and scoring.

Grade 6: Students will continue to work on their golfing skills and implement playing strategies.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|------------------------------|---|
| a) Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.1, 1.2, 1.3, 2.1, 2.2, 3.3 | I, II, III |
| b) 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 movements | 1, 2 | 1.1, 1.2, 2.1, 2.2 | I, II |
| c) Demonstrate knowledge of rules, safety, practices and procedures as they apply to an increasing range of movement situations | 2, 3, 5 | 2.3, 3.3, 5.1 | II, III, V |
| d) Engage in a variety of appropriate physical activities inside and outside of school that promote the development and improvement of physical fitness level | 3, 4 | 3.1, 3.2, 3.3, 3.4, 4.3 | II, III, IV |
| e) Use physical activity as a positive opportunity for social and group interaction as well as development of lifelong skills | 3, 4, 5, 6 | 3.2, 4.1, 6.3 | III, IV, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Golf ▪ Safety concerns and considerations ▪ Nature and purpose of the game ▪ Care of equipment | <ul style="list-style-type: none"> ▪ Introduction to Golf ▪ Safety concerns and considerations ▪ Nature and purpose of the game ▪ Care of equipment |
| 2 | <ul style="list-style-type: none"> ▪ Skill review ▪ Etiquette and rules of Golf ▪ Grip / Stance | <ul style="list-style-type: none"> ▪ Skill review ▪ Etiquette and rules of Golf ▪ Grip / Stance ▪ Pre-swing |
| 3 | <ul style="list-style-type: none"> ▪ Skill review ▪ Pre-swing fundamentals ▪ Club face alignment ▪ Body alignment stance | <ul style="list-style-type: none"> ▪ Review skills ▪ Pre-swing fundamentals ▪ Full swing fundamentals |
| 4 | <ul style="list-style-type: none"> ▪ Skill review ▪ Full swing fundamentals ▪ Take away ▪ Back swing ▪ Down swing ▪ Follow through ▪ Balance / Tempo | <ul style="list-style-type: none"> ▪ Review skills ▪ Hitting various objects, using various golf clubs ▪ Hitting to targets |
| 5 | <ul style="list-style-type: none"> ▪ Skill review ▪ Full swing fundamentals ▪ Hitting various objects ▪ Using various golf clubs | <ul style="list-style-type: none"> ▪ Review skills ▪ Hitting to targets |
| 6 | <ul style="list-style-type: none"> ▪ Skill review ▪ Hitting to various targets ▪ Strategies | <ul style="list-style-type: none"> ▪ Skill review ▪ Play 6 holes of golf Brown School golf course |
| 7 | <ul style="list-style-type: none"> ▪ Skill review ▪ Hitting to targets ▪ Play 3 holes of golf | <ul style="list-style-type: none"> ▪ Skill review ▪ Skill assessment ▪ Play 9 holes |
| 8 | <ul style="list-style-type: none"> ▪ Skill review ▪ Skill assessment ▪ Play Yolf | <ul style="list-style-type: none"> ▪ Skill review ▪ Skill assessment ▪ Play 9 holes |
| 9 | <ul style="list-style-type: none"> ▪ Skill review ▪ Skill assessment ▪ Play Yolf | <ul style="list-style-type: none"> ▪ Skill review ▪ Begin golf 18 hole tournament (9 holes) |
| 10 | <ul style="list-style-type: none"> ▪ Skill review ▪ Practice / Play 9 holes | <ul style="list-style-type: none"> ▪ Skill review ▪ Finish tournament (9 holes) |

Individual / Group Activities HANDBALL

I. Course Description

Grade 5: Students will be instructed in the game of Handball. Students will develop the skills of hand-eye coordination, visual tracking, footwork, dexterity, ability, as they hit a ball

Grade 6: Students will review the skills learned in grade 5. The students will learn offensive and defensive strategies to participate in various game scrimmages.

II. Purpose

Grade 5: Students will practice and develop their skill level in handball. Students will participate in a modified game scrimmage.

Grade 6: Students will learn to use their right and left hand in developing their skill level. Students will receive instruction in offensive and defensive strategies and play in a single and double tournament.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate developmentally mature applications combining locomotor, nonlocomotor and make manipulation skills to participate in developmentally appropriate movement and future activities | 1, 2 | 1.1, 1.2, 1.3, 2.1, 2.2 | I, II |
| b) Demonstrate knowledge of rules, safety practices, and procedures as they apply to an increasing range of movement situations | 2, 3, 5 | 2.3, 3.3, 5.1 | II, III, V |
| c) Apply an understanding of the connections between the purposes of movements and their effect on fitness | 3 | 3.1, 3.2, 3.3, 3.4 | III |
| d) Realize that physical activity and challenges present opportunities for personal growth | 3, 4, 6 | 3.3, 4.3, 6.4 | II, IV, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Handball ▪ Safety concerns and considerations ▪ Hand-eye coordination | <ul style="list-style-type: none"> ▪ Introduction to Handball ▪ Safety concerns and considerations ▪ Hand-eye coordination |
| 2 | <ul style="list-style-type: none"> ▪ Skill review ▪ Hitting against wall – visual tracking | <ul style="list-style-type: none"> ▪ Skill review ▪ Hitting against wall – visual tracking |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Hitting to target ▪ Using right / left hand | <ul style="list-style-type: none"> ▪ Review skills ▪ Hitting to target ▪ Using right / left hand |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Hitting to levels (high, low, right, left) | <ul style="list-style-type: none"> ▪ Review skills ▪ Serving (drop and hit) |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Serving (drop and hit) | <ul style="list-style-type: none"> ▪ Review skills ▪ Serving ▪ Playing strategies / rules |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Serving ▪ Playing strategies | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Mini game |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Modified games | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Singles game |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Modified game (2 points) | <ul style="list-style-type: none"> ▪ Review skills ▪ Singles tournament |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Modified game (3 points) | <ul style="list-style-type: none"> ▪ Review skills ▪ Singles tournament ▪ Doubles tournament |
| 10 | <ul style="list-style-type: none"> ▪ Review skills ▪ Modified games (4 points) | <ul style="list-style-type: none"> ▪ Review skills ▪ Doubles tournament |

Individual / Group Activities JUGGLING

I. Course Description

Grade 5: Students will practice and learn a variety of ways of moving objects through the air without dropping the equipment. Students will use different pieces of equipment.

Grade 6: Students will continue to improve their basic skills while learning more advanced techniques.

II. Purpose

Grade 5: Students will demonstrate different patterns of juggling using up to three pieces of equipment. Skills include circular up and down and criss-cross motions. Different pieces of equipment will be introduced such as the Chinese yo-yo, juggling stix, and plates.

Grade 6: Students will practice and review basic juggling movements while learning new and advanced skills. Students continue to develop eye-hand coordination.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|--|---|
| a) Acquire knowledge, safety procedures, skill and understanding of juggling | 1, 2, 5 | 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 5.1 | I, II, V |
| b) Understand the importance as a recreational activity | 1, 3 | 1.5, 3.4 | I, III |
| c) Demonstrate the skill and technique necessary to keep the objects in the air in a coordinated pattern | 1, 2 | 1.1, 1.4, 2.1 | I, II |
| d) Develop 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 game forms | 2, 6 | 2.1, 2.3, 6.6 | II, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|----------------|---|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Juggling ▪ Safety concerns and considerations ▪ Using basic equipment | <ul style="list-style-type: none"> ▪ Introduction to Juggling ▪ Safety concerns and considerations ▪ Using 3 pieces of equipment and basic skills |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Demonstrate three new pieces of equipment and basic movements | <ul style="list-style-type: none"> ▪ Review skills ▪ Demonstrate three new pieces of equipment and basic movements |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Demonstrate 1 new skill on each piece of equipment | <ul style="list-style-type: none"> ▪ Review skills ▪ Demonstrate two new skills on each piece of equipment |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Individual creativity activity with juggling equipment | <ul style="list-style-type: none"> ▪ Practice skills ▪ Using different pieces of equipment show passing skills with a partner |
| 5 | <ul style="list-style-type: none"> ▪ Practice ▪ Skill review at stations | <ul style="list-style-type: none"> ▪ Practice ▪ Skill review at stations |

Individual / Group Activities MULTICULTURAL DANCING

I. Course Description

Grade 5: Students will have the opportunity to learn about different cultures through multicultural dance. Each multicultural dance reflects the geography, climate, music, life styles, beliefs, and history of a people.

Grade 6: Students will continue to learn different forms, patterns, and functions of each multicultural dance.

II. Purpose

Grade 5: Each new multicultural dance will create a new challenge for all students. Students can develop fitness and coordination while integrating repetitive movements to music.

Grade 6: Students will continue to learn new multicultural dances. Advanced dances are designed to challenge students. Students will understand how their bodies move to music while developing an appreciation for cultural diversity.

III. Course Objectives

| <i>The students will be able to:</i> | | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--------------------------------------|--|--------------------------|---|---|
| a) | Walk through specific steps using basic cues, verbal instruction, and teacher demonstration. | 1, 2, 3 | 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 3.2 | I, II, III |
| b) | Appreciate the social interaction with their peers | 5, 6 | 5.1, 6.3 | V, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to multicultural dance ▪ Safety procedures ▪ Hora (Israel) | <ul style="list-style-type: none"> ▪ Review basic multicultural dance movements ▪ Safety procedures ▪ Tarantella (Italy) |
| 2 | <ul style="list-style-type: none"> ▪ Review dance skills ▪ Hukilaw (Hawaii) | <ul style="list-style-type: none"> ▪ Review dance skills ▪ Alunelul (Romania) |
| 3 | <ul style="list-style-type: none"> ▪ Review dance skills ▪ Savila Se Bela Loza (Serbia) | <ul style="list-style-type: none"> ▪ Review dance skills ▪ Virginia Reel (USA) |
| 4 | <ul style="list-style-type: none"> ▪ Review dance skills ▪ Les Saluts (Canada) | <ul style="list-style-type: none"> ▪ Review dance skills ▪ Korobushka (Russia) |
| 5 | <ul style="list-style-type: none"> ▪ Review dance skills ▪ D’Hammerschmiedselin (Germany) | <ul style="list-style-type: none"> ▪ Review dance skills ▪ Gathering Peascods (English) |
| 6 | <ul style="list-style-type: none"> ▪ Review dance skills ▪ Skill assessment | <ul style="list-style-type: none"> ▪ Review dance skills ▪ Skill assessment |
| 7 | <ul style="list-style-type: none"> ▪ Review dance skills ▪ Skill assessment | <ul style="list-style-type: none"> ▪ Review dance skills ▪ Skill assessment |
| 8 | <ul style="list-style-type: none"> ▪ Skill assessment | <ul style="list-style-type: none"> ▪ Skill assessment |

Individual / Group Activities ORIENTEERING

I. Course Description

Grade 5: The students will learn the different components of the compass, take field bearings, and navigate from one point to another.

Grade 6: Students will review the basic components of the compass and take short and long distance field bearings. Students will have an opportunity to form groups and participate in a scavenger hunt.

II. Purpose

Grade 5: Students will demonstrate the use of a compass while navigating from one spot to another. Students will be able to find objects using teachers coordinates. Students will understand why good compass skills contributes to your safety when traveling around your town, in the woods or hiking in the mountains.

Grade 6: Students will improve their field bearing skills by using more advanced navigational activities. Students will be able to hide objects, plot coordinates, and have their peers find the hidden object. Students will learn to find objects using the teachers coordinates in a scavenger hunt.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Understand the basic components of the compass | 1, 2 | 1.3, 2.3 | I, II |
| b) Learn how to take field bearings from a stationary position | 1 | 1.1, 1.3, 1.5 | I |
| c) Navigate short and long distance | 1 | 1.1, 1.3, 1.5 | I |
| d) Work together safely in small groups to accomplish a goal | 1, 5, 6 | 1.4, 5.1, 5.2, 6.3, 6.5 | I, V, VI |
| e) Gain knowledge and use of this activity for safe recreational activities | 2, 3, 5 | 2.3, 3.4, 5.1 | II, III, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|----------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction ▪ Safety procedures ▪ Compass features ▪ Practice taking field bearings ▪ Record field bearings | <ul style="list-style-type: none"> ▪ Review compass ▪ Safety procedures ▪ Practice taking field bearings ▪ Record field bearings |
| 2 | <ul style="list-style-type: none"> ▪ Review compass and field bearings ▪ Navigate to objects (short distance) | <ul style="list-style-type: none"> ▪ Navigate to objects (short distance) ▪ Navigate to objects (long distance) |
| 3 | <ul style="list-style-type: none"> ▪ Review short distance navigation ▪ Navigate to objects (long distance) | <ul style="list-style-type: none"> ▪ Review short and long distance ▪ Navigate to objects using teacher coordinates |
| 4 | <ul style="list-style-type: none"> ▪ Review short and long distance ▪ Navigate to objects using teacher coordinates | <ul style="list-style-type: none"> ▪ Team hides objects and plots coordinates ▪ Scavenger hunt |
| 5 | <ul style="list-style-type: none"> ▪ Skill assessment | <ul style="list-style-type: none"> ▪ Skill assessment |

Individual / Group Activities PICKLE-BALL

I. Course Description

Grade 5: Students will learn the fundamental skills of pickle-ball. Students will know the difference between forehand and backhand strokes. Lessons will reflect the skills of eye-hand coordination and making contact with the ball.

Grade 6: Students will review and practice fundamental skills taught in 5th grade. Students will begin to learn playing concepts and how to keep score in a game situation.

II. Purpose

Grade 5: Students will receive instruction in knowing the difference between forehand and backhand strokes. They will learn basic body positions and how to alter the level of the ball when selecting the amount of force when hitting the ball.

Grade 6: Students will improve their fundamental skills. Students will receive instruction in basic rules, concepts, and playing strategies.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| f) Understand the fundamental techniques in various strokes used in the game of pickle-ball | 1, 2 | 1.2, 1.3, 1.4, 1.5, 2.1 | I, II |
| g) Demonstrates an understanding of playing strategies in both doubles and singles | 2, 5 | 2.3, 5.1 | II, V |
| h) Identify and understand the rules and safety procedures of pickle-ball | 2, 5 | 2.3, 5.1 | II, V |
| i) Understand basic terminology used in the game of pickle-ball | 2, 5 | 2.3, 5.1 | II, V |
| j) Participates in doubles and singles tournament | 1, 6 | 1.4, 1.5, 6.3 | I, VI |

IV. Suggested Strategies – Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Pickle-ball ▪ Safety Concerns ▪ Gripping the paddle ▪ Eye-hand coordination | <ul style="list-style-type: none"> ▪ Introduction to Pickle-ball ▪ Safety Concerns ▪ Gripping the paddle ▪ Eye-hand coordination |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Introducing forehand drive | <ul style="list-style-type: none"> ▪ Review skills ▪ Introducing forehand drive |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Forehand drive ▪ Body position, space, effort | <ul style="list-style-type: none"> ▪ Review skills ▪ Backhand drive |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Forehand drive ▪ Hitting drills | <ul style="list-style-type: none"> ▪ Review skills ▪ Lob |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Backhand drive vs. forehand drive ▪ Body position, space, effort, weight transfer | <ul style="list-style-type: none"> ▪ Review skills ▪ Lob ▪ Smash |
| 6 | <ul style="list-style-type: none"> ▪ Review Skills ▪ Hitting drills w/feeder ▪ Skill test | <ul style="list-style-type: none"> ▪ Review skills ▪ Serving |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Wall ball ▪ Skill test | <ul style="list-style-type: none"> ▪ Review skills ▪ Serving ▪ Rules of the game |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Hitting with partner | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ 2 v 2 scrimmage |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Hitting ball to parts of the court ▪ Hitting game | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Mini game / doubles game |
| 10 | <ul style="list-style-type: none"> ▪ Review skills ▪ Hitting game | <ul style="list-style-type: none"> ▪ Review skills ▪ Double game |

Individual / Group Activities TRACK AND FIELD

I. Course Description

Grade 5: Students will learn and practice skills required for running, jumping and throwing events. Each student will have a opportunity to practice these skills during the unit. At the conclusion of the unit, a non-competitive track meet will take place. Events include sprints, shot-put, long jump, discus and relays.

Grade 6: Students will have an opportunity to review track and field skills learned from previous year while challenging themselves to improve.

II. Purpose

Grade 5: This course is designed to introduce students to individual events in track and field. Students will learn the proper form while performing each event.

Grade 6: Students will develop a proficiency and competence in the skills of jumping, sprinting, and throwing.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------------|---|
| a) Develop fundamental skills needed to perform each event | 1, 2 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1 | I, II |
| b) Understand the use of each piece of equipment | 2 | 2.1, 2.3, 5.1 | II, V |
| c) Recognize the need for safety while performing each event | 2, 5 | 2.3, 5.1 | II, V |
| d) Demonstrate knowledge of rules when performing each event | 2, 5 | 2.3, 5.1 | II, V |
| e) Understand the connection between the basic movements of running, throwing and jumping and their effect on fitness | 3, 1 | 1.1, 1.2, 1.3, 1.4, 2.1, 3.2, 3.3 | II, III |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 5th Grade Topics | 6th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to track and field ▪ Safety for each piece of equipment ▪ Warm ups ▪ Practice 50 meter dash | <ul style="list-style-type: none"> ▪ Re-introduce track and field ▪ Safety for each piece of equipment ▪ Warm ups ▪ Practice 100 meter dash |
| 2 | <ul style="list-style-type: none"> ▪ Warm up ▪ Time 50 meter dash ▪ Introduce 4 x 100 relay | <ul style="list-style-type: none"> ▪ Warm up ▪ Time 100 meter dash ▪ Introduce 4 x 100 relay |
| 3 | <ul style="list-style-type: none"> ▪ Warm up ▪ Time 4 x 100 relay ▪ Introduce long jump | <ul style="list-style-type: none"> ▪ Warm up ▪ Time 4 x 100 relay ▪ Introduce long jump |
| 4 | <ul style="list-style-type: none"> ▪ Warm up ▪ Measure long jump ▪ Introduce shot put | <ul style="list-style-type: none"> ▪ Warm up ▪ Measure long jump ▪ Introduce shot put |
| 5 | <ul style="list-style-type: none"> ▪ Warm up ▪ Measure shot put ▪ Introduce discus | <ul style="list-style-type: none"> ▪ Warm up ▪ Measure shot put ▪ Introduce discus |
| 6 | <ul style="list-style-type: none"> ▪ Warm up ▪ Measure discus | <ul style="list-style-type: none"> ▪ Warm up ▪ Measure discus |
| 7 | <ul style="list-style-type: none"> ▪ Warm up ▪ Set up and practice ▪ 2 events (rotate to stations) | <ul style="list-style-type: none"> ▪ Warm up ▪ Set up and practice for 3 events (rotate to stations) |
| 8 | <ul style="list-style-type: none"> ▪ Warm up ▪ Set up and practice ▪ 3 events (rotate to stations) | <ul style="list-style-type: none"> ▪ Warm up ▪ Set up and practice 4 events (rotate to stations) |
| 9 | <ul style="list-style-type: none"> ▪ Warm up ▪ Set up and practice ▪ 4 events (rotate to stations) | <ul style="list-style-type: none"> ▪ Warm up ▪ Set up and practice 5 events (rotate to stations) |
| 10 | <ul style="list-style-type: none"> ▪ Warm up ▪ Unit test ▪ Track and field day (stations) | <ul style="list-style-type: none"> ▪ Warm up ▪ Unit test ▪ Track and field day (stations) |

Content Standards & Indicators

Grades 7 - 8

COMPREHENSIVE PHYSICAL EDUCATION CONTENT STANDARDS and INDICATORS Grades 7 - 8

Content Standard 1: Motor Skill Performance

- 1.1 Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation)
- 1.2 Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities
- 1.3 Explore and adapt fundamental movement skills in a variety of dynamic environments
- 1.4 Acquire beginning skills for a few specialized movement forms
- 1.5 Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play

Content Standard 2: Applying Concepts and Strategies

- 2.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement
- 2.2 Recognize critical performance skill elements in self and others using movement vocabulary
- 2.3 Demonstrate knowledge of rules, safety practices and procedures of specific activities

Content Standard 3: Engaging in Physical Activity

- 3.1 Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
- 3.2 Demonstrate an understanding of a variety of movements and how they affect the body
- 3.3 Apply the understanding of physical activity concepts to developing movement sequences and game strategies
- 3.4 Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level

Content Standard 4: Physical Fitness

- 4.1 Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardio-respiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition)
- 4.2 Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity
- 4.3 Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status
- 4.4 Maintain a wellness log including exercise and food intake for a set period of time

*Content Standards & Indicators continued***Content Standard 5: Responsible Behavior**

- 5.1 Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings
- 5.2 Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks
- 5.3 Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities
- 5.4 Develop skills needed for resolving conflicts peacefully

Content Standard 6: Benefits of Physical Activity

- 6.1 Express and identify feelings about participating in physical activity and begin to make choices based on those feelings
- 6.2 Use physical activity as a means of self-expression
- 6.3 Use physical activity as a positive opportunity for social and group interaction
- 6.4 Experience personal challenges through physical activity
- 6.5 Understand that practicing activities increases specific skill competence
- 6.6 Experiment with new physical activities

DEFINING RESULTS

Motor Skill Performance

- I. *Enduring Understanding:* Repetition of proper technique leads to improvement.
- I. *Essential Question:* What different ways can the body move given a specific purpose?

Applying Concepts and Strategies

- II. *Enduring Understanding:* You must know what your body is doing.
- II. *Essential Question:* How can I move effectively and efficiently?

Engaging in Physical Activity

- III. *Enduring Understanding:* Fit people engage in physical activity on a regular basis.
- III. *Essential Question:* What can I do to be physically active, and why is this important?

Physical Fitness

- IV. *Enduring Understanding:* Fitness is a process, not a product.
- IV. *Essential Question:* Why is it important to be physically fit and how can I stay fit?

Responsible Behavior

- V. *Enduring Understanding:* Behaving well is as important as playing well.
- V. *Essential Question:* How do I interact with others during physical activity?

Benefits of Physical Activity

- VI. *Enduring Understanding:* The best choices for you fit who you are and what you need.
- VI. *Essential Question:* How will physical activity help me now and in the future?

Physical Education Individual Skill Test Rubric Middle School - Grades 7 – 8

| | |
|--|--|
| <p>Team Games / Activities</p> <ul style="list-style-type: none"> ▪ Baseball / Softball ▪ Basketball ▪ Field Hockey ▪ Flag Football ▪ Floor Hockey ▪ Lacrosse | <p>Individual/Group Activities</p> <ul style="list-style-type: none"> ▪ New Games ▪ Soccer ▪ Team Handball ▪ Ultimate Frisbee ▪ Volleyball |
| <ul style="list-style-type: none"> ▪ Badminton ▪ Bowling ▪ CT Physical Fitness Assessment ▪ Dance | <ul style="list-style-type: none"> ▪ Personal Fitness ▪ Pickle-Ball ▪ Tennis ▪ Track and Field |

Team Games / Activities

| Objectives | Does Not Meet Expectations 1 | Developing Expectations 2 | Progressing Towards Expectations 3 | Meeting Expectations 4 | Surpassing Expectations 5 | Totals |
|--|--|---|--|--|--|--------|
| Team Games / Activities Baseball / Softball, Basketball, Field Hockey, Flag Football, Floor Hockey, Lacrosse, New Games, Soccer, Team Handball, Ultimate Frisbee, Volleyball | Skills are not evident. Is unsure of proper techniques, requires 1 to 1 attention on a regular basis. | Skills are weak and need improvement. Is unsure of proper techniques but is sometimes successful in executing them. Knows and tries to follow some rules of the game. | Skills are adequate. Tries to use proper techniques and is often successful in executing them. Knows and tries to follow most rules of the game. | Skills are generally first- class. Mostly uses proper techniques and is usually successful in executing them. Knows and tries to follow the rules of the game. | Skills are superior. Uses proper techniques and is successful in executing them. Knows and always follows the rules of the game. | |
| Baseball / Softball (Throwing, Catching, Hitting, Rules of the Game) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Basketball (Dribbling, Passing, Shooting, Offense/Defense Play, Strategies, Teamwork) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Field Hockey (Dribbling, Passing, Stick Skills) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Flag Football (Passing, Receiving, Kicking, Offensive / Defensive Play) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Floor Hockey (Stick Skills, Goalie Skills, Offensive / Defensive Play) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Lacrosse (Passing, Catching, Offensive / Defensive Play, Teamwork) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the | Student is able to successfully perform at least 2 attempts out of 5 while meeting the | Student is able to successfully perform at least 3 attempts out of 5 while meeting the | Student is able to successfully perform at least 4 attempts out of 5 while meeting the | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |

| Objectives | Does Not Meet Expectations 1 | Developing Expectations 2 | Progressing Towards Expectations 3 | Meeting Expectations 4 | Surpassing Expectations 5 | Totals |
|---|--|---|---|---|--|---------------|
| | performance criteria | performance criteria | performance criteria | performance criteria | | |
| New Games (Responsibility, Leadership, Sportsmanship, Cooperation, Teamwork, Safety, Team Building) | Student is not able to cooperate and work as a member of the team | Student is not fully engaged in the activity and rarely contributes to the team | Student is able to cooperate and work as a team member some of the time | Student is able to cooperate and work as a team member most of the time | Student is able to cooperate and work as a team member most of the time | |
| Soccer (Dribbling, Passing, Shooting, Goalie Skills) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Team Handball (Throwing, Catching, Shooting, Offense/Defense Play, Strategies) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Ultimate Frisbee (Catching, Passing, Game Strategies) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Volleyball (Bumping, Setting, Serving, Offensive / Defensive Strategies) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Score | | | | | | |

Individual / Group Activities

| Objectives | Does Not Meet Expectations 1 | Developing Expectations 2 | Progressing Towards Expectations 3 | Meeting Expectations 4 | Surpassing Expectations 5 | Totals |
|---|--|---|--|--|--|---------------|
| Individual/Group Activities Badminton, Bowling, CT Physical Fitness Assessment, Dance, Personal Fitness, Pickle-Ball, Tennis, Track and Field | Skills are not evident. Is unsure of proper techniques, requires 1 to 1 attention on a regular basis. | Skills are weak and need improvement. Is unsure of proper techniques but is sometimes successful in executing them. Knows and tries to follow some rules of the game. | Skills are adequate. Tries to use proper techniques and is often successful in executing them. Knows and tries to follow most rules of the game. | Skills are generally first-rate. Mostly uses proper techniques and is usually successful in executing them. Knows and tries to follow the rules of the game. | Skills are superior. Uses proper techniques and is successful in executing them. Knows and always follows the rules of the game. | |
| Badminton (Serving, strokes, scoring, playing strategies) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Bowling (Stance, grip, approach, playing strategies) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Cross Country (Teamwork, Time, Form-Running, Pace, Breathing) | Student is able to successfully perform at least one minute or less while meeting the performance criteria | Student is able to successfully perform at least two minutes or less while meeting the performance criteria | Student is able to successfully perform three minutes or less while meeting some of the performance criteria | Student is able to successfully perform five minutes or less most of the time while meeting the performance criteria | Student is able to successfully perform seven minutes or less while meeting all of the performance criteria | |
| Connecticut Physical Fitness Assessment (Muscular Strength, Muscular Endurance, Flexibility, Aerobic Endurance) | <i>Students will strive to achieve Health / Related Fitness Zones</i> | | | | | |
| | Meets no fitness standards | Meets 1 of 4 fitness standard | Meets 2 of 4 fitness standards | Meets 3 of 4 fitness standards | Meets all 4 fitness standards | |
| Dance (Identifies and demonstrates movements, understands choreography principles and makes connection between dance and healthy living) | Student is not able to successfully identify, demonstrate and perform dance movements | Student is able to successfully identify, demonstrate, and perform a few dance movements | Student is able to successfully identify, demonstrate, and perform some of the dance movements | Student is able to successfully identify, demonstrate, and perform most of the dance movements | Student is able to successfully identify, demonstrate, and perform all of the dance movements | |
| Personal Fitness (Fitness, Climbing Wall, Weight Training, Yoga, Pilates) | Student does not complete a variety of fitness exercises | Student seldom completes a variety of fitness exercises | Student generally completes a variety of fitness exercises | Student frequently completes a variety of fitness exercises | Student always completes a variety of fitness exercises | |
| Pickle-ball (Strokes, Making Contact, Rules, Safety, Teamwork) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |

| Objectives | Does Not Meet Expectations 1 | Developing Expectations 2 | Progressing Towards Expectations 3 | Meeting Expectations 4 | Surpassing Expectations 5 | Totals |
|---|--|---|---|---|--|---------------|
| Tennis (Forehand, Backhand, Serving, Game Strategies) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Track & Field (Running, Throwing, Jumping Events) | Student is able to successfully perform at least 1 attempt out of 5 while meeting the performance criteria | Student is able to successfully perform at least 2 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 3 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform at least 4 attempts out of 5 while meeting the performance criteria | Student is able to successfully perform 5 attempts out of 5 while meeting the performance criteria | |
| Score: | | | | | | |

Objective Component

| Objective Component | Does Not Meet Expectations 1 | Developing Expectations 2 | Progressing Towards Expectations 3 | Meeting Expectations 4 | Surpassing Expectations 5 | Totals |
|--|--|--|--|---|--|--------|
| Educational Movement and Motor Skills (Basic Movement Patterns / Sequences) | Skills are not evident. Is unsure of proper techniques, requires 1 to 1 attention on a regular basis. | Skills are weak and need improvement. Is unsure of proper techniques but is sometimes successful in executing them. Is sometimes successful in executing new skills | Skills are adequate. Tries to use proper techniques and is often successful in executing them. Is often successful in executing new skills. | Skills are generally good. Mostly uses proper techniques and is usually successful in executing them. Is successful in executing new skills. | Skills are superior. Use proper techniques and is successful in executing them. Easily applies new skills to other activities. | |
| Warm up Activities (Stretching, Run, Lead up Games) | Does not participate in warm up / lead up activities. | Student rarely performs daily warm up activities to the best of their ability. Does not demonstrate listening behaviors. | Student sometimes performs daily warm up routine to the best of their ability. Responds when prompted. Attempts to learn some new skills. Attempts to listen to directions. | Student usually performs daily warm up routine to the best of their ability. Attempts to learn the necessary skills. Listens well. Occasionally asks questions for clarification. Executes proper mechanics of skills taught. | Student always performs daily warm up routine to the best of their ability. Consistent in giving best effort. Shows active listening. Asks questions for clarification. Excellent execution on all mechanics of skills taught. | |
| Leadership / Cooperation (Behavior, Safety, Sportsmanship, Team Work, Class) | Student almost always displays disruptive behavior during class. Student demonstrates behavior that is not acceptable often being corrected. Uncooperative to classmates and teacher. | Student occasionally displays disruptive behavior during class. Students behavior is poor. Disturbs the harmony of the group. Generally involved. Demonstrates poor sportsmanship. | Student rarely displays disruptive behavior during class. Students behavior is good. Sometimes encourages others and is kind to classmates. Demonstrates good sportsmanship. | Student almost always displays appropriate behavior during class. Students behavior is very good. Often encourages others and is kind to classmates. Almost always demonstrates very good sportsmanship. | Student displays appropriate behavior during daily activities. Students behavior is excellent. Leads others to improve. Always encourages and is kind to classmates. Always demonstrates good sportsmanship. | |
| Participation / Effort (Prepared for class, on time) | Student is prepared for class but does not participate. | Student selectively participates in some but not all activities in class. Rarely attempts to learn new skills. Does not demonstrate listening skills. | Student participates in the main activity, but does not participate in warm up activities. Responds when prompted. Tries to learn some new skills. Attempts to listen. | Student participates in most activities in class. Attempts to learn the necessary skills. Listen well occasionally ask questions for clarification. | Student actively participates in all class activities. Listens attentively. Shows active listening. Always give best effort. | |
| Written Assessment (Concepts, strategies, rules) | Written tests may be given to all students following the completion of each unit in physical education. The assessment will evaluate student understanding and comprehension of all the information presented during the unit. Each assessment is weighted on a scale of 100%. | | | | | |

Team Games / Activities BASEBALL / SOFTBALL

I. Course Description

Grade 7: The softball / baseball unit includes skills of throwing, catching, and hitting. Students will practice these skills and use them in a game situation. History, rules, and offensive and defensive strategies will be included.

Grade 8: The softball / baseball unit focus as developing fundamental skills. Students will be introduced to more advanced defensive and offensive tactics in both activities. Students will play a game.

II. Purpose

Grade 7: The course is designed to develop hitting, throwing, and catching skills in softball / baseball. Students will understand the similarities and differences between softball and baseball.

Grade 8: The course will feature developing skill levels in softball / baseball. Students will gain knowledge in game situation and play by participation in a game.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Develop an understanding of proper throwing and hitting mechanics | 1, 2, 3 | 1.1, 1.2, 1.4, 1.5, 2.1 | I |
| b) Understand base running strategies | 2, 3 | 2.3 | II |
| c) Understand the rules | 2, 3 | 2.3, 5.1 | II, V |
| d) Demonstrate proper safety procedures | 2, 3 | 2.3, 5.1 | II, V |
| e) Develop catching skills | 1, 2, 3 | 1.1, 1.2, 1.5, 2.1 | I |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7th Grade Topics | 8th Grade Topics |
|-----------------------|---|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction ▪ Safety concerns ▪ History ▪ Throwing and catching | <ul style="list-style-type: none"> ▪ Introduction to Baseball / Softball ▪ Safety concerns ▪ Fundamental skills |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Throwing and catching, specific to each position | <ul style="list-style-type: none"> ▪ Review skills ▪ Hitting ▪ Base running ▪ Infield / outfield defensive tactics |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Hitting | <ul style="list-style-type: none"> ▪ Review skills ▪ Hitting ▪ Offensive tactics |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Base running | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Game situation |
| 5 | <ul style="list-style-type: none"> ▪ Situational offensive and defensive strategies | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Game situation |
| 6 | <ul style="list-style-type: none"> ▪ Infield drills | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Scrimmage – one inning game |
| 7 | <ul style="list-style-type: none"> ▪ Modified softball / baseball games | <ul style="list-style-type: none"> ▪ Review skills ▪ Scrimmage two inning game |
| 8 | <ul style="list-style-type: none"> ▪ Modified softball / baseball games | <ul style="list-style-type: none"> ▪ Review skills ▪ Game play |
| 9 | <ul style="list-style-type: none"> ▪ Modified softball / baseball games | <ul style="list-style-type: none"> ▪ Review skills ▪ Game play |
| 10 | <ul style="list-style-type: none"> ▪ Modified games, unit test | <ul style="list-style-type: none"> ▪ Game play ▪ Written test |

Team Games / Activities BASKETBALL

I. Course Description

Grade 7: Basketball is an extremely popular team game. Students will learn the fundamental skills necessary to play basketball. Students will gain knowledge in playing strategies, rules, player's positions, and terminology.

Grade 8: Students will review and practice the fundamental skills necessary to play basketball. Students will have an opportunity to improve upon playing strategies, team play, and individual skills through game play.

II. Purpose

Grade 7: Basketball gives the students an opportunity to combine the fundamental motor skills of running, passing, shooting, dribbling, and offensive and defensive strategies similar to soccer, lacrosse, and team handball.

Grade 8: Students will continue to develop their skills in basketball and build on their knowledge of playing tactics while also improving their fitness level.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|------------------------------|---|
| a) Identify and demonstrate the basic skill associated with basketball | 1, 2 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1 | I, II |
| b) Understand and demonstrate rules and regulation during team play | 2, 3 | 2.3 | II |
| c) Identify and name positions of players, as well as terminology | 1, 2, 3 | 2.3 | II |
| d) Understand and demonstrate various passes and shots in the game | 1, 2, 3 | 1.2, 1.3, 1.4 | I |
| e) Comprehend individual and team offensive and defensive strategies | 1, 2, 3 | 3.3 | III |
| f) Apply an understanding of the connections between the purposes of movements and their effect on fitness | 3, 4, 5, 6 | 3.2 | III |
| a) Demonstrate safety procedures during skill development | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7 th Grade Topics | 8 th Grade Topics |
|----------------|--|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Basketball ▪ Safety Issues ▪ Dribbling | <ul style="list-style-type: none"> ▪ Overview / safety, equipment, rules ▪ Review and practice passing & catching skills ▪ Lead up games / drills (throwing & catching) ▪ Review dribbling skills |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Ball Handling ▪ Passing and Catching | <ul style="list-style-type: none"> ▪ Lead up games / drills (passing, catching & dribbling) ▪ Review shooting skills |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Shooting | <ul style="list-style-type: none"> ▪ Review Skills ▪ Lead up games / drills (passing & catching) ▪ Review shooting skills |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Shooting in a game | <ul style="list-style-type: none"> ▪ Review Skills ▪ Practice shooting skills ▪ Introduce goalie position |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive skills – Individual and team | <ul style="list-style-type: none"> ▪ Review Skills ▪ Practice shooting ▪ Play modified game |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive skills - Individual and team | <ul style="list-style-type: none"> ▪ Review Skills ▪ Lead up games / drills, team (defense/positions) |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Playing Rules ▪ Scrimmage | <ul style="list-style-type: none"> ▪ Review Skills ▪ Lead up games / drills, team (offense/positions) |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Scrimmage ▪ Modified Games | <ul style="list-style-type: none"> ▪ Skill testing ▪ Scrimmage 3 v 3 ▪ Review Skills |
| 9 | <ul style="list-style-type: none"> ▪ Review playing strategies / game situations ▪ Modified Game ▪ Skill test | <ul style="list-style-type: none"> ▪ Skill testing 10 games ▪ Scrimmage |
| 10 | <ul style="list-style-type: none"> ▪ Written Test / Unit Evaluation ▪ Game | <ul style="list-style-type: none"> ▪ Unit Evaluation ▪ Written Test |

Team Games / Activities FIELD HOCKEY

I. Course Description

Grade 7: Students will participate in a unit in field hockey. Students will learn proper safety techniques, drills, and skills of the game. Students will be encouraged to participate in drills and activities that will build skill levels as well as one's physical fitness.

Grade 8: Students will review safety considerations and concerns of field hockey. They will continue to develop their skill level and appreciation of the game.

II. Purpose

Grade 7: Students will practice the many skills necessary to play the game of field hockey. They will learn the basic field positions, offensive and defensive strategies, and understand basic terminology and rules of the game.

Grade 8: Students will work on skills to play the game of field hockey. They will review playing positions, game situations, playing tactics of the game, and play an actual game.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) To be motivated by a desire to play field hockey and experience the fitness aspect and the experience for social and group interaction on a team | 3, 4, 5, 6 | 3.2,3.2,6.3 | III, VI |
| b) Describe the basic offensive and defensive tactics and strategies | 2, 3 | 2.3,5.1 | II, V |
| c) Identify the basic field positions | 2, 3 | 5.1 | V |
| d) Understand the rules of the game and basic terminology | 2, 3, 4 | 2.3, 13.4, 5.1 | II, XIII, V |
| e) To develop competence in fundamental skills | 1, 2, 3, 4, 5, 6 | 1.1, 1.2, 1.3, 1.4, 1.5 | I |
| f) Demonstrate safety procedures during skill development | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| <i>Session Number</i> | 7th Grade Topics | 8th Grade Topics |
|------------------------------|--|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to field hockey ▪ Safety concerns ▪ Holding the stick / dribbling | <ul style="list-style-type: none"> ▪ Introduction to field hockey ▪ Safety concerns ▪ Holding the stick / dribbling |
| 2 | <ul style="list-style-type: none"> ▪ Review stick skills ▪ Passing and Fielding | <ul style="list-style-type: none"> ▪ Review stick skills ▪ Passing and Fielding |
| 3 | <ul style="list-style-type: none"> ▪ Review stick skills ▪ Hitting and flicking | <ul style="list-style-type: none"> ▪ Review stick skills ▪ Hitting and flicking |
| 4 | <ul style="list-style-type: none"> ▪ Review stick skills ▪ Dodging and tackling | <ul style="list-style-type: none"> ▪ Review stick skills ▪ Dodging and tackling, 1 v 1 |
| 5 | <ul style="list-style-type: none"> ▪ Review stick skills ▪ Goal keeping ▪ Game rules | <ul style="list-style-type: none"> ▪ Review stick skills ▪ Goal keeping ▪ Game rules ▪ Game play 2 v 2 |
| 6 | <ul style="list-style-type: none"> ▪ Review stick skills ▪ Game tactics and strategies- offense ▪ Skill Test ▪ Game Play 1 v 1 | <ul style="list-style-type: none"> ▪ Review stick skills ▪ Offensive tactics ▪ Skill Test ▪ Game play 3 v 2 |
| 7 | <ul style="list-style-type: none"> ▪ Review stick skills ▪ Game tactics and strategies- defense ▪ Skill test ▪ Game Play 2 v 1 | <ul style="list-style-type: none"> ▪ Review stick skills ▪ Defensive tactics ▪ Skill test ▪ Game play 3 v 3 |
| 8 | <ul style="list-style-type: none"> ▪ Review stick skills ▪ Skill test ▪ Game Play 3 v 3 | <ul style="list-style-type: none"> ▪ Review stick skills ▪ Skill test ▪ Game play 4 v 3 |
| 9 | <ul style="list-style-type: none"> ▪ Skill Work ▪ Game Play 4 v 4 | <ul style="list-style-type: none"> ▪ Skill Work ▪ Game play 4 v 4 |
| 10 | <ul style="list-style-type: none"> ▪ Game Play 4 v 4 ▪ Written test | <ul style="list-style-type: none"> ▪ Game play 5 v 5 ▪ Written test |

Team Games / Activities FLAG FOOTBALL

I. Course Description

Grade 7: Students will be learning many skills used in flag football such as passing and receiving. Students will have the opportunity to practice the skills, learn the basic rules of play, and participate in modified games.

Grade 8: Students will demonstrate competency in passing and receiving skills. Students will utilize skills to participate in modified games to advanced game situations

II. Purpose

Grade 7: Students will learn the many skills necessary to play Flag Football. Among those skills, students will gain the benefit of physical fitness and social opportunities to interact with classmates and be part of a team. Students will also assume various roles of leadership in a fun, recreational setting.

Grade 8: Students will apply the basic rules and skills of Flag Football in a game situation. The students will develop offensive plays.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|-------------------|-------------------------|--|
| a) Utilize safety procedures and proper safety precautions | 2, 5 | 2.3, 5.1 | II, V |
| b) Identify the rules and strategies of flag football | 2, 3 | 2.3, 5.1 | II, V |
| c) Comprehend the rules governing play | 1, 2, 3 | 2.3, 5.1, 5.2, 5.3, 5.4 | II, V |
| d) Execute the various skills and techniques to play flag football | 1, 2, 3 | 1.1, 1.2, 1.3, 1.4, 1.5 | I |
| e) Demonstrate offensive and defensive strategies | 2, 3 | 2.3, 5.1, 5.2 | II, V |
| f) Understand the key points of flag football | 1, 2, 3 | 2.3, 5.1 | II, V |
| g) Use basic terminology associated with the game | 2, 3 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7th Grade Topics | 8th Grade Topics |
|-----------------------|---|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Flag Football ▪ Safety procedures / precautions ▪ Throwing and catching | <ul style="list-style-type: none"> ▪ Introduction to Flag Football ▪ Safety procedures / precautions ▪ Offensive fundamentals |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Ball carrying ▪ Ball exchange with center | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive fundamentals |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive formations and play selection | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive fundamentals |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive fundamentals | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive formations and play |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive skills and strategies ▪ Defensive skills and strategies | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive strategies |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Special teams play ▪ Skill test | <ul style="list-style-type: none"> ▪ Review skills ▪ Special plays / situations ▪ Skill test |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Scrimmage | <ul style="list-style-type: none"> ▪ Review skills ▪ Scrimmage ▪ Skill test |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Game play | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Game play |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Game play | <ul style="list-style-type: none"> ▪ Game play |
| 10 | <ul style="list-style-type: none"> ▪ Written test ▪ Game play | <ul style="list-style-type: none"> ▪ Game play ▪ Written test |

Team Games / Activities FLOOR HOCKEY

I. Course Description

Grade 7: Students will learn stick handling, passing, shooting, and goal tending skills that are necessary to play floor hockey. Students will practice these skills and use them in a game situation.

Grade 8: Students will have the opportunity to build upon the skills learned in 7th grade. Students will play various lead up activities and games that will increase their ability to execute team offensive and defensive strategies. Students will participate in floor hockey games.

II. Purpose

Grade 7: This course is designed to help students develop the skills necessary to participate in a floor hockey game. This experience can be an exciting challenge.

Grade 8: Students will continue to work on their skill development to play floor hockey. It is a great recreational opportunity.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Demonstrate knowledge of rules, safety practices, and game procedures | 1, 2, 3 | 1.1, 2.3, 5.1 | II, V |
| b) Display fundamental skills of floor hockey: handling the puck, passing and receiving the puck, stopping and shooting the puck, and goal tending skills | 1, 2, 3 | 1.2, 1.3 | I |
| c) Execute developmentally mature applications combining locomotor, nonlocomotor, and manipulative skills to participate in floor hockey | 1, 2 | 1.1, 1.2, 1.3 1.4, 1.5 | I |
| d) Understand and demonstrate knowledge of offensive/defensive team strategies | 1, 2, 3 | 2.3, 3.3, 3.4, 5.1 | II, III, V |
| e) To play in a floor hockey game to promote the development and improvement of physical fitness level | 3, 4, 5, 6 | 4.1, 4.2, 4.4 | IV |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7th Grade Topics | 8th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to floor hockey ▪ Safety practices and procedures ▪ Puck handling | <ul style="list-style-type: none"> ▪ Overview of floor hockey (safety, equipment, and rules) ▪ Review & practice puck handling |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Passing ▪ Receiving ▪ Stopping the puck | <ul style="list-style-type: none"> ▪ Leadup games/drills (puck handling) ▪ Review & practice passing, receiving and stopping the puck |
| 3 | <ul style="list-style-type: none"> ▪ Skill Review ▪ Moving ▪ Shooting the puck | <ul style="list-style-type: none"> ▪ Leadup games/drills (passing, receiving, stopping the puck) ▪ Review and practice shooting and goalie skills |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive/defensive team strategies ▪ Goal tending ▪ Rules of the game ▪ Game scrimmage | <ul style="list-style-type: none"> ▪ Leadup games/drills (shooting & goalie) ▪ Review and practice team offensive and defensive strategies |
| 5 | <ul style="list-style-type: none"> ▪ Skill Review ▪ Skill Test ▪ Game scrimmage | <ul style="list-style-type: none"> ▪ Leadup games/drills (team offensive and defensive strategies) |
| 6 | <ul style="list-style-type: none"> ▪ Skill Review ▪ Skill test ▪ Game play- tournament 5v5 | <ul style="list-style-type: none"> ▪ Skill test ▪ Game play tournament 5 v 5 |
| 7 | <ul style="list-style-type: none"> ▪ Skill Review ▪ Skill test ▪ Game play- tournament 5v5 | <ul style="list-style-type: none"> ▪ Skill test ▪ Game play tournament 5 v 5 |
| 8 | <ul style="list-style-type: none"> ▪ Skill review ▪ Game play- tournament 5v5 | <ul style="list-style-type: none"> ▪ Tournament 5 v 5 |
| 9 | <ul style="list-style-type: none"> ▪ Skill review ▪ Game play- tournament 3v3 | <ul style="list-style-type: none"> ▪ Tournament 5 v 5 |
| 10 | <ul style="list-style-type: none"> ▪ Game play- tournament 3v3 ▪ Written test | <ul style="list-style-type: none"> ▪ Written test |

Team Games / Activities LACROSSE

I. Course Description

Grade 7: Students will participate in a unit of co-ed lacrosse. During the unit, students will learn passing, catching, dodging, scooping, cradling skills in various drill situations. Students will learn adapted safety rules and play in scrimmage games. This unit will help students gain a greater appreciation of lacrosse.

Grade 8: Students will continue to develop their skills in lacrosse. Students will continue to learn new tactics to make their games more fun. Students will improve their fitness level.

II. Purpose

Grade 7: The purpose of lacrosse is to provide the students with the opportunity to learn the stick skills of the game. Lessons will focus on offensive and defensive strategies. Students will fully enjoy this lacrosse experience.

Grade 8: Students will learn the necessary stick skills to play the game of lacrosse. Students will increase their knowledge and playing strategies of the game. Students will be able to play a safe scrimmage game.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| b) To acquire the skills necessary to play lacrosse: catching, passing, shooting, cradling, dodging, scooping, offensive and defensive strategies | 1, 2 | 1.1, 1.2, 1.3, 1.4, 1.5 | I |
| c) To understand and demonstrate knowledge of rules, safety concepts and practices and procedures as they apply to an increasing range of movement situations | 1, 2, 5 | 2.3 | II |
| d) To demonstrate developing mature applications combining locomotor, nonlocomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities | 1, 2, 3 | 1.2 | I |
| e) Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness level | 3, 4, 5, 6 | 1.4 | I |
| f) Use physical activity as a positive opportunity for social and group interaction and development of leadership skills | 3, 4, 5, 6 | 6.3 | VI |
| g) Demonstrate safety procedures during skill development | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7 th Grade Topics | 8 th Grade Topics |
|----------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Lacrosse ▪ Safety factors ▪ Passing ▪ Catching | <ul style="list-style-type: none"> ▪ Introduction to Lacrosse ▪ Safety factors ▪ Passing ▪ Catching ▪ Shuttles |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Cradling ▪ Scooping | <ul style="list-style-type: none"> ▪ Review skills ▪ Cradling ▪ Scooping ▪ Line drills |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Dodging ▪ Shooting | <ul style="list-style-type: none"> ▪ Review skills ▪ Dodging vs. defender ▪ Shooting vs. defender |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive strategies | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive tactics |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive strategies | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive tactics |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill Test ▪ Rules ▪ Scrimmage | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill Test ▪ Rules ▪ Scrimmage |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Game Play 5 v 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Game Play 7 v 7 |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Game Play 5 v 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Game Play 7 v 7 |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Game Play 7 v 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Game Play 7 v 7 |
| 10 | <ul style="list-style-type: none"> ▪ Game Play ▪ Written Test | <ul style="list-style-type: none"> ▪ Game Play ▪ Written Test |

Team Games / Activities NEW GAMES

I. Course Description

Grade 7: Students will participate in various group activities developing leadership, problem solving skills, and personal fitness.

Grade 8: Student will engage in various cooperative games, trust activities, and problem solving tasks.

II. Purpose

Grade 7: Students will engage in a variety of motor and sport skills to develop individual skill levels, improved personal fitness, and increase positive social and group interaction.

Grade 8: Students will be involved in playing "New Games". Games will incorporate values of cooperation, trust, leadership, responsibility, sportsmanship and team building.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|---|---|
| a) Understand group / team dynamics | 2, 3, 4, 5, 6 | 5.1, 5.2, 5.3, 5.4 | V |
| b) Participate in a variety of small and large group activities | 2, 3, 4, 5 | 2.3, 3.2, 4.2, 4.4, 5.1, 5.3, 6.6 | II, III, IV, V, VI |
| c) Appreciate different ideas and strategies | 2, 3, 4, 5 | 5.2, 5.3, 5.4 | V |
| d) Use motor and sport skills required for games | 1, 2, 3 | 1.2, 1.5 | I |
| h) Demonstrate safety procedures during skill development | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7th Grade Topics | 8th Grade Topics |
|-----------------------|--|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction ▪ Partners, small group activities | <ul style="list-style-type: none"> ▪ Introduction to New Games unit ▪ Safety concerns / consideration ▪ Individual games |
| 2 | <ul style="list-style-type: none"> ▪ Review ▪ Small group activities | <ul style="list-style-type: none"> ▪ Review skills ▪ Individual initiative ▪ Small group task |
| 3 | <ul style="list-style-type: none"> ▪ Review ▪ Medium / large group activities | <ul style="list-style-type: none"> ▪ Review skills ▪ Trust activities |
| 4 | <ul style="list-style-type: none"> ▪ Large group activities | <ul style="list-style-type: none"> ▪ Review skills ▪ Team building initiatives |

Team Games / Activities SOCCER

I. Course Description

Grade 7: Students will be introduced to a variety of skills and history of soccer. Individual and small group drills will be used to develop necessary skills for game play. Basic strategies and positioning will be covered.

Grade 8: Students will further develop dribbling, shooting, passing, receiving and heading skills to be used in game situations. Offensive and defensive strategies will be included in instruction. A 7 v 7 tournament will conclude the unit.

II. Purpose

Grade 7: Developing basic soccer skills allows students to participate in a fitness oriented activity and worldwide popular sport. Teamwork and skill development are the foundation for this unit.

Grade 8: This unit is designed to incorporate previously learned skills and strategy into a game situation. Students will participate in a soccer tournament focusing on teamwork and fitness.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) To acquire knowledge and an understanding of soccer | 1, 2 | 5.1 | V |
| b) Understand the rules of the game | 2, 3 | 5.1 | V |
| c) Identify and use basic terminology associated with the game | 2, 3 | 2.3, 3.3 | II, III |
| d) Demonstrate an understanding of how rules and safety practices and procedures are incorporated during drills and games | 1, 2, 3 | 2.3 | II |
| e) Develop an appreciation for the physical skills required to play soccer | 1, 2, 3 | 5.1 | V |
| f) Develop basic skills necessary to play a game of soccer | 1, 2, 3, 4 | 1.2, 1.3, 1.4 | I |
| g) Discuss and employ basic offensive and defensive strategies and tactics | 2, 3 | 1., 1.3, 2.1 | I, II |
| h) Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities | 3, 4, 5, 6 | 5.2 | V |
| i) Demonstrate safety procedures during skill development | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7 th Grade Topics | 8 th Grade Topics |
|----------------|---|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to soccer / safety concerns ▪ Discuss skills and fitness | <ul style="list-style-type: none"> ▪ Introduction to soccer / safety concerns ▪ Offensive fundamentals |
| 2 | <ul style="list-style-type: none"> ▪ Discuss rules ▪ Practice dribbling (speed and control) | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive fundamentals |
| 3 | <ul style="list-style-type: none"> ▪ Review dribbling ▪ Practice passing (inside of foot and instep) | <ul style="list-style-type: none"> ▪ Review skills and rules ▪ Defensive fundamentals |
| 4 | <ul style="list-style-type: none"> ▪ Review passing and rules ▪ Practice shooting ▪ Practice goalie skills | <ul style="list-style-type: none"> ▪ Review skills ▪ Soccer around the world – global look at the game including the World Cup |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Practice receiving (foot, thigh, chest) | <ul style="list-style-type: none"> ▪ Skill review ▪ Skill test |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Discuss positioning ▪ Practice heading | <ul style="list-style-type: none"> ▪ Skill review ▪ Skill test |
| 7 | <ul style="list-style-type: none"> ▪ Skill review ▪ Skill test ▪ Scrimmage / game | <ul style="list-style-type: none"> ▪ Skill review ▪ Skill test ▪ Scrimmage |
| 8 | <ul style="list-style-type: none"> ▪ Skill review ▪ Skill test ▪ Scrimmage / game | <ul style="list-style-type: none"> ▪ Skill test ▪ Game |
| 9 | <ul style="list-style-type: none"> ▪ Skill review ▪ Skill test ▪ Game | <ul style="list-style-type: none"> ▪ Skill, rule, strategy review |
| 10 | <ul style="list-style-type: none"> ▪ Written test ▪ Game | <ul style="list-style-type: none"> ▪ Written test ▪ Game |

Team Games / Activities TEAM HANDBALL

I. Course Description

Grade 7: Team handball is a popular team game. Students will learn the fundamental skills necessary to play Team handball. Students will gain knowledge in playing strategies, rules, player's positions, and terminology.

Grade 8: Students will review and practice the fundamental skills necessary to play team handball. Students will have an opportunity to improve upon playing strategies, team play, and individual skills through game play.

II. Purpose

Grade 7: Team handball gives the students an opportunity to combine the fundamental motor skills of running, throwing, jumping, and offensive and defensive strategies similar to the motor skills used in basketball, soccer, and hockey.

Grade 8: Students will continue to develop their skills in team handball and build on their knowledge of playing tactics while also improving their fitness level.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|------------------------------|---|
| g) Identify and demonstrate the basic skill associated with team handball | 1, 2 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1 | I, II |
| h) Understand and demonstrate rules and regulation during team play | 2, 3 | 2.3 | II |
| i) Identify and name positions of players, as well as terminology | 1, 2, 3 | 2.3 | II |
| j) Understand and demonstrate various throws in the game | 1, 2, 3 | 1.2,1.3,1.4 | I |
| k) Comprehend individual and team offensive and defensive strategies | 1, 2, 3 | 3.3 | III |
| l) Apply an understanding of the connections between the purposes of movements and their effect on fitness | 3, 4, 5, 6 | 3.2 | III |
| j) Demonstrate safety procedures during skill development | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7th Grade Topics | 8th Grade Topics |
|-----------------------|---|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Team Handball ▪ Safety Issues ▪ Throwing / catching | <ul style="list-style-type: none"> ▪ Overview / safety, equipment, rules ▪ Review and practice throwing & catching skills ▪ Lead up games / drills (throwing & catching) ▪ Review dribbling skills |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Ball Handling ▪ Dribbling | <ul style="list-style-type: none"> ▪ Lead up games / drills (throwing, catching & dribbling) ▪ Review shooting skills |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Shooting | <ul style="list-style-type: none"> ▪ Lead up games / drills (throwing & catching) ▪ Review shooting skills |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Shooting in a game ▪ Throws | <ul style="list-style-type: none"> ▪ Practice shooting skills ▪ Introduce goalie position |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive skills – Individual and team | <ul style="list-style-type: none"> ▪ Practice shooting / goalie skills ▪ Play modified game |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive skills - Individual and team | <ul style="list-style-type: none"> ▪ Lead up games / drills, team (defense/positions) |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Playing Rules ▪ Scrimmage | <ul style="list-style-type: none"> ▪ Lead up games / drills, team (offense/positions) |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Scrimmage | <ul style="list-style-type: none"> ▪ Skill testing |
| 9 | <ul style="list-style-type: none"> ▪ Review playing strategies / game situations ▪ Game ▪ Skill test | <ul style="list-style-type: none"> ▪ Skill testing 10 games |
| 10 | <ul style="list-style-type: none"> ▪ Written Test / Unit Evaluation ▪ Game | <ul style="list-style-type: none"> ▪ Unit Evaluation ▪ Written Test |

Team Games / Activities ULTIMATE FRISBEE

I. Course Description

Grade 7: Students will learn the background and history of ultimate frisbee and other frisbee games. Practiced skills will include catching and throwing forehand and backhand. Rules for safe play and basic strategy will be covered.

Grade 8: Students will review safety considerations and concerns of frisbee activities. Students will develop game strategy for ultimate frisbee and equipment necessary for frisbee golf.

II. Purpose

Grade 7: Students will learn the necessary skills to play a variety of frisbee activities. Students will engage in frisbee activities that involve all aspect of physical fitness.

Grade 8: Students will further develop frisbee throwing and catching skills and incorporate these into a game situation. An appreciation for teamwork and fitness needed to play ultimate frisbee will be highlighted.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|------------------------------|---|
| a) Understand the rules of ultimate frisbee and frisbee golf | 2, 3 | 1.5, 2.3, 5.1, 5.2, 5.3, 5.4 | I, II, V |
| b) Understand safety concerns when engaged in frisbee activities | 2, 3, 5 | 2.3, 5.1 | II, V, VI |
| c) Develop competence in fundamental skills | 1, 2 | 1.1, 1.2, 1.3, 1.4, 1.5 | I |
| d) Demonstrates offensive and defensive team strategies | 2, 3 | 2.3, 5.1 | II, V |
| e) Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships | 3, 4, 5, 6 | 6.2, 6.3, 6.4 | III |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7th Grade Topics | 8th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to frisbee skills ▪ Safety concerns ▪ Catching two hands | <ul style="list-style-type: none"> ▪ Introduction to frisbee skills ▪ Safety concerns |
| 2 | <ul style="list-style-type: none"> ▪ Review catching ▪ Throwing forehand | <ul style="list-style-type: none"> ▪ Throwing forehand / backhand ▪ Review rules for ultimate frisbee |
| 3 | <ul style="list-style-type: none"> ▪ Review catching, throwing forehand ▪ Backhand throws | <ul style="list-style-type: none"> ▪ Catching – one hand and 2 hands ▪ Review throwing |
| 4 | <ul style="list-style-type: none"> ▪ Ultimate frisbee rules ▪ Throwing, catching while moving | <ul style="list-style-type: none"> ▪ Offensive, defensive tactics ▪ Scrimmage 3 v 3 |
| 5 | <ul style="list-style-type: none"> ▪ Review Skills ▪ 3 v 3 game | <ul style="list-style-type: none"> ▪ Skills test ▪ Scrimmage 5 v 5 |
| 6 | <ul style="list-style-type: none"> ▪ Review throwing and catching ▪ Skills test | <ul style="list-style-type: none"> ▪ Written ultimate frisbee test ▪ Game play 7 v 7 |
| 7 | <ul style="list-style-type: none"> ▪ Game tactics and strategies ▪ Skills test | <ul style="list-style-type: none"> ▪ Frisbee golf rules and equipment ▪ Practice throwing long distance |
| 8 | <ul style="list-style-type: none"> ▪ Skill work ▪ Game play | <ul style="list-style-type: none"> ▪ Skill work ▪ Frisbee golf round |
| 9 | <ul style="list-style-type: none"> ▪ Frisbee golf rules ▪ Long distance throw | <ul style="list-style-type: none"> ▪ Skill work ▪ Frisbee golf round |
| 10 | <ul style="list-style-type: none"> ▪ Frisbee golf ▪ Written test | <ul style="list-style-type: none"> ▪ Written test ▪ Frisbee games |

Team Games / Activities VOLLEYBALL

I. Course Description

Grade 7: Students will learn the basic skills of volleyball. Students will be introduced to serving overhead, rules and offensive and defensive play. Students will play in a modified game scrimmage.

Grade 8: Students will review and practice the basic skills of volleyball. Students will continue to learn the rules of the game and offensive and defensive concepts.

II. Purpose

Grade 7: Students will review the skills of bumping, setting, and serving (overhead and underhand) Students will learn the rules of volleyball and offensive and defensive play. Volleyball is a great co-educational game.

Grade 8: Students will continue to develop their skills of bumping, setting, and serving (overhead and underhand). Lessons will focus on volleyball rules and offensive and defensive strategies. Students will play in a volleyball tournament. Volleyball is an excellent recreational activity.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Acquire the skills necessary to play the game of volleyball with enjoyment and satisfaction | 1, 2 | 5.1, 5.2 | V |
| b) Develop increasing competence in more advanced specialized skills | 1, 2, 3 | 1.4 | I |
| c) Demonstrate knowledge of rules, safety practices and procedures and then apply that to an increasing range of movement situations | 2, 3 | 2.3 | II |
| d) Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness level | 3, 4, 5, 6 | 3.4 | III |
| e) Apply safe practices, etiquette and sportsmanship in all physical activity settings | 3, 4, 5, 6 | 5.1 | V |
| f) Use physical activity as a positive opportunity for social and group interaction and the development of skills | 3, 4, 5, 6 | 3.4 | III |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7th Grade Topics | 8th Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to volleyball ▪ Safety concerns and considerations ▪ Bumping | <ul style="list-style-type: none"> ▪ Introduction to volleyball ▪ Safety concerns and considerations ▪ Bumping |
| 2 | <ul style="list-style-type: none"> ▪ Skill review ▪ Bumping ▪ Setting ▪ Passing, bumping, setting | <ul style="list-style-type: none"> ▪ Skill review ▪ Bumping ▪ Setting ▪ Passing, bumping, setting |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Bumping / setting in game ▪ Bumping / setting game | <ul style="list-style-type: none"> ▪ Review skills ▪ Bumping / setting ▪ Underhand serve |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Serving (underhand) | <ul style="list-style-type: none"> ▪ Review skills ▪ Underhand serve ▪ Overhand serve |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Serving (underhand) ▪ Overhead | <ul style="list-style-type: none"> ▪ Review skills ▪ Overhead serve ▪ Game rules |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Practice serving – overhead, bump, set, serve game | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive strategies ▪ Skill test ▪ 6 v 6 scrimmage |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Rules for volleyball | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive strategies ▪ Skill test ▪ 6 v 6 scrimmage |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Offensive concepts ▪ Scrimmage 6 v 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ 6 v 6 scrimmage |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive concepts ▪ Scrimmage 6 v 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ 6 v 6 tournament |
| 10 | <ul style="list-style-type: none"> ▪ Review skills ▪ 6 v 6 play | <ul style="list-style-type: none"> ▪ Review skills ▪ 6 v 6 tournament |

Individual / Group Activities BADMINTON

I. Course Description

Grade 7: Students will gain knowledge and practice serving short and long, drop shots and drive which can be used in a badminton match. Students will participate in a doubles badminton tournament at the conclusion of the unit.

Grade 8: Students will increase their knowledge and skill level in badminton. Student will review the serving rotation, playing strategies, and scoring in doubles and singles play.

II. Purpose

Grade 7: Students will learn skills, rules, and strategies necessary to play in a doubles badminton match. Students learn to practice racquet strategies that can be used in number of racquet sports.

Grade 8: Students will develop their skill level in badminton which will allow them to play in doubles and singles tournaments.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Understand the history, rules, scoring, and equipment used for badminton | 1, 2 | 2.3 | II |
| b) Develop skills and strategies to play in a doubles match | 2, 3 | 1.1, 1.2, 1.3, 1.4 | I |
| c) Perform basic overhead and underhand strokes | 1, 2, 3 | 1.1, 1.2, 1.5 | I |
| d) Demonstrate proper grip technique | 1, 2, 3 | 1.1, 1.2 | I |
| e) Recognize the transfer skills from badminton to tennis | 3, 4 | 2.1, 6.1, 6.6 | II, VI |
| f) Demonstrate safety procedures during skill development | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7th Grade Topics | 8th Grade Topics |
|-----------------------|--|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction ▪ Safety procedures ▪ Equipment ▪ Recreational practice time | <ul style="list-style-type: none"> ▪ Safety procedures ▪ Care of equipment ▪ Pre-assessment of skill level during practice games |
| 2 | <ul style="list-style-type: none"> ▪ Introduce serving ▪ Practice long and short serve | <ul style="list-style-type: none"> ▪ Skill review ▪ Serve (long and short) ▪ Forehand drive ▪ Backhand drive |
| 3 | <ul style="list-style-type: none"> ▪ Long/short serve ▪ Introduce long clears | <ul style="list-style-type: none"> ▪ Skill review ▪ Practice serving test ▪ Underhand clears ▪ Overhand clears |
| 4 | <ul style="list-style-type: none"> ▪ Review long clears ▪ Practice serve / clear drill ▪ Introduce drop shot and drive | <ul style="list-style-type: none"> ▪ Skill review ▪ Practice serving test ▪ Drop shot ▪ Smash |
| 5 | <ul style="list-style-type: none"> ▪ Review drop shot and drive ▪ Practice serve / drop shot drill ▪ Practice serve / drive drill | <ul style="list-style-type: none"> ▪ Skill review ▪ Practice skill in situations ▪ Review playing rules for doubles play ▪ Playing tactics for doubles play |
| 6 | <ul style="list-style-type: none"> ▪ Introduce game rules (doubles / singles) ▪ Practice game situation / rules | <ul style="list-style-type: none"> ▪ Skill review ▪ Serving test ▪ Doubles scrimmage game |
| 7 | <ul style="list-style-type: none"> ▪ Introduce doubles strategies ▪ Practice games | <ul style="list-style-type: none"> ▪ Skill review ▪ Serving test ▪ Doubles tournament ▪ Introduce singles play |
| 8 | <ul style="list-style-type: none"> ▪ Skill test ▪ Practice games | <ul style="list-style-type: none"> ▪ Skill review ▪ Doubles tournament ▪ Introduce singles play |
| 9 | <ul style="list-style-type: none"> ▪ Skill test ▪ Practice games ▪ Doubles tournament | <ul style="list-style-type: none"> ▪ Skill review ▪ Doubles tournament ▪ Singles play |
| 10 | <ul style="list-style-type: none"> ▪ Doubles tournament ▪ Unit test | <ul style="list-style-type: none"> ▪ Doubles / singles tournament ▪ Written test |

Individual / Group Activities BOWLING

I. Course Description

Grade 7: Students will participate in a bowling unit. Students will learn the various skills for bowling. With this skill development and knowledge, the opportunity to bowl outside of school can build a meaningful experience for social and group interaction and a great recreational activity.

Grade 8: Students will review all the basic skills in bowling. They will direct their focus to scoring and bowling tactics.

II. Purpose

Grade 7: Student will learn the fundamental skill of bowling. Class lessons will focus on stance, grip, approach, scoring, lane etiquette, and playing strategy. Bowling can be an excellent leisure time activity.

Grade 8: Students will work on skill development in bowling and understanding scoring tactics. Bowling can be a great recreational leisure time activity.

III. Course Objectives

| <i>The students will be able to:</i> | | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--------------------------------------|--|-------------------|---------------------------|--|
| a) | To acquire knowledge, skill, and understanding of bowling | 1, 2 | 1.2, 2.1, 2.3 3.3, 5.1 | I, II, V |
| b) | Understand the importance as a recreational activity | 6 | 1.5, 3.4, 6.3 | I, III, VI |
| c) | Demonstrate the skill and technique necessary for one to bowl with reasonable effectiveness | 1, 2 | 1.2, 1.3, 1.4, 2.1 | I, II |
| d) | Understand the terminology of bowling | 2 | 2.3, 5.1 | II, V |
| e) | Understands and demonstrates the methods of scoring | 2 | 2.3 | II |
| f) | Utilize the etiquette associated with the sport | 2, 6 | 5.1 | V |
| g) | Use the activity as a positive opportunity for social and group interaction and developing lifelong skills and relationships | 5, 6 | 6.3 | VI |
| h) | Understand safety concerns while learning skill techniques | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies – Sequence of Instruction

| Session Number | 7th Grade Topics | 8th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Bowling ▪ Safety Concerns ▪ Playing Etiquette ▪ Stance | <ul style="list-style-type: none"> ▪ Introduction to Bowling ▪ Safety Concerns ▪ Playing Etiquette ▪ Stance |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Gripping the ball | <ul style="list-style-type: none"> ▪ Review Skills ▪ Gripping the ball ▪ Stance ▪ Approach |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Approach | <ul style="list-style-type: none"> ▪ Reviews skills ▪ Straight ball ▪ Hook ball |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Straight ball | <ul style="list-style-type: none"> ▪ Scoring ▪ Terminology ▪ Hitting the pocket |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Scoring ▪ Terminology ▪ Hitting the pocket | <ul style="list-style-type: none"> ▪ Review skills ▪ Playing tactics ▪ Playing situations |
| 6 | <ul style="list-style-type: none"> ▪ Review Skills ▪ Playing strategies | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Bowling tournament |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Bowling Tournament | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Bowling tournament |
| 8 | <ul style="list-style-type: none"> ▪ Reviews skills ▪ Skill test ▪ Bowling Tournament | <ul style="list-style-type: none"> ▪ Review skills ▪ Bowling tournament |
| 9 | <ul style="list-style-type: none"> ▪ Bowling Tournament | <ul style="list-style-type: none"> ▪ Bowling tournament |
| 10 | <ul style="list-style-type: none"> ▪ Bowling Tournament ▪ Written test | <ul style="list-style-type: none"> ▪ Bowling tournament ▪ Written test |

Individual / Group Activities
CONNECTICUT PHYSICAL FITNESS ASSESSMENT

I. Course Description

Grade 7: Physical fitness is an important lifetime objective of Connecticut’s and Madison’s overall educational program goal. Seventh grade students will be given a practice fitness test. This test will allow the students to measure their fitness level compared to the standards of the Connecticut Physical Fitness Assessment.

Grade 8: Physical fitness is an important component of Connecticut’s and Madison’s overall educational program goals. It is expected that all students will recognize the importance of and choose to participate regularly in physical activities designed to maintain and enhance healthy lifestyles. The Connecticut Physical Fitness Assessment is given annually to all eighth grade students.

IV. Purpose

Grade 7: The Connecticut Physical Fitness Assessment measures joint flexibility (back-saver sit and reach), abdominal strength and endurance (partial curl-up test), upper body strength and endurance (right angle pushups), cardio respiratory endurance (one mile walk / run) or P.A.C.E.R. (Progressive Aerobic Cardiovascular Endurance Test). This assessment is a part of the ongoing process of helping students understand and improve their physical health and well-being.

Grade 8: The Connecticut Physical Fitness Assessment measures joint flexibility (back-saver sit and reach), abdominal strength and endurance, (partial curl-up test), upper body strength and endurance (right angle push-ups), cardio endurance (one mile walk / run) or P.A.C.E.R. (Progressive Aerobic Cardiovascular Endurance Test). This assessment is a part of the ongoing process of helping students understand and improve their physical health and well-being.

Fitness and physical activity is for everyone. The promotion of health-related fitness in students helps develop adults who are active, fit, and healthy. Everyone can make physical activity a habit and enjoy lifelong benefits. Fitness is for life and fun.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component. | 1, 2, 3 | 4.1 | IV |
| b) Identify a student’s fitness weaknesses and strengths to that areas in need of improvement can be seen and individual programs can be developed | 3, 4, 6 | 4.2, 4.3 | IV |
| c) Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness | 3, 4, 5, 6 | 4.1, 4.4 | IV |
| d) Incorporate a variety of fitness activities to prepare students for the fitness assessment | 3, 4, 6 | 3.1, 3.2, 3.4, 6.1 | III, VI |

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| e) Understand safety concerns through skill development and testing | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7th Grade Topics | 8th Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Safety concerns ▪ Introduction to purpose of assessing physical fitness ▪ Run / walk / jog 1 lap on track ▪ Stretch | <ul style="list-style-type: none"> ▪ Safety concerns ▪ Introduction to purpose of assessing physical fitness ▪ Run / walk / jog 1 lap on track ▪ Stretch |
| 2 | <ul style="list-style-type: none"> ▪ Fitness stations in mini gym including climbing wall, flexibility, shuttle run, push-ups and curl-ups | <ul style="list-style-type: none"> ▪ Fitness stations in mini gym including climbing wall, flexibility, shuttle run, push-ups and curl-ups |
| 3 | <ul style="list-style-type: none"> ▪ Run / walk 2 laps on track ▪ Stretch ▪ Practice push-ups ▪ Practice curl-ups | <ul style="list-style-type: none"> ▪ Run / walk 2 laps on track ▪ Stretch ▪ Practice push-ups ▪ Practice curl-ups |
| 4 | <ul style="list-style-type: none"> ▪ Stretch ▪ Run / walk 3 laps on track ▪ Perform curl-up test ▪ Use climbing wall | <ul style="list-style-type: none"> ▪ Stretch ▪ Perform curl-up test ▪ Use climbing wall |
| 5 | <ul style="list-style-type: none"> ▪ Stretch ▪ Run / walk 4 laps on track ▪ Perform push-up test ▪ Use jump ropes | <ul style="list-style-type: none"> ▪ Stretch ▪ Perform push-up test ▪ Use jump ropes ▪ 3 laps of track / mile |
| 6 | <ul style="list-style-type: none"> ▪ Perform back-saver sit and reach test ▪ Use climbing wall | <ul style="list-style-type: none"> ▪ Perform modified sit and reach test ▪ Use climbing wall |
| 7 | <ul style="list-style-type: none"> ▪ Stretch ▪ Test one mile | <ul style="list-style-type: none"> ▪ Stretch ▪ Perform endurance test ▪ 4 laps of track / mile |
| 8 | <ul style="list-style-type: none"> ▪ Stretch ▪ Test one mile | <ul style="list-style-type: none"> ▪ Stretch ▪ 4 laps of track / mile |
| 9 | <ul style="list-style-type: none"> ▪ Stretch ▪ Perform all make up tests | <ul style="list-style-type: none"> ▪ Stretch ▪ Perform all make up tests |

Standards for Health-Related Fitness Zones

I = Needs Improvement Zone (*does not meet health-related standard*)

F = Health Fitness Zone (*meets health-related standard*)

H = High Fitness Performance Zone (*exceeds health-related standard*)

Boys

| Zone | 20-meter P.A.C.E.R. | | | 15-Meter P.A.C.E.R. | | | One-Mile Run/Walk | | | Sit-and-Reach | | 90° Push-Ups | | | Curl-Ups | | |
|------|---------------------|--------|------|---------------------|--------|------|-------------------|--------------|---------|---------------|---|--------------|-------|-----|----------|-------|-----|
| | I | F | H | I | F | H | I | F | H | I | F | I | F | H | I | F | H |
| 8 | 0-22* | 23-61* | >61* | 0-29* | 30-80* | >80* | >12:30* | 12:30-10:00* | <10:00* | 0-7 | 8 | 0-4 | 5-13 | >13 | 0-5 | 6-20 | >20 |
| 9 | 0-22* | 23-61* | >61* | 0-29* | 30-80* | >80* | >12:00* | 12:00-9:30* | <9:30* | 0-7 | 8 | 0-5 | 6-15 | >15 | 0-8 | 9-24 | >24 |
| 10 | 0-22 | 23-61 | >61 | 0-29 | 30-80 | >80 | >11:30 | 11:30-9:00 | <9:00 | 0-7 | 8 | 0-6 | 7-20 | >20 | 0-11 | 12-24 | >24 |
| 11 | 0-22 | 23-72 | >72 | 0-29 | 30-94 | >94 | >11:00 | 11:00-8:30 | <8:30 | 0-7 | 8 | 0-7 | 8-20 | >20 | 0-14 | 15-28 | >28 |
| 12 | 0-31 | 32-72 | >72 | 0-41 | 42-94 | >94 | >10:30 | 10:30-8:00 | <8:00 | 0-7 | 8 | 0-9 | 10-20 | >20 | 0-17 | 18-36 | >36 |
| 13 | 0-40 | 41-83 | >83 | 0-53 | 54-108 | >108 | >10:00 | 10:00-7:30 | <7:30 | 0-7 | 8 | 0-11 | 12-25 | >25 | 0-20 | 21-40 | >40 |
| 14 | 0-40 | 41-83 | >83 | 0-53 | 54-108 | >108 | >9:30 | 9:30-7:00 | <7:00 | 0-7 | 8 | 0-13 | 14-30 | >30 | 0-23 | 24-45 | >45 |
| 15 | 0-50 | 51-94 | >94 | 0-66 | 67-123 | >123 | >9:00 | 9:00-7:00 | <7:00 | 0-7 | 8 | 0-15 | 16-35 | >35 | 0-23 | 24-47 | >47 |
| 16 | 0-60 | 61-94 | >94 | 0-79 | 80-123 | >123 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |
| 17 | 0-60 | 61-106 | >106 | 0-79 | 80-138 | >138 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |
| 17+ | 0-71 | 72-106 | >106 | 0-93 | 94-138 | >138 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |

Girls

| Zone | 20-meter P.A.C.E.R. | | | 15-Meter P.A.C.E.R. | | | One-Mile Run/Walk | | | Sit-and-Reach | | 90° Push-Ups | | | Curl-Ups | | |
|------|---------------------|-------|------|---------------------|-------|------|-------------------|--------------|---------|---------------|----|--------------|------|-----|----------|-------|-----|
| | I | F | H | I | F | H | I | F | H | I | F | I | F | H | I | F | H |
| 8 | 0-6* | 7-41* | >41* | 0-8 | 9-54* | >54* | >12:30* | 12:30-10:00* | <10:00* | 0-8 | 9 | 0-4 | 5-13 | >13 | 0-5 | 6-20 | >20 |
| 9 | 0-6* | 7-41* | >41* | 0-8 | 9-54* | >54* | >12:30* | 12:30-9:30* | <9:30* | 0-8 | 9 | 0-5 | 6-15 | >15 | 0-8 | 9-22 | >22 |
| 10 | 0-6 | 7-41 | >41 | 0-8 | 9-54 | >54 | >12:30 | 12:30-9:30 | <9:30 | 0-8 | 9 | 0-6 | 7-15 | >15 | 0-11 | 12-26 | >26 |
| 11 | 0-14 | 15-41 | >41 | 0-18 | 19-54 | >54 | >12:00 | 12:00-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-14 | 15-29 | >29 |
| 12 | 0-14 | 15-41 | >41 | 0-18 | 19-54 | >54 | >12:00 | 12:00-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 13 | 0-22 | 23-51 | >51 | 0-29 | 30-67 | >67 | >11:30 | 11:30-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 14 | 0-22 | 23-51 | >51 | 0-29 | 30-67 | >67 | >11:00 | 11:00-8:30 | <8:30 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 15 | 0-31 | 32-51 | >51 | 0-41 | 42-67 | >67 | >10:30 | 10:30-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 16 | 0-31 | 32-61 | >61 | 0-41 | 42-80 | >80 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 17 | 0-40 | 41-61 | >61 | 0-53 | 54-80 | >80 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 17+ | 0-40 | 41-72 | >72 | 0-53 | 54-94 | >94 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |

**Indicates experimental performance standard, based on expert opinion*

Individual / Group Activities DANCE

I. Course Description

Grade 7: Students will participate fully in dancing. Students will learn the skills needed to perform a variety of line dances.

Grade 8: Students will continue to develop their dance skills. Students will learn the skills necessary to perform a variety of intermediate and advanced line dances.

II. Purpose

Grade 7: Students will be introduced to various dance skills focusing on balance, coordination, rhythm, and fitness.

Grade 8: Students will develop their dance skills focusing on dance patterns and tempo. Students will gain an appreciation of the social and fitness benefits of dance.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Achieve an understanding of the principles of movement and an appreciation of the elements of choreography | 1, 2, 3 | 1.2, 1.4, 5.2 | I, V |
| b) Achieve an understanding of the sources and values of each dance form | 1, 2, 3 | 5.1, 5.2, 6.3, 6.4 | V, VI |
| c) Display knowledge and confidence in fundamental movements common to all dances | 1, 2, 3, 4 | 1.2, 1.4, 2.1 | I, II |
| d) Display confidence in performing basic dance figures and patterns | 2, 5, 6 | 1.2, 1.4, 2.1 | I, II |
| e) Appreciate the fitness skills of dance | 3, 4, 5, 6 | 3.2, 6.4 | III, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7 th Grade Topics | 8 th Grade Topics |
|----------------|--|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to line dancing ▪ Safety concerns ▪ Pick a Bale dance | <ul style="list-style-type: none"> ▪ Introduction to intermediate and advanced line dances ▪ Safety concerns ▪ Tennessee Twister |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Electric Slide | <ul style="list-style-type: none"> ▪ Review skills ▪ Hitch Hiker |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Country As Can Be | <ul style="list-style-type: none"> ▪ Review skills ▪ Ghost Train |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Slappin' Leather | <ul style="list-style-type: none"> ▪ Review skills ▪ Copper Head Road |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Freeze | <ul style="list-style-type: none"> ▪ Review skills ▪ Boot Scootin' Boogie |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Cowboy Boogie | <ul style="list-style-type: none"> ▪ Review skills ▪ Dr. C.C. |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Cupid Shuffle | <ul style="list-style-type: none"> ▪ Review Skills ▪ Canadian Stomp |
| 8 | <ul style="list-style-type: none"> ▪ Review dance skills | <ul style="list-style-type: none"> ▪ Review dance skills |
| 9 | <ul style="list-style-type: none"> ▪ Skills test | <ul style="list-style-type: none"> ▪ Skills test |
| 10 | <ul style="list-style-type: none"> ▪ Written test | <ul style="list-style-type: none"> ▪ Written test |

Individual / Group Activities PERSONAL FITNESS

I. Course Description

Grade 7: Students will learn the benefits and concepts of improved strength, endurance, and flexibility. Students will utilize the Tiger Fitness Center, yoga, and Pilates skills to improve personal fitness.

Grade 8: Students will review how to use the fitness equipment in the Tiger Fitness Center. Students will participate in a weight training, cardio strength and endurance exercises, and core training programs.

II. Purpose

Grade 7: This course is designed to help students develop healthy living habits and understand basic fitness concepts.

Grade 8: Students will participate in various exercise programs to build muscle strength, muscle endurance, flexibility, speed and agility, and cardio strength and endurance. Our hope is to stimulate an interest to improve one's fitness level and health.

III. Course Objectives

| <i>The students will be able to:</i> | | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--------------------------------------|--|--------------------------|--|---|
| a) | Recognize fitness equipment and its use | 2, 3, 4 | 2.1, 2.3, 3.2, 4.4, 5.1 | II, III, IV, V |
| b) | Understand safety involved with exercising and using various equipment | 2, 3, 4, 5 | 1.2, 2.3, 5.1 | I, II, V |
| c) | Appreciate benefits of improved physical fitness | 3, 4, 5, 6 | 5.1, 5.2, 5.3, 5.4, 5.6 | V |
| d) | Perform basic yoga and Pilates exercises | 1, 2, 3 | 1.1, 1.2, 1.5, 3.1, 3.3, 3.4 | I, III |
| e) | Perform strength training and cardiovascular exercises in fitness center | 1, 2, 3 | 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.3, 3.4 | I, III |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7th Grade Topics | 8th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to fitness center equipment ▪ Safety ▪ Rules | <ul style="list-style-type: none"> ▪ Introduction to fitness center equipment ▪ Safety concerns ▪ Weight room rules and guidelines |
| 2 | <ul style="list-style-type: none"> ▪ Warm up ▪ Break up into training groups ▪ Cardio equipment and Cybex machine ▪ Review safety | <ul style="list-style-type: none"> ▪ Review equipment ▪ Components of fitness |
| 3 | <ul style="list-style-type: none"> ▪ Warm up ▪ Cardio equipment ▪ Cybex machine ▪ Medicine ball, speed ladder, jump rope | <ul style="list-style-type: none"> ▪ Review skills ▪ Circuit training ▪ Utilize training log |
| 4 | <ul style="list-style-type: none"> ▪ Warm up ▪ Explain target heart rate and exercise concepts ▪ Practice calculating heart rate ▪ Use cardio equipment | <ul style="list-style-type: none"> ▪ Review skills and concepts ▪ Speed / agility stations |
| 5 | <ul style="list-style-type: none"> ▪ Warm up ▪ Intermittent Beep Test ▪ Review heart rate concepts | <ul style="list-style-type: none"> ▪ Review skills and concepts ▪ Cardio strength / endurance ▪ Pulse ▪ Heart rate/training ▪ Use cardio equipment |
| 6 | <ul style="list-style-type: none"> ▪ Introduce yoga and Pilates exercise concepts ▪ Perform basic yoga stretches | <ul style="list-style-type: none"> ▪ Review skills and concepts ▪ Introduce Yoga ▪ Yoga class |
| 7 | <ul style="list-style-type: none"> ▪ Review yoga stretches ▪ Intermediate yoga / Pilates exercises | <ul style="list-style-type: none"> ▪ Review skills and concepts ▪ Circuit training ▪ Cardio training |
| 8 | <ul style="list-style-type: none"> ▪ Yoga / Pilates exercises | <ul style="list-style-type: none"> ▪ Review skills and concepts ▪ Introduction to Pilates ▪ Pilates class |
| 9 | <ul style="list-style-type: none"> ▪ Fitness center ▪ Review personal fitness concepts | <ul style="list-style-type: none"> ▪ Review skills and concepts ▪ Introduction to core training ▪ Core training class |
| 10 | <ul style="list-style-type: none"> ▪ Unit test ▪ Fitness center | <ul style="list-style-type: none"> ▪ Written test ▪ Personal fitness evaluation |

Individual / Group Activities PICKLE-BALL

I. Course Description

Grade 7: Students will have the opportunity to practice and learn the fundamental skills of pickle-ball. These skills include serving, forehand and backhand drive and other strokes. Students will rally and play modified games.

Grade 8: Students will review the fundamental skills of pickle-ball including serving, forehand and backhand drive and other strokes. Students will be introduced to game rules and tactics of an official singles and doubles pickle-ball game.

II. Purpose

Grade 7: This course is designed to gain knowledge and skills in pickle-ball to play in modified games. Students will develop expertise playing this racket sport.

Grade 8: This course is designed to help students develop skills, strategies, and knowledge of pickle-ball. Upon mastery of the skills, students will have the opportunity to participate in a singles and doubles tournament.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Understand the fundamental techniques in various strokes used in the game of pickle-ball | 1, 2 | 1.2, 1.3, 1.4, 1.5 | I |
| b) Demonstrates an understanding of playing strategies in both doubles and singles | 2, 3 | 2.3 | II |
| c) Identify and understand the rules of pickle-ball | 2, 3 | 2.3 | II |
| d) Understand basic terminology used in the game of pickle-ball | 2, 3 | 2.3 | II |
| e) Participates in doubles and singles tournament | 3, 4, 5, 6 | 1.4, 1.5, 6.3 | I, VI |
| k) Demonstrate safety procedures during skill development | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies – Sequence of Instruction

| Session Number | 7th Grade Topics | 8th Grade Topics |
|-----------------------|---|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Pickle-ball ▪ Safety Concerns ▪ Gripping the paddle ▪ Forehand drive | <ul style="list-style-type: none"> ▪ Introduction to Pickle-ball ▪ Safety Concerns ▪ Serving |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Backhand drive ▪ Serve | <ul style="list-style-type: none"> ▪ Review skills ▪ Backhand / Forehand drive |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Smash ▪ Lob | <ul style="list-style-type: none"> ▪ Review skills ▪ Smash / lob |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Drop shot ▪ Rules of the game | <ul style="list-style-type: none"> ▪ Review skills ▪ Drop shot ▪ Net play ▪ Rules of the game |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill Test ▪ Offensive Strategies ▪ Scrimmage | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill Test ▪ Offensive Tactics ▪ Scrimmage |
| 6 | <ul style="list-style-type: none"> ▪ Review Skills ▪ Skill test ▪ Defensive Strategies | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill Test ▪ Defensive Tactics ▪ Scrimmage |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Doubles Play | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Doubles Play |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Doubles Play | <ul style="list-style-type: none"> ▪ Review skills ▪ Doubles Play |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Double Play | <ul style="list-style-type: none"> ▪ Review skills ▪ Doubles Tournament |
| 10 | <ul style="list-style-type: none"> ▪ Doubles Championship ▪ Written Test | <ul style="list-style-type: none"> ▪ Doubles Tournament ▪ Written Test |

Individual / Group Activities TENNIS

I. Course Description

Grade 7: Students will practice fundamental skills of tennis, including serving, forehand, and backhand strokes. Students will learn how to keep score in a game situation.

Grade 8: Students will review and practice the fundamental skills taught in 7th grade. Students will play in both singles and doubles games in a tournament setting.

II. Purpose

Grade 7: The purpose of teaching tennis is to provide the students with instructions in the various strokes and strategies that will give the students the opportunity to compete in tennis for fitness purposes or recreational purposes.

Grade 8: Students will continue to work on fundamental skills, playing strategies and tactics. Students will play in adapted games.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Demonstrate the proper grips and techniques for a variety of strokes | 1, 2 | 1.2,1.3 | I |
| b) Execute the basic strokes of tennis, forehand, backhand. lob, smash, and serve stroke | 2, 3 | 1.2, 1.3,1.4, 1.5 | I |
| c) Identify the safety concerns and considerations and playing courtesies associated with tennis | 1, 2, 3, 4 | 2.3, 5.1 | II, V |
| d) Display an understanding of playing strategies for doubles and singles games | 1, 2, 3, 4 | 2.3 | II |
| e) Identify and understand the basic rules, terminology, and scoring in the game of singles and doubles | 2, 3 | 2.3, 3.4, 6.3 | II, III, VI |
| f) Participate in a doubles and singles game for fitness and recreational pleasure | 3, 4, 5, 6 | 4.4, 6.3 | IV, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7th Grade Topics | 8th Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to tennis ▪ Safety concerns / considerations and tennis etiquette ▪ Gripping the racket | <ul style="list-style-type: none"> ▪ Introduction to tennis ▪ Safety concerns / considerations and tennis etiquette ▪ Gripping the racket |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Forehand and backhand stroke / ground strokes ▪ Volley | <ul style="list-style-type: none"> ▪ Review skills ▪ Ground strokes ▪ Volley / rally |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Serve – overhead and bounce ▪ Doubles and singles rules / terminology | <ul style="list-style-type: none"> ▪ Review skills ▪ Overhead serving ▪ Doubles / singles rotation |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Lob, smash | <ul style="list-style-type: none"> ▪ Review skills ▪ Lob, smash |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Net play, drop shot | <ul style="list-style-type: none"> ▪ Review skills ▪ Drop shot, net play |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Playing strategies ▪ Skill test ▪ Scrimmage | <ul style="list-style-type: none"> ▪ Review skills ▪ Playing tactics ▪ Skill test ▪ Scrimmage |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Scrimmage | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Doubles game |
| 8 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Play doubles game | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Doubles game |
| 9 | <ul style="list-style-type: none"> ▪ Review skills ▪ Doubles game | <ul style="list-style-type: none"> ▪ Review skills ▪ Doubles game |
| 10 | <ul style="list-style-type: none"> ▪ Doubles game ▪ Written test | <ul style="list-style-type: none"> ▪ Doubles game ▪ Written test |

Individual / Group Activities TRACK AND FIELD

I. Course Description

Grade 7: Students will learn and practice technique required for running, jumping and throwing events in track and field. Students will practice these skills and then perform them in a semi-competitive track meet. Track and Field events include 50 meter dash, 400 meter run, 1600 meter run, 4 x 100 relay, high jump, discus, shot put, javelin, and 50 meter hurdles.

Grade 8: Students will have the opportunity to improve upon and master the techniques learned in the 7th grade track and field unit. Emphasis will be placed on improved technique in each of the events learned the previous years.

II. Purpose

Grade 7: The course is designed to introduce students to individual and team events in track and field. Students will gain knowledge and appreciation for various events and skills required to perform those events.

Grade 8: The course is designed to improve upon prior learning in the area of track and field. Students will gain an understanding of the technical aspect to each of the track and field events that will be performed.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Understand rules for performing each event | 2, 3 | 2.3 | II |
| b) Develop skills necessary to perform each event | 1, 2 | 1.1, 1.2, 1.3, 1.4, 1.5 | I |
| c) Appreciate differences between each event and events they might be successful at based on personal fitness level | 3, 4, 5, 6 | 5.2, 6.1, 6.3, 6.5, 6.6 | V, VI |
| d) Understand safety procedures required in performing each event | 2, 3 | 2.3, 3.1, 5.1 | II, III, V |
| e) Recognize equipment needed for each event | 2, 3 | 2.3 | II |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | 7th Grade Topics | 8th Grade Topics |
|-----------------------|--|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction ▪ Safety features ▪ Shot put | <ul style="list-style-type: none"> ▪ Review of Track & Field ▪ Safety features ▪ Shot put |
| 2 | <ul style="list-style-type: none"> ▪ Warm up ▪ Measure shot put ▪ Introduction to 50 meter dash | <ul style="list-style-type: none"> ▪ Warm up ▪ Measure shot put ▪ 50 meter dash |
| 3 | <ul style="list-style-type: none"> ▪ Warm up ▪ Time 50 meter dash ▪ Introduction to discus | <ul style="list-style-type: none"> ▪ Warm up ▪ Time 50 meter dash ▪ Discus |
| 4 | <ul style="list-style-type: none"> ▪ Warm up ▪ Review / measure / discus throw ▪ Introduction to hurdles | <ul style="list-style-type: none"> ▪ Warm up ▪ Review / measure / discus throw ▪ Hurdles |
| 5 | <ul style="list-style-type: none"> ▪ Warm up ▪ Review / time hurdles ▪ Introduction to turbo javelin | <ul style="list-style-type: none"> ▪ Warm up ▪ Review / time hurdles ▪ Turbo javelin |
| 6 | <ul style="list-style-type: none"> ▪ Warm up ▪ Review / measure javelin throw ▪ Introduction to 4 x 100 relay | <ul style="list-style-type: none"> ▪ Warm up ▪ Review / measure javelin throw ▪ Introduction to 4 x 100 relay |
| 7 | <ul style="list-style-type: none"> ▪ Warm up ▪ Review / time 4 x 100 relay ▪ Introduction to high jump | <ul style="list-style-type: none"> ▪ Warm up ▪ Review / time 4 x 100 relay ▪ High jump |
| 8 | <ul style="list-style-type: none"> ▪ Warm up ▪ Review / measure high jump ▪ Introduction to 1600 meter run | <ul style="list-style-type: none"> ▪ Warm up ▪ Review / measure high jump ▪ 1600 meter run |
| 9 | <ul style="list-style-type: none"> ▪ Warm up ▪ Review / 1600 meter run ▪ Time | <ul style="list-style-type: none"> ▪ Warm up ▪ Review / 1600 meter run ▪ Time |
| 10 | <ul style="list-style-type: none"> ▪ Unit Test ▪ Track and Field Day | <ul style="list-style-type: none"> ▪ Unit Test ▪ Track and Field Day |

Content Standards & Indicators

Grades 9 -12

COMPREHENSIVE PHYSICAL EDUCATION CONTENT STANDARDS and INDICATORS Grades 9 - 12

Content Standard 1: Motor Skill Performance

- 1.1 Maintain and further develop the fundamental movement skills in open environments
- 1.2 Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills
- 1.3 Use complex movements and patterns within a variety of dynamic environments
- 1.4 Develop advanced skills in selected physical activities
- 1.5 Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities

Content Standard 2: Applying Concepts and Strategies

- 2.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances
- 2.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others
- 2.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations

Content Standard 3: Engaging in Physical Activity

- 3.1 Regularly engage in moderate to vigorous physical activities of their choice on a regular basis
- 3.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes
- 3.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms
- 3.4 Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level

Content Standard 4: Physical Fitness

- 4.1 Assess and adjust activities to maintain or improve personal level of health-related fitness
- 4.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness
- 4.3 Use the results of fitness assessments to guide changes in her or his personal programs of physical activity
- 4.4 Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles

*Content Standards & Indicators continued***Content Standard 5: Responsible Behavior**

- 5.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same
- 5.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
- 5.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings
- 5.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same

Content Standard 6: Benefits of Physical Activity

- 6.1 Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living
- 6.2 Use physical activity as a means of creative expression
- 6.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
- 6.4 Seek personally challenging experiences through physical activity as a means to personal growth
- 6.5 Persist in practicing activities to increase specific skill competence in areas of interest
- 6.6 Experiment with new physical activities as part of a personal improvement plan

DEFINING RESULTS

Motor Skill Performance

- I. *Enduring Understanding:* Repetition of proper technique leads to improvement.
- I. *Essential Question:* What different ways can the body move given a specific purpose?

Applying Concepts and Strategies

- II. *Enduring Understanding:* You must know what your body is doing.
- II. *Essential Question:* How can I move effectively and efficiently?

Engaging in Physical Activity

- III. *Enduring Understanding:* Fit people engage in physical activity on a regular basis.
- III. *Essential Question:* What can I do to be physically active, and why is this important?

Physical Fitness

- IV. *Enduring Understanding:* Fitness is a process, not a product.
- IV. *Essential Question:* Why is it important to be physically fit and how can I stay fit?

Responsible Behavior

- V. *Enduring Understanding:* Behaving well is as important as playing well.
- V. *Essential Question:* How do I interact with others during physical activity?

Benefits of Physical Activity

- VI. *Enduring Understanding:* The best choices for you fit who you are and what you need.
- VI. *Essential Question:* How will physical activity help me now and in the future?

**Units of Instruction
for Students in
Grade 9**

BASKETBALL

I. Course Description

Basketball is a very popular game. It has great value as a recreational activity and as an excellent fitness activity. Through knowledge and development of team strategies, basketball can be played on all levels of competition, from backyard to highly organized teams.

II. Purpose

This course is designed for students to refine fundamental skills. The students will have the opportunity to develop skill and game strategies. The students will play competitive and non-competitive games.

III. Course Objectives

| <i>The student has learned skills necessary to perform a variety of physical activities. The student:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Practices and develops fundamental skills of passing , dribbling, shooting, rebounding, and individual / team offensive and defensive skills | 1 | 1.1,1.2,1.3, 1.4,1.5 | I |
| b) Identifies the strategies of team offense and defense | 2, 5 | 2.3, 5.1 | II, V |
| c) Participation in basketball during and outside of school can promote the development and improvement of physical fitness level | 3 | 3.4 | III |
| d) Demonstrates an understanding of how rules and safety practices and procedures need to be adjusted for different movement situations | 2 | 2.3 | II |
| d) Apply safe practices, rules, procedures, etiquette, and good sportsmanship in all physical activity settings, take initiative to encourage others to do the same. | 5 | 5.1 | V |
| e) Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities | 5 | 5.2 | IV |
| f) Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships | 6 | 6.3 | VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to the game of basketball ▪ Safety aspects of the game ▪ Dribbling skills ▪ Passing |
| 2 | <ul style="list-style-type: none"> ▪ Review dribbling, passing ▪ Shooting- Lay-up, jump, set |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Rebounding / pick / pick and roll ▪ Individual defensive and offensive strategies |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Team defensive and offensive strategies ▪ Scrimmage |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill Test ▪ Scrimmage games ▪ Skill Test |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ ▪ Play 5 v 5 / 3 v 3 games |
| 7 & 8 | <ul style="list-style-type: none"> ▪ Play 5 v 5 games / 3 v 3 games |

Basketball Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|--|---|--|--|--|---|----------------------|
| Understands the rules and objectives of the game (K) | 1 point Does not attempt to demonstrate any knowledge. | 2 points Attempts to demonstrate but does not know many aspects of rules or objectives of the game. | 3 points Is somewhat knowledgeable of many of the rules or objectives of the game. | 4 points Has a good understanding of numerous rules and objectives of the game. | 5 points Comprehensive knowledge of the objectives and rules of the game. | |
| Demonstrates the proper knowledge of game strategies (K) | 1 point Does not attempt to demonstrate the skills | 2 points Attempts to demonstrate little knowledge of game strategies | 3 points Demonstrates general knowledge of game strategies | 4 points Demonstrates strong knowledge of game strategies | 5 points Demonstrates comprehensive knowledge of game strategies | |
| Demonstrates defensive basketball skills (S) | 1 point Almost never demonstrates competency in defensive skills | 2 points Rarely demonstrates competency in defensive skills | 3 points Occasionally demonstrates competency in defensive skills | 4 points Usually demonstrates competency in defensive skills | 5 points Always demonstrates competency in defensive skills | |
| Demonstrates offensive basketball skills (S) | 1 point Almost never demonstrates competency in offensive skills | 2 points Rarely demonstrates competency in offensive skills | 3 points Occasionally demonstrates competency in offensive skills | 4 points Usually demonstrates competency in offensive skills | 5 points Always demonstrates competency in offensive skills | |
| Class participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions, | 4 points Usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates and enthusiastically follows directions | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no level of teamwork and sportsmanship | 2 points Demonstrates low level of teamwork and sportsmanship | 3 points Demonstrates basic level of teamwork & sportsmanship | 4 points Demonstrates average level of teamwork and sportsmanship | 5 points Demonstrates advanced level of teamwork and sportsmanship | |
| SCORE: | | | | | | |

FLAG FOOTBALL

I. Course Description

Flag Football is an activity designed to educate students about the game of football. Students will design a play book with their teams. Students will present their playbook and execute their plays during the flag football unit.

II. Purpose

Students will learn the many skills necessary to play Flag Football. Among those skills, students will gain the benefit of physical fitness and social opportunities to interact with classmates and be part of a team. Students will also assume various roles of leadership in a fun, recreational setting.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Utilize safety procedures and proper safety precautions | 2, 5 | 2.3, 5.1 | II, V |
| b) Identify the rules and strategies of flag football | 2, 5 | 2.3, 5.1 | II, V |
| c) Comprehend the rules governing play | 2, 5 | 2.3, 5.1, 5.2, 5.3, 5.4 | II, V |
| d) Execute the various skills and techniques to play flag football | 1 | 1.1, 1.2, 1.3, 1.4, 1.5 | I |
| e) Demonstrate offensive and defensive strategies | 2, 5 | 2.3, 5.1, 5.2 | II, V |
| f) Understand the key points of flag football | 2, 5 | 2.3, 5.1 | II, V |
| g) Use basic terminology associated with the game | 2, 5 | 2.3, 5.1 | II, V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to flag football ▪ Safety Procedures / precautions ▪ Offensive fundamentals |
| 2 | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive fundamentals |
| 3 | <ul style="list-style-type: none"> ▪ Review skills ▪ Defensive fundamentals |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Offensive / defensive strategies |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Playbook design |

IV. Suggested Strategies - Sequence of Instruction *continued*

| Session Number | Topic |
|-----------------------|--|
| 6 | <ul style="list-style-type: none">▪ Review skills▪ Skill test▪ Scrimmage |
| 7 | <ul style="list-style-type: none">▪ Review skills▪ Skill test▪ Game play |
| 8 | <ul style="list-style-type: none">▪ Written test▪ Game play |

Flag Football Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|---|---|---|--|--|--|----------------------|
| Understands the rules of the game. (K) | 1 point Does not attempt to demonstrate | 2 points Attempts to demonstrate but does not know what the proper technique is | 3 points Is able to somewhat perform the objectives | 4 points Is able to use the concepts almost always | 5 points Is able to use the concepts always | |
| Demonstrates the proper knowledge of team strategies, game concepts and safety concepts. (K) | 1 point Does not attempt to demonstrate | 2 points Attempts to demonstrate but does not know what the proper technique is | 3 points Is able to somewhat perform the objectives | 4 points Is able to use the concepts almost always | 5 points Is able to use the concepts always | |
| Demonstrates proper offensive skills: Throwing and catching techniques. (S) | 1 point Does not attempt to demonstrate skills | 2 points Attempts to demonstrate but does not know offensive skills | 3 points Is able to somewhat perform the offensive skills | 4 points Performs the throwing and catching skills | 5 points Performs the throwing and catching skills well | |
| Demonstrates the proper defensive skills of pass coverage and the defending ball. (S) | 1 point Does not attempt to demonstrate skills | 2 points Attempts to demonstrate but does not perform defensive skills | 3 points Is able to somewhat perform the defensive skills | 4 points Is able to use pass coverage and ball defending techniques almost always | 5 points Is able to use the defensive techniques well | |
| Class participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions | 4 points Frequently/usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates and enthusiastically follows directions | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no level of teamwork, safety, and sportsmanship | 2 points Demonstrates low level of teamwork, safety, and sportsmanship | 3 points Demonstrates medium level of teamwork, safety, & sportsmanship | 4 points Demonstrates standard level of teamwork, safety, and sportsmanship | 5 points Demonstrates advanced level of teamwork, safety, and sportsmanship | |
| SCORE: | | | | | | |

INDOOR SOCCER

I. Course Description

Indoor soccer is a great activity. Students will learn the necessary skills, playing techniques necessary for effective team and individual play. Students will have the opportunity to display their skills in a scrimmage.

II. Purpose

This course is designed to teach basic soccer skills to all students. Students will develop their skill level. Students will be challenged in playing in a game / scrimmage.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) To acquire knowledge and an understanding of soccer | 5 | 5.1 | V |
| b) Understand the rules of the game | 5 | 5.1 | V |
| c) To learn the terminology associated with soccer | 5 | 5.1 | V |
| d) To practice and develop fundamental skills of passing, dribbling, shooting, and individual and team offensive and defensive skills | 1 | 1.1,1.2,1.3,1.4,1.5 | I |
| e) Demonstrate an understanding of how rules and safety practices and procedures need to be adjusted for different movement situations | 2 | 2.3 | II |
| f) Apply safe practices, rules, procedures, etiquette, and good sportsmanship in all physical activity settings, take initiative to encourage others to do the same | 5 | 5.1 | V |
| g) Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities | 5 | 5.2 | V |
| h) Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships | 6 | 6.3 | VI |
| i) Participation in soccer during and outside of school can promote the development and improvement of physical fitness level | 3 | 3.4 | III |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Soccer ▪ Safety ▪ Dribbling Skills |
| 2 | <ul style="list-style-type: none"> ▪ Introduction to soccer ▪ Safety ▪ Dribbling skills |
| 3 | <ul style="list-style-type: none"> ▪ Review Skills ▪ Passing Skills |
| 4 | <ul style="list-style-type: none"> ▪ Review skills ▪ Shooting ▪ Individual offensive and defensive strategies |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Team defensive and offensive strategies |
| 6 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ Scrimmage |
| 7 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill test ▪ 5v5 game |
| 8 | <ul style="list-style-type: none"> ▪ Play 5v5 games |
| 9 | <ul style="list-style-type: none"> ▪ Written test / play games |

Indoor Soccer Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|---|--|---|--|--|---|---------------|
| Understanding of: game rules (K) | 1 point Demonstrates no understanding of: game rules | 2 points Demonstrates little understanding of: game rules | 3 points Demonstrates general understanding of: game rules | 4 points Demonstrates very good understanding of: game rules | 5 points Demonstrates comprehensive understanding of: game rules | |
| Understanding of: team strategies, and game concepts (K) | 1 point Demonstrates no understanding of: team strategies, and game concepts | 2 points Demonstrates little understanding of: team strategies, and game concepts | 3 points Demonstrates general understanding of: team strategies, and game concepts | 4 points Demonstrates very good understanding of: team strategies, and game concepts | 5 points Demonstrates comprehensive understanding of: team strategies, and game concepts | |
| Competency in dribbling (S) | 1 point Almost never demonstrates competency in skill technique of dribbling | 2 points Rarely demonstrates competency in skill technique of dribbling | 3 points Usually demonstrates competency in the skill technique of dribbling | 4 points Always demonstrates skill competency in skill technique of dribbling | 5 points Successfully demonstrates advanced skill technique of dribbling | |
| Demonstrate proper technique for passing and shooting (S) | 1 point Does not demonstrate proper technique for passing and shooting | 2 points Demonstrates low skill level using proper technique for passing and shooting | 3 points Demonstrates medium skill level using proper technique for passing and shooting | 4 points Demonstrates standard skill level using proper technique for passing and shooting | 5 points Demonstrates advanced skill level using proper technique for passing and shooting | |
| Class Participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate. | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions | 4 points Frequently/usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates enthusiastically follows objective | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no/low level of teamwork and sportsmanship | 2 points Demonstrates some level of teamwork and sportsmanship | 3 points Demonstrates medium level of teamwork and sportsmanship | 4 points Demonstrates standard level of teamwork and sportsmanship | 5 points Demonstrates advanced level of teamwork and sportsmanship | |
| SCORE: | | | | | | |

PARTNER DANCE

I. Course Description

Students will have the opportunity to learn the Fox Trot, Waltz, Tango, Salsa, and Rumba. Students will be instructed in the history of each dance and the dance effects it has had on our dance culture in the United States.

II. Purpose

The purpose of the course is to perform the dance steps and dance movements used in the Fox Trot, Waltz, Tango, Salsa, and Rumba. Students learn to enjoy the social skills of communication and cooperation with one another to accomplish this challenge. Students will enjoy the social and fitness opportunity that partner dancing teaches.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|------------------------------|---|
| a) Students will achieve an understanding of the principles of movement and an appreciation of the elements of choreography, and safety | 1 | 1.2, 1.4, 5.2 | I |
| b) Students will achieve an understanding of the sources and values of each dance form | 5, 6 | 5.1, 5.2, 6.3, 6.4 | V, VI |
| c) Display knowledge and confidence in fundamental movements common to all dances | 1, 2 | 1.2, 1.4, 2.1 | I, II |
| d) Display confidence in performing basic dance figures and patterns | 1, 2 | 1.2, 1.4, 2.1 | I, II |
| e) Students will identify various songs used to perform each new dance | 1 | 1.4, 1.5 | I |
| f) Students will learn to value the fitness skills of dance | 1, 3, 4, 6 | 1.5, 3.2, 4.2, 4.4, 6.3, 6.4 | I, III, IV, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Partner Dancing ▪ Safety Concerns ▪ Waltz |
| 2 | <ul style="list-style-type: none"> ▪ Review skills / basics with music ▪ Waltz |
| 3 | <ul style="list-style-type: none"> ▪ Review skills / basics with music ▪ Waltz |
| 4 | <ul style="list-style-type: none"> ▪ Review skills / basics with music ▪ Fox Trot |
| 5 | <ul style="list-style-type: none"> ▪ Review skills / basics with music ▪ Fox Trot |
| 6 | <ul style="list-style-type: none"> ▪ Review skills / basics with music ▪ Tango |
| 7 | <ul style="list-style-type: none"> ▪ Review skills / skill test ▪ Waltz, Fox Trot, Tango |
| 8 | <ul style="list-style-type: none"> ▪ Review skills / basics ▪ Skill test ▪ Written Test |

Partner Dance Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|--|--|---|--|--|---|---------------|
| Understands the principles of Partner Dancing (K) | 1 point Does not understand principles of partner dance | 2 point Rarely understands principles of partner dance | 3 point Occasionally understands principles of partner dance | 4 point Has a good understanding of partner dance | 5 point Comprehensive understanding of partner dance | |
| Students identify and describe basic dance steps (K) | 1 point Does not identify and describe basic dance steps | 2 point Rarely identifies and describes basic dance steps | 3 point Occasionally identifies and describes dance steps | 4 point Has a good understanding and can identify and describe basic dance steps | 5 point – Completely understanding of all dance steps | |
| Choreographed Dance: Applies skills, concepts, and techniques (S1) | 1 point Does not apply skills, concepts, and techniques taught | 2 points Applies few of the skills, concepts, and techniques taught | 3 points Applies some of the skills, concepts, and techniques taught | 4 points Applies most of the skills, concepts, and techniques taught | 5 points Applies all (or almost all) of the skills, concepts, and techniques taught | |
| Class Participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate. | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions | 4 points Frequently/usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates enthusiastically follows objective | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no level of teamwork and safety | 2 points Demonstrates low level of teamwork and safety | 3 points Demonstrates medium level of teamwork and safety | 4 points Demonstrates standard level of teamwork and safety | 5 points Demonstrates advanced level of teamwork and safety | |
| SCORE: | | | | | | |

PERSONAL FITNESS CONCEPTS / CONNECTICUT PHYSICAL FITNESS ASSESSMENT

I. Course Description

This course is designed to familiarize students with physical fitness and the importance of **maintaining one's personal fitness level. All freshman students will understand the components** of physical fitness: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition by performing the Connecticut Physical Fitness Assessment / Fitnessgram. Students will learn to measure their pulse, resting heart rate, target heart rate, and target heart rate training zones. The student will learn different ways to exercise to keep their weight in balance. Students will study the risk factors of major diseases such as diabetes and heart disease. Physical fitness is a life long commitment of time and effort.

II. Purpose

Personal fitness is designed to meet the needs of the individual student. This course is designed to improve physical fitness through exercise and diet. It is hoped that a healthy attitude toward participation in fitness activities can be developed to help motivate students to appreciate and enjoy all physical activities in school and during their lifetime.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Increase one's self confidence and self esteem | 6 | 6.4,6.5,6.6 | VI |
| b) Perform conditioning exercises for endurance, strength and flexibility | 1 | 1.1,1.2,1.3,1.4 | I |
| c) Use physiological data to adjust levels of exercise and promote wellness | 4 | 4.2 | IV |
| d) Provide for continual monitoring of students' fitness level in ninth grade | 4 | 4.2,4.3 | IV |
| e) Identify a student's fitness weaknesses and strengths so that areas in need of improvement can be seen and individual programs can be developed | 4 | 4.1,4.2,4.3,4.4 | IV |
| f) Use the results of fitness assessments to guide changes in her or his personal program of physical activity | 4 | 4.3 | IV |
| g) Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles | 4 | 4.4 | IV |
| h) Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness | 6 | 6.4 | VI |
| i) Assess and adjust activities to maintain or improve personal level of health-related fitness | 4 | 4.1 | IV |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|--|
| 1 | <ul style="list-style-type: none"> ▪ Review the Connecticut Physical Fitness Assessment standards components of physical fitness ▪ Safety concerns / precautions |
| 2 | <ul style="list-style-type: none"> ▪ Stretch ▪ Run / walk 3 laps on track / Review target heart rate ▪ Practice push-ups |
| 3 | <ul style="list-style-type: none"> ▪ Stretch ▪ Run / walk one mile (practice/time) / Review target heart rate ▪ Practice curl-ups |
| 4 | <ul style="list-style-type: none"> ▪ Stretch ▪ Test - Run / walk one mile / Review target heart rate training zones ▪ Practice back-saver sit and reach |
| 5 | <ul style="list-style-type: none"> ▪ Stretch ▪ Practice P.A.C.E.R. ▪ Test push-ups |
| 6 | <ul style="list-style-type: none"> ▪ Stretch ▪ Practice P.A.C.E.R. ▪ Test curl-ups |
| 7 | <ul style="list-style-type: none"> ▪ Stretch ▪ Test P.A.C.E.R. ▪ Test back-saver and sit and reach |
| 8 | <ul style="list-style-type: none"> ▪ Stretch ▪ All make-up tests ▪ Written test |

Personal Fitness Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|---|---|--|---|---|--|---------------|
| Understanding of the principles of personal fitness (K) | 1 point Demonstrates no understanding of the following objectives listed above | 2 points Demonstrates little understanding of the objectives listed above | 3 points Demonstrates general understanding of the objectives listed above | 4 points Demonstrates a very good understanding of the objectives listed above | 5 points Demonstrates comprehensive understanding of the objectives listed above | |
| Demonstrates an understanding of physical fitness concepts. (K) | 1 point Does not attempt to demonstrate an understanding of physical fitness concepts | 2 points Attempts to demonstrate but does not understand the physical fitness concepts | 3 points Is able to somewhat understand the concepts | 4 points Is able to use the concepts almost always | 5 points Is able to use the concepts always | |
| The student measures target heart rate (S) | 1 point Demonstrates no competency in measuring target heart rate | 2 points Demonstrates little competency in measuring target heart rate | 3 points Demonstrates occasional competency in measuring target rate | 4 points Demonstrates competency in measuring target heart rate | 5 points Demonstrates advanced skill level in measuring target heart rate | |
| The student participates in a variety of fitness exercises (S) | 1 point does not complete a variety of fitness exercises | 2 points seldom completes a variety of fitness exercises | 3 points Generally completes a variety of fitness exercises | 4 points Frequently completes a variety of fitness exercises | 5 points Always completes a variety of fitness exercises | |
| Class participation (P) | 1 point Always unprepared, tardy, lack of participation not dressed | 2 points Often not dressed, unprepared, tardy, lack of participation | 3 points Generally dressed, prepared, punctual, participates in activities, follows directions, listens | 4 points Frequently/Usually dressed, prepared, punctual, consistently participates, follows directions, listens | 5 points Always dressed, prepared, punctual, consistently participates, enthusiastic follows directions, listens | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no level of teamwork and safety | 2 points Demonstrates low level of teamwork and safety | 3 points Demonstrates medium level of teamwork and safety | 4 points Demonstrates standard level of teamwork and safety | 5 points Demonstrates advanced level of teamwork and safety | |
| SCORE: | | | | | | |

**DANIEL HAND HIGH SCHOOL
 PHYSICAL EDUCATION DEPARTMENT
 WELLNESS/EXERCISE SCIENCE PROGRAM
 ASSESSMENT SHEET**

PERSONAL FITNESS RUBRIC

| Objective Components | Scoring |
|--|---|
| K1. Understanding of the principles of personal fitness K2. Demonstrates an understanding of physical fitness concepts S1. The student measures target heart rate S2. The student participates in a variety of fitness exercises P. Class participation B. Teamwork, safety, and sportsmanship (Behavior) | 1 = Low Performance 2 = Below Average 3 = Average 4 = Above Average 5 = Exemplary Performance |

| | Components | | | | | | | | |
|---------------------|-------------------|-----------|-----------|-----------|----------|----------|--|---------------------|-----------------|
| Student Name | K1 | K2 | S1 | S2 | P | B | | Total points | Comments |
| | | | | | | | | | |
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STATE FITNESS RUBRIC
CONNECTICUT PHYSICAL FITNESS TEST
Health and Challenge Standards

Needs Improvement Zone (I)

Students who do not meet a health-related standards and skills for their age. Students should engage in physical activities at least two or more times each week. They are at risk for certain injuries and diseases that are related to a sedentary lifestyle.

The Health Fitness Zone (F)

Students who perform at this level demonstrate a healthy level of fitness-related skills for their age. Generally, students who score in this range engage in physical activities two or more times each week and may be at a reduced risk for certain injuries and diseases that are related to a sedentary lifestyle. The Health Level for each task is considered to be a challenging, yet attainable, standard for most students.

The High Fitness Performance Zone (H)

Students who perform at this level demonstrate exceptional fitness-related skills for their age. Generally, students who score in this range engage in rigorous physical activities several times per week and may be at a reduced risk for certain injuries and diseases that are related to a sedentary lifestyle. Students who perform in this range may be motivated to achieve and maintain a high level of fitness.

Standards for Health-Related Fitness Zones

I = Needs Improvement Zone (*does not meet health-related standard*)

F = Health Fitness Zone (*meets health-related standard*)

H = High Fitness Performance Zone (*exceeds health-related standard*)

Boys

| Zone | 20-meter P.A.C.E.R. | | | 15-Meter P.A.C.E.R. | | | One-Mile Run/Walk | | | Sit-and-Reach | | 90° Push-Ups | | | Curl-Ups | | |
|------|---------------------|--------|------|---------------------|--------|------|-------------------|--------------|---------|---------------|---|--------------|-------|-----|----------|-------|-----|
| | I | F | H | I | F | H | I | F | H | I | F | I | F | H | I | F | H |
| 8 | 0-22* | 23-61* | >61* | 0-29* | 30-80* | >80* | >12:30* | 12:30-10:00* | <10:00* | 0-7 | 8 | 0-4 | 5-13 | >13 | 0-5 | 6-20 | >20 |
| 9 | 0-22* | 23-61* | >61* | 0-29* | 30-80* | >80* | >12:00* | 12:00-9:30* | <9:30* | 0-7 | 8 | 0-5 | 6-15 | >15 | 0-8 | 9-24 | >24 |
| 10 | 0-22 | 23-61 | >61 | 0-29 | 30-80 | >80 | >11:30 | 11:30-9:00 | <9:00 | 0-7 | 8 | 0-6 | 7-20 | >20 | 0-11 | 12-24 | >24 |
| 11 | 0-22 | 23-72 | >72 | 0-29 | 30-94 | >94 | >11:00 | 11:00-8:30 | <8:30 | 0-7 | 8 | 0-7 | 8-20 | >20 | 0-14 | 15-28 | >28 |
| 12 | 0-31 | 32-72 | >72 | 0-41 | 42-94 | >94 | >10:30 | 10:30-8:00 | <8:00 | 0-7 | 8 | 0-9 | 10-20 | >20 | 0-17 | 18-36 | >36 |
| 13 | 0-40 | 41-83 | >83 | 0-53 | 54-108 | >108 | >10:00 | 10:00-7:30 | <7:30 | 0-7 | 8 | 0-11 | 12-25 | >25 | 0-20 | 21-40 | >40 |
| 14 | 0-40 | 41-83 | >83 | 0-53 | 54-108 | >108 | >9:30 | 9:30-7:00 | <7:00 | 0-7 | 8 | 0-13 | 14-30 | >30 | 0-23 | 24-45 | >45 |
| 15 | 0-50 | 51-94 | >94 | 0-66 | 67-123 | >123 | >9:00 | 9:00-7:00 | <7:00 | 0-7 | 8 | 0-15 | 16-35 | >35 | 0-23 | 24-47 | >47 |
| 16 | 0-60 | 61-94 | >94 | 0-79 | 80-123 | >123 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |
| 17 | 0-60 | 61-106 | >106 | 0-79 | 80-138 | >138 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |
| 17+ | 0-71 | 72-106 | >106 | 0-93 | 94-138 | >138 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |

Girls

| Zone | 20-meter P.A.C.E.R. | | | 15-Meter P.A.C.E.R. | | | One-Mile Run/Walk | | | Sit-and-Reach | | 90° Push-Ups | | | Curl-Ups | | |
|------|---------------------|-------|------|---------------------|-------|------|-------------------|--------------|---------|---------------|----|--------------|------|-----|----------|-------|-----|
| | I | F | H | I | F | H | I | F | H | I | F | I | F | H | I | F | H |
| 8 | 0-6* | 7-41* | >41* | 0-8 | 9-54* | >54* | >12:30* | 12:30-10:00* | <10:00* | 0-8 | 9 | 0-4 | 5-13 | >13 | 0-5 | 6-20 | >20 |
| 9 | 0-6* | 7-41* | >41* | 0-8 | 9-54* | >54* | >12:30* | 12:30-9:30* | <9:30* | 0-8 | 9 | 0-5 | 6-15 | >15 | 0-8 | 9-22 | >22 |
| 10 | 0-6 | 7-41 | >41 | 0-8 | 9-54 | >54 | >12:30 | 12:30-9:30 | <9:30 | 0-8 | 9 | 0-6 | 7-15 | >15 | 0-11 | 12-26 | >26 |
| 11 | 0-14 | 15-41 | >41 | 0-18 | 19-54 | >54 | >12:00 | 12:00-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-14 | 15-29 | >29 |
| 12 | 0-14 | 15-41 | >41 | 0-18 | 19-54 | >54 | >12:00 | 12:00-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 13 | 0-22 | 23-51 | >51 | 0-29 | 30-67 | >67 | >11:30 | 11:30-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 14 | 0-22 | 23-51 | >51 | 0-29 | 30-67 | >67 | >11:00 | 11:00-8:30 | <8:30 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 15 | 0-31 | 32-51 | >51 | 0-41 | 42-67 | >67 | >10:30 | 10:30-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 16 | 0-31 | 32-61 | >61 | 0-41 | 42-80 | >80 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 17 | 0-40 | 41-61 | >61 | 0-53 | 54-80 | >80 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 17+ | 0-40 | 41-72 | >72 | 0-53 | 54-94 | >94 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |

*Indicates experimental performance standard, based on expert opinion

COOPERATIVE ACTIVITIES / CHALLENGES

I. Course Description

The Cooperative Activities / Challenges will allow student to play various non-traditional games. The core values of cooperation, trust, leadership, responsibility, sportsmanship, problem solving, and team building will be emphasized. The Cooperative Activities / Challenges is based on Project Adventure concepts. The program is currently being developed as a pilot program for all grade levels.

II. Purpose

Students will experience and master critical motor skills in an environment that is fun and non-threatening. Students will learn to share or follow rules as they experience a process that allows them to explore, to question, to participate, and to reflect on themselves. Students will develop the ability to work effectively with others, someone with leadership qualities, someone who can work well with others to solve conflict and create solutions. Students will have the opportunity to explore decision making process, of which risks are and are not positive for each individual. Students will learn to demonstrate respect and understanding for all persons despite their individual differences.

III. Course Objectives

| <i>The students will be able to:</i> | | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--|--------------------------|------------------------------|---|
| a) | Demonstrate an understanding of movement concepts and the use of motor skills | 1 | 1.1, 1.2, 1.3, 1.4 | I |
| b) | Demonstrate responsible personal and social behavior and safety procedures | 2 | 2.1, 2.2, 2.3 | II |
| c) | Demonstrate the ability to use effective interpersonal skills | 3 | 3.1, 3.2, 3.3, 3.4 | III |
| d) | Demonstrate the ability to use the decision making skills of appropriate goal setting, risk taking, and problem solving | 5 | 5.1, 5.2, 5.3, 5.4 | V |
| e) | Understand the potential outcomes for participating in Team Challenges / Team Games, including challenge, enjoyment, self expression, and social interaction | 6 | 6.1, 6.2 ,6.3, 6.4, 6.5, 6.6 | VI |
| f) | Demonstrate an understanding of and respect for differences | 5 | 5.1, 5.2, 5.3, 5.4 | V |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|---|
| 1 | ▪ Introduction to Trust Activities, Safety Concerns |
| 2 | ▪ Introductory Spotting, Communication System |
| 3 | ▪ Introduction to Trust Lean Sequence |
| 4 | ▪ Trust Lean Sequence / Blindfold Activities |
| 5 | ▪ Blindfold (pair / group activities) |
| 6 | ▪ Blindfold Activities |
| 7 | ▪ Team Challenge |
| 8 | ▪ Culminating Activities |

Cooperative Activities / Challenges Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|--|---|---|--|--|--|---------------|
| Understands the principles of Cooperative Activities / Challenges and displays core values (K) | 1 point Student makes no effort to understand principles and core values participates | 2 point Student makes little effort to understand principles and core values | 3 point Student occasionally understands principles and core values | 4 point Student understands principles and core values | 5 point Student fully understands principles and core values | |
| Individual Participation (K) | 1 point Does not actively participate | 2 point Student makes little effort | 3 point Student occasionally exerts effort | 4 point Student actively participates | 5 point Student enthusiastically participates | |
| Quality of Interaction (S) | 1 point No effort to interact; no conversations; Student were not focused on task | 2 points Little interaction; very brief conversations; student was disinterested and distracted | 3 points Some ability to interact; attentive listening; some evidence of discussions | 4 points Students show adeptness in interacting; lively discussions centered on the task | 5 points Excellent listening and leadership skills exhibited; student reflects awareness of others' view and opinions in their discussions | |
| Respects and recognizes differences among others (S) | 1 point Does not respect or recognize differences among others | 2 points Little effort made to respect and recognize differences among others | 3 points Student occasionally recognized respect and differences among others | 4 points Student respects and recognizes differences among others | 5 points Student enthusiastically recognizes respect and difference among others | |
| Class Participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate. | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions | 4 points Frequently/usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates enthusiastically follows objective | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no level of teamwork and safety | 2 points Demonstrates low level of teamwork and safety | 3 points Demonstrates medium level of teamwork and safety | 4 points Demonstrates standard level of teamwork and safety | 5 points Demonstrates advanced level of teamwork and safety | |
| SCORE: | | | | | | |

**DANIEL HAND HIGH SCHOOL
PHYSICAL EDUCATION DEPARTMENT
WELLNESS/EXERCISE SCIENCE PROGRAM
ASSESSMENT SHEET**

COOPERATIVE ACTIVITIES / CHALLENGES

| Objective Components | Scoring |
|--|---|
| K1. Understands the principles of Cooperative Activities / Challenges K2. Individual Participation S1. Quality of Interaction S2. Respects and recognizes differences among others P. Class participation B. Teamwork, safety, and sportsmanship (Behavior) | 1 = Low Performance 2 = Below Average 3 = Average 4 = Above Average 5 = Exemplary Performance |

| Student Name | Components | | | | | | | Total points | Comments |
|--------------|------------|----|----|----|---|---|--|--------------|----------|
| | K1 | K2 | S1 | S2 | P | B | | | |
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ULTIMATE FRISBEE

I. Course Description

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

II. Purpose

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

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|------------------------------|---|
| a) Effectively demonstrate the backhand, forehand, and hammer throws | 1 | 1.1, 1.2, 1.3, 1.4, 1.5 | I |
| b) Effectively demonstrate catching skills | 1 | 1.1, 1.2, 1.3, 1.4, 1.5 | I |
| c) Understands the rules of Frisbee | 1, 2, 5 | 1.5, 2.3, 5.1, 5.2, 5.3, 5.4 | I, II, V |
| d) Demonstrates offensive and defensive team strategies, game concepts, and safety guidelines | 1, 5 | 2.3, 5.1 | II, V |
| e) Effectively demonstrates cutting and picking skills | 1 | 1.1, 1.2, 1.3, 1.4, 1.5 | I |
| f) Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships | 6 | 6.2, 6.3, 6.4 | VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction, safety, backhand, forehand, hammer throws ▪ Catching skills |
| 2 | <ul style="list-style-type: none"> ▪ Review throwing, catching ▪ Offensive and Defensive skills ▪ Scrimmage |
| 3 | <ul style="list-style-type: none"> ▪ Review throwing, catching, offense, and defense ▪ Cutting and Picking ▪ Rules of the Ultimate Frisbee ▪ Scrimmage game |
| 4 | <ul style="list-style-type: none"> ▪ Play Ultimate Frisbee |
| 5 | <ul style="list-style-type: none"> ▪ Play Ultimate Frisbee / Skill Test |
| 6 | <ul style="list-style-type: none"> ▪ Play Ultimate Frisbee / Skill Test |
| 7 | <ul style="list-style-type: none"> ▪ Play Frisbee Games (Goaltimate, Frisbee Golf, Frisbee Baseball) |
| 8 | <ul style="list-style-type: none"> ▪ Frisbee games / Written Test |

Ultimate Frisbee Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|---|---|---|--|--|--|----------------------|
| Understands the rules of the game. (K) | 1 point Does not attempt to demonstrate | 2 points Attempts to demonstrate but does not know what the proper technique is | 3 points Is able to somewhat perform the objectives | 4 points Is able to use the concepts almost always | 5 points Is able to use the concepts always | |
| Demonstrates the proper knowledge of team strategies, game concepts and safety concepts. (K) | 1 point Does not attempt to demonstrate | 2 points Attempts to demonstrate but does not know what the proper technique is | 3 points Is able to somewhat perform the objectives | 4 points Is able to use the concepts almost always | 5 points Is able to use the concepts always | |
| Demonstrates proper offense: Throwing and catching techniques. (S) | 1 point Does not attempt to demonstrate | 2 points Attempts to demonstrate but does not know offense | 3 points Is able to somewhat perform the offense techniques | 4 points Performs the throwing and catching techniques, could use improvement on offense | 5 points Performs the offensive technique properly always | |
| Demonstrates the proper defense techniques: pass coverage, defending Frisbee, etc... (S) | 1 point Does not attempt to demonstrate | 2 points Attempts to demonstrate but does not perform defensively | 3 points Is able to somewhat perform the defensive techniques | 4 points Is able to use pass coverage and Frisbee defending techniques almost always | 5 points Is able to use the defensive techniques properly always | |
| Class participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions | 4 points Frequently/usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates and enthusiastically follows directions | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no level of teamwork, safety, and sportsmanship | 2 points Demonstrates low level of teamwork, safety, and sportsmanship | 3 points Demonstrates medium level of teamwork, safety, & sportsmanship | 4 points Demonstrates standard level of teamwork, safety, and sportsmanship | 5 points Demonstrates advanced level of teamwork, safety, and sportsmanship | |
| SCORE: | | | | | | |

**DANIEL HAND HIGH SCHOOL
 PHYSICAL EDUCATION DEPARTMENT
 WELLNESS/EXERCISE SCIENCE PROGRAM
 ASSESSMENT SHEET**

ULTIMATE FRISBEE

| Objective Components | Scoring |
|---|---|
| K1. Understands the rules of the game. K2. Demonstrates the proper knowledge of team strategies, game concepts and safety concepts. S1. Demonstrates proper offense: Throwing and catching techniques S2. Demonstrates the proper defense techniques: pass coverage, defending the disc, etc. P. Class participation B. Teamwork, safety, and sportsmanship (Behavior) | 1 = Does Not Meet Expectations 2 = Developing 3 = Progressing Towards Expectations 4 = Meeting Expectations 5 = Surpassing Expectations |

| Student Name | Components | | | | | | | Total points | Comments |
|---------------------|-------------------|-----------|-----------|-----------|----------|----------|--|---------------------|-----------------|
| | K1 | K2 | S1 | S2 | P | B | | | |
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VOLLEYBALL

I. Course Description

Volleyball is an activity which can be enjoyed by all students. Students will learn the necessary skills to develop an appreciation for the game. It is an excellent co-educational game.

II. Purpose

The purpose of the volleyball unit will serve as an activity to foster teamwork, socialization and skill development. The students should come away with the knowledge of how to successfully participate in a volleyball game in physical education class or recreational situation.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate the scoring system and the correct terminology of the game of volleyball | 2 | 2.3 | II |
| b) To acquire the skills necessary to play the game of volleyball with enjoyment , satisfaction, and safety | 5 | 5.1,5.2 | V |
| c) To learn the rules, strategy, and team play of volleyball | 1, 2 | 1.2,1.3,1.4,2.3 | I, II |
| d) Describe and execute in game play the skills of serving, passing, spiking, and blocking | 1, 2 | 1.2,1.3,1.4,2.3 | I, II |
| e) Participate in a wide variety of activities, including dance, games, sports, and lifetime physical activities | 1 | 1.5 | I |
| f) Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships | 6 | 6.3 | VI |
| g) Apply characteristics of performance for purposeful, recreational, skill, and fitness outcomes | 3 | 3.2 | III |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction ▪ Safety aspects ▪ Passing |
| 2 | <ul style="list-style-type: none"> ▪ Review Skills ▪ Setting / Spiking |
| 3 | <ul style="list-style-type: none"> ▪ Review Skills ▪ Blocking / Serving |
| 4 | <ul style="list-style-type: none"> ▪ Review Skills ▪ Skill Test ▪ Scrimmage / Lead Up Games |
| 5 | <ul style="list-style-type: none"> ▪ Review skills ▪ Skill Test ▪ Team Games |
| 6 | <ul style="list-style-type: none"> ▪ Skill Work ▪ Team Games |
| 7 | <ul style="list-style-type: none"> ▪ Team Games |
| 8 | <ul style="list-style-type: none"> ▪ Team Games ▪ Written Test |

Volleyball Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|---|--|---|--|---|--|---------------|
| Understanding of: game rules (K) | 1 point Demonstrates no understanding of: game rules | 2 points Demonstrates little understanding of: game rules | 3 points Demonstrates general understanding of: game rules | 4 points Demonstrates very good understanding of: game rules | 5 points Demonstrates comprehensive understanding of: game rules | |
| Understanding of: team strategies, and game concepts (K) | 1 point Demonstrates no understanding of: team strategies, and game concepts | 2 points Demonstrates little understanding of: team strategies, and game concepts | 3 points Demonstrates general understanding of: team strategies, and game concepts | 4 points Demonstrates very good understanding of: team strategies, and game concepts | 5 points Demonstrates comprehensive understanding of: team strategies, and game concepts | |
| Competency in passing, setting, or spiking the volleyball (S) | 1 point Almost never demonstrates competency in skill technique of passing, setting, or spiking the volleyball | 2 points Rarely demonstrates competency in skill technique of passing, setting, or spiking the volleyball | 3 points Usually demonstrates competency in the skill technique of passing, setting, or spiking the volleyball | 4 points Always demonstrates skill competency in skill technique of passing, setting, or spiking the volleyball | 5 points Successfully demonstrates advanced skill technique of passing, setting, or spiking the volleyball | |
| Demonstrate proper technique positioning and court movement (S) | 1 point Does not demonstrate proper technique positioning and court movement | 2 points Demonstrates low skill level with proper technique positioning and court movement | 3 points Demonstrates medium skill level with proper technique positioning and court movement | 4 points Demonstrates standard skill level with proper technique positioning and court movement | 5 points Demonstrates advanced skill level with proper technique positioning and court movement | |
| Class Participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate. | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions | 4 points Frequently/usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates enthusiastically follows objective | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no/low level of teamwork and sportsmanship | 2 points Demonstrates some level of teamwork and sportsmanship | 3 points Demonstrates medium level of teamwork and sportsmanship | 4 points Demonstrates standard level of teamwork and sportsmanship | 5 points Demonstrates advanced level of teamwork and sportsmanship | |
| SCORE: | | | | | | |

Units of Instruction
for Students in
Grade 10

BADMINTON I

I. Course Description

Badminton is a recreational activity. The game is very popular. Students gain satisfaction as they practice and master all of the skills.

II. Purpose

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

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Understand the fundamental techniques in various strokes used in the game of badminton | 1 | 1.2, 1.3 | I |
| b) Execute the basic strokes of badminton | 1, 2 | 1.2, 2.3 | I, II |
| c) Display an understanding of basic strategies in both singles and doubles | 2 | 2.3 | II |
| d) Identify and understand the basic rules and terminology in the game of singles and doubles | 1, 6 | 1.4, 1.5, 6.3 | I, VI |
| e) Participate in a doubles and singles tournament | 6 | 6.3 | VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to badminton/serving ▪ Safety concerns / care of equipment |
| 2 | <ul style="list-style-type: none"> ▪ Review skills / Teach clears/smash/ drives / serving |
| 3 | <ul style="list-style-type: none"> ▪ Review skills / Teach net play/drop shot/serving test |
| 4 | <ul style="list-style-type: none"> ▪ Review skills / Game Strategies, Serving Test ,Doubles play |
| 5 | <ul style="list-style-type: none"> ▪ Review skills / Doubles tournament / Skill Test |
| 6 | <ul style="list-style-type: none"> ▪ Review skills / Singles tournament / Skill Test |
| 7 | <ul style="list-style-type: none"> ▪ Doubles tournament/singles tournament |
| 8 | <ul style="list-style-type: none"> ▪ Tournament champions/ Written test |

Badminton I Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing Towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|--|--|--|--|---|---|----------------------|
| Understands the rules and objectives of the game: Court equipment and scoring (K) | 1 point Does not attempt to demonstrate any knowledge | 2 points Attempts to demonstrate but does not know many aspects of rules or objectives of the game | 3 points Is somewhat knowledgeable of many of the rules or objectives of the game | 4 points Has a good understanding of numerous rules and objectives of the game | 5 points Comprehensive knowledge of the objectives and rules of the game | |
| Demonstrates the proper knowledge of game strategies: single vs. doubles (K) | 1 point Does not attempt to demonstrate the skills | 2 points Attempts to demonstrate little knowledge of game strategies | 3 points Demonstrates general knowledge of game strategies | 4 points Demonstrates strong knowledge of game strategies | 5 points Demonstrates comprehensive knowledge of game strategies | |
| Demonstrates proper techniques: Serving and basic clear shots (S) | 1 point Almost never demonstrates competency in skill technique of serving and basic shots | 2 points Rarely demonstrates competency in skill technique of serving and basic shots | 3 points Occasionally demonstrates competency in skill technique of serving and basic shots | 4 points Usually demonstrates competency in skill technique of serving and basic shots | 5 points Always demonstrates competency in skill technique of serving and basic shots | |
| Demonstrates proper techniques of specialty shots: Lob, drive, drop, and smash (S) | 1 point Almost never demonstrates competency in skill technique of specialty shots | 2 points Rarely demonstrates competency in skill technique of specialty shots | 3 points Occasionally demonstrates competency in skill technique of specialty shots | 4 points Usually demonstrates competency in skill technique of specialty shots | 5 points Always demonstrates competency in skill technique of specialty shots | |
| Class participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions | 4 points Usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates and enthusiastically follows directions | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no level of teamwork and sportsmanship | 2 points Demonstrates low level of teamwork and sportsmanship | 3 points Demonstrates basic level of teamwork & sportsmanship | 4 points Demonstrates average level of teamwork and sportsmanship | 5 points Demonstrates advanced level of teamwork and sportsmanship | |
| SCORE: | | | | | | |

ADULT, CHILD, INFANT CPR

I. Course Description

In this course, students will be given proper training in cardiopulmonary resuscitation. Certification will be earned upon the successful completion of the course of instruction which includes passing written quizzes, a standardized written exam, and skill test presented in accordance with the established criteria of the American Red Cross.

II. Purpose

Emergency cardiac care is an integral part of a total community-wide system of emergency medical services and should be integrated into the total system response capability for all life threatening situations.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Understand the principles and concepts of relieving an obstructed airway | 1, 2 | H3.5 | III |
| b) Respond appropriately to respiratory arrest and emergency cardiac care | 2, 5 | H3.5 | III |
| c) Receive practice training in adult, child, and infant CPR | 1, 2 | H3.5 | III |
| d) Understand that lives can be saved with training in CPR and prudent living habits | 4, 5, 6 | H3.5 | III |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|---|
| 1 | ▪ Introduction |
| 2 | ▪ Deciding to Act / Taking Action ▪ Safety Precautions |
| 3 | ▪ Checking a Conscious Adult |
| 4 | ▪ Checking a Conscious Child |
| 5 & 6 | ▪ Checking an Unconscious Adult / Child |
| 7 | ▪ Checking an Unconscious Infant |
| 8 | ▪ How to Give Rescue Breaths - Adult |
| 9 & 10 | ▪ Conscious Choking Adult, Child, Infant |
| 11 & 12 | ▪ Rescue Breathing- Child and Infant |
| 13 | ▪ Signals of a Heart Attack, Cardiac Chain of Survival, Adult CPR |
| 14 & 15 | ▪ CPR- Child and Infant |
| 16 & 17 | ▪ Unconscious Choking Adult, Child, Infant |
| 18 | ▪ Finish skill testing / review for Final Exam |
| 19 | ▪ Final Exam / skill testing |

CPR Certification Sophomore Skill Rubric

Name _____

Address _____ Phone # _____

- + = 3pts. Exemplary Skill Level with no prompts from teacher
- /+ = 2pts. Very Good Skill Level with one prompt from teacher
- / = 1pts. Acceptable Skill Level with two prompts from teacher
- Opts. Skill level needs work. Students not meeting standards for certification may retest at teachers' discretion.

| SKILL | ADULT | CHILD | INFANT |
|-------------------------------|------------|------------|------------|
| Before Providing Care | /3 | /3 | /3 |
| Obstructed Airway Conscious | /3 | /3 | /3 |
| Obstructed Airway Unconscious | /3 | /3 | /3 |
| Rescue Breathing | XXXXXXX | /3 | /3 |
| CPR | /3 | /3 | /3 |
| TOTALS | /12 | /15 | /15 |

Grand TOTAL _____ **/42**

Maximum Score of 42pts. = A+ 97
 Minimum Score of 25pts. is needed to pass the Certification requirements = 80% , no
 *** Any Score under 13pts. is graded as an F

The following scoring range has been developed to equally distribute scoring that lies between the maximum and minimum scores listed above:

| | | |
|----|--------|----|
| A+ | 42pts. | 97 |
| A | 41pts. | 96 |
| | 40pts. | 95 |
| | 39pts. | 94 |
| | 38pts. | 93 |
| A- | 37pts. | 92 |
| | 36pts. | 91 |
| | 35pts. | 90 |
| B+ | 34pts. | 89 |
| | 33pts. | 88 |
| | 32pts. | 87 |
| B | 31pts. | 86 |
| | 30pts. | 85 |
| | 29pts. | 84 |
| | 28pts. | 83 |

| | | |
|----|----------|-----|
| B- | 27pts. | 82 |
| | 26pts. | 81 |
| | 25pts. | 80 |
| C+ | 24pts. | 79 |
| | 23pts. | 78 |
| | 22pts. | 77 |
| C | 21pts. | 76 |
| | 20pts. | 75 |
| | 19pts. | 74 |
| | 18pts. | 73 |
| C- | 17pts. | 72 |
| | 16pts. | 71 |
| | 15pts. | 70 |
| D | 14pts. | 69 |
| F | 0-13pts. | 64< |

The “Third Generation” Connecticut Physical Fitness Assessment

I. Course Description

Physical fitness is an important component of Connecticut’s and Madison’s overall educational program goals. It is expected that all students will recognize the importance of and choose to participate regularly in physical activities designed to maintain and enhance healthy lifestyles. The Connecticut Physical Fitness Assessment is given annually to all tenth grade students.

II. Purpose

The Connecticut Physical Fitness Assessment measures joint flexibility (back-saver sit and reach), abdominal strength and endurance, (partial curl-up test), upper body strength and endurance (right angle push-ups), cardio respiratory endurance (one mile walk / run), and P.A.C.E.R. (Progressive Aerobic Cardiovascular Endurance Run). This assessment is a part of the ongoing process of helping students understand and improve and /or maintain their physical health and well-being. The results are sent home to parent / guardian. Student results are recorded on a Fitness Card as part of their student fitness portfolio.

Fitness and physical activity is for everyone. The promotion of health-related fitness in students helps develop adults who are active, fit, and healthy. Everyone can make physical activity a habit and enjoy lifelong benefits. Fitness is for life and fun.

III. Course Objectives

| <i>The students will be able to:</i> | | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|---|--------------------------|-----------------------------|---|
| a) | Use physiological data to adjust levels of exercise and promote wellness | 4 | 4.2 | IV |
| b) | Provide for continual monitoring of students’ fitness level in tenth grade | 4 | 4.2, 4.3 | IV |
| c) | Identify a student’s fitness weaknesses and strengths so that areas in need of improvement can be seen and individual programs can be safely developed | 4 | 4.1, 4.2, 4.3, 4.4 | IV |
| d) | Use the results of fitness assessments to guide changes in her or his personal program of physical activity | 4 | 4.3 | IV |
| e) | Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles | 4 | 4.4 | IV |
| f) | Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness | 6 | 6.4 | VI |
| g) | Assess and adjust activities to maintain or improve personal level of health-related fitness | 4 | 4.1 | IV |

The "Third Generation" Connecticut Physical Fitness Assessment uses a "Health" Related Fitness Zone" to determine the amount of fitness scores.

IV. Suggested Strategies - Sequence of Instruction

| <i>Session Number</i> | <i>Topic</i> |
|------------------------------|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to the Connecticut Physical Fitness Assessment / Fitnessgram ▪ Review Fitness Scoring Rubric ▪ Outline Safety Concerns |
| 2 | <ul style="list-style-type: none"> ▪ Run / Walk 3 laps on the track ▪ Stretch ▪ Perform Push-up test |
| 3 | <ul style="list-style-type: none"> ▪ Run / Walk 4 laps of the track ▪ Stretch ▪ Curl-ups |
| 4 | <ul style="list-style-type: none"> ▪ Test one mile run / walk ▪ Practice sit and reach |
| 5 | <ul style="list-style-type: none"> ▪ Stretch ▪ Test Endurance Run (One mile Walk / Run) ▪ Test Sit and Reach |
| 6 | <ul style="list-style-type: none"> ▪ Stretch ▪ Practice P.A.C.E.R. ▪ Test Sit and Reach |
| 7 | <ul style="list-style-type: none"> ▪ Stretch ▪ Practice P.A.C.E.R. ▪ Test curl-ups ▪ Perform all make up tests |
| 8 | <ul style="list-style-type: none"> ▪ Stretch ▪ Test P.A.C.E.R. ▪ Test push-ups |
| 9 | <ul style="list-style-type: none"> ▪ Stretch ▪ Test curl-ups |

STATE FITNESS RUBRIC
CONNECTICUT PHYSICAL FITNESS TEST
Health and Challenge Standards

Needs Improvement Zone (I)

Students who do not meet a health-related standards and skills for their age. Students should engage in physical activities at least two or more times each week. They are at risk for certain injuries and diseases that are related to a sedentary lifestyle.

The Health Fitness Zone (F)

Students who perform at this level demonstrate a healthy level of fitness-related skills for their age. Generally, students who score in this range engage in physical activities two or more times each week and may be at a reduced risk for certain injuries and diseases that are related to a sedentary lifestyle. The Health Level for each task is considered to be a challenging, yet attainable, standard for most students.

The High Fitness Performance Zone (H)

Students who perform at this level demonstrate exceptional fitness-related skills for their age. Generally, students who score in this range engage in rigorous physical activities several times per week and may be at a reduced risk for certain injuries and diseases that are related to a sedentary lifestyle. Students who perform in this range may be motivated to achieve and maintain a high level of fitness.

Standards for Health-Related Fitness Zones

I = Needs Improvement Zone (*does not meet health-related standard*)

F = Health Fitness Zone (*meets health-related standard*)

H = High Fitness Performance Zone (*exceeds health-related standard*)

Boys

| Zone | 20-meter P.A.C.E.R. | | | 15-Meter P.A.C.E.R. | | | One-Mile Run/Walk | | | Sit-and-Reach | | 90° Push-Ups | | | Curl-Ups | | |
|------|---------------------|--------|------|---------------------|--------|------|-------------------|--------------|---------|---------------|---|--------------|-------|-----|----------|-------|-----|
| | I | F | H | I | F | H | I | F | H | I | F | I | F | H | I | F | H |
| 8 | 0-22* | 23-61* | >61* | 0-29* | 30-80* | >80* | >12:30* | 12:30-10:00* | <10:00* | 0-7 | 8 | 0-4 | 5-13 | >13 | 0-5 | 6-20 | >20 |
| 9 | 0-22* | 23-61* | >61* | 0-29* | 30-80* | >80* | >12:00* | 12:00-9:30* | <9:30* | 0-7 | 8 | 0-5 | 6-15 | >15 | 0-8 | 9-24 | >24 |
| 10 | 0-22 | 23-61 | >61 | 0-29 | 30-80 | >80 | >11:30 | 11:30-9:00 | <9:00 | 0-7 | 8 | 0-6 | 7-20 | >20 | 0-11 | 12-24 | >24 |
| 11 | 0-22 | 23-72 | >72 | 0-29 | 30-94 | >94 | >11:00 | 11:00-8:30 | <8:30 | 0-7 | 8 | 0-7 | 8-20 | >20 | 0-14 | 15-28 | >28 |
| 12 | 0-31 | 32-72 | >72 | 0-41 | 42-94 | >94 | >10:30 | 10:30-8:00 | <8:00 | 0-7 | 8 | 0-9 | 10-20 | >20 | 0-17 | 18-36 | >36 |
| 13 | 0-40 | 41-83 | >83 | 0-53 | 54-108 | >108 | >10:00 | 10:00-7:30 | <7:30 | 0-7 | 8 | 0-11 | 12-25 | >25 | 0-20 | 21-40 | >40 |
| 14 | 0-40 | 41-83 | >83 | 0-53 | 54-108 | >108 | >9:30 | 9:30-7:00 | <7:00 | 0-7 | 8 | 0-13 | 14-30 | >30 | 0-23 | 24-45 | >45 |
| 15 | 0-50 | 51-94 | >94 | 0-66 | 67-123 | >123 | >9:00 | 9:00-7:00 | <7:00 | 0-7 | 8 | 0-15 | 16-35 | >35 | 0-23 | 24-47 | >47 |
| 16 | 0-60 | 61-94 | >94 | 0-79 | 80-123 | >123 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |
| 17 | 0-60 | 61-106 | >106 | 0-79 | 80-138 | >138 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |
| 17+ | 0-71 | 72-106 | >106 | 0-93 | 94-138 | >138 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |

Girls

| Zone | 20-meter P.A.C.E.R. | | | 15-Meter P.A.C.E.R. | | | One-Mile Run/Walk | | | Sit-and-Reach | | 90° Push-Ups | | | Curl-Ups | | |
|------|---------------------|-------|------|---------------------|-------|------|-------------------|--------------|---------|---------------|----|--------------|------|-----|----------|-------|-----|
| | I | F | H | I | F | H | I | F | H | I | F | I | F | H | I | F | H |
| 8 | 0-6* | 7-41* | >41* | 0-8 | 9-54* | >54* | >12:30* | 12:30-10:00* | <10:00* | 0-8 | 9 | 0-4 | 5-13 | >13 | 0-5 | 6-20 | >20 |
| 9 | 0-6* | 7-41* | >41* | 0-8 | 9-54* | >54* | >12:30* | 12:30-9:30* | <9:30* | 0-8 | 9 | 0-5 | 6-15 | >15 | 0-8 | 9-22 | >22 |
| 10 | 0-6 | 7-41 | >41 | 0-8 | 9-54 | >54 | >12:30 | 12:30-9:30 | <9:30 | 0-8 | 9 | 0-6 | 7-15 | >15 | 0-11 | 12-26 | >26 |
| 11 | 0-14 | 15-41 | >41 | 0-18 | 19-54 | >54 | >12:00 | 12:00-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-14 | 15-29 | >29 |
| 12 | 0-14 | 15-41 | >41 | 0-18 | 19-54 | >54 | >12:00 | 12:00-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 13 | 0-22 | 23-51 | >51 | 0-29 | 30-67 | >67 | >11:30 | 11:30-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 14 | 0-22 | 23-51 | >51 | 0-29 | 30-67 | >67 | >11:00 | 11:00-8:30 | <8:30 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 15 | 0-31 | 32-51 | >51 | 0-41 | 42-67 | >67 | >10:30 | 10:30-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 16 | 0-31 | 32-61 | >61 | 0-41 | 42-80 | >80 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 17 | 0-40 | 41-61 | >61 | 0-53 | 54-80 | >80 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 17+ | 0-40 | 41-72 | >72 | 0-53 | 54-94 | >94 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |

*Indicates experimental performance standard, based on expert opinion

FITNESS AND WEIGHT TRAINING I

I. Course Description

This is a course for students to learn about the fundamental weight lifting techniques and weight training methods. The students will have the opportunity to learn how to increase their muscle endurance, muscle strength, and improve muscle tone. An emphasis will be placed on correct lifting techniques, safety techniques, and spotting techniques. Students will also be taught how to select the proper amount of weight to lift, repetitions, sets, and weight training terminology.

II. Purpose

Fitness and weight training is a program that will create a challenge for many participants. Through fitness and weight training, students will develop an appreciation of the positive effects it **can have on one's fitness level. Fitness and weight training can help improve self confidence,** physical conditioning, and lead to a healthier life style.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Understand and utilize safe weight training practices | 2 | 2.3 | II |
| b) Demonstrate the proper form and techniques using a variety of strength machines | 1 | 1.4,1.5 | I |
| c) Use physiological data to measure and modify the exercise program | 4 | 4.1,4.2 | IV |
| d) To improve personal level of health - related fitness | 6 | 6.4,6.6 | VI |
| e) Gains knowledge of various related muscle groups and lifting principles | 2 | 2.1 | II |
| f) Defines appropriate weight training terminology | 2 | 2.1, 2.2 | II |
| g) Makes appropriate and safe weight selections | 4 | 4.2 | IV |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction of Fitness and Weight Training Program ▪ Safety Review of all equipment / exercises |
| 2 | <ul style="list-style-type: none"> ▪ Review Safety Rules ▪ Lifting form and techniques ▪ Lifting Log |
| 3 | <ul style="list-style-type: none"> ▪ Circuit Training - (Strength) |
| 4 | <ul style="list-style-type: none"> ▪ Cardiovascular / Core Training |
| 5 | <ul style="list-style-type: none"> ▪ Circuit Training- (Endurance) |
| 6 | <ul style="list-style-type: none"> ▪ Cardiovascular / Core Training |
| 7 | <ul style="list-style-type: none"> ▪ Endurance / Strength Training |
| 8 | <ul style="list-style-type: none"> ▪ Weight Training Log /Portfolio / Written Test |

Fitness And Weight Training Program Rubric I

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|---|--|---|--|--|---|---------------|
| The student comprehends the proper way to log a workout, understands weight training terminology, and muscle groups (K) | 1point Demonstrates no understanding of the following objectives listed above | 2points Demonstrates little understanding of the objectives listed above | 3points Demonstrates general understanding of the objectives listed above | 4points Demonstrates very good understanding of the objectives listed above | 5points Demonstrates comprehensive understanding of the objectives listed above | |
| Demonstrates an understanding of the proper lifting techniques, and safety concepts. (K) | 1 point Does not attempt to demonstrate | 2 points Attempts to demonstrate but does not know what the proper techniques | 3 points Is able to somewhat perform the objectives | 4 points Is able to use the concepts almost always | 5 points Is able to use the concepts always | |
| Demonstrates the proper form using a variety of strength and endurance machines / exercises (S) | 1point Demonstrates no competency in the use of proper form using machines / exercises | 2points Demonstrates little or no competency in the use of proper form using machines/ activities | 3points Demonstrates competency in the use of proper form in many strength and endurance machines / activities | 4points Demonstrates competency in the use of proper form of many strength machine / activities | 5points Demonstrates advanced skill level in many strength machine / activities | |
| The student participates in a variety of fitness / weight training movements (S) | 1point does not complete a variety of weight training movements | 2points seldom completes a variety of weight training movements | 3points Generally completes a variety of weight training movements | 4points Frequently completes a variety of weight training movements | 5points Always completes a variety of weight training movements | |
| Class participation (P) | 1point Always unprepared, tardy, lack of participation not dressed | 2points Often not dressed, unprepared, tardy, lack of participation | 3points Generally dressed, prepared, punctual, participates in activities, follows directions, listens | 4points Frequently/Usually dressed, prepared, punctual, consistently participates, follows directions, listens | 5points Always dressed, prepared, punctual, consistently participates, enthusiastic follows directions, listens | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1point Demonstrates no level of teamwork and safety | 2points Demonstrates low level of teamwork and safety | 3points Demonstrates medium level of teamwork and safety | 4points Demonstrates standard level of teamwork and safety | 5points Demonstrates advanced level of teamwork and safety | |
| SCORE: | | | | | | |

**DANIEL HAND HIGH SCHOOL
PHYSICAL EDUCATION DEPARTMENT
WELLNESS/EXERCISE SCIENCE PROGRAM
ASSESSMENT SHEET**

FITNESS AND WEIGHT TRAINING PROGRAM I

| Objective Components | Scoring |
|--|--|
| <p>K1. The students will comprehend the proper way to log a workout, understand weight training terminology, and muscle groups</p> <p>K2. Demonstrates an understanding of proper lifting techniques, and safety concepts</p> <p>S1. Demonstrates the proper form using a variety of strength and endurance machines / exercises</p> <p>S2. The student participates in a variety of fitness / weight training movements.</p> <p>P. Class participation</p> <p>B. Teamwork, safety, and sportsmanship (Behavior)</p> | <p>1 = Does Not Meet Expectations</p> <p>2 = Developing</p> <p>3 = Progressing Towards Expectations</p> <p>4 = Meeting Expectations</p> <p>5 = Surpassing Expectations</p> |

| | | | | | | | | Components | | |
|--------------|----|----|----|----|---|---|--------------|------------|--|--|
| Student Name | K1 | K2 | S1 | S2 | P | B | Total points | Comments | | |
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STAR BALL

I. Course Description

Star ball is a fast-paced fun-filled game adapted from the skills and rules of pickle ball. The game helps develop the skills of quickness and eye-hand coordination. Important components of star ball are shot placement and play strategies. Star ball is a racket sport which offers an exciting lifetime activity.

II. Purpose

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

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Understands the fundamental techniques in various strokes used in the game of star ball. | 1 | 1.2,1.3 | I |
| b) Demonstrates the knowledge of playing strategies in singles and doubles | 2 | 2.3 | II |
| c) Identify and understand the rules of star ball | 2 | 2.3 | II |
| d) Understand basic terminology in the game of star ball | 2 | 2.3 | II |
| e) Participates in a doubles and singles tournament | 1, 6 | 1.4,1.5,6.3 | I, VI |

IV. Suggested Strategies - Sequence of Instruction

| <i>Session Number</i> | <i>Topic</i> |
|------------------------------|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to star ball ▪ Safety concerns and care of equipment |
| 2 | <ul style="list-style-type: none"> ▪ Skill Review ▪ Skill work - Forehand, backhand, lob, drop shot, smash |
| 3 | <ul style="list-style-type: none"> ▪ Skill Review |
| 4 | <ul style="list-style-type: none"> ▪ Scrimmage / Skill Test |
| 5 | <ul style="list-style-type: none"> ▪ Doubles Play / Skill test |
| 6 | <ul style="list-style-type: none"> ▪ Doubles Play |
| 7 | <ul style="list-style-type: none"> ▪ Doubles / Singles Play |
| 8 | <ul style="list-style-type: none"> ▪ Singles Play / Written test |

Star Ball Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|--|---|--|---|--|--|---------------|
| Identify and demonstrate the correct scoring and service rotation (K) | 1 point Student does not have any knowledge of correct scoring nor of the serving rotation. | 2 points Student can identify one or two rules of scoring, but does not know the important rules. | 3 points Student can identify most of the rules but does not have knowledge of both scoring and service rotation. | 4 points Student can identify and demonstrate correct scoring and service rotation. | 5 points Student enthusiastically identifies and demonstrates correct scoring and service rotation. Helps others. | |
| Identify and demonstrate the double bounce rule and the no-volley zone (K) | 1 point Student does not have any knowledge of either rule. | 2 points Student can identify one of the two but cannot explain the rule well. | 3 points Student is able to identify both rules and can explain each with few errors. | 4 points Student is able to identify both rules and can explain each with no errors. | 5 points Student is able to identify both the rules, can explain each in detail, and answer questions regarding each rule. | |
| Student is able to identify and demonstrate the proper serving technique. (S) | 1 point Attempts to demonstrate but is unsuccessful at showing proper technique. Ball does not go over the net. | 2 points Attempts to demonstrate but is unsuccessful at showing proper technique. Ball does go over the net. | 3 points Demonstrates proper serving technique. Needs some work on ball control. | 4 points Demonstrates proper serving technique and can consistently hit the ball in the service box. | 5 points Demonstrates proper serving technique and can hit the ball on target. | |
| Demonstrates proper techniques of specialty shots: Lob, drive, drop, and smash (S) | 1 point Almost never demonstrates competency in skill technique of specialty shots | 2 points Rarely demonstrates competency in skill technique of specialty shots | 3 points Occasionally demonstrates competency in skill technique of specialty shots | 4 points Usually demonstrates competency in skill technique of specialty shots | 5 points Always demonstrates competency in skill technique of specialty shots | |
| Class Participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate. | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions | 4 points Frequently/usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates enthusiastically follows objective | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no level of teamwork and safety | 2 points Demonstrates low level of teamwork and safety | 3 points Demonstrates medium level of teamwork and safety | 4 points Demonstrates standard level of teamwork and safety | 5 points Demonstrates advanced level of teamwork and safety | |
| SCORE: | | | | | | |

**DANIEL HAND HIGH SCHOOL
 PHYSICAL EDUCATION DEPARTMENT
 WELLNESS/EXERCISE SCIENCE PROGRAM
 ASSESSMENT SHEET**

STARBALL

| Objective Components | Scoring |
|--|---|
| K1. Identify and demonstrate the correct scoring and service rotation K2. Identify and demonstrate the double bounce rule and the no-volley zone S1. Demonstrates proper techniques: Serving and basic clear shots S2. Demonstrates proper techniques of specialty shots: Lob, drive, drop, and smash P. Class participation B. Teamwork, safety, and sportsmanship (Behavior) | 1 = Does Not Meet Expectations 2 = Developing 3 = Progressing Towards Expectations 4 = Meeting Expectations 5 = Surpassing Expectations |

| | | | | | | | | | | Components | |
|---------------------|-----------|-----------|-----------|-----------|----------|----------|--|--|---------------------|-------------------|--|
| Student Name | K1 | K2 | S1 | S2 | P | B | | | Total points | Comments | |
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SWING DANCING

I. Course Description

Students will have the opportunity to learn how to Swing Dance. The students will be instructed in the history of Swing Dancing in the United States and the effects it has had on culture, dance style, and dance techniques throughout the states..

II. Purpose

The purpose of the course is to study and perform and appreciate the dance elements, movements, and tricks used in Swing Dancing. Students will learn various "slang" words used in the dance era from 1940's to 1990's.. Swing Dancing reflects different styles across the country from East Coast Swing, West Coast Swing, and The Lindy Hop, featuring turns, releases and footwork.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Practice with a partner and learn a choreographed dance routine. | 1, 5 | 1.2, 1.4, 5.2 | I, V |
| b) Learn the dance rhythms and moves accompanied to music safely | 2 | 2.1 | II |
| c) Understand the principles of Swing Dancing and the potential for life long participation. | 1, 6 | 1.5, 4.4, 6.3 | I, IV, VI |
| d) Identify various songs used to perform each dance movement. | 1 | 1.4, 1.5 | I |
| e) Appreciate the fitness skills of dance. | 3, 6 | 3.2, 6.4 | III, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|---|
| 1 | ▪ Introduction to Swing Dancing Video / Safety Concerns |
| 2 | ▪ Dance Step – Basic |
| 3 | ▪ Review Skills / Review Basics with music |
| 4 | ▪ Review Skills / Turns |
| 5 | ▪ Review Skills / Basic / Turns / Loops |
| 6 | ▪ Dance skills |
| 7 | ▪ Dance skills / Dance Routines |
| 8 | ▪ Skill Testing |
| 9 | ▪ Skill testing / written test |

Swing Dancing Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|--|--|---|--|--|---|---------------|
| Understands the principles of Swing Dancing (K) | 1 point Does not understand principles of swing dance | 2 point Rarely understands principles of swing dance | 3 point Occasionally understands principles of swing dance | 4 point Has a good understanding of swing dance | 5 point Comprehensive understanding of swing dance | |
| Students identify and describes basic dance steps (K) | 1 point Does not identify and describe basic dance steps | 2 point Rarely identifies and describes basic dance steps | 3 point Occasionally identifies and describes dance steps | 4 point Has a good understands and can identify and describe basic dance steps | 5 point – Completely understanding of all dance steps | |
| Choreographed Dance: Applies skills, concepts, and techniques (S1) | 1 point Does not apply skills, concepts, and techniques taught | 2 points Applies few of the skills, concepts, and techniques taught | 3 points Applies some of the skills, concepts, and techniques taught | 4 points Applies most of the skills, concepts, and techniques taught | 5 points Applies all (or almost all) of the skills, concepts, and techniques taught | |
| Partner/ group work (S2) | 1 point Does not show the ability to work in groups | 2 points Rarely shows the ability to work in groups | 3 points Sometimes shows the ability to work in groups. | 4 points Works well in groups | 5 points Works consistently well in groups | |
| Class Participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate. | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions | 4 points Frequently/usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates enthusiastically follows objective | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no level of teamwork and safety | 2 points Demonstrates low level of teamwork and safety | 3 points Demonstrates medium level of teamwork and safety | 4 points Demonstrates standard level of teamwork and safety | 5 points Demonstrates advanced level of teamwork and safety | |
| SCORE: | | | | | | |

TEAM GAMES / CHALLENGES

I. Course Description

The Team Challenges / Team Games will allow student to play various non-traditional games. The core values of cooperation, trust, leadership, responsibility, sportsmanship, and team building will be emphasized. Team Games / Challenges is based on Project Adventure concepts. The program is currently being developed as a pilot program for all grade levels.

II. Purpose

Students will experience and master critical motor skills in an environment that is fun and non-threatening. Students will learn to share or follow rules as they experience a process that allows them to explore, to question, to participate, and to reflect on themselves. Students will develop the ability to work effectively with others, someone with leadership qualities, someone who can work well with others to solve conflict and create solutions. Students will have the opportunity to explore decision making process, of which risks are and are not positive for each individual. Students will learn to demonstrate respect and understanding for all persons despite their individual differences.

III. Course Objectives

| <i>The students will be able to:</i> | | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--|--------------------------|------------------------------|---|
| a) | Demonstrate an understanding of movement concepts and the use of motor skills | 1 | 1.1, 1.2, 1.3, 1.4 | I |
| b) | Demonstrate responsible personal and social behavior and understand safety procedures | 2 | 2.1, 2.2, 2.3 | II |
| c) | Demonstrate the ability to use effective interpersonal skills | 3 | 3.1, 3.2, 3.3, 3.4 | III |
| d) | Demonstrate the ability to use the decision making skills of appropriate goal setting, risk taking, and problem solving | 5 | 5.1, 5.2, 5.3, 5.4 | V |
| e) | Understand the potential outcomes for participating in Team Challenges / Team Games, including challenge, enjoyment, self expression, and social interaction | 6 | 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 | VI |
| f) | Demonstrate an understanding of and respect for differences | 5 | 5.1, 5.2, 5.3, 5.4 | V |

IV. Suggested Strategies - Sequence of Instruction

| <i>Session Number</i> | <i>Topic</i> |
|------------------------------|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Team Games ▪ Challenges ▪ Ice Breaker Activities ▪ Safety Concerns |
| 2 | <ul style="list-style-type: none"> ▪ Review ▪ Trust Activities ▪ Group Initiatives |
| 3 | <ul style="list-style-type: none"> ▪ Review ▪ Trust Activities ▪ Group Initiatives |
| 4 | <ul style="list-style-type: none"> ▪ Problem Solving Activities |
| 5 | <ul style="list-style-type: none"> ▪ Problem Solving Activities |
| 6 | <ul style="list-style-type: none"> ▪ Team Building Activities |
| 7 | <ul style="list-style-type: none"> ▪ Team Building Activities ▪ Written Test ▪ Writing Assignment |

Team Games / Challenges Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|--|---|---|--|--|--|---------------|
| Understands the principles of Team Challenges /Team Games and displays core values (K) | 1 point Student makes no effort to understand principles and core values participates | 2 point Student makes little effort to understand principles and core values | 3 point Student occasionally understands principles and core values | 4 point Student understands principles and core values | 5 point Student fully understands principles and core values | |
| Individual Participation (K) | 1 point Does not actively participate | 2 point Student makes little effort | 3 point Student occasionally exerts effort | 4 point Student actively participates | 5 point Student enthusiastically participates | |
| Quality of Interaction (S) | 1 point No effort to interact; no conversations; Student were not focused on task | 2 points Little interaction; very brief conversations; student was disinterested and distracted | 3 points Some ability to interact; attentive listening; some evidence of discussions | 4 points Students show adeptness in interacting; lively discussions centered on the task | 5 points Excellent listening and leadership skills exhibited; student reflects awareness of others' view and opinions in their discussions | |
| Respects and recognizes differences among others (S) | 1 point Does not respect or recognize differences among others | 2 points Little effort made to respect and recognize differences among others | 3 points Student occasionally recognized respect and differences among others | 4 points Student respects and recognizes differences among others | 5 points Student enthusiastically recognizes respect and difference among others | |
| Class Participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate. | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions | 4 points Frequently/usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates enthusiastically follows objective | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no level of teamwork and safety | 2 points Demonstrates low level of teamwork and safety | 3 points Demonstrates medium level of teamwork and safety | 4 points Demonstrates standard level of teamwork and safety | 5 points Demonstrates advanced level of teamwork and safety | |
| SCORE: | | | | | | |

**Units of Instruction
for Students in
Grade 11**

ADULT CPR RECERTIFICATION WITH AED TRAINING

I. Course Description

In this course students will be retrained in the proper methods of cardiopulmonary resuscitation and using the AED (Automate External Defibrillator). Students will be required to take quizzes, perform skills, and earn a grade of eighty on the final exam. Certification will be earned upon the successful completion of all requirements set forth by the American Red Cross.

II. Purpose of the Course

It is our goal to update the CPR skills for all junior and senior physical education students. These life skills are extremely valuable. The course will focus on reviewing the principles and methods of relieving an obstructed airway for a conscious and unconscious victim, provide emergency cardiac care, and learn to use the AED (Automated External Defibrillator).

III. Course Objectives

| <i>All students will demonstrate competence in the following skills:</i> | | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--|--------------------------|-----------------------------|---|
| a) | Before giving care / Safety Precautions | 1, 2 | 3.5 | H-III |
| b) | Relieving an obstructed airway for a conscious and unconscious victim | 2 | 3.5 | H-III |
| c) | Resuscitation for cardiac arrest for the adult. | 2 | 3.5 | H-III |
| d) | Using the AED (Automated External Defibrillator). | 2 | 3.5 | H-III |
| e) | A unit examination for certification will be given at the end of the unit. The test will consist of standard questions from the American Red Cross. To be certified each student must achieve a minimum score of 80% on the examination. | 5 | 3.5 | H-III |

IV. Suggested Strategies - Sequence of Instruction

| <i>Session Number</i> | <i>Topic</i> |
|------------------------------|---|
| 1 | <ul style="list-style-type: none"> ▪ Course outline ▪ Before Giving Care- 3C's ▪ ABC's / Safety Precautions ▪ Checking Conscious Victim |
| 2 | <ul style="list-style-type: none"> ▪ Checking Unconscious Victim ▪ Recovery Position ▪ Life Threatening Emergencies |
| 3 | <ul style="list-style-type: none"> ▪ How to Give Rescue Breaths ▪ Quiz 1 |
| 4 | <ul style="list-style-type: none"> ▪ Conscious Choking Adult ▪ (Cannot Cough, Speak, or Breathe) |
| 5 | <ul style="list-style-type: none"> ▪ Signs and Signals of a Heart Attack ▪ Cardiac Chain of Survival ▪ Adult CPR- No Signs of Life) |
| 6 | <ul style="list-style-type: none"> ▪ Adult CPR ▪ Adult Unconscious Choking ▪ (Breaths Do Not Go In) |
| 7 | <ul style="list-style-type: none"> ▪ Quiz 2 ▪ AED (Automated External Defibrillator) |
| 8 | <ul style="list-style-type: none"> ▪ AED ▪ Quiz 3 |
| 9 | <ul style="list-style-type: none"> ▪ AED ▪ Review for Final Exam |
| 10 | <ul style="list-style-type: none"> ▪ Final Exam / Certification Cards |

CPR Certification Juniors Skill Rubric

Name _____

Address _____

Phone # _____

- + = 3pts. Exemplary Skill Level with no prompts from teacher
 - /+ = 2pts. Very Good Skill Level with one prompt from teacher
 - / = 1pts. Acceptable Skill Level with two prompts from teacher
- Opts. Skill level needs work. Students not meeting standards for certification may retest at teachers' discretion.

| SKILL | ADULT |
|-------------------------------|------------|
| Before Providing Care | /3 |
| Obstructed Airway Conscious | /3 |
| Obstructed Airway Unconscious | /3 |
| CPR | /3 |
| AED | /3 |
| TOTALS | /15 |

Grand TOTAL _____ **/15**

Maximum Score of 15pts. = A+ 97
 Minimum Score of 5pts. is needed to pass the Certification requirements = 76%
 *** Any Score under 3pts. is graded as an F

The following scoring range has been developed to equally distribute scoring that lies between the maximum and minimum scores listed above

| | | |
|----|----------|--------|
| A+ | 15 pts. | 97-100 |
| A | 14 pts. | 95 |
| A- | 13 pts. | 90 |
| B+ | 12 pts. | 89 |
| B | 11 pts. | 85 |
| B- | 10 pts. | 80 |
| C+ | 9 pts. | 79 |
| C | 7-8 pts. | 74-76 |
| C- | 6 pts. | 72 |
| D | 5 pts. | 65 |
| F | 1-4 pts. | <65 |

ARCHERY

I. Course Description

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

II. Purpose

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

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) String/unstring a bow | 1, 2 | 1.3, 2.1 | I, II |
| b) Hold the proper stance | 1, 2 | 1.3, 2.1 | I, II |
| c) Execute nocking and shooting technique | 1, 2 | 1.3, 2.1 | I, II |
| d) Understand the point of aim | 1, 2 | 1.3, 2.1 | I, II |
| e) Learn how to keep score | 1, 2 | 1.3, 2.1 | I, II |
| f) Understand and utilize the necessary safety precautions | 2 | 2.3 | II |
| g) Execute the proper arrow retrieval techniques | 2 | 2.3 | II |

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

IV. Suggested Strategies - Sequence of Instruction

| <i>Session Number</i> | <i>Topic</i> |
|------------------------------|---|
| 1 | ▪ Introduction to archery / Safety concerns |
| 2 | ▪ Fundamentals of archery |
| 3 | ▪ Fundamental skills/target shooting |
| 4 | ▪ Fundamental skills/target shooting |
| 5 | ▪ Fundamental skills/target shooting |
| 6 | ▪ Target shooting |
| 7 | ▪ Target shooting |
| 8 | ▪ Unit test/shooting |

Archery Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|--|---|--|--|--|---|---------------|
| Understanding of: stringing and unstringing a bow and shooting stance (K) | 1 point Demonstrates no understanding of the following objectives listed above | 2 points Demonstrates little understanding of the objectives listed above | 3 points Demonstrates general understanding of the objectives listed above. | 4 points Demonstrates very good understanding of the objectives listed above | 5 points Demonstrates comprehensive understanding of the objectives listed above | |
| Understanding of: retrieval methods and scoring (K) | 1 point Demonstrates no understanding of the following objectives listed above | 2 points Demonstrates little understanding of the objectives listed above | 3 points Demonstrates general understanding of the objectives listed above. | 4 points Demonstrates very good understanding of the objectives listed above | 5 points Demonstrates comprehensive understanding of the objectives listed above | |
| Competency in nocking an arrow (S) | 1 point Almost never demonstrates competency in skill technique of nocking an arrow | 2 points Rarely demonstrates competency in skill technique of nocking an arrow | 3 points Usually demonstrates competency in the skill technique of nocking an arrow | 4 points Always demonstrates skill competency in the skills of nocking an arrow | 5 points Successfully demonstrates the advanced skill technique of nocking an arrow | |
| Demonstrates the skills of drawing, aiming, releasing, and follow through in shooting an arrow (S) | 1 point Demonstrates no skill level in shooting an arrow | 2 points Demonstrates low skill level in shooting an arrow | 3 points Demonstrates medium skill level in shooting an arrow | 4 points Demonstrates standard skill level in shooting an arrow | 5 points Demonstrates advanced skill level in shooting an arrow | |
| Class Participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate. | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions | 4 points Frequently/usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates enthusiastically follows objective | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no/low level of teamwork and sportsmanship | 2 points Demonstrates some level of teamwork and sportsmanship | 3 points Demonstrates medium level of teamwork and sportsmanship | 4 points Demonstrates standard level of teamwork and sportsmanship | 5 points Demonstrates advanced level of teamwork and sportsmanship | |
| SCORE: | | | | | | |

**DANIEL HAND HIGH SCHOOL
 PHYSICAL EDUCATION DEPARTMENT
 WELLNESS/EXERCISE SCIENCE PROGRAM
 ASSESSMENT SHEET**

ARCHERY

| Objective Components | Scoring |
|---|---|
| K1. Understanding how to string and unstring a bow and shooting stance K2. Understanding how to nock and shoot an arrow S1. Demonstrate the proper technique in draw, aim, and fire and release an arrow S2. Competency in retrieval skills and scoring P. Class participation B. Teamwork, safety, and sportsmanship (Behavior) | 1 = Does Not Meet Expectations 2 = Developing 3 = Progressing Towards Expectations 4 = Meeting Expectations 5 = Surpassing Expectations |

| Student Name | Components | | | | | | | Total points | Comments |
|--------------|------------|----|----|----|---|---|--|--------------|----------|
| | K1 | K2 | S1 | S2 | P | B | | | |
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BADMINTON II

I. Course Description

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

II. Purpose

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

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Execute the basic strokes of badminton / safety concerns | 1 | 1.2, 1.3 | I |
| b) Understand the rules of the game | 2 | 2.3 | II |
| c) Understand and execute strategies | 2 | 2.3 | II |
| d) Participate in doubles and singles tournament | 6 | 1.4, 1.5, 6.3 | I, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|--|
| 1 | ▪ Introduction to badminton / Safety concerns / Care of equipment |
| 2 | ▪ Review skills / Review clears/smash / Serving test |
| 3 | ▪ Review skills / Net play/drop shot / Serving test |
| 4 | ▪ Review skills / Doubles play/singles play / Skill test |
| 5 | ▪ Review skills / Doubles tournament/singles tournament / Skill test |
| 6 | ▪ Review skills / Clears/review serves |
| 7 | ▪ Doubles tournament/singles tournament |
| 8 | ▪ Tournament champions/test |

Badminton II Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing Towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|---|--|--|--|---|---|----------------------|
| Understands the rules and objectives of the game: Court equipment and scoring (K) | 1 point Does not attempt to demonstrate any knowledge | 2 points Attempts to demonstrate but does not know many aspects of rules or objectives of the game | 3 points Is somewhat knowledgeable of many of the rules or objectives of the game | 4 points Has a good understanding of numerous rules and objectives of the game | 5 points Comprehensive knowledge of the objectives and rules of the game | |
| Demonstrates the proper knowledge of game strategies: single vs. doubles (K) | 1 point Does not attempt to demonstrate the skills | 2 points Attempts to demonstrate little knowledge of game strategies | 3 points Demonstrates general knowledge of game strategies | 4 points Demonstrates strong knowledge of game strategies | 5 points Demonstrates comprehensive knowledge of game strategies | |
| Demonstrates proper techniques: Serving and basic clear shots (S) | 1 point Almost never demonstrates competency in skill technique of serving and basic shots | 2 points Rarely demonstrates competency in skill technique of serving and basic shots | 3 points Occasionally demonstrates competency in skill technique of serving and basic shots | 4 points Usually demonstrates competency in skill technique of serving and basic shots | 5 points Always demonstrates competency in skill technique of serving and basic shots | |
| Demonstrates proper techniques of specialty shots: Lob, drive, drop, and smash (S) | 1 point Almost never demonstrates competency in skill technique of specialty shots | 2 points Rarely demonstrates competency in skill technique of specialty shots | 3 points Occasionally demonstrates competency in skill technique of specialty shots | 4 points Usually demonstrates competency in skill technique of specialty shots | 5 points Always demonstrates competency in skill technique of specialty shots | |
| Class participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions | 4 points Usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates and enthusiastically follows directions | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no level of teamwork and sportsmanship | 2 points Demonstrates low level of teamwork and sportsmanship | 3 points Demonstrates basic level of teamwork & sportsmanship | 4 points Demonstrates average level of teamwork and sportsmanship | 5 points Demonstrates advanced level of teamwork and sportsmanship | |
| SCORE: | | | | | | |

CREATIVE / FITNESS DANCE

I. Course Description

Students will have the opportunity to learn the skills involved in line dances. Students will utilize these skills to create their own dance which they will present to their classmates.

II. Purpose

The purpose of this course is to incorporate the elements of dance (change in rhythm, pattern, number, focus, direction, movement and ending) when teaching a dance to the class. Students will be placed in groups. Each group will work together to find, learn, and teach the dance to the class. Students will be given a group grade based on preparation and presentation of the dance. Students will be given an individual grade on their own involvement and the ability to perform the dance. The teacher will also assess student and group performance.

III. Course Objectives

| <i>The students will:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Effectively demonstrates the varying rhythms and dance movements in the appropriate manner and the execution of more complex skills | 1 | 1.2 | I |
| b) Utilizes class time to develop concepts, and techniques to teach dance skills | 1 | 1.2, 1.3, 1.4 | I |
| c) Makes use of class time when using tools, equipment, and materials | 1 | 1.5 | I |
| d) Applies safe practices, rules, and cooperation to accomplish the goals of different physical activities | V | 5.1,5.2 | V |
| e) Uses physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships | VI | 6.3 | VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Line / Creative Dance / Safety Concerns ▪ "Canadian Stomp" ▪ "About Leaving You" ▪ "Cherokee Nation" |
| 2 | <ul style="list-style-type: none"> ▪ Review Dances ▪ "Cherokee Nation" |
| 3 | <ul style="list-style-type: none"> ▪ Review Dances ▪ Assign Dance Groups and Discuss Assignments |
| 4 | <ul style="list-style-type: none"> ▪ Dance Group Work / Practice |
| 5 | <ul style="list-style-type: none"> ▪ Dance Group Work / Practice ▪ Group Presentations |
| 6 | <ul style="list-style-type: none"> ▪ Group Presentations |
| 7 | <ul style="list-style-type: none"> ▪ Grades for all Presentations |

Creative / Fitness Dance Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|--|--|---|--|--|--|---------------|
| Group Participation (K) | 1 point No one actively participates | 2 point Only one or two persons actively participates | 3 point At least half the students confer or present ideas | 4 point At least $\frac{3}{4}$ of students actively participates | 5 point All students enthusiastically participates | |
| Shared Responsibility (K) | 1 point Responsibility is by no one | 2 point Exclusive reliance on one person | 3 point Responsibility is shared by $\frac{1}{2}$ the group members | 4 point Responsibility is shared by most group members | 5 point Responsibility for task is shared evenly | |
| Quality of Interaction (S) | 1 point No effort to interact; no conversations; Students were not focused on task | 2 points Little interaction; very brief conversations; some students were disinterested or distracted | 3 points Some ability to interact; attentive listening; some evidence of discussions or alternatives | 4 points Students show adeptness in interacting; lively discussions centers on the task | 5 points Excellent listening and leadership skills exhibited; students reflect awareness of others' view and opinions in their discussions | |
| Roles within the Group (S) | 1 point No effort to assign roles to group | 2 points Little effort made to assign roles to group | 3 points Students assigned roles but roles were not consistently adhered to | 4 points Each student assigned a role but roles not clearly defined or consistently adhered to | 5 points Each student assigned a clearly defined role; group members perform roles effectively | |
| Class Participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate. | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions | 4 points Frequently/usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates enthusiastically follows objective | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no level of teamwork and safety | 2 points Demonstrates low level of teamwork and safety | 3 points Demonstrates medium level of teamwork and safety | 4 points Demonstrates standard level of teamwork and safety | 5 points Demonstrates advanced level of teamwork and safety | |
| SCORE: | | | | | | |

**DANIEL HAND HIGH SCHOOL
 PHYSICAL EDUCATION DEPARTMENT
 WELLNESS/EXERCISE SCIENCE PROGRAM
 ASSESSMENT SHEET**

DANCE

| Objective Components | Scoring |
|--|---|
| K1. Critical analysis- interpretation of work K2. Use of class time S1. Applies skills, concepts, and techniques S2. Partner/ group work P. Class participation B. Teamwork, safety, and sportsmanship (Behavior) | 1 = Does Not Meet Expectations 2 = Developing 3 = Progressing Towards Expectations 4 = Meeting Expectations 5 = Surpassing Expectations |

| | Components | | | | | | | | |
|---------------------|-------------------|-----------|-----------|-----------|----------|----------|--|---------------------|-----------------|
| Student Name | K1 | K2 | S1 | S2 | P | B | | Total points | Comments |
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FITNESS AND WEIGHT TRAINING II

I. Course Description

This is a course for student who have already learned the fundamental skills of weight training. The students will implement their own weight training program and record their progress.

II. Purpose

Students will have the opportunity to develop their own workout plan. They will be responsible for assessing and adjusting their personal fitness program to improve their level of health and fitness. **Weight training can enhance one's self image and increase muscle strength and endurance.**

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Understand and utilize safe weight training practices | 2 | 2.3 | II |
| b) Demonstrate the proper form and techniques using a variety of strength machines | 1 | 1.4,1.5 | I |
| c) Use physiological data to measure and modify the exercise program | 4 | 4.1,4.2 | IV |
| d) To improve personal level of health - related fitness | 6 | 6.4,6.6 | VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction of Personal Fitness Program ▪ Safety Review of all equipment / exercises / training log |
| 2 | <ul style="list-style-type: none"> ▪ Endurance Circuit Training |
| 3 | <ul style="list-style-type: none"> ▪ Cardiovascular Workout |
| 4 | <ul style="list-style-type: none"> ▪ Strength Circuit Training |
| 5 | <ul style="list-style-type: none"> ▪ Cardiovascular / Core Training |
| 6 | <ul style="list-style-type: none"> ▪ Pilates / Yoga Workout |
| 7 | <ul style="list-style-type: none"> ▪ Endurance / Strength Training |
| 8 | <ul style="list-style-type: none"> ▪ Weight Training Log /Portfolio |

Fitness And Weight Training Program Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|---|---|---|--|--|---|---------------|
| The student will develop a personal fitness program (K) | 1point Demonstrates no understanding of the following objectives listed above | 2points Demonstrates little understanding of the objectives listed above | 3points Demonstrates general understanding of the objectives listed above | 4points Demonstrates very good understanding of the objectives listed above | 5points Demonstrates comprehensive understanding of the objectives listed above | |
| Demonstrates an understanding of proper warm-ups, lifting techniques, and safety concepts. (K) | 1 point Does not attempt to demonstrate | 2 points Attempts to demonstrate but does not know what the proper techniques | 3 points Is able to somewhat perform the objectives | 4 points Is able to use the concepts almost always | 5 points Is able to use the concepts always | |
| Demonstrates the proper form using a variety of strength and endurance machines / exercises (S) | 1point Demonstrates no competency in the use of proper form | 2points Demonstrates little or no competency in the use of proper form | 3points Demonstrates competency in the use of proper form | 4points Demonstrates competency in the use of proper form of many strength machine activities | 5points Demonstrates advanced skill level in many strength activities | |
| The student participates in a variety of training movements (S) | 1point does not complete a variety of training movements | 2points seldom completes a variety of training movements | 3points Generally completes a variety of training movements | 4points Frequently completes a variety of training movements | 5points Always completes a variety of training movements | |
| Class participation (P) | 1point Always unprepared, tardy, lack of participation not dressed | 2points Often not dressed, unprepared, tardy, lack of participation | 3points Generally dressed, prepared, punctual, participates in activities, follows directions, listens | 4points Frequently/Usually dressed, prepared, punctual, consistently participates, follows directions, listens | 5points Always dressed, prepared, punctual, consistently participates, enthusiastic follows directions, listens | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1point Demonstrates no level of teamwork and safety | 2points Demonstrates low level of teamwork and safety | 3points Demonstrates medium level of teamwork and safety | 4points Demonstrates standard level of teamwork and safety | 5points Demonstrates advanced level of teamwork and safety | |
| SCORE: | | | | | | |

PICKLE-BALL

I. Course Description

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

II. Purpose

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

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Understand the fundamental techniques in various strokes used in the game of pickle-ball | 1 | 1.2,1.3 | I |
| b) Demonstrates an understanding of playing strategies in both doubles and singles | 2, 5 | 2.3, 5.1 | II, V |
| c) Identify and understand the rules of pickle-ball | 2, 5 | 2.3, 5.1 | II, V |
| d) Understand basic terminology used in the game of pickle-ball | 2, 5 | 2.3, 5.1 | II, V |
| e) Participates in doubles and singles tournament | 1, 6 | 1.4, 1.5, 6.3 | I, VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|---|
| 1 | ▪ Introduction / Safety Concerns |
| 2 | ▪ Forehand, backhand, drop shot, smash, lob |
| 3 | ▪ Skill work |
| 4 | ▪ Scrimmage / Skill Testing |
| 5 | ▪ Skill testing /Doubles Play |
| 6 | ▪ Doubles Play |
| 7 | ▪ Doubles/singles Play |
| 8 | ▪ Exam/Singles play |

Pickle-Ball Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|--|---|--|---|--|--|---------------|
| Identify and demonstrate the correct scoring and service rotation (K) | 1 point Student does not have any knowledge of correct scoring nor of the serving rotation. | 2 points Student can identify one or two rules of scoring, but does not know the important rules | 3 points Student can identify most of the rules but does have knowledge of both scoring and service rotation. | 4 points Student can identify and demonstrate correct scoring and service rotation. | 5 points Student enthusiastically identifies and demonstrates correct scoring and service rotation. Helps others. | |
| Identify and demonstrate the double bounce rule and the no-volley zone (K) | 1 point Student does not have any knowledge of either rule. | 2 points Student can identify one of the two but cannot explain the rule well. | 3 points Student is able to identify both rules and can explain each with few errors. | 4 points Student is able to identify both rules and can explain each with no errors. | 5 points Student is able to identify both the rules, can explain each in detail, and answer questions regarding each rule. | |
| Student is able to identify and demonstrate the proper serving technique. (S) | 1 point Attempts to demonstrate but is unsuccessful at showing proper technique. Ball does not go over the net. | 2 points Attempts to demonstrate but is unsuccessful at showing proper technique. Ball does go over the net. | 3 points Demonstrates proper serving technique. Needs some work on ball control. | 4 points Demonstrates proper serving technique and can consistently hit the ball in the service box. | 5 points Demonstrates proper serving technique and can hit the ball on target. | |
| Demonstrates proper techniques of specialty shots: Lob, drive, drop, and smash (S) | 1 point Almost never demonstrates competency in skill technique of specialty shots | 2 points Rarely demonstrates competency in skill technique of specialty shots | 3 points Occasionally demonstrates competency in skill technique of specialty shots | 4 points Usually demonstrates competency in skill technique of specialty shots | 5 points Always demonstrates competency in skill technique of specialty shots | |
| Class Participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate. | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions | 4 points Frequently/usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates enthusiastically follows objective | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no level of teamwork and safety | 2 points Demonstrates low level of teamwork and safety | 3 points Demonstrates medium level of teamwork and safety | 4 points Demonstrates standard level of teamwork and safety | 5 points Demonstrates advanced level of teamwork and safety | |
| SCORE: | | | | | | |

**DANIEL HAND HIGH SCHOOL
 PHYSICAL EDUCATION DEPARTMENT
 WELLNESS/EXERCISE SCIENCE PROGRAM
 ASSESSMENT SHEET**

PICKLE-BALL

| Objective Components | Scoring |
|---|---|
| K1. Identify and demonstrate the correct scoring and service rotation K2. Identify and demonstrate the double bounce rule and the no-volley zone S1. Demonstrates proper techniques: Serving and basic clear shots S2. Demonstrates proper techniques of specialty shots: Lob, drive, drop, and smash P. Class participation B. Teamwork, safety, and sportsmanship (Behavior) | 1 = Does Not Meet Expectations 2 = Developing 3 = Progressing Towards Expectations 4 = Meeting Expectations 5 = Surpassing Expectations |

| Student Name | Components | | | | | | | Total points | Comments |
|--------------|------------|----|----|----|---|---|--|--------------|----------|
| | K1 | K2 | S1 | S2 | P | B | | | |
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The “Third Generation” Connecticut Physical Fitness Assessment

I. Course Description

At Daniel Hand High School there is a continuing emphasis placed on attaining and maintaining an appropriate level of physical fitness. Physical fitness is the key to a happier, healthier, and more productive life. The Connecticut Physical measures abdominal strength and endurance (Curl-ups), Cardio respiratory endurance, one mile run / walk, upper body strength / endurance (Right Angle Push-ups), joint flexibility of lower back and hamstrings (Back Saver Sit and Reach), and P.A.C.E.R. (Progressive Aerobic Cardiovascular Endurance Run).

II. Purpose

All freshmen, sophomores, and juniors / seniors are tested in all 4 fitness components of the Connecticut Physical Fitness Assessment. This program helps assess the current fitness level of every student. Students are encouraged to earn the highest score in the Health Related Fitness Zones.

The results are sent home to parent / guardian. Student results are recorded in a program called Fitnessgram as part of their student fitness portfolio.

III. Course Objectives

| <i>The students will be able to:</i> | | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|---|--------------------------|-----------------------------|---|
| a) | Use physiological data to adjust levels of exercise and promote wellness | 4 | 4.2 | IV |
| b) | Use the results of fitness assessments to guide changes in her or his personal program of physical activity | 4 | 4.3 | IV |
| c) | Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles | 4 | 4.4 | IV |
| d) | Incorporate fitness and wellness concepts to achieve and maintain a healthy and safe level of physical fitness | 6 | 6.4 | VI |
| e) | Assess and adjust activities to maintain or improve personal level of health-related fitness | 4 | 4.1 | IV |

IV. Suggested Strategies - Sequence of Instruction

| <i>Session Number</i> | <i>Topic</i> |
|------------------------------|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to the Health Related Fitness Zone ▪ Safety Concerns ▪ Review Fitness Scoring Rubric ▪ Run / Walk 2 laps on the track |
| 2 | <ul style="list-style-type: none"> ▪ Run / Walk 4 laps on the track / Timed mile ▪ Stretch ▪ Practice Curl-ups test |
| 3 | <ul style="list-style-type: none"> ▪ Run / Walk 4 laps on the track / Timed mile ▪ Stretch ▪ Practice Push- ups ▪ Test Shuttle Run (2 times) |
| 4 | <ul style="list-style-type: none"> ▪ Run / Walk 4 laps on the track / Timed mile ▪ Perform Curl- ups Test ▪ Perform Push- ups test |
| 5 | <ul style="list-style-type: none"> ▪ Stretch ▪ Practice P.A.C.E.R. ▪ Practice Sit and Reach |
| 6 | <ul style="list-style-type: none"> ▪ Stretch ▪ Practice P.A.C.E.R. ▪ Test Sit and Reach |
| 7 | <ul style="list-style-type: none"> ▪ Stretch ▪ P.A.C.E.R. Test ▪ Perform all make up tests |
| 8 | <ul style="list-style-type: none"> ▪ Review Fitness Results |

STATE FITNESS RUBRIC - CONNECTICUT PHYSICAL FITNESS TEST
Health and Challenge Standards

Needs Improvement Zone (I)

Students who do not meet a health-related standards and skills for their age. Students should engage in physical activities at least two or more times each week. They are at risk for certain injuries and diseases that are related to a sedentary lifestyle.

The Health Fitness Zone (F)

Students who perform at this level demonstrate a healthy level of fitness-related skills for their age. Generally, students who score in this range engage in physical activities two or more times each week and may be at a reduced risk for certain injuries and diseases that are related to a sedentary lifestyle. The Health Level for each task is considered to be a challenging, yet attainable, standard for most students.

The High Fitness Performance Zone (H)

Students who perform at this level demonstrate exceptional fitness-related skills for their age. Generally, students who score in this range engage in rigorous physical activities several times per week and may be at a reduced risk for certain injuries and diseases that are related to a sedentary lifestyle. Students who perform in this range may be motivated to achieve and maintain a high level of fitness.

Standards for Health-Related Fitness Zones

I = Needs Improvement Zone (*does not meet health-related standard*)

F = Health Fitness Zone (*meets health-related standard*)

H = High Fitness Performance Zone (*exceeds health-related standard*)

Boys

| Zone | 20-meter PACER | | | 15-Meter PACER | | | One-Mile Run/Walk | | | Sit-and-Reach | | 90° Push-Ups | | | Curl-Ups | | |
|------|----------------|--------|------|----------------|--------|------|-------------------|--------------|---------|---------------|---|--------------|-------|-----|----------|-------|-----|
| | I | F | H | I | F | H | I | F | H | I | F | I | F | H | I | F | H |
| 8 | 0-22* | 23-61* | >61* | 0-29* | 30-80* | >80* | >12:30* | 12:30-10:00* | <10:00* | 0-7 | 8 | 0-4 | 5-13 | >13 | 0-5 | 6-20 | >20 |
| 9 | 0-22* | 23-61* | >61* | 0-29* | 30-80* | >80* | >12:00* | 12:00-9:30* | <9:30* | 0-7 | 8 | 0-5 | 6-15 | >15 | 0-8 | 9-24 | >24 |
| 10 | 0-22 | 23-61 | >61 | 0-29 | 30-80 | >80 | >11:30 | 11:30-9:00 | <9:00 | 0-7 | 8 | 0-6 | 7-20 | >20 | 0-11 | 12-24 | >24 |
| 11 | 0-22 | 23-72 | >72 | 0-29 | 30-94 | >94 | >11:00 | 11:00-8:30 | <8:30 | 0-7 | 8 | 0-7 | 8-20 | >20 | 0-14 | 15-28 | >28 |
| 12 | 0-31 | 32-72 | >72 | 0-41 | 42-94 | >94 | >10:30 | 10:30-8:00 | <8:00 | 0-7 | 8 | 0-9 | 10-20 | >20 | 0-17 | 18-36 | >36 |
| 13 | 0-40 | 41-83 | >83 | 0-53 | 54-108 | >108 | >10:00 | 10:00-7:30 | <7:30 | 0-7 | 8 | 0-11 | 12-25 | >25 | 0-20 | 21-40 | >40 |
| 14 | 0-40 | 41-83 | >83 | 0-53 | 54-108 | >108 | >9:30 | 9:30-7:00 | <7:00 | 0-7 | 8 | 0-13 | 14-30 | >30 | 0-23 | 24-45 | >45 |
| 15 | 0-50 | 51-94 | >94 | 0-66 | 67-123 | >123 | >9:00 | 9:00-7:00 | <7:00 | 0-7 | 8 | 0-15 | 16-35 | >35 | 0-23 | 24-47 | >47 |
| 16 | 0-60 | 61-94 | >94 | 0-79 | 80-123 | >123 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |
| 17 | 0-60 | 61-106 | >106 | 0-79 | 80-138 | >138 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |
| 17+ | 0-71 | 72-106 | >106 | 0-93 | 94-138 | >138 | >8:30 | 8:30-7:00 | <7:00 | 0-7 | 8 | 0-17 | 18-35 | >35 | 0-23 | 24-47 | >47 |

Girls

| Zone | 20-meter PACER | | | 15-Meter PACER | | | One-Mile Run/Walk | | | Sit-and-Reach | | 90° Push-Ups | | | Curl-Ups | | |
|------|----------------|-------|------|----------------|-------|------|-------------------|--------------|---------|---------------|----|--------------|------|-----|----------|-------|-----|
| | I | F | H | I | F | H | I | F | H | I | F | I | F | H | I | F | H |
| 8 | 0-6* | 7-41* | >41* | 0-8 | 9-54* | >54* | >12:30* | 12:30-10:00* | <10:00* | 0-8 | 9 | 0-4 | 5-13 | >13 | 0-5 | 6-20 | >20 |
| 9 | 0-6* | 7-41* | >41* | 0-8 | 9-54* | >54* | >12:30* | 12:30-9:30* | <9:30* | 0-8 | 9 | 0-5 | 6-15 | >15 | 0-8 | 9-22 | >22 |
| 10 | 0-6 | 7-41 | >41 | 0-8 | 9-54 | >54 | >12:30 | 12:30-9:30 | <9:30 | 0-8 | 9 | 0-6 | 7-15 | >15 | 0-11 | 12-26 | >26 |
| 11 | 0-14 | 15-41 | >41 | 0-18 | 19-54 | >54 | >12:00 | 12:00-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-14 | 15-29 | >29 |
| 12 | 0-14 | 15-41 | >41 | 0-18 | 19-54 | >54 | >12:00 | 12:00-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 13 | 0-22 | 23-51 | >51 | 0-29 | 30-67 | >67 | >11:30 | 11:30-9:00 | <9:00 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 14 | 0-22 | 23-51 | >51 | 0-29 | 30-67 | >67 | >11:00 | 11:00-8:30 | <8:30 | 0-9 | 10 | 0-6 | 7-15 | >15 | 0-17 | 18-32 | >32 |
| 15 | 0-31 | 32-51 | >51 | 0-41 | 42-67 | >67 | >10:30 | 10:30-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 16 | 0-31 | 32-61 | >61 | 0-41 | 42-80 | >80 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 17 | 0-40 | 41-61 | >61 | 0-53 | 54-80 | >80 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |
| 17+ | 0-40 | 41-72 | >72 | 0-53 | 54-94 | >94 | >10:00 | 10:00-8:00 | <8:00 | 0-11 | 12 | 0-6 | 7-15 | >15 | 0-17 | 18-35 | >35 |

*Indicates experimental performance standard, based on expert opinion

RECREATIONAL / NEW GAMES

I. Course Description

Students will play some traditional games and activities. They will revisit some of the games they played on the playground, with a sports team, in the backyard, on the street, and in physical education class. Students will also have the opportunity to create a new game and present it to the class.

II. Purpose

Secondary level students need to be reminded of the enjoyment that was part of their youth. This course will bring back some of those fun memories. Physical Education is meaningful and exciting.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Demonstrate competence in applying basic locomotor, nonlocomotor, and manipulative skills in the execution of more complex skills. | 1 | 1.2 | I |
| b) Participation in a wide variety of activities / games. | 1 | 1.5 | I |
| c) Demonstrate an understanding of how rules, safety Practices, and procedures needs to be adjusted for different movement situations. | 2, 5 | 2.3, 5.1 | II, V |
| d) Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities. | 5 | 5.2 | V |
| e) Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships | 6 | 6.3 | VI |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|--|
| 1 | ▪ Introduction of Course Objectives Mat Ball / Safety Concerns |
| 2 | ▪ Volleyball Games / Capture The Flag |
| 3 | ▪ Trash Can Ball / New Game Assignment |
| 4 | ▪ New Game Assignment |
| 5 | ▪ New Game Presentation / Assessment |
| 6 | ▪ New Game Presentation / Assessment |
| 7 | ▪ New Game Presentation / Evaluation |

New Games

What is "New Games"?

During the next week, your group will work together to create a game/sport. It needs to be a team sport and the whole class must be able to participate. You may use rules from other games taught to you during the year and add your own ideas. As a group you will create a rules sheet that must be at least one page in length and turn in a color illustration of your game/activity.

You will have a select equipment list to choose from and you may use as much equipment as you want from that list. Your game may not include more than 8 rules. All class members do not have to play in the same game. For instance, you can make teams of 5 and have three games going on at the same time. Make sure ALL students are participating. Stay away from elimination games as well as games that involve throwing objects at other people. Your game must involve loco-motor skills (ways to move from one place to another), an object of some sort, and an offensive strategy.

Grading Criteria:

1. Rules Sheet (must include the following):
 - a. Object/purpose of the game
 - b. Name of the game
 - c. Type of playing area, number of players, and positions
 - d. Equipment needed
 - e. List of rules
 - f. How to be a good sport

2. Color Illustration (depicting equipment, set up and player positions)
 - a. Neatness
 - b. Accuracy

3. Game directions
 - a. Written instructions on how to play the game in detail.
 - b. Offensive strategy used in the game.

Equipment List: 20 cones, 10 rubber balls (verb), 6 hula hoops, 10 bean bags, Class set of pennies, 10 tennis rackets, 10 Discs (Frisbee)

This assignment is worth 50 points total

New Game Worksheet

Name of the Game: _____

Object/Purpose of Game: _____

Type of playing area, number of players & positions _____

Equipment needed (include total number needed for all games): _____

List of rules (include penalties if necessary):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

How to Be a Good Sport: _____

Illustration: see attached (attach a color picture to this sheet)

How to play the game (be VERY specific): _____

Offensive strategy used in game: _____

New Games Assessment Rubric Part I: Written Assignment

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|--------------------------------------|--|---|--|--|--|---------------|
| Rules Sheet (overall) | 1 point No evidence of required elements | 2 point Is missing more than 2 elements | 3 point Includes all but 2 required elements | 4 point Includes all but one required element | 5 point Includes all required elements and is on time. | |
| Rules Sheet (object/purpose) | 1 point | 2 point Objective of game is nonexistent. | 3 point Objective is mentioned. | 4 point Objective is almost complete. | 5 point Has a clear objective of game | |
| Rules Sheet (# of players) | 1 point | 2 point Players and positions are both missing. | 3 point Players or positions are missing. | 4 point Players and positions are little vague. | 5 point Players and positions are clearly stated. | |
| Rules Sheet (equip/play area) | 1 point There is no mention of Equipment and play area | 2 point Equipment and play area are missing. | 3 point Equipment or play area is missing. | 4 point Equipment and play area are a little vague. | 5 point Equipment and play area are clearly stated. | |
| Rules Sheet (rules) | 1 point Rules are missing. | 2 point Rules are hard to understand. | 3 point Rules are clear but do not pertain to the game | 4 point Rules are clear, but too many. | 5 point Rules are clear and no more than 8 stated. | |
| Rules Sheet (sportsmanship) | 1 point | 2 point Sportsman-ship is missing. | 3 point Sportsmanship is unclear. | 4 point Sportsmanship is a little vague and/or not related. | 5 point Sportsmanship is well stated and relates to the game. | |
| Rules Sheet (How to play) | 1 point No Written instructions | 2 point Written instructions are very unclear and cannot understand the game. | 3 point Written instructions are a little confusing and not much detail to the game. | 4 point Written instructions are easy to understand but missing some detail. | 5 point Written instructions are easy to understand and written in detail. | |
| Offensive Strategy | 1 point | 2 point No offensive strategy was included. | 3 point Strategy is hard to understand. | 4 point Strategy is stated but unclear. | 5 point Strategy is clearly stated. | |
| Picture | 1 point Picture is missing. | 2 point Picture is not clear. | 3 point Picture has no color and not complete. | 4 point Picture is in color, fairly neat and shows parts of game | 5 point Picture is in color, neat, and shows detail of the game. | |
| Originality of Game | 1 point Game already exist. | 2 point Game is just like another game, with only one rule change. | 3 point Game is a lot like another game, but a couple of rules are changed. | 4 point Game is similar to another game, but very well modified! | 5 point Game is like nothing the teacher has ever seen! | |
| SCORE: | | | | | | |

New Games Assessment Part II –The Game & Teaching

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|-------------------------------------|---|--|--|---|---|---------------|
| Teaching the Rules of Game | 1 Point Rules were non existent | 2 Point Rules are unclear and not presented well. | 3 Point Rules are hard to understand. Questions are answered. | 4 Point Rules are a fairly clear and given in a loud voice. Questions are answered. | 5 Point Rules are clear and given in a loud, clear voice. Questions are answered. | |
| Getting the class into teams | 1 Point There were no evident strategies for making teams | 2 Point Teams were not pre-made and therefore chaos. | 3 Point Teams are pre-made, but no thought was put into how to organize. | 4 Point Teams are pre-made. Students are a little disorganized. | 5 Point Teams are pre-made and students are put in them quickly and orderly. | |
| Student inclusion in game | 1 Point Students did not participate in the game | 2 Point Lots of standing around. Elimination... | 3 Point Half or less of the students are an active part of the game. No elimination. | 4 Point Most students are active in the game. No permanent elimination. | 5 Point All students are an active part of the game. No permanent elimination. | |
| Originality of Game | 1 Point Game already exist. | 2 Point Game is just like another game, with only one rule change. | 3 Point Game is a lot like another game, but a couple of rules are changed. | 4 Point Game is similar to another game, but very well modified! | 5 Point Game is like nothing the teacher has ever seen! | |
| Use of Equipment | 1 Point Proper equipment was not available | 2 Point Equipment does not serve a purpose and is misused. | 3 Point Some equipment serves a purpose and is used properly. | 4 Point Almost all equipment serves a purpose and is used properly. | 5 Point All equipment serves a purpose and is used properly. | |
| SCORE: | | | | | | |

SELF DEFENSE FOR WOMEN

I. Course Description

The Self Defense for Women is divided into three parts. Each student participates in Fitness Testing (1week), CPR Adult Recertification with AED Training (1 1/2 weeks), and Self Defense for Women (7 1/2 weeks). All students are graded on the following criteria: Knowledge 25%, Skill 25%, Participation 25%, and Behavior 25%.

II. Purpose

This course is designed to teach defensive and offensive skills which can be used in an event of a physical confrontation or a life-threatening situation. Lessons in safety and prevention are the main goals. This course is open to female high school juniors.

III. Course Objectives

| <i>The students will be able to:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|---|--------------------------|-----------------------------|---|
| a) Become aware of the laws that relate to sexual abuse, sexual assault, and sexual harassment. | | H3.4 | H-III |
| b) Demonstrate one release from a front choke, a rear choke, and various wrist grabs. | 1 | 1.4 | I |
| c) Demonstrate an appropriate block of a punch or offensive strike. | 1 | 1.4 | I |
| d) Use non-physical responses in an event of a confrontation. | 5 | 5.4 | V |
| e) Receive information about the negative effects that alcohol and other drugs have on performance and personal behavior. | 2 | 2.3 | II |
| f) Learn effective offensive striking and kicking skills necessary to defend oneself. | 1 | 1.4 | I |
| g) Create a "Safety Profile". | 2 | 2.3 | II |
| h) Become more aware of the "Safety on College Campuses" and "Healthy Relationships" . | | H3.4 | H-III |
| i) Learn ways to increase their awareness of their surrounding, to make safe choices, and to learn to "trust their instincts" given every day situations at home and in the community. | | H3.4 | H-III |

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|--|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Self Defense for Women ▪ Set Personal Goals ▪ Course Goals ▪ "Clothes Pin Tag" ▪ "Fighting For Life"- Fight-Flight |
| 2 | <ul style="list-style-type: none"> ▪ Defensive Stance – Left / Right ▪ Making a fist ▪ Jab / Cross Jab ▪ Safety concerns when striking a bag |
| 3 | <ul style="list-style-type: none"> ▪ Defensive Stance ▪ Review Jab and Cross Jab ▪ Training Stance ▪ Upper Cut and Hook ▪ Strike Bags |
| 4 | <ul style="list-style-type: none"> ▪ Defensive Stance ▪ Jab, Cross Jab, Upper Cut, Hook ▪ Knife / Sword ▪ Strike Bags |
| 5 | <ul style="list-style-type: none"> ▪ Review all strikes ▪ Tiger Mouth, Ear Clapp, Eye Gouge ▪ Strike Bags |
| 6 | <ul style="list-style-type: none"> ▪ Review all strikes ▪ Hammer Strike and Back Fist ▪ Strike bags |
| 7 | <ul style="list-style-type: none"> ▪ Review all strikes ▪ Elbow Strikes ▪ Strike Bags |
| 8 | <ul style="list-style-type: none"> ▪ Review all Strikes ▪ 8 "Blocking Skills" ▪ Practice Strikes and blocks ▪ Strikes Bags |
| 9 | <ul style="list-style-type: none"> ▪ Presentation "College Safety" |
| 10 | <ul style="list-style-type: none"> ▪ Strikes ▪ Review blocks ▪ Four Parts of a kick / Safety concerns when kicking a bag ▪ Snap Kick |
| 11 | <ul style="list-style-type: none"> ▪ Parts of a kick ▪ Snap Kick ▪ Punt Kick ▪ Kick and strike Bags |
| 12 | <ul style="list-style-type: none"> ▪ Snap and Punt Kicks ▪ Front Kick ▪ Kick and strike Bags |
| 13 | <ul style="list-style-type: none"> ▪ Presentation "Emotional Safety" |
| 14 | <ul style="list-style-type: none"> ▪ Strength Training- Daniel Hand High School |
| 15 | <ul style="list-style-type: none"> ▪ Kicks ▪ Side Kick ▪ Combination – strikes and kicks |

IV. Suggested Strategies - Sequence of Instruction continued

| Session Number | Topic |
|-----------------------|---|
| 16 | <ul style="list-style-type: none"> ▪ Kicks ▪ Back Kick ▪ "Kicking Gauntlet" |
| 17 | <ul style="list-style-type: none"> ▪ Strikes and kicks ▪ Ax Kick ▪ Kicking Circuit |
| 18 | <ul style="list-style-type: none"> ▪ Presentation "Girl Talk" |
| 19 | <ul style="list-style-type: none"> ▪ "Yoga" |
| 20 | <ul style="list-style-type: none"> ▪ Review Self Defense Skills ▪ (strikes and kicks) ▪ Slap kick |
| 21 | <ul style="list-style-type: none"> ▪ Kicks ▪ Knee Strikes- Front and Side ▪ Kick bags |
| 22 | <ul style="list-style-type: none"> ▪ Knee Strikes ▪ Wrist Grabs –same side |
| 23 | <ul style="list-style-type: none"> ▪ Presentation- "Sexual Assault" |
| 24 | <ul style="list-style-type: none"> ▪ Polson Weight Room |
| 25 | <ul style="list-style-type: none"> ▪ Knee Strikes ▪ Wrist Grabs- 2 on 1 |
| 26 | <ul style="list-style-type: none"> ▪ Strikes ▪ Wrist Grabs- cross wrist ▪ Situations |
| 27 | <ul style="list-style-type: none"> ▪ Wrist Grabs ▪ Wrist Grabs – one on one |
| 28 | <ul style="list-style-type: none"> ▪ Presentation- "Healthy Relationships" |
| 29 | <ul style="list-style-type: none"> ▪ Kicks ▪ Wrist Grabs ▪ Counters to Front Choke |
| 30 | <ul style="list-style-type: none"> ▪ Wrist Grabs ▪ Counters to Front Choke |
| 31 | <ul style="list-style-type: none"> ▪ Combinations ▪ Counters to Front Choke |
| 32 | <ul style="list-style-type: none"> ▪ "Safety Profiles" |
| 33 | <ul style="list-style-type: none"> ▪ Pilates |
| 34 | <ul style="list-style-type: none"> ▪ Kicks ▪ Counters to Rear Choke |
| 35 | <ul style="list-style-type: none"> ▪ Chokes ▪ Counters to Rear Choke |
| 36 | <ul style="list-style-type: none"> ▪ Wrist Grabs ▪ Counters to Rear Choke |
| 37 | <ul style="list-style-type: none"> ▪ Demonstration- "Pressure Point" |
| 38 | <ul style="list-style-type: none"> ▪ Tae Bo |

IV. Suggested Strategies - Sequence of Instruction continued

| Session Number | Topic |
|-----------------------|--|
| 39 | <ul style="list-style-type: none"> ▪ "Sexual Harassment" ▪ Review for Final Exam |
| 40 | <ul style="list-style-type: none"> ▪ Self Defense Skill Testing ▪ "Enough" |
| 41 | <ul style="list-style-type: none"> ▪ Skill Testing ▪ "Enough" |
| 42 | <ul style="list-style-type: none"> ▪ Skill Testing |
| 43 | <ul style="list-style-type: none"> ▪ Final Exam |

Self Defense Scoring

| Grade | Grade Range | Total Points |
|--------------|--------------------|---------------------|
| A+ | 98 | 84 |
| | 97 | 83 |
| | 95-96 | 82 |
| A | 94 | 81-80 |
| | 93 | 79-78 |
| A- | 92 | 77 |
| | 91 | 76-75 |
| | 90 | 74 |
| B+ | 89 | 73 |
| | 88 | 72-71 |
| | 87 | 70 |
| B | 86 | 69 |
| | 85 | 68 |
| | 84 | 67-66 |
| | 83 | 65 |

| Grade | Grade Range | Total Points |
|--------------|--------------------|---------------------|
| B- | 82 | 64-63 |
| | 81 | 62 |
| | 80 | 61 |
| C+ | 79 | 60-59 |
| | 78 | 58 |
| | 77 | 57 |
| C | 76 | 56-55 |
| | 75 | 54 |
| | 74 | 53 |
| | 73 | 52 |
| C- | 72 | 51-50 |
| | 71 | 49 |
| | 70 | 48 |
| D | | 46-47 |
| F | | 45 and Below |

SELF DEFENSE FOR WOMEN

Please assess your performance for the following skills we have learned in class. Self evaluate your skill level using the following system:

"T"= Terrific (A)

"OK"= Above Average (B)

"NW" = Needs Work (C).

Please circle the level you have accomplished. I will also evaluate your skill level.

| SKILLS | STUDENT ASSESSMENT | | | TEACHER ASSESSMENT | | | |
|---------------------------|--------------------|----|----|--------------------|----|----|----|
| KICKING: | | | | | | | |
| F. THRUST KICK | T | OK | NW | T | OK | NW | |
| ROUND HOUSE | T | OK | NW | T | OK | NW | |
| SNAP KICK | T | OK | NW | T | OK | NW | |
| BACK KICK | T | OK | NW | T | OK | NW | |
| AX KICK | T | OK | NW | T | OK | NW | |
| SIDE BLADE | T | OK | NW | T | OK | NW | |
| PUNT KICK | T | OK | NW | T | OK | NW | |
| PUNCHES / STRIKES: | | | | | | | |
| JAB | T | OK | NW | T | OK | NW | |
| CROSS JAB | T | OK | NW | T | OK | NW | |
| TIGER MOUTH | T | OK | NW | T | OK | NW | |
| PALM HEEL | T | OK | NW | T | OK | NW | |
| HAMMER | T | OK | NW | T | OK | NW | |
| ELBOW STRIKE | T | OK | NW | T | OK | NW | |
| EAR CLAP | T | OK | NW | T | OK | NW | |
| KNIFE/SWORD | T | OK | NW | T | OK | NW | |
| GRABS: | | | | | | | |
| R. CHOKE | 1. | T | OK | NW | T | OK | NW |
| | 2. | T | OK | NW | T | OK | NW |
| F. CHOKE | 1. | T | OK | NW | T | OK | NW |
| | 2. | T | OK | NW | T | OK | NW |
| WRIST GRAB(Same Side) | 1. | T | OK | NW | T | OK | NW |
| | 2. | T | OK | NW | T | OK | NW |
| | 3. | T | OK | NW | T | OK | NW |
| D. WRIST GRAB(One on One) | 1. | T | OK | NW | T | OK | NW |
| | 2. | T | OK | NW | T | OK | NW |
| | 3. | T | OK | NW | T | OK | NW |
| CROSS WRIST GRAB | | T | OK | NW | T | OK | NW |
| D. HAND GRAB(Two on one) | 1. | T | OK | NW | T | OK | NW |
| | 2. | T | OK | NW | T | OK | NW |
| "8" BLOCKS | | T | OK | NW | T | OK | NW |
| FALLS: | | | | | | | |
| SIDE FALL | | T | OK | NW | T | OK | NW |
| BACK FALL | | T | OK | NW | T | OK | NW |
| FRONT FALL | | T | OK | NW | T | OK | NW |

STREET HOCKEY

I. Course Description

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

II. Purpose

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

III. Course Objectives

| <i>The students will demonstrate competence in the following areas:</i> | National Standard | Connecticut Standard | Understandings and Essential Questions |
|--|--------------------------|-----------------------------|---|
| a) Safety practices and procedures | 2 | 2.3 | II |
| b) Puck handling techniques | 1 | 1.2,1.3 | I |
| c) Ability to pass and receive | 1 | 1.2,1.3 | I |
| d) Ability to stop the puck | 1 | 1.2,1.3 | I |
| e) Ability to shoot the puck | 1 | 1.2,1.3 | I |
| f) Knowledge of offensive/defensive strategies | 2, 5 | 2.3, 5.1 | II, V |
| g) Knowledge of rules and game procedures | 2, 5 | 2.3, 5.1 | II, V |

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

IV. Suggested Strategies - Sequence of Instruction

| Session Number | Topic |
|-----------------------|---|
| 1 | <ul style="list-style-type: none"> ▪ Introduction to Street Hockey ▪ Safety concerns / safety equipment |
| 2 | <ul style="list-style-type: none"> ▪ Skill Review / Handling, passing, receiving and stopping the puck |
| 3 | <ul style="list-style-type: none"> ▪ Skill Review / Shooting the puck |
| 4 | <ul style="list-style-type: none"> ▪ Skill Review / Offensive/defensive strategies / Skill test |
| 5 | <ul style="list-style-type: none"> ▪ Skill Review / Game scrimmage / Skill test |
| 6 | <ul style="list-style-type: none"> ▪ Skill Review / Game |
| 7 | <ul style="list-style-type: none"> ▪ Skill Review / Unit test / game |
| 8 | <ul style="list-style-type: none"> ▪ Written test / game |

Street Hockey Rubric

| Objectives | Does Not Meet Expectations | Developing | Progressing towards Expectations | Meeting Expectations | Surpassing Expectations | Earned Points |
|--|---|--|---|--|--|---------------|
| Understands the rules of the game, team strategies, game concepts and safety concepts. (K) | 1 point Demonstrates no understanding of the objectives listed | 2 points Demonstrates little understanding of the objectives listed | 3 points Demonstrates general understanding of the objectives listed | 4 points Demonstrates good understanding of the objectives listed | 5 points Demonstrates comprehensive understanding of the objectives listed | |
| Understands team strategies, game concepts and safety concepts. (K) | 1 point Demonstrates no understanding of the objectives listed | 2 points Demonstrates little understanding of the objectives listed | 3 points Demonstrates general understanding of the objectives listed | 4 points Demonstrates good understanding of the objectives listed | 5 points Demonstrates comprehensive understanding of the objectives listed | |
| Demonstrates the proper offense techniques: shooting the puck, running, passing, etc. (S) | 1 point Does not attempt to demonstrate the skills | 2 points Attempts to demonstrate but does not perform offensive techniques | 3 points Is able to somewhat perform the offensive techniques | 4 points Is able to use the shooting and passing, running techniques almost always | 5 points Demonstrates advance skill level of offensive techniques always | |
| Demonstrates proper defense: Passing and defending techniques (S) | 1 point Does not attempt to demonstrate | 2 points Attempts to demonstrate but does not know defense techniques | 3 points Is a able to somewhat perform the defense techniques | 4 points Performs the passing and defending techniques, could use improvement on defense | 5 points Demonstrates advance skill level of defensive techniques always | |
| Class participation (P) | 1 point Always unprepared, tardy, and does not attempt to participate | 2 points Often not dressed, tardy, and has poor participation | 3 points Generally dressed, punctual, participates in activities, follows directions, | 4 points Frequently/usually dressed, punctual, consistently participates, follows directions | 5 points Always dressed, punctual, consistently participates and enthusiastically follows directions | |
| Teamwork, safety, and sportsmanship (Behavior) (B) | 1 point Demonstrates no level of teamwork and sportsmanship | 2 points Demonstrates low level of teamwork and sportsmanship | 3 points Demonstrates medium level of teamwork & sportsmanship | 4 points Demonstrates standard level of teamwork and sportsmanship | 5 points Demonstrates advanced level of teamwork and sportsmanship | |
| SCORE: | | | | | | |

**DANIEL HAND HIGH SCHOOL
 PHYSICAL EDUCATION DEPARTMENT
 WELLNESS/EXERCISE SCIENCE PROGRAM
 ASSESSMENT SHEET**

STREET HOCKEY

| Objective Components | Scoring |
|---|---|
| K1. Understanding of: game rules K2. Understanding of: team strategies, and game concepts S1. Demonstrates the proper offense techniques: shooting the puck, running, passing, etc. S2. Demonstrates proper defense: Passing and defending techniques P. Class participation B. Teamwork, safety, and sportsmanship (Behavior) | 1 = Does Not Meet Expectations 2 = Developing 3 = Progressing Towards Expectations 4 = Meeting Expectations 5 = Surpassing Expectations |

| Student Name | Components | | | | | | | Total points | Comments |
|--------------|------------|----|----|----|---|---|--|--------------|----------|
| | K1 | K2 | S1 | S2 | P | B | | | |
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**Units of Instruction
for Students in
Grade 12**

PHYSICAL EDUCATION SENIOR ELECTIVE PROGRAM

The Senior Elective Program is a self-supporting, outside-of-school program that offers courses not taught in the traditional physical education curriculum. The courses are taught by experts in their various fields. The courses are generally held on weekends or evenings. The senior elective program is an option available to all those seniors who have exhibited responsibility as underclassmen.

| Content / Course | Indicators | Connecticut Standard | Understandings and Essential Questions |
|------------------------------|---|-----------------------------|---|
| Kayaking | 1.1, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2, 6.3 | 1, 2, 3, 5, 6 | I, II, III, V, VI |
| Canoeing | 1.1, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2, 6.3 | 1, 2, 3, 5, 6 | I, II, III, V, VI |
| Martial Arts Concepts | 1.2, 2.1, 2.3, 3.2, 4.1, 4.4, 5.1, 6.6 | 1, 2, 3, 5, 6 | I, II, III, V, VI |
| Biking | 1.1, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2, 6.3 | 1, 2, 3, 5, 6 | I, II, III, V, VI |
| Kick Boxing | 1.2, 2.1, 2.3, 3.2, 4.1, 4.4, 5.1, 6.6 | 1, 2, 3, 5, 6 | I, II, III, V, VI |
| Aerobics | 1.4, 2.1, 3.4, 4.1, 4.4, 5.1, 6.3 | 1, 2, 3, 5, 6 | I, II, III, V, VI |
| COPE | 1.4, 2.3, 3.3, 4.1, 4.4, 5.1, 6.3 | 1, 2, 3, 5, 6 | I, II, III, V, VI |
| Bowling | 1.2, 2.1, 3.2, 4.1, 4.4, 5.1, 6.1, 6.5 | 1, 2, 3, 5, 6 | I, II, III, V, VI |
| Break Dance | 1.4, 2.1, 3.4, 4.1, 4.4, 5.1, 6.3 | 1, 2, 3, 5, 6 | I, II, III, V, VI |
| Yoga | 1.4, 2.1, 3.4, 4.1, 4.4, 5.1, 6.3 | 1, 2, 3, 5, 6 | I, II, III, V, VI |

| Content / Course | CT Health Standard | Indicators | Understandings and Essential Questions |
|---|---------------------------|-------------------|---|
| Adult CPR / AED / First Aid | 3 | 3.5 | H-III |
| <i>Student will earn certification from the American Red Cross in the life skills of Adult CPR, Basic First Aid, and using the AED.</i> | | | |

SENIOR PHYSICAL EDUCATION ELECTIVE

Course Name: _____

Students **must receive an "S" (surpassing expectations)** in each of the three required areas listed below to receive credit for the senior elective course that they are signed up for.

| Objectives | Not meeting Expectation (N) | Surpassing Expectation (S) | Score |
|-----------------------------------|--|--|--------------|
| Class participation (P) | Punctual to class, Follows directions Dressed appropriately for the activity Participates enthusiastically | Punctual to class, Follows directions Dressed appropriately for the activity Participates enthusiastically | |
| Behavior (B) | Demonstrates teamwork Understands safety procedures and rules Sportsmanship Respectful for individual difference in group interactions Teamwork, safety, and sportsmanship | Demonstrates teamwork Understands safety procedures and rules Sportsmanship Respectful for individual difference in group interactions Teamwork, safety, and sportsmanship | |
| Skill (Sk) | Demonstrates competency in skill techniques | Demonstrates competency in skill techniques | |

SENIOR PHYSICAL EDUCATION ELECTIVES

SENIORS NOT ENROLLED OR ELIGIBLE FOR THE ELECTIVE PROGRAM MUST BE IN A PHYSICAL EDUCATION CLASS BEGINNING FRIDAY, SEPTEMBER 14. ABSENCES FROM CLASS WILL BE RECORDED AS A CUT. A GRADE OF "F" WILL JEOPARDIZE GRADUATION

Sign-ups will be held in the New Gym Lobby on MONDAY SEPTEMBER 10 beginning at 5:00 PM - 6:00 PM. Check the computer list by your homeroom for your sign-up time. You must have the fees before you sign-up. Make checks payable to Daniel Hand High School. If you are unable to sign-up on MONDAY, SEPTEMBER 10, please have a friend or parent sign-up for you. Sign-ups will close at 6:00 PM. Grades are based on participation, behavior, and attitude. Any classes missed due to illness/injury can only be excused by a doctor's note. In case of inclement weather listen to WELI Radio 960 AM or school announcements at 1:15 PM at the end of the day or call 245-6475, Voice Mail 7019.

KICK BOXING- Instructor Mr. Tony Pinto. Meet at Madison Academy of Martial Arts Concepts on Wednesdays, September 26, October 3, 10,17,24,31 from 5:30PM – 6:30 PM.

MAX: 16

FEE:

C.O.P.E. I and C.OPE II (Challenging Outdoor Physical Encounter) - Instructor Mark Clifton and Staff. Meet at Deer Lake Boy Scout Camp on Sunday, October 14 or 21 from 9:00AM - 4:00PM. Bring a lunch and dress appropriately. Course will meet rain/shine.

C.O.P.E I - Sunday, October 14

MAX: 20

FEE:

C.O.PE II- Sunday, October 21

MAX: 20

FEE:

EVENING AEROBICS - Instructor, Heidi Sheppard. Meet at Club Fitness, Lighthouse Square in Guilford, Route 1. Mondays and Wednesdays at 7:50 PM - 8:50 PM on October 1, 3, 10,15,17,24.

MAX: 20

FEE:

MARTIAL ARTS CONCEPTS- Instructor Tony Pinto, Madison Academy of Martial Arts. Instruction in Tae Kwon-do, Hapiko, Aikido and Judo. Meet at Madison Academy of Martial Arts 32 Wall St., Madison Sunday, October 21 at 9:00AM-4:00PM.

MAX: 20

FEE:

BIKING- Instructors Mrs. Amasino, Mr. Gouin, and Mr. Flanagan. Thimble Island Tour. Meet at Daniel Hand High School on Sunday, September 16 from 9:00 AM- 3:00PM. Must have a bike and helmet. Mandatory meeting on Tuesday, September 11 in the gym at 2:10PM. Rain date, September 30, Sunday.

Max: 16

FEE:

CANOEING- Instructors Mrs. Wylie, Ms. Baldi, Mr. Docker. Meet at Robert's Food Center on Saturday, September 29 from 7:45AM – 4:00PM. Mandatory meeting on Wednesday, September 26 in the gym at 2:10 PM.

MAX: 16

FEE:

KAYAKING- Instructors Mrs. Wylie and Ms. Baldi. Meet at Robert's Food Center on Saturday, October 13, at 7:45AM. Mandatory meeting on Wednesday, October 10 in the gym at 2:10 PM. Students need paddle, lifejacket, and kayak.

MAX: 12

FEE:

Program Implementation: Guidelines & Strategies

Program Delivery

Physical education is an integral part of the academic and personal success of every student. It is through this program that students are provided regular participation in a variety of physical activities. They learn about and develop good fitness practices. Students, staff and parents learn to value lifetime recreational activities. Students practice and develop responsible personal and social behavior. It is the development in each of these areas that supports students in their efforts to achieve academic and personal success.

Instructional Delivery

Instruction in physical education must be systematic. Systematic instruction involves a carefully planned program, delivery that implements the objectives to be learned, and selection and sequence of the essential skills and strategies that are necessary to achieving those objectives. In implementing systematic instruction, teachers will:

- Allocate sufficient time to teach essential skills.
- Organize information to minimize confusion that learners may experience.
- Introduce new information with sufficient practice for performance.
- Identify prerequisite skills and build on prior knowledge of the learner.
- Review previously taught skills.
- Integrate old knowledge strategically with new knowledge.
- Progress from skills in more easily managed contexts to more complex contexts.
- Include modifications, as necessary, for students who have special needs.

Instruction Requirements

The quality of instruction is the single most important component of an effective physical education program.

In an effective physical education program:

- Teachers possess an in-depth understanding of the content standards and the skills they are expected to teach and continually strive to increase their knowledge of content.
- Teachers are able to select research-based instructional strategies that are appropriate to the instructional goals and to students' needs.
- Teachers effectively organize instruction around goals that are tied to the standards and help direct students in learning physical education.
- Teachers use the results of a variety of assessment to guide instruction.

Instructional Time

Priority must be given to the teaching of physical education, and instructional time must be protected from interruptions.

- Adequate time is allocated to physical education. Students receive from 30 to 60 minutes of instruction in physical education depending on the grade level. All students need to take physical education courses throughout high school years.
- Learning time is extended through intramural activities and interscholastic sports that increase in complexity and duration as students mature. Athletic programs give students the opportunity to apply their previously learned knowledge and skills in another context. These opportunities are grade-level appropriate and focus on practice and the application of skills already taught.

- During the great majority of allocated time, students are active participants in the instruction. Active can be described as the time during which students are engaged in doing physical education.

Instructional Technology

The use of technology to explore fitness concepts permits students to personalize their application of the objectives of the curriculum. Data will be gathered from Fitnessgram assessments and then used in lessons to improve student outcomes. Computer programs can analyze and provide feedback on nutrition and diet and their effect on physical condition. Computers also can be used to store student performances, including digitized images in electronic portfolios. Video cameras can assist students in analyzing and improving their own performance. Technology can assist in performance assessment when handling the large numbers of students for whom teachers in physical education are responsible. Technology also can be used to individualize instruction and transform the physical education classroom into an exciting personal fitness and motor development learning environment. Websites for physical education and related areas are continually being developed.

Many teachers access websites, blogs and other valuable resources in order to help students to have real world experiences. This is another benefit of access to the internet. The National Association for Sport and Physical Education emphasizes access to 21st Century Skills.

Student Support

Some students need less time and some students need more time to be able to demonstrate proficiency for any lesson, unit, course, year or program. One way that time becomes a variable used to better meet individual student needs is through the provision of more advanced or compensatory instruction for those students for whom traditional time allocations are not appropriate.

Students can be supported by:

- Teachers who use a variety of strategies and instructional strategies and who supplement instruction to meet individual student needs;
- Computer software activities that are supplemental program resources;
- Support staff who assist students with special needs; and
- Physical activity periods available before, during or after school.

To provide student support, teachers can make use of the principles of backward design and differentiated instruction by:

1. Identify desired learning results for the subject and topics they teach.

- Determine what students should know, understand, and be able to demonstrate as a result of instruction.
- Specify fundamental ideas worthy of understanding.
- Delineate enduring understandings on which the teacher and students will focus.
- State essential questions that will guide students' exploration of fundamental concepts.
- Articulate specific knowledge and skills that students will need for effective performance on the goals.

2. Determine acceptable evidence of student learning.

- Decide what evidence will indicate that students understand the basic ideas.

- Consider what performances will indicate that the learners understand and can apply what they have learned, and by what criteria those performances will be judged.
- Determine what will constitute evidence of student proficiency with the essential knowledge, understanding, and skill.

3. Plan learning experiences and instruction based on the first two principles.

- Decide what essential knowledge, understanding, and skill needs to be taught and coached.
- Determine how that should best be taught in light of the content objectives.
- Plan to ensure that learning is engaging and effective in the context of specified goals and needed evidence.

4. Regard learner differences as inevitable, important, and valuable in teaching and learning.

- Persist in developing greater understanding of each student's readiness to succeed with designated goals to enhance individual growth, interests that might connect with goals to enhance motivation.
- Work with students, family, and school personnel to understand and address learners' backgrounds and experiences, including gender, culture, language, race, and personal strengths, and to address those factors in teaching and learning plans.

5. Address learners' affective needs as a means of supporting student success.

- Respond actively to students' need for affirmation, contribution, power, purpose, and challenge.
- Understand and respond to the reality that these needs will be met differently for different students.
- Understand and respond to the reality that a student's motivation to learn is connected to a sense of affirmation, safety, and success.

6. Periodically review and articulate clear learning goals that specify what students should know, understand, and be able to demonstrate as a result of each segment of learning.

- Ensure that each student has full access to essential knowledge, understanding, and skill in each segment of instruction and coaching.
- Ensure that activities and performances focus on knowledge, understanding, and skill designated as essential in a unit.
- Ensure that all students think and work at high levels.
- Ensure that all students have equally engaging, equally interesting activities.

7. Use systematic ongoing assessment aligned with designated goals to make instructional decisions and adaptations.

- Provide opportunities for students to build requisite competencies when assessment results indicate a student lacks knowledge, understanding, or skill necessary for success with designated goals.
- Provide opportunities for additional instruction, coaching, or practice when assessment results indicate that need for a student or group of students.
- Provide opportunities to advance or extend knowledge when assessment results indicate that a student or group of students has achieved mastery of designated goals.

8. Employ flexibility in instructional planning and routines to support success for each learner.

- Use space, time, equipment, student groupings, and modes of exploring and expressing learning flexibly to maximize the opportunity for success for a full range of learners when students work with activities and assessments.
- Use multiple modes of presentation, demonstrations linked to a wide range of experiences, and various support systems to maximize the opportunity for a full range of learner success when students work with activities and assessments.
- Encourage each student to work at a level of complexity or degree of difficulty that is challenging for that student, and provide scaffolding necessary for the students to succeed at the new level of challenge.

9. Gather evidence of student learning in a variety of formats.

- Provide varied options for demonstrating what students know, understand, and can do.
- Ensure that students know what "success" looks like in their work including both nonnegotiable requirements and student or teacher specified goals for individuals.

Together, backward design and differentiation describe a comprehensive way of thinking about curriculum, assessment, and instruction, stemming from a shared understanding of what constitutes effective teaching and learning.

Professional Growth

Program Coordination

The effectiveness of the physical education program depends critically on the assignment of responsibility for program coordination to the program coordinator. The program requires that (1) a vision be nurtured and advocated; (2) teachers be kept abreast of changes and professional development opportunities; and (3) curricular, instructional and assessment improvement be treated as ongoing processes.

Common means for increasing the articulation and coordination of the physical education program are professional development workshops, physical fitness assessment program, meetings of teachers teaching the same grade level and/or course. These meetings can facilitate teachers discussing student performance, assessment results, concerns and issues so that the necessary adjustments can be made.

Professional Development

In order to implement fully any curricular/technology changes, it is essential to provide professional development opportunities for physical education teachers. Training workshops and time to meet with colleagues enable teachers to learn and adapt research based methods of teaching and learning and **instructional technology. Continued study maintains and improves the teachers' level of proficiency, while** participation in state, regional and national professional organizations provides an opportunity for exposure to the most recent developments and studies.

The goals of professional development should be to provide physical education teachers with the knowledge and skills they will need to implement the physical education content standards:

- Professional development needs to provide teachers with a clear understanding of standards-based physical education expectations. Students need to know the goals and uses of the concepts and skills they are taught, and teachers need to understand the basic goals of the standards and the importance of achieving those goals.
- Teachers need to understand how the grade level content they are teaching is related to the content taught in previous grades and how their teaching will prepare students for the concepts and skills to be introduced in following grades and courses.
- Well designed instructional activities will greatly facilitate this goal. But, at the same time, in-service training will also be needed to show teachers how their teaching is an integral part of all standards and how they can develop strategies for linking their teaching to curriculum for earlier and later grades.
- Phase-in strategies for new curricula must be considered carefully. To maintain momentum, teachers should be provided the necessary in-class support to implement new programs consistently and according to a given timeline.

Every student deserves to be taught by a teacher who has both the knowledge and teaching skills needed to implement the standards at each student's achievement level. The teacher must present physical education in ways that allow students to experience the excitement and joy of doing activities to attain proficiency.

Teachers need support in developing a repertoire of effective teaching strategies that allow them to implement a curriculum that balances conceptual understanding and procedural skills.

Teachers at each grade level need to understand what students will encounter in subsequent grades, because teachers will then know which foundational skills taught at their grade level deserve the greatest attention and emphasis. To achieve this understanding, teachers need to acquire a breadth that enables them to comprehend the interrelationships of concepts and standards.

Professional Supervision and Evaluation

Professional evaluation that supports the physical education program needs to reflect the requirements of a communication-based program. Administrators and the program coordinator are trained and knowledgeable about effective physical education curriculum, instruction and assessment based on standards. In addition, professional evaluation includes the preparation of an individual professional development plan, observations, conferences, reflections and reports.

Program Monitoring and Evaluation

Program Monitoring

The purpose of program monitoring is to determine what is working, what is not working, what needs changing, and what's worth celebrating. Monitoring is a process used to determine if the planned curriculum, instruction and assessment of the renewed / revised program is user friendly and productive.

Monitoring in this sense is designed to examine the curriculum (design), the instruction (delivery) and the impact on student learning (results). Monitoring of a program is concerned with the total picture; i.e., the relationships between the teaching, the curriculum and the assessment of student performance.

Monitoring activities begin with a review of student progress conducted at the teacher level. Specifically, student participation in learning activities and skill development are reviewed by the teachers in order to draw conclusions on the effectiveness of the curriculum and the programmatic changes. In addition to student responsiveness, teachers can examine formal assessment measures such as unit tests, skill assessment, **behavior, participation, the "Third Generation" Connecticut Physical Fitness Assessment and FITNESSGRAM** assessment.

To measure the effectiveness of the program at the school level, teachers and principals share their observations of the program's impact on student learning. Not only will school staff examine demonstrations of students' competencies, but also observations of safe practices and productive use of **equipment, space and time to explore the program's effectiveness on student learning as it pertains** to their school or a specific grade level.

To determine the overall effectiveness of a program from a K-12 perspective, information is compiled from horizontal comparisons (grade spans across schools) and vertical (K-12) curricular mapping. Appropriate data from many sources is considered.

Program Evaluation

Program evaluation is necessary to identify program merit and to systematically improve the procedures of planning, implementing and evaluating instruction. Program evaluation addresses three basic questions:

1. Is the program producing the desired results?
2. Is the program being implemented as intended?
3. Is the program plan appropriate?

Is the program producing the desire results?

This question is concerned with student outcomes. Are the students learning the objectives targeted for each grade level? Are the students leaving the program having achieved the program goals? The question informs the 12-K (backward) design and the K-12 articulation.

Is the program being implemented as intended?

This question focuses on whether the teachers are implementing the program with fidelity as defined in the curriculum and their subsequent teaching and learning maps. Common questions would be: Are the appropriate objectives being taught? Is enough time being spent on the objectives? Are appropriate instructional techniques and activities being used? Are the students being provided with sufficient practice and feedback? Program implementation evaluation can be performed by the grade level or at the school level. The purpose is to identify problems that are shared by several teachers with the intent of providing some form of support or assistance such as a staff development workshop.

Is the program plan appropriate?

This question is designed to look at the big picture and addresses questions such as: Should the number of objectives in the program be increased or decreased? Should the sequence of placement of any of the objectives be changed? Are the program goals achievable? Should the program goals be revised? The evaluation of the program plan is typically done by the entire staff collectively. Periodic evaluation of the

program plan is the process that gradually shapes and refines the program over time so that it achieves its stated goals.

Program evaluation facilitates the dynamic evolution of a functional physical education curriculum. Program evaluation is designed to be a positive and proactive process that will ensure that students achieve the targeted objectives and goals of the program and that instruction is effective and efficient.

FITNESS ASSESSMENT: A PROGRAM EVALUATION TOOL

As Connecticut implements the "Third Generation" Connecticut Physical Fitness Assessment, Madison is also implementing FITNESSGRAM, a national fitness assessment and reporting program for students. Madison wants an annual assessment of the fitness of students in grades three to twelve; the state collects reports on students' fitness at grades four, six, eight and ten. Madison needs data from annual assessments to benchmark the development and maintenance of fitness, so that the Physical Education units of instruction can be adjusted to meet the needs of students.

FITNESSGRAM is a comprehensive assessment protocol based on research. The assessment includes a variety of health-related physical fitness tests designed to assess cardiovascular fitness, aerobic capacity, muscle strength, muscular endurance, flexibility and body composition. Criterion-referenced standards associated with what is optimal for good health have been established for children and youth for each of the fitness components. Standards have been set for boys and for girls based on age. The use of health-related criteria helps to minimize comparison between students and to emphasize personal fitness for health rather than goals based solely on performance.

The software for the program produces an individualized report that summarizes the student's performance on each component of health-related fitness. The report includes recommendations for physical activity options to promote and maintain good fitness as well as an explanation in non-technical terms of why physical activity leads to improved health and fitness. The database structure within the program also produces compiled class reports and allows for long term tracking of student fitness over time. FITNESSGRAM will be used by physical educators to determine student needs and to guide program planning.

PHYSICAL EDUCATION CURRICULUM ANALYSIS TOOL (PECAT)

PECAT is based on the national standards for physical education and includes an overview of high-quality physical education, information about physical education curricula and tools to evaluate curriculum content and student assessment. Madison's physical educators use PECAT to analyze our physical education curriculum content and student assessment. With information from PECAT, the teachers have designed and enhanced appropriate and effective curriculum, instruction and assessment for delivering high quality physical education in the schools. This, in turn, improves the ability of the schools to positively influence knowledge, motor skills, and physical activity behaviors among students.

Materials and Resources

Madison Public Schools

**Physical Education
Safety Guidelines**

Sport-Specific Safety Guidelines

Madison's Instructional Physical Education Program

Madison's instructional physical education program is organized around 10 basic movement patterns. The body engages in these movement patterns when participating in physical activity, whether it be walking, climbing trees, skateboarding or pole vaulting. These movement patterns apply to all levels of motor skill ability regardless of whether the participant is a beginner, intermediate or advanced; recreational or competitive; female or male; younger or older.

Movement Patterns

The 10 basic movement patterns are:

| | |
|--------------|--|
| Sending | Throwing Striking (with hands, with extension of hand or head) Kicking |
| Receiving | Catching Collecting |
| Accompanying | Dribbling (with feet, hands, stick handling) Carrying |
| Evading | Dodging Faking Screening |

| | |
|---|---|
| Locomotions | Repetitive displacements of the body (walk, run, climb, traverse), may involve equipment |
| Landings | On feet, hands, and while rotating |
| Statics | Balance (unstable positions) Supports (stable positions) Hangs (shoulder below point of suspension) |
| Swings | From various body parts From various apparatuses |
| Rotations | Rotation around one of the primary axes (long, broad, narrow) |
| Springs | Rapid displacement of the body (from arms or legs) |
| These movement patterns are mastered through participation in activity areas. | |

Activity Areas: K-4

There are five activity areas for kindergarten to grade 4.

- Alternative environmental activities such as walking and running outdoors, treasure hunting using basic orienteering skills.
- Educational rhythmic and dance such as performing traditional folk dances, performing rhythmic actions to songs.
- Educational games such as games that involve using sticks, bats, balls, bean bags and racquets.
- Educational gymnastics such as creating movement patterns and performing locomotions (beside, under, through).
- Individual and dual activities such as skipping backwards and forwards, alone and with a partner, jumping, throwing balls and Frisbees.

Activity Areas: Grades 5-8

There are six activity areas for grades 5 - 8.

- Developmental games and sports such as volleyball, track and field, soccer and badminton.
- Educational gymnastics activities in which students develop body and personal space awareness by exploring supports, balances and hangs in statics and develop general space awareness using locomotions, springs, landings and rotations (no swings).
- Fitness activities that build cardiorespiratory endurance such as running, obstacle course, rope skipping, aerobics.
- Outdoor pursuits such as orienteering and cross-country skiing
- Rhythmics/dance such as doing locomotions in time to music.

Activity Areas: Grades 9-12

There are seven activity areas for grades 9-12.

- Developmental games and sports such as basketball, volleyball, track and field and other organized games.
- Educational gymnastics such as patterns that involve springs, swings, landings, statics and locomotions.
- Fitness such as running and aerobics.
- Outdoor pursuits
- Rhythmics such as folk dancing or creating original movement patterns to music.

The flexible structure of this instructional physical education program means that the objectives of the curriculum guide can be achieved in a variety of ways. No single sport or activity is compulsory or essential to the program.

Because the range of possible sports and activities is so broad, some boards of education may wish to append sport-specific guidelines to their physical education safety policies.

ARCHERY *(Archery is not a recommended in-class activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels.)*

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|---|---|---|--|
| <ul style="list-style-type: none"> ▪ Check all equipment regularly for defects. ▪ Make arm guards and finger tabs available to students. ▪ Match bow length and weight to the height and strength of the participant. ▪ Use appropriate targets. | <ul style="list-style-type: none"> ▪ Wear close fitting clothes on the upper body. ▪ No jewelry. ▪ If sport takes place outdoors, wear sun protection. | <ul style="list-style-type: none"> ▪ Use an area free of obstructions and hazards. ▪ For indoor shooting, use a properly installed safety net. ▪ Control access/exit to the facility. ▪ For outdoor activity, mark and control the shooting area. | <ul style="list-style-type: none"> ▪ Establish a “firing and waiting” line appropriate to the skill level of the students. ▪ Keep everyone behind the firing line. ▪ Establish a command system “starting” and “stopping” shooting and retrieving procedure. ▪ Instruct students in safety procedures, shooting techniques, care and use of equipment and how to properly remove an arrow from a target. ▪ Never point a loaded bow at anyone. ▪ Load bows on the shooting line only. ▪ Position all students not involved in shooting well behind the firing line and away from the archers on the line. ▪ Teach skills in proper progression. | <ul style="list-style-type: none"> ▪ Provide constant visual supervision. |

BASEBALL**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|---|---|--|--|
| <ul style="list-style-type: none"> ▪ Use uncracked bats with an adequate grip. ▪ Have back catcher wear a mask and a helmet. ▪ Have batters and base runners wear helmets. ▪ Have umpire and catcher wear a mask. ▪ Have umpire and catcher wear shin guards and a chest protector for added protection. ▪ Have fielders wear gloves. | <ul style="list-style-type: none"> ▪ Wear suitable footwear and clothing. ▪ Wear sun protection. ▪ No jewelry. | <ul style="list-style-type: none"> ▪ Inspect the field for hazards: holes, glass, rocks, and slippery, muddy spots. ▪ Ensure that the field of play is away from open roadways so that there is no danger of players running into traffic. ▪ Report holes and severely uneven surfaces to the principal and make students aware of them. ▪ If more than one activity is going on, provide a safe distance between the activities. | <ul style="list-style-type: none"> ▪ Teach skills in proper progression. ▪ Teach players to lay down or drop the bat after hitting, not release it during the follow through of the swing. ▪ Teach non-fielding players to stand well back (10 m or more) of the batter’s box or behind a screen or fence. (Keep fingers away from the screen.) ▪ Have umpires stand behind the pitcher or outside the baselines. | <ul style="list-style-type: none"> ▪ Provide on-site supervision. |

BASKETBALL AND RELATED GAMES***ALL GRADES***

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|---|--|---|---|
| <ul style="list-style-type: none"> ▪ Where an end wall is close to the baseline, place protective gym mats or padding beyond the "key" area. ▪ Extend protective end wall mats up the wall from the top of the baseboard up the wall and a minimum width of 6 metres across the wall. ▪ Where a stage is close to the baseline, place gym mats over the edge of the stage and extend them to the floor. | <ul style="list-style-type: none"> ▪ Wear suitable footwear and clothing. ▪ No jewelry. | <ul style="list-style-type: none"> ▪ Don't locate winch for moving backboards up and down directly under the supporting wall-mounted structure. ▪ Use a playing surface (indoor or outdoor) and surrounding area that is clean, free of all obstacles and provides good traction. ▪ Use protective padding on rectangular backboard edges in secondary school facilities. ▪ Ensure that only trained adults or students under supervision use motorized or hand winches to raise and lower baskets. | <ul style="list-style-type: none"> ▪ Teach skills in proper progression. ▪ Base games and activities on skills that are taught. ▪ If cross-court play involves immovable obstacles or confined space (e.g., doors and radiators under side baskets or wall close to the baseline) modify rules appropriately (e.g., no lay-ups). | <ul style="list-style-type: none"> ▪ Provide on-site supervision |

BENCHES AND CHAIRS***ALL GRADES***

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|---|---|--|--|
| <ul style="list-style-type: none"> ▪ Use stacking chairs that are free of cracks or chipped corners with seats and backs that are secured to the supports. ▪ Use benches that are free of cracks, chipped corners or splinters on the usable surface. ▪ Secure bench tops to all supports. | <ul style="list-style-type: none"> ▪ Wear suitable clothing and footwear. ▪ No jewelry. | <ul style="list-style-type: none"> ▪ Provide enough space around chairs/benches for safe usage. ▪ Place benches and chairs so that landings occur safe distances away from walls and other equipment. | <ul style="list-style-type: none"> ▪ Teach all skills in a logical progression from simple to complex. Ensure that student demonstrates control of basic movement before moving to more complicated skills (e.g., forward jumping and landing before backward jumping and/or jumping with turns). ▪ Instruct students to jump up from chair/bench and land close so that chair/bench does not move. ▪ Instruct students never to jump from seat over back of chair. | <ul style="list-style-type: none"> ▪ Provide on-site supervision. |

CROSS-COUNTRY RUNNING AND ORIENTEERING**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|-----------|--|---|---|--|
| | <ul style="list-style-type: none"> ▪ No bare feet. ▪ Wear suitable footwear and clothing. ▪ No jewelry. ▪ Wear sun protection. | <ul style="list-style-type: none"> ▪ Prior to initial use of cross-country route or orienteering course, do a safety check "walk through" to identify potential hazards. ▪ Familiarize students with the route or course before initial attempt (e.g., point out areas to approach with caution). ▪ If route includes sidewalks around the school, ensure that students do not cross intersections unless directly supervised. | <ul style="list-style-type: none"> ▪ Instruct students in basic road safety. ▪ Teach skills in proper progression. ▪ Be aware of students with a history of asthma and other respiratory problems. ▪ Notify parents when students will be running off the school campus. ▪ Modify length of route to suit the age and ability level of the participants (e.g., design route so that primary students are in sight of the teacher most of the time). ▪ Include a proper warm-up and cool-down in all classes. <p>Give attention to:</p> <ul style="list-style-type: none"> ▪ temperature of the day ▪ length of time in sun ▪ previous training and length of preparation | <ul style="list-style-type: none"> ▪ Provide in the area supervision. |

DANCE, RHYTHMIC ACTIVITIES**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|--|---|---|--|
| <ul style="list-style-type: none"> ▪ Use electrical equipment that is in good working order. | <ul style="list-style-type: none"> ▪ Wear appropriate footwear (gymnastics slippers or running shoes). Bare feet are acceptable. ▪ No jewelry. | <ul style="list-style-type: none"> ▪ Use a gym or very large room free from obstacles for instruction. | <ul style="list-style-type: none"> ▪ Teach skills in proper progression. | <ul style="list-style-type: none"> ▪ Provide on-site supervision for rhythmic activities. ▪ Provide in the area supervision for dance. |

FIELD HOCKEY**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|---|--|--|--|
| <ul style="list-style-type: none"> ▪ Use regulation field hockey sticks. ▪ Have goaltender wear shin guards and full goalie equipment if regulation ball is used. ▪ Have field players wear shin guards. ▪ Check sticks regularly for cracks. ▪ Use regulation field hockey balls or indoor "soft" balls. | <ul style="list-style-type: none"> ▪ Wear suitable footwear and clothing. ▪ No jewelry. ▪ Wear sun protection. | <ul style="list-style-type: none"> ▪ Bring holes and severely uneven surfaces to the attention of the principal and make students aware of them. ▪ Check playing surface regularly. A good playing surface is clear from debris and provides good footing. | <ul style="list-style-type: none"> ▪ Never bring stick above waist level. ▪ Implement a soccer-size crease area other than the scoring circle for the protection of the goalie. ▪ Don't allow any player except the goalie in the crease. ▪ Teach skills in proper progression. | <ul style="list-style-type: none"> ▪ Provide on-site supervision. |

FITNESS ACTIVITIES, AEROBICS, CIRCUIT TRAINING, ETC.**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|---|---|---|--|
| <ul style="list-style-type: none"> ▪ Use stationary bicycles, benches, chinning bars, peg boards and other fitness equipment that is in good repair. ▪ Use electrical equipment that is in good working order. ▪ Use steps and/or slides that are in good repair and equipped with non-slip treads. ▪ Use tubing/elastic strips that are the proper tension and length for level of participant. ▪ Don't use free weights at the elementary level. | <ul style="list-style-type: none"> ▪ Wear suitable clothing and footwear. ▪ No jewelry. | <ul style="list-style-type: none"> ▪ Do fitness activities in a floor area that is free of all obstacles (e.g., tables and chairs). ▪ Allow adequate space between fitness activities and equipment to provide free flow of motion. | <ul style="list-style-type: none"> ▪ Modify fitness activities to reflect the age and ability level of students, the facilities and the equipment available. ▪ Where fitness equipment is being used (e.g., stationary bicycle, medicine ball, chinning bar, tubing) instruct students in the proper use of the equipment before they begin using it. ▪ Use a proper progression of activities: <ol style="list-style-type: none"> 1. warm-up 2. stretching 3. peak work activities (which may include muscle strength and endurance activities) 4. cool-down activities including tapering off, stretching and relaxation. ▪ Stress correct body alignment for injury prevention. ▪ Permit students to work at personal levels of intensity (e.g., low impact to high impact, low intensity to high intensity). ▪ Teach skills in proper progression. | <ul style="list-style-type: none"> ▪ Provide on-site supervision. |

FLOOR HOCKEY**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|---|---|--|--|
| <ul style="list-style-type: none"> ▪ Check stick regularly to ensure the blade is securely attached to the stick and that there are no cracks and splinters. ▪ For floor hockey, use only regulation plastic hockey sticks or hockey sticks with plastic blades. ▪ Wear eye goggles. ▪ For ringette, use regulation ringette sticks. ▪ Have goalies wear a protective mask (e.g., catcher's mask). ▪ Use a "soft" ball such as a nerf ball, or plastic or soft rubber puck. | <ul style="list-style-type: none"> ▪ Wear suitable clothing and footwear. ▪ No jewelry. | <ul style="list-style-type: none"> ▪ Use a playing surface and surrounding area that is free of all obstacles (e.g., tables, chairs). ▪ Make sure all floor plugs are in place. | <ul style="list-style-type: none"> ▪ Strictly enforce rules with penalties. ▪ Teach skills in proper progression. ▪ Base games and activities on skills that are taught. ▪ No body contact. ▪ No sticks above the waist. ▪ Implement a crease for protection of the goalie and do not allow other players in the crease. | <ul style="list-style-type: none"> ▪ Provide on-site supervision. |

FOOTBALL - FLAG OR TOUCH FOOTBALL**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|---|---|--|--|
| <ul style="list-style-type: none"> ▪ Use footballs appropriate to the size and ability of the group (e.g., smaller football or nerf ball for younger students). | <ul style="list-style-type: none"> ▪ No metal or molded cleats. ▪ Wear suitable gym clothing and footwear. ▪ No jewelry. ▪ Wear sun protection. | <ul style="list-style-type: none"> ▪ Play in an area that is free of debris and obstructions and provides safe footing. ▪ Report holes and severely uneven surfaces to the principal and make students aware of them. | <ul style="list-style-type: none"> ▪ Teach skills in proper progression. ▪ Clearly mark boundary lines. ▪ Modify the rules of the game to accommodate differences in ability/age/physical development. ▪ No blocking and tackling. | <ul style="list-style-type: none"> ▪ Provide on-site supervision. |

GOLF / YOLF**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|---|---|--|---|
| <ul style="list-style-type: none"> ▪ Check equipment, especially grips, regularly and repair as needed. ▪ Use plastic "whiffle" or rubber golf balls. ▪ No real golf balls on school property except for putting and chipping. | <ul style="list-style-type: none"> ▪ Wear suitable clothing and footwear. ▪ No jewelry. ▪ Wear sun protection. | <ul style="list-style-type: none"> ▪ Allow adequate space for full backswing and follow through. | <ul style="list-style-type: none"> ▪ Instruct students on proper golf etiquette. ▪ Teach skills in proper progression. ▪ Establish a safe routine for hitting and retrieving golf balls. ▪ Designate a safe area for use of real balls while chipping. | <ul style="list-style-type: none"> ▪ Provide on-site supervision for initial instruction and when chipping with real golf balls. ▪ Provide in the area supervision following initial instruction. |

GYMNASTICS

KINDERGARTEN TO GRADE 4

| | SUPERVISION |
|--|--------------------|
| <p>The Basic Movement Pattern (BMP) approach to gymnastics used in the physical education curriculum is such that safety considerations are built into the program. By teaching landings one of the basic movement patterns teachers prevent injuries. Many injuries that occur in a gymnastics context and in other physical activities are the result of landing incorrectly. Teach students how to land safely in a variety of situations and have students practice landings regularly so they are learned to the point of becoming reflex reactions.</p> <p>Spotting manual assistance provided to participants while performing skills on the floor or on equipment is not appropriate in the elementary gymnastics program. Many gymnastics injuries are the result of attempting skills that students are not ready to perform. If the student needs spotting, this is a good indication that the student lacks the necessary physical or motor skills. Rather than have the student attempt the skill with a "spot", more activities that lead up to the skill can be provided. Not only does this approach prevent the tendency for students to become dependent on a spotter, it reflects the reality that in a large group setting the teacher cannot spot all the students.</p> <p>Don't force students to perform skills that are beyond their level of ability. When a student displays hesitation verbally or non-verbally, discuss the reason(s) for doubt with the student. After the discussion, if the teacher believes that a potential hesitancy during the performance of the skill could put the student at risk, the student can be directed toward a more basic skill.</p> <p>Mat work comes before use of equipment. A teacher who is unfamiliar with any gymnastics equipment can seek assistance from appropriate support staff and/or refrain from using the equipment until help is received.</p> <p>Skills are best taught in a logical progression from simple to complex. Students who demonstrate control of basic movement patterns are ready to go on to more complicated skills. For example, a landing on the feet should be performed with control on the floor before working on an elevated surface such as a box horse.</p> | |

GYMNASTICS - BARS, BEAMS AND RINGS

KINDERGARTEN TO GRADE 4

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|--|--|---|--|
| <p>PARALLEL BARS: (Grades 7-9 only) STILL RINGS: (Grades 7-9 only) BALANCE BEAM: (K-Grade 9) UNEVEN PARALLEL BARS: (Grade 7-9 only)</p> <ul style="list-style-type: none"> ▪ Inspect and test equipment on a regular basis and repair as required. ▪ Check all locking mechanisms before use. | <ul style="list-style-type: none"> ▪ Wear close fitting gym clothing. ▪ Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely. ▪ No jewelry. ▪ Tie back long hair. ▪ Secure or remove glasses. | <ul style="list-style-type: none"> ▪ Situate mats around/under apparatus to create a landing area with no open spaces. ▪ Attach Velcro mats. ▪ Properly secure equipment to floor/ceiling. ▪ Allow sufficient space between apparatus to allow free movement on the apparatus and space to dismount. | <ul style="list-style-type: none"> ▪ Familiarize students with the concept of spotting. ▪ No inversions unless instructed by teacher and a 30.5 cm - 60.9 cm (12" - 24") landing mat is in place. ▪ Use balance beams that are appropriate for students' height. ▪ Teach skills in proper progression. | <ul style="list-style-type: none"> ▪ Provide on-site supervision for balance beam, parallel bars and uneven bars. ▪ Provide constant visual supervision for inversions. ▪ Provide constant visual supervision during initial teaching on still rings. After instruction, and when there are no inversions, provide on-site supervision. |

GYMNASTICS - SPRING BOARD**KINDERGARTEN TO GRADE 4**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|--|---|---|--|
| <ul style="list-style-type: none"> Use Velcro mats. | <ul style="list-style-type: none"> Wear close fitting gym clothing. Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely. No jewelry. Tie back long hair. Secure or remove glasses. | <ul style="list-style-type: none"> Design floor plan to allow enough space around each piece of apparatus for safety of movement. Design floor plan to allow for landing at safe distances away from walls and other equipment. Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym. | <ul style="list-style-type: none"> Introduce beat board activities in a developmental sequence (e.g., take-offs and landing from beat board to mat before beat board to box horse). Teach skills in proper progression. | <ul style="list-style-type: none"> Provide on-site supervision. |

GYMNASTICS CLIMBER**KINDERGARTEN TO GRADE 8**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|--|--|---|--|
| <ul style="list-style-type: none"> Use trestles or wall climber. Do equipment set up and adjustment under teacher direction. Check clamps and feet of trestles, wall lever and floor pins of wall climber to ensure climber is secure. Check equipment daily for defective parts. Place mats on landing areas. | <ul style="list-style-type: none"> Wear close-fitting gym clothing. Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely. No jewelry. | <ul style="list-style-type: none"> Design the floor plan to allow enough space around each piece of apparatus for safety of movement. Design the floor plan to allow for landings at safe distances away from walls and other equipment. Remove excess equipment (e.g., tables and chairs) from perimeter of gym. | <ul style="list-style-type: none"> Place mats on all designated landing areas. Hanging inversions require direct instruction of teacher and placement of a 30.5 cm - 60.9 cm (12" - 24") landing mat. No inversions in which student is more than 1.5 m above the floor. Avoid overcrowding by students. Adjust equipment so it is appropriate to height of students and activity being performed. A child may climb on top of a horizontal ladder or bars that are at chest height. No hanging and traveling when the horizontal ladder or bars are above the chest height of the student (stretch height). No traveling on top of horizontal ladders or bars. No jumping from anything higher than the jumper's own shoulder height. No approaching horizontal ladders and bars of trestles from the side as trestles could slide sideways. Teach skills in proper progression. | <ul style="list-style-type: none"> Provide constant visual supervision. |

GYMNASTICS - CLIMBING ROPES**KINDERGARTEN TO GRADE 6**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/ INSTRUCTION | SUPERVISION |
|---|--|--|--|---|
| <ul style="list-style-type: none"> ▪ Place mats under ropes (Velcro mats together). ▪ Check ropes regularly for fraying. Don't use severely frayed ropes, as students get slivers. ▪ For inversion activities use a 30.5 cm 60.9 cm (12" 24") landing mat. | <ul style="list-style-type: none"> ▪ Wear close fitting gym clothing. ▪ Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely. ▪ No jewelry. ▪ Tie back long hair. ▪ Secure or remove glasses. | <ul style="list-style-type: none"> ▪ Design floor plan to allow enough space around each piece of apparatus for safety of movement. ▪ Design floor plan to allow for landings at safe distances away from walls and other equipment. ▪ Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym. | <ul style="list-style-type: none"> ▪ No inversions in which the student hangs more than 1.5 m above the floor. ▪ Introduce rope activities in a developmental sequence. ▪ Teach skills in proper progression. | <ul style="list-style-type: none"> ▪ Provide on-site supervision. ▪ Provide constant visual supervision for inversions. |

GYMNASTICS - LANDING MAT**KINDERGARTEN TO GRADE 4**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/ INSTRUCTION | SUPERVISION |
|---|--|--|--|---|
| <ul style="list-style-type: none"> ▪ Use a landing mat that is 30.5 cm - 60.9 cm (12" 24") thick. | <ul style="list-style-type: none"> ▪ Wear close fitting gym clothing. ▪ Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie shoelaces securely. ▪ No jewelry. ▪ Tie back long hair. ▪ Secure or remove glasses. | <ul style="list-style-type: none"> ▪ Design floor plan to allow enough space around each piece of apparatus for safety of movement. ▪ Design floor plan to allow for landings at safe distances away from walls and other equipment. ▪ Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym. | <ul style="list-style-type: none"> ▪ Use mats under elevated inverted body positions. ▪ Place landing mats to minimize movement of mat on impact. ▪ Teach skills in proper progression. | <ul style="list-style-type: none"> ▪ Provide on-site supervision. ▪ Provide constant visual supervision for inversions. |

GYMNASTICS – MATS

KINDERGARTEN TO GRADE 4

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|--|---|---|---|
| <ul style="list-style-type: none"> ▪ Place mats on all designated landing areas under and around equipment. ▪ Where mats are side by side, Velcro them together. ▪ Do not overlap mats. ▪ Check mats regularly for wear and tears. <p>Appropriate sizes for utility mats are:</p> <ul style="list-style-type: none"> • ensolite (1½") • troc ellen (2") • ethefoam (1½") • sarneige (1½") • mats of equivalent compaction rating <ul style="list-style-type: none"> ▪ Use a (12" - 24") landing mat when a student is in an elevated inverted body position. | <ul style="list-style-type: none"> ▪ Bare feet are acceptable. Wear running shoes or gymnastics slippers. No sock feet. ▪ Wear gym clothing that allows unrestricted movement. ▪ No jewelry. ▪ Tie back long hair and remove barrettes. ▪ Secure or remove glasses. | <ul style="list-style-type: none"> ▪ Design floor plan so that there is enough space around each piece of apparatus for safe movement. ▪ Design floor plan so that landings take place at a safe distance from walls and other equipment. ▪ Remove excess equipment (e.g., tables and chairs) from perimeter of gym. | <ul style="list-style-type: none"> ▪ Be aware of the physical limitations of students (e.g., strength, flexibility, weak wrists, epilepsy). ▪ Discourage students from attempting to perform front and back walkovers and backward rolls (directly over the head). Backward shoulder rolls can be performed instead. ▪ Teach skills in proper progression. | <ul style="list-style-type: none"> ▪ Provide on-site supervision for mats and utility boxes. Provide constant visual supervision if students are doing inversions on this equipment. |

GYMNASTICS – SPRINGBOARD

KINDERGARTEN TO GRADE 4

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|--|---|--|---|
| <i>KINDERGARTEN TO GRADE 9</i> | | | | |
| <ul style="list-style-type: none"> ▪ Use Velcro mats to designate landing area with no gaps between springboard and mats. | <ul style="list-style-type: none"> ▪ Wear close fitting gym clothing. ▪ Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely. ▪ No jewelry. ▪ Tie back long hair. ▪ Secure or remove glasses. | <ul style="list-style-type: none"> ▪ Design floor plan to allow enough space around each piece of apparatus for safety of movement. ▪ Design floor plan to allow for landing at safe distances away from walls and other equipment. ▪ Remove excess furniture and equipment (e.g., tables and chairs) around perimeter of gym. | <ul style="list-style-type: none"> ▪ Avoid aerial somersaults off the springboard. ▪ Teach skills in proper progression. | <ul style="list-style-type: none"> ▪ Provide constant supervision. |

GYMNASTICS - BARS, BEAMS, RINGS AND ROPES

GRADES K-12

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|--|---|--|--|
| <p>PARALLEL BARS, HIGH BAR, STILL RINGS, UNEVEN PARALLEL BARS, FLOOR, BALANCE BEAM, POMMEL HORSE, VAULTING HORSE, ROPES</p> <ul style="list-style-type: none"> Inspect equipment on a regular basis and repair as necessary. No springboards. Teacher's responsibilities include a safety check for proper set-up and to ensure all locking mechanisms are locked prior to use. <p>Use general utility mats:</p> <ul style="list-style-type: none"> ensolite (1½") trocellen (2") ethefoam (1½") sarneige (1½") mats of equivalent compaction rating <ul style="list-style-type: none"> Don't use (12" - 24") thick mats as a landing surface for vaulting or for controlled landings (e.g., landing on feet) off any piece of equipment. Use landing mats that are 14" or greater when the student is in an elevated, inverted body position. For initial attempts of inversion-type moves on any apparatus use a 12" -24") mat. | <ul style="list-style-type: none"> Bare feet are acceptable. Wear socks or gymnastics slippers except on the balance beam and when vaulting. Wear close fitting gym clothing. No jewelry. Tie back long hair. Secure or remove glasses. | <ul style="list-style-type: none"> Situate mats around/under apparatus as a landing area so that there is no overlap or open space. Take precautions to minimize the movement of mats on impact. Attach Velcro mats. Provide sufficient space between apparatus to allow free movement and space to dismount. | <ul style="list-style-type: none"> Instruct students on safety related to gymnastics and all associated apparatus prior to using any equipment. Be aware of the physical limitations and initial skill levels of students. Do not encourage students to perform skills beyond their physical and psychological capabilities. Teach skills in proper progression. | <ul style="list-style-type: none"> Provide on-site supervision. Provide constant visual supervision when students are attempting difficult moves for the first time on an apparatus. Train students to spot each other appropriately. |

LACROSSE

ALL GRADES

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|---|---|---|--|
| <p>SOFT LACROSSE:</p> <ul style="list-style-type: none"> Use "soft" lacrosse balls. Have goaltender wear a face mask. Use molded plastic sticks or wooden sticks. Have field players wear eye protection. | <ul style="list-style-type: none"> No metal cleats. Wear suitable clothing and footwear. No jewelry. Wear sun protection. | <ul style="list-style-type: none"> Inspect the playing area regularly to be sure it is free of debris and obstacles, and provides good footing. Bring holes and severely uneven surfaces to the attention of the principal and make students aware of them. | <ul style="list-style-type: none"> Teach skills in proper progression. Base games on skills that are taught. <p>SOFT LACROSSE:</p> <ul style="list-style-type: none"> Play only non-contact lacrosse in physical education class. Modify rules to exclude stick on stick, or stick on body contact and to prevent accidental contact within 1 m of the gym wall or playground fence. Stress student responsibility regarding individual space. No stick or body contact. | <ul style="list-style-type: none"> Provide on-site supervision. |

LOW ORGANIZATIONAL GAMES

ALL GRADES

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|--|---|---|--|
| <ul style="list-style-type: none"> Use equipment that is in good repair. Use a ball that is appropriate for the age, size, strength and skill level of students. | <ul style="list-style-type: none"> Wear suitable footwear (e.g., shoes for outdoor games). No jewelry. Wear sun protection for outdoor games. | <ul style="list-style-type: none"> Use an outdoor playing area that is free of debris and obstructions and provides safe footing. Use an indoor playing area that is free of hazards such as tables and chairs both in the area and on the perimeter of the area. | <ul style="list-style-type: none"> Teach students to stop playing immediately when a signal (such as a double whistle blast) is given. When students are playing games indoors that involve a goal line or running to a line, don't use walls as a goal. Draw a goal line at least 3 metres from the wall and mark with cones. | <ul style="list-style-type: none"> Provide on-site supervision. |

CANOEING

GRADE 12

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/ INSTRUCTION | SUPERVISION |
|---|--|---|--|---|
| <ul style="list-style-type: none"> No aluminum canoes in pools. Check paddles for cracks and splinters. | <ul style="list-style-type: none"> Wear correct fitting. Wear clothing that is appropriate. Wear sun protection. No jewelry. | <ul style="list-style-type: none"> Select water conditions appropriate for the skill level of the group. | <p>Before open water canoeing, demonstrate competency in:</p> <ul style="list-style-type: none"> power stroke "J" stroke sweep stroke draw stroke backwater stroke proper entry/exit from canoe self rescues into dry and/or swamped canoes canoe over canoe rescue procedures synchronized strokes, positioning of paddlers, and packing the canoe. | <ul style="list-style-type: none"> Provide on-site supervision when students are canoeing. Have access to a vehicle for emergency purposes. Designate a supervisor (e.g., teacher or parent) who is not the "in-charge" person to transport an injured student to hospital. <p>Have at least one supervisor with:</p> <ul style="list-style-type: none"> Current first aid qualifications, or Emergency First Aid Certificate, or First Aid Certificate. <p>Ratio of supervisors to students:</p> <ul style="list-style-type: none"> Grades 6-9 1:10 Grades 10-12 1:15 |

KAYAKING

GRADE 12

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|---|--|--|--|
| <p>Equipment includes:</p> <ul style="list-style-type: none"> kayak with adequate flotation in nose and stern to prevent the kayak from filling with water and sinking kayak paddle. | <ul style="list-style-type: none"> Wear correctly fitting P.F.D./life jacket. Wear clothing that is appropriate. Wear sun protection. No jewelry. | <ul style="list-style-type: none"> Choose water conditions appropriate for the type of kayak being used and the skill level of the group. (Flat water involves paddling on lake water or river where no rapids exist and eddies are very slight). | <p>Students will learn...</p> <ul style="list-style-type: none"> launching kayak getting in and out emptying the kayak (beach and dock) T-rescue wet exit forward stroke back stroke front sweep stopping draw stroke bracing | <ul style="list-style-type: none"> Provide on-site supervision by qualified instructor when students are kayaking. Have instructors with a basic kayaking instructor's certification. Have a rescue craft accessible while students are kayaking. For the purpose of providing first aid coverage, have at least one supervisor with current first aid qualifications such as: <ul style="list-style-type: none"> Emergency First Aid Certificate <p>Ratio of instructors to students:</p> <ul style="list-style-type: none"> Grades 6-8 1:8 Grades 9-12 1:10 |

RACQUETBALL, PADDLEBALL, HANDBALL**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|--|--|--|---|
| <ul style="list-style-type: none"> Eye protection is encouraged. Safety eye goggles reduce the potential for injury. Use balls that are appropriate to the skill level of players (e.g., foam tennis balls or vinyl balls). | <ul style="list-style-type: none"> Wear suitable clothing and footwear. No jewelry. If playing outdoors, wear sun protection. | <ul style="list-style-type: none"> Clearly define court boundary lines. In side-by-side court situations, establish safety procedures. | <ul style="list-style-type: none"> When teaching skills, allow adequate space for each player to make an uninterrupted swing. Teach and enforce the code of etiquette for court play (e.g., not entering a court in use). No more than 4 players on a playing area for handball, paddleball and racquetball. Teach skills in proper progression. | <ul style="list-style-type: none"> During initial instruction, provide on-site supervision. After instruction, provide in the area supervision. |

TENNIS, BADMINTON, PICKLEBALL**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|--|--|---|--|
| <ul style="list-style-type: none"> Use racquets that have a good grip and are in safe playing condition. Encourage the use of eye protection. Safety eye goggles reduce the potential for injury. | <ul style="list-style-type: none"> Wear suitable clothing and footwear. No jewelry. If playing outdoors, wear sun protection. | <ul style="list-style-type: none"> Use a playing area that is free from debris and obstructions, and provides safe footing. | <ul style="list-style-type: none"> When teaching skills, allow adequate space for each student to make a free and uninterrupted swing. Teach and enforce the code of etiquette for court play (e.g., not entering a court being used). Teach skills in proper progression. Modify activities/skills to the age and ability level of the participants. | <ul style="list-style-type: none"> During initial instruction, provide on-site supervision. After instruction, provide in the area supervision. During equipment set-up, provide on-site supervision. |

SKIPPING**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|---|---|---|--|
| <ul style="list-style-type: none"> Use ropes of appropriate length for size and ability of students. | <ul style="list-style-type: none"> Wear shoes at all times. No jewelry. Wear suitable clothing and footwear. | <ul style="list-style-type: none"> Use an area that is free from obstructions to enable safe movement. Provide adequate personal space. | <ul style="list-style-type: none"> Teach skills in proper progression. | <ul style="list-style-type: none"> Provide in the area supervision. |

SOCCER**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|--|---|---|--|
| <ul style="list-style-type: none"> Secure moveable heavy wood and metal outdoor nets to the ground. If using a moveable outdoor soccer goal, select one that is counter-balanced in order to reduce the potential for tipping. Inspect nets regularly. Use nerf balls or indoor soccer balls for indoor soccer. Use indoor nets made of plastic. | <ul style="list-style-type: none"> No metal or molded cleats. Wear suitable footwear and clothing. Wear shin guards for additional protection. Wear sun protection. No jewelry. | <ul style="list-style-type: none"> Inspect outdoor playing area regularly for debris and obstructions. Use an area that provides suitable footing and is well away from traffic. Report holes and severely uneven surfaces to the principal and make students aware of them. Identify a goal crease. Use collapsible, soft pylons or field paint to mark boundaries and lines. | <ul style="list-style-type: none"> No tackling. Controlled play at all times Teach skills in proper progression. Limit the amount of time spent on heading drills. Insist that students must never climb on moveable outdoor goals. Instruct students in the safe handling of and potential dangers associated with moveable outdoor goals. | <ul style="list-style-type: none"> Provide on-site supervision. |

SOFTBALL - SLOW PITCH**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|---|--|---|--|
| <ul style="list-style-type: none"> ▪ Use bats that are not cracked with an adequate grip. ▪ Ensure that catcher wears a helmet, mask, shin guards and chest protector. ▪ Require umpire to wear a mask. ▪ Use regulation slow pitch ball. ▪ Helmet for all base runners. | <ul style="list-style-type: none"> ▪ Wear suitable footwear and clothing. ▪ No metal or molded cleats. ▪ Wear sun protection. ▪ No jewelry. | <ul style="list-style-type: none"> ▪ Inspect the field for hazards: holes, glass, rocks, and slippery, muddy spots. ▪ Use a playing field that is away from open roadways so that players don't run into traffic. ▪ Report holes and severely uneven surfaces to the principal and make students aware of them. ▪ If more than one activity is going on, ensure that a safe distance exists between the activities. | <ul style="list-style-type: none"> ▪ Teach skills in proper progression. ▪ Teach players to lay down or drop the bat after hitting, not release it during the follow through of the swing. ▪ Ensure that non-fielding players stand well back (10 m or more) of the batter's box or behind a screen or fence. (Keep fingers away from the screen.) ▪ Have umpires stand behind the pitcher or outside the baselines. | <ul style="list-style-type: none"> ▪ Provide on-site supervision. |

TEAM HANDBALL**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|--|--|--|--|
| <ul style="list-style-type: none"> ▪ Use indoor nets that are padded or made of plastic. ▪ Use a nerf ball, soft utility ball, soft volleyball or team handball. | <ul style="list-style-type: none"> ▪ Wear suitable clothing and footwear. ▪ No jewelry. ▪ If playing outdoors, wear sun protection. | <ul style="list-style-type: none"> ▪ Play in an area that is free from debris and obstructions and provides safe footing. | <ul style="list-style-type: none"> ▪ No body contact. ▪ Modify activities and rules to suit the age and ability of students and the facilities/equipment available. ▪ Clearly identify a crease area if using a goalie (e.g., full key area). ▪ Allow only the goaltender in the crease area. ▪ Teach skills in proper progression. | <ul style="list-style-type: none"> ▪ Provide on-site supervision. |

TRACK AND FIELD - DISCUS**GRADES 5-12**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|---|---|--|--|
| <ul style="list-style-type: none"> ▪ Use a discus that is of a size appropriate for the age, gender and physical maturity of the student. ▪ Use a discus that is free of cracks, chips and other damage. Check the discus regularly for damage. ▪ Provide protective screening around the throwing area. (A baseball screen may provide suitable protection.) | <ul style="list-style-type: none"> ▪ Wear suitable clothing and footwear. ▪ No jewelry. ▪ Wear sun protection. | <ul style="list-style-type: none"> ▪ Use a landing area that is well marked and free of people during the activity. ▪ Choose a throwing area that is free of obstacles and completely closed to traffic. (No other activity in the area where discus is taking place.) ▪ Ensure that the discus circle area provides safe footing. | <ul style="list-style-type: none"> ▪ Require instructor and students not throwing to be behind thrower (behind a screen). ▪ Teach skills in proper progression. ▪ Establish safe throwing and retrieving procedures. ▪ Instruct students in safety prior to teaching and practice. ▪ Establish precautions to ensure the safety of all students before any activity with the discus begins. | <ul style="list-style-type: none"> ▪ Provide constant visual supervision. |

TRACK AND FIELD - HIGH JUMP**GRADES 5-12**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|--|---|---|--|
| <ul style="list-style-type: none"> Use a landing area that is appropriate for the age, size and skill level of the students. The minimum mat size is a single 1.5 m x 3 m x 50 cm (5' x 10' x 20") mat. Wet rope or elastic may be used rather than a crossbar. Check poles for cracks regularly. Check pits regularly for damage. Place standard utility mats around the landing surface with no gaps. No metal crossbars. | <ul style="list-style-type: none"> Wear suitable clothing and footwear. No jewelry. If jumping outdoors, wear sun protection. | <ul style="list-style-type: none"> For both indoor and outdoor jumping, design area so that approach area is clear, smooth, dry and traffic-free. Indoor jumping only when the floor provides a non-slip surface. | <ul style="list-style-type: none"> Require student bar monitors to stay in front and to the side of standards at all times. Stress progressions and technique rather than competition. Stress a short, controlled approach (between 3 and 9 steps). If student is using "flop style", encourage take-off closer to the nearest upright on approach. Ensure that landing mats and Velcro mats are firmly secured and do not slide when jumper lands. Teach skills in proper progression. | <ul style="list-style-type: none"> Provide constant visual supervision. |

TRACK AND FIELD - HURDLES**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|---|--|--|--|
| <ul style="list-style-type: none"> Use "scissor" hurdles, light hurdles or loose crossbars for classroom instruction. | <ul style="list-style-type: none"> No track spikes. Wear suitable gym clothing and footwear. No jewelry. If hurdling outdoors, wear sun protection. | <ul style="list-style-type: none"> Use an appropriate area that provides a flat, clear surface. | <ul style="list-style-type: none"> Instruct students on how to set up equipment properly. Modify heights and distances to accommodate different ability levels. Teach skills in proper progression. | <ul style="list-style-type: none"> Provide on-site supervision. |

TRACK AND FIELD – TURBO JAVELIN**GRADES 7-8**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|--|--|--|--|
| <ul style="list-style-type: none"> Have inexperienced students use a plastic javelin | <ul style="list-style-type: none"> Wear appropriate clothing and footwear. No jewelry. Wear sun protection. | <ul style="list-style-type: none"> Use a runway that is smooth and flat. Use a throwing area that is free of obstacles and completely free of traffic. No other activity in the area where the javelin is being thrown. | <ul style="list-style-type: none"> Teach students to lead and throw with the elbow to avoid elbow injuries. Enforce the "all throw" and "all retrieve" rule when more than one student is participating. Have spectators and non-competing athletes remain behind the throwing area. Teach skills in proper progression. | <ul style="list-style-type: none"> Provide constant visual supervision. |

TRACK AND FIELD - SHOT PUT**GRADES 5-8**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|---|--|---|--|
| <ul style="list-style-type: none"> ▪ Use only shots designed for indoor activity in the indoor program. ▪ Use equipment of appropriate size and weight for age and strength of student. | <ul style="list-style-type: none"> ▪ Wear suitable footwear and clothing. ▪ No jewelry. ▪ Wear sun protection. | <ul style="list-style-type: none"> ▪ Use a landing area that is well marked and free of people during activity. ▪ Use a putting area that is safe underfoot. | <ul style="list-style-type: none"> ▪ Establish safe routines for putting and retrieving of shots. ▪ Have only one specified putting direction, completely free from traffic. ▪ Teach skills in proper progression. ▪ Transport all shots safely to and from throwing area. ▪ Use only standing shot-put technique (no spin). | <ul style="list-style-type: none"> ▪ Provide constant visual supervision. |

TRACK AND FIELD - TRACK EVENTS**GRADES 5-8**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/ INSTRUCTION | SUPERVISION |
|---|--|--|---|--|
| <ul style="list-style-type: none"> ▪ Use plastic or aluminum relay batons. | <ul style="list-style-type: none"> ▪ Wear suitable footwear and clothing. ▪ No spikes of any kind. ▪ Wear shoes. ▪ Wear sun protection. ▪ No jewelry. | <ul style="list-style-type: none"> ▪ Use outdoor areas that are designated for running, clearly marked, away from other activities, checked for hazards, and that provide safe footing. ▪ Inspect all tracks annually and maintain as necessary. | <ul style="list-style-type: none"> ▪ Teach the skills associated with running in a progression of developmental steps. ▪ Include proper warm-ups and cool-downs in all in-class sessions. ▪ For distance running, modify length of run so it is appropriate to the age and ability level of the participant. <p>Take into account:</p> <ul style="list-style-type: none"> ▪ temperature of the day ▪ previous training and length of preparation. ▪ Teach skills in proper progression. | <ul style="list-style-type: none"> ▪ Provide on-site supervision for sprints and relays. ▪ Provide in the area supervision for middle distance (400 m, 800 m and 1500 m) events. ▪ When running above distances, students may be temporarily out of sight. Thus, running in pairs or groups is advised. |

TRACK AND FIELD - TRIPLE JUMP, LONG JUMP**GRADES 5-8**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|---|---|---|--|---|
| <p>Equipment includes:</p> <ul style="list-style-type: none"> ▪ sand pit ▪ rake ▪ shovel or spade. | <ul style="list-style-type: none"> ▪ No spikes of any kind. ▪ Wear suitable clothing and footwear. ▪ Wear shoes. ▪ No jewelry. ▪ If jumping outdoors, wear sun protection. | <ul style="list-style-type: none"> ▪ Use a pit filled with sand. ▪ Ensure that landing area is soft with plenty of sand and no foreign objects. ▪ Use a blacktop takeoff area that is firm and flat. ▪ Dig pit at least once a season. ▪ Locate pits so they are removed from high traffic areas and away from other activity sites (e.g., ball diamonds). | <ul style="list-style-type: none"> ▪ No jumping when there are slippery conditions. ▪ Teach skills in proper progression. <p>Train students to be rakers.</p> <p>As part of training, include rules such as:</p> <ul style="list-style-type: none"> ▪ remove rake before next competitor begins approach ▪ begin raking after competitor is out of pit ▪ rake sand into the middle of the pit rather than out to the sides. | <ul style="list-style-type: none"> ▪ Provide constant visual supervision during initial lessons. ▪ Provide on-site supervision after skills have been taught. |

VOLLEYBALL**ALL GRADES**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|--|--|--|--|
| <ul style="list-style-type: none"> ▪ Store poles so that there is no danger of them falling onto anyone. ▪ Use nets that are free of exposed wires along top or frayed wires along poles. ▪ Use ball appropriate for age and ability of students. | <ul style="list-style-type: none"> ▪ No jewelry. ▪ Wear suitable footwear and clothing. ▪ If playing outdoors, wear sun protection. | <ul style="list-style-type: none"> ▪ Use a playing surface that provides good traction. ▪ Use outdoor volleyball courts that provide safe footing. ▪ Use a gym that is free of hazards (e.g., equipment and furniture in corners/on sidelines). | <ul style="list-style-type: none"> ▪ Replace floor plugs when volleyball poles are removed. ▪ Teach skills in proper progression. ▪ Organize drills so as to minimize the risk of being hit with an errant ball. ▪ Modify activities/rules to the age and ability level of participants. | <ul style="list-style-type: none"> ▪ Provide on-site supervision of activity. ▪ If students are involved in setting up and putting away volleyball poles, provide constant visual supervision. |

WEIGHT TRAINING**GRADES 7-12**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/INSTRUCTION | SUPERVISION |
|--|---|---|--|---|
| Inspect all equipment regularly and repair as necessary. | Wear suitable clothing and footwear. No jewelry. | Secure weights in a secure storage area that can be locked when it is not in use. | Instruct all students in proper lifting techniques and safety procedures. Use a buddy system when lifting free weights over body. Secure free weight plates in place before using. Individualize all programs. Teach skills in proper progression. | Provide in the area supervision for use of weight machines and free weights, following instruction on safe use. |

Sample Gymnasium Facilities Safety Report

SITE NAME: _____

Inspection date: _____ Time: _____ Inspected by: _____

| INSPECT FOR: | MEETS SAFE STANDARDS | | COMMENT/FOLLOW UP ACTION: |
|---|-----------------------------|----|----------------------------------|
| | YES | NO | |
| GYMNASIUM SPACE <ul style="list-style-type: none"> ▪ free of "stored" furniture/boxes/equipment along perimeter walls and corners | | | |
| FLOORS <ul style="list-style-type: none"> ▪ clean and dry ▪ provide for safe foot traction ▪ clear of objects which may cause tripping/slipping ▪ floor sockets covered and flush with floor ▪ floor plates secure in floor, hooks and plates in good condition and flush with floor | | | |
| ENTRANCES/EXITS <ul style="list-style-type: none"> ▪ free of obstructions ▪ no door knobs, protruding handles on gym side of door ▪ doors open away from gym area ▪ exit lights/signs working ▪ area near doors well lit | | | |
| STAIRS <ul style="list-style-type: none"> ▪ clear of obstacles ▪ stair treads in good condition ▪ railings secure ▪ treads and railings free of protruding nails, cracks or splinters | | | |
| CEILING <ul style="list-style-type: none"> ▪ tiles and meshings on lights secure | | | |
| WALLS <ul style="list-style-type: none"> ▪ all outlets, switches, registers, etc. flush with wall surface ▪ free of protruding hooks, nails, etc. | | | |

Sample Gymnasium Facilities Safety Report (continued)

| INSPECT FOR: | MEETS SAFE STANDARDS | | COMMENT/FOLLOW UP ACTION: |
|---|-----------------------------|----|----------------------------------|
| | YES | NO | |
| BASKETBALL BACKSTOP | | | |
| ▪ backboards in good condition | | | |
| ▪ cable and attachments from backboard to wall secure | | | |
| ▪ rims secure and straight | | | |
| ▪ Velcro strips on walls behind backboards in good condition to hold mats | | | |
| ▪ winch not located directly below a wall mounted backboard | | | |
| CHINNING BARS | | | |
| ▪ securely attached to wall | | | |
| ▪ adjustable parts in good condition | | | |
| PEG BOARDS | | | |
| ▪ securely attached to wall | | | |
| ▪ peg holes and pegs in good condition | | | |
| STORAGE ROOM | | | |
| ▪ floor clean | | | |
| ▪ centre area clear of equipment | | | |
| ▪ equipment stored on designated shelves | | | |
| ▪ volleyball poles secured to wall when stored standing up (to prevent falling) | | | |
| EMERGENCY EQUIPMENT | | | |
| ▪ first aid kit fully stocked and accessible | | | |
| ▪ emergency numbers posted | | | |
| ▪ access to phone/office via P.A. system | | | |
| IMMOVABLE OBSTRUCTIONS | | | |
| ▪ stages, water fountains, etc. padded and/or removed from play area | | | |
| ▪ a "stop" line established with pylons | | | |
| BENCHES | | | |
| ▪ top and supports free from cracks and splinters | | | |
| ▪ bolts and screws secure | | | |
| OTHER | | | |

Sample Outside Facilities Safety Report

SITE NAME: _____

Inspection date: _____ Time: _____ Inspected by: _____

| INSPECT FOR: | MEETS SAFE STANDARDS | | COMMENT/FOLLOW UP ACTION: |
|---|-----------------------------|----|----------------------------------|
| | YES | NO | |
| WALKING AND PLAYING SURFACES | | | |
| ▪ asphalt areas ▪ level and free of holes/broken asphalt | | | |
| ▪ grass and dirt areas ▪ free of holes/ruts | | | |
| ▪ clear of broken glass, cans, rocks, animal feces, etc. | | | |
| ▪ free of drainage problems | | | |
| ▪ clear of hazards that might cause tripping (exposed footings, roots or other environmental obstacles) | | | |
| STAIRS | | | |
| ▪ clear of obstacles | | | |
| ▪ stair treads in good condition | | | |
| ▪ railings secure | | | |
| ▪ treads and railings free of protruding nails, cracks or splinters | | | |
| BEEES' NESTS | | | |
| ▪ free of nests | | | |
| METAL FENCING | | | |
| ▪ clips and attachments safely secure | | | |
| ▪ fencing tight and secure to frame | | | |
| ▪ no holes in fence or between ground and fence | | | |
| ▪ anchors to ground stable, in good condition and safely covered | | | |
| ▪ posts corrosion free | | | |
| BENCHES/BLEACHERS | | | |
| ▪ free of protruding nails, splinters, cracked or rotted wood | | | |
| ▪ anchors to ground in good condition and safely covered | | | |

Sample Outside Facilities Safety Report (continued)

| INSPECT FOR: | MEETS SAFE STANDARDS | | COMMENT/FOLLOW UP ACTION: |
|---|----------------------|----|---------------------------|
| | YES | NO | |
| SOFTBALL BACKSTOP <ul style="list-style-type: none"> ▪ fencing clips and attachments safely secure | | | |
| <ul style="list-style-type: none"> ▪ fencing tight and secure to frame | | | |
| <ul style="list-style-type: none"> ▪ no holes in fence or between ground and fence | | | |
| <ul style="list-style-type: none"> ▪ anchors to ground stable, in good condition and safely covered | | | |
| <ul style="list-style-type: none"> ▪ posts corrosion free | | | |
| SOFTBALL PLAYING SURFACE <ul style="list-style-type: none"> ▪ level ground with good drainage | | | |
| <ul style="list-style-type: none"> ▪ free of holes/ruts/trash/animal feces | | | |
| SOCCER GOALS <ul style="list-style-type: none"> ▪ framework free from protruding hooks | | | |
| <ul style="list-style-type: none"> ▪ anchors to ground stable, in good condition and safely covered | | | |
| <ul style="list-style-type: none"> ▪ posts corrosion free | | | |
| SOCCER PLAYING SURFACE <ul style="list-style-type: none"> ▪ level ground with good drainage | | | |
| <ul style="list-style-type: none"> ▪ free of holes/ruts/trash/animal feces | | | |
| BASKETBALL BACKSTOPS <ul style="list-style-type: none"> ▪ backboards in good condition | | | |
| <ul style="list-style-type: none"> ▪ rims secure and straight | | | |
| <ul style="list-style-type: none"> ▪ pole anchors stable, in good condition and safely covered | | | |
| <ul style="list-style-type: none"> ▪ poles corrosion free | | | |
| BASKETBALL PLAYING SURFACE <ul style="list-style-type: none"> ▪ level playing surface | | | |
| <ul style="list-style-type: none"> ▪ free of holes/ruts/trash/animal feces | | | |
| POTENTIAL HAZARDS ON SCHOOL YARD <ul style="list-style-type: none"> ▪ no trees, exposed roots, posts, streams and other environmental hazards | | | |
| <ul style="list-style-type: none"> ▪ hazards identified to all staff and students | | | |
| <ul style="list-style-type: none"> ▪ warning signs and barriers erected where needed | | | |
| <ul style="list-style-type: none"> ▪ rules for safe play around hazards are communicated to all students | | | |
| OTHER | | | |

Sample Activity Room Safety Guidelines

An activity room is a non-gymnasium that is used for physical activities.

Examples of activity rooms include, workout rooms, empty classrooms, multipurpose rooms, etc.

When using an activity room for physical education instruction, implement the following recommendations:

- 1) An activity room is best suited for activities which have a controlled amount of activity (e.g., aerobics, mat work, fitness stations, skipping, wrestling, dance, bean bag activities, and chair activities). Avoid ball throwing for distance, dodgeball-type games, and games **which are "action packed" and require students to run from one end of the room to another** (e.g., tag, soccer, floor hockey).
- 2) **Implement a "no body contact" rule.**
- 3) There should be only one physical education class in the activity room at any one time.
- 4) If the activity room is an open area, student traffic should go around, not through the class.
- 5) Structure drills to provide as much organization as possible.
- 6) Caution students not to throw objects against the ceiling, thereby knocking down tiles, dust and lights.
- 7) Try to keep activity away from drinking fountains, stage steps, and **trophy cases. Centre all activities to allow for a "safety zone" at least one yard around the perimeter of the room.** Mark out the activity area with cones or pylons.
- 8) Take precautions to ensure that doors are not opened into the activity area.
- 9) Do not allow students to participate in activities while the teacher goes to the gym or to a storage area to get equipment.
- 10) Check to ensure that the floor surface is not slippery from water or dirt and that equipment/furniture is not in the way of activity.

Sample Gymnasium Equipment Safety Report

SITE NAME: _____

Inspection date: _____ Time: _____ Inspected by: _____

| INSPECT FOR: | MEETS SAFE STANDARDS | | COMMENT/FOLLOW UP ACTION: |
|--|-----------------------------|----|----------------------------------|
| | YES | NO | |
| VOLLEYBALL POSTS | | | |
| ▪ hooks, pulleys and ratchet in good condition | | | |
| ▪ poles secured to wall when stored standing up (to prevent falling) | | | |
| VOLLEYBALL NET | | | |
| ▪ free of exposed wires along top and frayed wires along poles | | | |
| ▪ free of tears/holes | | | |
| BADMINTON | | | |
| ▪ rackets useable, no splinters | | | |
| HIGH JUMP | | | |
| ▪ standards, base attachments and uprights in good condition | | | |
| ▪ portable pit cover free of tears | | | |
| ▪ portable pit foam in good condition | | | |
| ▪ crossbars taped and free of cracks/splinters | | | |
| MATS | | | |
| ▪ tiles and meshings on lights secure | | | |
| ▪ foam in good condition | | | |
| ▪ Velcro fasteners continue to stick | | | |
| SCOOTER BOARDS | | | |
| ▪ wheels secure | | | |
| ▪ free of cracks, broken edges | | | |

Sample Gymnasium Equipment Safety Report (continued)

| INSPECT FOR: | MEETS SAFE STANDARDS | | COMMENT/FOLLOW UP ACTION: |
|---|----------------------|----|---------------------------|
| | YES | NO | |
| BALL CARRIERS ▪ casters working well | | | |
| ▪ no sharp edges | | | |
| SOFTBALL ▪ wooden bats uncracked with a good grip | | | |
| GYMNASTICS - VAULTING BOX (BOX HORSE) ▪ pad and cover free from tears and wearing | | | |
| ▪ sufficient padding to absorb impact | | | |
| ▪ inner post solid | | | |
| ▪ free of cracks/splinters | | | |
| ▪ nuts/bolts/screws tight | | | |
| SPRING BOARD ▪ free of splinters | | | |
| ▪ springs in good condition | | | |
| ▪ floor protection pads in good condition | | | |
| HOOPS ▪ no cracks/bends | | | |
| BALL HOCKEY/FLOOR HOCKEY ▪ goals ▪ welds and frames in good condition | | | |
| ▪ wooden floor hockey sticks free of splinters | | | |
| ▪ plastic ball hockey sticks free of cracks or broken edges/ends | | | |
| ▪ blades of sticks secure to shaft | | | |
| OTHER ▪ | | | |
| ▪ | | | |
| ▪ | | | |
| ▪ | | | |
| ▪ | | | |

Sample First Aid Kit

A first aid kit should be located in each area of the school where there is potential for injury. For example, it would be appropriate to have a first aid kit in the gym, the industrial arts lab and the science lab. When students are participating in activities away from the school, a first aid kit should be placed in an easily accessible location. For sports such as cross-country running or skiing, which take students away from a central location, it may be appropriate for the teacher/instructor to carry basic first aid items in a waist pack.

There is no single recommended list for the contents of a first aid kit. It depends entirely on the type of activity (and thus the type of injuries that might occur) and the skill and knowledge of the people who will be using the kit. For example, there is little point in including tape in a first aid kit if no one in the school knows how to tape sprains and pulled muscles.

In general, every gym should be equipped with the following:

- basic first aid items (appropriate to the activity and the first aid skill of the instructor)
- blankets
- emergency phone numbers taped inside the first aid kit and on the wall by the phone
- readily accessible supply of latex gloves
- **outline of accident response plan • taped on wall**
- accident/injury report forms

Every first aid kit must be kept fully stocked. One person should be assigned responsibility for checking the contents of the physical education first aid kits regularly (every week) and replenishing the supplies that are used up.

Sample Medical Information Form

MEDICAL INFORMATION FOR PARTICIPATION IN PHYSICAL EDUCATION

(School Name)

Dear Parent/Guardian:

Vigorous physical activity is essential for normal, healthy growth and development. Growing bones and muscles require not only good nutrition, but also the stimulation of vigorous physical activity. Active participation in games, fitness activities, dance, gymnastics and outdoor activities provides opportunities for students to gain the confidence necessary to pursue a physically active lifestyle. Physical education programs allow students to experience the fitness feeling and to help them understand and make decisions regarding personal fitness and the value of physical activity in their daily lives.

Occasionally activities such as cross-country-running and skating will take students off the school grounds and into the immediate community. These are important components of the physical education program and direct supervision will be provided. When activities such as downhill skiing involve bus trips, a parent consent form will be sent home with students.

The potential for injury exists in every athletic activity and is greater in some activities than in others. Injuries may range from minor sprains and strains to more serious injuries. The safety and well-being of students is a prime concern and attempts are made to manage, as effectively as possible, the foreseeable risks inherent in physical activity.

It is important that your child participate safely and comfortably in the **physical education program. In your child's best interests we recommend** the following:

- an annual medical examination.
- appropriate clothing for safe participation (T-shirt, shorts or track pants and running shoes). Students must not wear jewelry or chew gum during physical activity.
- a headband and/or glasses with shatterproof glass if your child wears glasses which cannot be removed during physical education classes.
- sun protection for all outdoor activities. Sun protection includes sunscreen, sunglasses, a hat and appropriate protective clothing.
- safety inspection at home of any equipment brought to school for class use (e.g., skis, skates, helmets).

DHHS ___ Polson ___ Brown ___

**Madison Public Schools
Athletic Emergency Information**

Athlete's Name: _____ Sex: Male Female

DOB: _____ Age: _____ Grade: _____

Address: _____ Home phone: _____

Sport being played (new emergency form per season): _____

Parent/Guardian's Name: _____

Mother/Guardian Work phone: _____ Cell: _____

Father/Guardian Work phone: _____ Cell: _____

In an emergency, if parent/guardian cannot be reached, please call:

1st choice: _____ Phone: _____

2nd choice: _____ Phone: _____

Hospital preference: _____

Family physician's Name: _____ Phone: _____

Family Dentist's Name: _____ Phone: _____

Name of Insurance Co: _____

Policy No: _____ Insurance Co. Phone: _____

Emergency Medical Data

Place an "x" if any of the following apply to the athlete:

Diabetes: _____ Epilepsy: _____ Asthma: _____

Other Health Concerns: _____

Current Medications: _____

Allergies: _____ Glasses/contacts: _____

Emergency Medical Release

In the case of an emergency, I give my consent for coaches and/or team physicians to use their own judgment in securing medical aid and ambulance services.

Signature of parent/guardian: _____ Date: _____

Parent/guardian must sign and the athlete must return this form to the appropriate school prior to the first practice.

Sample Accident Response Plan

There is the potential for injury in all physical activities. Therefore, it is important to have an emergency action plan. The key to any emergency action plan is getting professional care to the student as quickly as possible.

Know the following information:

1. Location and means of access to a first aid kit.
2. Location of a telephone.
3. Telephone number of ambulance and hospital.
4. Directions and best access routes to hospital.
5. Location of vehicles on the school site which could be used to transport students to hospital.

When an injury occurs:

1. Take control and assess the situation.
2. Remember the basic first aid rule:
Do not move the injured student. If student cannot start a movement by himself/herself, do not move the body part for him/her.
3. Tell bystanders to leave the injured student alone.
4. **Leave the student's equipment in place.**
5. Evaluate the injury. Once you have assessed the severity of the injury, decide whether further assistance is required.
6. If an ambulance is not needed, decide how to remove the injured student from the playing surface.
7. If an ambulance is required:
 - a) Request assistance from another person (teacher / administrator / parent)
 - b) Have the second person call an ambulance and give the following information:
 - state that it is a medical emergency
 - state what the emergency is
 - give the exact location and the name of the closest cross streets

- d) give the telephone number from which you are calling.
 - e) After the other person has called the ambulance, he/she should report back to the person in charge, confirm the call and give the estimated time that the ambulance will arrive
 - f) Have someone go to the entrance and wait for the ambulance.
8. Once the ambulance has been called, observe the injured person carefully for any change in condition, and try to reassure the injured student until professional help arrives.
 9. Do not move the injured person unnecessarily.
 10. Do not give the injured person food or drink.
 11. Stay calm. Keep an even tone in your voice.
 12. When ambulance attendants arrive, tell them what happened, how it happened and what you have done. If possible, inform the ambulance attendants about any medical problems or past injuries that the injured person may have experienced.
 13. Accompany the injured person to the hospital to help reassure him or her and to give the relevant medical history and injury circumstances to the physician.
 14. If the injured person is a student, contact the parents/guardians as soon as possible after injury.
 15. Complete an accident report and file it with appropriate school board official and school administrator.

For after school and outdoor activities, have access to a cellular phone.

WEB LINKS

Elementary websites of interest:

| | |
|--|---|
| Pecentral.org | Health and physical education teachers, parents, and students providing the latest information about developmentally appropriate physical education programs for children and youth. |
| GameCentralStation.com | Latest ideas, tips, coaching cues and research on sports, fitness and physical education topics from around the world. |
| teach-nology.com | Free and easy to use resources for teachers dedicated to improving the education of today's generation of students. |
| mrgym.com | Comprehensive elementary and secondary physical education resources. A wide variety of cooperative games and activities, sports games, lead up activities, and ideas on physical education assessment |
| pelinks4u.org | Informational website with forums, links to NASPE, resources etc. |
| physicaleducationupdate.com | Website for physical educators who must know a little bit about everything related to sports, health, fitness and physical education |
| gameskidsplay.net | Kids games, rules for playground games, verses for jump-rope rhymes, and much more |
| educationworld.com | Lesson planning, professional development, topics for administrator's, technology, school issues |
| and-again.com | Soccer forums, drills, games, coaching |
| jumpingforjoy.org | Games for jump roping |
| peuniverse.com | Free idea sharing site for physical education teachers |

Secondary websites of interest:

| | |
|--|--|
| fitness.gov | President's Council on Physical Fitness and Sports |
| sport-fitness-advisor.com | Sports training tips for athletic peak performance |
| educatorsnetwork.com | Teacher planet summer Olympics theme page |
| awesomelibrary.org | Physical education lesson plans |
| lessonplanspage.com | Physical education & health lesson plans, pe ideas, & pe activities |
| teachnology.com | Teacher resources for lesson plans, rubrics, and worksheets |
| myteachertools.com | Preparation, reference, search, and interactive tools for teachers |
| cln.org | Community Learning Network, miscellaneous fitness links |
| experientialexercises.com | 101 Icebreaker questions, organized into several different subject areas, these FREE icebreakers get participants thinking about the topic |
| printyourbrackets.com | Printable tournament bracket sheets |
| marcopolo-education.org | Lesson plans for teachers |
| SIKids.com | Sports Illustrated for kids |
| exrx.net | Weight training, exercise instruction & kinesiology |
| all.aboard | Leadership & group work training |
| residentassistant.com | Ice breaker games to play |
| improvincyclopedia | Improvisational games collection |
| wilderdom.com | Team Building Exercises for students |
| Physical Education | Connecticut State Department of Education |

Physical Education Curriculum Analysis Tool (PECAT)

Glossary

Alignment—Clear and direct relationship among standards, curricula, instructional materials, instructional methods, and assessments.

Assessment—Process of gathering evidence and documentation of a student’s learning.

Biomechanics—Application of scientific principles, such as force and power, in the study of human movement.

Components—Main elements of each national standard as determined by the *National Standards for Physical Education* book and the panel of experts that guided standards for the PECAT.

Content standard—What a physically educated student should know and be able to do.

Criterion-referenced assessment—Describes how well a student performs compared with a predetermined and specified standard of performance, as opposed to a norm-referenced assessment where a student’s performance is compared with a normative sample of other students.

Critical features of movement—Those elements (e.g., stepping forward on the opposite foot when throwing) of performing a skill deemed necessary for its correct execution.

Follow-up learning experience—The use of reviewing a concept or objective after it was initially introduced. See definitions for initial learning experience and learning experience.

Fundamental movement skills—Locomotor, nonlocomotor, and manipulative skills are all considered fundamental, as they form the basis of numerous forms of movement and advanced skill development. See definitions of locomotor, nonlocomotor, and manipulative.

Initial learning experience—The first time a movement or motor concept or skill is presented. See definitions for follow-up learning experience and learning experience.

Learning experience—Presentation of and subsequent participation in a movement or motor concept or skill. See definitions for follow-up learning experience and learning experience.

Locomotor skills—Basic motor skills involving a change of position of the feet and/or a change of direction of the body. Locomotor skills include walking, running, hopping, skipping, jumping, leaping, sliding, and galloping.

Manipulative skills—Basic motor skills involving handling an object. Manipulative skills include throwing, catching, kicking, trapping, and striking.

Mature form—The most efficient pattern of movement (e.g., for an overhand throw, stepping forward on the opposite foot, combined with hip rotation and appropriate follow-through).

Moderate physical activity—Intensity of physical activity that corresponds to 50-69 percent of an individual’s maximal heart rate. Examples include brisk walking and slow bike riding.

Motor development—The study of change in movement behaviors and motor skills across the life span.

Motor learning—The study of change in a person’s ability to perform a motor skill. The examination of a child’s changing ability to skip from kindergarten through sixth grade represents changes in motor learning.

Nonlocomotor skills—Movement of the body performed from a relatively stable base of support. Examples include bending, stretching, twisting, turning, leaning, swaying, and swinging.

Performance assessment (of students)—Direct observation and judgment of student products or performances. High-quality performance assessment uses pre-established performance criteria. In standards-based assessment, these criteria are taken directly from the standards.

Performance standard—The expected quality of student work and specifying “how good is good enough.” In the PECAT, questions in the student assessment analyses reflect necessary components of each national standard for age-appropriate assessment of student performance.

Physical activity—Any bodily movement that is produced by skeletal muscle and that substantially increase energy expenditure.

Protocol (for student assessment)—Step-by-step instructions and/or directions for how to administer a specific assessment of student performance.

Sequence—The vertical articulation of a curriculum; it identifies, defines, and describes the skills and activities that should be covered on a yearly basis. Appropriate sequence ensures that students will be provided with different instruction at each grade-level range, so as to build on skills in an age-appropriate fashion.

Specialized movement forms—The more complex skills and movements unique to individual and team sports, dance, and gymnastics activities. Examples of specialized movement forms include the overhand serve in volleyball, the underhand clear in badminton, the handstand in gymnastics, and the grapevine step in dance.

Standards—Statements that identify the essential knowledge, skills, and attitudes that should be taught and learned in school. See definitions for content and performance standards.

Standards-based curriculum—A curriculum designed to produce student understanding and work that demonstrates achievement of standards.

Vigorous physical activity—Intensity of physical activity that corresponds to approximately 70 percent or more of an individual's maximal heart rate. Examples include running, aerobic dance, singles tennis, swimming laps, and competitive basketball.

Curriculum Improvement Plan Worksheet

| Identified strengths / weaknesses in curriculum content and student assessment | Recommendations | Necessary Actions | Persons responsible and completion dates |
|---|------------------------|--------------------------|---|
| | | | |

Planning / Course Template

Teacher: _____ Grade: _____ Start Time: _____ End Time: _____

Period: _____ Start Date: _____ End Date: _____

| Format | Objectives (Time) | Instructional Focus | Instructional Cue | Instructional Activities | Learning Environment | Equipment | Transition |
|---------------------|------------------------------|--------------------------------|------------------------------|-------------------------------------|---------------------------------|------------------|-------------------|
| Introduction | | | | | | | |
| Body | | | | | | | |
| Closure | | | | | | | |

Reflections: _____

Objective Evaluation Worksheet

Objective: _____ Teacher: _____

Time allocated in program plan: _____

Actual amount of time spent: _____

How effective do you feel you were in teaching this objective?

1
Low

2

3
Medium

4

5
High

How would you describe your students' progress on this objective?

1
Behind Schedule

2

3
On Schedule

4

5
Ahead of Schedule

List any factors that are barriers in teaching this objective:

List any teaching techniques or activities you use that are very effective for teaching this objective:

Other comments or suggestions regarding this objective:

Works Consulted

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National Association for Sport and Physical Education. Shape of the Nation Report. Reston, VA 2002

National Association for Sport and Physical Education. Moving into the Future: National Standards for physical education (2nd ed.) Reston, VA. 2004.

Wiggins, G., & McTighe, J. Understanding by Design (2nd Ed.). Alexandria, VA: Association for Supervision and Curriculum Development. 2005

Appendices

PHYSICAL EDUCATION DEPARTMENT POLICIES

I. PROPER DRESS REQUIRED

Proper dress includes:

- T-shirt or sweat shirt other than what is worn to school. NO TANK TOPS.
- Shorts or sweat pants.
- Athletic socks or white peds.
- Sneakers. NO HIKING / WORK BOOTS.
- Eye Glasses (make sure eye glasses are secure).
- Hats may be worn only for outside activities.
- Suggested: Sweat pants and windbreaker for outdoors when cooler.

If the teacher determines that a student is not properly dressed, the student cannot participate in class.

The student must follow the PE Make-Up Policy outlined below to make up the class.

PE Make-Up Policy:

- The student must make up two classes for each class missed.
- Classes must be made up within one week before the start of another unit in Physical Education.
- **Classes may be made up during the school day or after school at the teachers' availability.**
- Unprepared classes will be dealt with as follows:
 - o 1. First time – Loss daily participation points.
 - o 2. Second time- Loss of daily points, Parental Communication, and teacher detention.
 - o 3.(Or every time after). Loss of daily points, Parental Communication, office referral.

II. CLASS ATTENDANCE

- Truancy from school will be considered a class cut.
- Any time a student cuts a class, the student must make up class according to the PE Make-Up Policy outlined above.
- If class is cut on the last day of class, a full letter grade will deducted from the final average.
- If a student is absent from school, the student is responsible for any information discussed or any materials handed out during class.

III. MEDICAL EXCUSES

- The teacher cannot excuse students from class; only the school nurse can excuse students.
- The school nurse can excuse students for medical reasons with a **DOCTOR'S NOTE ONLY. NO NOTES FROM HOME WILL BE ACCEPTED.**
- If a student is excused medically by the nurse, s/he will report to class for daily attendance. S/he will remain in class to observe three days a week. S/he will be responsible for a written paper /assignment for each unit.
- If a student is not excused, but feels that he/she is unable to participate on a certain day, then he/she will have the opportunity to make up the class according to the PE Make-Up Policy outlined above.
- All students are responsible for taking a unit test for each activity.

IV. TARDINESS (To class / from locker room)

- First time - warning
- Second time - detention and deduction of 1 point from final average for that term.
- Third time - refer to office administration and deduct one point from final grade average.
- Excessive tardiness (20 minutes late or more) is considered an absence for the class period.
- Excessive tardiness or absenteeism may result in a loss of course credit.

V. LOCKER ROOM SECURITY

- A locker may be used during PE class. The locker room door will be secured and not opened until the end of the class period.
- When class has ended, the locker must be available for the next class. There are no permanently assigned gym lockers.
- The teacher will secure student valuables upon request, but the teacher is not responsible for valuables.

VI. GRADING SYSTEM

- Class participation/Effort level: 25% includes warm-ups
- Behavior: 25%
- Knowledge: 25%
- Skill: 25% (lowest skill grade – C, with the exception of CPR).
- Freshman Grading System (Physical Education 70%, Health30%)

VII. SENIOR ELECTIVE PROGRAM

- All seniors must receive a grade of P (Pass) each trimester to be eligible for senior electives.
- All juniors must receive a grade of C- for each trimester to be eligible for the senior elective program the following year.

VIII. EXPECTATIONS FOR CLASS BEHAVIOR

A. Use of vulgar or abusive language during class time or in an emotional outburst whether directed toward a classmate or teacher will not be tolerated. The following consequences will be invoked for each term:

1. First time - verbal warning by the teacher.
2. Second time - student will receive an "F" for the class period with the opportunity to make up the class according to the PE Make-Up Policy outlined above.
3. Third time - referred to Main Office.

B. Physical Education Code of Conduct

1. To demand the best from yourself and to help those around you to perform to their potential.
2. To treat everyone with respect.
3. To demonstrate self-discipline as well as personal responsibility.

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

PHYSICAL EDUCATION STAFF

Mr. Flanagan, Physical Education Coordinator
Mrs. Rossi, Mrs. Amasino, Mr. Bell, Mr. Tucker

Revised 7/09

APPENDIX B

3rd Generation Connecticut Physical Fitness Assessment

Connecticut State Department of Education

The “Third Generation” Connecticut Physical Fitness Assessment Test Administrator’s Manual is intended to explain the rationale for the test items selected for inclusion in the fitness assessment battery, provide descriptions of the tests and health-related performance standards, and provide answers to some common questions associated with the use and interpretation of the overall assessment.

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Introduction

Physical fitness is an important component of Connecticut's overall educational program goals. It is expected that by the end of Grade 12 students will recognize the importance of and choose to participate regularly in physical activities designed to maintain and enhance healthy lifestyles. The Connecticut Physical Fitness Assessment (CPFA) is evidence of a commitment to the physical development of Connecticut's students, as well as a commitment to focusing on outcomes and specific performance objectives. Physical fitness should be a result of the balance of activities that are provided in the physical education programs at school and continued by the family and in other community activities. This assessment should not be the focus of the entire physical education curriculum or program. Rather, the assessment should be a part of the ongoing process of helping children understand and improve and/or maintain their physical health and well-being.

The goals of the assessment program are to:

- provide for continual monitoring of students' fitness levels in targeted grades;
- identify a student's weaknesses and strengths so that areas in need of improvement can be seen and individual programs can be developed;
- inform students and parents about student fitness status; and
- inform schools, districts and the public about programs focusing on fitness and physical activity in our schools and evaluate their success.

The focus of the *Third Generation* CPFA is health-related fitness. The program mirrors options in the President's Challenge Physical Fitness Program and FitnessGram/ActivityGram. Changes to the assessment include improvements that address problems with specific test items and their administration, and reflect the careful research and piloting conducted by the *3rd Generation* Connecticut Physical Fitness Assessment Committee as well as physical educators from across the state.

Health-related fitness focuses on optimum health and prevents the onset of diseases and problems associated with inactivity. Maintaining an appropriate level of health-related fitness allows a person to:

- meet emergencies;
- reduce the risk of disease and injury;
- work efficiently;
- participate and enjoy physical activity (sports, recreation leisure); and
- be one's physical best.

Third Generation

Connecticut Physical Fitness Assessment Committee

David Harackiewicz, Central Connecticut State University, Chairperson

Nick Barbieri, Newington Public Schools

Marsha Baretta, South Windsor Public Schools

Bill Bogardus, Greenwich Public Schools

Marvin Christley, New Haven Public Schools

Paul Dominy, East Haddam Public Schools

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State Department of Education Representatives:

Jean Mee

Raymond Martin

History of the Connecticut Physical Fitness Assessment Program

1990-2009

1990-91 was the first year for the Connecticut Physical Fitness Assessment (CPFA). Physical fitness is an important component of Connecticut's overall education program goals. *Challenge for Excellence: Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education: A Policy Plan – 1991-1995*, adopted by the State Board of Education, cites the learning of lifelong values of physical fitness as a life skill competency. The document also cited, "an increase in the physical fitness of students," as one of *16 Indicators of Success of the Statewide Educational Goals for Students*. In addition, *Connecticut's Common Core of Learning* includes physical development as part of the major curriculum content, with the expectation that students will understand the lifelong value of physical fitness and plan and implement a physical fitness program with a variety of conditioning exercises and/or leisure activities. The CPFA is evidence of a commitment to the physical development of Connecticut's students as well as a commitment to focusing on outcomes and specific performance objectives. The program provides important statewide information about the fitness of Connecticut students tested in grades 4, 6, 8, and 10.

The goals of the assessment program are to:

- provide for continual monitoring of students' fitness levels in targeted grades;
- provide additional test achievement information about students, schools, and districts;
- provide earlier identification of students not meeting a fitness standard; and
- improve instruction as a result of test analysis.

The assessment program provides clear goals for minimum fitness based upon standards established by the American Alliance for Health, Physical Education, Recreation and Dance. The test does not provide standards for high levels of fitness, but establishes a minimum level for fitness based on health-related criteria. In addition, the assessment program provides standards established by the State Department of Education and physical educators for an "at-risk" fitness level.

With the passage of Public Act 90-324, Section 4, Connecticut joined a growing number of states which report accountability data by school, as well as by district or statewide. Section 10-220(c), of the Connecticut General Statutes required that each local and regional board of education submit a Strategic School Profile report for each school and for the district as a whole. The profile is designed to provide information on measures of student needs, school resources, and student and school performance. The primary purposes of the reports are: 1) to operate as an accountability system to inform the public about education outcomes; 2) to act as a catalyst for promoting school and district improvement.

Each Strategic School Profile addresses the characteristics, needs and resources of school and district, availability of a gymnasium, time allotted for physical education instruction in grades 4, 6, 8, and 10, and participation in athletics and extracurricular activities.

Student physical fitness performance is reported on the profile, thus providing an opportunity for physical educators to assess and compare the performance of their students on school, district, and state levels. This also provides an opportunity to review and improve physical education programs.

The health-related components of physical fitness are flexibility, muscular strength, muscular endurance, cardiorespiratory endurance, and body composition. The original assessment included sit-and-reach, sit-up, pull-up, one-mile run-walk, and body mass index (reporting optional) components. Health-related standards were developed from national standards for the compendium of physical fitness assessments that are frequently used across the country on, notably, the President's Challenge and the Physical Best fitness assessment batteries.

Pilot studies were conducted in 1996-97 to investigate various alternative assessments, with over 200 physical education teachers across the state participating in the pilot. A committee of experts in physical education and exercise science worked for two years on the revision of the assessment. The review process included review of national publications and programs across the country. The Physical Fitness Assessment: *Second Generation* was announced in September of 1998. The new version of the CPFA included the one-mile run-walk, partial curl-up, right angle push-up, modified sit-and-reach, and the BMI (now required).

Health-related and challenge standards were developed through collection of state-wide data over the next year. Beginning in the Fall of 2005, a series of forums began inviting comment and discussion from the physical education and exercise science field across Connecticut in a move to review the current state physical fitness assessment program, its purposes, components, administration, and timing, and whether there exists a need for updating or change.

The Connecticut Physical Fitness Assessment “Third Generation” Program

The Connecticut Physical Fitness Assessment Program (CPFA3P) includes a variety of health-related physical fitness tests designed to assess muscle strength, muscular endurance, flexibility and cardiovascular fitness. Criterion-referenced standards associated with good health are used rather than the previously applied normative standards. The improvements in the test battery are the result of thorough research and pilot testing of proposed changes by a DRG-representative group of districts across the state.

For the 2009-10 school year there will be a significant change in the aerobic endurance test. Districts will have the option of using the one-mile run/walk or the P.A.C.E.R. to determine V02MAX.

V02MAX is an abbreviation for aerobic capacity. Aerobic capacity is the most important area of any physical fitness program. Acceptable levels of aerobic capacity are associated with a reduced risk of high blood pressure, coronary heart disease, obesity, diabetes, some forms of cancer, and other health problems. Aerobic capacity is also commonly referred to as cardiovascular fitness, cardiorespiratory fitness, aerobic fitness, aerobic work capacity, physical working capacity, and aerobic endurance.

P.A.C.E.R. stands for **Progressive Aerobic Cardiovascular Endurance Run**. It is a multi-stage fitness test, performed in a shuttle-run format, that helps children pace themselves effectively, and is generally regarded as more fun for younger children than the mile run because the pace can be set to music. The P.A.C.E.R. is a viable alternative to the mile run, even though both tests measure aerobic endurance, because it can be administered indoors or in a much smaller area than is needed for the mile run.

The **back-saver sit-and-reach** is a measure of joint flexibility, which is important to overall functional health. Stretchability and symmetry of the hamstring muscles at the back of the legs, and flexibility of the spine are important to general fitness, injury avoidance and long-term back health. The revised version of the test allows greater accommodation for the differences in the length of the arms and legs of growing children, thus is more accurate, and reduces strain on the knees.

The **shoulder stretch** has been added as an optional activity (results not reported to state database) for instructional purposes. The shoulder stretch is a simple test of upper arm and shoulder girdle flexibility. If used in conjunction with the back-saver sit-and-reach, it may be useful in educating students that flexibility is specific to each joint and that maintaining flexibility in the shoulder complex is as important as other joints for general fitness and injury avoidance.

The **90° push-up** is a test of upper body muscle strength and endurance. Strength and endurance of the muscles of the upper body are important in activities of daily living, maintaining functional health and promoting good posture.

The **curl-up** is a test of abdominal strength and endurance. Strength and endurance of abdominal muscles are important in promoting good posture and correct pelvic alignment, both important elements in good back health. The previous version of the curl-up sometimes caused neck strain and did not account for the differences in the length of arms and legs of growing children. The improved version addresses both of these problems as well as better isolating the abdominal muscles for a more accurate indication of strength and endurance.

The goals of the Connecticut Physical Fitness Assessment Program are unchanged. The CPFA3P test items are represented in the table below, which shows the previous test items as well as the difference between them.

TEST ITEMS

| Health related component | 2nd Generation (1999) | 3rd Generation (2009) | Change |
|--|--------------------------|--|---|
| Flexibility | Back-saver sit and reach | Back-saver sit and reach (improved version) Shoulder stretch (optional) | Adjusted for lower back Addition of shoulder flexibility check |
| Upper Body Muscle Strength and Endurance | Right-angle push-up | 900 Push-up | None Name changed for consistency with research and literature |
| Abdominal Muscle Strength and Endurance | Curl-up | Curl-up (improved version) | Adjusted for limb length and neck comfort |
| Aerobic endurance | Mile Run | Mile run or PACER | District option, focus on V02max |
| Body Composition | BMI | | BMI not included |

Instructions for Test Administrators

Who will be tested?

All students in Grades 4, 6, 8 and 10 participating in physical education during the physical fitness testing period must be tested. Students with physical disabilities or medical conditions, whose participation in the test items would be contraindicated because of their health, and who have a medical excuse on file in the school, should be excused.*

Who will administer the test items?

A physical educator trained in the CPFA test administration must conduct the testing. Other adults may be trained to assist under the supervision of the physical education teacher, e.g., staff, parents, college students. Students may not be used as monitors for testing. This is a productive teaching strategy during the instruction and practice of exercise, but it is not allowed during the testing. If grouping strategies are used for classroom and test management, they should be arranged in a manner that ensures close oversight by the test administrator.

When will the testing occur?

The seven-week testing period will begin during the last week of September and continue through the second week of November. All students, Grades 4, 6, 8 and 10 participating in physical education classes during that time must be tested. The testing window for Grades 6, 8 and 10 is extended until March 31 for those students who are not scheduled for physical education during the primary testing period, but are scheduled later in the year.

How is test data reported?

Students' age is based on how old they are at the time they begin the battery of tests. Standards used for reporting and goal setting are included as Appendix A of this manual. Testing report forms are found in the „forms“ section of this manual. They include: • Class Record Forms – To be maintained by the physical education teacher • Summary Report Form – One copy to be kept by the physical education teacher One copy to be given to the building principal for inclusion on the ED-165 to the State Department of Education • Individual Student Report Form – For use as a district and/or school decides e.g. for reporting information to parents/guardians; for keeping individual student records; and for use with individual students in developing a plan.

Note: Only the data on the Summary Report Form are included in the district report to the State Department of Education. The Summary Report Form is given to the building principal. Class Record Forms and Individual Student Report Forms are for use in the school and district.

The data collected are included on each individual school and district's Strategic School Profile and in the Condition of Education in Connecticut, released annually.

*Students with medical exemptions on file in the school and/or limited activities through an Individual Education Plan (IEP) or a 504 Plan may be exempt from participating in part or all of the Connecticut Physical Fitness Assessment. Schools should have in place a process for determining if activities and standards are appropriate for an individual student. If the assessment and/or the standards are inappropriate for the individual child with a disability, than those student's scores should not be included on the data collection for the Strategic School Profile. Fitness scores should be included only for those students who were tested on all four of the test items.

Responsibilities of Test Administrators

Test administrators must be trained in the administration of the CPFA3P. This training will ensure consistency and accuracy in administration of testing procedures and maximize efficiency. Further, it will help test administrators to adequately prepare for the testing sessions.

Test administrators should plan for the following:

Prior to Testing

- Attend CPFA3P Test Administration Training, and/or View CPFA3P Fitness Testing Video, which shows proper positioning and administration of the fitness tests.
- Use CPFA Fitness Committee members to provide advice and offer helpful hints and suggestions prior to and during the testing period.
- Arrange for assistance, facility use and other special scheduling as needed.
- Standardize equipment, check calibrations and measurements to assure consistency and accuracy.
- Practice with any equipment that will be used (i.e., audiotape or metronome, curl-up strips, sit-and-reach box, stopwatches). Have back-up equipment available.
- Make copies of needed forms: Class Record Form – Boys and Girls, Summary Report Form.
- Record students' ages, based on how old they are when they begin the battery of tests.
- Inform parents/guardians about the testing.
- Prepare students with adequate instruction and practice time in the techniques to properly perform the test items.
- Use written descriptions of test items, the CPFA3P Fitness Testing Video and demonstrations to meet various learning styles of students.
- Clarify levels of expectations. Post standards for students to see.

During Testing

- The organization and administration of the testing session is the responsibility of the test administrator.
- Any area conducive to activity and exercise which is safe and free from obstruction can be used. Consideration should be given to assure safety and fairness in testing.
- Though it is impossible to avoid all variables (e.g., wind, running surfaces...) it is expected that teachers will make every effort to achieve accurate and consistent data.
- Outdoor testing should occur on days when the temperature, humidity and air quality are this at acceptable health levels. The physical education teacher or school administrator should consult with the school nurse supervisor or school medical advisor in making judgment.
- Test items may be administered in any order. More than one test item may be administered in any one session. All students need not be tested on the same item in any one session.
- Students are not allowed to repeat test items in order to achieve better scores.
- Volunteer help is encouraged. Volunteers (i.e., classroom teachers, administrators, parents, college students) can be trained to assist with recording scores, counting or other tasks.
- Students may not be used as scorers during testing. Using well-trained students is a productive teaching strategy during the instruction and practice of the tests, but scoring their peers' test performance is not allowed during the testing.

After Testing

- The test administrator must summarize the data at the bottom of each Class Record Form.
- Summarized data should be transferred to the Summary Record Form.
- The physical education teacher should keep a copy of all forms as a back-up and for analysis of data for individual students as well as schools.

- The Summary Record Form should be given to the building administrator. Do not send a copy to the State Department of Education.
- Data is reported on the ED165 to the State Department of Education for inclusion in the Strategic School Profiles and Condition of Education.
- The Summary Record Form should be given to the building administrator as soon as testing is complete. This should be no later than the end of the second week in November or on March 31.
- Inform parents of results (Individual Student Report Form).
- Continue to include fitness instruction and activities throughout the year.
- Follow up with those students who did not meet minimal standards, i.e., provide additional testing, develop a fitness plan, and work with parents or guardians, and the school nurse.

General Test Administration Suggestions

Use a circuit or station model, where the test administrator can focus on testing a small group of students performing one test item, while the other students work independently on other physical skills, challenges or activities at other stations.

Promote a “Fitness Day,” where parent volunteers can be recruited to assist with the testing. This is a positive way to promote fitness and your physical education program within the community.

Show the Connecticut Physical Fitness Assessment video to students. Develop handouts for each test item which include a general description of the purpose and procedures for each component, as well as pictures of correct form. Design a bulletin board emphasizing the components of fitness, the tests and activities to enhance each component.

Validity of the data is compromised if the tests are administered poorly, if there are errors in recording the results, if the examiners, and/or students did not take the testing process seriously, or if teachers did not approach the assessment with professionalism. Be especially diligent in maintaining the integrity and authenticity of this testing process.

Frequently Asked Questions

What are criterion-referenced health standards and how are they determined? There are several types of standards commonly used with fitness tests. The CPFA3P uses criterion-referenced health standards or standards associated with good health. Scientific information is used to determine the amount of fitness needed to meet minimum health levels. The CPFA3P uses a “*Health-Related Fitness Zone*” to designate the range of fitness scores associated with good health. Scores falling below the Health-Related Fitness Zone are categorized as being in the “*Needs Improvement Zone*” to indicate that efforts are needed to bring the score into the Health-Related Fitness Zone. Fitness test performances that exceed the top score of the Health Fitness Zone are in the “*High Fitness Performance Zone.*” The goals in Health-Related Fitness Zone are criterion-referenced health standards because they are based on how much fitness a child needs for good health. Normative standards (e.g., percentiles) provide comparisons relative to other youth in a group but do not provide information concerning how the values relate to health.

Should feedback be provided? Providing feedback is an important element of physical fitness assessment. Feedback should provide the status of students’ fitness based on health criteria, feedback to help interpret results, and information that is useful in planning programs for improvement of fitness through regular physical activity. Teachers may include student reports as part of student physical education portfolios along with other information related to important physical education objectives. Reports may also be sent to parents. If this is done, it is recommended that plans be implemented to meet with parents to help them interpret test results and to become aware of ways to help students plan personal physical activity programs that are suited to each child’s personal needs.

Why do some standards for boys and girls differ? Two factors must be taken into account when determining criterion-referenced health standards: inherent physiologic differences between genders (performance) and differences in health risks between genders. Due to physiologic and anatomic differences between the genders, there may be inherent performance differences between boys and girls for a specific fitness component. For example, differences in cardiac function and body composition between adolescent boys and adolescent girls result in adolescent boys, as a general rule, having a higher aerobic capacity than adolescent girls. For example, if the minimum VO₂max for healthy girls is 28 ml. kg⁻¹. min⁻¹ and for healthy boys, 32 ml. kg⁻¹. min⁻¹, setting the same standard for both sexes on the 1-Mile Run Test would not be appropriate. In the case of aerobic capacity, the gender differences are taken into account, along with existing data on health risks in order to determine the standards. Likewise, should physiologic differences between genders occur, but existing data show health risks between

genders occurring at the same absolute level, then the criterion standard should be the same for boys and girls, despite the performance differences. The key point is how differences in performance relate, in an absolute sense, to the criterion health standard. There may be a difference in the relation between the field test and the criterion for boys and girls. Thus, the standard for the boys and girls will differ because risk is elevated at different points. The accurate way to reflect this relation is to have different criterion-referenced standards for the boys and girls (*Source: Welk, G. J. & Meredith, M.D. (Eds.). (2008). Fitnessgram / Activitygram Reference Guide. Dallas, TX: The Cooper Institute).*

Why are some standards for boys and girls the same? In a few cases, the standards for boys and girls may not be different. When there is no valid reason for expecting a difference in the performance of boys and girls, the standards should be the same for both groups. Young children, particularly in grades 1-6, do not always possess the physical and physiological differences that appear as boys and girls approach puberty (Falls & Pate, 1993). When this is true, the same standards may be used for both groups (*Source: Welk, G. J. & Meredith, M.D. (Eds.). (2008). Fitnessgram / Activitygram Reference Guide. Dallas, TX: The Cooper Institute).*

Why are standards for aerobic endurance lower for girls than for boys? Inherent, gender-related differences in body composition and in hemoglobin concentration cause aerobic capacity, referred to as $\dot{V}O_{2max}$, for boys and girls who have the same level of physical activity to be different. The differences prior to puberty are very small or nonexistent (for hemoglobin concentration), but they increase during puberty and adolescence. These differences are linked in part to differences in the reproductive hormones. The lower $\dot{V}O_{2max}$ in girls compared to boys with the same physical activity level are not thought to be associated with increased health risk. The standards for boys and girls reflect the different levels of $\dot{V}O_{2max}$ that are associated with increased health risk in adults (*Source: Welk, G. J. & Meredith, M.D. (Eds.). (2008). Fitnessgram / Activitygram Reference Guide. Dallas, TX: The Cooper Institute).*

Should students who are physically challenged be included in fitness testing? “No otherwise qualified handicapped individual in the United States... shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity which receives benefits from Federal financial assistance” (Section 504). In administering the Connecticut Physical Fitness Assessment, students with disabilities or any kind of special need should be included to the greatest extent possible. Fitness activities, exercises and testing should be part of the physical education curriculum and offered to all students. Historically, fitness tests were designed only for nondisabled persons. The test included in this manual, though designed for nondisabled students, can be personalized to include all. Due to the fact that emphasis is placed on a personalized approach and the reality that physical fitness profiles, components and test items for disabled students require modification from those typically used, the many possibilities are not included in this document. Resources are available to assist physical educators with both the testing and standards that are appropriate for assessing the physical fitness of students with disabilities. A child who is tested using an alternate method or with adjusted standards should not be included in the aggregate totals on the Summary Data Report. If a child with a disability meets 17 standards that are appropriate for them, they should be recognized along with other children who meet the health-related fitness standards. There are many resources available regarding levels of performance and the use of fitness assessments for students with disabilities. Some of these are included in the resource section of this manual.

Rationale - Aerobic endurance Assessments

What is the rationale for assessing aerobic endurance? Aerobic endurance is the most critical element of physical fitness. Research indicates that healthy levels of aerobic endurance are associated with reduced risk of high blood pressure, coronary heart disease, obesity, diabetes, some forms of cancer, and other health problems in adults. Aerobic endurance is also referred to as cardiorespiratory fitness. The benefits of cardiorespiratory fitness are summarized in Physical Activity and Health: A Report of the Surgeon General (U.S. Department of Health and Human Services, 1996).

What is the rationale for the P.A.C.E.R. test? The P.A.C.E.R. (Progressive Aerobic Cardiovascular Endurance Run) is a multi-stage aerobic fitness test that provides a built-in warm-up and helps children pace themselves effectively. It is suggested that the test be set to a musical pace to create a valid, fun alternative to the one-mile run for aerobic endurance. Pilot testing shows that most students had a positive experience in performing the PACER, the test helps students to learn the skill of pacing, and negative experience of some students in finishing last in a distance run is eliminated in this test.

What is the rationale for the one-mile run test? The one-mile run has been a standard element of the Connecticut Physical Fitness Assessment Program since its inception. Many students enjoy distance running and are highly motivated by the activity both for sport and recreation. Numerous physical education and athletic programs across the state include curricular and extra-curricular distance running activities. There is significant research that has been conducted over a long period of time that supports the value of running for children as well as the validity and reliability of evaluating aerobic fitness with the one-mile run test.

Flexibility Assessments - Back-Saver Sit-and-Reach What is the rationale for the back-saver sit-and-reach test?

The recommended item for lower body flexibility assessment is the Back-Saver Sit-and- Reach Test. The assessment is

conceptually similar to the more traditional Sit-and-Reach test but is intended to be safer on the back by restricting flexion somewhat. With the traditional sit and reach assessment, the forward flexion movement of the trunk with the legs extended causes the anterior portion of the vertebrae to come closer together such 19 Rationale - *continued* that the discs bulge posteriorly and the muscles, fascia, and ligaments of the back are stretched. It also involves a forward rotation of the pelvis and sacrum which elongates the hamstrings. Cailliet (1988) has pointed out that stretching both hamstrings simultaneously results in "overstretching" the low back, especially in terms of excessive disc compression and posterior ligament and erector spinae muscle strain. An additional advantage of the Back saver Sit and Reach is that it allows the legs to be evaluated separately. This allows for the determination of symmetry (or asymmetry) in hamstring flexibility. In addition, testing one leg at a time eliminates the possibility of hyperextension of both knees.

Shoulder Stretch - What is the rationale for including the shoulder stretch? The shoulder stretch has been added to the CPFA3P as an option to try and illustrate to students that flexibility is important throughout the body -- not just in the hamstrings, and that flexibility is very specific to each joint. It is intended to parallel the strength/endurance functional assessment of the upper arm and shoulder girdle. Too often, just assessing one flexibility item gives students the false impression that a single result indicates their total body flexibility, which, of course, is not true. No validity or reliability data are available for the shoulder stretch.

Muscular Strength and Endurance - Why is muscular fitness important? Balanced, healthy functioning of the musculoskeletal system requires that muscles be able to exert force or torque (measured as strength), resist fatigue (measured as muscular endurance), and move freely through a full range of motion (measured as flexibility). Positive relationships have been demonstrated between musculoskeletal fitness and health status (risk factors, disease development and all-cause mortality) in adults (Brill, Macera, Davis, Blair, & Gordon, 2000; Fitzgerald, Barlow, Kampert, et al., 2004; Jurca, Lamonte, Barlow, et al., 2005; Katzmarzyk & Craig, 2002; Kell, Bell & Quinney, 2001; Mason, Brien, Craig, Gauvin, & Katzmarzyk, 2007; Payne, Gledhill, Katzmarzyk, Jamnik & Ferguson, 2000b). The tracking of neuromuscular fitness has been shown to be moderately high (and higher than cardiovascular respiratory fitness) from adolescence to young adulthood (Twisk, Kemper, & vanMechelen, 2000). For these reasons, strength, endurance and flexibility are viewed as important dimensions of health related fitness.

Upper Body Strength and Endurance - The 90° Push-up Test

What is the rationale for the 90° push-up test? A number of assessments of upper arm and shoulder girdle strength/endurance have been used in various youth fitness batteries. The most commonly used assessment is the push up test. The 90° push-up was selected as the recommended test item in the CPFA3P because it has some very practical advantages over the pull-up. The most important advantages are that it requires no equipment and very few zero scores occur. The use of a cadence (20 reps per minute) with the push-up has been found to eliminate many of the concerns about all-out speed tests. The majority of children can successfully perform the 90° push-up assessment and have a more favorable experience.

Abdominal Strength and Endurance - The Curl-Up Test

What is the rationale for the curl-up test? A cadence-based curl-up test is recommended for abdominal strength/endurance testing in the *CPF3AP* battery. The selection of this test over a full sit-up assessment was based on extensive research and biomechanical analyses of arm placement, leg position, feet support, and range of motion of the movement (Plowman, 1992b). The use of a cadence (20 reps per minute) with the curl-up has been found to eliminate many of the concerns about the ballistic nature of oneminute all-out speed tests (Jette, Sidney, & Cicutti, 1984; Liemohn, Snodgrass, & Sharpe, 1988). Such timed tests with legs straight or bent often result in bouncing, jarring movements and reflect more power than strength or endurance properties and/or allows the use of accessory muscles (Sparling, Milard-Stafford, & Snow, 1997). The use of a pace helps to avoid early fatigue based on starting too fast, standardizes the movement from person to person, and makes it easier to judge whether a full proper repetition has been completed. In addition, the use of a cadence allows students to focus on their own performance. There can be no competitive speeding up. In practice the 3-second pace is slow enough to accomplish the intended goals described above and fast enough to allow for efficient mass testing in school settings.

Test Descriptions

One-Mile Run/Walk

Test Objective and Rationale

The objective of the test is to cover the distance of one mile in as short a time as possible. The purpose of the test is to measure cardiorespiratory or aerobic endurance. The one-mile run/walk is a good indicator of the ability of the circulatory and respiratory systems to supply oxygen to functioning muscles, in other words the capacity to perform activities using large muscle groups over an extended period of time. The importance of cardiorespiratory fitness lies in the fact that heart disease is a leading cause of death in our society.

Equipment and Facilities

Stopwatch

Accurately measured mile on a level surface (see Appendix B).

Test Preparation

Students should receive ample instruction on pacing and practice in running for distance. Emphasis should be placed on developing the fastest pace that can be sustained for the full distance covered. A warm-up time should precede the test.

Test Performance

Students are instructed to run/walk one complete mile in the fastest time possible.

Scoring

Record the minutes and seconds it takes for each student to complete the distance of one mile.

P.A.C.E.R.

PACER (Progressive Aerobic Cardiovascular Endurance Run) – Set to music, a paced, 20-meter shuttle run increasing in intensity as time progresses

The P.A.C.E.R. is a multi-stage fitness test adapted from the 20-meter shuttle run test published by Leger and Lambert (1982) and revised in 1988 (Leger et al.). The test is progressive in intensity, easier at the beginning and harder at the end.

Test Objective and Rationale

The objective of the test is to run as long as possible back and forth across a 20-meter space* at a specified pace that gets faster each minute. The purpose of the test is to measure cardiorespiratory or aerobic endurance (V02Max). The PACER is a good indicator of the ability of the circulatory and respiratory systems to supply oxygen to functioning muscles, in other words the capacity to perform activities using large muscle groups over an extended period of time. The importance of cardiorespiratory fitness lies in the fact that heart disease is a leading cause of death in our society.

* A 15-meter version of the test can be used by teachers with smaller-sized facilities. Specifications for the 15-meter version are included in the appendices.

Equipment and Facilities

Stopwatch

Accurately measured 20 meter distance on a nonslippery and flat surface free of debris (see Appendix C).

A 15 meter course may be substituted if necessary (Be sure to apply standards for 15-meter test).

CD or audiocassette player with adequate volume

CD or audiocassette cadence recording

Measuring tape, marker cones, pencils, copies of score sheets (found in the appendix)

Test Preparation for Students

Students should receive ample instruction on pacing and practice in running for distance. Emphasis should be placed on developing the fastest pace that can be sustained for the full distance covered.

When to Stop

The first time the student does not reach the line by the beep, the student stops where he/she is and reverses direction immediately, attempting to get back on pace. The test is completed for a student the next time (second time) he/she fails to reach the line by the beep. The two corrections do not have to be consecutive; the test is over after two total corrections. Students just completing the test should continue to walk and stretch in a designated cool-down area. A student who remains at the end of the testing area through two beeps (does not run to the other end and back) should be scored as having two corrections, and therefore the test is over.

Scoring

A lap is one 20-meter distance (from one end to the other). The scorer records the lap number by crossing off the corresponding lap number on the PACER score sheet (Appendix C1). The recorded score is the total number of laps completed by the student. For ease in administration, it is permissible to count the first correction (student not making the line by the beep). For test management purposes within the time constraints of class schedules, it is suggested that the duration of the PACER test be limited to 20 minutes.

Back-Saver Sit-and-Reach

Test Objective and Rationale

Maintaining adequate joint flexibility is important to overall health. Testing one leg at a time helps to identify any asymmetry in hamstring flexibility while avoiding hyper- extension of both knees. The purpose of the sit-and-reach test is to measure predominantly the flexibility of hamstring muscles. Normal hamstring flexibility allows rotation of the pelvis in forward bending movements and posterior tilting of the pelvis for proper sitting. The objective of the test is to reach the specified distance on the right and left sides of the body.

Equipment

The back-saver sit and reach test requires a 12" x 12" x 12" box, with a measuring scale placed on the top of the box that extends toward the student. The 9-inch mark on the scale is parallel to the face of the box against which the student's foot will rest. The „zero“ end of the ruler is nearest the student (See Appendix D for box specifications). Makeshift apparatuses are permitted as long as the 9-inch mark of the ruler is at the edge and the „zero“ is toward the student.

Test Description

Testing one leg at a time, students sit with one knee bent (with that foot flat on the floor) and one leg straight, with the foot of the straight leg against the box. The student then reaches forward with both hands to the farthest point he/she can reach on the measuring scale.

Starting Position

The student sits facing the box without shoes. The footline is at 9 inches, with the zero end of the measuring device closest to the student. One leg is extended, with the foot placed flat against the end of the box. The other knee is bent, with the sole of the foot flat on the floor. The instep is positioned in line with, and 2 to 3 inches to the side of, the straight knee. The knee of the extended leg should remain straight and the hips must remain square to the box.

Test Performance

The arms are extended forward over the measuring scale with hands placed one on top of the other. With palms down, the student reaches directly forward (keeping back straight and head up) with both hands along the scale four times and holds the position of the fourth reach for at least one second. After one side has been measured, the student switches the position of the legs and reaches again. The student may allow the bent knee to move to the side as the body moves forward if necessary, but the sole of the foot must remain on the floor.

Scoring

Record the number of inches on each side to the nearest half-inch reached, to a maximum of 12 inches. To achieve the Health Fitness Zone, the student must meet the standards on both the right and left sides.

Shoulder Stretch (optional – not reported)

Test Objective and Rationale

The shoulder stretch is a simple test of upper arm and shoulder girdle flexibility. If used with the back-saver sit-and-reach, it may be useful in educating students that flexibility is specific to each joint and that hamstring flexibility is not the only area for which flexibility is important. The objective of the test is to be able to touch fingertips together behind the back by reaching over the shoulder with one hand while reaching under the elbow with the other hand.

Equipment

None.

Test Description

Students perform this test with a partner who can observe and indicate whether the tested student's fingertips touch, and, if not, the distance between the opposing fingertips.

Test Performance

With one arm over the shoulder and one arm tucked under behind the back, students try to touch the fingers of the opposite hands, and then alternate arms.

Scoring

If test results are recorded, a „yes“ is recorded for each side for which the fingers touch, and a „no“ for each side for which the fingertips do not touch. The fingertips must touch with the arms positioned both ways to pass this test.

90° Push-Ups

Test Objective and Rationale

The purpose of this test is to measure upper-body strength and endurance. The right-angle, or 90°, push-up is recommended as a test of upper-body strength and endurance. Muscle fitness is required for people of all ages in order to perform daily living and recreational activities with vigor and undue fatigue. The objective of the test is to complete as many 90-degree push-ups as possible at a specified pace.

Equipment

Little equipment is required for this test. It is necessary to acquire or prepare an audiotape or use a consistent cadence of one push-up every three seconds (1.5 seconds up and 1.5 seconds down). A cadence recording of two minutes will allow the completion of 40 push-ups (See Appendix G for cadence recording instructions). A right-angle marker. (See Appendix E for instructions.) Push-ups may be performed on a mat.

Test Description

Measuring upper body strength and endurance, students lower the body to a 90-degree elbow angle and push up. Set to a specified pace, students complete as many repetitions as possible.

Starting Position

The student assumes the prone position (face down).

Hands are placed slightly wider than shoulder width with fingers stretched out.

Legs are straight and parallel.

Feet cannot be resting against an object.

The back is straight.

The head is positioned so the student is looking slightly in front of his or her hands

Pre-Test Observation/Marking

Have students lower themselves to the appropriate right-angle position. This allows the student to feel and the teacher to sight the correct position. The use of a right-angle marker, set in front of the student's elbow as a guide, allows for a more accurate sighting (position will vary for each student).

Test Performance

The test begins in the up position.

The test administrator starts the cadence and signals the students to begin. Students may continue until they wish to stop or have made two form corrections.

Students begin performing push-ups according to the cadence. The correct push-up is performed to a pace of one complete push-up every three seconds (1.5 seconds down and 1.5 seconds up, with no hesitation).

Push-ups are continuous, with the muscles in a constant state of contraction and no resting. Emphasis is placed on the arm and shoulder muscles remaining engaged throughout the assessment.

Scoring

Record the total number of correctly performed push-ups. One complete push-up begins and ends in the up, or straight-arm, position.

Incorrect push-up performance, referred to as a form correction, includes:

arching or sagging of the back;

not achieving the right angle at the elbow during the down phase;

not achieving the straight arm position during the up phase;

knees touching the floor;

or being off cadence.

The test is terminated when the student has any two corrections.

Curl-Up

Test Objective and Rationale

The partial curl-up measures abdominal strength and endurance. Abdominal fitness is important to good health because low levels are associated with bad posture and lower back pain in later years. The test objective is to complete as many curl-ups as possible up to a maximum of 75 at a specified pace.

Equipment

It is necessary to prepare or secure an audiotape or use a consistent cadence of one curl-up every three seconds (1.5 seconds up and 1.5 seconds down), which is 20 curl-ups per minute. A cadence recording of 3 minutes will allow the completion of 60

curl-ups (See Appendix G for cadence recording instructions.) A gym mat and a measuring strip are needed for every two students. The strip may be made of cardboard, tape, rubber, smooth wood, or any similar thin, flat material, and should be 30-35 inches long. For 5-9 year olds, a 3-inch wide strip is required. For 10 year olds and up, the strip should be 4.5 inches wide. See Appendix F for curl-up strip specifications. A piece of paper, 8.5 X 11 inches, is also required.

Test Description

Measuring abdominal strength and endurance, students lie down in a supine position with knees bent and feet unanchored flat on the floor. The knees and feet should be slightly apart and arms straight and parallel to the trunk with palms of hands resting on the mat. After the student has assumed this position, a partner is to place the measuring strip on the mat under the tested partner's legs so that the fingertips are just touching the nearest edge of the strip. The shoulders should be relaxed and unhunched before the strip is placed. The partner also places a piece of paper under the tested partner's head. This is to provide an easily observable touching of the head to the mat on each repetition, as the paper will make a crinkling sound when the back of the head contacts it. Set to a specified pace, students complete as many repetitions as possible to a maximum of 75 at the specified pace/cadence.

Test Performance

The student assumes the starting position. The test administrator starts the cadence and signals the student to begin. Keeping heels in contact with the mat, the student is to curl up slowly, sliding fingers across the measuring strip until fingers reach the other side. Then the student uncurls until the head crinkles the paper on the mat. Movement should be slow and gauged to the audible cadence of 20 curl-ups per minute, or one curl-up every three seconds.

Scoring

The score is the total number of correctly performed curl-ups within the time limit. A curl-up is complete each time the student's head returns to the mat.

Form corrections:

Heels must remain in contact with the mat.

Head must return to the mat on each repetition.

Pauses and rest periods are not allowed. The movement should be continuous and with the cadence.

Fingertips must touch both sides of the measuring strip for a completed repetition.

The test is terminated when the student has performed any two corrections.

Data Collection and Reporting Form

Class Record Form – Girls

Grade _____ Date _____ Class _____ Test Administrator _____

| | Age When testing | √ If Medical Exemption | Aerobic Endurance One-Mile Run (min/sec) OR P.A.C.E.R. (# laps completed) | | √ If Met Health-Related | Flexibility Back-Saver Sit-and-Reach | | √ If Met Health-Related | Muscular Strength/ Endurance Curl-ups (#completed) | √ If Met Health-Related | Upper-Body Strength 900 Push-ups (#completed) | √ If Met Health-Related | √ For Students Meeting the Health Standard on All 4 Test Items |
|----|------------------|------------------------|---|--------|-------------------------|---|-------|-------------------------|--|-------------------------|--|-------------------------|---|
| | | | One Mile | PACE R | | Left | Right | | | | | | |
| 1 | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | |

Highlight those students tested on ALL 4 items then fill in the totals below including ONLY those students tested on ALL 4 items.

Totals: Number of students tested on ALL 4 items. →

| | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

****Students who were not tested on all four items should not be counted in the “Totals” for meeting Health Related Fitness Standards.
 ***If a student refuses to do a test item (and is not medically exempt) he/she scores a “0” and is counted.**

Class Record Form – Boys

Grade _____ Date _____ Class _____ Test Administrator _____

| | Age When testing | ✓ If Medical Exemption | Aerobic Endurance One-Mile Run (min/sec) OR P.A.C.E.R. (# laps completed) | | ✓ If Met Health-Related | Flexibility Back-Saver Sit-and-Reach | | ✓ If Met Health-Related | Muscular Strength/ Endurance Curl-ups (#completed) | ✓ If Met Health-Related | Upper-Body Strength 900 Push-ups (#completed) | ✓ If Met Health-Related | ✓ For Students Meeting the Health Standard on All 4 Test Items |
|---|------------------|------------------------|---|--------|-------------------------|---|-------|-------------------------|--|-------------------------|--|-------------------------|---|
| | | | One Mile | PACE R | | Left | Right | | | | | | |
| Student Name | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | |
| Highlight those students tested on ALL 4 items then fill in the totals below including ONLY those students tested on ALL 4 items. | | | | | | | | | | | | | |
| Totals: Number of students tested on ALL 4 items. → | | | | | | | | | | | | | |
| **Students who were not tested on all four items should not be counted in the "Totals" for meeting Health Related Fitness Standards. ***If a student refuses to do a test item (and is not medically exempt) he/she scores a "0" and is counted. | | | | | | | | | | | | | |

Test Administrator's Summary Report Form

School _____ School District _____ Date _____

Test Administrator _____ Principal _____

Physical Fitness Assessment information will be reported on the Strategic School Profile. For test administrators teaching in more than one school, the information must be reported separately for each school. Information needed for this form can be found on the Class Record Form.

One copy of this Summary Report Form is to be submitted to the school principal for inclusion on the ED165 report to the State Department of Education. Test administrators should retain one copy of all forms for their own records. The **Health-Related Fitness Zone Standards** are the basis of the data reported on this form.

Totals: Taken from the bottom line of the Class Record Forms

| Totals: Taken from the bottom line of the Class Record Forms | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|----------|-------|
| | Grade 4 | | Grade 6 | | Grade 8 | | Grade 10 | |
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| A. Number of students tested on all 4 items | | | | | | | | |
| B. Number of students medically exempt | | | | | | | | |
| C. Number of students meeting the aerobic endurance standard (One-Mile Run/Walk or PACER) | | | | | | | | |
| D. Number of students meeting the flexibility standard (Back-Saver Sit-and-Reach Test) | | | | | | | | |
| E. Number of students meeting the upper body strength And endurance standard (90 Push-Up Test) | | | | | | | | |
| F. Number of students meeting the abdominal muscle strength and endurance standard (Curl-Up Test) | | | | | | | | |
| G. Number of students meeting the standards on all 4 test items | | | | | | | | |

The number of students meeting a standard on any one test should never exceed the number tested on all 4 items.

Students who were not tested on all 4 items should not be counted in total reported on this form.

Students who refuse to perform a test item and are not medically exempt score a „0“ and are counted in the totals.

Forms Individual Student Report

Student Information

Name _____

Male ___

Female ___

Grade _____ Age _____

School _____

School District _____

| Health-Related Fitness Component | Student Score | | Passing Standard | | Not Met | Met | Exceeded |
|--|---------------|-------|------------------|-------|---------|-----|----------|
| | Left | Right | Left | Right | ✓ | ✓ | ✓ |
| Aerobic endurance (One Mile Run/Walk or PACER) | | | | | | | |
| Flexibility (Back-Saver Sit-and-Reach) | Left | Right | Left | Right | | | |
| Flexibility (Shoulder Stretch optional) | Left | Right | Left | Right | | | |
| Upper Body Muscle Strength and Endurance (90 Push-Up) | | | | | | | |
| Lower Body Muscle Strength and Endurance (Curl-Up) | | | | | | | |

Appendix A
Standards for
Health-Related Fitness Zone
(standards are in separate attachment)

Appendix B
Suggested Layouts for the One-Mile Run/Walk

The one-mile run/walk can be performed on any flat surface that measures one mile in distance. The course can be laid out in any shape which uses the area as efficiently as possible, maximizes straightaway running and minimizes corners or turns. It may be necessary to lay out a course around the perimeter of the school property or around the school building. Use of a measuring wheel or tape will provide accuracy. Pacing out an estimated mile is not acceptable. There are 5,280 feet or 1,760 yards in one mile.

1. A 440-yard track will require four laps to complete one mile.
2. An area marked off with 55 yards on all four sides will require eight laps to complete the mile. One lap would equal 220 yards (55 x 4). Eight laps would equal 1,760 yards (220 x 8).
3. An area marked off with 27.5 yards on all four sides will require 16 laps to complete the mile. One lap would equal 110 yards (27.5 X 4). Sixteen laps would equal 1,760 yards (110 X 16).

Appendix C
Specifications for Administering the P.A.C.E.R.

Test Preparation Instructions

Mark the 20-meter (21-yard, 32-inch) course with marker cones to divide lanes and a tape or chalk line at each end.

Make copies of score sheet A and B for each group of students to be tested.

Before the actual testing episode, allow students to listen to several minutes of the recording so they know what to expect.

Students should be allowed two practice opportunities before the day of the actual test.

Organizing the Test

Assign or allow students to select a partner. Students who are performing the test form a line along the starting line.

At the signal to start, students run across the 20-meter distance and touch the line with their foot by the time the beep sounds.

At the sound of the beep, they turn around and run back to the other end. If some students get to the line before the beep, they must wait for the beep before running in the other direction. Students continue in this manner until they fail to reach the line before the beep for the second time.

A single beep will sound at the end of the time for each lap. A triple beep sounds at the end of each minute. The triple beep serves the same function as the single beep and also alerts the runners that the pace is about to get faster.

For test management purposes within the time constraints of class schedules, it is suggested that the duration of the PACER test be limited to 20 minutes. Twenty minutes is sufficient time for completion of the number of laps required for the High Fitness Performance Zone standards.

Appendix C1
Sample Score Sheet for P.A.C.E.R.
Contributed by the Physical Education Staff at Naugatuck High School

PACER Test – Score Sheet

Performer: _____

Class/Period: _____

Age: _____

Date: _____

SCORE: _____

**Draw „X“ for each completed lap, „M“ for non-completed laps.
 First „M“ counts towards total, second does not.**

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Appendix C2
Sample P.A.C.E.R. Warm-Up and Training Activities
(in separate attachment to manual)

Appendix D
Sit-and-Reach Box Specifications

Sit-and-reach boxes are available for purchase from fitness equipment vendors, can be constructed from wood, or can be easily fashioned from readily accessible materials.

Below are some flexibility testing apparatus suggestions:

1. Use a sturdy box at least 12 inches tall. A flat side of the box should be facing up. Attach a ruler to the top flat side so that the 9-inch mark is exactly parallel with the vertical plane against which the subject's foot will be placed and the zero-end is nearer the subject.
2. Use a bench that is about 12 inches wide. Turn the bench on its side. Attach a ruler to the top flat side so that the 9-inch mark is exactly parallel with the vertical plane against which the subject's foot will be placed and the zero-end is nearer the subject.

Appendix E
**Using a Right-Angle Marker
for the 90° Push-Up**

A variety of effective methods can be implemented to illustrate the 90-degree angle to be achieved at the elbows of the test subject at the lowest point of the push-up.

The use of a carpenter's right angle, a T-square, or simply two pieces of wood fastened together at a right angle is suggested. This device, placed upright in front of each student being tested, provides a good visual aid for the test administrator and the student. Ideally, if something can be created that slides up and down, this would allow adjustment for individual size differences.

Once the distance to which the subject should lower her/himself to achieve the 90-degree elbow-flex is determined, an object such as a cone, a soft ball or other piece of pliable equipment can be placed under the student's chest or shoulder to aid in reinforcing the appropriate „down“ level for each push-up repetition. The size and height of the equipment that is used may vary depending on the age and size of the students.

Appendix F
Curl-Up Strip Specifications

Curl-up strips can be made from cardboard, poster board, linoleum, vinyl, thick tape or any flat material that has texture sufficient for the test-taker to feel with the fingertips.

| | |
|-----|---|
| 3" | Curl-up measuring strip Ages 5-9 years 30" or more |
| 4½" | Curl-up measuring strip Ages 10-17+ years 30" or more |

For correct performance of the curl-up, the student must move the fingers 3 inches (for ages 5-9 years) and 4½ inches (for ages 10 and above). The student should be able to feel the stopping point rather than needing to see it.

Appendix G

Developing the Audio Pacer

The curl-ups and push-ups are performed to a cadence of one complete repetition every three seconds. This is best accomplished through an audiotape or compact disc recording. The simplest way to do this is to record a metronome set at 40 beats per minute. Each click of the metronome represents the up or down phase of a curl-up or push up, (1.5 seconds up and 1.5 seconds down). In other words, two clicks represent one complete repetition.

At the beginning of the audiotape some dialogue may be included. Example: For the curl-ups; “Students take your positions, this test will begin in five seconds..., three, two, one, up, down” The use of verbal cues, “up/down,” can be helpful and included, as long as the cadence is the same. Prepare your tape well ahead of time and practice using it with your students. This will help the students to become comfortable with the pacing and scores will be more reliable.

90-degree push-up recording:

In order to score in the High Fitness Performance Zone, a minimum of 35 90-degree push-ups must be completed by 17 year-old and older boys, which takes 1 minute and forty-five seconds (1:45). So, the duration for the 900 push-up recording should be at least 2 minutes, allowing for 40 push-ups. The High Fitness Performance Zone for girls’ push-ups begins at 15 push-ups.

Curl-up recording:

In order to score in the High Fitness Performance Zone, a minimum of 47 curl-ups must be completed by 17 year-old and older boys, which takes 2 minutes and twenty-one seconds (2:21). So, the duration for the curl-up recording should be at least 3 minutes, allowing for 60 push-ups. The High Fitness Performance Zone for girls’ curl-ups begins at 35 curl-ups.

Resources

Relevant Connecticut State Department of Education Curriculum, Instruction, and Assessment Publications

Action Guide for School Nutrition and Physical Activity Policies

Connecticut's Common Core of Learning - Physical Education (1998)

Guidelines for a Coordinated Approach to School Health (2007)

Section 3: Physical Education – includes Connecticut General Statutes Pertaining to Physical Education

Healthy and Balanced Living Curriculum Framework for Physical Education (2006)

Physical Education - A Guide to K-12 Program Development (2000)

Physical Education - Test Administrator's Manual, The "Second Generation" Connecticut Physical Fitness Assessment

Position Statement on Creating a Healthy School Environment – (2001) expresses the Connecticut State Board of Education's vision and goals of developing a healthy school environment

Position Statement on Nutrition and Physical Activity – (2005) expresses the Connecticut State Board of Education's vision and goals of supporting a learning environment conducive to healthy lifestyles

Physical Fitness & Physical Fitness Assessment

The Cooper Institute. Meredith, Welk, Editors. (2007). FitnessGram / ActivityGram: Test Administration Manual, Fourth Edition. Champaign, IL: Human Kinetics

Cooper Institute FitnessGram Reference Guide

The President's Challenge <http://www.presidentschallenge.org/>

Assessing and Improving Fitness in Elementary Physical Education, 2nd Edition

PE Metrics: Assessing the National Standards Standard 1 Elementary

Physical Best Health-Related Physical Fitness Program

Shape of the Nation Report

Educating the Whole Child & Reducing Childhood Obesity

Helping At-Risk Youth Through Physical Fitness Programming

Teaching Health-Related Exercise at Key Stages 1 and 2

Active Start for Healthy Kids: Activities, Exercises, and Nutritional Tips

Virgilio, Stephen J. Fitness Education for Children: A Team Approach. Champaign, IL: Human Kinetics, 1997.

Fitness Education: A Team Approach

Physical Fitness – Children With Disabilities

Miller, Patricia D. Fitness Programming and Physical Disability. Champaign, IL: Human Kinetics, 1995.

Seaman, Janet A. Physical Best and Individuals With Disabilities: A Handbook for Inclusion in Fitness Programs. Reston, VA: AAHPERD, 1995.

Winnick, Joseph, P. and Short, Francis X. The Brockport Physical Fitness Test Manual, The National Health-Related Test for Youths with Physical and Mental Disabilities. Champaign, IL: Human Kinetics, 1999.

The Brockport Physical Fitness Test Kit

The Brockport Physical Fitness Training Manual

Organizations

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

Connecticut Association of Administrators of Health and Physical Education (CAAHPE)

For information, contact flanagan.dj@easthartford.org

Connecticut Association for Health, Physical Education, Recreation and Dance

Governor's Committee on Physical Fitness

National Association of Governors' Councils on Physical Fitness and Sports

National Association for Sport and Physical Education (NASPE)

President's Challenge Youth Physical Fitness Program

The Society of State Directors of Health, Physical Education and Recreation

Government and Non-Government Resources

Centers for Disease Control and Prevention

The Centers for Disease Control (CDC) is the lead federal agency for protecting the health and safety of all people. Their site provides information, resources, publications, funding opportunities, data and statistics on health topics from A-Z including physical activity

CDC–DASH Division of Adolescent Health Healthy Youth Web-adapted version of the Division of Adolescent and School Health's Program At-A-Glance, and includes the most current health-related data

Virtual Office of the Surgeon General The Surgeon General's Call To Action To Prevent and Decrease Overweight and Obesity

Grants

AAHPERD / NASPE site contains information about program and research grant opportunities

Carol M. White Physical Education Program

This program provides grants to initiate, expand, and improve physical education programs for K-12 students

Health and Achievement Links

Action for Healthy Kids

Action Based Learning - Brain Research makes the connections between physical activity and academic performance

Coordinated School Health Partnerships

How Are Student Health Risks & Resilience Related to the Academic Progress of Schools?

Making the Connection: Health and Student Achievement

Society of State Directors of Health, Physical Education and Recreation (SSDHPER) Position Papers

- Resolution for Comprehensive School Health Education That Addresses the Health and Safety of All Children
- Resolution for Quality Physical Education and Physical Activity

The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools - Action for Healthy Kids

Curriculum and Instruction

Creating a Healthy School Using the Healthy School Report Card: An ASCD Action Tool helps school communities develop health promoting schools and homes that enable, motivate, support, and reinforce student and staff adoption and practice of healthy behaviors. Schools that use the action tool will bring community and parent stakeholders together to assess how effectively they address student and staff well-being and support student academic achievement and positive behavioral outcomes.

Health Education Curriculum Analysis Tool (HECAT) Centers for Disease Control & Prevention

Physical Education Curriculum Analysis Tool (PECAT) Centers for Disease Control & Prevention. Physical Education Curriculum Analysis Tool

Physical Education in the U.S.: A CDC Status Report

Resources for Infusing Physically Active Learning into Academic Teaching and Learning

ABC for Fitness provides instruction for teachers to incorporate short bursts of activity at the beginning of each class; can ensure that children obtain the level of physical activity that is essential for good health and well being

ACTIVE Classroom-based physical activities that integrate physical activity with academic concepts

Brain Breaks Physical activity idea book for elementary classroom teachers to help increase physical activity in the classroom and during the school day

Brain Gym Uses movement as a means to enhance learning in classrooms and other

spaces; source for making connections between academic performance and physical activity

CircusFit Program for students, families and teachers, with lessons and activities for teaching health, nutrition, fitness and circus skills; includes prompts for discussion and

journaling, Ringling Bros. and Barnum & Bailey® performer testimonials and demonstrations – real-life role models whose stories and examples tell of the rewards of a physically fit lifestyle

Coordinated Approach to Child Health (C.A.T.C.H.) Coordinated school health program which builds an alliance of parents, teachers, child nutrition personnel, school staff, and community partners to teach children and their families how to be healthy for a lifetime

Physical Activity Pyramid

VERB: CDC Youth Campaign Comprising online games and interactives, blogs, educational materials, and other activities, this multicultural social marketing campaign to increase physical activity among youth is called VERB: It's what you do. Curricular materials for educators and interactive multimedia content directed at youth combine to engage and motivate tweens (ages 9 to 13), encouraging healthy lifestyles and participation in physical activity.

Parents & Community

American Heart Association

American Diabetes Foundation

American Cancer Society

Circus Fit for Parents

Coordinated Approach to Child Health (CATCH)

Alliance for a Healthier Generation

Students

Circus Fit

Healthy Youth! Make a Difference at Your School! Key strategies to prevent obesity

APPENDIX C

Curriculum Mapping



MADISON PUBLIC SCHOOLS

CURRICULUM MAP for
PHYSICAL EDUCATION
2007 - 2008

| Curriculum Map | Grade: Kindergarten | Subject: Physical Education | |
|-----------------------|---|--|---------------------|
| | Content | Skills | |
| | | Assessment | |
| September | Daily Procedure Spatial Awareness | Personal Space, Cooperation, Taking Turns, Listening, Locomotor Skills | Teacher Observation |
| | Dance | Hokey Pokey | |
| | Cooperative Game Movement Exploration | Follow Direction Working on Skills Eye/Hand Coordination | |
| October | Dance: Monster Mash, Limbo | Body Awareness/Movement: | Teacher Observation |
| | Ball Skills | Underhand Roll and Bowling | Teacher Observation |
| | Locomotor Movements with Songs | | |
| | Balance | Feathers; Frisbee Throw | |
| | Tag Games | Tunnel, Freeze, Mrs. Fox Midnight | |
| November | Cooperative Games Bean Bags Tag Games 6 songs as a class | Musical Hoops | Teacher Observation |
| December | Phonics Integration (Letters and Sounds) Scooters Ribbon Routine to music | | Teacher Observation |
| | Paddles & Pom Pom | | Teacher Observation |
| | Tag Games: Pound Puppies | Balance, locomotor skills | |
| | Cooperative Games | Parachute | |
| January | Tumbling & Simple Stunts | | Teacher Observation |
| | Jumping (Inclined Mats, Form, Hurdles) | Tuck, Starfish, Straddle Jump | |
| | Rolling (Levels-Inclined mats) | Levels- Inclined Mats | |
| | Dancing | Creative/Exploration to song | |
| | Rhythm Flags | Routine to Music; Rhythm of Ball Bouncing, Rhythm of Rope | |
| | Relay Race | | |
| | Ugly Bug Ball | Directions; Forming lines | |

| Curriculum Map | | Grade: Kindergarten | Subject: Physical Education |
|-----------------------|-----------------------------------|---|------------------------------------|
| | Content | Skills | Assessment |
| February | Jump-Jim-Joe | Jump Poly Spots | Teacher Observation |
| | Juggling Scarves | Eye-Hand Coordination | |
| March | Climbing Ropes Cargo Nets | | Teacher Observation |
| | Balance Beam | Simple stunts and skills | |
| | Tumbling | Balance | |
| | Cooperative Game: Eskimos / Polar | Eskimos/Polar Bear | |
| | Dance – Bunny Hop | | |
| | Volleyball | Beach Volleyball Throwing/Catching Height of Ball | |
| | Hula Hoops | Exploration with Hoops | |
| | Tag Game | Marching Ponies | |
| April | Throwing & Catching | "Clean Up" Your Backyard | Teacher Observation |
| | Pilo Polo | Striking | |
| | Fox Tail Balls | Passing, Catching, Aiming at Target | |
| | Dance – "Break Dancing" | | |
| | Queens Treasure | Manipulative Game | |
| May | Catch Mitts | Individual and Group: Passing and Catching | Teacher Observation |
| | 11 songs | | Teacher Observation |
| June | Tag Game: Blob | Locomotor Movements | Teacher Observation |
| | Field Day | | |
| | Parachute | Cooperative | |
| | Throwing Stations | Underhand and Overhand Throwing | |
| | Banana Scoops | Pass /Catch | |
| | Song 12 Completed | | |
| | Ball Work | Basketball Hoops | |
| June | General Skill Review | | Teacher Observation |
| | Field Day Preparation | Obstacle Courses | |

| Curriculum Map | | Grades: 1 & 2 | Subject: Physical Education |
|-----------------------|---|---|--|
| | Content | Skills | Assessment |
| September | Skill Themes and Movement Concepts – Spatial Awareness | Locomotor Movement Non Locomotor Movement Traveling in different directions, levels | Teacher Observation |
| | Fitness | Healthy Concepts: Heart Rate | Teacher Observation |
| October | Skills Themes: Throwing and Catching: Underhand and Overhand Kicking Skills: Stationary and Moving | Throwing and catching balls and bean bags Kicking Balls | Teacher Observation Formal Skill Assessment |
| November | Striking with long/short implements Cooperative Games Multicultural Games | Hitting off a Tee and with Paddles Low level, game skills | Teacher Observation Picture Recognition for Skill Tests |
| December | Manipulative Skills: Basketball, Volleyball, Scooters | Passing/Catching Beach Ball | Teacher Observation |
| January | Movement Education: Body Awareness and Dance | Balance, Weight Transfer, Mirroring | Teacher Observation |
| February | Jumping and Jump Rope | Jump Rope Skills and Agility Skills | Teacher Observation |
| March | Landing Skills Traditional Dances | Dance Movements Electric Slide | Teacher Observation |
| April | Fitness Kicking Skills | Modified Soccer Skills | Teacher Observation |
| May | Movement Concepts: Parachute Striking: Longer Implements | Various Games Hitting Off Tees | Teacher Observation |
| June | Throwing Field Day Recreational Games | Overhand Throwing Games, Relay Activities Bocci, Horseshoes | Teacher Observation |

| Curriculum Map | Grades: 3 & 4 | Subject: Physical Education | |
|-----------------------|--|--|---------------------|
| | Content | Skills | Assessment |
| September | Skill Themes and Movement Concepts | Special Awareness Locomotor Movement Non-Locomotor Movement Higher Level Activities | Teacher Observation |
| | Fitness Preparation & Testing | Preparation for Connecticut Fitness Assessment Test | Fitness Tests |
| October | Heart Rate (can do the Math) | Pedometers Heart Rate: Target Heart Rate | Teacher Observation |
| | Skills Themes: Throwing and Catching | Throwing/Catching Footballs and Frisbees Team Sports/Games | Teacher Observation |
| November | Striking with long/short implements | Hitting off a Tee Hitting a Pitched Ball Pilo Polo | Teacher Observation |
| | Cooperative Games: Turkey Trot Floor Hockey | Adventure Project/Team/Group Initiatives | Teacher Observation |
| December | Reindeer Run | | Teacher Observation |
| | Manipulative Skills: Basketball | Dribbling, Passing, Shooting, Modified Game Play; Proper Mechanics | Teacher Observation |
| | Scooters | Scooter Hockey, Cooperative Games | Teacher Observation |
| January | Movement Education Body Awareness and Dance Gymnastics | Balance, Weight Transfer, Mirroring, Vault, Balance Beam | Teacher Observation |

| Curriculum Map | | Grades: 3 & 4 | Subject: Physical Education |
|-----------------------|---|--|------------------------------------|
| | Content | Skills | Assessment |
| February | Jumping Jump Rope Hop-A-thon | Distance, Height, Objects Turning, Rope, Stationary Landing Agility | Teacher Observation |
| March | Traditional Dances | Charley Brown Hokey Pokey Chicken Dance Electric Slide | Teacher Observation |
| April | Fitness and Traditional Track & Field Kicking Skills Track meet – Olympic Theme | 440 Meter Run Shot Put Discus 50 Yard Dash | Teacher Observation |
| May | Movement Concepts: Parachute Striking: Longer Implements | Various Games Modified Game/Scrimmage Situation. Rules. Game Strategy | Teacher Observation |
| June | Recreational Games Field Day | Various Games Games and Relay Activities | Teacher Observation |
| | Lacrosse | Shooting, Scooping, Cradling (Steal the Bacon); Hitting Target (Use cones to check agility & stick holding.) | Teacher Observation |

| Curriculum Map | Grade: 5 – 6 | Subject: Physical Education | |
|-----------------------|--|---|---|
| | Content | Skills | Assessment |
| September | Program Orientation: Rules & Goals Safety | Preparation Participation | Teacher Observation |
| | Group Cooperative Activities | Teamwork Cooperation | Teacher Observation |
| | Soccer | Rules of Game | Written Tests & Teacher Observation |
| | Flag Football | Eye Hand Coordination Eye Foot Coordination | Written Tests & Teacher Observation |
| | Fitness Testing | Strength Endurance | Fitness Assessments |
| October | Yolf Pickleball | Use of Equipment & Playing Strategies | Performance Assessment |
| | Cross Country | Endurance | |
| | Recreational Games | Teamwork | |
| November | LaCrosse | Game Rules Safety Use of Equipment | Written Tests |
| | Badminton | Progressive Learning of Game | Performance Assessment |
| December | Basketball | Basketball Skills: Lay ups, Dribble, | Observation Rubrics Performance Assessment |
| | Volleyball | Shooting, Eye hand Volleyball Skills: Bump, Set, Serve, 3 hits before over net All: Ball handling, Safety, Team strategies | |
| January | Warm Ups: Plyometrics Aerobics Juggling Dance/ Jump rope Fitness Activities | Stretching Body Strength; Endurance Eye hand, Equipment (Plates, Sticks) Steps, Skip-its | Performance Assessment of Speed and Agility |

| Curriculum Map | Grade: 5 – 6 | Subject: Physical Education | |
|-----------------------|-------------------------------|---|--|
| | Content | Skills | Assessment |
| February | Problem Solving Handball | Teamwork Project Adventure Skills Agility Eye-hand | Observation Performance Assessment Written Tests Skill Tests |
| March | Team Handball | Teamwork & endurance Movement Offensive & Defensive Strategies Throwing, Catching, Passing, Scoring Goals | Written Tests Performances |
| | Cooperative Game Activities | Teamwork | Teacher Observation |
| April | Orienteering Track & Field | Safety Compass for woods Field activities Relay with Batons-Passing Timing; Discuss Throw; Leg Power; Shot Put, Long Jump from Toe Board | Completion of course Performance assessment |
| May | Baseball/Softball | Positions; Stealing; Game Strategies; Catch/ Bunt | Games rules & performance Performance assessment Games rules & performance |
| | Field Day | Relays | Performance assessment |
| June | Golf | Use of Clubs: driving and putting | Written test on rules & scoring Performance assessment |
| | Cooperative Activities | Given equipment create a game with rules | Play the game |
| | Choice Fridays | Social & Team Skills | |

| Curriculum Map | | Grade: 7 - 8 | Subject: Physical Education | |
|--|------------------|--|--|---|
| | Content | Skills | Assessment | * |
| September <i>Program Orientation</i> | Fitness Testing | Upper Body Strength Abdominal Strength Cardio-Fitness Flexibility | Push-ups Test Curl-Up Test Mile Jog/Run Sit and Reach CT State Fitness Index | <p>Skill Related Tests: Identify one skill to be performed</p> <p>Performance Assessment: Social and Interpersonal as well as skills performed when participating.</p> <p>Teacher Observation: assess performance, skills, character traits, social skill and skill related performance.</p> <p>CAHPERD: Curl-ups, Push ups, seat and reach, one mile walk/run.</p> |
| | Soccer | Trapping, Kicking, Throw-Ins, Corners, Goal Kicks, Positions | *Performance Assessment of Skills | |
| October | Field Hockey | Push, Drive, Scoop, Dribbling, Defensive Stopping | *Skills Related Tests Rubrics *Performance Assessment Written Exams *Observation & Performance | |
| | Speedball | Kicking | <i>Same as above</i> | |
| | Ultimate Frisbee | Throwing, catching | <i>Same as above</i> | |
| | Climbing Wall | Agility, strength, endurance | <i>Same as above</i> | |
| November | Badminton | Serving, Scorekeeping | *Performance Assessment Rubrics *Skills Tests | |
| | Pickleball | Backhand, forehand, scoring | | |
| | Flag Football | Catching, Throwing, Defensive Strategy | | |
| | Capture the Flag | Kick-off, Punting | | |
| December | Handball (Team) | Underhand/Overhand Passing Man vs Zone Defense | *Performance Assessment | |
| | Fitness | Agility, shuttle run, push-ups | CAHPERD Fitness Test | |
| January | Basketball | Dribbling, positions, Shooting Technique, Defensive Stance, Man Defense, Pivoting, Cutting, Passing-chest/bounce/lob | *Skills Tests *Performance Assessment *Teacher Observation Rubrics | |
| | Yoga/Pilates | Flexibility, Balance, Strength, Positions, Stress Reduction | *Performance Assessment | |

Fall (September – November): Units Rotate depending on Instructor/facility
 Winter (December – March)

| Curriculum Map | Grade: 7 – 8 | Subject: Physical Education | |
|-----------------------|---|--|---|
| | Content | Skills | Assessment |
| February | Personal Fitness | Nutrition, life skills | Journal Self improvement Presidential Fitness Test |
| | Introduction to Weight Training | Safety, behavior | *Performance Assessment |
| | Floor Hockey | Dribbling, goaltending, shooting, defending | *Performance Assessment through Observation |
| March | Volleyball | Forearm Pass Serving – Underhand & Overhead Dig Scoring – Rally Side Out – Rotation Positions | *Performance Assessment through Observation *Skills test |
| April | LaCrosse | Passing – C pass, Overhead pass, shooting, defense, positions | *Observation (Teacher) *Skills Tests |
| | Tennis | Serving, Scorekeeping, Ground Strokes: Forearm and Backhand | Games Sportsmanship *Performance Observation |
| May | Track and Field | Hurdles 50 yard sprint Turbo-Jav 400 run Shot put mile Discus 4 X 100 Relay 100 run | *Performance Assessment *Rubrics *Presidential Fitness Test |
| June | New Games / Cooperative Games Parachute | Cooperation, teamwork, sportsmanship | *Performance Evaluation Participation (Active) |
| | Softball | Throwing, Catching | *Skills Assessment Written Tests |
| | Whiffleball | Fielding Stance, Hitting Team Cooperation Sportsmanship | |

Skill Related Tests: Identify one skill to be performed

Performance Assessment: Social and Interpersonal as well as skills performed when participating.

Teacher Observation: assess performance, skills, character traits, social skill and skill related performance.

CAHPERD: Curl-ups, Push ups, seat and reach, one mile walk/run.

Spring (April – June): Units rotate throughout the semester depending on Instructor

| Curriculum Map | | Grade: 9 (Freshman) | Subject: : Physical Education & Health |
|-----------------------|---|--|--|
| | Content | Skills | Assessment |
| September | Unit #1 Fitness Testing Orientation | Body mass index Abdominal Strength Upper Body Strength Aerobic Endurance Flexibility Agility/ speed | Measurements: <ul style="list-style-type: none"> • Partial Curl-up • Pull-ups/Pushups • 1 mile walk/run • Sit and reach • Shuttle Run <i>Grading is based on a scoring rubric designed from National Standards</i> |
| | Unit #2 Personal Fitness Concepts | Target Heart Rate Heart Rate Range Pulse FIT Risk Factors | <ul style="list-style-type: none"> • Written Exam • Fitness Journal (Notebook) • Notebook |
| | Unit #3 Ultimate Frisbee | Throwing Catching Teamwork Sportsmanship Knowledge (Rules/History) | <ul style="list-style-type: none"> • Teacher Observation • Written Exam • Notebook |
| October | Unit #4 Flag Football | Throwing Catching Teamwork Sportsmanship Knowledge | <ul style="list-style-type: none"> • Skill Assessment (Performance) • Teacher observation • Written Exam • Notebook |
| | Unit #5 Cultural Dance | Dance Cooperation Knowledge Listening | <ul style="list-style-type: none"> • Teacher Observation • Auditory Recognition • Written Exam • Notebook |
| | Unit #6 Experiential Ed (Adventure Ed) | Trust Cooperation Problem Solving Team Building | <ul style="list-style-type: none"> • Teacher/Student Observation • Group Discussion • Performance Assessment • Notebook |

| Curriculum Map | | Grade: 9 (Freshman) | Subject: : Physical Education & Health |
|---|--|---|--|
| | Content | Skills | Assessment |
| November | Unit #7 <ul style="list-style-type: none"> • Health (Nutrition) • Food Pyramid • Osteoperosis • Nutrition Facts • Metabolism | Knowledge Advocacy Consumerism Risk Factors | Teacher observation/Group Discussion <ul style="list-style-type: none"> • Written exam • Writing prompts • Homework Assignments • Notebook |
| | Unit #8 Health (Drugs and Alcohol) <ul style="list-style-type: none"> • Tobacco • Alcohol • Marijuana (steroids, ecstasy, prescription, etc) | Same as Nutrition Unit | Same as Nutrition Unit |
| | Unit #9 Health (Reproductive Anatomy/Physiology and Contraception) | Same as Nutrition Unit | Same as Nutrition Unit |
| December <i>(Trimester 2)</i> | Unit #1 Fitness Testing | Same as Trimester #1 | Same as Trimester #1 |
| | Unit #2 Personal fitness | Same as Trimester #1 | Same as Trimester #1 |
| | Unit #3 Basketball/Volleyball | Shooting, passing, dribbling, Teamwork knowledge/passing, serving, Teamwork knowledge | Teacher Observation Skill Testing Written Exam Notebook |
| January | Unit #4 Indoor Soccer | Shooting, passing, dribbling, teamwork knowledge | Teacher Observation <ul style="list-style-type: none"> • Skill Testing • Written Exam • Notebook |
| | Unit #5 Cultural Dance | Same as Trimester #1 | Same as Trimester #1 |
| | Unit #6 Experiential Ed (Adventure Ed) | Same as trimester #1 | Same as Trimester #1 |

| Curriculum Map | Grade: 9 (Freshman) | Subject: Physical Education & Health |
|---|--------------------------------|---|
| Content | Skills | Assessment |
| February Unit # 7, #8, #9 Health Same as Trimester #1 | Same as Trimester #1 | Same as Trimester #1 |
| March Unit #1 - #9 Same as Trimester #1 | Same as Trimester #1 | Same as Trimester #1 |
| April Follows First Trimester Format | Follows First Trimester Format | Follows First Trimester Format |
| May Follows First Trimester Format | Follows First Trimester Format | Follows First Trimester Format |
| June Follows First Trimester Format | Follows First Trimester Format | Follows First Trimester Format |

| Curriculum Map | | Grade: 10 (Sophomore) | Subject: Physical Education and Health |
|---|---|---|---|
| | Content | Skills | Assessment |
| September (1st Trimester) | Unit #1 Orientation Rules Department Policies Fitness Testing (Presidential and Connecticut State Fitness Assessment Test) | Abdominal Strength, upper body strength, agility, Body Mass Index | Presidential Fitness Challenge: Partial Curl ups, Right Angle Push Ups, Pull ups, shuttle run, one mile walk/run, height and weight, seat and reach. CT Fitness Assessment: Curl ups, push ups, seat and reach, one mile walk/run. |
| | Unit #2 Speedball | Passing, catching, kicking, offensive/defensive strategies, running rules | Teacher observation, skill assessment, written test |
| | Unit #3 Swing Dancing | Various dance steps, turns, moves | Teacher observation Written test Student teacher/group skill assessment |
| October | Unit #4 Badminton – 1 | Serving, learning various strokes, singles and doubles strategies, Rules | Teacher observation Written Test Serving Test Skill Test |
| | Unit #5 Weight Training | Safety Weight Training Principles F.I.T. Strength/Endurance | Student Weight Training Portfolio Written Test Teacher Observation |
| | Unit #6 Star Ball | Hitting skills, service Doubles/Singles Playing Strategies | Teacher Observation Written Test Serving/Playing Assessment |
| November | Units #7 – #8 CPR Community CPR (Adult, Child, Infant) | Lifeskills – Relieving an obstructed airway conscious/unconscious victim Rescue Breathing CPR Compression and Breaths | Student/Teacher Skill Assessment American Red Cross Certification Written Quizzes and Final Exam |
| | Unit #9 Lacrosse | Passing, catching, shooting, scooping, offense/defense strategies Rules of the Game | Student Skill assessment – shooting Written Test Teacher Observation |
| | Unit #10 Team Games | Cooperation, trust, sportsmanship, team building | Teacher Observation |

| Curriculum Map | Grade: 10 (Sophomore) | Subject: Physical Education and Health | |
|---|---|--|-------------------|
| | Content | Skills | Assessment |
| December <i>(Trimester 2)</i> | Unit #1 Orientation- | Rules/Department Policies See Trimester I | Fitness Testing |
| | Unit #2 CPR | See Trimester I | See Trimester I |
| January | Unit #3 Swing Dancing | See Trimester I | See Trimester I |
| | Unit #4 Weight Training | See Trimester I | See Trimester I |
| February | Unit #5 Star Ball | See Trimester I | See Trimester I |
| | Unit #6 Team Games | See Trimester I | See Trimester I |
| March | Unit #7 Badminton | See Trimester I | See Trimester I |
| March <i>(Trimester 3)</i> | Unit #1 Orientation Fitness Testing | Rules/Department Policies See Trimester I | See Trimester I |
| April | Unit #2 CPR | See Trimester I | See Trimester I |
| | Unit #3 Weight Training | See Trimester I | See Trimester I |
| | Unit #4 Badminton | See Trimester I | See Trimester I |
| May | Unit #5 Lacrosse | See Trimester I | See Trimester I |
| | Unit #6 Starball | See Trimester I | See Trimester I |
| June | Unit #7 Swing Dancing | See Trimester I | |

| Curriculum Map | | Grade: 11 (Junior) | Subject: Physical Education and Health |
|---|---------------------------------------|---|---|
| | Content | Skills | Assessment |
| September | Unit #1 Fitness Testing | Same as Grade 9 and Grade 10 | Same as Grade 9 and Grade 10 |
| | Unit #2 Weight Training | Safety Training Principles, F.I.T. Strength/Endurance | Teacher Observation Written Test Student Journal |
| | Unit #3 Badminton 2 | Same as grade 10 program | Same as grade 10 program |
| October | Unit #4 Pickleball | Same as grade 10 Starball program | Same as grade 10 Starball program |
| | Unit #5 Archery | Safety, Equipment management, shooting, scoring, knowledge | Teacher observation Skill Sheet Scoring Assessment Written Exam |
| November | Unit #6 Street Hockey | Safety, Passing, Shooting, Teamwork | Teacher Observation/Game Play Written Exam |
| | Unit #7 & 8 Adult CPR/AED Training | Personal Safety Responding to an Emergency Shocking Victim Unconscious choking Cardiac arrest AED Training | Written Quizzes Skill Assessment Final Exam |
| December | Unit #9 Creative Dance | Cooperation Teamwork Group Project | <ul style="list-style-type: none"> • Teacher Observation • Student Performance • Group Demonstration • Written Assignment |
| December <i>(Trimester 2)</i> | Unit #1 Fitness Testing | Same as Trimester #1 | Same as Trimester #1 |
| January | Unit #2 Weight Training | Same as Trimester #1 | Same as Trimester #1 |
| | Unit #3 Badminton 2 | Same as Trimester #1 | Same as Trimester #1 |
| | Unit #4 Pickleball | Same as Trimester #1 | Same as Trimester #1 |

| Curriculum Map | | Grade: 11 (Junior) | Subject: Physical Education and Health |
|--------------------------------------|---|---|---|
| | Content | Skills | Assessment |
| February | Unit #5 Recreational games | Individual/Partner/ and Team Concepts Various skills per game played | Teacher Observation |
| | Unit 6 Street Hockey | Same as Trimester #1 | Same as Trimester #1 |
| March | Unit #7 & #8 Adult CPR/ AED Training | Same as Trimester #1 | Same as Trimester #1 |
| | Unit #9 Creative Dance | Same as Trimester #1 | Same as Trimester #1 |
| April <i>(Trimester 3)</i> | Trimester #3 Same as Trimester #1 | Same as Trimester #1 | Same as Trimester #1 |
| May | Trimester #3 Same as Trimester #1 | Same as Trimester #1 | Same as Trimester #1 |
| June | Trimester #3 Same as Trimester #1 | Same as Trimester #1 | Same as Trimester #1 |

| Curriculum Map | | Grade: Grade 12 (Senior) | Subject: Physical Ed (elective) |
|--|---|--|--|
| | Content | Skills | Assessment |
| Sept – November <i>(Trimester 1)</i> | Kayaking Canoeing Martial Arts Concepts Biking Aerobics C.O.P.E. | Paddling, Safety, Teamwork Paddling, Safety, Teamwork Kicking, Striking, Pressure Points Paddling Skills, Safety, Teamwork Aerobics fitness Individual and group initiatives; team building | Grade: Pass or Fail |
| December <i>(Trimester 2)</i> | Aerobics (See Trimester 1) | (See Trimester 1) | Grade: Pass or Fail (See Trimester 1) |
| January | Bowling Martial Arts Concepts | Scoring, Gripping, Stepping See Trimester I | Grade: Pass or Fail See Trimester I |
| February – March | Break Dance C.O.P.E. Yoga Kick Boxing | Dance Skills See Trimester I Flexibility, Core Strengthening Cardiovascular Fitness | Grade: Pass or Fail |
| March <i>(Trimester3)</i> | See Trimester II | | Grade: Pass or Fail |
| April | Kayaking Canoeing C.O.P.E. | See Trimester I | Grade: Pass or Fail |
| May | Biking | See Trimester I | Grade: Pass or Fail |
| June | Adult CPR/ AED; First Aid Aerobics Martial Arts Concepts | Certification See Trimester I See Trimester I | Grade: Pass or Fail |

APPENDIX D

2007 – 2008 Physical Education Survey for Students and Teachers



2007 - 2008 Physical Education Survey for Students

Analyzing 1483 responses.

Presentation generated on November 19, 2007

Q.1 Which school do you attend?

| Choice | Count | Percentage of Sample Answering | Percentage of Sample Asked | Percentage of Total Sample |
|-----------------------------------|-------|--------------------------------|----------------------------|----------------------------|
| Dr. Robert H. Brown Middle School | 490 | 36.2% | 36.2% | 33.0% |
| Walter C. Polson Middle School | 592 | 43.7% | 43.7% | 39.9% |
| Daniel Hand High School | 272 | 20.1% | 20.1% | 18.3% |

Q.2 What is your gender?

| Choice | Count | Percentage of Sample Answering | Percentage of Sample Asked | Percentage of Total Sample |
|--------|-------|--------------------------------|----------------------------|----------------------------|
| Male | 646 | 48.6% | 48.6% | 43.6% |
| Female | 683 | 51.4% | 51.4% | 46.1% |

Q.3 How do you feel about the following Physical Education activities? (Please rate each Area)

| Topic | Enjoy | It's OK | Don't Enjoy | Don't Do | Not Answered | Not Asked |
|----------------------------------|-------|---------|-------------|----------|--------------|-----------|
| Aerobics | 154 | 442 | 253 | 615 | 0 | 19 |
| Badminton | 778 | 393 | 119 | 182 | 0 | 11 |
| Baseball/Softball | 548 | 462 | 299 | 163 | 0 | 11 |
| Basketball | 721 | 461 | 187 | 102 | 0 | 12 |
| Cross Country | 245 | 370 | 458 | 388 | 0 | 22 |
| Dances | 361 | 227 | 305 | 569 | 0 | 21 |
| Personal Fitness | 377 | 589 | 289 | 201 | 0 | 27 |
| Field Day | 1015 | 197 | 57 | 199 | 0 | 15 |
| Flag Football | 856 | 348 | 195 | 65 | 0 | 19 |
| Floor Hockey/Field Hockey | 640 | 401 | 187 | 235 | 0 | 20 |
| Golf | 397 | 399 | 313 | 351 | 0 | 23 |
| Gymnastics | 426 | 279 | 294 | 465 | 0 | 19 |
| Handball (Team) | 400 | 399 | 172 | 484 | 0 | 28 |
| Heart Rate & Fitness Testing | 173 | 498 | 599 | 192 | 0 | 21 |
| Jump Rope | 496 | 480 | 315 | 177 | 0 | 15 |
| Lacrosse | 565 | 446 | 265 | 190 | 0 | 17 |
| Martial Arts | 280 | 248 | 204 | 728 | 0 | 23 |
| Orienteering | 206 | 219 | 260 | 769 | 0 | 29 |
| Pilates | 183 | 248 | 245 | 771 | 0 | 36 |
| Walking/Running around the track | 304 | 418 | 572 | 169 | 0 | 20 |
| Soccer | 676 | 409 | 271 | 106 | 0 | 21 |
| Swimming | 544 | 171 | 72 | 667 | 0 | 29 |
| Tennis/Raquet Sports | 791 | 401 | 114 | 149 | 0 | 28 |
| Throwing & Catching | 653 | 506 | 193 | 95 | 0 | 36 |
| Track & Field | 403 | 424 | 396 | 231 | 0 | 29 |
| Tumbling | 408 | 278 | 233 | 526 | 0 | 38 |
| Volleyball | 700 | 450 | 157 | 143 | 0 | 33 |
| Weight Room | 441 | 283 | 158 | 565 | 0 | 36 |
| Yoga | 290 | 206 | 216 | 739 | 0 | 32 |

Q.4 What is your preferred way of participating in Physical Education activities? (Choose up to 3)

| Choice | Count | Percent of Sample Asked | Percent of Total Sample |
|---|-------|-------------------------|-------------------------|
| Class games | 723 | 100.0% | 48.8% |
| Doing things in teams | 1016 | 100.0% | 68.5% |
| Doing activities on my own | 187 | 100.0% | 12.6% |
| Playing for fun (not winning or losing) | 637 | 100.0% | 43.0% |
| Competitions (winning or losing) | 804 | 100.0% | 54.2% |

Q.5 In general, do you like Physical Education?

| Choice | Count | Percentage of Sample Answering | Percentage of Sample Asked | Percentage of Total Sample |
|--------|-------|--------------------------------|----------------------------|----------------------------|
| Yes | 1173 | 81.4% | 81.4% | 79.1% |
| No | 268 | 18.6% | 18.6% | 18.1% |

Q.6 In the past month during your Physical Education class, you were active and moving around:

| Choice | Count | Percentage of Sample Answering | Percentage of Sample Asked | Percentage of Total Sample |
|------------------------|-------|--------------------------------|----------------------------|----------------------------|
| All of the class time | 426 | 29.4% | 29.4% | 28.7% |
| Most of the class time | 829 | 57.3% | 57.3% | 55.9% |
| Some of the class time | 152 | 10.5% | 10.5% | 10.2% |
| None of the class time | 40 | 2.8% | 2.8% | 2.7% |

Q.7 What aspects of Physical Education do you like? I like Physical Education because:

| Topic | Agree | Not Sure | Disagree | Not Answered | Not Asked |
|--|-------|----------|----------|--------------|-----------|
| The lessons challenge me with new skills and knowledge | 617 | 526 | 297 | 0 | 43 |
| I play a variety of sports | 1128 | 161 | 156 | 0 | 38 |
| I learn about the rules and strategies of each sport | 916 | 294 | 231 | 0 | 42 |
| I learn how to be part of a team and communicate with others | 910 | 292 | 237 | 0 | 44 |
| I learn how and why to keep fit and healthy | 1014 | 247 | 182 | 0 | 40 |
| I get the opportunity to exercise | 1154 | 170 | 114 | 0 | 45 |
| The lessons are active and fun | 984 | 304 | 153 | 0 | 42 |
| I have the opportunity to help others with their performance | 575 | 525 | 332 | 0 | 51 |

Q.8 Do you feel that Physical Education has skills that you will need in your future life?

| Topic | Valuable | Not Sure | Not That Important | Not Answered | Not Asked |
|-----------------------------------|----------|----------|--------------------|--------------|-----------|
| Sporting Skills | 1019 | 249 | 178 | 0 | 37 |
| Health & Fitness | 1275 | 111 | 55 | 0 | 42 |
| Team Work & Communication | 1197 | 170 | 78 | 0 | 38 |
| Playing by the Rules | 1087 | 201 | 149 | 0 | 46 |
| Problem Solving & Decision Making | 1003 | 283 | 148 | 0 | 49 |

Q.9 What do you think about the frequency of Physical Education classes? (Choose one)

| Choice | Count | Percentage of Sample Answering | Percentage of Sample Asked | Percentage of Total Sample |
|---|--------------|---------------------------------------|-----------------------------------|-----------------------------------|
| I have the right amount of Physical Education classes | 691 | 48.1% | 48.1% | 46.6% |
| I want to take more Physical Education classes if available | 494 | 34.4% | 34.4% | 33.3% |
| I want to take less Physical Education classes | 253 | 17.6% | 17.6% | 17.1% |



2007 - 2008 Physical Education Survey for Teachers

Analyzing 15 responses.

Presentation generated on November 19, 2007.

Q.1 I have ___ total years of physical education teaching experience (check one):

| Choice | Count | Percentage of Sample Answering | Percentage of Sample Asked | Percentage of Total Sample |
|--------------------|-------|--------------------------------|----------------------------|----------------------------|
| 1 - 4 years | 4 | 26.7% | 26.7% | 26.7% |
| 5 - 10 years | 4 | 26.7% | 26.7% | 26.7% |
| 11 - 15 years | 3 | 20.0% | 20.0% | 20.0% |
| more than 15 years | 4 | 26.7% | 26.7% | 26.7% |

Q.2 I have certification to teach:

| Choice | Count | Percent of Sample Asked | Percent of Total Sample |
|----------------------------|-------|-------------------------|-------------------------|
| PK - 12 Physical Education | 14 | 100.0% | 93.3% |
| PK - 12 Health Education | 10 | 100.0% | 66.7% |
| Other Endorsements | 3 | 100.0% | 20.0% |

Q.3 I do most of my teaching for Madison at:

| Choice | Count | Percentage of Sample Answering | Percentage of Sample Asked | Percentage of Total Sample |
|-------------------|-------|--------------------------------|----------------------------|----------------------------|
| Elementary School | 6 | 40.0% | 40.0% | 40.0% |
| Middle School | 5 | 33.3% | 33.3% | 33.3% |
| High School | 4 | 26.7% | 26.7% | 26.7% |

Q.4 I am a member of the Connecticut Association for Health, Physical Education, Recreation & Dance, the National Association for Sport and Physical Education, and/or the American Alliance for Health, Physical Education, Recreation and Dance

| Choice | Count | Percentage of Sample Answering | Percentage of Sample Asked | Percentage of Total Sample |
|--------|-------|--------------------------------|----------------------------|----------------------------|
| Yes | 7 | 46.7% | 46.7% | 46.7% |
| No | 8 | 53.3% | 53.3% | 53.3% |

Q.5 I have attended a state, regional, or national physical education conference in the past three years.

| Choice | Count | Percentage of Sample Answering | Percentage of Sample Asked | Percentage of Total Sample |
|--------|-------|--------------------------------|----------------------------|----------------------------|
| Yes | 10 | 71.4% | 71.4% | 66.7% |
| No | 4 | 28.6% | 28.6% | 26.7% |

Q.6 How often do you use each of the following techniques to teach physical education in your classes?

| Topic | Daily | Weekly | Monthly | Rarely | Never | Not Answered | Not Asked |
|---|-------|--------|---------|--------|-------|--------------|-----------|
| a. Proper use of equipment | 15 | 0 | 0 | 0 | 0 | 0 | 0 |
| b. Demonstrations/skill modeling | 15 | 0 | 0 | 0 | 0 | 0 | 0 |
| c. Review of rules | 15 | 0 | 0 | 0 | 0 | 0 | 0 |
| d. Class management procedures | 14 | 1 | 0 | 0 | 0 | 0 | 0 |
| e. Problem solving | 7 | 7 | 1 | 0 | 0 | 0 | 0 |
| f. Self-directed tasks | 11 | 4 | 0 | 0 | 0 | 0 | 0 |
| g. Peer/self assessment | 5 | 5 | 4 | 1 | 0 | 0 | 0 |
| h. Portfolio assessment | 0 | 1 | 4 | 6 | 2 | 0 | 2 |
| i. Respect of others space | 14 | 1 | 0 | 0 | 0 | 0 | 0 |
| j. Drill and practice | 14 | 1 | 0 | 0 | 0 | 0 | 0 |
| k. Groups or team activities | 11 | 4 | 0 | 0 | 0 | 0 | 0 |
| l. Individualized assignments | 7 | 4 | 2 | 2 | 0 | 0 | 0 |
| m. Physical education-related field trips | 0 | 0 | 0 | 5 | 10 | 0 | 0 |
| n. Virtual activity experiences | 2 | 1 | 0 | 0 | 11 | 0 | 1 |
| o. Lecture with student note taking | 0 | 2 | 4 | 7 | 2 | 0 | 0 |
| p. Whole-class discussion | 9 | 3 | 3 | 0 | 0 | 0 | 0 |
| q. Student-led discussion | 1 | 9 | 3 | 2 | 0 | 0 | 0 |
| r. Guest speakers | 1 | 0 | 1 | 7 | 6 | 0 | 0 |
| s. Library/Internet research | 0 | 0 | 0 | 9 | 6 | 0 | 0 |
| t. Interdisciplinary lessons | 3 | 2 | 5 | 4 | 1 | 0 | 0 |

Q.7 To what extent is each of the following a problem that limits students' physical education in your school?

| Topic | Not a Problem | Slight Problem | Moderate Problem | Major Problem | Not Answered | Not Asked |
|---|---------------|----------------|------------------|---------------|--------------|-----------|
| Availability of funds for physical education equipment and supplies | 4 | 6 | 4 | 1 | 0 | 0 |
| Availability of appropriate equipment and supplies | 2 | 7 | 4 | 2 | 0 | 0 |
| Availability of and access to computers and other technology | 7 | 3 | 2 | 2 | 0 | 1 |
| Pressure to prepare students for state and Presidential fitness assessments | 8 | 6 | 1 | 0 | 0 | 0 |
| Availability of professional development for physical education teachers | 3 | 7 | 5 | 0 | 0 | 0 |

Q.8 Do you feel well prepared -- either through professional development or coursework - to do the following?

| Topic | Not Well Prepared | Somewhat Prepared | Well Prepared | Very Well Prepared | Not Answered | Not Asked |
|---|-------------------|-------------------|---------------|--------------------|--------------|-----------|
| a. Develop lessons on health related fitness | 1 | 0 | 5 | 9 | 0 | 0 |
| b. Use an approach that connects physical education with physically active life style | 0 | 0 | 6 | 9 | 0 | 0 |
| c. Develop lessons that provide opportunities for students to actively construct their own knowledge | 0 | 0 | 6 | 9 | 0 | 0 |
| d. Provide opportunities for students to use equipment to verify their skills and fitness | 0 | 0 | 6 | 9 | 0 | 0 |
| e. Use cooperative learning groups | 0 | 1 | 5 | 9 | 0 | 0 |
| f. Model multiple game strategies and have students apply what they have learned | 0 | 0 | 5 | 10 | 0 | 0 |
| g. Have students create their own games and activities | 0 | 0 | 9 | 6 | 0 | 0 |
| h. Teach classes containing students of heterogeneous abilities and skill levels | 0 | 0 | 5 | 10 | 0 | 0 |
| i. Use adaptive techniques for students with special needs | 0 | 3 | 9 | 3 | 0 | 0 |
| j. Teach classes of students with different learning styles | 0 | 2 | 4 | 9 | 0 | 0 |
| k. Connect physical education to real-life contexts | 0 | 1 | 5 | 9 | 0 | 0 |
| l. Use a variety of assessment strategies to measure students? success | 0 | 0 | 7 | 8 | 0 | 0 |
| m. Use videotaping to analyze and improve student performance | 1 | 5 | 8 | 1 | 0 | 0 |
| n. Use hand-held PDA/computers for observations of skills | 9 | 3 | 3 | 0 | 0 | 0 |
| o. Collect and analyze data to change instruction and improve performance | 0 | 5 | 6 | 4 | 0 | 0 |
| p. Use hand-held PDA/computers for inventory of equipment and supplies | 7 | 5 | 2 | 1 | 0 | 0 |
| q. Use the Internet in your physical education teaching to research best practices | 0 | 2 | 5 | 7 | 0 | 1 |
| r. Use the Internet in your teaching for collaborative projects with classes/individuals in other schools | 2 | 5 | 3 | 5 | 0 | 0 |

Q.9 In the past three years, how many hours of professional development have you had in physical education?

| Choice | Count | Percentage of Sample Answering | Percentage of Sample Asked | Percentage of Total Sample |
|--------------------|-------|--------------------------------|----------------------------|----------------------------|
| None | 0 | 0.0% | 0.0% | 0.0% |
| 6 hours or less | 3 | 20.0% | 20.0% | 20.0% |
| 7 - 15 hours | 5 | 33.3% | 33.3% | 33.3% |
| 16 - 35 hours | 4 | 26.7% | 26.7% | 26.7% |
| More than 35 hours | 3 | 20.0% | 20.0% | 20.0% |

Q.10 If you have had professional development related to your physical education teaching in the past three years, what was the format? (Check all that apply)

| Choice | Count | Percent of Sample Asked | Percent of Total Sample |
|--|-------|-------------------------|-------------------------|
| N/A | 1 | 100.0% | 6.7% |
| Attendance at a workshop on physical education teaching | 13 | 100.0% | 86.7% |
| Observation of other physical educators teaching as part of your own professional development (formal or informal) | 6 | 100.0% | 40.0% |
| Study group of teachers on physical education standards and practices | 2 | 100.0% | 13.3% |
| A formal college/university physical education course | 2 | 100.0% | 13.3% |
| Service as a mentor and/or peer coach in physical education as part of a formal arrangement that is recognized or supported by the school and district | 3 | 100.0% | 20.0% |
| Attendance at a national or state physical education teacher association meeting | 4 | 100.0% | 26.7% |
| Online seminar or teleconference for physical education | 1 | 100.0% | 6.7% |

Q11. How much emphasis does your instruction place on each of the following elements?

| Topic | Not Much | Some | Moderate | Extensive | Not Answered | Not Asked |
|--|----------|------|----------|-----------|--------------|-----------|
| a. Team games / sportsmanship | 0 | 0 | 4 | 11 | 0 | 0 |
| b. Individual activities | 0 | 2 | 6 | 7 | 0 | 0 |
| c. Body awareness | 0 | 1 | 5 | 9 | 0 | 0 |
| d. Locomotor skills | 0 | 1 | 7 | 7 | 0 | 0 |
| e. Object control | 0 | 0 | 7 | 8 | 0 | 0 |
| f. Physical fitness | 0 | 0 | 4 | 11 | 0 | 0 |
| g. Personal and social skills | 0 | 1 | 2 | 12 | 0 | 0 |
| h. Concept development | 0 | 0 | 8 | 7 | 0 | 0 |
| i. Respect for differences among people | 0 | 0 | 4 | 11 | 0 | 0 |
| j. Functional assessments | 0 | 3 | 9 | 3 | 0 | 0 |
| k. Fitness assessments | 0 | 4 | 6 | 5 | 0 | 0 |
| l. Rules, routines and safety procedures | 0 | 0 | 2 | 13 | 0 | 0 |
| m. Participation in extracurricular physical activity programs | 4 | 3 | 5 | 3 | 0 | 0 |
| n. Applications of physical education in recreation and sports | 0 | 2 | 6 | 7 | 0 | 0 |

Q.12 How much exercise/physical activity/athletic practice do you expect students to do outside of class on an average day?

| Choice | Count | Percentage of Sample Answering | Percentage of Sample Asked | Percentage of Total Sample |
|-------------------|-------|--------------------------------|----------------------------|----------------------------|
| 10 minutes | 0 | 0.0% | 0.0% | 0.0% |
| 20 minutes | 0 | 0.0% | 0.0% | 0.0% |
| 30 minutes | 9 | 60.0% | 60.0% | 60.0% |
| 40 minutes | 1 | 6.7% | 6.7% | 6.7% |
| 60 minutes | 4 | 26.7% | 26.7% | 26.7% |
| More than an hour | 1 | 6.7% | 6.7% | 6.7% |

Q.13 In which of the following ways do students use technology in your physical education class? (Check all that apply)

| Choice | Count | Percent of Sample Asked | Percent of Total Sample |
|----------------------------------|-------|-------------------------|-------------------------|
| Do drill and practice | 5 | 100.0% | 33.3% |
| Monitor heart rate | 2 | 100.0% | 13.3% |
| Play games | 6 | 100.0% | 40.0% |
| Do simulations | 3 | 100.0% | 20.0% |
| Collect data | 5 | 100.0% | 33.3% |
| Retrieve or exchange data | 3 | 100.0% | 20.0% |
| Solve problems using simulations | 4 | 100.0% | 26.7% |
| Take a test or assessment | 6 | 100.0% | 40.0% |

Q.14 Indicate the degree of use of each of the following in your physical education instruction.

| Topic | Do Not Use (Not Needed) | Do Not Use (Not Available) | Use | Not Answered | Not Asked |
|---------------------------------------|-------------------------|----------------------------|-----|--------------|-----------|
| a. Overhead projector | 7 | 2 | 4 | 0 | 2 |
| b. LCD projector | 8 | 2 | 3 | 0 | 2 |
| c. Computers with Internet connection | 4 | 2 | 7 | 0 | 2 |
| d. Hand-held PDA | 5 | 7 | 1 | 0 | 2 |
| e. DVD player | 2 | 1 | 11 | 0 | 1 |
| f. CD player | 1 | 0 | 14 | 0 | 0 |
| g. Video tape recorder/player | 3 | 1 | 10 | 0 | 1 |
| h. Video camera | 5 | 1 | 7 | 0 | 2 |
| i. Digital camera | 4 | 3 | 6 | 0 | 2 |
| j. CPR equipment | 4 | 5 | 4 | 0 | 2 |
| k. Pedometers | 2 | 4 | 9 | 0 | 0 |
| l. Heart rate monitors | 3 | 10 | 1 | 0 | 1 |

Q.15 According to the National Association for Sport and Physical Education, "The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity." Do you think that this goal should be the goal for the Physical Education Program in Madison?

| Choice | Count | Percentage of Sample Answering | Percentage of Sample Asked | Percentage of Total Sample |
|----------|-------|--------------------------------|----------------------------|----------------------------|
| Agree | 15 | 100.0% | 100.0% | 100.0% |
| Disagree | 0 | 0.0% | 0.0% | 0.0% |

Q.16 If you disagree, please explain:

Sample Answering: 0 responses

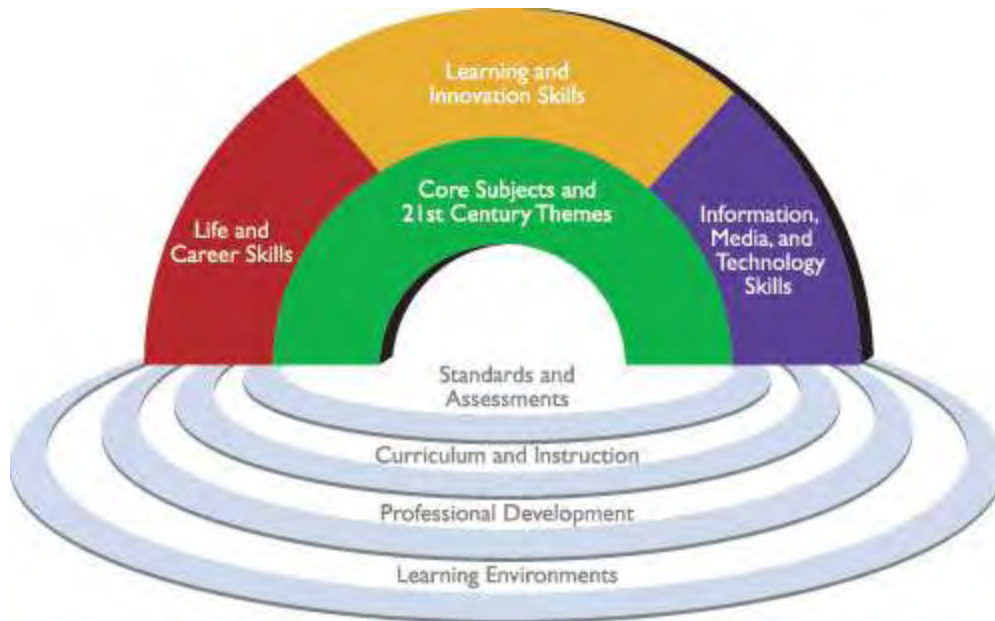
APPENDIX E

Framework for 21st Century Learning

Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for student success in the new global economy.

21st Century Student Outcomes and Support Systems



21st CENTURY STUDENT OUTCOMES

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, **students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.**

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

Core Subjects and 21st Century Themes

Mastery of **core subjects and 21st century themes** is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving

21st century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21st Century Support Systems

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

21st Century Skills Overview

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of **skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise**
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY*Manage Projects*

- Set and meet goals, even in the face of obstacles and competing pressure
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically
 - Manage time and projects effectively
 - Multi-task
 - Participate actively, as well as be reliable and punctual
 - Present oneself professionally and with proper etiquette
 - Collaborate and cooperate effectively with teams
 - Respect and appreciate team diversity
 - Be accountable for results

LEADERSHIP AND RESPONSIBILITY*Guide and Lead Others*

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind