

Chariho Regional School District

Physical Education Curriculum

Grades K-12

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Chariho Regional School District Physical Education Curriculum Grades K-12

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Physical Education Task Force Membership

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Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning, and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.



Physical Education Curriculum

Introduction

The Chariho Regional School District has developed a new Physical Education Curriculum that is standards-based and one that reflects current best practice in the field. This curriculum updates content and sources of information. It makes expanded use of advances in technology and emphasizes skill building for students, families, and the community.



District Mission

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

District Vision

With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The District is recognized by the community as its greatest asset.

District Beliefs

We believe that high academic standards and research informed decision making are critical

- All students can learn and meet or exceed rigorous standards.
- All students at every level must be engaged in rigorous and challenging academic experiences.
- Rigorous academic standards are the foundation of this school district.
- Instructional and program decisions must be data-informed and research-based.
- Learning is a continuous lifelong process.
- Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.
- The physical, social, and emotional wellness of every child is necessary for optimum learning.

We believe that the larger community must be fully engaged in the learning process

- Education is a shared responsibility of students, parents, staff, and the community.
- Students thrive when supported, nurtured, and engaged by the community.
- In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.
- Schools must prepare students to be team members and leaders, community contributors, and productive citizens in a global society.



Report on Knowledge Base for Physical Education

Physical education is planned, sequential instruction that promotes lifelong activity. Participation in a quality physical education program will lead to healthier lifestyles and healthier lives. Through physical education, our children will learn to improve their fitness, have stronger bones, maintain a healthy weight, and reduce risk of heart disease. As a result, our children will be mentally ready for improved academic achievement and knowledgeable about setting and achieving personal goals. Psychologically, children will build self-confidence and self-esteem, have an outlet for stress reduction, and reduce their risk of depression.

Hallmarks of Excellence for Physical Education

Desirable Features of the Curriculum

MORE

- Appropriate equipment/facilities to support the implementation of the curriculum
- Student-driven/ self-directed lessons
- Technology-based assessment tools
- Activity time for each student
- Emphasis on health-related fitness
- Inquiry-based instruction
- Current issues in physical education
- Regular assessment to reinforce student learning
- Out of school assignments that support learning and practice

LESS

- Emphasis on competition
- Teacher decision-making
- Following patterns of others



Statement of Educational Goals for Physical Education



The graduate of Chariho High School is physically fit. By learning the skills and applying the concepts taught through the physical education program, the graduate demonstrates responsibility, respects diversity, and appreciates the benefits of regular physical activity.

Standards for Physical Education

A physically educated person...

PE/1.0: Demonstrates competency in many movement forms and proficiency in a few movement forms.

PE/2.0: Applies movement concepts and principles to the learning and development of motor skills.

PE/3.0: Understands the implications of and the benefits derived from involvement in physical activity.

PE/4.0: Applies physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.

PE/5.0: Demonstrates responsible personal and social behavior in physical activity settings.

PE/6.0: Understands that internal and external environments influence physical activity.



Physical Education Standards by Grade

Standard PE/1.0: A physically educated person demonstrates competency in many movement forms and proficiency in a few movement forms.

Students will demonstrate the ability to:

Kindergarten/Grade One

- use mature form in basic gross locomotor patterns (e.g., run, jump, hop, leap)
- show awareness of movement in relation to body, space, time, and effort (e.g., tempo, kinesphere, directionality, relationship).
- use initial form in fundamental manipulative skills (e.g., throw, catch, strike, dribble).
- demonstrate initial form in fundamental combinations of movement skills (e.g., run and jump, strike and run)

Grades Two/Three

- use mature form in combination gross locomotor patterns (e.g., skip, gallop, slide)
- master non-locomotor skills (e.g., body, space, time, effort, relationship).
- use rudimentary form in fundamental manipulative skills (e.g., throw, catch, strike, dribble)
- apply fundamental combinations of movement skills, in low organized games and activities (e.g., run and jump, strike and run)

Grades Four/Five

- use mature form in many gross locomotor and many combination patterns (e.g., run, hop, jump, leap, skip, gallop, slide)
- use mature form in non-locomotor skills (e.g., body, space, time, effort, relationship)
- show mature form in fundamental manipulative skills (e.g., throw, catch, strike, dribble)
- show mature form in fundamental combinations of movement skills (e.g., run and jump, strike and run)
- apply beginning strategies in various games and sports
- transfer movement skills between activities at a rudimentary level
- practice activities to increase skill competence

Grades Six-Eight

- use mature form in many basic manipulative, locomotor and non-locomotor skills



- show consistency in skills specific to games and sports (e.g., pivoting, sliding, setting)
- adapt and combine skills to the demands of increasingly complex situations of selected movement forms
- show competence in modified versions of a variety of movement forms

Grades Nine-Twelve

- show competence (e.g., basic skills, strategies, and rules) in an increasing number of more complex versions in at least three types of movement forms (e.g., individual, team, and recreational activities).
- show proficiency in a few movement forms (e.g. individual, team, and recreational activities)

Standard PE/2.0: A physically educated person applies movement concepts and principles to the learning and development of motor skills.

Students will demonstrate the ability to:

Kindergarten/Grade One

- recognize an initial movement vocabulary (e.g. heart rate)
- listen and respond appropriately to feedback in regard to movement skills

Grades Two/Three

- apply movement vocabulary to an appropriate situation
- use introductory application of biomechanical principles (e.g., center of gravity, base of support, force)
- recognize critical elements of movement skills to provide feedback to self and others (e.g. peer assessment)
- recognize introductory strategies for offensive and defensive concepts (e.g., off ball movement, recognize passing lanes, scoring strategies, passing ahead)

Grades Four/Five

- use rudimentary application of biomechanical principles (e.g. center of gravity, base of support, force)
- use critical elements of fundamental and specialized movement skills to provide feedback to self and others (e.g. self/peer assessment, transfer of weight, opposition skills, point to target).
- use rudimentary strategies for offensive and defensive concepts (e.g., off ball movement, recognize passing lanes, scoring strategies, passing ahead)
- transfer movement skills, concepts, and principles between activities at a rudimentary level



Grades Six-Eight

- use information from a variety of sources of internal and external origin to improve performance
- identify and apply bio-mechanical principles to enhance performance
- identify and apply critical elements of various movement forms to provide feedback for both self- and peer-assessment
- understand and apply strategies in a variety of game situations
- transfer movement skills, concepts, and principles between activities at a consistent level

Grades Nine-Twelve

- apply activity-specific knowledge to develop movement competence or proficiency
- identify and apply critical elements to enable the development of movement competence or proficiency
- transfer movement skills, concepts, and principles between activities at a more complex level
- analyze and apply basic offensive and defensive strategies in games and sports

Standard PE/3.0: A physically educated person understands the implications of and the benefits derived from involvement in physical activity.

Students will demonstrate the ability to:

Kindergarten/Grade One

- recognize the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention)
- use physical activity as a means of self-expression

Grades Two/Three

- recognize the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes)
- recognize the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline)
- recognize the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork).
- use physical activity as a means of self-expression

Grades Four/Five

- identify the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention,



physiologic changes)

- identify the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline)
- identify the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork)
- identify the cognitive benefits of regular participation in physical activity (e.g., improves focus and concentration)
- use physical activity as a means of self-expression

Grades Six-Eight

- explain the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes)
- explain the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline)
- explain the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork)
- explain the cognitive benefits of regular participation in physical activity (e.g., improves focus and concentration)
- participate in more challenging activities to learn new skills
- use physical activity as a means of self-expression

Grades Nine-Twelve

- analyze the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention)
- analyze the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline)
- analyze the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork)
- identify the cognitive benefits of regular participation in physical activity (e.g., increases levels of serotonin and endorphins in the brain, producing state of relaxed alertness conducive to learning)

Standard PE/4.0: A physically educated person applies physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.

Students will demonstrate the ability to:

Kindergarten/Grade One

- participate in activities promoting health-related fitness



- recognize components of health-related physical fitness assessment
- identify health-enhancing physical activities in which they participate

Grades Two/Three

- participate at the introductory level in some components of a health-related physical fitness assessment tool (e.g., FitnessGram, Physical Best, President's Council on Physical Fitness)
- select and participate regularly in physical activities for the purpose of improving skills and health
- recognize how fitness testing results relate to their ability to perform various physical activities
- participate in several activities related to each component of health-related physical fitness (e.g., cardio-respiratory, muscular strength and endurance, flexibility, balance, agility)
- recognize changes in pre and post- test results in health-related fitness tests resulting from physical activity
- recognize that a variety of technologies exist that may enhance fitness levels (e.g. web-based programs, fitness machines,)

Grades Four/Five

- make progress towards, meet, or exceed the health-related fitness standards of the assessment tool
- understand how physical fitness testing results (e.g., pre/post test, assessments, charts) relate to their ability to perform various activities
- recognize changes in pre and post test results in health-related fitness tests and develop basic physical activity plan based on these results
- identify several physical activities related to each component of health-related physical fitness (e.g., cardiovascular: jogging, aerobics, hiking, spinning; cardio-respiratory: muscular strength and endurance, flexibility, balance, agility)
- select and participate regularly in physical activities for the purpose of improving physical skills and health
- identify factors that promote and that prevent physical activity and develop some strategies to maintain a physically active lifestyle
- identify ways to be physically active in structured and non-structured settings that promote lifelong fitness
- identify a variety of technologies that can assist in the development of a fitness plan (e.g. websites, heart rate monitors)



Grades Six-Eight

- participate in a health-related physical fitness assessment (e.g., FitnessGram, Physical Best, President's Council)
- make progress towards, meet, or exceed the health-related fitness standards of the assessment tool
- assess and evaluate personal health status from fitness assessment results
- develop personal fitness goals and a plan to achieve those goals based on the results of the health-related physical fitness assessment
- participate in activities to achieve personal fitness goals
- participate in activities to improve skills and health, including activities related to each component of health-related physical fitness
- explain factors that affect physical activity and develop strategies some strategies to maintain a physically active lifestyle
- meet or exceed national physical activity recommendations* by participating in physical activities in structured and non-structured settings that promote lifelong fitness and health
- describe how various technologies can help to assess, plan, maintain, and enhance physical activity level (e.g., web-based programs, heart rate monitors, pedometers, etc.)

Grades Nine-Twelve

- participate in the health-related physical fitness assessment
- show improvement in, meet, or exceed the health-related fitness standards of the assessment tool
- interpret results of fitness assessment to understand personal health status
- apply fitness assessment results to develop personal fitness goals and create a detailed plan to achieve those goals to improve personal health status
- explain how and why participation in a variety of activities can affect fitness and health
- participate in activities to improve physical skills and fitness, including activities related to each component of health-related physical fitness
- analyze factors that affect physical activity and apply behavioral and cognitive strategies to adopt and maintain a physically active lifestyle
- show improvement in, meet or exceed national physical activity recommendations* by participating in physical activities in structured and non-structured settings that promote lifelong fitness and health
- utilize a variety of technologies to assess, plan, maintain, and enhance physical activity level



Standard PE/5.0: A physically educated person demonstrates responsible personal and social behavior in physical activity settings.

Students will demonstrate the ability to:

Kindergarten/Grade One

- show self control with regard to personal and general space
- follow activity-specific rules, procedures, and etiquette
- utilize safety principles in activity situations and settings
- work cooperatively and productively with a partner and/or a group to accomplish a set goal
- work independently and on task for developmentally appropriate periods of time
- understand and use appropriate interactions with peers while participating in group activities

Grades Two/Three

- show self control in movement activities
- follow activity-specific rules, procedures, and etiquette
- utilize safety principles in activity situations and settings
- work cooperatively and productively with a partner and/or a group to accomplish a set goal
- work independently and on task for developmentally appropriate periods of time
- describe appropriate interactions for participating in group activities

Grades Four/Five

- show self control in game and movement activities
- follow activity-specific rules, procedures, and etiquette
- utilize safety principles in activity situations and settings
- work cooperatively and productively with a partner and/or a group to accomplish a set goal
- work independently and on task for developmentally appropriate periods of time
- describe and use appropriate ways to peacefully resolve conflicts
- interact appropriately with peers while participating in group activities

Grades Six-Eight

- use responsible decision making in all physical activity settings. (e.g., applying safe practices, laws, rules, and procedures)
- explain the influence of peer pressure on behavior in physical activity settings
- resolve conflict in appropriate ways
- analyze potential consequences when confronted with a behavior choice
- work cooperatively with a group to achieve group goals in competitive as well as cooperative settings
- discuss the use of physical activity as a means for social interaction
- participate with others in games, sports, and activities to achieve a common goal

Grades Nine-Twelve

- apply safe practices, rules, and procedures in all physical activity settings
- explain why and how rules make participation in physical activity safe
- act independently of negative peer pressure
- resolve conflicts in appropriate ways
- work cooperatively and productively with a partner and/or a group setting to accomplish a set goal
- anticipate potentially dangerous consequences and outcomes of participation in physical activities
- describe how physical activity can provide opportunities for positive social interaction
- participate with others in games, sports, and activities to achieve a common goal

Standard PE/6.0: A physically educated person understands that internal and external environments influence physical activity.

Students will demonstrate the ability to:

Kindergarten/Grade One

- recognize characteristics of appropriate and safe areas within their neighborhood to participate in physical activity
- recognize physical activities that can be performed in a variety of settings
- identify youth organizations in the community that offer physical activity program (e.g., YMCA/YWCA, recreation departments, Police Athletic Leagues)
- know there are a variety of valid sources to find information about physical activity



Grades Two/Three

- recognize appropriate and safe areas within the community to participate in physical activity
- recognize physical activities that can be performed in a variety of settings
- recognize how peers, media, and technology can impact one's level of physical activity
- recognize healthy ways to promote physical activity with peers
- identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWCA, recreation departments, PAL)
- identify a variety of valid sources to find information about physical activity

Grades Four/Five

- identify appropriate and safe areas within the community to participate in physical activity
- identify physical activities that can be performed in a variety of settings
- have a fundamental understanding of how media and technology can impact one's level of physical activity
- identify healthy ways to promote physical activity with peers
- identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWCA, recreation departments, PAL)
- use a variety of valid sources to find information about physical activity
- identify a variety of emotions that can impact physical activity levels

Grades Six-Eight

- describe appropriate and safe areas within the community to participate in physical activity
- describe physical activities that can be performed in a variety of settings
- describe different forms of media and technology that impact one's level of physical activity
- describe how one's home/family environment can impact one's level and type of physical activity
- describe healthy ways to promote physical activity with one's peers
- identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWWCA, recreation departments, PAL)
- use a variety of reliable and valid sources to find information about physical activity
- describe how positive and negative emotions can impact physical activity levels

Grades Nine-Twelve

- evaluate appropriate and safe areas within the community to participate in physical activity



- identify physical activities that can be performed in a variety of settings
- analyze how media and technology can impact one's level and type of physical activity
- explain how the home/family environment can impact one's level of physical activity
- design healthy ways to promote physical activity with one's peers
- identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWCA, recreation departments, PAL)
- analyze a variety of resources to select physical activity information that is reliable and valid
- identify and analyze how positive and negative emotions can impact physical activity levels, and describe ways to overcome emotional barriers to physical activity



Suggested Rubrics and Checklists

KINDERGARTEN

As a result of participating in a quality physical education program it is reasonable to expect that the student will be introduced to:

- Travel, in different ways, in a large group without bumping into others or falling down.
- Travel, in forward and sideways directions, and change direction quickly in response to a signal.
- Demonstrate clear contrasts between slow and fast speeds while traveling.
- Distinguish between straight, curved, and zigzag pathways while traveling in various ways.
- Make both large and small body shapes while traveling.
- Travel, demonstrating a variety of relationships with objects, (e.g., over, under, behind, alongside, through).
- Place a variety of body parts into high, middle, and low levels.
- Without falling, walk forward and sideways on a painted line.
- Toss a ball and catch it before it bounces twice.
- Demonstrate the difference between an overhand and underhand throw.
- Kick a stationary ball.
- Jump a swinging rope held by others.
- Swing a rope for others to jump.
- Walk and run using a mature motor pattern.
- Sustain moderate physical activity.
- Identify selected body parts, skills, and movement concepts.
- Recognize that skill development requires practice.
- Recognize that physical activity is good for personal well being.
- State guidelines and behaviors for the safe use of equipment and apparatus.
- Identify feelings that result from participation in physical activities.
- Enjoy participation alone and with others.

GRADE 1

As a result of participating in a quality physical education program it is reasonable to expect that the student will be introduced to:

- Travel changing speeds and direction in response to a signal.
- Demonstrate clear contrast between slow and fast speeds in response to a variety of rhythms.
- Move through an obstacle course with varying levels and directions.



- Demonstrate body and spatial awareness skills.
- Travel demonstrating a variety of relationships with objects. Individuals and groups.
- Demonstrate balance on different body parts.
- Kick a slowly rolling ball.
- Kick a slowly rolling ball using a smooth continuous running approach.
- Demonstrate an overhand throw in opposition.
- Catch a self-tossed ball.
- Bounce a ball using dominant hand.
- Strike an object with a body part or equipment.
- Strike a ball with a bat from a tee or cone using correct grip and side orientation.
- Jump a self-turned rope.
- Skip, hop, gallop, and slide.
- Sustaining moderate physical activity.
- Recognize that there are safety rules for physical activities.
- Participate in a wide variety of activities that involve locomotion, non-locomotion, and the manipulation of various objects.
- Identify appropriate behaviors for participating with others in physical activity.
- Identify changes in the body during physical activity.
- State reasons for safe and controlled movements.
- Identify feelings that result from participation in physical activities.
- Be considerate of others in physical activity settings.

GRADE 2

As a result of participating in a quality physical education program it is reasonable to expect that the student will be introduced to:

- Travel, changing speeds and directions, in response to a variety of rhythms.
- Jump and land using a combination of one and two foot takeoffs and landings
- Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others.
- Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts
- Use the instep of the foot to kick a slowly rolling ball into the air or along the ground.
- Demonstrating an overhand technique, a side orientation, and opposition when throwing a ball with force.
- Catch, using properly positioned hands, a gently thrown ball.
- Continuously dribble a ball, using the hands or feet, without losing control.
- Strike a ball repeatedly with a paddle or body part.



- Consistently strike a ball with a bat from a tee or cone, using a correct grip and side orientation.
- Repeatedly jump a self-turned rope.
- Skip, hop, gallop, and slide show mastery of motor patterns.
- Sustain moderate physical activity.
- Demonstrate safety while participating in physical activity.
- Participate in a wide variety of activities that involve locomotion, non-locomotion, and the manipulation of various objects.
- Recognize similar movement concepts in a variety of skills.
- Identify appropriate behaviors for participating with others in physical activity.
- Identify changes in the body during physical activity.
- State reasons for safe and controlled movements.

GRADE 3

As a result of participating in a quality physical education program it is reasonable to expect that the student will be introduced to:

- Dodge an individual or object.
- Leap leading with dominant foot.
- Combine various traveling patterns in time to music.
- Balance on a variety of stationary objects.
- Dribble a ball with hand and feet at various speeds.
- Strike a softly thrown lightweight ball back to a partner with a variety of body parts.
- Consistently strike a softly thrown ball with a bat or paddle demonstrating and appropriate grip, side to the target.
- Throw, kick, using force.
- Catch various size and shape balls at different speeds.
- Demonstrate variety of skills in a self-turned jump rope.
- Jump and land for height and distance.
- Maintain continuous aerobic activity.
- Support, lift, and control body weight while being active.
- Regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.
- Recognize fundamental components and strategies used in simple games and activities.
- Describe healthful benefits that result from regular and appropriate participation in physical activity.
- Analyze potential risks associated with physical activities.
- Recognize differences and similarities in others' physical activity.



GRADE 4

As a result of participating in a quality physical education program it is reasonable to expect that the student will be introduced to:

- Dodge or catch an individual or object.
- Leap leading with either foot.
- Dribbling and maintaining control of a ball with hands or feet while traveling within a group.
- Strike a softly thrown, lightweight ball back to a partner using a variety of body parts, and combinations of body parts (e.g., the bump in volleyball).
- Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target and swing plane.
- Develop patterns and combinations of movements into repeatable sequences.
- Without hesitation, travel into and out of a rope turned by others.
- Balance, with control, on a variety of objects (e.g., scooters).
- Jump and land for height and distance using a mature motor pattern.
- Throw, catch, and kick using mature motor patterns.
- Maintain continuous aerobic activity for a specified time.
- Maintain appropriate body alignment during activity (e.g., lifting).
- Support, lift, and control body weight in a variety of activities.
- Regularly participate in physical activity for the purpose of improving skillful performance and physical fitness.
- Distinguish between compliance and non-compliance with game rules and fair play.
- Select and categorize specialized equipment used for participation in a variety of activities.
- Recognize fundamental components and strategies used in simple games and activities.
- Describe essential elements of mature movement patterns.
- Describe healthful benefits that result from regular and appropriate participation in physical activity.
- Analyze potential risks associated with physical activities.
- Design games, and dance sequences that are personally interesting.
- Recognize differences and similarities in others' physical activity.

GRADES 5 & 6

As a result of participating in a quality physical education program it is reasonable to expect that the student will be introduced to:

- Throw a variety of objects demonstrating both accuracy and distance.
- Continuously strike a ball to a wall, or partner, with a paddle using forehand and backhand strokes.
- Consistently strike a ball, using a variety of equipment, so that it travels in an intended direction and height.



- Design and perform dance sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow.
- Hand and foot dribble while preventing an opponent from stealing the ball.
- In a small group keep an object continuously in the air without catching it.
- Consistently throw and catch a ball while guarded by opponents.
- Develop strategies and play small group games that involve cooperating with others to keep an object away from opponents (basic offensive and defensive strategy).
- Design and refine a routine, combining various jump rope movements to music, so that it can be repeated without error.
- Leap, roll, balance, transfer weight, bat volley, hand and foot dribble, and strike a ball with a paddle, using mature motor patterns. (1,2,4)
- Participate in vigorous activity for a sustained period of time while maintaining a target heart rate.
- Recover from vigorous physical activity in an appropriate length of time.
- Monitor heart rate before, during, and after activity.
- Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, and cardiorespiratory functioning.
- Participate in a variety of games, sports, dance, and outdoor pursuits to discover interests and capabilities., both in and outside of school, based on individual interests and capabilities.
- Recognize that time and effort are prerequisites for skill improvement and fitness benefits.
- Recognize the role of games, sports, and dance in getting to know and understand others of like and different cultures.
- Identify opportunities in school and community for regular participation in physical activity.
- Identify principles of training and conditioning for physical activity.
- Identify proper warm-up, conditioning, and cool-down techniques and the reasons for using them.
- Identify benefits resulting from participation in different forms of physical activities.
- Detect, analyze, and correct errors in personal movement patterns.
- Describe ways to use the body and movement activities to communicate ideas and feelings.
- Accept and respect the decisions made by game officials, whether they are students, teachers, of officials outside of school.
- Seek out, participate with, and show respect for persons of like and different skill levels.
- Understand the importance of exercise at home for personal enjoyment and benefit.

GRADES 7 & 8

As a result of participating in a quality physical education program it is reasonable to expect that the student will be introduced to:

- Explore introductory outdoor pursuit skill.
- Combine skills competently to participate in modified versions of team and individual sports.
- Perform a variety of dances.
- Use basic offensive and defensive strategies while playing a modified version of a sport.
- Practices in ways that are appropriate for learning new skills or sports on his/her own.
- Correctly demonstrate basic weight training techniques.
- Sustain an aerobic activity, maintaining a target heart rate, to achieve cardiorespiratory benefits.
- Improve and maintain appropriate body composition.
- Participate in an individualized fitness program.
- Identify and follow rules while playing sports and games.
- Recognize the effects of substance abuse on personal health and performance in physical activity.
- List long term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.
- Describe principles of training and conditioning for specific physical activities.
- Describe personal and group conduct, including ethical behavior, appropriate for engaging in physical activity.
- Analyze and categorize activities and exercise according to potential fitness benefits.
- Analyze offensive and defensive strategies in games and sports.
- Evaluate the roles of exercise and other factors in weight control.
- Enjoy the aesthetic and creative aspects of performance.
- Respect physical and performance limitations of self and others.
- Understand the importance of improving physical ability and performance.
- Participate and complete all items on the district fitness assessment tool in a pre and post-test format, to the best of their ability.

GRADES 9 & 10

As a result of participating in a quality physical education program it is reasonable to expect that the student will be introduced to:

- Demonstrate basic competence in physical activities selected from each of the following categories: dance, individual, dual, and team activities and sports, and outdoor pursuits
- Assess personal fitness status in terms of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
- Design and implement a personal fitness program that relates to total wellness.
- Participate in a variety of games, sport, and dance activities.
- Participate cooperatively and ethically when in competitive physical activities.

- Identify participation factors that contribute to enjoyment and self-expression.
- Compare and contrast offensive and defensive patterns in sports.
- Discuss the historical roles of games, sports, and dance in the cultural life of a population.
- Categorize, according to their benefits and participation requirements, activities that can be pursued in the local community.
- Analyze and compare health and fitness benefits derived from various physical activities.
- Analyze and evaluate personal fitness profile.
- Use biomechanical concepts and principles to analyze and improve performance of self and others.
- Appreciate and respect the natural environment while participating in physical activity.
- Enjoy the satisfaction of meeting and cooperating with others during physical activity.
- Potential to desire the enjoyment, satisfaction, and benefits of regular physical activity.
- Participate and complete all items on the district assessment tool in a pre and posttest format, to the best of their ability.

GRADES 11 & 12

As a result of participating in a quality physical education program it is reasonable to expect that the student will be introduced to:

- Demonstrate intermediate or advanced competence in at least one activity from three of the six following categories: dance, outdoor pursuits, individual activities sports, dual activities, team activities.
- Apply scientific principles to learning and improving skills.
- Maintain appropriate levels of cardiorespiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthful lifestyle.
- Use the results of fitness assessments to guide changes in his/her personal program of physical activity.
- Monitor exercise and other behaviors related to a healthful lifestyle.
- Willingly participate in games, sports, dance, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and the maintenance of wellness.
- Identify the effects of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation. (5)
- Awareness of time, cost, and accessibility factors related to regular participation in physical activities.
- Use scientific knowledge to analyze personal characteristics and participation in physical activity.
- Evaluate risks and safety factors that may affect physical activity preferences throughout the life cycle.
- Accept the ways in which personal characteristics, performance styles, and activity preferences will change over the life cycle.
- Derive an appreciation for participating in physical activity while demonstrating cooperation and ethical behavior.
- Derive genuine pleasure from participating in physical activity.



- Demonstrate the ability to maintain and improve physical fitness, motor skills, and knowledge about physical activity.
- Understand the benefits derived by making a commitment to physical activity as an important part of one's lifestyle.
- Participate and complete all items on a fitness assessment in a pre and posttest format, to the best of their ability.
- Participate cooperatively and ethically when in competitive physical activities.

Keeps ball in close proximity to body.



District Performance Assessment Plan for Physical Education

| | | Quarter One | Quarter Two | Quarter Three | Quarter Four |
|---------|-------------------------|-------------|-------------|---------------|--------------|
| Grade K | Task | | | | |
| | Standard(s) Assessed | | | | |
| Grade 1 | Task | | | | |
| | Standard(s) Assessed | | | | |
| Grade 2 | Task | | | | |
| | Standard(s) Assessed | | | | |
| Grade 3 | Task | | | | |
| | Standard(s) Assessed | | | | |
| Grade 4 | Task | | | | |
| | Standard(s) Assessed | | | | |
| Grade 5 | Task | | | | |
| | Standard(s) Assessed | | | | |



| | | | | | |
|----------|-------------------------|-------------|-------------|-------------|-------------|
| Grade 6 | Task | | | | |
| | Standard(s) Assessed | | | | |
| Grade 7 | Task | | | | |
| | Standard(s) Assessed | | | | |
| Grade 8 | Task | | | | |
| | Standard(s) Assessed | | | | |
| Grade 9 | Task | Fitnessgram | | | |
| | Standard(s) Assessed | 4.0 | | | |
| Grade 10 | Task | | Fitnessgram | | |
| | Standard(s) Assessed | | 4.0 | | |
| Grade 11 | Task | | | Fitnessgram | |
| | Standard(s) Assessed | | | 4.0 | |
| Grade 12 | Task | | | | Fitnessgram |
| | Standard(s) Assessed | | | | 4.0 |



Suggested Performance Assessments

Elementary Dance Assessment

Create a group dance that uses at least:

- A. 3 locomotor, 2 non-locomotor skills,
- B. Two of each elements of space, time and force.
- C. Your dance must have a theme that shows contrast and transition.
- D. Dance must be in AB, ABA or ABC form.
- E. Your dance must last at least 32 counts.
- F. Your dance must be based upon a theme or event.

Write out your dance using dance vocabulary and hand it in when you finish performing it.

Rubric:

Level 4 (highest level):

- A. Dance includes 3 or more locomotor skills, 2 or more non-locomotor skills.
- B. Dance includes at least 2 or more of each element of space, time and force.
- C. Dance shows contrast and transition.
- D. Dance is in AB, ABA form or ABC form.
- E. Dance must last at least 32 beats or longer.
- F. The theme of the dance is mentioned and explained what dance skills represent each part.

Level 3:

- A. Dance includes at least 3 locomotor and 2 non-locomotor skills.
- B. Dances includes at least 2 of each element of space, time, and force.
- C. Dances shows at least contrast or transition.

- D. Dance is in AB,ABA, or ABC form.
- E. Dance lasts at least 32 beats
- F. The theme of the dance is mentioned.

Level 2:

- A. Dance includes at least 2-3 locomotor and 1-2 non-locomotor skills.
- B. Dance includes 1-2 of each element of space, time, and force.
- C. Dance shows at least contrast or transition.
- D. Dance is in AB,ABA. or ABC. Form
- E. Dance is 24-32 beats long.
- F. The theme may or may not be mentioned.

Level 1:

- A. Dance includes at least 1-2 locomotor and 1 non-locomotor skill.
- B. Dance includes 1 or 2 elements of space, time, and force.
- C. Dance shows at least contrast or transition.
- D. Dance is in AB, ABA, or ABC form.
- E. Dance is 12-24 beats long.
- F. The theme may or may not be mentioned.



**Elementary Physical Education
Assessment Sheet: Throwing & Catching Unit**

Name: _____ Class: _____

Evaluator's Name: _____

Circle the ball if your partner does the skill. Cross out the ball if your partner does not do the skill.

Points

Football Throw

Start with feet together

"L" in elbow toward target

Step to target with opposite foot

Follow through with hand

_____ (4)

Frisbee Throw

Start with feet together

Step to target with same foot

Thumb on top

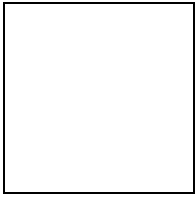
Release disk parallel to ground

Follow through

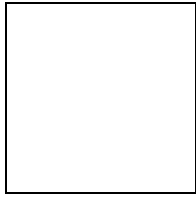
_____ (5)



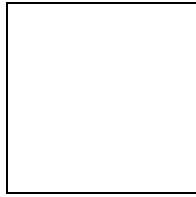
Softball Throw: Underhand



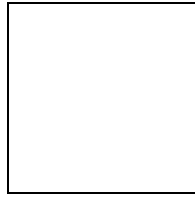
Start with feet together



Throwing hand and arm back



Palm of hand faces forward



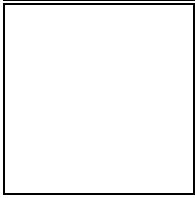
Follow through with hand and arm

_____ (4)

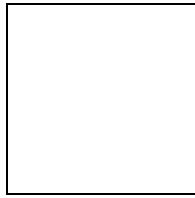


Basketball Chest Pass

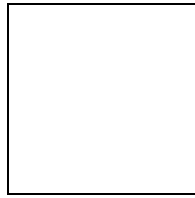
Points



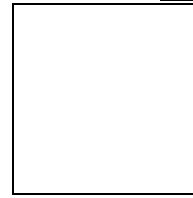
Start with feet together



Hold ball at chest with thumbs in



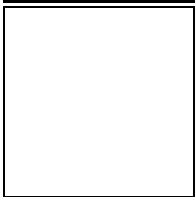
Step forward, extend arms



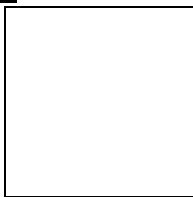
Throw to target at chest level

_____(4)

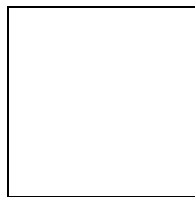
Basketball Bounce Pass



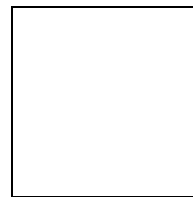
Start with feet together



Hold ball at chest with thumbs in



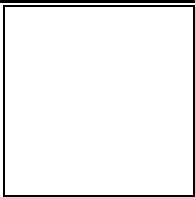
Step forward, extend arms



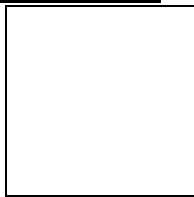
Bounce ball past halfway point

_____(4)

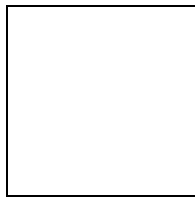
Softball Throw Overhand



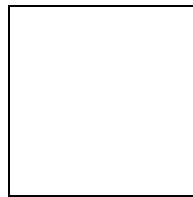
Start with feet together



"L" in elbow



Step forward with opposite foot

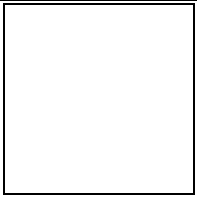


Follow through across body

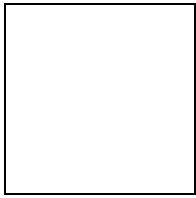
_____(4)



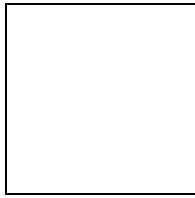
Soccer Throw-In



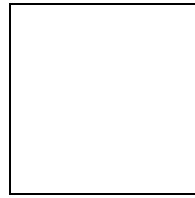
Start with feet together



Both hands hold ball over head



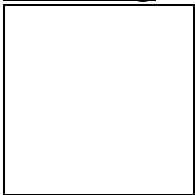
Thrower faces target



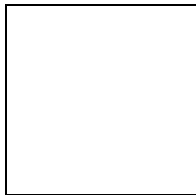
Step forward, drag back foot

_____(4)

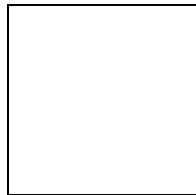
Catching



Keep eyes on ball

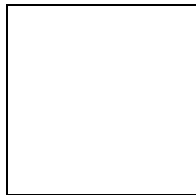


Move to the ball

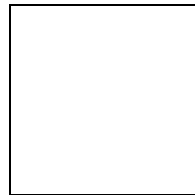


Keep hands together,

catch with fingertips



Reach for the ball



Give with the ball

_____(5)

Total Points _____(35)



Standard 5 Responsibility Rubric

| | 1 point each | Meets Expectations | Needs Improvement |
|----------------------------|--------------|--------------------|-------------------|
| Preparedness | | | |
| Sportsmanship | | | |
| Follows rules/directions | | | |
| Respect for other students | | | |
| Respect for adults | | | |
| Practices safe behavior | | | |
| Total: | /6 = | | |

NASPE Standard #5

The student will demonstrate responsible personal and social behavior in physical education settings.

I:

Involve my teammates in the activity

___ all of the time.

___ most of the time.

___ sometimes.

Encourage my teammates

___ all of the time.

___ most of the time.

___ sometimes.

Exhibit maximum effort

___ all of the time.



Glossary of Terms

Adapted physical education: Developmentally appropriate activities for students with limitations who may not safely or successfully engage in unrestricted participation in various activities of the general physical education program

Advanced Skills: Skills used in sport applications

Aerobic activity: Light to vigorous intensity physical activity that requires more oxygen than sedentary behavior and thus promotes cardiovascular fitness and other health benefits (e.g. jumping rope, biking, swimming, running; playing soccer, basketball, or volleyball)

Agility: A skill-related component of physical fitness that relates to the ability to rapidly change the position of the entire body in space with speed and accuracy

Anaerobic activity: Intense physical activity that is short in duration and requires a breakdown of energy sources in the absence of sufficient oxygen. Energy sources are replenished as an individual recovers from the activity. Anaerobic activity (e.g., sprinting during running, swimming, or biking) requires maximal performances during a brief period.

Assessment: Process that enables teachers to evaluate a student's performance, knowledge or achievement

Athletics: Structured participation in organized sports

Balance: A skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving

Basic Skills: Skills that utilized either locomotor (e.g. walk, run, jump, skip, gallop) or manipulative (e.g. throw, catch, kick, strike) fundamental movements

Bio-mechanical principals - i.e. center of gravity, base of support, and force

Body composition: A health-related component of physical fitness that relates to the relative amounts of muscle, fat, bone and other vital parts of the body

Cardiovascular fitness: A health-related component of physical fitness that relates to ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity

Cognitive - the act or process of knowing

Competence: Sufficient ability to enjoy safe participation in an activity; the ability to perform and apply skills

Complex Skills: Skills that combine two or more locomotor and/or manipulative fundamental movements

Content Area: The categories of skill students should possess as a result of instruction

Cool-down - Activity that prepares the muscles to return to a resting state

Coordination: A skill-related component of physical fitness that relates to the ability to use the senses, such as sight and hearing, together with body parts in performing motor tasks smoothly and accurately

Developmentally appropriate: Those aspects of teaching and learning that change with the age, experience and ability of the learner

Directionality: An awareness of space outside the body involving knowledge of directions in relation to right and left, in and out, up and down

Duration: Amount of time spent participating in a physical activity session

Exercise: Activities that are planned and structured, and that maintain or improve one or more of the components of physical fitness; leisure time physical activity conducted with the intention of developing physical fitness

Fine Motor Coordination: Movement involving limited movement of parts of the body in the performance of precise movements (e.g. writing, tying shoelaces.)

Fitness: A state of well-being that allows people to perform daily activities with vigor, participate in a variety of physical activities, and reduce their risks for health problems

F.I.T.T. - Frequency, Intensity, Time, Type of activity

Flexibility: A health-related component of physical fitness that relates to the range of motion available at a joint

Force: The strength that moves the body; the amount of strength or tension necessary or advisable to execute a given movement

Frequency: The number of physical activity sessions during a specific time period (e.g. 1 week)

Fundamental motor skills: Basic fundamental movement patterns usually involving the large muscle groups that are necessary to perform a variety of physical activities; includes both locomotor skills such as walking, running, hopping, skipping, jumping, leaping and galloping, as well as manipulative skills such as throwing, passing, kicking, dribbling and catching

Gross-motor coordination: Performing skills involving large muscle groups

Health-related physical fitness: Consists of those components of physical fitness that have a relationship with good health: body composition, cardiovascular fitness, flexibility, muscular endurance and strength

Intensity: How vigorously an individual must exercise to improve in fitness; the rate of energy expenditure

Interpersonal communication skills: Verbal or non-verbal abilities that help to share feelings, thoughts and information with another person in a positive manner

Interpersonal social skills: Skills that enhance the ability to work and play together such as cooperation, fair play, sportsmanship, respect, loyalty, patience, self-control and tolerance

Lead-up games: Games that utilize basic skills and strategies related to specific sports and activities

Leisure activity: Physical activity undertaken during discretionary time

Lifestyle activity: Physical activity typically performed on a routine basis (e.g. walking, climbing stairs, mowing or raking the yard), which is usually light to moderate in intensity

Locomotor skills: Skills used to move the body from one place to another including walking, running, skipping, leaping, sliding, galloping, jumping and hopping

Low-organized games: Activities that are easy to play, have few and simple rules, require little or no equipment, and may be varied in many ways

Manipulative skills: Skills developed when a person handles some kind of object including throwing, kicking, batting, catching, redirecting an object in flight (such as a volleyball) or continuous control of an object such as a hoop

Mastery - the most efficient technique for the development of force production in a skill; usually associated with the highly skilled performances; using the critical elements of a skill (e.g. step with the opposite foot when throwing)

Mature form: The basic movement that can be performed with ease, is smooth, efficient, repetitive and can be performed without thinking out each step of the movement.

Morbidity: The rate of disease or proportion of diseased people

Mortality: The rate or proportion of death from all causes

Motor skills: Non-fitness abilities that improve with practice (learning) and relate to one's ability to perform specific sports and other motor tasks

Movement concepts: A generalized idea concerning human motion (e.g. the lower the center of gravity, the more stable the object; throwing a ball in front of a moving receiver)



Movement concepts and principles: Relates to the cognitive information concerning the development of physical fitness and motor development and its application in real life such as specificity in training and other principles of conditioning, application of force, center of gravity, and stress management

Muscular endurance: A health-related component of physical fitness that relates to the muscle's ability to continue to perform without fatigue

Muscular strength: The ability of muscles to exert a force one time

Non-locomotor skills: Skills that are performed in place without appreciable spatial movement and include bending and stretching, pushing, pulling, raising and lowering, twisting and turning, and shaking

Overload - Working the body harder than it is normally worked.

Perceptual motor skills: Movement involving the interrelationships between the perceptual or sensory processes and motor activity including balance and directionality

Performance Indicator: The indices of quality that specify how competent a student must be to meet the standard

Physical Activity: Physical movement involving the large skeletal muscles; a wide variety of activities that promote health and well-being; bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure

Physical Fitness: A set of physical attributes related to a person's ability to perform physical activity successfully, without undue strain and with a margin of safety

Power: Skill-related component of physical fitness relating to the ability of the rate at which one can perform work

Progression - Gradual increase in overload necessary to achieve higher levels of fitness.

Psychomotor development: Area of learning involving the attainment of movement skills and competencies needed for a lifetime of activity

Quality physical education programs: Those that are developmentally appropriate and provide a progressive, systematic curriculum

Reaction time: A skill-related component of physical fitness that relates to the time elapsed between stimulation and the beginning of the reaction to it

Recess: A time set aside for children to engage in free, usually unstructured, play

Rhythm/s: Involves motion that possesses regularity and a predictable pattern often involving music such as dance patterns and jumping rope

Rudimentary Application: Movements acquired during the first year of life concerning stability (control of head/neck/trunk, sitting, standing), locomotion (crawling, creeping, upright gait), and manipulation (reaching, grasping, releasing)

Sequential: Following one movement pattern to the next in an orderly pattern

Skill-related physical fitness: Consists of those components of physical fitness that have a relationship with enhanced performance in sports and motor skills: agility, balance, coordination, power, speed and reaction time

Social benefits - The positive outcomes on personal relationships because of participation in physical activities (cooperation, sportsmanship, teamwork)

Space awareness: Perception of where the body moves, including general and self space, directions, pathways, levels, and extensions

Specialized movement skill: Movement skills used specifically for structured sports and games, as opposed to skills fundamental to many sports (i.e. lay up shot, volleyball spike, golf drive, tennis forehand); skills basic to a movement form (basketball chest pass, soccer dribble, fielding a softball with a glove)

Specificity - Particular exercises and activities improve particular areas of health-related fitness

Speed: A skill-related component of physical fitness that relates to the ability to perform a movement within a short period of time

Sport: A general term for structured physical activities and athletics

Standard: The agreed upon level of accomplishment; what all students must know and be able to do as a result of instruction

Strength: The ability of the muscle to exert force

Stress management: The ability to cope with stress as a normal part of life including the ability to identify situations and conditions that produce stress and adopt healthy coping behaviors

Striking - to come into forceful contact using equipment or body parts to propel a ball or object.

Team sports: Includes games, sports and leisure pursuits that require the participation of one or more groups of individuals on teams such as basketball, football and soccer

Time - How much time you devote to a session (duration)

Type - Which activities you select

Warm-up - Activity that prepares the muscles for work

Workout - Part of an exercise program when the activity is performed at its highest peak

References

The Rhode Island Physical Education Framework: Supporting Physically Active Lifestyles through Quality Physical Education

Healthy Schools! Healthy Kids

March 2003