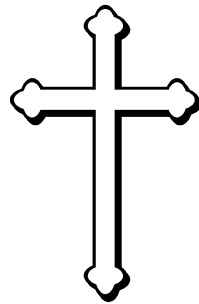


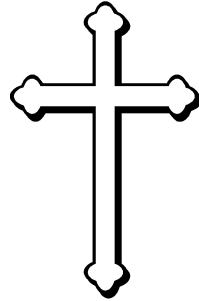
DIOCESE OF CAMDEN



PHYSICAL EDUCATION
CURRICULUM
GUIDELINES
2000

DIOCESE OF CAMDEN

PHYSICAL EDUCATION



PHYSICAL EDUCATION
CURRICULUM
GUIDELINES
2000

September, 1999

Dear Colleagues,

This new *Physical Education Curriculum Guide for the Diocese of Camden* is the fifth in the series of curriculum updates that have been provided to our Catholic elementary schools in recent years. It will insure that our schools and teachers have access to the latest standards, benchmarks, activities, and assessment options in physical education.

The mission of Catholic schools in this diocese is to foster the total development of each student in an environment which proclaims and promotes the teaching of Jesus Christ. As the *Code of Canon Law* reminds us, a "true education must strive for the integral formation of the human person... Young people are to be so reared that they can develop harmoniously their physical, moral and intellectual talents." (Canon 795)

These physical education guidelines advance that goal of integral formation. Their stated philosophy is to empower students "to make decisions, work cooperatively, and engage in new experiences which will enable them to make healthy lifestyle choices."

In a society in which physical fitness and athletic prowess are sometimes elevated to positions of overwhelming emphasis, though, we in Catholic schools must also remember that "human development by itself is not sufficient." Physical education has a greater purpose and end, as do all curricular undertakings in a Catholic school. "What characterizes a Catholic school," writes the Vatican Congregation for Catholic education, "is that it guide students in such a way that the development of each one's own personality will be matched by the growth of that new creation which he or she became by baptism." (*The Religious Dimension of Education in a Catholic School*)

I salute Sister St. Eugene Fiorino, O.S.F. and the members of the Physical Education Curriculum Committee for a job well done. I also express the gratitude of the Catholic school community in our diocese to Sister Kathleen Callaghan, S.S.J. and the committee from the Diocese of Wilmington, Delaware for their willingness to share insights and expertise.

Sincerely,

Dr. David T. Coghlan
Superintendent of Schools

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Preface

Jesus Christ and His Good News is the basis of the Catholic/Christian School curriculum through which all other curricula spring and flow. A developmentally appropriate curriculum for students is designed so as to be appropriate for the age span of the children within the group with attention to the different levels and learning styles of the students.

Curriculum guides - unlike well-defined programs - are written with the understanding that there is a responsibility for decision making on the part of the teachers. Curriculum guides provide a framework, not a daily plan for instruction. Since teachers are responsible for the scope of any curriculum content during a given school year, they must also be the final determiners of the sequence of content and skills, the use of instructional strategies, and the degree of content detail.

Given the nature of the actual classroom, certain factors will drive these choices: student need, student development level, and realistic time limitations. Teachers are encouraged to integrate curriculum in order to maximize instructional time and to facilitate the transfer of skills and understanding.

Curriculum guides are written in a spiraling framework articulated from the earliest grades through high school. Learning builds upon previous knowledge and skills, which are repeated and reinforced to ensure mastery learning. As a result, it is impossible to expect that everything contained within any curriculum guide will be taught in the same sequence, style, and depth each year. Teachers need the flexibility to make choices to ensure that the student needs are met and that the scope of the curriculum is addressed.

Goals

We commit to the following expectations:

That at all grade levels students

- think critically, logically, analytically, and ethically
- express ideas orally and in writing using correct terminology
- apply techniques to real world situations, identifying and solving problems within the situation
- integrate learning into their everyday lives
- engage in learning activities, willingly take risks, and demonstrate confidence in their skills
- use technology
- recognize the importance of life long learning

That all teachers

- apply a variety of strategies which reflect Catholic values and benefits
- use professional and instructional resources appropriate to the teaching/learning process
- use technology and manipulatives as an integral part of instruction and assessment
- use a variety of formal and informal assessment
- provide varied learning situations such as small group, whole group, cooperative and peer leadership
- collaborate with their colleagues to ensure the continuum of learning
- use diocesan curriculum guides
- be skilled and/or certified in their discipline
- participate in professional development
- who serves as coordinators/department chairs hold regularly scheduled curriculum meetings throughout the year to facilitate communication among teachers and analyze students' progress

That all **administrators**

- provide an environment which reflects Catholic values and beliefs
- monitor and regularly assess the curriculum
- provide curriculum guidelines and professional and instructional resources, including technology, for all teachers
- monitor instruction and evaluation through regular classroom observation and review of lesson plans
- communicate periodically to parents the goals, objectives, and outcomes of the school's curriculum

That all appropriate **Diocesan Personnel**

- provide the vision for curriculum
- initiate, develop, and implement diocesan curriculum guidelines in collaboration with Catholic school administrators and teachers
- offer professional development and disseminate information regarding other available opportunities and resources for teachers and administrators
- encourage regular articulation between elementary and secondary educators
- act as liaison with national and State Departments of Education regarding curriculum

PHYSICAL EDUCATION GUIDELINES

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DIOCESE OF CAMDEN
PHYSICAL EDUCATION CURRICULUM GUIDE
PHILOSOPHY

Physical Education is an integral part of the Catholic schools' total education program. As such, it strives to develop qualities which enable students to "play a constructive role in a changing world" through the study of physical, affective, cognitive, and social-emotional development.

In an atmosphere that encourages self-confidence, students are able to make decisions, work cooperatively, and engage in new experiences which will enable them to make healthy lifestyle choices. Recognizing God's gift of life and movement, the participation in physical activities contributes to the acquisition of physical, social, and psychological skills.

BACKGROUND

The National Association for Sport and Physical Education recently published their definition of what a physically educated person should know and be able to do. This definition included five major focus areas:

- Has learned skills necessary to perform a variety of physical activities
- Is physically fit
- Does participate regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activity
- Values physical activity and its contribution to a healthful lifestyle¹

In the schools of the Diocese of Camden each class should include stretching, warming-up, hard activity, and cooling-down routines. In every grade students should be exposed to safety concerns, rules, and laws relative to childhood activities in home, school, and community.

CONTENT STANDARDS IN PHYSICAL EDUCATION

In order to prepare our students to become these physically fit adults, the Association developed a set of seven Content Standards for Physical Education. These standards are clear, concise statements of what students should “know and be able to do.”

A physically educated person:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhanced level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical active settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

¹*Moving Into the Future, National Standards for Physical Education. St. Louis, MO, 1995, Mosby.*

OVERVIEW

The curriculum guide is designed to give an overview of each of the seven national standards along with suggestions for assessing the achievement of these standards. The observations and events are only suggestions and are by no means the only manner of assessing achievement. After standard seven there is a section giving examples of student events and teacher observations that illustrate how a teacher might observe that particular standard. The ultimate goal is to develop a physically educated individual; therefore, no standard stands alone. Each is designed to build on the other. Activities, then, can be used to assess more than one standard. Teachers should modify the curriculum to meet the needs of physically handicapped children. You are encouraged to add your own activities to this section. Videos, guest speakers, clinics and worksheets may be used to supplement teacher demonstration.

ASSESSMENT

With the passage of *Goals 2000: Educate America Act* in March of 1994, educational standards were written into federal law. These Standards provide a basis for student assessment and for evaluating the Education program. Along with the content standards there is a move from traditional forms of assessment to performance assessments. Physical Education by its very nature lends itself to this form of assessment. By observation and participation, the progress a student makes toward a specific goal can be chronicled. Achievement is measured by the skills attained. Hence the role of assessment as indicated as either teacher observation or student event is an integral part of these curriculum guidelines. The assessment choices are only suggestions and are illustrative of numerous performance assessments that may be used to make inferences about student learning.

GLOSSARY OF TERMS

ASSESSMENT:	The process of gathering evidence about a student's level of achievement in a specific area and of making inferences based on that evidence for a variety of purposes. For each standard there are assessment choices through teacher observations and student events. All are not required to be completed. The teacher is to select those that meet the school's situation.
BENCHMARK:	A description of student performance which offers identifiable progress toward a standard.
CURRICULUM FRAMEWORK:	A comprehensive document outlining the broad goals and standards of an entire system of education, while leaving the local school the freedom to develop a specific program to address the framework.
MODE:	A strategy or manner for thinking and developing ideas
PERFORMANCE INDICATOR:	Articulation of each content from K-8 and specific standards expectations of students by grade level cluster. The indicators are assessable.
PERFORMANCE TASKS:	An activity or series of activities, often spread over a number of days and often integrated across a number of disciplines.
PROFICIENCY:	A particular level of performance.
STANDARD:	A statement about what is valued in a discipline.

STANDARD ONE

GRADE K

Demonstrates competency in many movement forms and proficiency in a few movement forms

The student will...

OBJECTIVE

- * demonstrate progress toward the mature form of selected nonlocomotor, locomotor, and manipulative skills.
- * demonstrate mature form in walking and running.

SAMPLE BENCHMARKS

- * travel in forward and sideways directions using a variety of locomotor, nonlocomotor patterns and changes direction quickly in response to a signal.
- * demonstrate clear contrast between slow and fast movement while traveling.
- * walk and turn using mature form.
- * roll sideways without hesitating or stopping.
- * toss a ball and catch it before it bounces twice.
- * kick a stationary ball using a smooth continuous running step.
- * maintain momentary stillness bearing weight on a variety of body parts.

ASSESSMENT CHOICES

Teacher Observations

demonstrate selected critical elements of locomotor skills (e.g., walk, hop, gallop, etc.)
respond with correct locomotor skill as named by teacher (e.g., balance, foot placement, arm swing, etc.)
raise and lower body with correct body alignment and good balance.
maintain balance in a variety of postures.

STANDARD ONE GRADE K

Student Events

change to the locomotor pattern named upon hearing a designed signal.
identify and model locomotor movements shown by teacher.
exhibit correct locomotor skill when the skill is named by the teacher.
mirror movement of leader.
use movement imitatively: animals, personalities, fictitious characters, machines.
increase flexibility in large muscle joints.

STANDARD ONE

GRADES 1 - 2

Demonstrates competency in many movement forms and proficiency in a few movement forms

The student will...

OBJECTIVE

- * demonstrate mature form in skipping, hopping, galloping, sliding, and leaping.
- * demonstrate mature motor patterns in simple combinations (e.g., dribbling while running).
- * demonstrate smooth transitions between sequential motor skills (e.g., running into a jump).
- * exhibit the ability to adapt and adjust movement skills to uncomplicated, yet changing environmental conditions and expectations (e.g.,
tossing a ball to a moving partner, using different rhythms).
- * demonstrate control in movement activities and weight bearing and balance activities on a variety of body parts.

SAMPLE BENCHMARKS

- * demonstrate skills of chasing, fleeing, and dodging to avoid others.
- * combine locomotor patterns in time to music.
- * balance, demonstrating momentary stillness, in symmetrical and nonsymmetrical shapes on a variety of body parts.
- * receive and send an object in a continuous motion.
- * strike a ball repeatedly with a foot, hand, and a paddle.

ASSESSMENT CHOICES

Teacher Observations

demonstrate critical elements of the selected skills over several trials.
exhibit mature form for each of the movement patterns.

STANDARD ONE

GRADES 1 - 2

demonstrate consistent and smooth performance.
mirror movement of leader or partners.
demonstrate ability to solve movement problems.

Student Events

demonstrate a sequence of three different locomotor movements.
demonstrate mature pattern of each locomotor skill.
demonstrate smooth transitions between locomotor patterns.
move within basic formations: partners, scattered, line, circle.
use self-expressive movement in response to rhythmical accompaniments, imagery, and stories.
increase flexibility in large muscle joints.
demonstrate the ability to control body balance.

STANDARD ONE

GRADES 3 - 4

Demonstrates competency in many movement forms and proficiency in a few movement forms

The student will...

OBJECTIVE

- * demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills.
- * adapt a skill to the demands of a dynamic, unpredictable environment.
- * acquire beginning skills of a few specialized movement forms.
- * combine movement skills in applied settings.

SAMPLE BENCHMARKS

- * throw, catch, and kick using mature form.
- * dribble and pass a basketball to a moving receiver.
- * balance with control on a variety of objects (balance board, large apparatus, skates).
- * develop and refine a movement sequence demonstrating smooth transitions.
- * develop and refine a creative dance sequence into a repeatable pattern.
- * jump and land for height/distance using mature form.

ASSESSMENT CHOICES

Teacher Observations

receive the pass and send it in one motion.
pass ahead of the moving player (receiver does not have to stop).
as a receiver, cut into a space to receive the pass.

**STANDARD ONE
GRADES 3 - 4**

demonstrate ability to solve movement problems.
explore and develop new movement problems.
control body balance on an increasingly smaller base.

Student Events

exhibit a balance, a roll, and a traveling action during the performance of a movement sequence.
demonstrate a clear beginning and ending to the sequence.
demonstrate smooth transitions between the various skills.
perform combinations of locomotor and nonlocomotor skills in relation to development of sport skills.
perform basic locomotor movements in response to a beat.
perform traditional dance steps in various ethnic, cultural, and recreational dance.

**STANDARD ONE
GRADES 5 - 6**

Demonstrates competency in many movement forms and proficiency in a few movement forms

The student will...

OBJECTIVE

- * demonstrate mature form for all basic manipulative, locomotor, and nonlocomotor skills.
- * demonstrate increasing competence in more advanced specialized skills.
- * adapt and combine skills to the demands of increasingly complex situations of selected movement forms.
- * demonstrate beginning strategies for net and invasion games.

SAMPLE BENCHMARKS

- * throw a variety of objects demonstrating both accuracy and force (e.g., basketballs, footballs, frisbees).
- * hand dribble and foot dribble while preventing an opponent from stealing the ball.
- * design and perform movement and dance sequences that demonstrate smooth flowing sequences with intentional changes in direction, speed, and flow.
- * keep an object going continuously with a partner using a striking pattern.
- * maneuver the ball away from an opponent in a racket sport activity.

ASSESSMENT CHOICES

Teacher Observations

pass when the defense attacks, maintain the ball when the defense holds back.
execute accurate passes ahead of the receiver.
as a receiver, move into a space to create a passing angle not covered by the defense.
respond to changes in patterns and rhythms.

STANDARD ONE
GRADES 5 - 6

Student Events

recognize differences in various types of throws.
compare and contrast throwing of different objects for different purposes.
perform basic locomotor movements in response to a beat.
perform traditional dance steps in various ethnic, cultural and recreational dances.
dribble to a rhythmic pattern.
begin to identify and understand basic rhythmic and dance terminology.

STANDARD ONE

GRADES 7 - 8

Demonstrates competency in many movement forms and proficiency in a few movement forms

The student will...

OBJECTIVE

- * demonstrate competence in modified versions of a variety of movement forms.

SAMPLE BENCHMARKS

- * use basic offensive and defensive strategies in modified versions of a team sport.
- * perform a variety of simple folk, square, or line dances.
- * display the basic skills and safety procedures to participate in lifetime activities.

ASSESSMENT CHOICES

Teacher Observations

demonstrate competence to participate safely in an activity.
demonstrate competence in identifying basic movement patterns and terminology associated with them.
perform combinations of locomotor and nonlocomotor skills in relationship to the development of sport skills.
appreciate dance as an avenue for development of social relationships.
appreciate dance as a lifetime activity.

STANDARD ONE
GRADES 7 - 8

Student Events

- perform basic locomotor movements in response to a beat.
- identify and understand basic rhythmic and dance terminology.
- increase flexibility in large muscle joints.
- respond to change in patterns and rhythms.
- exhibit the knowledge and basic skills necessary to be a regular participant in a lifetime activity.

STANDARD TWO

GRADE K

Applies movement concepts and principles to the learning and development of motor skills.

The student will...

OBJECTIVE

- * identify fundamental movement patterns.
- * establish a beginning movement vocabulary (e.g., personal space, high/low, fast/slow, light/heavy, balance, twist).
- * apply appropriate concepts to performance (e.g., games, body movement, and dance).

SAMPLE BENCHMARKS

- * walk, run, hop, stop, jump, and change direction and speed in response to a signal.
- * gallop, slide, and skip in response to cues.
- * identify and use a variety of relationships with objects (e.g., over/under, behind, along, through).
- * identify and begin to utilize the technique employed (leg flexion) to soften the landing in jumping.

ASSESSMENT CHOICES

Teacher Observations

demonstrate the ability to replicate the locomotor skills.
respond appropriately to a variety of cues.
select proper body parts, skills, and movement in response to a cue.
demonstrate the ability to track a moving object.

STANDARD TWO GRADE K

Student Events

mirror movement of leader.

demonstrate ability to follow and lead.

demonstrate body positions: standing, sitting, kneeling, etc.

move in space without collisions.

demonstrate controlled movement (e.g., balancing).

STANDARD TWO

GRADES 1 - 2

Applies movement concepts and principles to the learning and development of motor skills.

The student will...

OBJECTIVE

- * identify the critical elements of basic movement patterns.
- * apply movement concepts to a variety of basic skills.
- * use feedback to improve performance.

SAMPLE BENCHMARKS

- * identify characteristics of a throwing motion.
- * use concepts of spatial awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling.
- * identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping.
- * use proper concepts of striking skills (e.g., kicking a ball, hitting ball with a paddle, etc.)

ASSESSMENT CHOICES

Teacher Observations

demonstrate proper throwing form toward a target.
demonstrate the ability to catch an object using one and/or two hands, right or left.
demonstrate the ability to jump over an object.
demonstrate an understanding of directions, body positions, and relationships between self and others.

STANDARD TWO

GRADES 1 - 2

Student Events

- begin to understand the concept of dribbling.
- raise and lower body with correct body alignment and good balance.
- move within basic formations.
- pass a ball using one bounce.
- demonstrate the knowledge of the basic elements of a relay race.

STANDARD TWO

GRADES 3 - 4

Applies movement concepts and principles to the learning and development of motor skills.

The student will...

OBJECTIVE

- * apply critical elements to improve personal performance in fundamental and selected specialized motor skills.
- * recognize and apply concepts that impact the quality of increasingly complex movement performance.
- * recognize the concepts of proper lifting and body posture.

SAMPLE BENCHMARKS

- * transfer weight from feet to hands at fast and slow speeds using large extensions.
- * recognize accurately the critical elements of a throw.
- * strike consistently a softly thrown ball with a bat or paddle demonstrating an appropriate grip.
- * demonstrate that appropriate practice improves performance.
- * practice the proper method of lifting an object.

ASSESSMENT CHOICES

Teacher Observations

show a definite intent to use the information given to improve performance.
stay with the focus given by the teacher until that aspect of performance approaches mastery.
demonstrate the ability to lift and carry an object (e.g., backpacks, equipment, etc.).

STANDARD TWO GRADES 3 - 4

Student Events

use underhand and overhand throwing and catching skills.
demonstrate the critical elements and similarities/differences of catching at a high or low level.
demonstrate characteristics of a throw that predicts the height and speed of the thrown ball.
show a combination of various basic skills used in a changing environment.
maintain balance in a variety of postures with or without objects.
change direction and rate of speed.

**STANDARD TWO
GRADES 5 - 6**

Applies movement concepts and principles to the learning and development of motor skills.

The student will...

OBJECTIVE

- * use information from a variety of sources of internal and external origin to improve performance.
- * identify and apply principle of practice and conditioning that enhance performance.
- * recognize general characteristics of movement skills that can be applied to specific settings.
- * use basic offensive and defensive strategies in noncomplex settings.
- * use basic strategies to improve performance.

SAMPLE BENCHMARKS

- * detect, analyze and correct errors in personal movement patterns.
- * identify basic practice and conditioning principles that enhance performance.
- * understand that practicing proper techniques enhances performance.

ASSESSMENT CHOICES

Teacher Observations

demonstrate the elements of batting, dribbling, throwing, etc.
demonstrate the consistency of movement patterns.
demonstrate the willingness to practice for improvement in a skill.
recognize the basic offensive and defensive strategies.
demonstrate the ability to solve movement problems.
demonstrate the ability to combine speed, power, and movement.

**STANDARD TWO
GRADES 5 - 6**

Student Events

- use a time for warming-up and cooling-down routines.
- perform sequence of varied locomotor skills.
- explore and develop new movement experiences.
- attain reasonable ability to change levels and direction in quick succession.
- increase ability to combine speed and power in movement.
- increase ability to react to stimulus with appropriate motor response.

STANDARD TWO

GRADES 7 - 8

Applies movement concepts and principles to the learning and development of motor skills.

The student will...

OBJECTIVE

- * define and apply more advanced movement and game strategies.
- * identify the critical elements of more advanced movement skills.
- * identify the characteristics of highly skilled performance in a few movement forms.
- * understand and apply more advanced discipline strategies with specific knowledge.
- * understand and apply advanced movement concepts to real life physical activity situations (e.g., managing stress, effects of growth on performance).

SAMPLE BENCHMARKS

- * demonstrate a growing understanding and application of more advanced game strategies.
- * demonstrate the ability to describe the characteristics that enable success in team sports such as volleyball.
- * describe the principles of training and conditioning for specific physical activities.
- * use a variety of movement skills appropriate to different activities such as: dance, team, and individual sports.
- * use knowledge of movement concepts to increase independent/group participation in physical activities.

ASSESSMENT CHOICES

Teacher Observations

identify motor fitness requirement of the selected physical activity.

identify component skills and movement patterns of a selected activity or sport.

select appropriate practice procedures to learn and master skills and movement patterns of an activity.

STANDARD TWO GRADES 7 - 8

Student Events

analyze an activity to determine an appropriate component skill and movement pattern (e.g., volleyball rotating, hands under for return, hands over for setting, etc.).

use cognitive information about physical performance to adjust practice procedures in order to improve skill performance.
develop and explain a physical activity to other students.

assess personal motor fitness status in relation to a specific activity or an activity of a physical nature (e.g., runs a mile and paces self, etc.).

STANDARD THREE

GRADE K

Exhibits a physically active lifestyle.

The student will...

OBJECTIVE

- * establish a pattern of regular participation in meaningful physical activities.
- * engage in moderate to vigorous physical activity.
- * identify strengths and projected physical goals connected with participation in physical activity.
- * explore a variety of new physical activities for personal interest.

SAMPLE BENCHMARKS

- * participate regularly in vigorous physical activity.
- * recognize that physical activity is important for the development of a healthy life style.
- * identify strengths and feelings that result from participation in physical activities.
- * recognize skill differences and similarities between students.

ASSESSMENT CHOICES

Teacher Observations

- select activities that are vigorous in nature.
- participate at a level sufficient to increase breathing and sweating.
- participate regularly in health-enhancing physical activities.
- encourage others to become physically active.

**STANDARD THREE
GRADE K**

Student Events

identify feelings following participation in physical activity.

identify the physical changes that occur as a result of various physical activities.

STANDARD THREE

GRADES 1 - 2

Exhibits a physically active lifestyle.

The student will...

OBJECTIVE

- * experience and express pleasure from participation in physical activity.
- * engage in moderate to vigorous physical activity outside of physical education class.
- * identify at least one activity associated with each component of health-related physical activity.
- * explore a variety of new physical activities for personal interest.

SAMPLE BENCHMARKS

- * seek participation in gross motor activity of a moderate to vigorous nature.
- * participate in a wide variety of activities that involve locomotion, nonlocomotion, and manipulation of objects.

ASSESSMENT CHOICES

Teacher Observations

- select activities that are vigorous in nature.
- participate at a level sufficient to increase breathing and sweating.
- participate regularly in health-enhancing physical activities.
- sustain vigorous activity for more than ten minutes.

STANDARD THREE
GRADES 1 - 2

Student Events

practice a teacher-designed exercise or game to improve performance on selected manipulative skills.
identify the physical changes that occur as a result of various physical activities.

STANDARD THREE

GRADES 3 - 4

Exhibits a physically active lifestyle.

The student will...

OBJECTIVE

- * select and participate regularly in physical activities for the purpose of improving skill and health.
- * identify the benefits derived from regular physical activity.
- * identify several moderate to vigorous physical activities that provide personal pleasure.
- * explore a variety of new physical activities for personal interest.

SAMPLE BENCHMARKS

- * participate regularly in physical activity for the purpose of developing a healthy lifestyle.
- * describe healthful benefits that result from regular and appropriate participation in physical activity.
- * identify at least one physical activity in which he/she participates on a regular basis.
- * be aware of opportunities for more formal participation in physical activities in the community.

ASSESSMENT CHOICES

Teacher Observations

- select activities from a variety of health enhancing physical activities.
- participate at a level sufficient to increase breathing and sweating.
- participate regularly in health-enhancing physical activities.
- sustain vigorous activity for more than fifteen minutes.
- participate in group physical activities that increase social skills.

STANDARD THREE
GRADES 3 - 4

Student Events

practice a teacher-designed exercise or game in order to improve performance on selected manipulative skills.
sustain activity throughout a designated time period.
identify the physical changes that occur as a result of various physical activities.

STANDARD THREE

GRADES 5 - 6

Exhibits a physically active lifestyle.

The student will...

OBJECTIVE

- * explore a variety of new physical activities for personal interest.
- * identify opportunities in the school community for regular participation in physical activity.
- * participate in some form of health-enhancing physical activity on a regular basis.
- * analyze personal interests and capabilities in regard to one's exercise behavior.
- * identify the critical aspects of a healthy lifestyle.
- * identify areas of health-related fitness components - cardiorespiratory endurance, muscular strength and endurance, flexibility, etc.).

SAMPLE BENCHMARKS

- * choose to exercise for personal enjoyment and benefit.
- * participate in games, sports, and outdoor pursuits based on individual interests and capabilities.

ASSESSMENT CHOICES

Teacher Observations

describe the various factors that inhibit or enable participation regularly in health-enhancing physical activities.
provide ways to modify daily routine.

STANDARD THREE
GRADES 5 - 6

Student Events

develop a chart that could be used to identify opportunities in the school and the community for regular participation in physical activity.

select a favorite activity, and with assistance, set goals for improvement of a skill for that activity.

develop a log of the actual physical activities that took place with time, dates, and a check on their progress toward goals.

STANDARD THREE

GRADES 7 - 8

Exhibits a physically active lifestyle.

The student will...

OBJECTIVE

- * establish personal physical activity goals.
- * participate regularly in health-enhancing physical activities to accomplish these goals.
- * explore a variety of new physical activities for personal interest.
- * describe relationships between a healthy lifestyle and “feeling good”.

SAMPLE BENCHMARKS

- * participate in an individualized physical activity program designed with the help of the teacher.
- * list long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activities.

ASSESSMENT CHOICES

Teacher Observations

apply principles of practice and conditioning appropriately.
demonstrate an understanding of the value of an active lifestyle.

STANDARD THREE
GRADES 7 - 8

Student Events

identify two physical and health-related activities available in the community in which students might participate.

interview adults who regularly engage in a personal activity program to see what motivates them, why they do it, how long they have done it.

use resources in the school library, the public health department, or university to determine what is available in the community for activities that support an active lifestyle.

STANDARD FOUR

GRADE K

Achieves and maintains a health-enhancing level of physical fitness.

The student will...

OBJECTIVE

- * sustain moderate to vigorous physical activity for short periods of time.
- * identify the physiological signs of moderate physical activities (e.g., fast heart rate, heavy breathing).
- * enjoy physical activity for the pleasure experienced from simple movement.

SAMPLE BENCHMARKS

- * sustain moderate to vigorous physical activity.
- * be aware of his or her heart beating fast during physical activity.

ASSESSMENT CHOICES

Teacher Observations

sustain an activity for a short period of time (use timed segments of hopping, walking, jumping, galloping, skipping, running.)
develop desirable attitudes toward physical fitness.
warm up before strenuous exercise and cool down after exercise.

**STANDARD FOUR
GRADE K**

Student Events

associate the faster heartbeat with vigorous activity.

associate the slower heartbeat with rest.

identify other physical activities that elicit a faster heartbeat.

STANDARD FOUR

GRADES 1 - 2

Achieves and maintains a health-enhancing level of physical fitness.

The student will...

OBJECTIVE

- * engage in sustained physical activity that causes an increased heart rate and heavy breathing.
- * recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increased heart rate, heavy breathing).
- * identify the components of health-related physical fitness (strength, endurance, and flexibility).

SAMPLE BENCHMARKS

- * sustain an activity for longer periods of time while participating in chasing or fleeing, traveling activities in physical education, and/or on the playground.
- * identify changes in the body during physical activity.
- * support body weight for climbing, hanging, and momentarily taking weight on hands.
- * move each joint through a full range of motion.

ASSESSMENT CHOICES

Teacher Observations

demonstrate the ability to sustain the physical activity level needed for full participation in an activity.
sustain moderate to vigorous physical activity for more than 10 minutes.
warm up before strenuous exercise and cool down after exercise.
recognize that changes in heart rate occur as a result of participation in moderate to vigorous activity.

STANDARD FOUR
GRADES 1 - 2

Student Events

identify several physiological changes that occur at moderate or vigorous activity.

identify correctly the body parts involved in hanging, climbing, and bearing weight on hands.

demonstrate flexibility by: touching toes while seated in the proper sit-and-reach position, successfully completing the upper trunk lift, touching fingers while performing the shoulder stretch.

STANDARD FOUR

GRADES 3 - 4

Achieves and maintains a health-enhancing level of physical fitness.

The student will...

OBJECTIVE

- * engage in moderate to vigorous physical activities in a variety of settings.
- * identify several activities related to each component of physical fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition).
- * associate results of fitness testing to personal health status and ability to perform various activities.
- * meet the health-related fitness standards as defined by Fitnessgram or other fitness tests.
- * begin to monitor the heart rate before, during, and after vigorous activity.

SAMPLE BENCHMARKS

- * engage in appropriate activity that results in the development of muscular strength.
- * maintain continuous aerobic activity for a specific time and/or activity.
- * support, lift, and control body weight in a variety of activities.
- * participate regularly in physical activity for the purpose of improving physical fitness.

ASSESSMENT CHOICES

Teacher Observations

explain how exercise and proper diet are a requirement for physical fitness.
sustain moderate to vigorous physical activity for a prolonged period of time.
warm up before strenuous exercise and cool down after exercise.

STANDARD FOUR

GRADES 3 - 4

recognize that changes in heart rate occur as a result of participation in moderate to vigorous activity.
set goals as a result of the Fitnessgram Physical Fitness Test or other fitness tests.

Student Events

identify several physiological changes that occur at moderate or vigorous activity.
identify correctly the body parts involved in hanging, climbing, bearing weight on hands.
engage in physical activities which improve agility, flexibility, and coordination.
demonstrate full range in moving different parts of the body.
identify a personal goal that needs work and record progress toward that goal.

STANDARD FOUR

GRADES 5-6

Achieves and maintains a health-enhancing level of physical fitness.

The student will...

OBJECTIVE

- * participate in moderate to vigorous physical activities in a variety of settings.
- * monitor intensity of exercise.
- * begin to develop a strategy for the improvement of selected fitness components.
- * work somewhat independently with minimal supervision in pursuit of personal fitness goals.
- * meet the health-related fitness standards as defined by Fitnessgram or other fitness test.

SAMPLE BENCHMARKS

- * keep a record of heart rate before, during, and after vigorous physical activity.
- * engage in physical activity at the target rate for a minimum of 20 minutes.
- * demonstrate correctly activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory endurance and proper body composition.
- * participate in fitness-enhancing organized physical activities.

ASSESSMENT CHOICES

Teacher Observation

explain how exercise and proper diet are a requirement for physical fitness.
sustain moderate to vigorous physical activity for a prolonged period of time.
warm up before strenuous exercise and cool down after exercise.

STANDARD FOUR GRADES 5 - 6

engage in activities which improve agility, flexibility, and coordination.
record accurately heart rate before, during, and after activity.
set goals as a result of the Fitnessgram or other fitness tests.
participate in fitness-enhancing physical activities.

Student Events

identify accurately the activities having the most value for cardiorespiratory fitness.
demonstrate the components of fitness and how these relate to overall fitness status.
assume responsibility for the development of personal fitness.
identify a personal goal that needs work and record progress towards that goal.

STANDARD FOUR

GRADES 7 - 8

Achieves and maintains a health-enhancing level of physical fitness.

The student will...

OBJECTIVE

- * participate in a variety of health-related fitness activities in a variety of settings.
- * assess physiological indicators of exercise during and after physical activity.
- * apply basic principles of training to improve physical fitness.
- * develop personal fitness goals independently.
- * meet the health-related fitness standards as defined by Fitnessgram or other Fitness tests.

SAMPLE BENCHMARKS

- * maintain a record of moderate to vigorous physical activity.
- * engage in physical activity at the target rate for a minimum of 20 minutes.
- * demonstrate correctly activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory endurance, and proper body composition.
- * participate in fitness-enhancing organized physical activities.

ASSESSMENT CHOICES

Teacher Observations

explain how physical fitness requires exercise and proper diet.
explain the benefits of warming up before strenuous exercise and cooling down after exercise.
sustain moderate to vigorous physical activity for a prolonged period of time.

STANDARD FOUR GRADES 7 - 8

engage in activities which improve agility, flexibility, and coordination.

record accurately heart rate before, during, and after activity.

demonstrate an understanding of basic exercise training principles such as frequency, intensity, duration and mode of exercise.

set goals as a result of the Fitnessgram or other fitness tests.

participate in fitness-enhancing physical activities.

Student Events

identify the activities having the most value for cardiorespiratory fitness.

differentiate correctly the body's response to physical activities of various exercise intensities.

demonstrate the components of fitness and how these relate to overall fitness status.

assume responsibility for the development of personal fitness.

identify personal goals that need work and record progress toward those goals.

STANDARD FIVE

GRADE K

Demonstrates responsible personal and social behavior in physical setting.

The student will...

OBJECTIVE

- * apply, with teacher reinforcement, classroom rules, procedures, and safe practices.
- * share space and equipment with others.

SAMPLE BENCHMARKS

- * know the rules and procedures for participating in the physical education class.
- * work in a group setting without interfering with others.
- * respond to teacher signals for attention.
- * respond to rule infractions when reminded.
- * follow directions given to the class for an all-class activity.
- * handle all equipment safely during/after class meetings or lessons.
- * take turns using a piece of equipment.
- * transfer rules of the gym to “rules of the playground.”
- * identify boundaries that coincide with specific activities.

ASSESSMENT CHOICES

Teacher Observations

comply with the rules or procedures established in the class.

**STANDARD FIVE
GRADE K**

comply after being reminded of a rule or procedure.
explain the questioned behavior and establish the expected behavior.

Student Events

respond accurately to the identified rules and procedures.
respond quickly to the teacher signals.
demonstrate an understanding of the concept of sharing.

STANDARD FIVE

GRADE 1 - 2

Demonstrates responsible personal and social behavior in physical setting.

The student will...

OBJECTIVE

- * apply rules, procedures, and safe practices with little or no reinforcement.
- * follow directions.
- * work cooperatively with another to complete an assigned task.

SAMPLE BENCHMARKS

- * use equipment and space safely and properly.
- * develop spatial awareness.
- * respond positively to an occasional reminder about rule infractions.
- * practice specific skills as assigned until the teacher signals the end of practice.
- * start and stop activity at the signal.
- * report the result of work honestly.
- * engage in physical activities which help develop mental, social, and emotional well being.
- * develop a healthy attitude toward participation in group games and sports.
- * know basic rules of low organizational class activities.
- * develop sportsmanship and emotional control in a variety of activities and games.
- * develop the concept of constructive criticism from peers and teachers.
- * explain the need for rules.
- * show regard for the safety of all classmates at all times.
- * develop the ability to communicate in a positive manner with others.

STANDARD FIVE

GRADE 1 - 2

ASSESSMENT CHOICES

Teacher Observations

- cooperate with others to reach a common goal.
- explain the concept of tagging, cooperative play, and taking turns.
- explain appropriate safety practices, rules, etc., for class.
- execute basic skills in organized games.
- explain the concept of personal space.

Student Events

- recognize the necessity of a slow cool down period after strenuous activity.
- follow group routines using the parachute.
- demonstrate that tagging is not hitting, pushing, tackling, or pulling on classmates.
- reach goal without being tagged.
- work with one or two persons to keep objects from opponent.
- use basic skills in low organized games and team sports.
- demonstrate the concepts involved in spatial awareness games.
- demonstrate the proper meaning of a signal (e.g., whistle, signs, gestures, etc.)
- put equipment away as instructed.
- take appropriate turns in a relay race.
- use appropriate words in response to other students and teachers.

STANDARD FIVE

GRADE 3 - 4

Demonstrates responsible personal and social behavior in physical setting.

The student will...

OBJECTIVE

- * follow with few reminders, specific rules, procedures, and safety practices with little or no reinforcement.
- * utilize safety principles in activity situations.
- * work cooperatively and productively with a partner or small group to complete and assigned task.
- * work independently and on task for short periods of time.

SAMPLE BENCHMARKS

- * use equipment and space safely and properly.
- * respond positively to an occasional reminder about rule infractions.
- * practice specific skills as assigned until the teacher signals the end of practice.
- * work productively with a partner to improve psychomotor skills.
- * report the result of work honestly.
- * engage in physical activities which help developmental, social, and emotional well being.
- * develop a healthy attitude toward participation in group games and sports.
- * know basic rules of lead-up activities.
- * demonstrate sportsmanship and emotional control in a variety of activities and games.
- * accept constructive criticism from peers and teachers.
- * show regard for the safety of all participants in an activity.
- * demonstrate the ability to communicate in a positive manner with others.
- * accept a controversial decision of a teacher or official.

STANDARD FIVE

GRADE 3 - 4

ASSESSMENT CHOICES

Teacher Observations

- demonstrate an on-task activity.
- develop the concept of team play.
- understand appropriate safety practices, rules, etc. for class procedures and activities.
- accept a decision made by the teacher during game time.

Student Events

- follow instructor's signals.
- move quickly to get organized and to start practice within a short period of the signal to begin.
- work with two or more players to keep objects from opponents (e.g., basketball, soccer, etc.).
- develop basic skills and knowledge of the rules in team and individual sports.
- stay focused on assigned task for longer periods of time.
- work with others in the group to get better at the skills involved in an activity.
- use appropriate response to students and teachers.
- demonstrate the ability to take turns, rotate positions, etc. in relays and races.
- cooperate and accept the teacher's decisions made during game time.

STANDARD FIVE

GRADE 5 - 6

Demonstrates responsible personal and social behavior in physical setting.

The student will...

OBJECTIVE

- * participate in formulating the rules, procedures, and safety practices for a specific activity.
- * work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.
- * utilize time effectively to complete assigned tasks.
- * make a conscious decision about applying rules, procedures, and etiquette.

SAMPLE BENCHMARKS

- * use equipment and space safely and properly.
- * respond positively to an occasional reminder about rule infractions.
- * make responsible decisions about using time, applying rules, and following through with the decisions made.
- * practice and improve performance when given the opportunity.
- * remain on task in a group activity without close teacher monitoring.
- * engage in physical activities which help develop mental, social, and emotional well being.
- * develop a healthy attitude toward active participation in group games and sports.
- * know the basic rules of lead-up activities.
- * demonstrate sportsmanship and emotional control in a variety of activities and games.
- * accept constructive criticism from peers and teachers.
- * show regard for the safety of all classmates in all activities.
- * demonstrate the ability to communicate in a positive manner with others.
- * accept a controversial decision of a teacher or official.

STANDARD FIVE

GRADE 5 - 6

ASSESSMENT CHOICES

Teacher Observations

- maximize practice opportunities.
- display little evidence of off-task behavior.
- demonstrate appropriate attitude in beginning and ending activity.
- demonstrate appropriate safety practices, rules, etc. for all activities.
- accept a decision made by the teacher during a game.

Student Events

- follow instructional signals.
- follow rules specific to a selected skill.
- demonstrate an effort to perform basic skills in team sports.
- stay focused on assigned task for longer periods of time.
- use practice space with others in the group/class.
- work with others in the group to get better at the skills involved in an activity.
- choose skills of an appropriate difficulty level.
- execute a physical challenge cooperatively.
- use appropriate response to students and teachers.
- cooperate and accept the teacher's decision made during a game.

STANDARD FIVE

GRADE 7 - 8

Demonstrates responsible personal and social behavior in physical setting.

The student will...

OBJECTIVE

- * participate in formulating the rules, procedures, strategies, and safety practices for a specific activity.
- * work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.
- * make conscious decisions about applying rules, procedures, strategies, and etiquette.
- * recognize the influence of peer pressure and analyze/realize potential consequence when confronted with a behavioral choice.

SAMPLE BENCHMARKS

- * use equipment and space safely and properly.
- * play within rules of a game or activity.
- * make responsible decisions about using time, applying rules, and following through with the decisions made.
- * use time wisely when given the opportunity to practice and improve performance.
- * remain on task in a group activity without close teacher monitoring.
- * engage in physical activities which help develop mental, social, and emotional well being.
- * develop a healthy attitude toward active participation in group games and sports.
- * resolve interpersonal conflicts with sensitivity to rights and feelings of others.
- * demonstrate sportsmanship and emotional control in a variety of activities and games.
- * accept constructive criticism from peers and teachers.
- * show regard for the safety of all participants in all activities.
- * demonstrate the ability to communicate in a positive manner with others.
- * accept a controversial decision of an official.

STANDARD FIVE

GRADE 7 - 8

ASSESSMENT CHOICES

Teacher Observations

- maximize practice opportunities.
- display little evidence of off-task behavior.
- participate in a manner that is safe for himself/herself or others.
- demonstrate appropriate safety practices, rules, etc. for chosen activities.

Student Events

- demonstrate supportive behavior to a teammate or opponent.
- move quickly to get organized and to start practice within a short period of the signal to begin.
- follow rules specific to a selected skill.
- demonstrate basic skill in team sports.
- stay focused on assigned task for longer periods of time.
- use practice space with others in the group/class.
- work with others in the group to get better at the skills involved in an activity.
- choose skills of an appropriate difficulty level.
- execute a physical challenge cooperatively.
- use appropriate response to students and teachers.
- accept the teacher's or official's decision made during a game.

STANDARD SIX

GRADE K

Demonstrates understanding and respect for differences among people in physical activity settings.

The student will...

OBJECTIVE

- * recognize the joy of shared play.
- * interact positively with students in class regardless of personal differences (e.g., race, gender, ability).
- * work cooperatively with both more and less skilled peers.

SAMPLE BENCHMARKS

- * enjoy participation alone and with others.
- * choose playmates without regard to personal differences.

ASSESSMENT CHOICES

Teacher Observations

demonstrate willingness to join in an activity.

participate in group activities readily (evidenced by the amount of time between the teacher's instruction and the time activity begins).

demonstrate cooperation with others in group tasks.

demonstrate an awareness of the strengths and limitations of the physically challenged.

**STANDARD SIX
GRADE K**

Student Events

share and cooperate with a partner or group.

explain how sharing with others can lead to positive feelings such as feelings of acceptance and belonging to the group.

STANDARD SIX

GRADES 1 - 2

Demonstrates understanding and respect for differences among people in physical activity settings.

The student will...

OBJECTIVE

- * interact positively with students in class regardless of personal differences (e.g., race, gender, ability).
- * treat others with respect during play.
- * resolve conflicts in socially acceptable ways.
- * work cooperatively with both more and less skilled peers.

SAMPLE BENCHMARKS

- * appreciate the benefits that accompany cooperation and sharing.
- * display consideration of others in physical activity settings.
- * demonstrate the elements of socially acceptable conflict resolution.

ASSESSMENT CHOICES

Teacher Observations

demonstrate cooperation and sharing with others during group activities.
demonstrate awareness of personal behavior and the role that it plays in group activities.
offer ways to make games and activities more cooperative.
demonstrate an awareness of the strengths and limitations of the physically challenged.

STANDARD SIX
GRADES 1 - 2

Student Events

share and cooperate with a partner or group.

explain how sharing with others can lead to positive feelings such as feelings of acceptance and belonging to the group.

STANDARD SIX

GRADES 3 - 4

Demonstrates understanding and respect for differences among people in physical activity settings.

The student will...

OBJECTIVE

- * explore cultural/ethnic self-awareness through participation in physical activity.
- * recognize the attributes that individuals with differences can bring to group activities.
- * experience differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins.
- * interact positively with students in class regardless of personal differences (e.g., race, gender, and ability).
- * work cooperatively with both more and less skilled peers.

SAMPLE BENCHMARKS

- * indicate respect for persons from different backgrounds and the cultural significance they attribute to various games, dances, and physical activities.
- * demonstrate acceptance of the skills and abilities of others.

ASSESSMENT CHOICES

Teacher Observations

describe how the selected activities relates to the environment in which it is practiced (e.g., climate, geography, historical tradition).

look for similarities and differences between selected physical activities and activities popular today.

accept the strengths and limitations of the physically challenged.

STANDARD SIX

GRADES 3 - 4

Student Events

participate in learning games, dances, and activities from other parts of the world.
recognize similarities and differences in games, dances, and activities of other cultures.
accept the similarities and differences of persons with disabilities.

STANDARD SIX

GRADES 5 - 6

Demonstrates understanding and respect for differences among people in physical activity settings.

The student will...

OBJECTIVE

- * explore cultural/ethnic self-awareness through participation in physical activity.
- * acknowledge the attributes that individuals with differences can bring to group activities.
- * experience differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins.
- * work cooperatively with both more and less skilled peers.
- * join willingly others of diverse cultures, gender, race, and ability during physical activity.

SAMPLE BENCHMARKS

- * recognize the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.
- * demonstrate cooperation with peers of different gender, race, ability, and ethnicity in a physical activity setting.
- * show respect for persons of like and different skill levels.
- * recognize the importance of one's personal heritage.

ASSESSMENT CHOICES

Teacher Observations

identify personal strengths and weaknesses in respect to physical ability, as well as those of others in the group.
demonstrate the knowledge of the skills necessary to switch positions in an organized game.
show respect for individual contributions to team performance.
include physically challenged individuals in physical activity.

STANDARD SIX
GRADES 5 - 6

Student Events

explain how many of the games and sports played in the United States originated in other countries.

describe how the games/sport was originally played and how it is played in this country.

identify and respect the challenges faced by a person with a disability while participating in physical activity.

demonstrate the ability to formulate a strategy for maximizing inclusionary behavior (e.g., by changing the rules of the activity.)

STANDARD SIX

GRADES 7 - 8

Demonstrates understanding and respect for differences among people in physical activity settings.

The student will...

OBJECTIVE

- * recognize the role of sport, games, and dance in modern culture.
- * identify behaviors that are supportive and inclusive in physical activity settings.
- * join willingly others of diverse culture, gender, race, and ability during physical activity.
- * work cooperatively with peers.

SAMPLE BENCHMARKS

- * demonstrate cooperation with peers of different gender, race, ability, and ethnicity in a physical activity setting.
- * show respect for persons of like and different skill levels.
- * recognizes the importance of one's personal heritage.
- * respect the physical and performance limitations of self and others.
- * demonstrate an understanding of the way sport and dance influence American culture.

ASSESSMENT CHOICES

Teacher Observations

identify personal strengths and weaknesses in respect to physical ability, as well as those of others in the group.
develop ability to lead and coordinate team activities.
identify strategies for including physically challenged individuals in physical activity.

STANDARD SIX
GRADES 7 - 8

identify both positive and negative sport celebrity behaviors and recognize the effect that these athletes may have on the behavior of others.

Student Events

formulate strategies for maximizing inclusionary behavior (e.g., changing the rules of the activity).

provide evidence of sensitivity to those of different gender, culture, race, and physical ability.

identify characteristics of games or dances from other areas and is willing to learn them.

identify and respect the challenges faced by a person with a disability while participating in physical activity.

STANDARD SEVEN

GRADE K

Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The student will...

OBJECTIVE

- * engage in physical activities.
- * associate positive feelings with participation in physical activity.
- * try new movement activities and skills.

SAMPLE BENCHMARKS

- * enjoy participation alone and with others.
- * identify feelings that result from participation in physical activities.
- * look forward to physical education classes.

ASSESSMENT CHOICES

Teacher Observations

demonstrate active involvement in physical activity.
show both verbal and nonverbal indicators of enjoyment (e.g., shows pleasure of movement, performs creative movement).

Student Events

participate willingly in class activities
identify several activities that are enjoyable.
express positive feelings when describing an activity.

STANDARD SEVEN

GRADES 1 - 2

Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The student will...

OBJECTIVE

- * gain competence to provide increased enjoyment in movement.
- * enjoy interaction with friends through physical activity.
- * express feelings about physical activity.
- * try new movement activities and skills.

SAMPLE BENCHMARKS

- * appreciate the benefits that accompany cooperation and sharing.
- * accept the feelings resulting from challenges, successes, and failures in physical activity.
- * try new activities willingly.

ASSESSMENT CHOICES

Teacher Observations

use movement to communicate feelings.
express feelings that result from participation in physical activities.
perform creative movement.

STANDARD SEVEN
GRADES 1 - 2

Student Events

participate willingly in class activities.
identify several activities that are enjoyable.
express feelings associated with success and failure.

STANDARD SEVEN

GRADES 3 - 4

Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The student will...

OBJECTIVE

- * experience enjoyment while participating in physical activity.
- * enjoy practicing activities to increase skill competence.
- * interact with friends while participating in group activities.
- * use physical activity as a means of self-expression.

SAMPLE BENCHMARKS

- * experience positive feelings as a result of involvement in physical activity.
- * design creative group activities.
- * celebrate personal successes and achievements as well as those of others.

ASSESSMENT CHOICES

Teacher Observations

demonstrate an understanding of individual and group successes.
contribute as a participating member of the group.
respond in a positive way to new challenges.
perform creative movements.

STANDARD SEVEN

GRADES 3 - 4

Student Events

express personal satisfaction in his/her accomplishments.

express appreciation for the success of others.

select activities that are personally interesting and rewarding.

STANDARD SEVEN

GRADES 5 - 6

Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The student will...

OBJECTIVE

- * acknowledge physical activity as a positive opportunity for social and group interaction.
- * demonstrate enjoyment from participation in physical activities.
- * use physical activity to express feelings.
- * seek personally challenging experiences in physically active opportunities.

SAMPLE BENCHMARKS

- * recognize the role of games, sports, and dance in getting to know and understand self and others.
- * identify benefits resulting from participation in different forms of physical activities.
- * describe ways to use the body and movement activities to communicate ideas and feelings.

ASSESSMENT CHOICES

Teacher Observations

cooperate and communicate with others during a risk-taking activity.
identify common emotions experienced by self and others.
accept feelings expressed by others and is capable of relating personal feelings to those expressed by others.
relate personal feelings to other situations.

STANDARD SEVEN
GRADES 5 - 6

Student Events

identify an appropriate goal.

express personal satisfaction in his/her accomplishments.

express appreciation for the success of others.

demonstrate insight into how to create positive experiences for self and others.

STANDARD SEVEN

GRADES 7 - 8

Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The student will...

OBJECTIVE

- * enjoy participation in physical activity.
- * acknowledge the social benefits of participation in physical activity.
- * try new and challenging activities.
- * acknowledge physical activity as a vehicle for self-expression.

SAMPLE BENCHMARKS

- * feel satisfaction when engaging in physical activity.
- * enjoy learning new activities.
- * become more skilled (learning strategy, additional skills) in a favorite activity.

ASSESSMENT CHOICES

Teacher Observations

acknowledge the social benefits of participation in physical activity.
identify the differences in social aspects of team and individual sports.
identify the value of exercise in relieving stress.

STANDARD SEVEN
GRADES 7 - 8

Student Events

identify an appropriate goal.

express personal satisfaction in his/her accomplishments.

identify experiences appropriately according to the positive and negative feelings they have evoked.

demonstrate insight into how to create positive experiences for self and others.

ASSESSMENT CHOICES

- Teacher Observation** - is the most utilized form of assessment in physical education. Teachers observe students on a regular basis as part of the instructional process. Teacher observation can provide objective data on student performance to collect information on the instructional process or to evaluate students. Teachers can use various tools to record observational data including anecdotal records, checklists, rating scales, or scoring rubrics.
- Anecdotal Record** The teacher establishes broad categories of concern and then takes notes on everything that is observed in relation to those categories. Notes are usually kept in the form of a log.
- Checklist** These are usually used to determine whether a student meets or does not meet a particular criteria. e.g.,
- steps with the opposite foot
 - sequential rotation
 - elbow out and back
 - forearm lag
- Rating scales** Scales are used to determine the degree to which identified criteria have been met in an observation. The teacher designates (a) the important components of behavior to be assessed and (b) the levels of performance desired to be discriminated. e.g.,
- 1 = No incidence of noncompliance is observed
 - 2 = One incidence of noncompliance is observed
 - 3 = More than one incidence of noncompliance are observed but student is primarily compliant
 - 4 = Student is more often noncompliant than compliant
- Scoring Rubric** Rubrics are in one sense rating scales that use multiple criteria simultaneously. The teacher establishes desired levels of performance and then defines the criteria that are essential. Rubrics provide criteria that describe student performance at various levels of proficiency. e.g., 6 point rubric:
- 6 - This level of quality is reserved for the truly exceptional; the student has not only met but has exceeded the demands of the assignment/skill.
- 5 - This level of quality is for those who are clearly above average but lack a certain distinctiveness of a six. They clearly meet and to some extent exceed the demands of the assignment/skill.

ASSESSMENT CHOICES CONTINUED

4 - This level is for those who reflect the “average”. They meet the requirements but offer no extension of the assignment/skill.

3 - These are in the lowest range of “average”. There are deficiencies, not all aspects of the assignment/skill have been achieved.

2 - This level is unacceptable; important aspects of the assignment/skill are neglected or unattained.

1 - This level is left to the teacher to comment; the goals of the student are not yet at performance or grade level. (Some teachers use the term “emergent” in lieu of the number 1.)

Portfolio Assessment

The teacher collects or student selects samples of student works, conferences, etc., and reviews regularly in order to document in a variety of ways how a student has developed over the course of the year.

Peer Assessment

The teacher gives students guidelines for evaluation; two or more students meet to discuss/evaluate one another’s progress.

Self Assessment

The students continually evaluate their performance and progress via check lists, inventories, conferencing, portfolios, etc.

Teacher-Made Tests

To measure comprehension of a specific concept the students answer focused questions in various formats.

GENERAL GUIDELINES FOR ASSESSMENT

- The assessment should measure the objective
- The assessment should be useful to the teacher and to the student
- The assessment should be teacher friendly
- The students may be active in the assessment - self assess, peer assess
- Develop rubrics
- Keep records

CHOOSING APPROPRIATE LESSON GUIDES²

The following checklist is a nice guide to use when choosing physical activities to use in your classes.

1. Does the activity provide for differences in the skill levels of your students? (i.e., Is it developmentally appropriate?).
2. Can all students be successful, and at the same time, challenged?
3. Does the activity provide for maximum participation?
4. Can you emphasize the “learnable piece” (i.e., cues, strategy) during the activity?
5. Does the activity provide for maximum practice time?
6. Can you **teach** your students what you want them to **learn** from the lesson using the chosen activity?
7. Can you assess student learning?

²Available - <http://pe.central.vt.edu/choosing.html>

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES
STANDARD ONE

Demonstrates competency in many movement forms and proficiency in a few movement forms.

KINDERGARTEN

LOCOMOTOR MOVEMENT

The student will:

- explain and demonstrate the movement.
- demonstrate spatial awareness and pathways.
- signal to start.
- perform movements.
- signal to stop.

Teacher observes, corrects, and evaluates critical elements in movement and records observations.

GRADES 1 & 2

THROWING AN OBJECT

The student will:

- explain and demonstrate how to throw a ball.
- explain and demonstrate how to catch a ball.
- choose a partner.
- establish a throwing space.
- signal to throw.
- perform movement.
- signal to stop.

Teacher observes, corrects, and evaluates throwing mechanics and catching mechanics.

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD ONE

Demonstrates competency in many movement forms and proficiency in a few movement forms.

GRADES 3 & 4

DRIBBLING

The student will:

explain and demonstrate dribbling with one hand and then the other.
using relay form, dribble down one end of the gym and back.

Teacher observes, corrects, and evaluates that the students are using only one hand while dribbling.

Note: Relay formation movement versus being in a stationary position and performing motor skills.

The student will:

explain and demonstrate soccer dribbling with one foot and then the other.
with a goal at one end of the gym, dribble the ball with control toward the goal and dribble back.

Teacher observes, corrects, and evaluates that the student controls the dribbling using both feet.

GRADES 5 & 6

STRIKING PATTERN OVER A NET (TENNIS, BADMINTON, VOLLEYBALL, ETC.)

The student will:

explain and demonstrate the activity.
have partners on opposite sides of the net.
keep object continuously moving back and forth across net to partner.

Teacher observes, corrects, and evaluates skill components of striking pattern and control.

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD ONE

Demonstrates competency in many movement forms and proficiency in a few movement forms.

GRADES 7 & 8

DANCE

The student will:

- break a dance down into basic dance movements and positions.
- explain and demonstrate each basic movement (one at a time).
- have students practice each movement and position.

Teacher observes, corrects, and evaluates understanding and competence of the step.

The student will:

- put small parts together.
- put all parts together.
- polish the dance and perform entire dance to music.

Teacher observes, corrects, and evaluates understanding and competence of the step.

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD TWO

Applies movement concepts and principles to the learning and development of motor skills.

KINDERGARTEN

BODY POSITION

The student will:

- explain and identify body parts.
- explain and demonstrate body positions.
- give a signal to change a body position.

Teacher observes, corrects, and evaluates response to a command, understanding of vocabulary, knowledge of body parts.

GRADES 1 & 2

TAG

The student will:

- explain and demonstrate tagging (without pushing and shoving).
- explain and demonstrate a particular tag game.
- establish boundaries.
- choose taggers.
- signal to start play.
- signal to stop play.
- choose new taggers and signal start.

Teacher observes, corrects, and evaluates following directions.

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD TWO

Applies movement concepts and principles to the learning and development of motor skills.

GRADES 3 & 4

PASSING

The student will:

- explain and demonstrate the chest pass and bounce pass.
- line up across from a partner .
- use playground balls or appropriate size basketballs to practice the two passes with a partner.

Teacher observes, corrects, and evaluates passing and catching with proper form and control.

TRANSFER OF WEIGHT

The student will:

- explain and demonstrate the proper way to transfer weight to pick up equipment or objects.
- fold and pick up mats, cones, or other light equipment.

Teacher observes, corrects, and evaluates proper use of technique outside the classroom; e.g., lifting their backpacks.

CAPTURE THE FLAG

The teacher will:

- place a flag (nerf football, bean bag, etc.) at opposite corner of the gym, on top of a cone.
- identify a “holding area” for tagged players on same side of gym but at the opposite corner.
- divide gym into two halves using the basketball mid-court line as a marker.

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD TWO

Applies movement concepts and principles to the learning and development of motor skills.

GRADES 5 & 6 Continued

CAPTURE THE FLAG Continued

The teacher will:

- divide the class into two teams.

- explain the object of the game - to capture the flag without being tagged and bring flag across the line.

- explain the rules:

 - if tagged you go to the holding area

 - teammates can free you from the holding area by tagging you, free walk back

 - flag can be thrown or carried across the line

 - whoever has control of flag over the line is winner

 - all players must remain seven feet from the flag (no guarding the flag)

- explain and demonstrate strategies:

 - fake "stop and go"

 - a defense and offense

 - sacrificing

 - baiting the opponent

Student will demonstrate an understanding of the rules and strategies.

Teacher observes, corrects, and evaluates understanding of rules and use of strategies.

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD TWO

Applies movement concepts and principles to the learning and development of motor skills.

GRADES 7 & 8

UNDERHAND VOLLEYBALL SERVE

The student will:

explain and demonstrate the underhand volleyball serve by holding the ball in the nondominant hand about waist level and toward nondominant side of body; feet together at start.

Teacher observes, corrects, and evaluates position of ball (waist level) and toward nondominant side of body.

The student will:

bring dominant hand (striking hand) backward with a closed hand
step forward with nondominant side foot
swing striking hand forward, making contact with the back/bottom position of ball and heel of hand
follow through with striking hand about chest high - serve across the net.

Teacher observes, corrects, and evaluates proper skill components.

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD THREE

Exhibits a physically active lifestyle.

Teacher selects activities that are stimulating in nature and that are fun to do. Feedback from the child that shows excitement for the activity includes their inquisitiveness and enthusiasm for Physical Education class.

Activities K - 1 - 2

Tag games
Red Light/Green Light
Parachute Activities

Activities 5 - 6

Team Activities
Basketball
Hockey
Capture the Flag

Activities 3 - 4

Dodge Ball
Soccer
Monkey in the Middle

Activities 7 -8

Lifetime sports activities
Tennis
Golf
Volleyball

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD FOUR

Achieves and maintains a health-enhancing level of physical fitness.

Emphasis is on the awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Students are aware of what is physically happening to their bodies.

Activities K - 1 - 2

Teacher will introduce the concept of warm-up, stretching, hard activity, and cool down. Student will recognize a faster heart rate and breathing rate during a tag game.

Activities 3 - 4

Teacher will continue to develop the concept: stretching, warm-up, hard activity, and cool down.
Teacher will introduce fitness testing.

Activities 5 - 6 - 7 - 8

Teacher will administer
Fitness Testing
Teacher observes student taking heart rate

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD FIVE

Demonstrates responsible personal and social behavior in physical activity settings.

During Physical Education classes the student engages in safe practices, adheres to the rules, cooperates with other classmates, shows consideration for others, and demonstrates an understanding of ways to cope with emotional upsets.

Grades K - 1 - 2

The student understands the proper classroom procedures (e.g., whistle means stop, look, listen).

Emphasis is on individual activities.

Grades 3 - 4

The student works cooperatively with partners and in larger groups.

Partner Activities (e.g., wheelbarrow, having a catch, etc.)

Larger Group Activities: kickball, dodgeball

Grades 5 - 6 - 7 - 8

The student cooperates in groups/teams, demonstrates sportsmanship and shows emotional control.

Relay activities

Stations

Volleyball

Basketball, etc.

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD SIX

Demonstrates understanding and respect for differences among people in physical activity settings.

This standard is not assessed in isolation but is integrated into all aspects of the Physical Education setting.

The teacher can assess a student's understanding of and respect for differences in others by:

- having the student verbalize attributes that individuals with differences can bring to an activity
- observing that the student is able to share in a winning moment with a student who has physical limitations
- providing opportunities for an individual who is less talented or physically challenged to perform a certain activity (e.g., partnering with a student of greater strengths, etc.)
- having students assist in setting new rules for an activity that would help an individual with differences to succeed (e.g., a child in a wheelchair could have a designated kicker in a game of kickball, etc.)
- grouping students into small groups and have them research an ethnic game or dance and have them teach it to the others

Grades K-1-2

The student chooses and identifies playmates without regard to differences.

Grades 3-4

The student develops an awareness of the physically challenged - can adapt a game to allow for physical differences.

Grades 5-8

The student can develop strategies for an activity to allow for the physically challenged (blindness, deafness, etc.).
The student can play and appreciate a game that originated in a foreign country.

TEACHER OBSERVATION/STUDENT EVENT EXAMPLES

STANDARD SEVEN

Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Students can be assessed by their nonverbal expression of: enjoyment, frustration, success, positive interaction, and willingness to participate.

At various times the student may be asked to reflect on an activity and record (in pictures or in words):

- the purpose of the activity
- how they felt about the activity
- what they liked about the activity
- how they would improve the activity

Students can be encouraged to keep a journal or a portfolio on activities that:

- they enjoyed
- helped reduce stress
- enhanced their physical well-being
- show the positive effects friends and companions bring to the experience

RESOURCES

American Alliance for Health, Physical Education Recreation, and Dance
(AAHPERD)
1900 Association drive
Reston, VA 20191
(703) 476-3400
1-800-321-0789
FAX - (703) 476-9527
<http://www.aahperd.org>

Moving Into the Future: National Standards for Physical Education (1995)
The National Association for Sports and Physical Education (an association of AAHPERD)
1900 Association drive
Reston, VA 20191

PHYSICAL BEST
AAHPERD Publications
P.O. Box 385
Oxon Hill, MD 20750-0385
1-800-321-0789
FAX - 301-567-9553

FITNESSGRAM
The Cooper Institute for Aerobics Research
12330 Preston Road
Dallas, TX 75230
1-800-635-7050
FAX - 972-341-3224

RESOURCES

CORE CURRICULUM CONTENT STANDARDS

New Jersey State Department of Education
100 Riverview Executive Plaza
Route 29, CN 500
Trenton, NJ 08625-0500
609-292-4469

The President's Challenge
Indiana University
400 E. 7th Street
Bloomington, IN 47405-3085
1-800-258-8246
<http://www.indiana.edu/~preschal>

Teachers Helping Teachers
<http://www.pacificnet.net/~mandel//>

<http://pe.central.vt.edu/choosing.html>