

## **PHYSICAL EDUCATION MISSION STATEMENT**

Students in Central Community School District 301 will acquire a variety of health enhancing skills which will contribute to lifelong fitness. Students will demonstrate development in psychomotor skills, teambuilding, and personal responsibility.

### **Grades K-1**

**Purpose:** Students will demonstrate an understanding of rules & safety during physical activity, and an overall awareness of their physical environment. They will distinguish the effect of cardiovascular activity on the body.

**Outcome:** Students will demonstrate knowledge of both rules and safety by being assessed through observation. 19.A.1, 19.C.1, 21.A.1a, 21.A.1b

**Components:** **1.1** – Follow simple directions and rules when first directed for all activities. 21.A.1a

- Respond to teacher’s signals or verbal instructions.

**1.2** – Demonstrate an ability to perform safely using spatial awareness within the environment. 21.A.1b, 19.C.1

- Change speed and direction without collision
- Move within defined personal space.
- Use best body movement for desired results.

**1.3** – Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills as well as combinations and sequences in each area. 19.A.1

- Demonstrate the ability to perform locomotor (walk, run, traveling actions) and non-locomotor (bend, swing, movement in place) skills upon teacher request.
- Manipulate a variety of objects (throw, catch, strike, kick) while moving or standing still, using variations in force/effort (Attempt throwing at various speeds, distances, and at targets. Catches medium sized objects in different activities).

**Outcome:** Students will demonstrate an ability to recognize the changes their bodies go through during cardiovascular activity. 20.A.1b, 20.B.1

**Components:** **2.1** – Demonstrate the ability to locate their heart beat with hand on chest area and compare the difference between resting heart rate and exercise induced heart rate. 20.A.1b

- Demonstrate how increasing the intensity of activity will increase their heart rate (Participate in “Hit the Gym Running” activities with the teacher controlling the intensity of the activity with teacher guidance. They cease activity and feel the beating of their hearts. They are asked to describe differences between resting heart rate and active heart rate. They will show how fast the heart is beating by a predetermined hand signal).

**2.2** – Demonstrate the ability to explain some simple physiological changes the body incurs during physical activity. 20.A.1b

- Identify different parts of the body that are affected by exercise (Move a particular body part on the command of the teacher, ie. Lift arm above head, feel skin on forehead for perspiration, etc).
- Identify activities that increase cardio (heart and lungs) endurance. (Bring in pictures of individuals participating in activities that would enhance their cardio endurance.

**Outcome:** Students will react appropriately to the differences that arise within their physical environment. 19.B.1, 21.A.1a, 21.A.1c, 21.B.1

**Components:** **3.1** – Demonstrate the ability to react to both verbal and non-verbal cues. 21.A.1a

- Work cooperatively with other students regardless of personal differences. 21.A.1c, 21.B.1
- Choose classmate without regard for individual differences and play easily with others (ie. Students choose a partner or group for activities with no regard for gender or athletic ability).

**3.2** – Demonstrate the ability to appropriately use an assortment of equipment. 19.B.1

- Game equipment (Balls, flags, hoops, ropes, etc.)
- Spatial equipment (Cones, poly spots, carpet squares, etc.)

## Grades 2-3

**Purpose:** Students will demonstrate an understanding of the principals of movement skills through age appropriate games and fitness activities. Students will apply rules and safety practices during physical activity. They will demonstrate responsibility and cooperation.

**Outcome:** Students will demonstrate an ability to progress through the principles of movement skills in various modified sports activities. 19.A.2, 19.B.2, 19.C.2a, 19.C.2b

**Components:** **1.1** – Demonstrate the ability to perform a range of sports skills at their individual ability level. 19.A.2, 19.B.2

- Demonstrate movement skills with many variations. (ie. Explore variations of throwing a ball, overhand, underhand, sidearm, one hand, two hands).

**1.2** – Demonstrate the ability to apply the learned sports skills to lead-up games and activities. 19.C.2a, 19.C.2b

- Combine different movement skills to form more complex skills. (ie. Dribble a soccer ball while running at different speeds and using the inside/outside of the feet).

**1.3** – Demonstrate the ability to apply knowledge learned from lead-up games to modified team games. 19.C.2a, 19.C.2b

- Utilize implements (bat, ball, racquet) combined with motor skills (movement skills) to perform specific skills. (ie. Perform basic hitting, catching, and throwing mechanics).

**Outcome:** Students will demonstrate an ability to recognize the benefits of cardiovascular activity through health-enhancing physical fitness. 20.B.1

**Components:** **2.1** – Demonstrate the ability to describe the affects of exercise and lack of exercise on the human body as well as distinguishing between good and bad eating habits. 20.B.1, 20.A.2b, 20.A.2a

- Describe what can happen to the bodies of people who do not exercise and who overeat /diet poorly (ie. Explain why some people have more body fat than others).

**2.2** – Demonstrate the ability to recognize the importance of a healthy lifestyle creating a habit of lifelong physical activity.

20.B.1, 20.A.2b, 20.A.2a

- Participate in moderate to vigorous physical activity during and after school (ie. Participate in kickball both in school PE and outside of school)

**2.3** – Demonstrate the ability to recognize the negative affects on fitness of drugs, tobacco, and alcohol. 22.A2c

- Brainstorm the affects of various drugs, tobaccos, and alcohols (drug awareness posters, tobacco and alcohol visual aids).

**Outcome:** Students will demonstrate the ability to show responsibility and cooperation in everyday physical activities.

21.A.1a, 21.B.1, 21.A.2a, 21.B.2

**Components:** **3.1** – Demonstrate a willingness to work with other students toward a common goal. 21.A.1a, 21.B.1, 21.A.2a, 21.B.2

- Participate with a partner or team in a game situation requiring problem solving skills. (ie. Participate in the “Uno relay” where students work toward a common goal of finding the same color cards).
- Engage easily in low organization games requiring cooperative play (fewer rules and lower level such as line games).

**3.2** – Accept responsibility for own class participation.

21.A.1a, 21.B.1, 21.A.2a, 21.B.2

- Assist teacher in setting up and taking down gym equipment.
- Students come prepared for class (ie. Wear appropriate shoes and ready to participate).
- Active listening to teacher and peers
- Participate in game activities and show positive sportsmanship by shaking hands with classmates.

**3.3** – Demonstrate an understanding of rules, regulations, and safety practices. 21.A.2b

## Grades 4-5

**Purpose:** Students will demonstrate an understanding of the principles of movement skills through modified sport activity and health-enhancing physical fitness as a result of cardiovascular activity. They will integrate responsibility and cooperation in both independent and group practices.

**Outcome:** Students will demonstrate an ability to progress through the principles of movement skills in various modified sports activities.  
19.C.2a, 19.B.2, 19.C.2b, 20.A.2b

**Components:** **1.1** – Describe critical elements of correct movement pattern for all fundamental (basic) movement skills. 19.A.2, 19.B.2

- Describe and demonstrate body positions for a variety of sports skills (ie. Describe and demonstrate the differences between bumping and setting skills with a partner in volleyball).

**1.2** – Apply the concept of practice to improve skills in appropriate settings. 19.A.2, 19.B.2

**1.3** – Recognize and describe critical elements of more complex movement patterns. 19.B.2, 19.C.2b, 19.C2a

- Describe the importance of using combinations of body parts in performing a skill. (ie. Describe the use of the legs in performing the bumping or setting skills in volleyball).

**1.4** – Identify ways that movement concepts can be used to refine movement skills. 19.C.2b

- Understand that practice improves performance. (ie. Practice motor skills and sport skills to achieve goals in the P.E. activities).

**Outcome:** Students will demonstrate an ability to recognize the benefits of cardiovascular activity through health-enhancing physical fitness.

**Components:** **2.1** – Describe the physical, emotional, and psychological benefits of participation in health-related (healthy lifestyle) activities. 20.A.2a

- List the benefits that result from participation in health-related activities.
- Brainstorm a list of the benefits of cardio exercise.

**2.2** – Demonstrate regular participation in health-related activities outside of class. 20.A.2a 20.A.2b

- Participate in a league or in a pick-up activity.
- Participate in “Run for Fun”.

**2.3** – Describe those activities that are considered to be lifetime activities. 20.C.2b, 20.C.2a

- List activities such as swimming, golf, hiking, and jogging.
- List non-cardio and cardio activities that can be done throughout a lifetime.

**Outcome:** Students will demonstrate the ability to show responsibility and cooperation in everyday physical activities. 21.A.2b

**Components:** **3.1** – Work cooperatively with others to obtain a common goal. 21.B.2

- Practice the basketball bounce pass with a partner, while applying concepts of movement to make the passes more successful.
- Work together with teammates in “Floor Hockey” to score goals.

**3.2** – Follow rules and safe practices in all class activities without being reminded. 21.A.2c, 19.C.2a

- Stop activity immediately upon signal from teacher.
- Follow directions and help other to stay safe when participating in PE activities.

**3.3** – Distinguish between compliance and noncompliance with game rules and fair play. 21.A.2a, 19.C.2.a

- Demonstrate positive sportsmanship
- Participate in game activity and show positive sportsmanship by lining up and shaking hands with opponent with verbal “nice game”.

## **6<sup>th</sup> Grade Physical Education**

- Focus:** Fundamentals of soccer, football, handball, basketball, volleyball, badminton, tumbling, ping pong, hockey, track, softball and fitness testing.
- Purpose:** Students will demonstrate the necessary skills to be successful in the fundamental aspects of these various activities. Students will identify and demonstrate the necessary components to complete these skills. Students will demonstrate and value team building through sportsmanship and responsibility.
- Outcome 1:** Students will demonstrate the ability to perform basic soccer skills through a variety of drills and activities. 19.A.3, 19.B.3, 21.A.3a
- 1.1 Demonstrate the proper techniques needed to individually advance a soccer ball by dribbling.
  - 1.2 Demonstrate the proper techniques needed to advance the soccer ball as a team through passing.
  - 1.3 Demonstrate the ability to accurately strike a soccer ball through the act of shooting.
  - 1.4 Apply dribbling, passing and shooting skills through various fundamental activities.
- Outcome 2:** Students will demonstrate the ability to perform basic football skills through a variety of drills and activities. 19.A.3, 19.B.3, 21.A.3a
- 2.1 Demonstrate the proper techniques needed to accurately throw a football.
  - 2.2 Demonstrate the proper techniques needed to properly receive a football.
  - 2.3 Display ability to use proper techniques of throwing and receiving while running passing routes.
  - 2.4 Apply defensive strategies defend passes.
- Outcome 3:** Students will be introduced to the basic skills of handball including passing, catching and shooting. The students will also be taught terms and use all skills in a game setting. An additional focus of team strategy will also be expected by each team. 19.A.3, 19.B.3, 19.C.3b, 21.A.3a, 21.B.3
- 3.1 Demonstrate the techniques needed to properly throw, catch and shoot a handball.
  - 3.2 Apply rules and game play techniques.

3.3 Apply basic offensive, defensive and cooperative strategies in handball activities and games.

- Outcome 4: Students will demonstrate the ability to perform basic basketball skills through a variety of drills and activities. 19.A.3, 19.B.3, 21.A.3a
- 4.1 Demonstrate the proper techniques needed to successfully dribble a basketball.
  - 4.2 Demonstrate the proper techniques to efficiently pass and receive a basketball.
  - 4.3 Demonstrate the ability to perform a mechanically correct basketball lay-up.
  - 4.4 Demonstrate the proper techniques to effectively shoot a basketball.
- Outcome 5: Students will demonstrate the ability to perform basic volleyball skills through a variety of drills and activities. 19.A.3, 19.B.3, 21.A.3a
- 5.1 Demonstrate the proper techniques needed to successfully perform an underhand pass.
  - 5.2 Demonstrate the proper techniques needed to perform a volleyball set.
  - 5.3 Demonstrate the ability to successfully perform an underhand volleyball serve.
- Outcome 6: Students will demonstrate the ability to perform basic badminton skills through a variety of drills and activities. 19.A.3, 19.B.3, 21.A.3a
- 6.1 Demonstrate the proper techniques needed to successfully perform badminton serves.
  - 6.2 Demonstrate the ability to volley a shuttlecock by using forehand and backhand skills.
  - 6.3 Demonstrate the ability to perform a variety of offensive skills such as the drop, clear and smash.
- Outcome 7: Students will demonstrate the ability to perform various tumbling skills by executing rolls, balancing skills and progressive combinations. Students will focus on using proper safety techniques while performing tumbling skills. 19.A.3, 19.B.3, 19.C.3a, 21.A.3a
- 7.1 Demonstrate the proper techniques necessary to successfully perform forward and backward rolls.
  - 7.2 Demonstrate the proper techniques necessary to successfully perform knee falls, tripods, handstands, headstands, spotting and bridges.
  - 7.3 Demonstrate the proper techniques necessary to successfully perform cartwheels, round-offs and handstands.
- Outcome 8: Students will demonstrate the ability to perform basic ping pong skills through a variety of drills and activities. Students will understand proper equipment etiquette and care. 19.A.3, 19.B.3, 21.A.3a
- 8.1 Demonstrate the proper techniques necessary to successfully serve a ping pong ball.

- 8.2 Demonstrate the proper techniques necessary to successfully volley a ping pong ball by using forehand, backhand and returning techniques.
  - 8.3 Demonstrate the proper use and care of ping pong equipment.
- Outcome 9: Students will demonstrate the ability to perform basic hockey skills through a variety of drills and activities. 19.A.3, 19.B.3, 21.A.3a
- 9.1 Demonstrate to ability to properly grip a hockey stick.
  - 9.2 Demonstrate the proper techniques necessary to successfully advance a hockey puck by dribbling.
  - 9.3 Demonstrate the proper techniques necessary to successfully transfer a hockey puck by receiving and passing.
  - 9.4 Demonstrate the proper techniques necessary to successfully shoot a hockey puck.
- Outcome 10: Students will demonstrate the ability to perform fundamentals in the high jump, long jump and running events. 19.A.3, 19.B.3, 21.A.3a
- 10.1 Demonstrate the proper techniques necessary to successfully perform the high jump.
  - 10.2 Demonstrate the proper techniques necessary to successfully perform the long jump.
  - 10.3 Demonstrate the proper techniques necessary to successfully perform a 4x100 relay.
  - 10.4 Demonstrate the proper techniques necessary to successfully perform a 400 meter run.
- Outcome 11: Students will demonstrate the ability to perform basic softball skills through a variety of drills and activities. Students will understand proper equipment etiquette and care. 19.A.3, 19.B.3, 21.A.3a
- 11.1 Demonstrate the proper use and care of softball equipment.
  - 11.2 Demonstrate the proper techniques necessary to successfully throw and catch and softball.
  - 11.3 Demonstrate the proper techniques necessary to successfully field ground balls and fly balls.
  - 11.4 Demonstrate the proper techniques necessary to successfully strike a softball while batting.
- Outcome 12: Students will demonstrate the ability to perform various fitness tests. Students will demonstrate cardiovascular endurance through the shuttle run, PACER Test and timed running events. Students will demonstrate muscular strength and endurance through the sit and reach, vertical jump, crunch test and the flex arm hang. Students will identify the principles of training; frequency, intensity, time and type. 19.A.3, 19.B.3, 20.A.3a, 20.A.3b, 21.A.3a
- 12.1 Demonstrate the proper techniques necessary to successfully complete the cardiovascular strength and endurance tests.
  - 12.2 Demonstrate the proper techniques necessary to successfully complete the muscular strength and endurance tests.

- 12.3 Understand the relationship between each activity and the components of health related fitness.
- Outcome 13: Students will demonstrate various fitness components throughout the physical education curriculum. 19.A.3, 19.B.3, 20.A.3a, 20.A.3b, 21.A.3a
- 13.1 Students will be able to demonstrate different activities to improve their cardiovascular endurance.
  - 13.2 Students will be able to demonstrate different activities to improve their balance.
  - 13.3 Students will be able to demonstrate different activities to improve their resistance training.

## 7<sup>th</sup> Grade Physical Education

**Focus:** Rules, etiquette, lead-up-games, and refining fundamentals of soccer, football, speedball, basketball, volleyball, badminton, aerobics, ping pong, hockey, track, and softball.

**Purpose:** Students will demonstrate a progression of fundamental skills during modified games for these various activities. Students will learn the concept of the games, rules, and etiquette. The students will demonstrate sportsmanship and responsibility during the course of the unit. Students will demonstrate various fitness components throughout the curriculum.

**Outcome 1:** Students will refine the ability to perform basic soccer skills in a smaller modified soccer game. Students will demonstrate the ability to apply correct soccer rules, proper set-up of a soccer field, and knowledge of various positions during smaller modified games.

19.A.3, 19.B.3, 19.C.3a, 21.A.3a, 21.B.3

1.1 Demonstrate the proper techniques needed to individually perform basic soccer skills.

1.2 Demonstrate the ability to apply correct soccer rules to a modified game.

1.3 Shows understanding of a field lines and game equipment for a soccer field.

1.4 Apply the knowledge to understand the importance of and difference of each soccer position.

**Outcome 2:** Students will refine the ability to perform basic football skills in smaller modified football games. Students will demonstrate the ability to apply correct football rules, proper set-up of a football field, and knowledge of various positions during smaller modified games.

19.A.3, 19.B.3, 19.C.3a, 21.A.3a, 21.B.3

2.1 Demonstrate the proper techniques needed to individually perform basic football skills.

2.2 Demonstrate the ability to apply correct football rules to a modified game.

2.3 Shows understanding of field lines and game equipment for football.

2.4 Apply the knowledge to understand the importance and difference of each football position.

**Outcome 3:** Students will be introduced to the basic skills of speedball including passing, catching, lifting, dribbling, and shooting. The students will also be taught terms, and use all skills in a game setting. An addition focus of team strategy will also be expected by each team.

19.A.3, 19.B.3, 19.C.3b, 21.A.3a, 21.B.3

- 3.1 Demonstrate the techniques needed to properly pass, catch, lift, shoot and dribble a soccer ball.
- 3.2 Apply proper rules and game play techniques.
- 3.3 Apply basic offensive, defensive, and cooperative strategies in speedball activities and games.

Outcome 4: Students will refine the ability to perform basic basketball skills in smaller modified basketball games. Students will demonstrate the ability to apply correct basketball rules, proper set-up of a basketball court, and knowledge of various positions during smaller modified games.  
19.A.3, 19.B.3, 19.C.3a, 21.A.3a, 21.B.3

- 4.1 Demonstrate the proper techniques needed to individually perform basic basketball skills.
- 4.2.1 Demonstrate the ability to apply correct basketball rules to a modified game.
- 4.3 Shows understanding of the basketball court lines and game equipment for basketball.
- 4.3.1 Apply the knowledge to understand the importance and difference of each basketball position.

Outcome 5: Students will refine the ability to perform basic volleyball skills in smaller modified volleyball games. Students will demonstrate the ability to apply correct volleyball rules, proper set-up of a volleyball court, and knowledge of various positions during smaller modified games.  
19.A.3, 19.B.3, 19.C.3a, 21.A.3a, 21.B.3

- 5.1 Demonstrate the proper techniques needed to individually perform basic volleyball skills.
- 5.2 Demonstrate the ability to apply correct volleyball rules to a modified game.
- 5.3 Shows understanding of the volleyball court lines and game equipment for volleyball.
- 5.4 Apply the knowledge to understand the importance and difference of each volleyball position.

Outcome 6: Students will refine the ability to perform basic badminton skills in regulation badminton games. Students will demonstrate the ability to apply correct badminton rules, proper set-up of a badminton court, and strategy in regulation games.  
19.A.3, 19.B.3, 19.C.3a, 19.C.3b, 21.A.3a, 21.B.3,

- 6.1 Demonstrate the proper techniques needed to individually perform basic badminton skills.
- 6.2 Demonstrate the ability to apply correct badminton rules to a regulation game.

- 6.3 Shows understanding of the badminton court lines and game equipment for badminton.
- 6.4 Understand the importance and apply strategies in regulation badminton games.

Outcome 7: Students will demonstrate the ability to perform basic movements related to kickboxing, yoga, Tae Bo, Pilates, and other aerobic activities.  
19.A.3, 19.B.3, 19.C.3a, 20.A.3b, 21.A.3a

- 7.1 Students will demonstrate proper aerobic movements in tae bo and kickboxing.
- 7.2 Students will demonstrate proper dynamic and static stretches through yoga and pilates.
- 7.3 Students will demonstrate the ability to balance using bosu aerobic balls and other various balancing equipment.

Outcome 8: Students will refine the ability to perform basic ping pong skills in regulation ping pong games. Students will demonstrate the ability to apply correct ping pong rules, proper set-up of a ping pong table, and strategy in regulation games.  
19.A.3, 19.B.3, 19.C.3a, 19.C.3b, 21.A.3a, 21.B.3

- 8.1 Demonstrate the proper techniques needed to individually perform basic ping pong skills.
- 8.2 Demonstrate the ability to apply correct ping pong rules to a regulation game.
- 8.3 Shows understanding of the ping pong table lines and game equipment for ping pong.
- 8.4 Understand the importance and apply strategies in regulation ping pong games.

Outcome 9: Students will refine the ability to perform basic hockey skills in regulation hockey games. Students will demonstrate the ability to apply correct hockey rules, proper set-up of a hockey court, and strategy in regulation hockey games.  
19.A.3, 19.B.3, 19.C.3a, 19.C.3b, 21.A.3a, 21.B.3

- 9.1 Demonstrate the proper techniques needed to individually perform hockey skills.
- 9.2 Demonstrate the ability to apply correct hockey rules to a regulation game.
- 9.3 Shows understanding of the hockey court lines and game equipment for hockey.
- 9.4 Understand the importance of and apply strategies in regulation hockey games.

Outcome 10: Students will refine the ability to perform basic high jump and long jump skills. Students will demonstrate the ability to compete in the 100m and 800m runs.

19.A.3, 19.B, 19.C.3a, 21.A.3a

10.1 Demonstrate the proper techniques needed to individually perform the high jump.

10.2 Demonstrate the proper techniques needed to individually perform the long jump.

10.3 Demonstrate the proper techniques needed to individually perform the 100m and 800m runs.

Outcome 11: Students will refine the ability to perform basic softball skills in regulation softball games. Students will demonstrate the ability to apply correct softball rules, proper set-up of a softball field, and strategy in regulation softball games.

19.A.3, 19.B.3, 19.C.3a, 21.A.3a, 21.B.3

11.1 Demonstrate the proper techniques needed to individually perform softball skills.

11.2 Demonstrate the ability to apply correct softball rules to a regulation game.

11.3 Shows understanding of the softball field lines and game equipment for softball.

Outcome 12: Students will demonstrate the ability to perform various fitness tests. Students will demonstrate cardiovascular endurance, through the shuttle run, PACER test and timed running events. Students will demonstrate muscular strength and endurance through the sit and reach, vertical jump, crunch test and the flex arm hang. Students will identify the principals of training; frequency, intensity, time and type.

19.A.3, 19.B.3, 20.A.3a, 20.A.3b, 21.A.3a

12.1 Demonstrate the proper techniques necessary to successfully complete the cardiovascular strength and endurance tests.

12.2 Demonstrate the proper techniques necessary to successfully complete the muscular strength and endurance tests

12.3 Understand the relationship between each activity and the components of health related fitness

Outcome 13: Students will demonstrate various fitness components throughout the physical education curriculum.

19.A.3, 19.B.3, 20.A.3a, 20.A.3b, 21.A.3a

13.1 Students will be able to demonstrate different activities to improve their cardiovascular endurance.

- 13.2 Students will be able to demonstrate different activities to improve their balance.
- 13.3 Students will be able to demonstrate different activities to improve their resistance training.

## **8<sup>th</sup> Grade Physical Education**

- Focus:** Rules, set-up, game play and strategies for soccer, football, flickerball, fitness testing, basketball, volleyball, pickleball, team building, ping pong, hockey, track and softball.
- Purpose:** Students will demonstrate an understanding of the rules, game play, strategies, team work and positions for each activity. Through game play students will demonstrate sportsmanship and responsibility associated with each unit. Students will demonstrate various fitness components throughout the curriculum.
- Outcome 1:** Students will demonstrate appropriate use of rules, strategies and teamwork techniques through soccer game play. 19.A.3, 19.B.3, 21.A.3a
- 1.1 Demonstrate knowledge of soccer rules and positions through game play.
  - 1.2 Demonstrate the use of strategies through competition.
  - 1.3 Demonstrate the ability to effectively play as part of a team.
- Outcome 2:** Students will demonstrate appropriate use of rules, strategies and teamwork techniques through football game play. 19.A.3, 19.B.3, 21.A.3a
- 2.1 Demonstrate knowledge of football rules and positions through game play.
  - 2.2 Demonstrate the use of strategies through competition.
  - 2.3 Demonstrate the ability to effectively play as part of a team.
- Outcome 3:** Students will be introduced to the basic skills of flickerball including passing, catching, and shooting. The students will also be taught terms, and use all skills in a game setting. An addition focus of team strategy will also be expected by each team. 19.A.3, 19.B.3, 19.C.3b, 21.A.3a, 21.B.3
- 3.1 Demonstrate the techniques needed to properly pass, catch and shoot.
  - 3.2 Apply proper rules and game play techniques.
  - 3.3 Apply basic offensive, defensive, and cooperative strategies in flickerball activities and games.

- Outcome 4: Students will demonstrate appropriate use of rules, strategies and teamwork techniques through basketball game play. 19.A.3, 19.B.3, 21.A.3a
- 4.1 Demonstrate knowledge of basketball rules and positions through game play.
  - 4.2 Demonstrate the use of strategies through competition.
  - 4.3 Demonstrate the ability to effectively play as part of a team.
- Outcome 5: Students will demonstrate appropriate use of rules, strategies and teamwork techniques through volleyball game play. 19.A.3, 19.B.3, 21.A.3a
- 5.1 Demonstrate knowledge of volleyball rules and positions through game play.
  - 5.2 Demonstrate the use of strategies through competition.
  - 5.3 Demonstrate the ability to effectively play as part of a team.
- Outcome 6: Students will refine the ability to perform basic pickleball skills in regulation pickleball games. Students will demonstrate the ability to apply correct pickleball rules, proper set-up of a pickleball court, scoring and strategy in regulation games. 19.A.3, 19.B.3, 19.C.3a, 19.C.3b, 21.A.3a, 21.B.3
- 6.1 Demonstrate the proper techniques needed to individually perform basic pickleball skills.
  - 6.2 Demonstrate the ability to apply correct pickleball rules to a regulation game.
  - 6.3 Shows understanding of the pickleball court lines and game equipment for pickleball.
  - 6.4 Demonstrate the use of strategies and scoring through game play.
- Outcome 7: Students will demonstrate the use of cooperation, trust and leadership through various team building activities. 19.A.3, 19.C.3a, 21.A.3a, 21.A.3c, 21.B.3
- 7.1 Demonstrate the ability to cooperate within a group of peers to accomplish a set goal.
  - 7.2 Demonstrate the ability to trust others in a team building activity.
  - 7.3 Demonstrate the ability to take a leadership role while trying to accomplish a task.

- Outcome 8: Students will demonstrate appropriate use of rules, strategies and teamwork techniques through ping pong game play. 19.A.3, 19.B.3, 21.A.3a
- 8.1 Demonstrate knowledge of ping pong rules and positions through game play.
  - 8.2 Demonstrate the use of strategies through competition.
  - 8.3 Demonstrate the ability to effectively play as part of a team.
- Outcome 9: Students will demonstrate appropriate use of rules, strategies and teamwork techniques through hockey game play. 19.A.3, 19.B.3, 21.A.3a
- 9.1 Demonstrate knowledge of hockey rules and positions through game play.
  - 9.2 Demonstrate the use of strategies through competition.
  - 9.3 Demonstrate the ability to effectively play as part of a team.
- Outcome 10: Students will demonstrate the ability to perform various fitness tests. Students will demonstrate cardiovascular endurance, through the shuttle run, PACER test and timed running events. Students will demonstrate muscular strength and endurance through the sit and reach, vertical jump, crunch test and the flex arm hang. Students will identify the principals of training; frequency, intensity, time and type. 19.A.3, 19.B.3, 20.A.3a, 20.A.3b, 21.A.3a
- 10.1 Demonstrate the proper techniques necessary to successfully complete the cardiovascular strength and endurance tests.
  - 10.2 Demonstrate the proper techniques necessary to successfully complete the muscular strength and endurance tests.
  - 10.3 Understand the relationship between each activity and the components of health related fitness.
- Outcome 11: Students will demonstrate the ability to perform fundamentals in the shot putt, triple jump and running events. 19.A.3, 19.B.3, 21.A.3a
- 11.1 Demonstrate the proper techniques necessary to successfully perform the shot putt.
  - 11.2 Demonstrate the proper techniques necessary to successfully perform the triple jump.
  - 11.3 Demonstrate the proper techniques necessary to successfully perform a 1600 meter run.

Outcome 12: Students will demonstrate appropriate use of rules, strategies and teamwork techniques through softball game play. 19.A.3, 19.B.3, 21.A.3a

2.1 Demonstrate knowledge of softball rules and positions through game play.

2.2 Demonstrate the use of strategies through competition.

2.3 Demonstrate the ability to effectively play as part of a team.

Outcome 13: Students will demonstrate various fitness components throughout the physical education curriculum. 19.A.3, 19.B.3, 20.A.3a, 20.A.3b, 21.A.3a

13.1 Students will be able to demonstrate different activities to improve their cardiovascular endurance.

13.2 Students will be able to demonstrate different activities to improve their balance.

13.3 Students will be able to demonstrate different activities to improve their resistance training.

13.4 Students will be able to demonstrate different activities to improve their muscular endurance.

## High School PE

**Purpose:** Students will illustrate their knowledge of skills and rules to be applied towards life-long activities. They will integrate technique and safety habits in individual and team activities.

**Outcome:** Students will demonstrate basic physical skills for both team and individual activities.

**Components:** **1.1** – Demonstrate knowledge of skills in individual and team sports, through creative movement and work-related activities. 19.A.4  
**1.2** – Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities. 19.A.4, 19.B.5  
**1.3** – Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills. 19.C.4a, 19.B.5  
**1.4** – Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns. 19.C.4b, 19.B.5

**Outcome:** Students will demonstrate knowledge of rules applied in team and individual activities.

**Components:** **2.1** – Compare and contrast their knowledge of rules for team and individual activities through class discussion. 19.C.5a  
**2.2** – Demonstrate their knowledge of the desired rules for activities through participation. 19.C.4a  
**2.3** – Demonstrate rule competency prior to starting an activity. 19.A.5

**Outcome:** Students will demonstrate knowledge of the proper technique needed for team and individual activities.

**Components:** **3.1** – Develop an understanding of proper technique through classroom discussion. 19.B.4  
**3.2** – Model proper techniques for each activity. 19.B.4  
**3.3** – Demonstrate proper technique through activity participation and classroom assessment. 19.B.4

**Outcome:** Students will understand the proper safety habits needed for individual and team activities.

**Components:** **4.1** – Explain why safety habits are important for individual and team activities. 19.C.4a

**4.2** – Apply proper safety habits during classroom participation.  
21.A.5, 19.A.5

**4.3** – Demonstrate all other classroom safety procedures. 21.A.4b

## Walking and Wellness

**Purpose:** Students will implement a walking and wellness health related fitness plan which includes the principles of training along with collection and interpretation of health related fitness data.

**Outcome:** Students will apply their knowledge of an active life style toward life long wellness.

**Components:** **1.1** – Develop personal goal(s) and a plan to achieve their goal(s).  
20.C.5a, 19.A.5

**1.2** – Participate in a daily walking program in both group and individual settings. 19.A.4

**1.3** – Apply the use of technology in recording walking intensity.  
19.B.4, 19.B.5

**1.4** – Record in a log the results of walking intensity. 19.B.4

**1.5** – Analyze current results to establish positive life style effects.  
20.A.4a

**1.6** – Apply knowledge of fitness concepts towards life long wellness.  
20.A.5

**Outcome:** Students will apply respect, teamwork, and positive attitude towards their wellness goals.

**Components:** **2.1** – Demonstrate personal responsibility. 21.B.4

**2.2** – Demonstrate initiative in performing and participating in class activities. 21.B.4, 21.B.5

**2.3** – Demonstrate positive attitude by encouraging and cooperating with others 21.B.4, 21.A.5

**2.4** – Demonstrate the ability to work independently with consistent effort.  
21.A.4c

**2.5** – Demonstrate understanding of equipment safety. 21.A.4b

**2.6** – Demonstrate respect for others by arriving on time. 21.A.4c

**2.7** – Incorporate good communication skills with teacher and other students. 21.A.5, 19.C.5b

**2.8** – Model good citizenship which includes non- discrimination of others. 21.B.5

## **Resistance Training**

- Purpose:** Students will model and analyze lifting techniques and safety protocols to evaluate their progress toward identified fitness goals.
- Outcome:** Students will apply the proper techniques needed for the required lifts used in class.
- Components:**
- 1.1** – Demonstrate control when performing a combination and sequence of muscle and joint movement in the bench press. 19.A.5, 20.A.5
  - 1.2** – Demonstrate control when performing a combination and sequence of muscle and joint movement in the squat. 19.A.5, 20.B.5a, 20.B.5b, 20.C.5a
  - 1.3** – Demonstrate control when performing a combination and sequence of muscle and joint movement in the dead lift. 19.A.5, 20.B.5a, 20.B.5b, 20.C.5a
  - 1.4** – Demonstrate control when performing a combination and sequence of muscle and joint movement in the auxiliary lifts. 19.A.5, 20.B.5a, 20.B.5b, 20.C.5a
- Outcome:** Students will analyze their classmates and monitor their own technique. 19.B.5, 20.C.5c, 21.A.5, 21.B.5
- Components:**
- 2.1** – Model the proper technique for each of the three core lifts for the instructor. 19.B.5, 20.C.5c, 21.A.5, 21.B.5
  - 2.2** – Model proper lifting technique for one another. 19.B.5, 20.C.5c, 21.A.5, 21.B.5
  - 2.3** – Perform self-correcting methods through peer guidance. 19.B.5, 20.C.5c, 21.A.5, 21.B.5
- Outcome:** Students will apply proper safety protocols when performing exercises and monitoring their partners. 19.A.5, 21.A.5
- Components:**
- 3.1** – Use proper safety equipment. 19.A.5, 21.A.5
  - 3.2** – Perform the proper spotting technique 19.A.5, 21.A.5
  - 3.3** – Model proper lifting techniques through assigned modified activities. 19.A.5, 21.A.5
  - 3.4** – Demonstrate all other classroom safety procedures. 19.A.5, 21.A.5

**Outcome:** Students will evaluate progress toward identified fitness goals.  
19.B.5, 20.C.5c

**Components:** **4.1** – List fitness goals for this class, including core lift improvement.  
19.B.5, 20.C.5c

**4.2** – Perform 8 to 10 rep maximum lifts in the three core areas (bench, squat, and deadlift). 19.B.5, 20.C.5c

**4.3** – Perform prescribed programs of lifting according to workout cycle.  
19.B.5, 20.C.5c

**4.4** – Perform 8 to 10 reps maximum lifts in the three core areas to assess progress at the conclusion of the semester. (Core index number will be determined and improvement noted.) 19.B.5, 20.C.5c

9/5/08