

Washington West Supervisory Union

Physical Education Curriculum

Based on the National Standards for Physical Education and aligned with the Vermont Framework of Standards

DRAFT 5/12/04

Washington West Supervisory Union Physical Education Curriculum Committee

Working Group

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Overview

Physical Education Curriculum

- Beliefs
- Standards and Benchmarks for Grade Level Clusters
- Scope and Sequence Summary
- Appendices or References to all Grade Level Curriculum Detail

Grounded in

- Vermont Framework for Standards and Learning Opportunities
- Vermont Grade Cluster Expectations for Physical Education (GCE's)
- National Standards, National Association for Sport and Physical Education (NASPE) and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
- Washington West SU Wealth of Experience!

Beliefs

This Curriculum has as its foundation a set of beliefs about students, knowledge of successful programs and practices, and intentions about the assessment process.

We believe that:

- Students need to be healthy in order to learn, and they need to learn to be healthy. They are *whole persons*, with mind-body connections.
- Students need to learn that there is more to physical education than becoming a good athlete.
- Students need to become physically active youngsters, teenagers and adults; to thrive on and enjoy physical activity!
- All students should be physically active every day.
- Students will develop a lifelong desire for physical activity and wellness.
- Through learning opportunities in which they appreciate the attainment of physical skills, engage in activity and achieve confidence, they will practice these lifetime pursuits and promote these principles with their friends, peers and families.
- Students will celebrate their successes in both competitive and non-competitive ways; they learn will good sportsmanship.
- Students will have opportunities to develop character through a sound physical education program.
- All students will meet all standards.

Our program will be successful when:

- Physical learning is a lifelong, dynamic, ongoing and enjoyable experience.
- Activities meet many different interest and ability levels.
- WWSU programs address social, emotional, and moral character development. We value respect, self-esteem, and self-confidence.
- We teach respect and stewardship of the natural environment.
- We have a viable curriculum and the adequate resources with which to implement it.
- We guide students to take responsibility to make healthy choices.
- We provide ongoing instruction Pre-K – 12, as professionally licensed physical educators.
- We provide continuity and progression of instruction and assessment through the grade levels and clusters.
- We value experiences that are both physically and cognitively challenging.
- We offer and encourage a range of electives and alternative opportunities, in addition to the core curriculum for all students.
- We integrate Physical Education into other areas of curriculum.
- We incorporate technology into our work in order to assist instruction and assessment.
- We create a seamless system of vertical and horizontal transitions, Pre-K – 12.
- We provide what is essential and equitable for all students.

We intend for the assessment process to:

- Guide instruction, evaluate student learning, and account for the effectiveness of programs, strategies and activities;
- Occur, balanced with instruction and enjoyment;
- Measure critical benchmarks; for example, obesity, activity levels, and other factors in student health.

The following benchmarks are aligned with the six national standards of the National Association for Sport and Physical Education (NASPE) and the Vermont Grade Cluster Expectations (GCE's).

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Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

| PreK-2 | 3-4 | 5-6 | 7-8 | 9-12 |
|--|--|---|---|--|
| <ul style="list-style-type: none"> • Develops loco-motor, non-loco-motor, and manipulative skills by demonstrating: <ul style="list-style-type: none"> - walking, running, jogging, skipping, hopping, leaping, turning, kicking, and galloping - throwing and catching in combination with loco-motor skills - dribbling, kicking passing, and trapping with the feet or hands - striking with an implement - creative qualities of movement | <ul style="list-style-type: none"> • Combines loco-motor, non-loco-motor, and manipulative skills in movement, dance, games, and sports by: <ul style="list-style-type: none"> - refining previously learned skills and apply these skills in lead up activities in sports and dance - demonstrating sport specific skills | <ul style="list-style-type: none"> • Throws a variety of objects demonstrating both accuracy and force • Learns maintaining control of objects • Designs and performs movement sequences that combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow • Learns simple dance movements | <ul style="list-style-type: none"> • Uses basic offensive and defensive strategies in a modified version of a team sport and an individual sport • Performs a variety of simple dance movements • Demonstrates the basic skills and safety procedures to participate in an outdoor pursuit • Demonstrates competence in modified versions of a variety of movements | <ul style="list-style-type: none"> • Demonstrates a level of competency with all of the basic skills of the activity and the ability to use these skills with some consistency in the appropriate setting |
| <p>Vermont Framework <i>See Key for references to VT Framework</i> Vital Results 3.6 1.13</p> | <p>3.6 a 1.13</p> | <p>3.6 aa, bb</p> | <p>1.13 a, b, c 3.6 a, b, c, d, e, aa, bb, cc, dd, aaa 3.6 aa, bb, dd</p> | <p>1.13 a, b, c 3.6 a, b, c, d, e, aa, bb, cc, dd, aaa, bbb, ccc, ddd</p> |

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Standard 2: Applies understanding of movement concepts, principles and strategies, and tactics as they apply to the learning and performance of physical activities.

Performance Standard Benchmarks

| PreK-2 | 3-4 | 5-6 | 7-8 | 9-12 |
|--|--|---|--|--|
| <ul style="list-style-type: none"> • Develop body, spatial, and temporal awareness by demonstrating: <ul style="list-style-type: none"> - an understanding of general and personal space - sharing personal space - the concept of directionality and laterally - movement to various rhythms - climbing, supporting, and balancing skills on various apparatus - variations in force/effort | <ul style="list-style-type: none"> • Apply body, spatial, and temporal awareness by: <ul style="list-style-type: none"> - moving in various directions - moving to various rhythms - creating a routine to music - demonstrating tumbling, stunts, balancing, and climbing on various apparatus if available • Learn basic offensive & defensive concepts | <ul style="list-style-type: none"> • Learns to detect and correct errors in personal movement patterns • Identify proper warm-up techniques and the reasons for using them • Recognize variations in movement within activities of sport, recreation and dance | <ul style="list-style-type: none"> • Explain and demonstrate some game strategies in various activities • Identify and demonstrate the characteristics of various skills that enable success in different activities • Identify critical elements of more advanced movement skills and apply them to different activities • Describe principles of practice for specific physical activities | <ul style="list-style-type: none"> • Use more specialized knowledge to develop movement competence or proficiency • Identify and apply critical elements to enable the development of movement competence / proficiency • Demonstrate understanding of the rules and strategies of a sport or activity and apply them appropriately • Identify and apply characteristics of highly skilled performance to enable the development of movement competence / proficiency • Understand and independently apply discipline specific information to their own performance |
| Vermont Standards 3.6 b 1.13 | 3.6 b 1.13 | 2.3 aa 3.2 3.6 aa, bb | 1.13 a, b, c 2.3 aa 3.6 a, b, c, d, e, aa, bb, aaa, bbb 3.2 3.6 aa, bb | 1.13 a, b, c 1.14 a, b, c, d, e 3.6 a, b, c, d, e, aa, bb, cc, dd, aaa, bbb, ccc |

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Standard 3: Participates regularly in physical activity.

Performance Standard Benchmarks

| PreK-2 | 3-4 | 5-6 | 7-8 | 9-12 |
|--|--|--|---|--|
| <ul style="list-style-type: none"> • Begin to demonstrate a physically active life style by: <ul style="list-style-type: none"> - participating in regular physical activities - participating in all class activities | <ul style="list-style-type: none"> • Demonstrate a physically active lifestyle by: <ul style="list-style-type: none"> - participating in regular physical activities - willingly participating in all class activities | <ul style="list-style-type: none"> • Participate in games, sports, dance, and outdoor pursuits both in and out of school based on individual interests and capabilities • Participate in games, sports, dance and outdoor pursuits within school-based activities • Participate in a variety of activities for a sustained period of time | <ul style="list-style-type: none"> • Participate in games, sports, dance, and outdoor pursuits both in and out of school based on individual interests and capabilities • Participate in vigorous activity for a sustained period of time (e.g. at least 20 minutes) at least three times per week • Establish and monitor personal physical activity goals • Assess physiological indicators of exercise during and after physical activity • Identify the impact of such factors as nutrition, relaxation, stress, and substance abuse on the body's ability to participate in physical activity | <ul style="list-style-type: none"> • Participate regularly in physical activities that contribute to the attainment of and maintenance of personal physical activity goals • Willingly participate in games, sports, dance, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and the maintenance of wellness • Understand the ways in which personal characteristics, performance styles, and activity preferences will change over the life span • Learn to maintain and improve physical fitness, motor skills, and knowledge about physical activity |
| <i>Vermont Standards</i> 1.13 3.1 3.5 3.6 a, b | 3.1 1.13 3.5 3.6 a, b | 3.5 3.6 a | 1.13 a, b, c 3.1 3.6 a, b, c, d, e, aa, bb, cc, dd, aaa, bbb, ccc, ddd 3.5 3.6 | 1.13 a, b, c 3.1 3.6 a, b, c, d, e, aa, bb, cc, dd, aaa, bbb, ccc, ddd |

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Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Performance Standard Benchmarks

| PreK-2 | 3-4 | 5-6 | 7-8 | 9-12 |
|--|--|---|--|---|
| <ul style="list-style-type: none"> • Demonstrate and understand the benefits of regular physical activity and enhance their fitness by: <ul style="list-style-type: none"> - developing cardiovascular endurance - demonstrating muscular strength - demonstrating flexibility - identifying types of activities that increase cardiovascular endurance, muscular strength and flexibility - participating in physical fitness assessment | <ul style="list-style-type: none"> • Understand the benefits of regular physical activity and will enhance personal fitness by: <ul style="list-style-type: none"> - demonstrating cardiovascular endurance - demonstrating muscular strength/endurance - demonstrating flexibility - participating in physical fitness assessment | <ul style="list-style-type: none"> • Participate in organized or intentional physical activity outside of school • Understand components of physical fitness • Identify activities that will improve one's individual physical fitness | <ul style="list-style-type: none"> • Participate in organized or intentional physical activity outside of school • Describe the relationship between a healthy lifestyle and physical, emotional, and social well-being • Explore introductory outdoor skills • Establish personal activity goals • Participate in regular health-enhancing activities to accomplish personal physical activity goals | <ul style="list-style-type: none"> • Participate regularly in health-enhancing fitness activities independent of teaching mandates • Demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs • Design a personal fitness goal • Meet personal fitness goal after a period of training |
| Vermont Standards 3.5 | 3.1 3.5 | 3.1 3.5 cc, dd 3.6 | 1.13 a, b, c 2.1 a, b, c, d, e 3.1 3.4 3.6 c, d, e, cc, dd 3.7 a, b, c, d, e, f, cc 3.5 cc, dd | 1.13 a, b, c 2.1 a, b, c, d, e, f 3.1 3.4 3.6 c, d, e, cc, dd, ccc, ddd 3.7 a, b, c, d, e, f, cc |

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Standard 5: Exhibits responsible personal and social behavior in physical activity that respects self and others in physical activities and settings.

| PreK-2 | 3-4 | 5-6 | 7-8 | 9-12 |
|--|--|--|---|---|
| <ul style="list-style-type: none"> • Use listening skills and demonstrate safety awareness by: <ul style="list-style-type: none"> - utilizing personal and general space appropriately - understanding safety rules for the activity and area he/she is using - following instructions - understanding and applying rules, regulations, and strategies during movement, dance, games, and sports • Apply appropriate etiquette during movement, dance, games, and sports by demonstrating acceptance of teammates' skill levels | <ul style="list-style-type: none"> • Use listening skills and demonstrate safety awareness by: <ul style="list-style-type: none"> - following directions - identifying safety factors related to various sports and activities - demonstrating safety precautions during every unit - understanding, and applying rules, regulations, strategies during movement, dance, games, and sports • Apply appropriate etiquette during movement, dance, games, and sports by demonstrating acceptance of teammates' skill levels | <ul style="list-style-type: none"> • Makes responsible decisions in following the rules within an activity • Remain on task in a group activity without close teacher monitoring • Include concerns for safety in activities • Demonstrates through behavior, cooperation with peers of different gender, race, language, ethnicity, orientation, in a physical activity setting • Participate and show respect for other of like and different skill levels • Play within the rules of the activity | <ul style="list-style-type: none"> • Play within the rules of the game or activity • Resolve conflicts with a sensitivity to rights and feelings of others • Make choices based on the safety of self and others • Accept a controversial decision of an official • Accept and respect decisions made by game officials, whether they are students, teachers, or referees • Analyze potential consequences when confronted with a behavior choice • Demonstrate appropriate sportsmanship • Handle conflicts that arise with others without confrontations • Work cooperatively with more and less skilled peers • Demonstrate an understanding of the way sports and dance influence American culture • Display sensitivity to the feelings of others during interpersonal interactions • Identify positive and negative peer influences | <ul style="list-style-type: none"> • Set personal goals for activity and work toward their achievement • Choose an activity because one enjoys it and not because all peer pressure • Encourage others to apply appropriate etiquette in all physical activity settings • Display appropriate etiquette, ways of interacting/care of equipment, and safety in the setting of an activity • Respond to inflammatory situations with mature personal control • Diffuse potential conflicts by communicating with other participants • Create a safe environment for one's own skill practice • Take a supportive role in an activity • Cheer outstanding performances of opponents as well as "favored" team • Recognize the historical roles of games, sports, and dance in the cultural life of a population • Display a willingness to experiment with the sport and activity of other cultures |
| Vermont Standards 1.13 3.3 3.11 | 1.13 3.3 3.10 3.11 | 3.3 3.7 3.10 3.11 | 1.13 a, b, c 2.1 a, b, c, d, e 3.3, 3.7, 3.10, 3.11, 3.12, 3.13, 3.14 a, b, c | 1.13 a, b, c 2.1 a, b, c, d, e, f 3.3, 3.7, 3.10, 3.11, 3.12, 3.13, 3.14 a, b, c, d, dd 4.4 |

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Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Performance Standard Benchmarks

| PreK-2 | 3-4 | 5-6 | 7-8 | 9-12 |
|--|---|--|---|--|
| <ul style="list-style-type: none"> • Develop self confidence, interpersonal skills, and appreciation of the challenges that physical activities provides: <ul style="list-style-type: none"> - through exploring and understanding his/her physical limits - by participating in individual and group settings | <ul style="list-style-type: none"> • Develop self-confidence and interpersonal skills by: <ul style="list-style-type: none"> - participating in individual and group settings - exploring self expression through physical activities | <ul style="list-style-type: none"> • Recognize the role of activities in getting to know others • Identify benefits resulting from participation in physical activities • Seek physical activity in informal settings that utilizes skills and knowledge gained in physical education classes | <ul style="list-style-type: none"> • Display sensitivity to the feelings of others during interpersonal interactions • Respect the physical and performance limitations of self and others • Identify positive and negative peer influences • Make choices based on the safety of others • Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities • Enjoy creative aspects of performance • Enjoy learning new activities • Express satisfaction when engaging in physical activity • Describe physical education and physical activity in the United States during the last century • Describe how various cultures have influences games, sports, play, and dance | <ul style="list-style-type: none"> • Derive genuine pleasure from participating in physical activity • Enter competition or activity voluntarily |
| <p><i>Vermont Standards</i> 3.10 3.11</p> | <p>3.10 3.11</p> | <p>3.2 3.10 3.11</p> | <p>1.13 a, b, c 2.1 a-e, 2.2 a-g, 2.3 a, b, aa, bb, 2.6, 2.7, 2.8, 2.9, 3.2, 3.10, 3.11, 3.12, 3.13, 3.14 a,b,c</p> | <p>1.13 a, b, c 2.1 a-f, 2.2 a-g, aa-ee 2.3 a,b, aa, bb, aaa 2.6, 2.7, 2.8, 2.9 3.10, 3.11, 3.12, 3.13 3.14 a-d, dd</p> |

Vermont's Framework of Standards and Learning Opportunities

The Vital Results

Listening

Clarification and Restatement

1.13 Students listen actively and respond to communications. This is evident when students:

| Prek-4 | 5-8 | 9-12 |
|--|---------------------------------|---------------------------------|
| 1.13.a. Ask clarifying questions; 1.13.b. Restate; and 1.13.c. Respond through discussion, writing, and using art forms. | <i>Evidence Prek-4 applies.</i> | <i>Evidence Prek-4 applies.</i> |

Critique

1.14 Students critique what they have heard (e.g., music, oral presentation). This is evident when students:

| Prek-4 | 5-8 | 9-12 |
|--|---------------------------------|---------------------------------|
| 1.14.a. Observe; 1.14.b. Describe; 1.14.c. Extend; 1.14.d. Interpret; and 1.14.e. Make connections | <i>Evidence Prek-4 applies.</i> | <i>Evidence Prek-4 applies.</i> |

Questioning

Types of Questions

2.1 Students ask a variety of questions. This is evident when students:

| Prek-4 | 5-8 | 9-12 |
|---|--|---|
| <p>2.1.a. Ask questions about how things get done and how they work;</p> <p>2.1.b. Ask questions to determine why events occur;</p> <p>2.1.c. Ask questions that compare and contrast, to determine similarities and differences;</p> <p>2.1.d. Ask questions that help make connections within and across fields of knowledge and/or between concepts; and</p> <p>2.1.e. Ask reflective questions that connect new ideas to personal experience.</p> | <p><i>Evidence Prek-4 applies, plus-</i></p> <p>2.1.f. Ask critical evaluation questions that judge the quality of evidence from within a problem, text, work of art, etc.</p> | <p><i>Evidence a., b., c., d., and e applies, plus-</i></p> <p>2.1.ff. Ask critical evaluation questions that judge the quality of evidence from experts, evidence from other disciplines, etc.</p> |

Problem Solving

Problem Solving Process

2.2 Students use reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge. This is evident when students:

| Prek-4 | 5-8 | 9-12 |
|--|---|--|
| <p>2.2.a. Use information from reliable sources, including knowledge, observation, and trying things out;</p> <p>2.2.b. Use a variety of approaches to solve problems;</p> <p>2.2.c. Justify and verify answers and solutions;</p> <p>2.2.d. Identify patterns and connections (underlying concepts);</p> <p>2.2.e. Transfer strategies from one situation to others;</p> <p>2.2.f. Implement an approach that addresses the problem being posed; and</p> <p>2.2.g. Use manipulatives, sketches, webs, etc. to model problems.</p> | <p><i>Evidence f. and g. applies, plus-</i></p> <p>2.2.aa. Seek information from reliable sources, including knowledge, observation, and trying things out;</p> <p>2.2.bb. Evaluate approaches for effectiveness and make adjustments;</p> <p>2.2.cc. Consider, test, and justify more than one solution;</p> <p>2.2.dd. Find meaning in patterns and connections (underlying concepts); and</p> <p>2.2.ee. Select and apply appropriate methods, tools and strategies.</p> | <p><i>Evidence bb., cc., dd., ee., f., and g. applies, plus-</i></p> <p>2.2.aaa. Critically evaluate the validity and significance of sources and interpretations.</p> |

Types of Problems

2.3 Students solve problems of increasing complexity. This is evident when students:

| Prek-4 | 5-8 | 9-12 |
|---|---|--|
| <p>2.3.a. Solve problems that are brief, clear, and concise; and</p> <p>2.3.b. Solve problems in which the information needed for a solution can be organized within a simple system.</p> | <p>2.3.aa. Solve problems that require processing several pieces of information; and</p> <p>2.3.bb. Solve problems that are related to diverse topics, including the less familiar.</p> | <p>2.3.aaa. Solve problems that require processing several pieces of information simultaneously;</p> <p>2.3.bbb. Solve problems of increasing levels of abstraction, and that extend to diverse settings and situations; and</p> <p>2.3.c. Solve problems that require the appropriate use of qualitative and/or quantitative data based on the problem.</p> |

Approach

Application

2.6 Students apply prior knowledge, curiosity, imagination, and creativity to solve problems.

Information

2.7 Students respond to new information by reflecting on experience and reconsidering their opinions and sources of information.

Taking Risks

2.8 Students demonstrate a willingness to take risks in order to learn.

Persevering

2.9 Students persevere in the face of challenges and obstacles.

Worth and Personal Competence

Goal-Setting

3.1 Students assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high-quality work.

Learning Strategies

3.2 Students assess how they learn best, and use additional learning strategies to supplement those already used.

Respect

3.3 Students demonstrate respect for themselves and others.

Healthy Choices

Development

3.4 Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

Healthy Choices

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students:

| Prek-4 | 5-8 | 9-12 |
|--|--|---|
| 3.5.a. Explain how childhood injuries and illnesses can be prevented and treated; | 3.5.aa. Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease, injuries, pregnancy, and other health issues; | 3.5.aaa. Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease, injuries, pregnancy, and other health issues; |
| 3.5.b. Describe relationships between personal health behaviors, alcohol, tobacco, and other drug use, and individual well-being; set a personal | 3.5.bb. Explain the relationship between positive health behaviors | 3.5.bbb. Analyze how behavior can influence health maintenance, |

| | | |
|---|--|---|
| <p>health goal, and track progress toward its achievement;</p> <p>3.5.c. Demonstrate the ability to locate resources from home, school, and community that provide valid health information;</p> <p>3.5.d. Recognize personal stress;</p> <p>3.5.e. Demonstrate refusal skills to enhance health;</p> <p>3.5.f. Wear seat belts when riding in vehicles, and a helmet when riding a bicycle; and</p> <p>3.5.g. Can identify and classify foods according to the Food Guide Pyramid.</p> | <p>and the prevention of injury, disease, alcohol, tobacco, and other drug use, and premature death, and develop a personal plan for health;</p> <p>3.5.cc. Demonstrate the ability to utilize resources from the home, school, and community that provide valid health information;</p> <p>3.5.dd. Demonstrate use of strategies to manage stress;</p> <p>3.5.ee. Demonstrate refusal and negotiation skills to enhance health, and to avoid potentially harmful situations;</p> <p>3.5.ff. Wear seat belts when riding in vehicles, and a helmet when riding a bicycle;</p> <p>3.5.gg. Explain the function of each group from the Food Guide Pyramid, and their relationship to health; and</p> <p>3.5.hh. Demonstrate how to select a healthy diet</p> | <p>prevention of injury, disease prevention, and alcohol, tobacco, and other drug use prevention, and formulate a plan for lifelong health;</p> <p>3.5.ccc. Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information;</p> <p>3.5.ddd. Assess personal health in terms of stress, and develop an approach or plan for managing stress;</p> <p>3.5.eee. Demonstrate refusal and negotiation skills to enhance health, and to avoid potentially harmful situations;</p> <p>3.5.fff. Wear seat belts when riding in vehicles, and a helmet when riding a bicycle;</p> <p>3.5.ggg. Explain the function of each group from the Food Guide Pyramid, and their relationship to health; and</p> |
|---|--|---|

| | | |
|--|---|--|
| | that includes the recommended servings from the Food Guide Pyramid. | 3.5.hhh. Evaluate their personal eating pattern for nutritional adequacy according to the concepts of the Food Guide Pyramid, using consumer resources such as food labels; and make suggestions for dietary changes if necessary. |
|--|---|--|

Physically Active Lifestyle Choices

3.6 Students demonstrate competency in many and proficiency in a few of the skills and concepts needed for a lifetime of physical activity. This is evident when students:

| Prek-4 | 5-8 | 9-12 |
|--|---|---|
| <p>3.6.a. Demonstrate proficiency in a variety of locomotor, non-locomotor, body control, and manipulative skills;</p> <p>3.6.b. Demonstrate knowledge of movement concepts and principles (e.g., body awareness, movement qualities) and their simple application to motor skills and activities;</p> <p>3.6.c. Demonstrate knowledge of the four</p> | <p><i>Evidence e. applies, plus-</i></p> <p>3.6.aa. Demonstrate competency in beginning dance skills, gymnastic skills, sports-specific skills, and related activities;</p> <p>3.6.bb. Demonstrate the ability to apply movement concepts and principles to a variety of dance, gymnastics, and sports activities</p> | <p><i>Evidence e. applies.</i></p> <p>3.6.aaa. Demonstrate competency in many and proficiency in a few selected skills and related activities (e.g., dance, gymnastics, sports);</p> <p>3.6.bbb. Apply movement concepts and principles in increasingly complex activities;</p> <p>3.6.ccc. Assess, refine,</p> |

| | | |
|--|--|--|
| <p>health-related fitness components (cardiorespiratory endurance, flexibility, muscular strength and endurance, and body composition) and identify a variety of activities to develop each component;</p> <p>3.6.d. Demonstrate an awareness of personal responsibility for achieving and setting goals for a physically active lifestyle; and</p> <p>3.6.e. Exercise regularly- at least 30 minutes 5 or more times each week.</p> | <p>3.6.cc. Demonstrate the ability to access one's own fitness level and plan a program to enhance or maintain one's fitness.</p> <p>3.6.dd. Begin to assume personal responsibility by setting goals for a physically active lifestyle.</p> | <p>and maintain a comprehensive personal fitness plan;</p> <p>3.6.ddd. Assume personal responsibility for setting goals for a physically active lifestyle.</p> |
|--|--|--|

Making Decisions

Informed Decisions

3.7 Students make informed decisions. This is evident when students:

| Prek-4 | 5-8 | 9-12 |
|---|--|--|
| <p>3.7.a. Seek information and base decisions on evidence from reliable sources, including prior experience, trying things out, peers, adults, and print and non-print resources; and</p> <p>3.7.b. Evaluate the consequences of decisions.</p> | <p><i>Evidence Prek-4 applies, plus-</i></p> <p>3.7.c. Describe and explain their decisions based on evidence;</p> <p>3.7.d. Recognize others' points of view, and assess their decisions from others' perspectives;</p> <p>3.7.e. Analyze and consider alternative decisions; and</p> <p>3.7.f. Differentiate between decisions based on fact and those based on opinion.</p> | <p><i>Evidence a., b., d., e., f. applies, plus</i></p> <p>3.7.cc. Describe and explain their decisions based on and logical argument.</p> |

Relationships

Teamwork

- 3.10 Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus-building and cooperation to work toward group decisions).

Interactions

- 3.11 Students interact respectfully with others, including those with whom they have differences.

Conflict Resolution

- 3.12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

Roles and Responsibilities

- 3.13 Students analyze their roles and responsibilities in their family, their school, and their community.

Workplace

Dependability and Productivity

3.14 Students demonstrate dependability, productivity, and initiative. This is evident when students:

| Prek-4 | 5-8 | 9-12 |
|---|---|--|
| 3.14.a. Attend school on a regular basis; | <i>Evidence Prek-4 applies, plus-</i> | <i>Evidence a., b., and c. applies, plus-</i> |
| 3.14.b. Complete assignments on schedule; and | 3.14.d. Select the tools that are appropriate for academic and/or vocational tasks (with adult guidance). | 3.14.dd. Independently select the tools that are appropriate for academic and/or vocational tasks. |
| 3.14.c. Participate in classroom and group discussions. | | |

Effects of Prejudice

4.4 Students demonstrate understanding of the concept of prejudice, and of its effects on various groups.

Sample Scope and Sequence by Grade Clusters

Through these avenues, students learn to achieve the standards, and vital results of their education.

Primary Level Physical Education Activities

Pre K – 4

A Sample

Loco-motor and Non-Loco-motor Skill Building

Team Building Games

Hockey Activities – Floor, Scooter & Pilo Polo

Basketball, Volleyball

Cooperative Games

Stunts and Tumbling

Swimming

Manipulative and Small Equipment

Body, Space and Movement Concepts

Rhythmic Movements and Dance

Ball Skills and Game Concepts

Personal Fitness

Soccer, Football, and Field Hockey

Tennis

Middle Level Physical Education Activities
Grades 5 - 8 A Sample

| | | |
|--------------------------|---------------------------------|----------------------|
| Broom Ball | Jitterbug Dance | Snow Shoe Unit |
| Personal Fitness | Field Hockey | Outdoor Games Unit |
| Line Dancing | Flag Football | Team Handball |
| Volleyball | Indoor Games Unit | Creative Dance |
| Floor Hockey | Pickle Ball | Cross Country Skiing |
| Track and Field | Soccer | Juggling |
| Basketball | Orienteering | Tennis |
| Tumbling | Omni-Kin | Softball |
| Rhythmic Movements/Dance | Cooperative Games/Climbing Wall | Fly Fishing |
| Cross Country Skiing | Skating | Mountain Biking |
| Archery | Ropes Course | Bowling |
| | Rollerblading | Golf |

High School Level Physical Education Activities Grades 9 - 12 A Sample

Archery

Badminton

Juggling

Orienteering

Lacrosse

Snow Shoeing

Paddle Tennis

Table Tennis

Bowling

Team Handball

Volleyball

Ultimate Frisbee

Tennis

Presidential Fitness Tests

Golf

Dance

Personal Fitness – Required for all 9th grade students

Coaching Course – 11th and 12th grade students only

Proposed – Fall 2004 – Adventure Physical Education