

**PHYSICAL EDUCATION
COURSE OF STUDY
2004**



CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS
400 East Washington Street
Chagrin Falls, Ohio 44022

THE PHYSICAL EDUCATION COURSE OF STUDY

has been approved

by the

Chagrin Falls Board of Education

on

September 20, 2004

Resolution #04-058

ACKNOWLEDGEMENTS

The development of the Physical Education Course of Study reflects the efforts of the Chagrin Falls Schools physical education professionals. Developing and revising this Course of Study entailed a commitment of time and cooperation of all members. Our Course of Study review process involved researching national and state standards (guidelines), studying best practices in physical education, developing a scope and sequence of knowledge and skills required at each level, determining assessment points and writing and revising this Course of Study. The dedication of the members of this Review Team is deeply appreciated. Special thanks are given to the following:

Pamela Malone, High School Physical Education Teacher
Paul Perrine, High School Physical Education Teacher
James Bucar, Middle School Physical Education Teacher
John Farrell, Middle School Physical Education Teacher
Carole Dennison, Intermediate School Physical Education Teacher
David Quesinberry, Gurney School Physical Education Teacher

Sharon M. Klimm,
Assistant Superintendent

PHYSICAL EDUCATION TABLE OF CONTENTS

| | Page |
|---|------|
| Chagrin Falls Exempted Village School District Philosophy | 1 |
| Chagrin Falls Exempted Village School District Goals | 2 |
| Organization of the Physical Education Course of Study..... | 5 |
| Philosophy of the Physical Education Course of Study..... | 6 |
| Physical Education Goals..... | 7 |
| Kindergarten..... | 8 |
| Grade 1 | 11 |
| Grade 2..... | 14 |
| Grade 3..... | 17 |
| Grade 4..... | 20 |
| Grade 5..... | 24 |
| Grade 6..... | 28 |
| Grade 7..... | 31 |

| | |
|---|----|
| Grade 8..... | 35 |
| Grades 9 & 10..... | 39 |
| Evaluation | 45 |
| Chagrin Falls Exempted Village Schools Course of Study Development..... | 46 |

PHILOSOPHY OF THE CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS

Education is a lifelong process. We, the Chagrin Falls Board of Education, as the elected body being legally responsible for the public school portion of that education, subscribe to the following philosophy:

We recognize an obligation to organize and administer the educational program in a manner compatible with a democratic society. We recognize that the unique responsibility of the schools is to pass along a fund of knowledge; and in order to meet this goal, to provide enriched conditions which foster academic excellence and individual growth. We recognize that all persons in our school community have rights and responsibilities that are inherent within that society. We believe that our school system should educate toward responsibility and responsiveness.

We recognize that students differ in their physical, intellectual, emotional, and social growth and in the way they develop these aspects. We believe that the school must play a primary role in the students' education and that educational goals grow out of the needs of individuals.

We believe that students bring together different abilities, talents, and backgrounds. Intellectual growth will flourish in an environment of trust, respect, and teamwork. The school should strive to heighten the students' appreciation of the cultural and individual diversity within the human family.

We believe that students need the freedom to question and should be encouraged to use independent, reflective, and critical thinking. They should have the opportunity to exercise independent judgment by making decisions about their education in addition to following standardized requirements.

We believe that students should understand their relationship to the community, the country, and to the world. Our schools should provide meaningful opportunities for students to become familiar with, and react to, a segment of society outside of their own community.

We believe the education received in Chagrin Falls should fit the students' needs for supporting themselves in the future by preparing for further academic study and vocational opportunities.

We believe objectives and procedures of all educational programs are dynamic rather than static and must change to meet new conditions in an ever-changing world. We should consider changes in the educational program because of their demonstrated worth.

CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS DISTRICT GOALS

The Chagrin Falls Board of Education is committed to quality education as its top priority. The mission of the Chagrin Falls Schools is to provide a comprehensive range of learning opportunities through which students, staff and community, in partnership, can develop each student's knowledge, confidence and responsibility leading to individual success and lifelong learning.

The Board defines a quality education as one that prepares the student to compete effectively in any chosen endeavor. Consideration will be given to the academic, social, cultural, physical, practical and emotional development of students in an integrated effort to equip them with a set of functional life skills.

The Chagrin Falls Board of Education will establish district goals, set policy, monitor progress, and prioritize its instructional, human, and financial resources to ensure accomplishment of its educational mission and defines the following goals:

- ◆ Establish standards for student achievement in the areas of:
 - ◆ Achievement relative to ability;
 - ◆ Identification and achievement of personal goals and feelings of positive self-worth in each student;
 - ◆ Development of an understanding of the world, its people and the student's role and responsibilities toward others;
 - ◆ Development of well-rounded individuals;
 - ◆ Development and implementation of marketing strategies to assure district competitiveness in the areas of college acceptance and other post-secondary options;
 - ◆ Academic and social behaviors that support student achievement;
 - ◆ Technology.

- ◆ Establish standards of teacher effectiveness in the areas of:
 - ◆ Professional and personal growth;
 - ◆ Development and implementation of stimulating lessons;
 - ◆ Development and use of articulate and correct language in all phases of student and employee communication;
 - ◆ Instruction encompassing higher-level thinking and problem-solving skills for all students;
 - ◆ Integration of curricula;
 - ◆ Identification of individual learning styles and adaptation of teaching methods in order to reach all students.

- ◆ Establish a plan and allocate sufficient resources to provide support services for the educational mission, including:
 - ◆ A safe environment;
 - ◆ An efficient transportation system;
 - ◆ Healthy and appetizing food service;
 - ◆ Professional development of classified employees;
 - ◆ Up-to-date instructional equipment and supplies;
 - ◆ Specialized services to meet individual student requirements.

- ◆ Establish a long-term facility plan to ensure:
 - ◆ Facilities that will enhance the educational program;
 - ◆ Maintenance and preservation of the community's investment in district facilities, grounds and equipment.

- ◆ Establish working relationships and communication networks within the community to ensure:
 - ◆ Identification of citizen, Board, parent, and student educational goals;
 - ◆ Commitment of citizens, Board, parents and students to ongoing support of the educational mission of the schools.

- ◆ Establish standards for administrator effectiveness in the areas of:
 - ◆ Fiscal management;
 - ◆ Personnel recruitment and development;
 - ◆ Policy development;
 - ◆ Curriculum development and coordination;
 - ◆ Implementation of district goals;
 - ◆ Appropriate educational offerings for all students;
 - ◆ Effective communications with all sectors of the school community.

ORGANIZATION OF THE PHYSICAL EDUCATION COURSE OF STUDY

The Physical Education Course of Study is divided into grade levels, K – 10. Each of these is organized into Benchmarks, Indicators, Reference Code, Clarification, Resources/Suggestions, and Curriculum Connections.

The **Benchmarks** column is the big idea or major concept that students should understand. The National Standards Benchmarks are noted with symbols in the Reference (REF.) column. Benchmarks that are boldfaced signify those that will be assessed formally at the grade level. The **Indicators** delineate the understandings students need to build the major concept (Benchmark). The Benchmarks in Chagrin's Course of Study come from the National Standards for Physical Education (1995). The Indicators originate from various standards documents and the professional wisdom of the authors.

The Indicators marked with an **asterisk** (*) are ones that lend themselves well to differentiation. These Indicators allow more room for student choice, creativity, and deeper and more complex understandings. Even though only some of the Indicators have an *, the teacher may develop varied levels of content, activities and modes of student production with any Indicator, as student needs dictate.

The **Clarifications** column provides information related to its adjoining Indicator. The information generally serves one of these purposes: (1) defines terms or concepts, (2) sets parameters for teaching broadly described concepts, (3) explains what students will do when they understand a particular concept, and (4) describes background knowledge needed to understand the concept. The Physical Education Curriculum Committee members developed the contents of the Clarification column.

The contents of the **Suggestions/Resources** column, also developed by Committee members, provide ideas for teaching the related Indicator. Ideas include: guest speaker, textbook pages, web site addresses, project ideas, and student activities. These are suggestions only. The teacher enacting the curriculum with students must decide what resources to use with his/her students.

The final column for each grade level will note **Curriculum Connections**. As stated in the Physical Education philosophy, the interaction between Physical Education and success in other curriculum areas is a natural connection. Curriculum Connections describes possible links between Physical Education and content in language arts, mathematics, social studies and/or science.

PHILOSOPHY OF THE PHYSICAL EDUCATION COURSE OF STUDY

Physical Education is a fundamental part of the whole school curriculum as well as a vital part of the education of each child. There is a direct correlation between physical activity and academic growth. Active participation in physical education maximizes the physical development and fitness of a student. However, physical education can provide activities involving content from other academic subject areas without taking away from the physical education curriculum.

The mission of the physical education department is to develop lifelong learners who recognize the value of personal development in the physical, affective and cognitive domains. This mission will be accomplished through student achievement of the physical education program goals and objectives. Physical Education is taught as one channel by which all students can improve their physical fitness. In addition, all students will be involved in a sport education program, which will encourage participation in a variety of sports over their lifetimes.

The physical education arena serves as a place where students can demonstrate respect and responsibility through the curriculum. Through games and activities requiring both cooperation and sportsmanship, students recognize the uniqueness of others as well as themselves.

GOALS OF THE PHYSICAL EDUCATION COURSE OF STUDY¹

- I. The student will demonstrate competency in many movement forms and proficiency in a few movement forms. (MVF)
- II. The student will apply movement concepts and principles to the learning and development of motor skills. (MC)
- III. The student will exhibit a physically active lifestyle. (PAL)
- IV. The student will achieve and maintain a health-enhancing level of physical fitness. (PF)
- V. The student will demonstrate responsible personal and social behavior in physical activity settings. (RB)
- VI. The student will demonstrate understanding and respect for differences among people in physical activity settings. (RFO)

¹ Taken from NASPE, 1995

**PHYSICAL EDUCATION
KINDERGARTEN**

PHYSICAL EDUCATION KINDERGARTEN

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|--|---|------|---|---|--------------------------|
| Demonstrate mature forms in walking and running. | 1. Travel in forward and sideways directions. | MVF | Scooters Balance beam Hop | | |
| Perform selected locomotor, manipulative and non-locomotor skills. | *2. Contrast clearly between slow and fast movement. | MVF | Obstacle course | | |
| " | 3. Roll sideways. | MVF | Tumbling skills | | |
| " | 4. Toss and catch a ball against the wall. | MVF | | | |
| " | 5. Kick a stationary ball using a smooth continuous running step. | MVF | | Math teacher | Math Soccer |
| " | 6. Maintain balance using hands and feet. | MVF | | | |
| Develop kinesthetic awareness through various motor skill activities. | 7. Change directions using all the basic skills. | MC | Relays Scooters | | |
| " | 8. Perform circle and individual dance skills. | MC | Dance unit | Cultural dances | Music curriculum |
| " | 9. Perform individual and partner jumps. | MC | Forward Backward | American Heart Association Jump Rope for Heart; Gurney Walkathon | Science |
| " | *10. Respond appropriately to movement cues. | MC | Change direction in response to a signal | | |
| Apply the components of fitness. | 11. Identify components of fitness. | PF | Flexibility, muscular strength, muscular endurance, cardiovascular strength | | Science - heart |
| Apply, with teacher reinforcement, classroom rules, procedures and safe practices. | 12. Work with a partner. | RB | | Teacher's classroom rules | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION KINDERGARTEN

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|---|---|------|---------------------------------------|-----------------------------------|---|
| Apply, with teacher reinforcement, classroom rules, procedures and safe practices. (cont.) | 13. Respond to teacher signals for attention. | RB | Use a signal so they are not confused | Whistle Bell Music stopping | |
| " | 14. Demonstrate the rules for gym. | RB | Personal space, etc. | Post rules | |
| " | 15. Acknowledge rule infractions when reminded. | RB | | | Responsible behavior, District goals |
| " | 16. Demonstrate safe use of equipment. | RB | Use equipment and put away correctly | Assign jobs/helpers | |
| " | 17. Use equipment with a partner. | RB | | | |
| Interact positively with students in class regardless of personal differences, i.e. race, gender, disability. | 18. Enjoy play/skills alone and with others. | RFO | Relays Partner games | | |
| " | *19. Choose different playmates to work/play with, regardless of differences. | RFO | | | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

**PHYSICAL EDUCATION
GRADE 1**

PHYSICAL EDUCATION

GRADE 1

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|--|--|------|--|-------------------------------|--|
| Demonstrate mature forms in walking and running. | 1. Travel forward, backward, and sideways. | MVF | Scooter Relays Skip, Hop, Jump | Picture maps | Geography |
| Perform selected locomotor, manipulative and non-locomotor skills. | 2. Clearly contrast a variety of movement speeds. | MVF | Obstacle course | Bee-Bee runs | |
| " | 3. Roll sideways without stopping. | MVF | Tumbling skills | | |
| " | 4. Toss and catch a ball before it bounces twice. | MVF | | Tennis balls | |
| " | 5. Kick a moving ball using a smooth continuous running step. | MVF | Kickball Soccer | Dribbling in and out of cones | |
| " | *6. Maintain balance on many body parts. | MVF | Tumbling Balance beam | | |
| Develop kinesthetic awareness through various motor skill activities. | 7. Work as an individual or in relays. | MC | Run, hop, skip, jump, gallop, bear crab walk | Story reenactment | English |
| " | *8. Apply a movement concept while practicing dance movements. | MC | Dance unit | | Music: see and respond to even and uneven rhythm patterns. |
| Apply the components of fitness. | 9. Demonstrate basic fitness processes through participation. | PF | | | |
| Participate in various drills and lead-up games to develop skills in lifetime physical activities. | 10. Perform push-ups and sit-ups. | PAL | Heart rate Pulse | Presidential Fitness Test | Math: charting |
| Apply, with teacher reinforcement, classroom rules, procedures and safe practices. | 11. Work in a group setting without interfering with others. | RB | | Teacher's classroom rules | |
| " | 12. Respond to teacher signals for attention. | RB | | Whistle | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION

GRADE 1

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|---|---|------|---------------|----------------------------------|--------------------------|
| Apply, with teacher reinforcement, classroom rules, procedures and safe practices. (cont.) | 13. Explain the rules for gym and playground. | RB | | | |
| " | 14. Bring out and put equipment away. | RB | | | |
| " | 15. Take turns using equipment in a group. | RB | | | |
| " | 16. Apply directions given to a specific activity. | RB | | | |
| Interact positively with students in class regardless of personal difference, i.e. race, gender, or disability. | 17. Choose a partner for an activity in class regardless of race, gender or disability. | RFO | | Draw names Birthday proximity | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

**PHYSICAL EDUCATION
GRADE 2**

PHYSICAL EDUCATION

GRADE 2

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|--|--|------|---|--|---|
| Demonstrate mature forms in selected locomotor and non locomotor movements | 1. Run and jump to avoid others. | MVF | Tag game | | |
| Develop kinesthetic awareness through various motor skill activities. | *2. Demonstrate locomotor patterns in time to music. | MC | Dance unit | | Music curriculum – develop spatial relationships and motor skills to music and speech patterns. |
| " | *3. Balance on a variety of body parts for a set amount of time. | MC | Tumbling Balance beam | | |
| " | 4. Strike an object repeatedly. | MC | Paddle ball Floor hockey Whiffle ball | Counting off a wall or with a partner for 30 seconds | Math |
| " | 5. Catch and throw objects for a set amount of time. | MC | Throw Catch | | |
| " | *6. Use feedback to improve performance. | MC | | | |
| " | 7. Apply skills individually or with partners. | MC | Forward, backwards, right, left, skip, and combinations | | |
| " | 8. Apply learned skills and rules to kickball games. | MC | 4 Base 2 Base | | |
| " | 9. Throw, catch and kick using proper form. | MC | At student's control level | | |
| " | 10. Perform learned skills in circle, square and line dances. | MC | Dance unit | | Music: develop spatial relationships and motor skills by moving to music and speech patterns. |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION

GRADE 2

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|--|---|------|--|---------------------------------------|--------------------------|
| Apply the components of fitness. | 11. Demonstrate basic exercise skills. | PF | Examples: stretches, pushups, situps, non-stop running | Pacer test | Health/Science |
| " | 12. Perform push-ups and sit-ups for 30 seconds. | PF | Heart rate Pulse | Presidential Fitness Test/Fitnessgram | Science |
| Apply rules, procedures, and safe practices with little or no reinforcement. | 13. Follow directions without reminders. | RB | | | |
| " | 14. Work cooperatively with another to complete an assigned task. | RB | Leapfrog | | |
| " | 15. Apply learned rules to a physical activity. | RB | | | |
| Interact positively with students in class regardless of personal differences, i.e. race, gender, or disability. | 16. Cooperate with others and share results from a physical activity. | RFO | Partner evaluation Check-off sheets | | |
| " | 17. Cooperate with others in a group activity. | RFO | Team games Partner games Relays | | |
| " | *18. Demonstrate fair play for all activities. | RFO | Accepts winning and losing | | |
| " | 19. Resolve conflicts. | RFO | | | |
| " | 20. Cooperate together to achieve a specific goal. | RFO | Run, hop, jump, skip, gallop, bear walk, crab walk, wheel barrow | | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

**PHYSICAL EDUCATION
GRADE 3**

PHYSICAL EDUCATION

GRADE 3

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|---|---|------|---|---|---|
| Demonstrate mature forms in selected locomotor and non-locomotor skills. | 1. Flee and dodge to avoid others. | MVF | Tag games Relays | www.pecentral.com Website | |
| Demonstrate control of body and body awareness in physical education. | 2. Balance using a variety of body parts. | MVF | | Use a whistle to stop and start the class | |
| " | 3. Strike an object repeatedly at a designated target with a partner. | MVF | Paddle ball Whiffle ball | | |
| " | 4. Receive and send objects in continuous motion with a partner or group. | MVF | Catch Throw Kick | Hot potato | |
| Develop kinesthetic awareness through various motor skill activities. | 5. Perform basic square dance skills to music | MVF | Dance unit | | |
| " | 6. Combine locomotor patterns in time with music in a square set. | MVF | Dance unit | | Music: develop spatial relationships and motor skills by moving to music and speech patterns. |
| " | 7. Identify and demonstrate the basic skills to perform a sport successfully. | MC | Combine two or more sports skills and rules into one game. Example: basketball, volleyball, baseball | | |
| " | 8. Demonstrate tumbling, rhythmic and jump-rope activities. | MC | | Jump Rope for Heart | Music/Dance |
| Apply motor-skill development to performances in a sport. | *9. Apply learned skills and rules to a specific team game. | MC | Kickball Soccer Floor hockey | Decimal soccer | Math |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION

GRADE 3

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|---|---|------|--|---|--------------------------|
| Apply the components of fitness. | 10. Perform the basic locomotor skills (run, skip, slide) and basic exercise skills (jumping jacks, sit-ups). Put these exercise components together. | PF | | Pacer test | |
| " | 11. Find and tell resting and working heart rate. | PF | Heart rate Pulse | American Heart Association Jump Rope for Heart | |
| " | *12. Demonstrate elements of the Presidential Fitness Test. | PF | | Presidential Fitness Test/Fitnessgram | |
| Participate in various drills and lead-up games to develop skills in lifetime physical activities. | 13. Identify a physical activity in which to participate. | PAL | Whiffle ball Volleyball | | |
| Apply rules, procedures, and safe practices with little or no reinforcement. | 14. Use equipment and space safely and properly. | RB | | Teacher's classroom rules | |
| " | 15. Stop activities immediately at the signal. | RB | | Teacher uses whistle for control | |
| " | 16. Practice specific skills as assigned until teacher signals. | RB | | | |
| " | 17. Respond positively to reminder about a rule infraction. | RB | | Assessment: students grade themselves on following rules and reacting to feedback | |
| " | 18. Assist a partner by sharing observations about performance during practice and honestly reporting results of the work. | RB | Partner evaluation Check-off sheets | | |
| Interact positively with students in class regardless of personal differences, i.e. race, gender, or disability. | 19. Treat others with respect during play. | RFO | | | |
| " | *20. Resolve conflicts within group. | RFO | | | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

**PHYSICAL EDUCATION
GRADE 4**

PHYSICAL EDUCATION

GRADE 4

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|---|---|------|---|--------------------------------|----------------------------|
| Demonstrate mature forms in locomotor, manipulative and non-locomotor patterns. | *1. Throw, catch and kick using applied skills in a sports context. | MVF | Softball Flag football Soccer Kick ball | | |
| " | 2. Throw and catch with a partner and in small groups. | MVF | Softball Flag football Soccer Kick ball | | |
| " | 3. Dribble and pass a basketball to a moving receiver. | MVF | Softball Flag football Soccer Kick ball | | |
| " | 4. Use chasing/dodging skills to safely move while participating in a fleeing activity. | MVF | | Dodgeball | |
| Acquire beginning skill for specialized movement forms. | 5. Perform basic balance skill, individually in a sequence. | MVF | Tumbling Partner stunts | | |
| " | 6. Play various sport lead-up games. | MVF | Scooter floor hockey, Beach ball volleyball | | |
| Develop kinesthetic awareness through various motor activities. | *7. Develop and refine a creative dance sequence in a repeatable pattern. | MC | Dance unit Create line dance | | Music: rhythm/ duration |
| " | 8. Make adjustments based on type of equipment used. | MC | Uses appropriate grip. Safely catches softball/hardball | Scooters Relays Tee ball | |
| Use basic offense and defense strategies. | 9. Demonstrate ability to play using offensive/defensive strategies as a team. | MC | Ultimate Frisbee Basketball Soccer | | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION

GRADE 4

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|--|--|------|---|--|--------------------------|
| Apply the components of fitness. | 10. Demonstrate proper technique of the locomotor skills (skip, slide, floor walks) and exercise skills (curls, push-ups, rope climb). Put these components together in fitness activities (aerobic tapes, jump rope). | PF | Four areas: •Flexibility •Muscular strength •Muscular endurance •Cardiovascular | Jump rope routine Circuits/stations Pacer test | |
| " | 11. Use four areas of physical fitness in daily activity. | PF | Four areas: •Flexibility •Muscular strength •Muscular endurance •Cardiovascular | Pulse Heart rate | |
| " | *12. Perform physical fitness tests. | PF | Fitness test | Presidential Physical Fitness Test | |
| Participate in various drills and lead-up games to develop skills in lifetime physical activities. | 13. Demonstrate skills necessary to perform lead-up games such as striking/catching. | PAL | Softball Volleyball | | |
| Participate regularly in health enhancing physical activities to develop a level of fitness in and out of physical education class | 14. Actively participate in activities that could be lifetime physical activities. | PAL | Soccer Basketball Ultimate Frisbee | Rules/definition quizzes | |
| Apply rules, procedures, and safe practices with little or no reinforcement. | 15. Participate in games by displaying appropriate behavior. | RB | | | |
| " | 16. Properly handle setting up, taking down of equipment. | RB | | Team equipment manager | |
| " | 17. Perform on-task activity for designated time period. | RB | Basketball | Jump rope routine | |
| Consider consequences when confronted with behavior choices. | 18. Consider actions before taking them. | RB | | | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION GRADE 4

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|--|--|------|---------------------------------------|--|--------------------------|
| Use self-evaluation to assess own performance. | 19. Complete various self-evaluations for sport units. | RB | | | |
| Demonstrate acceptance of skills and abilities of others through verbal and non-verbal behavior. | 20. Cooperate with others in partner activities. | RFO | No laughing at one another Respect | | |
| " | 21. Treat others with respect and kindness. | RFO | | | |
| " | 22. Respect the physical and performance limitations of self and others. | RFO | Assist others | | |
| " | 23. Demonstrate concept of "team" fair play. | RFO | | Classroom teacher rules Teacher observation | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

**PHYSICAL EDUCATION
GRADE 5**

PHYSICAL EDUCATION

GRADE 5

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|---|--|------|--|--|--|
| Demonstrate mature forms in locomotor, manipulative and non-locomotor patterns. | *1. Demonstrate continuous throwing and catching. | MVF | Softball Flag football Soccer Kickball | Passing ahead of a player | |
| " | 2. Throw/kick to a designated target. | MVF | Softball Flag football Soccer Kickball | Kicking in air and on ground | |
| " | 3. Perform basic balance skill in combination with a partner. | MVF | Tumbling | | |
| Acquire beginning skill for specialized movement forms. | 4. Create and perform a creative dance sequence. | MVF | Dance unit Line dances Square dance videos | | |
| " | 5. Demonstrate smooth transitions between movements. | MVF | Dance unit | Dance history report | History/English |
| " | 6. Demonstrate balance and weight transfers. | MVF | Dance unit Create group line dance | | |
| " | 7. Evaluate and refine a creative dance sequence. | MVF | Dance unit Line dances | | Music curriculum: Rhythm/duration develop spatial relationships and motor skills by moving to music and speech patterns. |
| Use basic offensive and defensive strategies. | 8. Recognize and transition into offense and defense as appropriate. | MC | Volleyball Basketball Flag football Scooter Floor hockey | Analyze professional athletes or college games | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION

GRADE 5

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|--|---|------|--|--|--------------------------|
| Apply the components of fitness. | *9. Perform the exercises of fitness (run, walk, push-ups, aerobics) and explain the results of a fitness test. | PF | Fitness: •Flexibility •Muscular strength •Muscular endurance •Cardiovascular | Presidential Physical Fitness Test | |
| " | 10. Demonstrate identifying own target heart rate following participation in aerobic activities. | PF | Heart rate Pulse | Pacer | Math: pulse rate |
| Participate in various drills and lead-up games to develop skills in lifetime physical activities. | 11. Participate in lead-up games and actual games of lifetime sports (roller skating, aerobics, basketball). | PAL | Ice skating Bowling Ultimate frisbee | | |
| " | 12. Participate in all aspects of a sport. | PAL | Coach Player Manager | Written rules/ definition quizzes Performance assessment | Math: scorekeeper |
| " | 13. Use basic rules and regulations of various games. | PAL | | Quizzes on rules/strategy | |
| Apply rules, procedures and safe practices with little or no reinforcement. | 14. Accept teacher decision regarding a personal rule infraction without displaying negative reactions toward others. | RB | | Teacher's classroom rules | |
| Work productively and cooperatively with a partner or small group. | 15. Identify positive and negative peer influences. | RB | | Does not make fun of or laugh at others | |
| " | 16. Demonstrate ability to use self-control and respect for others. | RB | Personal space and body awareness | Self assessment | |
| Use self-evaluation to assess own performance. | *17. Correctly assess progress as a result of practice. | RB | | Self assessment | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION GRADE 5

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|--|--|------|---|---------------------------------|--------------------------|
| Demonstrate acceptance of skills and abilities of others through verbal and non-verbal behavior. | 18. Respect the physical performance abilities/limitations of others and self. | RFO | Demonstrate appreciation of the differences in others and the benefits of cooperating in shared activities. | | |
| " | 19. Describe differences and similarities among people with different backgrounds. | RFO | | African dances Learn cricket | |
| " | 20. Display sensitivity to the feelings of others during games and activities. | RFO | Work together to achieve outcomes; assist others | | School rules |
| " | 21. Work cooperatively and individually on tasks | RFO | | | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

**PHYSICAL EDUCATION
GRADE 6**

PHYSICAL EDUCATION

GRADE 6

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|--|---|------|--|--|--------------------------|
| Demonstrate mature forms in locomotor, manipulative and non-locomotor patterns. | 1. Throw, catch and kick using applied skills. | MVF | Softball Soccer Broomball | | |
| " | 2. Throw and catch to/from a moving target. | MVF | Ultimate Frisbee Flag football Soccer | | |
| " | 3. Kick to a designated target. | MVF | Soccer | | |
| " | 4. Perform basic balance skills cooperatively in small groups. | MVF | Tumbling | Pyramid contest | |
| Demonstrate increased competence in advanced skills. | *5. Hand/Foot dribble while preventing opponent from stealing ball. | MVF | Basketball Soccer Floor hockey | | |
| " | 6. Throw and catch with a partner continuously. | MVF | Football Softball | | |
| " | 7. Demonstrate force and accuracy with throwing and striking objects. | MVF | Softball Volleyball Floor hockey | | |
| Use basic offensive and defensive strategies. | 8. Demonstrate pressure, cover, balance on defense. | MC | Games | Tactical analysis | |
| " | 9. Demonstrate penetrate, support, balance on offense. | MC | Games | Positioning | |
| Recognize similarities and differences between movement skills that use similar patterns and transfer appropriate concepts from one to the other. | 10. Describe the similarities of the ready position in striking movement forms. | MC | Volleyball Floor hockey Soccer Kickball Baseball | | |
| Apply the components of fitness. | 11. Distinguish between health related and skill related areas of fitness. | PF | Heart rate Pulse Aerobics and dancing | | Health Math |
| " | *12. Perform physical fitness activities such as running and shuttle run, and monitor physical results. | PF | Fitness test | Presidential Physical Fitness Test Pacer 9 | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION

GRADE 6

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|--|--|------|--|---|--------------------------|
| Participate in various drills and lead-up games to develop skills in lifetime physical activities. | 13. Apply refined sport skills to specific individual and team sports. | PAL | Volleyball Softball Bowling Ice Skating Ultimate frisbee | | |
| Apply rules, procedures and safe practices with little or no reinforcement. | 14. Demonstrate concerns for safety in self-designed activities. | RB | | Teacher classroom rules | |
| " | 15. Distinguish between acts of courage and reckless acts. | RB | | | |
| " | 16. Arrange equipment safely and in a manner appropriate to the task. | RB | Understand rules | | |
| Work productively and cooperatively with a partner or small group. | 17. Remain on task in a group/ individual activity. | RB | | | |
| " | 18. Choose a partner with whom activities are productive. | RB | | | |
| Use self-evaluation to assess own performance. | 19. Detect, analyze and correct errors in personal movement/ skills. | RB | | Self evaluations Partner evaluations | |
| Demonstrate acceptance of skills and abilities of others through verbal and non-verbal communication. | 20. Describe what individuals with differences can bring to group activities for a whole group to be successful. | RFO | Play cooperatively with others | History quizzes Cooperation games | |
| " | 21. Cooperate with both more and less skilled peers. | RFO | | Teacher observation | |
| " | 22. Cooperate in different groups throughout the year. | RFO | Seek out, participate with, and show respect for persons of like and different skill levels. | Peer mediation Teacher observation | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

**PHYSICAL EDUCATION
GRADE 7**

PHYSICAL EDUCATION

GRADE 7

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|--|---|------|---|---|---------------------------|
| Demonstrate increased competence in advanced skills. | 1. Use movement forms in low-organization games. | MVF | Assist a teammate Protect a goal Lacrosse Ultimate Frisbee Wrestling T hardball Teacher observation | | Science: lever |
| " | 2. Design a movement piece that combines locomotor movements to music. | MVF | Develop a rhythmic program | Individually or in groups | Music & Art |
| Use basic offensive and defensive strategies. | *3. Use skills of offense and defense in a team or individual sport. | MC | Set up teammate Protect a goal Lacrosse Ultimate Frisbee Wrestling T hardball Teacher observation | | Science: torque |
| Develop a foundation toward optimal fitness. | 4. Perform a personal program for cardiovascular endurance from a select list of aerobics and sports developed by instructor. | PF | Cardio/muscle endurance and strength Pilates yoga | Videos Visit local fitness establishment | |
| " | 5. Identify and explain target heart rate after participating in aerobic activities at target heart rate for 15 minutes. | PF | Four areas: • Cardio • Muscle endurance • Muscle strength • Flexibility | | |
| " | 6. Participate in aerobic point program. | PF | Benefits of exercise | | Math: graph data results. |
| Participate in various drills and lead up games to develop skills in lifetime physical activities. | 7. Perform non-stop jump rope activity for 30 seconds then rest 30 seconds for a 20-minute period. | PAL | Skills Exercise Dance Aerobics | Tae-Bo Jump rope | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION

GRADE 7

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|---|---|------|--|---------------------------|---|
| Participate in various drills and lead up games to develop skills in lifetime physical activities. (cont.) | *8. Demonstrate an increased level of proficiency in selected individual and team sports. | PAL | As many sports as possible - offer a variety of topics and games | | Health |
| Apply previously learned motor skills to a new situation. | 9. Apply skills to lead-up games: <ul style="list-style-type: none"> • Apply criterion elements of a fast start in racing. • Observe elite volleyball players, describe characteristics that enable success in serving, bumping, passing and spiking. • Describe principles of training for designated activities. | PAL | | | Isaac Newton Lengthening a lever to increase linear velocity (torque). |
| Work productively and cooperatively with a partner or small group. | 10. Display sensitivity to the feelings of others during games and class activities. | RB | Assist others | | School rules |
| " | 11. Encourage the physical performance of others regardless of limitations of self and others. | RB | Peer coaching Instruction from students | | |
| Consider consequences when confronted with behavior choices. | 12. Identify positive and negative peer influence. | RB | | | Health |
| " | 13. Solve problems by analyzing causes and potential solutions. | RB | Solve game conflicts | Student directed | |
| " | 14. Analyze potential consequences when confronted with a behavior choice. | RB | | Student directed | Health |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION

GRADE 7

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|---|---|------|---------------|---------------------------|--------------------------|
| Consider consequences when confronted with behavior choices. (cont.) | 15. Accept a controversial decision of an official. | RB | | | |
| Resolve inter-personal conflicts with sensitivity to rights and feelings of others. | 16. Work cooperatively with a group to achieve in cooperative and competitive situations. | RFO | | | Health |
| " | 17. Talk together and come up with a compromise for a conflict. | RFO | | | Health |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

**PHYSICAL EDUCATION
GRADE 8**

PHYSICAL EDUCATION

GRADE 8

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|---|---|------|---|--|--|
| Demonstrate increased competence in advanced skills. | 1. Demonstrate and observe game tactics. | MVF | | | |
| " | 2. Combine mature motor patterns. | MVF | Gymnastics | | |
| Use offensive and defensive strategies. | 3. Use offense and defense strategies in a version of team and individual sports. | MC | Movement off the ball Marking a player Variety of games | Allow students to pick a sport and teach. Student creates a program <ul style="list-style-type: none"> • Football • Basketball • Soccer • Hockey | English: write up program by report Math: statistics, weight increase |
| Demonstrate kinesthetic awareness through various motor skill activities | 4. Demonstrate kinesthetic awareness through tumbling. | MC | | | |
| " | 5. Demonstrate game techniques | MC | Watch pro players and identify what makes them successful. Observe games: kicking, throwing, catching, dribbling and defending techniques. | Watch a college or professional game | Sports history |
| Develop a foundation toward optimal fitness. | 6. Perform a muscular, strength and endurance program. | PF | Circuit | Weight Room <ul style="list-style-type: none"> • Machine use only | Science: body, muscles, range of motion |
| " | *7. Improve four areas of fitness using fitness-gram. | PF | Four areas of fitness: Cardio Muscle endurance Muscle strength Flexibility | Fitness gram Presidential Fitness test | Health |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION GRADE 8

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|---|---|------|--|---|--------------------------|
| Develop a foundation toward optimal fitness. (cont.) | 8. Participate in a variety of stations involving four areas of fitness. | PF | Evaluate fitness levels | Weight room | Math: pulse rate |
| Participate in various drills and lead up games to develop skills in lifetime physical activities. | *9. Apply learned movement forms to activities that emphasize balance, force and body position. | PAL | Gymnastics | | |
| " | 10. Participate in all aspects of sports: coach, player, and official. | PAL | Student referee Understands rules Respect for others | | |
| Develop an appreciation towards the physical self and life-long physical fitness. | 11. Participate in an individual fitness program with teacher's assistance. | PAL | | | |
| Participate regularly in health-enhancing physical activities to develop a level of fitness, in and out of physical education class. | 12. Establish personal physical activity goals. | PAL | | Physical activity report form | |
| " | 13. List long-term physiological, psychological and cultural benefits that result from long-term regular physical activity. | PAL | | Fitness gram sustained in class activity | Health and Science |
| Consider consequences when confronted with behavior choices. | 14. React in a constructive, positive way to the influence of negative actions. | RB | | Rules | |
| " | 15. Demonstrate lessened efforts to belong to a group and replace with growing efforts toward independent thought. | RB | Making your own decisions. Eliminating classroom disruptions. | Assessment on negative classroom behavior | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION

GRADE 8

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|---|---|------|--|---|---|
| Consider consequences when confronted with behavior choices. (cont.) | *16. Solve problems by analyzing causes and potential solutions. | RB | Game rules Developing games that work in class. | Allow students to solve problem and give suggestions. | |
| " | 17. Avoid consequences when confronted by behavior choices. | RB | Choosing non-disruptive behavior | Student directed | |
| " | 18. Play without reacting to calls. | RB | | Red card/Yellow card (student refs) | Respect for others |
| Work productively and cooperatively with a partner or small group. | 19. Explain the role of sports, games and dance in modern culture. | RFO | Does not laugh at others; Accept skill levels of classmates | Mix up teams | School rules |
| " | 20. Respect the physical and performance limitations of self and others. | RFO | Not laughing at others Cheering on last runner | Classroom rules | Middle School goals |
| Resolve inter-personal conflicts with sensitivity to rights and feelings of others. | 21. Develop strategies within a group to achieve in cooperative and competitive situations. | RFO | | | English – write a paper describing Writing: what it means to you to be a teammate |
| " | 22. Talk out situations – use peer resolution. | RFO | Form a jury of students to resolve conflicts | | |
| " | 23. Demonstrate kindness and courtesy to others in or out of the classroom. | RFO | Honor personal space. Offers put ups when somebody is put down. | | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

**PHYSICAL EDUCATION
GRADES 9 & 10**

PHYSICAL EDUCATION

GRADES 9 & 10

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|---|---|------|--|---|---|
| Demonstrate competence (basic skills, strategies, history and rules) in team, dual and individual, aquatic, outdoor and self-defense sports. | 1. Demonstrate a variety of proficient swimming strokes. | MVF | Examples <ul style="list-style-type: none"> • Back stroke • Butterfly • Free style • Breast stroke | | |
| " | *2. Demonstrate advanced skills and strategies in a few team sports. | MVF | Block out; Crow hop; Catching at high level Examples: <ul style="list-style-type: none"> • Soccer • Football • Volleyball • Softball | | Science: Isaac Newton Laws (object in motion stays in motion) |
| " | 3. Demonstrate advanced skills in dual and individual sports. | MVF | Examples <ul style="list-style-type: none"> • Floor hockey • Team hand ball • Lacrosse • Ultimate Frisbee | | |
| " | 4. Demonstrate advanced skills in outdoor sports. | MVF | Example: capture the flag | | |
| " | 5. Demonstrate advanced skills in self-defense sports. | MVF | Example: karate | | |
| " | 6. Describe basic history, strategies and rules in specified sports. | MVF | Sports: soccer, basketball, football, tennis, etc. | | |
| " | 7. Cover position in volleyball by: <ul style="list-style-type: none"> • Moving to the ball. • Passing to teammates for an attacking hit. | MVF | | Chalkboard positioning Assessment upon positioning | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION

GRADES 9 & 10

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|---|--|------|--|---|--------------------------|
| Demonstrate competence (basic skills, strategies, history and rules) in team, dual and individual, aquatic, outdoor and self-defense sports. (cont.) | 8. Execute bump pass and overhead set pass. | MVF | Hit to a target (X) times out of (Y) attempts | Use a colorful target | |
| " | 9. Dribble with ball close to feet. | MVF | | | |
| " | 10. Demonstrate freeing oneself from defender. Getting opponent out of position | MVF | Swimming, fencing, tennis, soccer | Professional coaching books | |
| " | 11. Strike a ball with a bat, and a tennis ball with a racquet. | MVF | Proficient if over a net consistently or into fair territory | | |
| " | 12. Demonstrate jump-rope techniques. | MVF | Crossovers, double jumps, etc. | www.pecentral.com Website | |
| " | 13. Demonstrate ability to shoot a ball on goal. | MVF | Contact point in center of ball and follow through | | |
| Develop a foundation toward optimal fitness. | 14. Find pulse and measure heart rate to determine target zone. | PF | | Pacer test | |
| " | 15. Perform aerobic exercises to a variety of programs. | PF | Tae-bo Television programs | | |
| " | 16. Perform various exercises along a circuit. | PF | Four areas of fitness: • Cardio • Muscular endurance • Flexibility • Muscular strength | | |
| " | 17. Perform various stretching exercises to improve flexibility in all body parts. | PF | Static and dynamic stretching | | Biology |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION GRADES 9 & 10

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|--|---|------|---|---|--|
| Develop a foundation toward optimal fitness. (cont.) | 18. Apply learned stretching exercises to improve performance in other activities. | PF | Discuss equipment | | |
| " | 19. Evaluate level of fitness by taking various fitness tests. | PF | | Fitnessgram Presidential Physical Fitness Test | |
| " | 20. Explain body composition. | PF | | Skin fold – electric and caliper | Math: apply data to formula for body composition |
| " | 21. Perform various strength exercises. | PF | Circuit Free weights | | |
| Develop an appreciation towards the physical self and life-long physical fitness. | *22. Develop a personal aerobic program. | PAL | | | English: complete a report on different programs |
| " | *23. Develop individual strength program using a variety of equipment. | PAL | | Weight room | |
| " | 24. Describe the benefits of achieving optimal fitness. | PAL | May include games that encompass cardiovascular exercise | | |
| " | 25. Identify attitudes that people have toward exercise and physical fitness. | PAL | | | |
| " | 26. Document sources of exercises available outside the school curriculum. | PAL | | | |
| " | 27. Identify reasons why fitness should be a compelling state and national concern. | PAL | Obesity dilemma in US Technology and its role | | English: persuasive paper |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION GRADES 9 & 10

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|--|--|------|---|---------------------------|------------------------------|
| Develop an appreciation towards the physical self and life-long physical fitness. (cont.) | 28. Describe the benefits of participating in a regular personal fitness program. | PAL | | | English: persuasive paper |
| Apply rules, procedures and safe practices with no reinforcement. | 29. Implement all safety standards to insure personal safety during physical activity. | RB | Classroom rules | | |
| " | 30. Describe the potential hazards of improper usage of equipment and facilities. | RB | | | |
| " | 31. Demonstrate awareness that safety of classmates is a major concern when using dangerous equipment. | RB | Self awareness and personal space | Demos | |
| Consider consequences when confronted with behavior choices. | 32. Identify consequences before and after acting. | RB | | Story of an incident | Health |
| Handle conflicts with others without confrontation. | 33. Compromise/Discuss to resolve a situation or rule. | RB | Peer judges | Court session | Law/Government |
| " | 34. Play without reacting to calls. | RB | | | |
| Demonstrate positive ways to exert independence. | 35. Use freedom in classroom to work on fitness goals or game development. | RB | Game making | Weight room | |
| " | 36. Demonstrate free thinking with consideration for consequences. | RB | Less formed groups in class, more individual goal setting and decision making | Poetry/paper | English |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION

GRADES 9 & 10

| BENCHMARK | INDICATOR | REF. | CLARIFICATION | RESOURCES/ SUGGESTIONS | CURRICULUM CONNECTION |
|---|--|------|---|---------------------------|--|
| Invite others with differences (i.e. ethnicity, gender, disabilities) to join in personally enjoyable physical activity. | 37. Describe the historical roles of sports, games and dance in the cultural life of a population. | RFO | Mix up teams Get all students to work together at least once | | |
| " | 38. Analyze cultural sporting events. | RFO | Recognize the value of sport and physical activity in understanding multiculturalism: Where sports are developed | History | One-page paper on a major sport in another culture |
| " | 39. Enjoy the satisfaction of meeting and cooperating with others of diverse backgrounds during physical activity. | RFO | | | |
| " | 40. Display working together to achieve a common goal. | RFO | | Student coaches | |
| " | 41. Display meaningful contribution to a team. | RFO | Help students learn the procedures and perform in a situation as a team. | | |
| Resolve inter-personal conflicts with sensitively to rights and feelings of others. | 42. Treat others with kindness and courtesy. | RFO | Classroom rules | Student mediator | |

Key to Reference Column:

Line 1: (Standard)

MVF = Movement Forms

MC = Movement Concepts

PF = Physical Fitness

PAL = Physical Activity for Life

RB = Responsible Behavior

RFO = Respect for Others

BOLD indicates assessment benchmark

PHYSICAL EDUCATION EVALUATION

Assessment is a valuable procedure for evaluating students in Physical Education. Assessment can take many forms. Both formal and informal evaluation procedures are used to enhance day-to-day instruction, program evaluation, formulating student grades, developing and revising program objectives, and for providing feedback for the students. Examples of these assessment procedures are:

- Written tests
- Skill tests
- Fitness results
- Daily participation
- Peer evaluations
- Observations of student behavioral performance

PUPIL EVALUATION

The assessment of students should give information regarding:

- Competency in movement forms
- Application of movement concepts
- Demonstration of physically active lifestyle
- Achievement of physical fitness
- Demonstration of responsible behavior
- Respect for individual differences

As noted, boldfaced benchmarks are those that are specifically assessed at the grade level noted.

**CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS
COURSE OF STUDY DEVELOPMENT**

| | | | | | |
|-----------|---|-----------|---|-----------|---|
| 2004-2005 | English/Language Arts | 2011-2012 | Foreign Language Industrial Technology Family and Consumer Science | 2018-2019 | Art Social Studies |
| 2005-2006 | Foreign Language Industrial Technology Family and Consumer Science | 2012-2013 | Music Science K-12 Guidance | 2019-2020 | Technology Business Library |
| 2006-2007 | Music Science K-12 Guidance | 2013-2014 | Art Social Studies | 2020-2021 | English/Language Arts |
| 2007-2008 | Art Social Studies | 2014-2015 | Technology Business Library | 2021-2022 | Foreign Language Industrial Technology Family and Consumer Science |
| 2008-2009 | Technology Business Library | 2015-2016 | Mathematics Health Physical Education | 2022-2023 | Music Science K-12 Guidance |
| 2009-2010 | Mathematics Health Physical Education | 2016-2017 | Foreign Language Industrial Technology Family and Consumer Science | 2023-2024 | Art Social Studies |
| 2010-2011 | English/Language Arts | 2017-2018 | Music Science K-12 Guidance | 2024-2025 | Technology Business Library |