

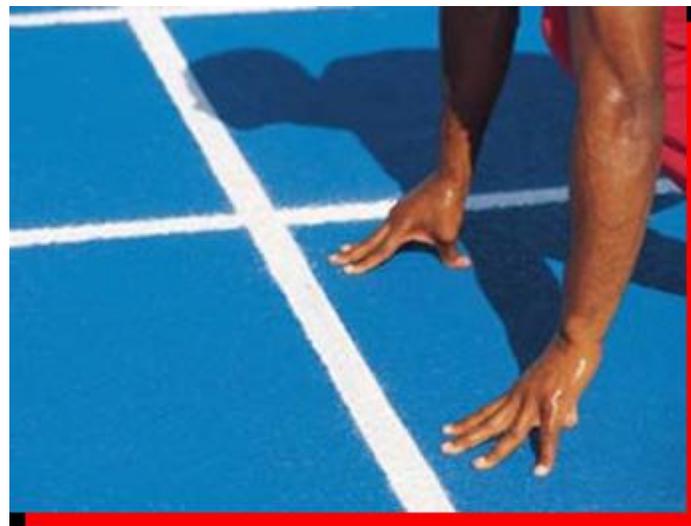
**EAST GRAND RAPIDS PUBLIC SCHOOLS**

# **PHYSICAL EDUCATION K-12 Curriculum**

**May 2001**

*“Only as schools, communities, individuals, professional associations, and agencies work together can we impact the health and quality of life of children and adolescents in a way that can be expected to be adopted and maintained into adulthood.”*

-Physical Activity and Fitness Research Digest



East Grand Rapids Public Schools  
**K-12 Physical Education Curriculum**

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East Grand Rapids Public Schools  
**K-12 Physical Education Curriculum**

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East Grand Rapids Public Schools  
**K-12 Physical Education Curriculum**

**RATIONALE**

The following quotations capture the Rationale:

*“Childhood is the time to begin  
the development of healthy and active lifestyles.”*

*“Yet young people do not automatically develop the skills,  
knowledge, attitudes, and behaviors that lead to regular  
participation in physical activity; they must be taught.”*

-Promoting Physical Activity: A Guide for Community Action

East Grand Rapids Public Schools  
**K-12 Physical Education Curriculum**

**PHILOSOPHY**

East Grand Rapids Public Schools believes that a sequential physical education program is essential in developing a student's physical, social, intellectual, and personal well-being.

We believe that the student who is sound in body and mind is better prepared to deal with the physical and mental stresses inherent in today's society.

We further believe it is essential that the physical education program assists students in making the connection between classroom learning and participation in active, healthy lifestyles.

**MISSION**

The Mission of the East Grand Rapids Public Schools K-12 Physical Education Curriculum is to develop in students the skills, knowledge, attitudes, and behaviors that promote a healthy level of physical fitness and lead to a commitment to consistent, lifelong participation in physical activity.

Physical activities will be performed in an active, supportive, and non-threatening atmosphere where all students, regardless of physical ability, will be challenged to achieve success through a spirit of cooperation, sportsmanship, and respect for one's self and others.

East Grand Rapids Public Schools  
**K-12 Physical Education Curriculum**

**INTRODUCTION**

This revised EGR K-12 physical education curriculum is reflective of the trend both nationally and statewide to recognize the responsibility physical education programs have to develop the skills, knowledge, attitudes, and behaviors that lead to regular and enjoyable participation in physical activity for a lifetime.

This is accomplished through focus on the following four content strands:

**Motor Skills**  
**Physical Fitness**  
**Cognitive Concepts**  
**Personal/Social**

Within these four instructional “strands” is the establishment of content standards and benchmarks.

**Content standards:** are designed to specify “what students should know and be able to do.”

**Benchmarks:** are used to describe behavior that indicates progress towards and accomplishment of content standards.

**Activities:** are listed to specify lessons necessary to achieve content standards. A variety of activity opportunities increase the likelihood that students will experience fitness activities they find personally enjoyable thus maximizing the likelihood of physical activity for a lifetime.

**Assessment:** Teachers will select developmentally appropriate written, verbal, drawn, and/or rubric assessments as they pertain to the content standards. Content standards can be assessed based upon visual observation by the teacher, verbal feedback from students, drawn or written responses from students, teacher generated rubrics/checklists, and standardized testing.

## CAREER EDUCATION PROGRAM – CAREER PATHWAYS

### *-Opening a World of Opportunities*

East Grand Rapids Public Schools, in partnership with employees and community members will provide career education for K-12 students in order to establish an understanding of the relevance of classroom learning to the world of work.

The Physical Education Curriculum connects learning to the following two Career Pathways:

### Health Sciences

Careers related to the promotion of health as well as the treatment of injuries and disease.

Some Professional Careers include:

Dentist	Physical/Occupational Therapist
Dietitian	Registered Nurse
Doctor	Rehabilitation/Sports Medicine
Laboratory Researcher	Veterinarian
Pharmacist	

Some Technical Careers include:

Certified Nursing Assistant	Medical Secretary
Dental Assistant/Hygienist	Optical Lab Technician
Emergency Medical Technician	Physical Therapy Assistant
Licensed Practical Nurse	Veterinary Assistant

### Human Services

Careers related to helping people improve their life physically, socially or emotionally.

Some Professional Careers include:

College Professor	Radio and TV Announcer
Hotel/Motel Manager	Social Worker
Lawyer	Teacher
Police Office/Detective	Urban & Regional Planner
Politician	

Some Technical Careers include:

Baker	Court Reporter
Chef	Deaf Interpreter
Childcare Provider	Esthetician/Skin Technician
Corrections Officer	Recreational Specialist
Cosmetologist	Security Guard

East Grand Rapids Public Schools  
**K-12 Physical Education Curriculum**

**CONTENT STANDARDS**

<b>CONTENT STRANDS</b>	<b>ALL STUDENTS WILL:</b>
<i><b>Motor Skills</b></i>	<ol style="list-style-type: none"> <li>1. demonstrate selected fundamental locomotor skills;</li> <li>2. demonstrate selected fundamental object control skills;</li> <li>3. demonstrate selected nonlocomotor and body control (movement) skills;</li> <li>4. demonstrate selected fundamental rhythmical skills;</li> <li>5. participate successfully in selected health-enhancing, lifelong physical activities;</li> </ol>
<i><b>Physical Fitness</b></i>	<ol style="list-style-type: none"> <li>6. develop and maintain healthy levels of cardiorespiratory endurance;</li> <li>7. develop and maintain healthy levels of muscular strength and endurance;</li> <li>8. develop and maintain healthy levels of flexibility of selected joints of body;</li> <li>9. recognize and understand the benefits of healthy levels of body composition;</li> </ol>
<i><b>Cognitive Concepts</b></i>	<ol style="list-style-type: none"> <li>10. apply the concepts of body awareness, time, space, direction, and force to movement;</li> <li>11. explain and apply the essential steps in learning motor skills</li> <li>12. explain and apply appropriate rules and strategies when participating in physical activities;</li> <li>13. describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health related fitness;</li> </ol>
<i><b>Personal and Social Concepts</b></i>	<ol style="list-style-type: none"> <li>14. demonstrate appropriate behavior in response to the relationships with others that result from participation in physical activities; and</li> <li>15. value physical activity and its contribution to lifelong health and well-being.</li> </ol>

K-12 Physical Education Curriculum

**ELEMENTARY LEVEL**

**Grades K-5**

*“If you don’t take care  
of your body,  
where will you live?”*

-Aaron, age 10



Kindergarten students enjoying a cooperative activity while using proper *Vertical Jump* form



Fourth Grade students practicing proper *Overhand Throw*

# **ELEMENTARY PHYSICAL EDUCATION CURRICULUM**

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Lower Elementary K-2  
 Benchmarks and Activities Promoting  
**Motor Skills Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 1:</b>  <b>All students will demonstrate selected fundamental locomotor skills.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate form in the following locomotor skills: walk, run, leap, horizontal jump, vertical jump, skip, hop, gallop and slide</li> </ul>	<ul style="list-style-type: none"> <li>• Rope jumping</li> <li>• Jump bands</li> <li>• Music &amp; Movement activities</li> <li>• Dance</li> <li>• Obstacle courses</li> <li>• Stations</li> <li>• Relays</li> <li>• Group/Partner activities</li> <li>• Holiday/International games</li> <li>• Parachute</li> <li>• Closure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p><b>Content Standard 2:</b>  <b>All students will demonstrate selected fundamental object control skills.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate form in the following object control skills; underhand throw (toss), overhand throw, catch rolling balls, catch fly balls, hand dribble, foot dribble, instep kick, forehand/underhand strike, and batting</li> </ul>	<ul style="list-style-type: none"> <li>• Ball handling</li> <li>• Rope jumping</li> <li>• Jump bands</li> <li>• Ball kicking</li> <li>• Striking</li> <li>• Music &amp; Movement activities</li> <li>• Obstacle courses</li> <li>• Stations</li> <li>• Relays</li> <li>• Group/Partner activities</li> <li>• Holiday/International games</li> <li>• Accuracy &amp; Aiming activities</li> <li>• Closure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p>Sports that incorporate the content area: <b>MOTOR SKILLS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Lower Elementary K-2  
 Benchmarks and Activities Promoting  
**Motor Skills Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 3:</b>  <b>All students will demonstrate selected nonlocomotor and body control (movement) skills.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to perform nonlocomotor skills (e.g., bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying and landing).</li> <li>• Demonstrate good posture while walking/running/standing.</li> <li>• Demonstrate proper lift/carry posture.</li> <li>• Demonstrate appropriate form in falling-landing-rolling (e.g., forward shoulder roll, backward shoulder roll).</li> <li>• Demonstrate appropriate form in selected balances (e.g., dynamic upright, static upright, inverted).</li> <li>• Demonstrate developmentally appropriate form in rope jumping skills.</li> <li>• Demonstrate developmentally appropriate form in selected twisting and turning skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Jump rope activities</li> <li>• Tumbling</li> <li>• Proper stretching techniques</li> <li>• Music &amp; Movement activities</li> <li>• Group/Partner activities</li> <li>• Dance</li> <li>• Stations</li> <li>• Relays</li> <li>• Holiday/International games</li> <li>• Closure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p>Sports that incorporate the content area: <b>MOTOR SKILLS</b>          Introductory skills and lead-up games for:          Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Lower Elementary K-2  
 Benchmarks and Activities Promoting  
**Motor Skills Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 4:</b>  <b>All students will demonstrate selected fundamental rhythmical skills.</b></p>	<ul style="list-style-type: none"> <li>• Clap the appropriate rhythmic pattern for selected locomotor skills (e.g., walk, run, gallop, and skip).</li> <li>• Demonstrate locomotor skills in time to selected rhythmic patterns (e.g., even, uneven, fast and slow).</li> <li>• Create and/or imitate movements in response to selected rhythms (e.g., animals, machines, objects).</li> </ul>	<ul style="list-style-type: none"> <li>• Circle, line, aerobic and folk dance</li> <li>• Jump bands</li> <li>• Music &amp; Movement activities</li> <li>• Stations</li> <li>• Relays</li> <li>• Group/Partner activities</li> <li>• Holiday/International games</li> <li>• Closure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p>Sports that incorporate the content area: <b>MOTOR SKILLS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Lower Elementary K-2  
 Benchmarks and Activities Promoting  
**Motor Skills Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 5:</b>  <b>All students will participate successfully in selected health-enhancing, lifelong physical activities</b></p>	<ul style="list-style-type: none"> <li>• Discuss, illustrate, or write about the importance of health enhancing, lifelong physical activities.</li> <li>• Students will identify several activities that relate to health enhancing, lifelong physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic fitness stations</li> <li>• Anaerobic fitness stations</li> <li>• Strength development and maintenance</li> <li>• Flexibility development and maintenance</li> <li>• Exercise and nutrition awareness</li> <li>• Muscular Endurance development and maintenance</li> <li>• Cardiovascular Endurance development and maintenance</li> <li>• Lift &amp; Carry posture</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p style="text-align: center;">Sports that incorporate the content area: <b>MOTOR SKILLS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Lower Elementary K-2  
 Benchmarks and Activities Promoting  
**Physical Fitness Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 6:</b> <b>All students will develop and maintain healthy levels of cardiorespiratory endurance.</b>	<ul style="list-style-type: none"> <li>• Sustain moderate to intense levels of physical activity that cause increased heart rate, breathing, perspiration, etc. (e.g., running, galloping, skipping, and hopping).</li> </ul>	<ul style="list-style-type: none"> <li>• Rope jumping</li> <li>• Age appropriate distance running</li> <li>• Flee and chase activities</li> <li>• Obstacle courses</li> <li>• Rhythmic and aerobic dance</li> <li>• Stations</li> <li>• Pacing and cool-down procedures</li> <li>• Object control skills</li> <li>• Relays</li> <li>• Group/Partner activities</li> <li>• Closure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<b>Content Standard 7:</b> <b>All students will develop and maintain healthy levels of muscular strength and endurance.</b>	<ul style="list-style-type: none"> <li>• Control own weight in selected body support activities to develop muscular strength and endurance of the major upper and lower body muscle groups (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).</li> </ul>	<ul style="list-style-type: none"> <li>• Rock climbing</li> <li>• Dyna bands</li> <li>• Parachute</li> <li>• Stunts and tumbling</li> <li>• Upper and lower body strength and endurance activities</li> <li>• Plyometrics</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
Sports that incorporate the content area: <b>PHYSICAL FITNESS</b> Introductory skills and lead-up games for: Basketball Dance Lacrosse Track & Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Lower Elementary K-2  
 Benchmarks and Activities Promoting  
**Physical Fitness Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 8:</b> <b>All students will develop and maintain healthy levels of flexibility of selected joints of body.</b>	<ul style="list-style-type: none"> <li>• Move the major joints of the arms, legs, and trunk through a full range of motion.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythmic activities</li> <li>• Dance</li> <li>• Music &amp; Movement activities</li> <li>• Jump rope</li> <li>• Exercise stations</li> <li>• Static and dynamic stretching</li> <li>• Plyometrics</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<b>Content Standard 9:</b> <b>All students will recognize and understand the benefits of healthy body composition.</b>	<ul style="list-style-type: none"> <li>• Recognize similarities and differences in body height, weight, and shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of activity pyramids</li> <li>• Discussion of food pyramids</li> <li>• Discussion of cardiovascular endurance benefits</li> <li>• Discussion of muscular strength and endurance benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
Sports that incorporate the content area: <b>PHYSICAL FITNESS</b> Introductory skills and lead-up games for: Basketball Dance Lacrosse Track & Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Lower Elementary K-2  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 10:</b>  <b>All students will apply the concepts of body awareness, time, space, direction, and force to movement.</b></p>	<ul style="list-style-type: none"> <li>• Identify selected body parts, actions, and planes.</li> <li>• Travel in forward, sideways, and backward directions, and change direction quickly and safely.</li> <li>• Travel while changing speeds and directions in response to a variety of rhythms.</li> <li>• Demonstrate slow and fast movement speeds, straight, curved, and zigzag pathways.</li> <li>• Make both large and small body shapes.</li> <li>• Demonstrate a variety of relationships with objects (e.g., over, under, behind, alongside and through).</li> <li>• Demonstrate high, middle and low levels.</li> <li>• Combine shapes, levels, and pathways into simple sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Music &amp; Movement activities</li> <li>• Flee and chase activities</li> <li>• Obstacle course</li> <li>• Dance</li> <li>• Rhythmic activities</li> <li>• Cooperative movements</li> <li>• Group/Partner movements</li> <li>• Tumbling</li> <li>• Static and dynamic balance activities</li> <li>• Parachute</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p>Sports that incorporate the content area: <b>COGNITIVE CONCEPTS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Lower Elementary K-2  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 11:</b>  <b>All students will apply the essential steps in learning motor skills.</b></p>	<ul style="list-style-type: none"> <li>• Attend to the explanation/demonstration of motor skills.</li> <li>• Identify essential components of selected motor skills.</li> <li>• Recognize the importance of correct practice in learning skills.</li> <li>• Apply prior knowledge as cues for learning new skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate teaching cues while performing motor/sports skills.</li> <li>• Actively write, draw, or verbalize prior knowledge as it relates to motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p>Sports that incorporate the content area: <b>COGNITIVE CONCEPTS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Lower Elementary K-2  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 12:</b>  <b>All students will explain and apply appropriate rules and strategies when participating in physical activities.</b></p>	<ul style="list-style-type: none"> <li>• Follow game and participation rules independently and demonstrate fair play.</li> <li>• Identify guidelines and behaviors for the safe use of equipment and apparatus.</li> <li>• Recognize and implement fundamental strategies used in simple games and activities.</li> <li>• Identify the purpose of rules in games.</li> </ul>	<ul style="list-style-type: none"> <li>• Group/Partner activities</li> <li>• Personal/Social Skill activities</li> <li>• Various games and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
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Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Lower Elementary K-2  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 13:</b>  <b>All students will describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health related fitness.</b></p>	<ul style="list-style-type: none"> <li>• Appreciate and enjoy the benefits that result from participation in physical activities.</li> <li>• Enjoy participation in physical activities along with others.</li> <li>• Appreciate benefits that accompany compassion, cooperation, honesty, and perseverance.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively write, draw, or verbalize the effects and benefits of activity for maintaining a healthy lifestyle.</li> <li>• Group/Partner discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p style="text-align: center;">Sports that incorporate the content area: <b>COGNITIVE CONCEPTS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Lower Elementary K-2  
 Benchmarks and Activities Promoting  
**Personal and Social Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 14:</b>  <b>All students will demonstrate appropriate behavior in response to the relationships with others that result from participation in physical activities.</b></p>	<ul style="list-style-type: none"> <li>• Identify key behaviors which exemplify each of the following personal/social character traits: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, and self-control.</li> <li>• Recognize the benefits of possessing, and the costs of not possessing each of the following personal-social character traits: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, best effort, constructive competition, following directions, and self-control.</li> <li>• Recognize and demonstrate the ability to resolve conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory Group/Partner activities</li> <li>• Small group activities</li> <li>• Introductory team building challenges</li> <li>• Dance</li> <li>• Various activities and games</li> <li>• Closure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p style="text-align: center;">Sports that incorporate the content area: <b>PERSONAL SOCIAL CONCEPTS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Lower Elementary K-2  
 Benchmarks and Activities Promoting  
**Personal and Social Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 15:</b>  <b>All students will value physical activity and its contribution to lifelong health and well-being.</b></p>	<ul style="list-style-type: none"> <li>• Appreciate and enjoy the benefits that result from participation in physical activities.</li> <li>• Enjoy participation in physical activities along with others.</li> <li>• Appreciate benefits that accompany compassion, cooperation, honesty, responsibility, perseverance, best effort, constructive competition, following directions, and self-control.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of personal health as it relates to physical education activities.</li> <li>• Discussion of personal health as it relates to activities outside of school.</li> <li>• Lead-up skills and activities to promote lifelong physical participation.</li> <li>• Lead-up skills and activities to promote lifelong wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p>Sports that incorporate the content area: <b>PERSONAL SOCIAL CONCEPTS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Upper Elementary 3-5  
 Benchmarks and Activities Promoting  
**Motor Skills Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 1:</b> <b>All students will demonstrate selected fundamental locomotor skills.</b>	<ul style="list-style-type: none"> <li>Demonstrate mature form and functional competence in the following locomotor skills: walk, run, leap, horizontal jump, vertical jump, skip, hop, gallop, and slide.</li> </ul>	<ul style="list-style-type: none"> <li>Rope jumping</li> <li>Jump bands</li> <li>Music &amp; Movement activities</li> <li>Obstacle courses</li> <li>Stations</li> <li>Relays</li> <li>Parachute</li> <li>Group/Partner activities</li> <li>Holiday/International games</li> <li>Closure activities</li> </ul>	<ul style="list-style-type: none"> <li>Written</li> <li>Verbal</li> <li>Observation</li> <li>Drawn</li> <li>Rubric</li> </ul>
<b>Content Standard 2:</b> <b>All students will demonstrate selected fundamental object control skills.</b>	<ul style="list-style-type: none"> <li>Demonstrate mature form and functional competence in the following object control skills: underhand throw (toss), overhand throw, catch rolling balls, catch fly balls, hand dribble, foot dribble, instep kick, forehand/underhand/backhand strike, batting, punting, and passing.</li> </ul>	<ul style="list-style-type: none"> <li>Ball handling</li> <li>Rope jumping</li> <li>Jump bands</li> <li>Ball kicking</li> <li>Striking</li> <li>Music &amp; Movement activities</li> <li>Obstacle courses</li> <li>Stations</li> <li>Relays</li> <li>Accuracy and Aiming activities</li> <li>Group/Partner activities</li> <li>Holiday/International games</li> <li>Closure activities</li> </ul>	<ul style="list-style-type: none"> <li>Written</li> <li>Verbal</li> <li>Observation</li> <li>Drawn</li> <li>Rubric</li> </ul>
Sports that incorporate the content area: <b>MOTOR SKILLS</b> Introductory skills and lead-up games for: Basketball Dance Lacrosse Track & Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Upper Elementary 3-5  
 Benchmarks and Activities Promoting  
**Motor Skills Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 3:</b>  <b>All students will demonstrate selected nonlocomotor and body control (movement) skills.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate mature form in falling-landing-rolling (e.g., landing, forward shoulder roll, backward shoulder roll).</li> <li>• Demonstrate mature form in selected balances (e.g., dynamic upright, static upright, inverted).</li> <li>• Demonstrate developmentally appropriate form in rope jumping skills.</li> <li>• Demonstrate developmentally appropriate form in selected twisting and turning skills.</li> <li>• Demonstrate proper Lift/Carry posture</li> </ul>	<ul style="list-style-type: none"> <li>• Tumbling</li> <li>• Jump rope activities</li> <li>• Proper stretching techniques</li> <li>• Music &amp; Movement activities</li> <li>• Dance</li> <li>• Stations</li> <li>• Relays</li> <li>• Group/Partner activities</li> <li>• Holiday/International Games</li> <li>• Closure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p><b>Content Standard 4:</b>  <b>All students will demonstrate selected fundamental rhythmical skills.</b></p>	<ul style="list-style-type: none"> <li>• Perform locomotor skills rhythmically at various speeds, directions, levels, and pathways.</li> <li>• Perform simple folk, square, creative and/or aerobic rhythmic activities.</li> <li>• Perform simple routine to music in jump rope, dance, or tumbling.</li> </ul>	<ul style="list-style-type: none"> <li>• Circle line, aerobic and folk dance</li> <li>• Jump bands</li> <li>• Music &amp; Movement activities</li> <li>• Stations</li> <li>• Relays</li> <li>• Group/Partner activities</li> <li>• Holiday/International games</li> <li>• Closure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p>Sports that incorporate the content area: <b>MOTOR SKILLS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Upper Elementary 3-5  
 Benchmarks and Activities Promoting  
**Motor Skills Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 5:</b>  <b>All students will participate successfully in selected health-enhancing, lifelong physical activities.</b></p>	<ul style="list-style-type: none"> <li>• Discuss, illustrate or write about the importance of health enhancing, lifelong physical activities.</li> <li>• Students will identify several activities that relate to health enhancing, lifelong physical activities.</li> <li>• Associates and recognizes the significance of fitness testing as a health assessment.</li> <li>• Demonstrate selected sport specific skills in the following categories: individual, dual or team sports; dance; recreational games and outdoor pursuits.</li> <li>• Develop levels of muscular strength, power, endurance, and flexibility that are appropriate for health, protection from injury, and skilled performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic fitness stations</li> <li>• Anaerobic fitness stations</li> <li>• Strength development and maintenance</li> <li>• Flexibility development and maintenance</li> <li>• Exercise and nutrition awareness</li> <li>• Muscular Endurance development and maintenance</li> <li>• Cardiovascular Endurance development and maintenance</li> <li>• Plyometrics</li> <li>• Lift &amp; Carry posture</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p>Sports that incorporate the content area: <b>MOTOR SKILLS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Upper Elementary 3-5  
 Benchmarks and Activities Promoting  
**Physical Fitness Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 6:</b> <b>All students will develop and maintain healthy levels of cardiorespiratory endurance.</b>	<ul style="list-style-type: none"> <li>• Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance.</li> <li>• Recognize and understand the significance of target heart rate as it relates to healthy levels of cardiorespiratory endurance.</li> </ul>	<ul style="list-style-type: none"> <li>• Rope jumping</li> <li>• Age appropriate distance running</li> <li>• Flee and chase activities</li> <li>• Obstacle courses</li> <li>• Rhythmic and aerobic dance</li> <li>• Stations</li> <li>• Object control skills</li> <li>• Relays</li> <li>• Group/Partner activities</li> <li>• Pacing and cool-down procedures</li> <li>• Healthy heart rate discussion</li> <li>• Closure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<b>Content Standard 7:</b> <b>All students will develop and maintain healthy levels of muscular strength and endurance.</b>	<ul style="list-style-type: none"> <li>• Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the major upper and lower body muscle groups (e.g., push-up/pull-up activities, curl-up activities, isometric strength activities, jump rope activities and bench-stepping activities).</li> </ul>	<ul style="list-style-type: none"> <li>• Rock climbing</li> <li>• Dyna bands</li> <li>• Parachute</li> <li>• Stunts and tumbling</li> <li>• Upper and lower body strength and endurance activities</li> <li>• Plyometrics</li> <li>• Manual resistance training</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
Sports that incorporate the content area: <b>PHYSICAL FITNESS</b> Introductory skills and lead-up games for: Basketball Dance Lacrosse Track & Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Upper Elementary 3-5  
 Benchmarks and Activities Promoting  
**Physical Fitness Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 8:</b> <b>All students will develop and maintain healthy levels of flexibility of selected body joints.</b>	<ul style="list-style-type: none"> <li>• Meet standards on selected fitness activities (e.g., sit and reach...) that develop and maintain flexibility of the major joints: hip/low back, shoulder, neck, ankle, and trunk.</li> <li>• Recognize the importance of strength and flexibility as it relates to injury prevention.</li> <li>• Recognize the importance of strength and flexibility as it relates to posture.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythmic activities</li> <li>• Dance</li> <li>• Music &amp; Movement activities</li> <li>• Jump rope</li> <li>• Exercise stations</li> <li>• Static and dynamic stretching</li> <li>• Plyometrics</li> <li>• Lift &amp; Carry posture</li> <li>• Closure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<b>Content Standard 9:</b> <b>All students will recognize and understand the benefits of healthy body composition.</b>	<ul style="list-style-type: none"> <li>• Describe the effects of physical activity and nutrition on body composition.</li> <li>• Develop and maintain health-related levels of body composition.</li> <li>• Develop competence in selected sport and leisure activities that can contribute to healthy lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of activity pyramids</li> <li>• Discussion of food pyramids</li> <li>• Discussion of cardiovascular endurance benefits</li> <li>• Discussion of muscular strength and endurance benefits</li> <li>• Rope jumping</li> <li>• Age appropriate distance running</li> <li>• Obstacle courses</li> <li>• Rhythmic and aerobic dance</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
Sports that incorporate the content area: <b>PHYSICAL FITNESS</b> Introductory skills and lead-up games for: Basketball Dance Lacrosse Track & Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Upper Elementary 3-5  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 10:</b>  <b>All students will apply the concepts of body awareness, time, space, direction, and force to movement.</b></p>	<ul style="list-style-type: none"> <li>• Identify selected body parts, actions, and planes.</li> <li>• Travel in forward, sideways and backward directions, and change direction quickly and safely.</li> <li>• Travel while changing speeds and directions in response to a variety of rhythms.</li> <li>• Demonstrate slow and fast movement speeds, straight, curved, and zigzag pathways.</li> <li>• Make both large and small body shapes.</li> <li>• Demonstrate a variety of relationships with objects (e.g., over, under, behind, alongside and through).</li> <li>• Demonstrate high, middle and low levels.</li> <li>• Combine shapes, levels, and pathways into simple sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Music &amp; Movement activities</li> <li>• Flee and chase activities</li> <li>• Obstacle course</li> <li>• Rope jumping</li> <li>• Dance</li> <li>• Rhythmic activities</li> <li>• Cooperative movements</li> <li>• Group/Partner movements</li> <li>• Tumbling</li> <li>• Static and dynamic balance activities</li> <li>• Parachute</li> <li>• Closure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p>Sports that incorporate the content area: <b>COGNITIVE CONCEPTS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

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Upper Elementary 3-5  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 11:</b>  <b>All students will explain and apply the essential steps in learning motor skills.</b></p>	<ul style="list-style-type: none"> <li>• Recognize similar movement concepts and elements in a variety of skills.</li> <li>• Recognize and use the outcome of practice trials to plan subsequent practice trials.</li> <li>• Use corrective feedback from the teacher or peers to improve skill performances.</li> <li>• Apply prior knowledge as cues for learning new skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively write, draw, or verbalize prior knowledge as it relates to motor skills.</li> <li>• Group/Partner activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p>Sports that incorporate the content area: <b>COGNITIVE CONCEPTS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Upper Elementary 3-5  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 12:</b>  <b>All students will explain and apply appropriate rules and strategies when participating in physical activities.</b></p>	<ul style="list-style-type: none"> <li>• Follow game and participation rules independently and demonstrate fair play.</li> <li>• Identify guidelines and behaviors for the safe use of equipment and apparatus.</li> <li>• Recognize and implement fundamental strategies used in simple games and activities.</li> <li>• Identify the purpose of rules in games.</li> <li>• Identify the purpose of strategies in games.</li> </ul>	<ul style="list-style-type: none"> <li>• Various games and activities</li> <li>• Group/Partner activities</li> <li>• Personal/Social Skill activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p>Sports that incorporate the content area: <b>COGNITIVE CONCEPTS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Upper Elementary 3-5  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 13:</b>  <b>All students will describe the effects of activity and inactivity, and formulate examples of lifestyle choices that result in the development and maintenance of health related fitness.</b></p>	<ul style="list-style-type: none"> <li>• Appreciate and enjoy the benefits that result from participation in physical activities.</li> <li>• Enjoy participation in physical activities along with others.</li> <li>• Appreciate benefits that accompany compassion, cooperation, honesty, and perseverance.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively write, draw, or verbalize the effects and benefits of activity for maintaining a healthy lifestyle</li> <li>• Group/Partner discussions and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p style="text-align: center;">Sports that incorporate the content area: <b>COGNITIVE CONCEPTS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Upper Elementary 3-5  
 Benchmarks and Activities Promoting  
**Personal and Social Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 14:</b>  <b>All students will demonstrate appropriate behavior in response to the relationships with others that result from participation in physical activities.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits: compassion, confidence, cooperation, fairness, honesty, loyalty, constructive competition, perseverance, respect, responsibility, and self-control.</li> <li>• Analyze the consequences of possessing and not possessing each of the following personal/social traits: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, best effort, constructive competition, following directions, and self-control.</li> </ul>	<ul style="list-style-type: none"> <li>• Group/Partner activities</li> <li>• Small group activities</li> <li>• Team building challenges</li> <li>• Dance</li> <li>• Various activities and games</li> <li>• Closure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p style="text-align: center;">Sports that incorporate the content area: <b>PERSONAL SOCIAL CONCEPTS</b>            Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Upper Elementary 3-5  
 Benchmarks and Activities Promoting  
**Personal and Social Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 15:</b>  <b>All students will value physical activity and its contribution to lifelong health and well being.</b></p>	<ul style="list-style-type: none"> <li>• Feel satisfaction when engaging in physical activity.</li> <li>• Accept and respect differences and similarities in physical activity-related skills.</li> <li>• Be considerate of others in physical settings (e.g., show compassion, cooperation, fairness, honesty, loyalty, respect, self-control, constructive competition, and responsibility).</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of personal health as it relates to physical education activities.</li> <li>• Discussion of personal health as it relates to activities outside of school.</li> <li>• Discussion of personal choices as they impact lifelong wellness.</li> <li>• Lead-up skills and activities to promote lifelong physical participation.</li> <li>• Lead-up skills and activities to promote lifelong wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Verbal</li> <li>• Observation</li> <li>• Drawn</li> <li>• Rubric</li> </ul>
<p>Sports that incorporate the content area: <b>PERSONAL SOCIAL CONCEPTS</b></p> <p>Introductory skills and lead-up games for:            Basketball Dance Lacrosse Track &amp; Field Badminton Tennis Volleyball Softball Baseball Hockey Soccer Gymnastics Football</p>			

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## **ELEMENTARY SAFETY RULES AND BEHAVIORAL EXPECTATIONS - EAST**

### **Safety Rules**

1. Use active listening while following directions the 1<sup>st</sup> time.
2. Non-marking athletic shoes must be worn at all times.
3. Students will use all equipment only for its intended purpose.
4. Safety rules and behavior expectations apply to all indoor and outdoor activities/settings.

### **Behavioral Expectations**

Effort 100%

Always respect yourself, others, equipment

Safety 1<sup>st</sup>

Teamwork

East Grand Rapids Public Schools  
**K-12 Physical Education Curriculum**

**INSTRUCTIONAL SKILLS GRADES K-5**

**SKILL / ACTIVITY**

**Rope Jumping**

- Beginning rope jumping skills: two foot basic, alternate foot, rocker step, crossing arms, double dutch, etc.

**Jump Bands**

- Out/In, cross, single knee-ups, two-foot jumps, partner jumping

**Music & Movement**

- Locomotor skill work, balance, body control skills, bean bags, hoola-hoops, level exploration, changing speeds, steady beat and rhythms

**Obstacle Course**

- Locomotor skill work, changing directions, object control skill work, upper and lower body strengthening

**Stations**

- Locomotor skillwork, object control skill work, upper and lower body strengthening, aerobic endurance

**Relays**

- Locomotor skills, object control skills, body control, beanbags, personal/social skill relays, obstacle course, group/partner activities

**Group/Partner Activities**

- Dance, personal/social skill work, body control, relays, static and dynamic stretching, balance, parachute, upper and lower body strengthening, locomotor skill work, object control skill work, stunts/tumbling

**Holiday/International Games**

- Various holiday/international games to reinforce skill development

## INSTRUCTIONAL SKILLS GRADES K-5 continued

### SKILL / ACTIVITY

#### **Closure Act**

- Lead-up games/activities to reinforce skill development

#### **Striking**

- Underhand striking skills, forehand, batting

#### **Accuracy/Aiming Activities**

- Ball handling, ball kicking, striking activities

#### **Tumbling**

- Group/Partner activities, animal walks, cooperation, static & dynamic balance, flexibility, upper and lower body strengthening locomotor skills

#### **Proper Stretch Technique**

- Hip/Low back, shoulder girdle, quadriceps, hamstring, gastronomics, proper technique and discussion

#### **Circle, Line, Aerobic, Folk Dance**

- Locomotor skills, nonlocomotor skills, spatial awareness, body awareness, group/partner, endurance (muscular & aerobic)

#### **Exercise & Nutrition Awareness**

- Heart rate/breathing rate testing, food pyramid analysis, discussion of beneficial effects of physical activity

#### **Cardiovascular Endurance Development & Maintenance**

- Pacing, talk test, minute clubs, p.e. homework, proper cool-down

#### **Lift & Carry Posture**

- Technique, relays, muscular strength, preventative steps

## INSTRUCTIONAL SKILLS GRADES K-5 continued

### SKILL / ACTIVITY

#### **Distance Running**

- Proper form, pacing, breathing, progression, running clubs

#### **Flee & Chase Activities**

- Various tag activities that reinforce skill development

#### **Upper & Lower Body Strength & Endurance Activities**

- Push-ups, partner pull-ups, sit-ups, squats, wall sits, bicep curls, tricep pushdowns, V-push-ups, modified push-ups, dynaband activities, lift and carry posture, low back leg extensions, vertical jumps, horizontal jumps, plyometrics, crunches, manual resistance

#### **Plyometrics**

- Agility ladder, box hops, box jumping, locomotor skills, reaction balls, medicine balls, jump bands

#### **Static & Dynamic Stretching**

- Static stretching = slow controlled stationary stretching, dynamic stretching = active stretching with movement

#### **Actively Write, Draw, or Verbalize Prior Knowledge as it Relates to Motor Skill**

- Express knowledge of skills through writing, drawing, and discussion

#### **Personal/Social Skills**

- Various activities relating to the development of best effort, cooperation, self-control, compassion, constructive competition, responsibility, respect for others, and following directions

#### **Actively Write, Draw, or Verbalize Effects & Benefits of Activities for Maintaining a Healthy Lifestyle**

- Express knowledge of skills through writing, drawing, and discussion

## K-12 Physical Education Curriculum

### MIDDLE SCHOOL LEVEL Grades 6-8

*“Children engaged in daily physical education show superior motor fitness, academic performance and attitude toward school as compared to their counterparts who do not participate in daily physical education.”*

-Teaching with the Brain in Mind  
Eric Jensen



Students learn **Archery Skills** in Physical Education as part of the 6<sup>th</sup> grade interdisciplinary study of the Middle Ages



Middle School students participating in **Soccer**

# MIDDLE SCHOOL PHYSICAL EDUCATION CURRICULUM

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Middle School Grade 6  
 Benchmarks and Activities Promoting  
**Motor Skills Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standards 1-4:</b>            Students are expected to reach proficiency in standards 1-4 by the completion of Grade 5. The Middle School curriculum reinforces these standards. Students who have not mastered Content Standards 1-4 will receive additional support to reach proficiency.</p>			
<p><b>Content Standard 5:</b>  <b>All students will participate successfully in selected health-enhancing, lifelong physical activities.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate an exposure level of competence in the following categories: personal conditioning; individual, dual, and team sports; and recreational games.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual skill development</li> <li>• Cooperative games</li> <li>• Partner work</li> <li>• Team work</li> <li>• Skill assessment</li> <li>• Lead up games</li> <li>• Touch Football</li> <li>• Basketball</li> <li>• Soccer</li> <li>• Volleyball</li> <li>• Aerial Tennis</li> <li>• Indoor/Outdoor Softball</li> <li>• Personal Conditioning</li> <li>• Fitness Testing</li> <li>• Walking/Running Activities</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Student Portfolio               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

Activities identified as team, individual, and dual sports include: volleyball, soccer, basketball, floor hockey, softball, badminton, aerial tennis, touch football, flag football, speedball, and lacrosse

Fitness activities will include the following: power walking, jogging, bench step, jump rope, and strength/endurance exercises

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Middle School Grade 6  
 Benchmarks and Activities Promoting  
**Physical Fitness Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 6:</b> <b>All students will develop and maintain healthy levels of cardiorespiratory endurance.</b>	<ul style="list-style-type: none"> <li>Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g., timed or distance walk/run and other endurance activities at specified heart rate/heart rate recovery).</li> </ul>	<ul style="list-style-type: none"> <li>Jog time</li> <li>Power walk</li> <li>Bench step</li> <li>Jump rope</li> <li>Pulse assessment</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>One mile walk/run</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>
<b>Content Standard 7:</b> <b>All students will develop and maintain healthy levels of muscular strength and endurance.</b>	<ul style="list-style-type: none"> <li>Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg, and neck.</li> </ul>	<ul style="list-style-type: none"> <li>Thigh/leg strength/endurance exercises</li> <li>Abdominal/low back strength/endurance exercises</li> <li>Arm/shoulder strength/endurance exercises</li> <li>Muscle location lessons</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>Physical fitness assessment</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

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Middle School Grade 6  
 Benchmarks and Activities Promoting  
**Physical Fitness Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 8: All students will develop and maintain healthy levels of flexibility of selected joints of body.</b>	<ul style="list-style-type: none"> <li>Meet standards on selected fitness activities that develop and maintain flexibility of the major joints of the hip/low back, shoulder, neck, ankle, and trunk.</li> </ul>	<ul style="list-style-type: none"> <li>Hip/low back/leg flexibility exercises</li> <li>Arm/shoulder flexibility exercises</li> <li>Neck/trunk flexibility exercises</li> <li>Muscle location lessons</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>Physical fitness assessment</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>
<b>Content Standard 9: All students will recognize and understand the benefits of healthy body composition.</b>	<ul style="list-style-type: none"> <li>Demonstrate an awareness of body composition.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Worksheets/charts</li> <li>Height/weight data</li> <li>Basics of conditioning lessons</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-self assessment</li> </ul> </li> </ul>
<b>Content Standard 10: All students will apply the concepts of body awareness, time, space, direction, and force to movement.</b>	<ul style="list-style-type: none"> <li>Demonstrate slow and fast movement speeds, balance, coordination, and body awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Flee and chase activities</li> <li>Rope jumping</li> <li>Cooperative movements</li> <li>Group/Partner movements</li> <li>Team games</li> <li>Pre-class activities</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

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Middle School Grade 6  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 11:</b>  <b>All students will explain and apply the essential steps in learning motor skills.</b></p>	<ul style="list-style-type: none"> <li>• Detect and correct errors in personal skill performance.</li> <li>• Demonstrate appropriate methods of practicing new skills.</li> <li>• Create/modify activities that require the use of selected skills.</li> <li>• Use skills in appropriate ways in selected games, sports, and activities</li> <li>• Recognize the importance of goal setting in skill acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill drills appropriate to the activity</li> <li>• Individual work</li> <li>• Peer work</li> <li>• Group work</li> <li>• Lead up activities</li> <li>• Games</li> <li>• Intramurals</li> <li>• Personal conditioning lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher correction and evaluation</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

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Middle School Grade 6  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 12:</b>  <b>All students will explain and apply appropriate rules and strategies when participating in physical activities.</b></p>	<ul style="list-style-type: none"> <li>• Learn and follow selected rules while playing sports and games.</li> <li>• Show responsibility, effort, self-control, perseverance, leadership, compassion, teamwork, and respect while playing games and sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Demonstrations</li> <li>• Rule assessments</li> <li>• Cooperative group work</li> <li>• Lead up activities</li> <li>• Games and sports</li> <li>• Healthy citizenship lessons</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher correction and evaluation</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

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Middle School Grade 6  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 13:</b>  <b>All students will describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health related fitness.</b></p>	<ul style="list-style-type: none"> <li>• Describe the effects of inactivity on health-related fitness, growth, and performance.</li> <li>• Analyze and categorize physical activities that will improve cardiorespiratory endurance; strength and endurance of the arms, shoulders and abdominal area; hip flexibility; and will result in an optimal level of body composition while avoiding the potential detrimental effects of activity.</li> <li>• Establish and achieve short and long term personal fitness goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Routine assessment</li> <li>• Physical fitness activities</li> <li>• Basics of conditioning lessons</li> <li>• Charts</li> <li>• Record goals and progress in a portfolio</li> <li>• Maintain portfolio as a record of everything students do in physical education</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation</li> <li>• Individual/Group discussion</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

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Fitness activities will include the following: power walking, jogging, bench step, jump rope, and strength/endurance exercises

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Middle School Grade 6  
 Benchmarks and Activities Promoting  
**Personal and Social Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 14:</b> <b>All students will demonstrate appropriate behavior in response to the relationships with others that result from participation in physical activities.</b>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits: responsibility, effort, self-control, perseverance, leadership, compassion, teamwork, and respect.</li> <li>• Predict, in terms of participation, in physical activities devoted to health-related fitness, sports, and work, the benefits of possessing and the costs of not possessing each of the following personal/social character traits: responsibility, effort, self-control, perseverance, leadership, compassion, teamwork, and respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work habits</li> <li>• Participation</li> <li>• Group discussion</li> <li>• Cooperative group activities</li> <li>• Team building activities</li> <li>• Healthy citizenship lessons</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher correction and evaluation</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>
<b>Content Standard 15:</b> <b>All students will value physical activity and its contribution to lifelong health and well-being.</b>	<ul style="list-style-type: none"> <li>• Choose to exercise regularly outside of the classroom for personal enjoyment and benefit.</li> <li>• Demonstrate a proper attitude in both winning and losing (e.g., show responsibility, effort, self-control, perseverance, leadership, compassion, teamwork, and respect).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize outside activities/athletics</li> <li>• Student portfolios</li> <li>• Daily work habits</li> <li>• Group discussion</li> <li>• Healthy citizenship lessons</li> <li>• Basics of conditioning lessons</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> <li>• Charts</li> </ul>

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Fitness activities will include the following: power walking, jogging, bench step, jump rope, and strength/endurance exercises

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Middle School Grade 7  
 Benchmarks and Activities Promoting  
**Motor Skills Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 5:</b>  <b>All students will participate successfully in selected health-enhancing, lifelong physical activities.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate an exposure level of competence in the following categories: personal conditioning; individual, dual, and team sports; and recreational games.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual skill development</li> <li>• Cooperative games</li> <li>• Partner work</li> <li>• Team work</li> <li>• Skill assessment</li> <li>• Lead up games</li> <li>• Flag Football</li> <li>• Basketball</li> <li>• Soccer</li> <li>• Floor Hockey</li> <li>• Lacrosse</li> <li>• Volleyball</li> <li>• Speedball</li> <li>• Badminton</li> <li>• Indoor/Outdoor Softball</li> <li>• Personal Conditioning</li> <li>• Fitness Testing</li> <li>• Walking/Running Activities</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

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Middle School Grade 7  
 Benchmarks and Activities Promoting  
**Physical Fitness Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 6:</b> <b>All students will develop and maintain healthy levels of cardiorespiratory endurance.</b>	<ul style="list-style-type: none"> <li>Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g., timed or distance walk/run and other endurance activities at specified heart rate/heart rate recovery).</li> </ul>	<ul style="list-style-type: none"> <li>Jog time</li> <li>Power walk</li> <li>Bench step</li> <li>Jump rope</li> <li>Pulse assessment</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>One mile walk/run</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>
<b>Content Standard 7:</b> <b>All students will develop and maintain healthy levels of muscular strength and endurance.</b>	<ul style="list-style-type: none"> <li>Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg, and neck.</li> </ul>	<ul style="list-style-type: none"> <li>Thigh/leg strength/endurance exercises</li> <li>Abdominal/low back strength/endurance exercises</li> <li>Arm/shoulder strength/endurance exercises</li> <li>Muscle location lessons</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>Physical fitness assessment</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

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Middle School Grade 7  
 Benchmarks and Activities Promoting  
**Physical Fitness Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 8: All students will develop and maintain healthy levels of flexibility of selected joints of body.</b>	<ul style="list-style-type: none"> <li>Meet standards on selected fitness activities that develop and maintain flexibility of the major joints of the hip/low back, shoulder, neck, ankle, and trunk.</li> </ul>	<ul style="list-style-type: none"> <li>Hip/low back/leg flexibility exercises</li> <li>Arm/shoulder flexibility exercises</li> <li>Neck/trunk flexibility exercises</li> <li>Muscle location lessons</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>Physical fitness assessment</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>
<b>Content Standard 9: All students will recognize and understand the benefits of healthy body composition.</b>	<ul style="list-style-type: none"> <li>Assess personal status of body composition.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Worksheets/charts</li> <li>Monitor personal height/weight</li> <li>Basics of conditioning lessons</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-self assessment</li> </ul> </li> </ul>
<b>Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.</b>	<ul style="list-style-type: none"> <li>Demonstrate slow and fast movement speeds, balance, coordination, and body awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Flee and chase activities</li> <li>Rope jumping</li> <li>Cooperative movements</li> <li>Group/Partner movements</li> <li>Team games</li> <li>Pre-class activities</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

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Middle School Grade 7  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 11:</b>  <b>All students will explain and apply the essential steps in learning motor skills.</b></p>	<ul style="list-style-type: none"> <li>• Detect and correct errors in personal skill performance.</li> <li>• Demonstrate appropriate methods of practicing new skills.</li> <li>• Create/modify activities that require the use of selected skills.</li> <li>• Use skills in appropriate ways in selected games, sports, and activities</li> <li>• Recognize the importance of goal setting in skill acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill drills appropriate to the activity</li> <li>• Individual work</li> <li>• Peer work</li> <li>• Group work</li> <li>• Lead up activities</li> <li>• Games</li> <li>• Intramurals</li> <li>• Personal conditioning lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher correction and evaluation</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

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Middle School Grade 7  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 12:</b>  <b>All students will explain and apply appropriate rules and strategies when participating in physical activities.</b></p>	<ul style="list-style-type: none"> <li>• Learn and follow selected rules while playing sports and games.</li> <li>• Show responsibility, effort, self-control, perseverance, leadership, compassion, teamwork, and respect while playing games and sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Demonstrations</li> <li>• Rule assessments</li> <li>• Cooperative group work</li> <li>• Lead up activities</li> <li>• Games and sports</li> <li>• Healthy citizenship lessons</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher correction and evaluation</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

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Middle School Grade 7  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 13:</b>  <b>All students will describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health related fitness.</b></p>	<ul style="list-style-type: none"> <li>• Describe the effects of inactivity on health-related fitness, growth, and performance.</li> <li>• Analyze and categorize physical activities that will improve cardiorespiratory endurance; strength and endurance of the arms; shoulders and abdominal area, hip flexibility; and will result in an optimal level of body composition while avoiding the potential detrimental effects of activity.</li> <li>• Establish and achieve short and long term personal fitness goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Routine assessment</li> <li>• Physical fitness activities</li> <li>• Basics of conditioning lessons</li> <li>• Charts</li> <li>• Record goals and progress in a portfolio</li> <li>• Maintain portfolio as a record of everything students do in physical education</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation</li> <li>• Individual/Group discussion</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

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Fitness activities will include the following: power walking, jogging, bench step, jump rope, and strength/endurance exercises

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Middle School Grade 7  
 Benchmarks and Activities Promoting  
**Personal and Social Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 14:</b> <b>All students will demonstrate appropriate behavior in response to the relationships with others that result from participation in physical activities.</b>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits: responsibility, effort, self-control, perseverance, leadership, compassion, teamwork, and respect.</li> <li>• Predict, in terms of participation, in physical activities devoted to health-related fitness, sports, and work, the benefits of possessing and the costs of not possessing each of the following personal/social character traits: responsibility, effort, self-control, perseverance, leadership, compassion, teamwork, and respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work habits</li> <li>• Participation</li> <li>• Group discussion</li> <li>• Cooperative group activities</li> <li>• Team building activities</li> <li>• Healthy citizenship lesson</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher correction and evaluation</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>
<b>Content Standard 15:</b> <b>All students will value physical activity and its contribution to lifelong health and well-being.</b>	<ul style="list-style-type: none"> <li>• Choose to exercise regularly outside of the classroom for personal enjoyment and benefit.</li> <li>• Demonstrate a proper attitude in both winning and losing (e.g., show responsibility, effort, self-control, perseverance, leadership, compassion, teamwork, and respect).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize outside activities/athletics</li> <li>• Student portfolios</li> <li>• Daily work habits</li> <li>• Group discussion</li> <li>• Healthy citizenship lessons</li> <li>• Basics of conditioning lessons</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> <li>• Charts</li> </ul>

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Fitness activities will include the following: power walking, jogging, bench step, jump rope, and strength/endurance exercises

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Middle School Grade 8  
 Benchmarks and Activities Promoting  
**Motor Skills Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 5:</b>  <b>All students will participate successfully in selected health-enhancing, lifelong physical activities.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate an exposure level of competence in the following categories: personal conditioning; individual, dual, and team sports; and recreational games.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual skill development</li> <li>• Cooperative games</li> <li>• Partner work</li> <li>• Team work</li> <li>• Skill assessment</li> <li>• Lead up games</li> <li>• Flag Football</li> <li>• Basketball</li> <li>• Soccer</li> <li>• Floor Hockey</li> <li>• Lacrosse</li> <li>• Volleyball</li> <li>• Speedball</li> <li>• Badminton</li> <li>• Indoor/Outdoor Softball</li> <li>• Personal Conditioning</li> <li>• Fitness Testing</li> <li>• Walking/Running Activities</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

Activities identified as team, individual, and dual sports include: volleyball, soccer, basketball, floor hockey, softball, badminton, aerial tennis, touch football, flag football, speedball, and lacrosse

Fitness activities will include the following: power walking, jogging, bench step, jump rope, and strength/endurance exercises

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Middle School Grade 8  
 Benchmarks and Activities Promoting  
**Physical Fitness Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 6:</b> <b>All students will develop and maintain healthy levels of cardiorespiratory endurance.</b>	<ul style="list-style-type: none"> <li>Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g., timed or distance walk/run and other endurance activities at specified heart rate/heart rate recovery).</li> </ul>	<ul style="list-style-type: none"> <li>Jog time</li> <li>Power walk</li> <li>Bench step</li> <li>Jump rope</li> <li>Pulse assessment</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>One mile walk/run</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>
<b>Content Standard 7:</b> <b>All students will develop and maintain healthy levels of muscular strength and endurance.</b>	<ul style="list-style-type: none"> <li>Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg, and neck.</li> </ul>	<ul style="list-style-type: none"> <li>Thigh/leg strength/endurance exercises</li> <li>Abdominal/lower back strength/endurance exercises</li> <li>Arm/shoulder strength/endurance exercises</li> <li>Muscle location lessons</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>Physical fitness assessment</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

Activities identified as team, individual, and dual sports include: volleyball, soccer, basketball, floor hockey, softball, badminton, aerial tennis, touch football, flag football, speedball, and lacrosse

Fitness activities will include the following: power walking, jogging, bench step, jump rope, and strength/endurance exercises

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Middle School Grade 8  
 Benchmarks and Activities Promoting  
**Physical Fitness Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 8: All students will develop and maintain healthy levels of flexibility of selected joints of body.</b>	<ul style="list-style-type: none"> <li>Meet standards on selected fitness activities that develop and maintain flexibility of the major joints of the hip/low back, shoulder, neck, ankle, and trunk.</li> </ul>	<ul style="list-style-type: none"> <li>Hip/low back/leg flexibility exercises</li> <li>Arm/shoulder flexibility exercises</li> <li>Neck/trunk flexibility exercises</li> <li>Muscle location lessons</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>Physical fitness assessment</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>
<b>Content Standard 9: All students will recognize and understand the benefits of healthy body composition.</b>	<ul style="list-style-type: none"> <li>Assess personal status of body composition..</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Worksheets/charts</li> <li>Monitor personal height/weight</li> <li>Basics of conditioning lessons</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-self assessment</li> </ul> </li> </ul>
<b>Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.</b>	<ul style="list-style-type: none"> <li>Demonstrate slow and fast movement speeds, balance, coordination, and body awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Flee and chase activities</li> <li>Rope jumping</li> <li>Cooperative movements</li> <li>Group/Partner movements</li> <li>Team games</li> <li>Pre-class activities</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

Activities identified as team, individual, and dual sports include: volleyball, soccer, basketball, floor hockey, softball, badminton, aerial tennis, touch football, flag football, speedball, and lacrosse

Fitness activities will include the following: power walking, jogging, bench step, jump rope, and strength/endurance exercises

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Middle School Grade 8  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 11:</b>  <b>All students will explain and apply the essential steps in learning motor skills.</b></p>	<ul style="list-style-type: none"> <li>• Detect and correct errors in personal skill performance.</li> <li>• Demonstrate appropriate methods of practicing new skills.</li> <li>• Create/modify activities that require the use of selected skills.</li> <li>• Use skills in appropriate ways in selected games, sports, and activities.</li> <li>• Recognize the importance of goal setting in skill acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill drills appropriate to the activity</li> <li>• Individual work</li> <li>• Peer work</li> <li>• Group work</li> <li>• Lead up activities</li> <li>• Games</li> <li>• Intramurals</li> <li>• Personal conditioning lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher correction and evaluation</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

Activities identified as team, individual, and dual sports include: volleyball, soccer, basketball, floor hockey, softball, badminton, aerial tennis, touch football, flag football, speedball, and lacrosse

Fitness activities will include the following: power walking, jogging, bench step, jump rope, and strength/endurance exercises

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Middle School Grade 8  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 12:</b>  <b>All students will explain and apply appropriate rules and strategies when participating in physical activities.</b></p>	<ul style="list-style-type: none"> <li>• Learn and follow selected rules while playing games, sports, and activities.</li> <li>• Show responsibility, effort, self-control, perseverance, leadership, compassion, teamwork, and respect while playing games, sports, and activities.</li> <li>• Use rules to develop and implement strategies for playing games, sports, and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Demonstrations</li> <li>• Rule assessments</li> <li>• Cooperative group work</li> <li>• Games and sports</li> <li>• Lead up activities</li> <li>• Healthy citizenship lessons</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher correction and evaluation</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

Activities identified as team, individual, and dual sports include: volleyball, soccer, basketball, floor hockey, softball, badminton, aerial tennis, touch football, flag football, speedball, and lacrosse

Fitness activities will include the following: power walking, jogging, bench step, jump rope, and strength/endurance exercises

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Middle School Grade 8  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 13:</b>  <b>All students will describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health related fitness.</b></p>	<ul style="list-style-type: none"> <li>• Describe the effects of inactivity on health-related fitness, growth, and performance.</li> <li>• Analyze and categorize physical activities that will improve cardiorespiratory endurance; strength and endurance of the arms, shoulders, and abdominal area; hip flexibility; and will result in an optimal level of body composition while avoiding the potential detrimental effects of activity.</li> <li>• Establish and achieve short and long term personal fitness goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Routine assessment</li> <li>• Physical fitness activities</li> <li>• Basics of conditioning lessons</li> <li>• Charts</li> <li>• Record goals and progress in a portfolio</li> <li>• Maintain portfolio as a record of everything students do in physical education</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation</li> <li>• Individual/Group discussion</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>

Activities identified as team, individual, and dual sports include: volleyball, soccer, basketball, floor hockey, softball, badminton, aerial tennis, touch football, flag football, speedball, and lacrosse

Fitness activities will include the following: power walking, jogging, bench step, jump rope, and strength/endurance exercises

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

Middle School Grade 8  
 Benchmarks and Activities Promoting  
**Personal and Social Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 14:</b> <b>All students will demonstrate appropriate behavior in response to the relationships with others that result from participation in physical activities.</b>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits: responsibility, effort, self-control, perseverance, leadership, compassion, teamwork, and respect.</li> <li>• Predict, in terms of participation, in physical activities devoted to health-related fitness, sports, and work, the benefits of possessing and the costs of not possessing each of the following personal/social character traits: responsibility, effort, self-control, perseverance, leadership, compassion, teamwork, and respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work habits</li> <li>• Participation</li> <li>• Group discussion</li> <li>• Cooperative group activities</li> <li>• Team building activities</li> <li>• Healthy citizenship lesson</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher correction and evaluation</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> </ul>
<b>Content Standard 15:</b> <b>All students will value physical activity and its contribution to lifelong health and well-being.</b>	<ul style="list-style-type: none"> <li>• Choose to exercise regularly outside of the classroom for personal enjoyment and benefit.</li> <li>• Demonstrate a proper attitude in both winning and losing (e.g., show responsibility, effort, self-control, perseverance, leadership, compassion, teamwork, and respect).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize outside activities/athletics</li> <li>• Student portfolios</li> <li>• Daily work habits</li> <li>• Group discussion</li> <li>• Healthy citizenship lessons</li> <li>• Basics of conditioning lessons</li> <li>• Intramurals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation</li> <li>• Student Portfolios               <ul style="list-style-type: none"> <li>-written assessment</li> <li>-performance assessment</li> <li>-peer assessment</li> </ul> </li> <li>• Charts</li> </ul>

Activities identified as team, individual, and dual sports include: volleyball, soccer, basketball, floor hockey, softball, badminton, aerial tennis, touch football, flag football, speedball, and lacrosse

Fitness activities will include the following: power walking, jogging, bench step, jump rope, and strength/endurance exercises

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs.

## **MIDDLE SCHOOL SAFETY RULES**

These safety rules will be shared with all students in physical education.

### **General Gymnasium Safety Rules**

1. No pushing, wrestling, or similar rough play.
2. Proper athletic shoes must be worn.
3. No gum, candy, cough drops, etc. during gym activity.
4. Jewelry should not be worn during gym activity.
5. Instill common sense behavior.
6. No climbing on bleachers, basket supports, back stops, goals, or fences.
7. Students must be engaged in proper pre-class activity upon entering the gym.
8. Students will use equipment for its intended purpose as directed by the teacher.
9. Students will use physical education equipment and facility when properly supervised by teacher.

### **Locker Room Safety Rules**

1. Each student will be given a school-issued lock to be turned in at the end of the year. The student must pay \$5 to replace the lock if the lock is lost.
2. Keep your locker locked at all times, including while you are in class.
3. No lock is to be left on large lockers overnight.
4. No pushing, wrestling, or similar dangerous play.
5. To avoid injury and locker damage, locker doors should not be slammed.
6. No climbing on lockers or other facilities.

## **MIDDLE SCHOOL SAFETY RULES continued**

These safety rules will be shared with all students in physical education.

### **Student Expectations:**

1. Students must participate in class. It is not enough to just dress.
2. Students must be in the hallway (near the locker rooms) when the class period begins. Any student not in the hallway or locker rooms will be marked tardy.
3. All students must dress in proper P.E. attire; failure to have the complete uniform will result in a “No Dress” for the day.
4. Use school equipment with respect.
5. Students may not leave the assigned area without permission of the teacher.
6. Students must wait in the lobby until the class period ends.
7. All injuries and altercations (i.e. fights, thefts, infractions of P.E. policies) are to be reported to the teacher promptly.
8. Any student who damages or vandalizes school equipment or property will be dealt with according to school policy.
9. All general school rules are to be followed at all times.

East Grand Rapids Public Schools  
**K-12 Physical Education Curriculum**

**INSTRUCTIONAL SKILLS GRADES 6-8**

UNIT	6 <sup>TH</sup> GRADE	7 <sup>TH</sup> GRADE	8 <sup>TH</sup> GRADE
<b>Volleyball</b>	<ul style="list-style-type: none"> <li>• Underhand pass (Bump)</li> <li>• Underhand serve</li> <li>• Set</li> </ul>	<ul style="list-style-type: none"> <li>• Underhand pass</li> <li>• Underhand/Overhand serve</li> <li>• Set</li> </ul>	<ul style="list-style-type: none"> <li>• Underhand pass</li> <li>• Underhand/Overhand serve</li> <li>• Set</li> <li>• Hitting</li> <li>• Dig</li> </ul>
<b>Soccer</b>	<ul style="list-style-type: none"> <li>• Passing</li> <li>• Dribbling</li> <li>• Trapping</li> <li>• Throw-in</li> <li>• Corner Kick</li> <li>• Goal Kick</li> <li>• Punting</li> </ul>	<ul style="list-style-type: none"> <li>• Passing</li> <li>• Dribbling</li> <li>• Trapping</li> <li>• Throw-in</li> <li>• Goal tending</li> <li>• Corner Kick</li> <li>• Punting</li> <li>• Defensive play</li> <li>• Positioning and Game Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Passing</li> <li>• Dribbling</li> <li>• Trapping</li> <li>• Throw-in</li> <li>• Goal tending</li> <li>• Corner Kick</li> <li>• Punting</li> <li>• Defensive play</li> <li>• Positioning and Game Strategy</li> </ul>
<b>Basketball</b>	<ul style="list-style-type: none"> <li>• Control dribble</li> <li>• Cross-over dribble</li> <li>• Speed dribble</li> <li>• Jump stop &amp; pivot</li> <li>• Chest pass</li> <li>• Bounce pass</li> <li>• Overhand pass</li> <li>• Lay-ups</li> <li>• One hand set shot</li> <li>• Shooting games</li> </ul>	<ul style="list-style-type: none"> <li>• Control dribble</li> <li>• Cross-over dribble</li> <li>• Speed dribble</li> <li>• Jump stop &amp; pivot</li> <li>• All passes</li> <li>• Lay-ups</li> <li>• One hand set shot</li> <li>• Rebounding games</li> <li>• Shooting games</li> </ul>	<ul style="list-style-type: none"> <li>• Control dribble</li> <li>• Cross-over dribble</li> <li>• Speed dribble</li> <li>• Jump stop &amp; pivot</li> <li>• All passes</li> <li>• Lay-ups</li> <li>• One hand set shot</li> <li>• Rebounding games</li> <li>• Shooting games</li> </ul>

## INSTRUCTIONAL SKILLS GRADES 6-8 continued

UNIT	6 <sup>TH</sup> GRADE	7 <sup>TH</sup> GRADE	8 <sup>TH</sup> GRADE
<b>Floor Hockey</b>		<ul style="list-style-type: none"> <li>• Safety</li> <li>• Goal tending</li> <li>• Stick handling</li> <li>• Game strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Goal tending</li> <li>• Stick handling</li> <li>• Game strategies</li> </ul>
<b>Softball</b>	<ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Hitting</li> <li>• Fielding</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Hitting</li> <li>• Fielding</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Hitting</li> <li>• Fielding</li> </ul>
<b>Badminton/Aerial Tennis</b>	<ul style="list-style-type: none"> <li>• Aerial Tennis:               <ul style="list-style-type: none"> <li>-Serve</li> <li>-Forehand volley</li> <li>-Backhand volley</li> <li>-Game strategies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Badminton:               <ul style="list-style-type: none"> <li>-Serve</li> <li>-Forehand volley</li> <li>-Backhand volley</li> <li>-Lob</li> <li>-Drop shots</li> <li>-Game strategies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Badminton:               <ul style="list-style-type: none"> <li>-Serve</li> <li>-Forehand volley</li> <li>-Backhand volley</li> <li>-Lob</li> <li>-Drop shots</li> <li>-Game strategies</li> </ul> </li> </ul>





## INSTRUCTIONAL SKILLS GRADES 6-8 continued

INTRAMURALS	6 <sup>TH</sup> GRADE	7 <sup>TH</sup> GRADE	8 <sup>TH</sup> GRADE
<p><b>Students at the Middle School level have the opportunity to be involved in structured physical education activities after school.</b></p>	<ul style="list-style-type: none"> <li>• Archery</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Softball</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Volleyball</li> <li>• Badminton</li> <li>• Tennis</li> <li>• Floor Hockey</li> </ul> <p>Other activities may be offered based on student interest</p>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Volleyball</li> <li>• Badminton</li> <li>• Tennis</li> <li>• Floor Hockey</li> </ul> <p>Other activities may be offered based on student interest</p>

K-12 Physical Education Curriculum

**HIGH SCHOOL LEVEL**  
Grades 9-12



Ninth Grade students learn to maintain  
*Proper Heart Rate* while exercising



*“Without health and fitness,  
wealth is without value,  
knowledge is useless,  
art cannot become manifest,  
and music cannot be played.”*

-Herophilus, Father of Scientific Anatomy, 300 B.C.

# HIGH SCHOOL PHYSICAL EDUCATION CURRICULUM

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High School Grade 9  
 Benchmarks and Activities Promoting  
**Motor Skills Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 5:</b>  <b>All students will participate successfully in selected health-enhancing, lifelong physical activities.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate competence in the following activities: swimming; personal condition; individual, dual and team sports; and recreational activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming</li> <li>• Badminton</li> <li>• Volleyball</li> <li>• Fitness Training</li> <li>• Weight Training</li> <li>• Ultimate Frisbee</li> <li>• Pentathlon</li> <li>• Soccer</li> <li>• Tennis</li> <li>• Flag Football</li> <li>• Floor Hockey</li> <li>• Kickball</li> <li>• Obstacle Baseball</li> <li>• Dodgeball</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation assessment</li> </ul>

Activities identified as team, individual, and dual sports include: soccer, swimming, weight training, tennis, flag football, volleyball, basketball, pentathlon, badminton, floor hockey, kickball, obstacle baseball, and dodgeball.

Fitness activities will include the following: plyometrics, running, speedwalking, flexibility, sit-ups, push-ups, weight training, and aerobics.

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs. Grade 9 focus is on skill development.

High School Grade 9  
 Benchmarks and Activities Promoting  
**Motor Skills Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 6:</b> <b>All students will develop and maintain healthy levels of cardiorespiratory endurance.</b>	<ul style="list-style-type: none"> <li>• Participates in a variety of physical activities appropriate for enhancing cardiorespiratory endurance.</li> <li>• Assess personal status of cardiorespiratory endurance.</li> <li>• Meet standards on selected fitness activities on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g., times or distance walk/run and other endurance activities at specified heart rate/heart rate recovery).</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming</li> <li>• Jogging</li> <li>• Speed Walking</li> <li>• Aerobics</li> <li>• Soccer</li> <li>• Basketball</li> <li>• Flag Football</li> <li>• Rope jumping</li> <li>• Pentathlon</li> <li>• Floor Hockey</li> <li>• Volleyball</li> <li>• Dodgeball</li> <li>• Plyometrics</li> </ul>	<ul style="list-style-type: none"> <li>• Mile Run Assessment</li> <li>• 30 Minute Run/Walk</li> <li>• 20 minute swim</li> <li>• Heart-rate monitor</li> <li>• Written assessment</li> </ul>
<b>Content Standard 7:</b> <b>All students will develop and maintain healthy levels of muscular strength and endurance.</b>	<ul style="list-style-type: none"> <li>• Assess personal status of muscular strength and endurance of the arms, shoulders, and abdomen.</li> <li>• Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the arms, shoulders, and abdomen.</li> <li>• Participate in a variety of physical activities appropriate for enhancing muscular strength and endurance.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit-ups</li> <li>• Push-ups</li> <li>• Weight Training</li> <li>• Swimming</li> <li>• Plyometrics</li> </ul>	<ul style="list-style-type: none"> <li>• Health Assessment Profile</li> <li>• 20 minute swim assessment</li> <li>• Timed testing</li> <li>• Written assessment</li> </ul>

Activities identified as team, individual, and dual sports include: soccer, swimming, weight training, tennis, flag football, volleyball, basketball, pentathlon, badminton, floor hockey, kickball, obstacle baseball, and dodgeball.

Fitness activities will include the following: plyometrics, running, speedwalking, flexibility, sit-ups, push-ups, weight training, and aerobics.

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs. Grade 9 focus is on skill development.

High School Grade 9  
 Benchmarks and Activities Promoting  
**Physical Fitness Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 8:</b> All students will develop and maintain healthy levels of flexibility of body joints.	<ul style="list-style-type: none"> <li>• Assess personal status of flexibility.</li> <li>• Participate in a variety of physical activities appropriate for enhancing flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily flexibility and stretching warm-up exercises</li> <li>• Plyometrics</li> </ul>	<ul style="list-style-type: none"> <li>• Daily teacher observation assessment</li> </ul>
<b>Content Standard 9:</b> All students will recognize and understand the benefits of healthy body composition.	<ul style="list-style-type: none"> <li>• Assess personal status of body composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Team, dual, and individual sports</li> <li>• Daily warm-up activities</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>
<b>Content Standard 10:</b> All students will apply the concepts of body awareness, time, space, direction and force to movement.	<ul style="list-style-type: none"> <li>• Demonstrate slow and fast movement speeds, balance, coordination, and body awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Plyometric motor skill and warm-up activities</li> </ul>	<ul style="list-style-type: none"> <li>• Daily participation score</li> </ul>

Activities identified as team, individual, and dual sports include: soccer, swimming, weight training, tennis, flag football, volleyball, basketball, pentathlon, badminton, floor hockey, kickball, obstacle baseball, and dodgeball.

Fitness activities will include the following: plyometrics, running, speedwalking, flexibility, sit-ups, push-ups, weight training, and aerobics.

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs. Grade 9 focus is on skill development.

High School Grade 9  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 11:</b>  <b>All students will explain and apply the essential steps in learning motor skills.</b></p>	<ul style="list-style-type: none"> <li>• Detect and correct errors in personal skill performance.</li> <li>• Recognize the importance of repetition in mastery of skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Team, dual, and individual sports</li> <li>• Plyometrics</li> <li>• Flexibility activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Verbal expression</li> <li>• Teacher observation</li> <li>• Appropriate physical activities</li> </ul>

Activities identified as team, individual, and dual sports include: soccer, swimming, weight training, tennis, flag football, volleyball, basketball, pentathlon, badminton, floor hockey, kickball, obstacle baseball, and dodgeball.

Fitness activities will include the following: plyometrics, running, speedwalking, flexibility, sit-ups, push-ups, weight training, and aerobics.

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs. Grade 9 focus is on skill development.

High School Grade 9  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 12:</b>  <b>All students will explain and apply appropriate rules and strategies when participating in physical education activities.</b></p>	<ul style="list-style-type: none"> <li>• Analyze strategies in physical activities.</li> <li>• Use appropriate rules, strategies and etiquette in physical activities.</li> <li>• Follow and encourage others to follow the rules while participating in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Team, dual, and individual sports</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Peer group assessment</li> <li>• Written assessment</li> </ul>

Activities identified as team, individual, and dual sports include: soccer, swimming, weight training, tennis, flag football, volleyball, basketball, pentathlon, badminton, floor hockey, kickball, obstacle baseball, and dodgeball.

Fitness activities will include the following: plyometrics, running, speedwalking, flexibility, sit-ups, push-ups, weight training, and aerobics.

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs. Grade 9 focus is on skill development.

High School Grade 9  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 13:</b>  <b>All students will describe the effects of activity and inactivity.</b></p> <p><b>Students will formulate examples of lifestyle choices that result in the development and maintenance of health related fitness.</b></p>	<ul style="list-style-type: none"> <li>• Describe psychological effects of right kinds of regular amounts of physical activity (e.g., healthy physical self-image, ability to reduce stress, strong mental function, and emotional health).</li> <li>• Describe the activities and opportunities to develop sportsmanship, leadership and cooperation.</li> <li>• Identify lifelong physical leisure activities which one enjoys and would like to pursue.</li> </ul>	<ul style="list-style-type: none"> <li>• Team, dual, and individual sports</li> </ul>	<ul style="list-style-type: none"> <li>• Group and class discussion</li> <li>• Written assignment</li> </ul>

Activities identified as team, individual, and dual sports include: soccer, swimming, weight training, tennis, flag football, volleyball, basketball, pentathlon, badminton, floor hockey, kickball, obstacle baseball, and dodgeball.

Fitness activities will include the following: plyometrics, running, speedwalking, flexibility, sit-ups, push-ups, weight training, and aerobics.

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs. Grade 9 focus is on skill development.

High School Grade 9  
 Benchmarks and Activities Promoting  
**Physical and Social Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 14:</b> <b>All students will demonstrate appropriate behavior while participating in physical activities.</b>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits: compassion, confidence, cooperation, fairness, honesty, perseverance, respect, responsibility, and self-discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Team, dual, and individual sports</li> <li>• Cooperative group challenges</li> <li>• Fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Peer group assessment</li> </ul>
<b>Content Standard 15:</b> <b>All students will understand the value of physical activity and its contribution to lifelong health and well-being.</b>	<ul style="list-style-type: none"> <li>• Choose to exercise regularly outside the classroom for personal enjoyment and benefit.</li> <li>• Accept the differences between individual's personal characteristics and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Team, dual, and individual sports</li> <li>• Fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Written assessment</li> </ul>

Activities identified as team, individual, and dual sports include: soccer, swimming, weight training, tennis, flag football, volleyball, basketball, pentathlon, badminton, floor hockey, kickball, obstacle baseball, and dodgeball.

Fitness activities will include the following: plyometrics, running, speedwalking, flexibility, sit-ups, push-ups, weight training, and aerobics.

Teachers select from learning benchmarks at lower or higher levels to differentiate for individual needs. Grade 9 focus is on skill development.

**LIFETIME FITNESS**  
 High School Elective Class  
 Benchmarks and Activities Promoting  
**Motor Skills Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 5:</b> <b>All students will participate successfully in selected health-enhancing, lifelong physical activities.</b>	<ul style="list-style-type: none"> <li>• Demonstrate competence in activities from the personal conditioning and recreational activities. Choose from individual, dual, and team sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are a personal choice from individual and team sports, and are teacher directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Written assessment</li> </ul>
<b>Content Standard 6:</b> <b>All students will develop and maintain healthy levels of cardiorespiratory endurance.</b>	<ul style="list-style-type: none"> <li>• Participates in a variety of physical activities appropriate for enhancing cardiorespiratory endurance.</li> <li>• Personal assessment of cardiorespiratory endurance.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are a personal choice from individual and team sports, and are teacher directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student assessment</li> <li>• Written assessment</li> </ul>
<b>Content Standard 7:</b> <b>All students will develop and maintain healthy levels of muscular strength and endurance.</b>	<ul style="list-style-type: none"> <li>• Participate in a variety of physical activities appropriate for enhancing muscular strength and endurance.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are a personal choice from individual and team sports, and are teacher directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student assessment</li> </ul>

**LIFETIME FITNESS**  
 High School Elective Class  
 Benchmarks and Activities Promoting  
**Physical Fitness Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 8:</b>  <b>All students will develop and maintain healthy levels of flexibility of body joints.</b></p>	<ul style="list-style-type: none"> <li>• Participate in a variety of physical activities appropriate for enhancing flexibility.</li> <li>• Assess personal status of flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are a personal choice from individual and team sports, and are teacher directed.</li> <li>• Sit and reach test</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student assessment</li> <li>• Flexibility testing</li> <li>• Written assessment</li> </ul>
<p><b>Content Standard 9:</b>  <b>All students will recognize and understand the benefits of healthy body composition.</b></p>	<ul style="list-style-type: none"> <li>• Assess personal status of body composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are a personal choice from individual and team sports, and are teacher directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Body composition testing</li> </ul>
<p><b>Content Standard 10:</b>  <b>All students will apply the concepts of body awareness, time, space, direction and force to movement.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate slow and fast movement speeds, balance, coordination, and body awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Plyometric motor skill and warm-up activities</li> </ul>	<ul style="list-style-type: none"> <li>• Daily participation score</li> </ul>

**LIFETIME FITNESS**  
 High School Elective Class  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 11:</b> All students will explain and apply the essential steps in learning motor skills.	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>
<b>Content Standard 12:</b> All students will explain and apply appropriate rules and strategies when participating in physical activities.	<ul style="list-style-type: none"> <li>• Analyze strategies in physical activities.</li> <li>• Use appropriate techniques and strategies in physical activities.</li> <li>• Follow and encourage others to follow the techniques while participating in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are a personal choice from individual and team sports, and are teacher directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>

**LIFETIME FITNESS**  
 High School Elective Class  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 13:</b>  <b>All students will describe the effects of activity and inactivity.</b></p> <p><b>Students will formulate examples of lifestyle choices that result in the development and maintenance of health related fitness.</b></p>	<ul style="list-style-type: none"> <li>• Describe the psychological effects of regular amounts of physical activity (e.g., healthy physical self-image, ability to reduce stress, strong mental function, and emotional health.</li> <li>• Identify lifelong physical leisure activities which one enjoys and would like to pursue.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are a personal choice from individual and team sports, and are teacher directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Written assessment</li> </ul>

**LIFETIME FITNESS**  
 High School Elective Class  
 Benchmarks and Activities Promoting  
**Personal and Social Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 14:</b>  <b>All students will demonstrate appropriate behavior while participating in physical activities.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits: compassion, confidence, cooperation, fairness, honesty, perseverance, respect, responsibility, and self-discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are a personal choice from individual and team sports, and are teacher directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>
<p><b>Content Standard 15:</b>  <b>All students will understand the value of physical activity and its contribution to lifelong health and well-being.</b></p>	<ul style="list-style-type: none"> <li>• Choose to exercise regularly outside the classroom for personal enjoyment and benefit.</li> <li>• Accept the differences between individual's personal characteristics and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are a personal choice from individual and team sports, and are teacher directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Written assessment</li> </ul>

**TEAM GAMES**  
 High School Elective Class  
 Benchmarks and Activities Promoting  
**Motor Skills Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 5:</b> All students will participate successfully in selected health-enhancing, lifelong physical games.	<ul style="list-style-type: none"> <li>• Demonstrate competence in activities from team games to recreational activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are teacher directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>
<b>Content Standard 6:</b> All students will develop and maintain physical fitness through group activities.	<ul style="list-style-type: none"> <li>• Participates in a variety of games and physical activities appropriate for maintaining physical fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are teacher directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>
<b>Content Standard 7:</b> All students will develop and maintain healthy levels of muscular strength and endurance.	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>

**TEAM GAMES**  
 High School Elective Class  
 Benchmarks and Activities Promoting  
**Physical Fitness Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 8:</b> <b>All students will develop and maintain healthy levels of flexibility of body joints.</b>	<ul style="list-style-type: none"> <li>• Participate in a variety of physical activities appropriate for enhancing flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are teacher directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>
<b>Content Standard 9:</b> <b>All students will recognize and understand the benefits of healthy body composition.</b>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>
<b>Content Standard 10:</b>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>

**TEAM GAMES**  
 High School Elective Class  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<b>Content Standard 11:</b> All students will explain and apply the essential steps in learning motor skills.	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>
<b>Content Standard 12:</b> All students will explain and apply appropriate rules and strategies when participating in team games and physical activities.	<ul style="list-style-type: none"> <li>• Analyze strategies in physical activities.</li> <li>• Use appropriate techniques and strategies in physical activities.</li> <li>• Follow and encourage others to follow the techniques while participating in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are teacher directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>

**TEAM GAMES**  
 High School Elective Class  
 Benchmarks and Activities Promoting  
**Cognitive Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 13:</b>            All students will describe the effects of activity and inactivity.</p> <p>Students will formulate examples of lifestyle choices that result in the development and maintenance of health related fitness.</p>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>

**TEAM GAMES**  
 High School Elective Class  
 Benchmarks and Activities Promoting  
**Personal and Social Concepts Strand**

Content Standard	Benchmarks	Activities	Assessment
<p><b>Content Standard 14:</b>  <b>All students will demonstrate appropriate behavior while participating in team games and physical activities.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits: compassion, confidence, cooperation, fairness, honesty, perseverance, respect, responsibility, and self-discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are teacher directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>
<p><b>Content Standard 15:</b>  <b>All students will understand the value of physical activity and its contribution to lifelong health and well-being.</b></p>	<ul style="list-style-type: none"> <li>• Accept the differences between individual's personal characteristics and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities are teacher directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>

## **HIGH SCHOOL SAFETY RULES**

These safety rules will be shared with all students in physical education and will be part of each teacher's substitute folder.

### **Daily Dress Code:**

All students must dress for class in the following attire: T-shirt or sweatshirt; shorts, sweatpants, or running pants, athletic socks, and athletic shoes. No hats. Any clothing not acceptable for P.E. will be determined by the teacher.

### **Rules Governing Lockers:**

1. Each student will be given a school-issued lock to be turned in at the end of the semester. Any locks that are lost, the student must pay \$5 to replace the lock before being allowed to take the final exam.
2. Keep your locker locked at all times, including while you are in class. Backpacks that do not fit in a locker can be placed in the P.E. office during class.
3. Any locks left on large lockers overnight will be removed at the owner's expense.

## **HIGH SCHOOL SAFETY RULES continued**

### **Student Expectations:**

1. Students must participate in class. It is not enough to just dress.
2. Students must be in the north hallway (near the locker rooms) when the bell sounds. Any student not in the hallway or locker rooms will be marked tardy.
3. All students must dress in proper P.E. attire; failure to have the complete uniform will result in a “No Dress” for the day.
4. Use school equipment with respect.
5. Students may not leave the assigned area without permission of the teacher.
6. Students must wait in the north hallway until the bell sounds after class; any students leaving before the bell will be given a tardy.
7. No student may be in the weight room or training room without supervision.
8. All injuries and altercations (i.e. fights, thefts, infractions of P.E. policies) are to be reported to the teacher promptly.
9. Any damage or vandalism done to school equipment or property will be dealt with severely.

## **HIGH SCHOOL SAFETY RULES continued**

### **Swimming Pool Safety Rules**

Equipment required by law:

1. 12 foot long rescue pole
2. ¼ inch diameter throwing rope as long as 1 ½ times the pool width or 50 feet with 15” ring buoy or small float
3. First Aid Kit (American Red Cross 16 unit or equipment)
4. Stretcher or spine board
5. Whistle, megaphone or public address system
6. A telephone or other suitable means of communication
7. Rescue tubes

### **Basic Pool Safety Rules**

1. Never permit anyone to swim alone. Constant and qualified supervision is a must.
2. Lock doors to prevent unauthorized entry.
3. Keep basic rescue and lifesaving equipment always available.
4. Have an adequate first aid kit available.
5. Clearly mark the deep and shallow sections.
6. Do not allow running, pushing, or boisterous play on the deck.
7. Post emergency telephone numbers conspicuously.
8. Do not permit bottles, glasses, and sharp objects in or around the pool area.

## **HIGH SCHOOL SAFETY RULES continued**

### **Basic Safety Rules – Pool Equipment**

#### **1. Diving Board**

- a. Water depth – 1-meter board – 10’ minimum
- b. Nonskid material on top surface of board
- c. Front end of board should project 6’ beyond end of pool
- d. Never start a dive until diving entry area is clear. One person on board.
- e. Limit divers to one bounce.
- f. Do not allow dives to the side.

#### **2. Starting Blocks**

- a. Solid construction
- b. Nonskid top surface
- c. Anchored to pool deck
- d. No sharp surfaces

#### **3. Kick Boards**

- a. Do not allow boards to be thrown.
- b. Do not allow jumping on kick boards.

East Grand Rapids Public Schools  
**K-12 Physical Education Curriculum**

**LESSON PLANS**  
**Introduction**

The following lesson plans were selected as a representation of instruction from the revised physical education curriculum.

The Governor's Council on Physical Fitness, Health and Sport – State of Michigan is funding the Michigan Fitness Foundation and its work in developing Michigan's Exemplary Physical Education Curriculum Project (MI-EPEC).

Currently, within the East Grand Rapids Public Schools, five teachers have received the training necessary to teach the lessons from this project. Sample lessons from this curriculum are also included.

Lessons were designed with an obvious scope and sequence based on goals and objectives that are appropriate for all children.

MI-EPEC seeks to enable physical education teachers to create exemplary physical education programs.

## **Elementary Physical Education SAMPLE LESSON PLAN**

**Topic: Volleyball**

**Grade: 3**

### **I. LESSON SKILL**

- A. Underhand Strike
- B. 3<sup>rd</sup> Grade

### **II. STRAND**

- A. Motor Skills Strand
- B. Cognitive Concepts Strand

### **III. CONTENT STANDARDS REFERENCED**

- A. Content Standard 2 – All students will demonstrate selected fundamental object control skills  
*Benchmark:* Demonstrate mature form and functional competence using the underhand strike
- B. Content Standard 10 – All students will apply the concepts of body awareness, time, space, direction and force to movement  
*Benchmark:* Demonstrate a variety of relationships with objects (e.g., over, under, behind, alongside and through)
- C. Content Standard 11 – All students will explain and apply the essential steps in learning motor skills  
*Benchmark:* Recognize similar movement concepts and elements in a variety of skills  
Apply prior knowledge as cues for learning new skills

## **SAMPLE LESSON PLAN continued**

### **IV. LESSON OBJECTIVES**

- A. TLW demonstrate proper arm action when striking a lightweight ball using the underhand strike three consecutive times
- B. TLW demonstrate proper weight transfer when striking a lightweight ball using the underhand strike, three consecutive times
- C. TLW demonstrate correct form when striking a lightweight ball 20 feet forward in the air, three consecutive times

### **V. STATEMENT OF LESSON OBJECTIVES**

- A. Warm-Up
  - Skill review through obstacle course (slide, hop, leap, hand dribble, and foot dribble)
- B. Lesson Focus
  - Introduction of underhand strike
    - demonstrate an underhand strike using correct form
    - explain correct form (stand, step, swing, and finish)
  - Practice proper form without ball three times
    - on cue – stand, step/swing back, swing forward
  - Individual practice using proper form
    - underhand strike repetitions against the wall 6, 10, 15, and 20 feet away
    - 6 feet – arm straight back, forcefully forward
    - 10 feet – arm straight back/weight back, forcefully forward/weight forward
    - 15 feet – step and swing incorporating all steps
    - 20 feet – incorporate all steps
  - Closure activity with underhand strike – “Messy Room”
    - separate students into two teams, half on each side of the gym
    - line up balls at center court
    - students will sprint to center court, pick up ball, run back to service line 20 feet away
    - team with least balls on their side has the cleanest room

### **VI. REVIEW/DISMISS**

- A. Review Stand, Step, Swing, Finish
- B. Introduce next day’s objectives: Hand Dribble and Underhand Strike
- C. Give three people high-five before lining up at the door

## **Elementary Physical Education SAMPLE FITNESS ASSESSMENT**

### **I. LESSON SKILL**

- A. Physical Fitness
- B. 3<sup>rd</sup> Grade

### **II. STRAND**

- A. Motor Skills Strand
- B. Physical Fitness Strand

### **III. CONTENT STANDARDS**

- A. Content Standard 5 – All students will participate successfully in selected health enhancing, lifelong physical activities
  - Benchmark:* Associates and recognizes the significance of fitness testing as a health assessment
- B. Content Standard 6 – All students will develop and maintain healthy levels of cardiorespiratory endurance
  - Benchmark:* Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance
  - Benchmark:* Recognize and understand the significance of target heart as it relates to healthy levels of cardiorespiratory endurance

### **IV. LESSON OBJECTIVES**

- A. TLW demonstrate good form while moving aerobically for 10 minutes
- B. TLW understand and demonstrate proper pacing techniques
- C. TLW power walk for 1 minute, jog for 8 minutes, and cool down for 1 minute
- D. TLW locate and record their current heart rate during the cool down.

## **ELEMENTARY SAMPLE FITNESS ASSESSMENT continued**

### **V. STATEMENT OF LESSON OBJECTIVES**

#### **A. Warm-up**

- Actively stretching and warming up the body while walking for 1 minute

#### **B. Lesson Focus**

- Maintain healthy levels of cardiorespiratory fitness for 8 minutes
  - Continuous jogging around the perimeter of the gym
  - keeping personal space and proper running form
- Cool down with 1 minute of walking
  - while walking, check heart rate for 6 seconds, times number by 10

## **Middle School Physical Education SAMPLE LESSON PLAN**

**Topic: Volleyball**

**Grade: 6**

### **STRANDS**

Motor Skills

Physical Fitness

Cognitive Concepts

Personal/Social Concepts

**Content Standards: 5, 6, 7, 8, 10, 11, 12, 13, 14, 15**

*Benchmarks:*

- Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g., timed or distance walk/run and other endurance activities at specified heart rate/heart rate recovery)
- Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg, and neck
- Meet standards on selected fitness activities that develop and maintain flexibility of the major joints of the hip/low back, shoulder, neck, ankle, and trunk
- Detect and correct errors in personal skill performance
- Demonstrate appropriate methods of practicing new skills
- Use skills in appropriate ways in selected games, sports, and activities
- Learn and follow selected rules while playing sports and games

## **MIDDLE SCHOOL SAMPLE LESSON PLAN continued**

### **I. START OF CLASS**

- A. Attendance
- B. EPEC Personal Conditioning Lesson #53
  - 1. Basics of Conditioning – Step 13: Conditioning Principles
    - Rationale for lesson
  - 2. Aerobic Activity
    - warm-up by walking and moving arms for 2 minutes
    - jump rope for 5 minutes
  - 3. Muscular Strength and Endurance
    - pectoral push-ups
  - 4. Muscular Flexibility
    - standing torso stretch and finger touch

### **II. SKILL**

- A. Underhand Pass
  - 1. Demonstration of Skill Assessment
  - 2. Demonstration and Explanation
    - hand-grip styles
    - base and body position
    - pass form
  - 3. Practice Activities (Demonstrate)
    - partners toss and underpass controlled
    - partner toss side to side (encouraging moving to the ball)
    - partners pass back and forth
    - small group circle pass
- B. Volleyball Game Play

### **III. CLOSURE**

- A. Review
- B. Next day plans
- C. Monitor student return of equipment

## **Middle School Physical Education SAMPLE FITNESS ASSESSMENT**

### **I. LESSON SKILL**

- A. Physical Fitness
- B. 7th Grade

### **II. STRAND**

- A. Motor Skills Strand
- B. Physical Fitness Strand
- C. Cognitive Concepts Strand
- D. Personal/Social Concepts Strand

### **III. CONTENT STANDARDS**

- A. Content Standard 6 – All students will develop and maintain healthy levels of cardiorespiratory endurance  
*Benchmark:* Meet standards on selected fitness activities on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g. times or distance walk/run, and other endurance activities at specified heart rate/heart rate recovery).
- B. Content Standard 7 – All students will develop and maintain healthy levels of muscular strength and endurance  
*Benchmark:* Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg, and neck
- C. Content Standard 8 – All students will develop and maintain healthy levels of flexibility of body joints  
*Benchmark:* Meet standards on selected fitness activities that develop and maintain flexibility of the major joints of the hip/low back, shoulder, neck, ankle and trunk.

### **IV. LESSON OBJECTIVE**

- A. TLW use correct form for various exercises
- B. TLW locate the quadriceps, biceps, triceps, and hamstring muscles
- C. TLW complete assessment on Healthy Citizenship and Basics of Conditioning

## **SAMPLE FITNESS ASSESSMENT continued**

### **V. INTRODUCTION**

Explain assessment procedure to students. Students will pair up, exchange portfolios, and form a large circle. Take turns and perform each activity for 20 seconds. Carefully observe partner's performance and record results in partner's portfolio.

### **VI. LESSON FOCUS**

Students will assess the following:

- A. Aerobic Activity/Fitness Assessment
  - power walking, jogging, bench stepping, jumping rope
- B. Muscular Strength and Endurance Assessment
  - wall sit, abdominal curl, push-up, pull-up, quadriceps, leg lift
- C. Muscular Flexibility Assessment
  - quad stretch, arm across the chest stretch, biceps, stretch, hamstring stretch
- D. Muscle Location Assessment
  - locate quadriceps, biceps, triceps, abdominal muscles

### **VII. REVIEW**

- A. Students will correct muscle location assessment
- B. Students will review aerobic activity, muscular strength and endurance, and muscular flexibility assessments
- C. Students turn in portfolios

## **High School Physical Education SAMPLE LESSON PLAN**

**Topic: Volleyball**

**Grade: 9**

**Content Standards: 5, 10, 11, 12, 13, 14**

*Benchmarks:*

- Analyze strategies in physical activities
- Use appropriate rules, strategies, and etiquette in physical activities
- Follow and encourage others to follow the rules while participating in physical activities

**OBJECTIVE:** Comprehensive assessment of overall concept of team volleyball

**ASSESSMENT:** Teacher assesses individual skill mastery and development of bump, set, and overhead hitting and serving

### **LEAD-UP ACTIVITIES**

#### **Overhand Serve**

- **Demonstration** – Student with teacher instruction
- **Wall** – Individual practice
- **Group** – Serving over net to each other
- **Pepper** – Competitive, continuous passing using skills of overhand, bump and set
- **Game** – Put overhand serve into game

## **High School Physical Education SAMPLE FITNESS ASSESSMENT**

### **I. LESSON SKILL**

- A. Physical Fitness
- B. 9th Grade

### **II. STRAND**

- A. Motor Skills Strand
- B. Physical Fitness Strand

### **III. CONTENT STANDARDS**

- A. Content Standard 6 – All students will develop and maintain healthy levels of cardiorespiratory endurance  
*Benchmark:* Meet standards on selected fitness activities on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g. times or distance walk/run, and other endurance activities at specified heart rate/heart rate recovery).
- B. Content Standard 8 – All students will develop and maintain healthy levels of flexibility of body joints  
*Benchmark:* Assess personal status of flexibility  
Participate in a variety of physical activities appropriate for enhancing flexibility

### **IV. LESSON OBJECTIVE**

- A. TLW demonstrate aerobic activity for 20 minutes
- B. TLW demonstrate that they will work within the target heart rate zone
- C. TLW record time in, above, and below their target heart rate zone

### **V. LESSON FOCUS**

- A. Warm-Up
  - plyometric warm-up focus in on high knees, tail kick, skipping, bunny hop, and carioca
- B. Maintain healthy levels of cardiorespiratory fitness for 20 minutes
- C. Team handball in gym
- D. Cool down and stretch

## K-12 PROFESSIONAL DEVELOPMENT

**Required** professional training for teachers in order to implement the Physical Education Curriculum:

1. CPR/First Aid Certification
2. Physical Education technology
3. Heart rate monitor training where applicable
4. MI-EPEC: Michigan Exemplary Physical Education Curriculum Project Training

**Recommended** professional development for physical education staff:

1. Lifeguard training/WSI
2. Instruction on how to train students with fitness and weight room equipment
3. Instruction on how to teach ballroom, line, swing, and square dancing
4. Attending state and national professional conferences
5. Membership in professional organizations
6. Representation on District Wellness Committee

*“Because school staff members spend a great deal of time with students and have considerable influence over students, they can be powerful role models for physical activity.”*

-Promoting Better Health for Young People Through Physical Activity and Sports

East Grand Rapids Public Schools  
**K-12 Physical Education Curriculum**

**BUDGET PROPOSAL**

Enough equipment should be available so that each child benefits from maximum participation, i.e., every child would have a ball. Equipment requirements were developed following an extensive inventory of current supplies at all school buildings. These items were determined to be necessary in order to implement the revised physical education curriculum. Also included is a provision for financial support for the replacement of 5% of the equipment inventory consumed each year. Finally, we have identified the necessary technology to enhance the program for the 21<sup>st</sup> Century.

High School .....	2,884.00
Middle School.....	2,463.00
Elementary Schools.....	6,406.00
Technology .....	6,250.00

**GRAND TOTAL: 18,003.00**

## K-12 PHYSICAL EDUCATION BUDGET

ITEMS REQUESTED		AMOUNT REQUESTED
<b>High School</b>		
Badminton racquets	10 @ 14.00	140.00
Badminton birds	6 doz. @ 15.00	90.00
Badminton nets	5 @ 35.00	175.00
Hockey blades	24 @ 10.00	240.00
Hockey nets	4 sets @ 80.00	320.00
Bases	2 sets @ 15.00	30.00
Agility ladders	2 @ 55.00	110.00
Flag football belts	3 doz. @ 33.00	99.00
Water polo balls	2 @ 20.00	40.00
Tumbling mats	4 @ 155.00	620.00
Basketballs	10 @ 35.00	350.00
Volleyballs	10 @ 25.00	250.00
Jump ropes – 35 @ \$12	35 @ 12.00	420.00
	<b>Total Cost:</b>	<b>2884.00</b>
<b>Middle School</b>		
EPEC Student Portfolios - Gr. 6	300 @ 1.05	315.00
EPEC Student Portfolios - Gr. 7	300 @ 1.05	315.00
EPEC Student Portfolios - Gr. 8	300 @ 1.05	315.00
Jump Ropes	6 doz. @ 1.95	12.00
Dumbbell Weights – 3 lbs.	40 @ 1.95	78.00
Dumbbell Weights – 5 lbs.	40 @ 3.49	140.00
Dumbbell Weights – 8 lbs.	40 @ 5.35	214.00
Tennis Balls	6 doz. (1 case)	56.00
Cassette/CD Player w/Remote	1 @ 159.00	159.00
Pulse Rate Monitor w/Floor Stand	1 @ 359.00	359.00
EPEC Equipment: Flaghouse Package		500.00
	<b>Total Cost:</b>	<b>2463.00</b>

## K-12 PHYSICAL EDUCATION BUDGET continued

ITEMS REQUESTED		AMOUNT REQUESTED
<b>Elementary Schools:</b>		
<b>Breton, Lakeside, Wealthy</b>		
Rhino Skin Balls – 8 ¼ inch	3 sets @ 107.00	321.00
Rhino Skin Balls – 6 ½ inch	3 sets @ 66.00	198.00
Rhino Skin Balls – 3 ¼ inch	75 @ 3.50	263.00
Balance Beams	4 @ 169.00	676.00
Success Beams	2 @ 60.00	120.00
Poly Spots	7 doz. @ 21.95	154.00
Foam Paddle Set	10 sets of 4 @ 28.95	290.00
Pennies	60 @ 4.75	285.00
Goals	6 @ 109.00	654.00
Tennis Racquets	90 @ 11.00	990.00
Batting Tee	10 @ 27.95	280.00
Jump and Reach Board	6 @ 29.95	180.00
Hockey Set	1 @ 150	150.00
Parachute	1 @ 150	150.00
Ominikin Ball	1 @ 140	140.00
Scooters	Set of 6 @ 75.00	75.00
Agility Ladders	3 @ 55.00	165.00
Air Pumps	3 @ 30.00	90.00
Climbing Wall Kit	1 @ 775.00	775.00
White Boards (Rollers)	3 @ 150.00	450.00
	<b>Total Cost:</b>	<b>6406.00</b>

**K-12 PHYSICAL EDUCATION BUDGET continued**

<b>ITEMS REQUESTED</b>		<b>AMOUNT REQUESTED</b>
<b>Technology: Elementaries</b>		
CD System - to integrate with current PA system	1 @ \$200	200.00
Hands-free Headsets	2 @ \$200	400.00
Computer Software		200.00
<b>Technology: Middle School</b>		
TV/VCR	1 @ \$800	800.00
CD Player with remote	1 @ \$200	200.00
Heartrate Monitors	20 @ \$100	2000.00
Computer Software		400.00
<b>Technology: High School</b>		
CD System – to integrate with current PA system	1 @ \$200	200.00
Heartrate Monitors	15 @ \$100	1500.00
Music CDs	10 @ \$15	150.00
Computer Software		400.00
	<b>Total Cost:</b>	<b>6250.00</b>

East Grand Rapids Public Schools  
**K-12 Physical Education Curriculum**

**RESOURCES**

- ❖ Michigan Department of Education, Physical Education Content Standards and Benchmarks, July 1998
  
- ❖ The Exemplary Physical Education Curriculum (EPEC)  
The following East Grand Rapids Physical Education teachers have received EPEC training:
  - K-5 Training (3 elementary teachers)
  - 6-8 Training (1 middle school teacher)
  - K-8 training (1 middle school teacher)
  
- ❖ Grosse Pointe Public Schools K-12 Physical Education Program