

Curriculum Guide & Resource Manuals

Physical Education
Grades K-12

Office of Education
North American Division
of Seventh-day Adventists
2003

The North American Division

The North American Division includes the United States and Canada, as well as the islands of Bermuda, St. Pierre, and Miquelon. With such a diversity of cultures, this curriculum guide is designed to ensure that uniform standards, as well as *Journey To Excellence* (Formerly FACT 21) goals, are maintained. In those places, within the Division where governmental academic requirements differ from those of this guide, appropriate adjustments may be made as long as the Seventh-day Adventist philosophy is maintained.

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Philosophy

Adventist education seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person - physically, intellectually, socially, and spiritually. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come.

The Seventh-day Adventist Church recognizes God as the ultimate source of existence and truth. In the beginning, God created in His image a perfect humanity, a perfection later marred by sin. Through Christ and His Holy Spirit, God's character and purpose can be understood as revealed in nature, the Bible, and Jesus Christ. The distinctive characteristics of Adventist education, derived from the Bible and the inspired writings of Ellen G. White, point to the redemptive aim of true education: *to restore human beings into the image of their Maker.*

While God presents His infinitely loving and wise character as the ultimate norm for human conduct, human motives, thinking, and behavior have fallen short of God's ideal. Education in its broadest sense is a means of returning human beings to their original relationship with God. Its time dimensions span eternity.

Rationale

The Seventh-day Adventist Physical Education curriculum seeks to help students learn to reflect God's image by developing proficiency in developmental and character areas of Motor Skills (manipulative, locomotor, non-locomotor), Fitness (health fitness, skill fitness, fitness self-evaluation), Concepts (safety, movement, principles, game strategies, body systems, environmental responsibility, rules of health, fitness and games, sport history/current events, awareness of recreational opportunities), Positive Attributes (honesty, patience consideration, self-worth, humility, responsibility), and Interpersonal Skills (cooperation, sportsmanship, leadership, respect).

Such development involves the Mind in critical thinking which is essential to the development of Christian values; the Body in age appropriate motor, fitness, and self-evaluation, which embraces the biblical teaching that the body is the temple of God; and the Spirit in continual growth that recognizes the importance of selfless concern, care, and service for others in harmony with thinking about things that are noble, pure, lovely, and of good report about others (see Philippians 4:8).

Physical Education Standards are essential to our school curriculum and distinguish key components that set apart and identify our schools as "Distinctively Adventist". These Standards must be intentionally taught from grades K-12 if imperatives from the Spirit of Prophecy are to be followed. These imperatives include, but are not limited to, the "Eight Laws of Health" (nutrition, exercise, water, sunlight, temperance, air, rest, trust in God).

In grades K-12, a carefully developed Physical Education curriculum, embodying National and Seventh-day Adventist standards and benchmarks, will ensure that all students are learning and developing their bodies in harmony with the divine blueprint, and that Adventist schools are not contributors to the growing unfit and overweight population in the North American Division.

Adventist Education seeks to nurture thinkers rather than mere reflectors of other's thoughts. It is appropriate therefore, to approach the concept of competition as it relates to physical education.

Competition is a common experience in life and is present in play, work, religion, education, economic systems, and in the political arena. In a real sense, "competition" often provides that moment in time when Satan challenges our allegiance to God and the response of each person reflects their relationship with Jesus Christ. These challenges by Satan take place not only in sports, but in every aspect of life.

As physical educators it is our privilege and commission to develop programs and activities that are truly Christ-centered; and to avoid the negative effects and outcomes of sports without a Christian emphasis. Seventh-day Adventist physical education curriculum must reflect multiple perspectives of diverse physical, spiritual, and social behavior and make meaningful connections within the framework of wellness.

This curriculum encompasses more than academic knowledge. It is a balanced deliberate approach to developing the whole person as a lifetime learner for earthly and heavenly citizenship.

Introduction

The *Physical Education Curriculum Guide* is designed for a thirteen-year (Grades K-12) program for Seventh-day Adventist schools.

This guide has been adapted from the document, *Moving Into The Future and Outcomes of Quality Physical Education Programs*, created by the National Association for Sports and Physical Education (NASPE), and aligns with the Seven *National Standards* for the physically-educated person. The *National Standards* provide the broad expectations for Physical Education, and these standards to a large degree reflect the scope of the goals for Physical Education promulgated in the *1993 Physical Education Curriculum Guide of the North American Division*.

In the past, the Physical Education Curriculum Guide had involved a “5 Strand” approach where the curriculum had been organized in terms of **motor skills, fitness, concepts, positive attributes, and interpersonal skills**. These strands had been further divided into 25 Essential Learnings.

The emerging trend has resulted in a shift toward organizing the curriculum in a manner that facilitates the achievement of *National Standards*. The Curriculum Committee further augmented the Seven *National Standards* to include an additional standard that seeks to interject the unique aspects of the Seventh-day Adventist approach to Physical Education. (p.15)

This guide is organized around the augmented standards. Two or three pages are provided for each standard/goal. The document systematically outlines the **standard/goal, learning objectives, essential performance benchmarks, assessment examples and criteria, and resource reference**.

This curriculum guide also includes objectives from *Key Learnings*, a document created by the North American Division Office of Education.

The document is formatted sequentially beginning with Kindergarten, and continuing with Grades 1-2, 3-4, 5-6, 7-8, 9-10, 11-12.

The materials beginning on page 25 are presented in a table form subdivided into 5 Sections, as follows:

Section I contains the *standard/goal*, which is followed by a *rationale* that expands on the concepts contained in the standard/goal. Section II contains the broad *learning objectives* that identify the necessary expectations to achieve the standard.

Section III contains the specific *essential performance benchmarks*. These benchmarks are aligned with the learning objectives of the standard/goal. These essential performance benchmarks constitute the scope of the curriculum.

Central to the learning objectives and essential performance benchmarks is the intention to

integrate the Seventh-day Adventist philosophy of the connection between the **physical, mental, social, and spiritual** dimensions into all areas of the *Physical Education Curriculum*.

On the right side, in Section II and III:

The **first column** lists the number of the *Journey to Excellence Core Element* (p.11-14) in Adventist Education that should be addressed, and is designated by a Roman numeral and a letter (V B for Goal five and Essential Core Element B).

The **second column** lists the *Strands and Essential Learnings* (p.17) that correlates with the objective and benchmark, and is designated by an abbreviation and number, (MS 1 for Motor Skill Strand/Essential Learnings #1).

Section IV includes a variety of assessment examples and suggested criteria for assessment. These suggestions are guides and can be utilized or modified by the teacher as the situation demands.

Section V contains a synopsis of resource references that directs the teacher to supplementary resource section of this P.E. Curriculum Guide and Resource Manual.

The Curriculum Guide Format (p.21) has been provided as a visual representation of the elements of the P.E. Curriculum and can also be used as a lesson plan template.

The role of the textbooks and supplementary resource in this standards-based curriculum is that of a supportive tool. Textbooks and resources will change while the curriculum remains the essence of what students should know and be able to do in Physical Education. This guide has attempted to provide the scope of the content, but also provides some of the “how to.”

It is expected that teachers will use a variety of resources and teaching approaches to meet diverse student interest/abilities. We specifically refer teachers to the adaptive Physical Education Standards contained in the resources section.

Journey To Excellence

Goals and Essential Core Elements for Curriculum in Seventh-day Adventist Schools 2002

	GOALS: The following goals have been established to support the unique philosophy of Adventist education. Each student will:	ESSENTIAL CORE ELEMENTS: Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:
ACCEPTANCE OF GOD	<p>I. Surrender one's whole life to God; develop a relationship with Jesus Christ; allow the Holy Spirit to work in one's life.</p>	<p>A. Accept God as the Creator and Redeemer. B. Have a growing knowledge of God's Word and enjoyment in its study. C. Embrace God's gift of grace by accepting Christ as one's personal Savior. D. Discover the importance and power of prayer and faith in one's relationship with Jesus. E. Value God's revelation of Himself through inspired writings and creation. F. Respond to God's love by using one's spiritual gifts to serve others. G. Recognize that God gave the Ten Commandments to show us how to love Him and each other. H. Value and participate in worship alone and with others.</p>
COMMITMENT TO THE CHURCH	<p>II. Desire to know, live, and share the message and mission of the Seventh-day Adventist Church.</p>	<p style="text-align: center;">* * *</p> <p>A. Be an active participant in one's local church. B. Understand how the organization of the Seventh-day Adventist church facilitates its mission. C. Become involved in spreading the gospel throughout the world. D. Accept the fundamental beliefs of the Seventh-day Adventist church. E. Appreciate the heritage of the Seventh-day Adventist church. F. Relate to lifestyle choices and cultural issues based on biblical principles.</p>

FAMILY & INTERPERSONAL
RELATIONSHIP

RESPONSIBLE CITIZENSHIP

HEALTHY BALANCED LIVING

GOALS: The following goals have been established to support the unique philosophy of Adventist education. Each student will:	ESSENTIAL CORE ELEMENTS: Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:
<p>III. Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.</p>	<p>A. Recognize that God’s ideal for the basic unit of society is the family.</p> <p>B. Develop an appreciation for the diversity of individuals.</p> <p>C. Acquire knowledge, attitudes, and skills essential to meeting family responsibilities whether living alone or with others.</p> <p>D. Recognize that God’s unconditional love gives one self-worth.</p> <p>E. Value sexuality in the context of God’s ideal.</p> <p style="text-align: center;">* * *</p>
<p>IV. Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others, and accept responsibility for one’s local, national, and global environments.</p>	<p>A. Exhibit concern and sensitivity for other peoples and cultures.</p> <p>B. Participate actively in local, national, and global communities.</p> <p>C. Understand the functions of governments and their impact on individuals and society.</p> <p>D. Use a biblical perspective to analyze history and current events.</p> <p>E. Assume an active role in nurturing and preserving God’s creation.</p> <p style="text-align: center;">* * *</p>
<p>V. Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.</p>	<p>A. Recognize that God’s ideal for quality living includes a healthy lifestyle.</p> <p>B. Incorporate into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.</p> <p>C. Avoid at-risk behaviors.</p> <p>D. Apply Christian principles in recreation and sports.</p> <p>E. Achieve a balance in work and leisure, balancing physical, mental, social, and spiritual activities.</p> <p>F. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.</p>

GOALS: The following goals have been established to support the unique philosophy of Adventist education. Each student will:	ESSENTIAL CORE ELEMENTS: Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:
<p>VI. Adopt a systematic, logical, and biblically-based approach to decision-making and problem-solving when applied to a developing body of knowledge.</p>	<p>A. Broaden intellectual abilities through the study of God’s Word.</p> <p>B. Use critical and creative thinking skills in “real world” experiences.</p> <p>C. Develop one’s intellectual potential in natural sciences and mathematics; arts and humanities; social sciences and applied arts.</p> <p>D. Utilize effective study techniques to locate, organize, and learn information.</p> <p>E. Apply the principles of life-long learning.</p> <p>F. Approach all intellectual pursuits from a biblical perspective.</p> <p style="text-align: center;">* * *</p>
<p>VII. Recognize the importance of effective communication and develop the requisite skills.</p>	<p>A. Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language.</p> <p>B. Apply a Christ-centered perspective to all forms of personal expression and media.</p> <p>C. Understand how sensitivity to the differences of others affects communication.</p> <p>D. Recognize how media and information technology impacts communication.</p> <p>E. Utilize communication skills to enhance one’s Christian witness.</p> <p style="text-align: center;">* * *</p>
<p>VIII. Function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.</p>	<p>A. Develop responsible decision-making skills.</p> <p>B. Appropriately manage one’s personal finances.</p> <p>C. Acquire skill in the use of technologies.</p> <p>D. Develop basic home-management skills.</p> <p>E. Value cooperation and teamwork when interacting in groups.</p> <p>F. Develop conflict resolution skills.</p> <p>G. Manage time effectively.</p>

GOALS: The following goals have been established to support the unique philosophy of Adventist education. Each student will:	ESSENTIAL CORE ELEMENTS: Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:
<p>IX. Develop an appreciation of the beautiful, both in God’s creation and in human expression, while nurturing individual ability in the fine arts.</p>	<p>A. View God as the Author of beauty, both in His creation and in human expression.</p> <p>B. Employ biblical principles as the basis for appreciation and expression of creative and performing arts.</p> <p>C. Develop fine arts talents through practice, performance, and presentation.</p> <p>D. Use aesthetic expression as a means of communication and service.</p> <p style="text-align: center;">* * *</p>
<p>X. Develop a Christian work ethic with an appreciation for the dignity of service.</p>	<p>A. Develop an awareness of career options and opportunities in a changing world, as well as in the church.</p> <p>B. Recognize the role of useful work in personal development and maintaining self-worth.</p> <p>C. Develop skills that will enhance employability.</p> <p>D. Experience the joy of serving others.</p> <p>E. Identify one’s interests, abilities, and values, understanding their relationship to career options.</p> <p>F. Always put forth one’s best effort in every task.</p>

Standards in Physical Education

A physically educated person:

1. Understands the importance of the full restoration of God's image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.
2. Demonstrates competency in many movement forms and proficiency in a few movement forms.
3. Applies movement concepts and principles to the learning and development of motor skills.
4. Exhibits a physically active lifestyle.
5. Achieves and maintains a health-enhancing level of physical fitness.
6. Demonstrates responsible personal and social behavior in physical activity settings.
7. Demonstrates understanding and respect for differences among people in physical activity settings.
8. Understands that physical activity provides opportunity for enjoyment, challenge, self-expression, and social interaction.

Strands and Essential Learnings

**Physical Education is Divided into the Following Strands
With the Essential Learnings Numbered Under Each Strand**

Motor Skills (MS)	Fitness (F)	Concepts (C)	Positive Attributes (PA)	Interpersonal Skills (IS)
Manipulative 1	Health Fitness 1	Safety 1	Honesty 1	Cooperation 1
Locomotor 2	Skill Fitness 2	Movement Principles 2	Patience 2	Sportsmanship 2
Non-locomotor 3	Self-evaluation 3	Game Strategies 3	Consideration 3	Leadership 3
		Body Systems 4	Self-worth 4	Respect 4
		Environmental Responsibility 5	Self-control 5	
		Rules of health, fitness and games 6	Humility 6	
		Sport history/ current events 7	Responsibility 7	
		Awareness of recreational opportunities 8		

NOTE:

Strands and Essential Learnings will be abbreviated with letters and numbers (e.g., MS1, F2-3, C6-8, PA2-5, IS4) in correlation with Learning Objectives and Essential Performance Benchmarks.

Frequently Asked Questions

1. Question: Can everyone teach physical education?

Answer: Physical education is best taught by a qualified and trained individual, however, regardless of your personal fitness level, physical skills, knowledge, and/or interest you can present a well balanced physical education program as outlined in this curriculum guide & Resource Manual.

2. Question: What are some suggestions that you could give a new physical education teacher.

Answer:

- ▶ become physically active
- ▶ enroll in course work that will enhance your knowledge of physical education
- ▶ enlist parent helpers
- ▶ check into community resources
- ▶ involve your students in the program by giving them responsibilities (i.e. leading out in activities, managing the supplies, etc.)

3. Question: How much time should we spend on physical education during the week?

Answer: The amount of time you spend on physical education depends on your *Union Education Code*. If you have any questions, ask your conference supervisor.

4. Question: What is the best way to divide the class into groups for games?

Answer: One of the major goals of physical education is to build self-esteem in students. One of the many ways in which this can be accomplished is by the teacher choosing teams prior to the activity rather than students choosing the teams in front of the group. (For additional information, see resource manual p. 266)

5. Question: How much equipment does our physical education program need to be effective?

Answer: If we want to have an effective physical education program we must have sufficient equipment to keep all students actively involved. Remember that the more involved students are in an activity, the greater their enjoyment and success.

6. Question: How much money should we spend on physical education equipment?

Answer: The amount spent depends upon your goals and plans. After the initial purchase of equipment it is recommended that the school set aside a budget each year for new and replacement supplies.

7. Question: How do I obtain funding for the purchase of equipment when I don't have a budget?

Answer:

1. Implement a fund raising program
2. Ask larger sister schools
3. Seek help from community and alumni
4. Wish list in church bulletins
5. Form booster club

8. Question: What type of equipment should I purchase?

Answer: It is recommended that the equipment you purchase be age appropriate, safe and of a high quality that will last for a long time. The catalogs listed in this resource offer high quality supplies that come with very good warranties. Remember the old adage - "You get what you pay for."

9. Question: How can a wide range of skill levels be combined so that more students are involved in games?

Answer: Ground rules should be established that will allow students to play on an equal basis. In softball for instance, older students could play with only their non-dominant hand.

10. Question: How important is physical fitness?

Answer: Physical fitness is of vital importance for your students. Our students should understand the importance of the full restoration of God's image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.

11. Question: What website resources are available to me?

Answer: See resource manual p.257-258

Curriculum Guide Format

GRADE	Appropriate Grade Level	
I. STANDARD/GOAL <p style="text-align: center;">What we want to achieve</p> RATIONALE <p style="text-align: center;">Why we want to achieve it (goal)</p>		
	Journey to Excellence	Strand
II. LEARNING OBJECTIVES <p style="text-align: center;">How we will achieve it (goal)</p>	0	00
III. ESSENTIAL PERFORMANCE BENCHMARKS <p style="text-align: center;">Evidence to show it was achieved (goal)</p>		
IV. ASSESSMENT EXAMPLE <p style="text-align: center;">CRITERIA: Example activities to help achieve the goal</p>		
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS		

This format is repeated sequentially for grade levels as follows:

Kindergarten; Grades 1-2; 3-4; 5-6; 7-8; 9-10; 11-12

0 Reference Journey to Excellence p. 11-14

00 Reference Strands and Essential Learnings p. 17

Sample lesson plans p. 259-261

For additional lesson plans see www.pecentral.com

ELEMENTARY

KINDERGARTEN

<p>I. STANDARD/GOAL #1 Understands the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.</p> <p>RATIONALE - Students at this age will begin to learn that “Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a ‘well-balanced character’” (Education p. 195).</p> <p>Students will have the opportunity to understand that, “For in Him we live and move and have our being” (Acts 17:28, NKJV).</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the kindergarten student will be to:</i></p>		
<p>1. Recognize that God’s ideal for quality living includes a healthy lifestyle.</p> <p>2. Incorporate into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.</p> <p>3. Avoid at-risk behaviors.</p> <p>4. Apply Christian principles in recreation and sports.</p> <p>5. Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities.</p> <p>6. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.</p>	<p>V A V B V C V D V E V F</p>	<p>F 1; C 6 F 1; C 6 C 1; PA 4, 7 PA; IS 1-4 F 1, 3; PA 5 C 4; PA 4; IS 4</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS</p>		
<ul style="list-style-type: none"> ■ Identify God as Creator ■ Demonstrate healthful living practices (e.g., balanced diet, regular exercise, drinking water) ■ Participate in recreational play in a way that shows a Christ-like attitude 	<p>I A; IV A V B V D; VIII E</p>	<p>PA 4; IS 4 F PA; IS</p>
<p>IV. ASSESSMENT EXAMPLES:</p> <p>1. Drawing: Students can identify or draw a picture that depicts a principle of healthful living (e.g. nutrition, exercise, water, trust in God, rest, sunlight, temperance) when asked by the teacher. Criteria: a) Correctly identifies and/or draws the picture showing the element of health.</p> <p>2. Role Play: The students role play the story of creation as read by the teacher. A variety of locomotor and non-locomotor movements are used as students interpret and act out the elements of the story. Criteria: a) Students display active listening when story parts are read b) Students respond with role play action when cued by teacher</p>		
<p>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</p> <p>Bible Stories Uncle Arthur Bedtime Stories NEWSTART Teacher Modeling</p>		

KINDERGARTEN

<p>I. STANDARD/GOAL #2 Demonstrates competency in many movement forms and proficiency in a few.</p> <p>RATIONALE - In most fundamental patterns (e.g., catching, jumping, striking) students are progressing from varying levels of maturity and should be developing the ability to control the use of a pattern. In most fundamental patterns and basic movement skills (e.g., weight bearing, turning, twisting) students can be expected to demonstrate continuous progress toward mature status in the simplest of conditions (e.g., tossing a ball to a close stationary target, jumping down from a low box, taking weight momentarily on hands and landing softly, walking in different directions to the beat of a clear even rhythm). Most kindergarten students can be expected to achieve maturity in walking and running by the end of the school year.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the kindergarten student will be to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate progress toward the mature form of selected manipulative, locomotor, and non-locomotor skills. 2. Demonstrate mature form in walking and running. 		
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS</p> <ul style="list-style-type: none"> ■ Travels, in different ways, in a group without bumping into others or falling down ■ Travels in forward and sideways directions using a variety of locomotor patterns and changes direction quickly in response to a signal ■ Demonstrates clear contrasts between slow and fast movement while traveling ■ Walks and runs using mature form ■ Rolls sideways without hesitating or stopping ■ Tosses a ball and catches it before it bounces twice ■ Kicks a stationary ball using a smooth continuous running step ■ Maintains momentary stillness bearing weight on a variety of body parts^① ■ Experience a variety of non-locomotor movements (e.g., twisting, turning, stretching, curling, bending, rocking) ■ Demonstrate the difference between an overhand and underhand throw ■ Strike a balloon with body parts and short handled implements (e.g., lollipop paddles, table tennis paddles) 		
<p>IV. ASSESSMENT EXAMPLES:</p> <ol style="list-style-type: none"> 1. Teacher Observation: The student will be asked to travel through general space with a steady run, and upon a designated signal, perform the next locomotor action announced by the teacher (e.g., walk, hop, gallop). Upon observing the student's performance, the teacher marks on a checklist mastery of the various critical elements (e.g., arm swing, balance, foot placement). Criteria: a) Demonstrates selected critical elements of locomotor skills b) Responds with correct locomotor skill as named by teacher 2. Written Test: Students are provided a drawing of an underhand and an overhand throwing pattern and asked to circle the overhand throwing pattern. Students are provided a drawing of different pathways - straight, curved, zigzag - and asked to identify the pathway named by the teacher. Criteria: a) Correctly identifies the movement pattern or concept 		
<p>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</p> <p>Balance Activities p. 189-190 "Twister" Game Movement Exploration p. 191-195</p>		

KINDERGARTEN

I. STANDARD/GOAL #3

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

RATIONALE - The kindergarten student begins to realize basic cognitive concepts associated with movement and how to use them to guide his/her performance in games, body management, and creative movement. For example, the student learns to apply concepts such as pathway, level, range, and direction to his/her locomotor patterns to extend his/her movement versatility. Through instruction, students can also begin to recognize and apply some characteristics of mature fundamental motor patterns (e.g., taking a step with the leg opposite the throwing arm, increasing leg flexion in preparation for a jump).

	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the kindergarten student will be to:</i> 1. Identify fundamental movement patterns (skip, strike). 2. Establish a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist). 3. Apply appropriate concepts to performance (e.g., change direction while running).	VII A	MS 1, 2; C 2 C 1, 3 MS 2; C 2, 3
III. ESSENTIAL PERFORMANCE BENCHMARKS: <ul style="list-style-type: none"> ■ Walks, runs, hops, and skips, in forward and sideways directions, and changes direction quickly in response to a signal ■ Identifies and uses a variety of movement patterns with objects (e.g., over/under, behind, alongside, through) ■ Identifies and begins to utilize the technique employed (leg flexion) to soften the landing in jumping ■ Demonstrate simple rhythmic patterns ■ Place a variety of body parts in high, middle, and low levels 	VII A VI B V C; VI B	MS 2; C 2 MS 1, 2; C 2, 4 C 1, 2, 4 MS 2, 3; C 2 MS 3; C 4
IV. ASSESSMENT EXAMPLES: 1. Teacher Observation: Students will play a game of “Follow the Leader” in which the teacher demonstrates a locomotor movement. The teacher varies the movement by changing the concept applied on each repetition. Criteria: a) Selects proper body parts, skills, and movement concepts b) Responds appropriately to a variety of cues 2. Student Project: Students are asked to imagine they are rolling down the hill sideways. Students are to describe and demonstrate the movement of rolling sideways down the hill. Criteria: a) Identifies the critical elements of rolling b) Demonstrates appropriate rolling movement		
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS: Singing Games www.sportime.com Musical Hoops p. 128 Lead up Skills for Tumbling p. 183-187		

KINDERGARTEN

<p>I. STANDARD/GOAL #4 Exhibits a physically active lifestyle.</p> <p>RATIONALE - The intent of this standard is to develop positive attitudes toward participation in physical activity and a General awareness that physical activity is both fun and good. Students should recognize that participation in moderate to vigorous physical activity has both temporary and long lasting positive effects on the body, mind, and spirit, and know that exercise contributes to improved health. A main focus in kindergarten is providing students with sufficient knowledge and understanding of physical activity to develop positive attitudes toward healthy lifestyles and the activities themselves.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the kindergarten student will be to:</i></p> <ol style="list-style-type: none"> 1. Participates daily in moderate to vigorous physical activity. 2. Select and participate in activities that require some physical exertion during free time. 3. Identify likes and dislikes connected with participation in physical activity. 	<p>V A, B V D I H; V D; VI B</p>	<p>MS; F 1 MS F 3</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Participates regularly in vigorous physical activity ■ Recognizes that physical activity is good for personal well-being ■ Identify feelings (enjoyment, self-esteem, attitude, etc.) that result from participation in physical activities 	<p>V A, B V F V F; VI B</p>	<p>MS; F 1 C 6 PA 4</p>
<p>IV. ASSESSMENT EXAMPLES:</p> <ol style="list-style-type: none"> 1. Teacher Observation: During recess a variety of games with varying degrees of physical exertion are available for the student. Student choices are observed and periodically recorded by the teacher or aids. Criteria: Observation Key: 3 - High intensity (e.g., sustained vigorous running or rope jumping leading to heavy breathing and perspiration) 2 - Medium intensity (e.g., intermittent games or activities leading to occasional increased respiration and some perspiration) 1 - Low intensity (e.g., sedentary games or activities leading to no visible physical change) 0 - No appreciable activity (e.g., standing around) 2. Student Project: Students participate in a class time physical activity. At the conclusion, they draw a picture indicating their feelings during and following the activity. Students are asked to explain their drawings to their classmates. Criteria: a) Identifies feelings following participation in physical activity b) Communicates likes and dislikes connected with the activity c) Identifies the physical changes that occur as a result of various physical activities 3. Self-assessment: Students are asked to complete a teacher-made questionnaire (read by the teacher) by circling the appropriate level of smiley face to indicate how much they like a physical activity. Criteria: a) Identifies feelings following participation in physical activity b) Differentiates between activities that are more or less pleasurable 		
<p>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</p> <p>Student activity chart for record keeping</p>		

KINDERGARTEN

I. STANDARD/GOAL #5 Achieves and maintains a health-enhancing level of physical fitness.		
RATIONALE - Kindergarten students enjoy physical activities for the pleasure experienced from simply moving. The focus at this level is on helping students to sustain physical activity intermittently for short periods of time and have fun while doing so. They are able to recognize physiological signs associated with engagement in vigorous physical activity.		
	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the kindergarten student will be to:</i> 1. Sustain moderate to vigorous physical activity in accordance with an approved fitness test. 2. Identify the physiological signs of moderate physical activity (e.g., fast heart rate, heavy breathing).	V F	MS 2, 3; F 1 F 1, 3; C 4, 6
III. ESSENTIAL PERFORMANCE BENCHMARKS: ■ Achieves moderate to vigorous physical activity in accordance with a standard fitness test ■ Recognizes body changes (e.g., heavy breathing, heart rate, perspiration) as a result of fitness activities	V F	MS 2, 3; F 1 F 1, 3; C 4, 6
IV. ASSESSMENT EXAMPLES: 1. Teacher Observation: Have students engage in a series of locomotor actions (e.g., times segments of hopping, walking, jumping, galloping, running.) Observe the class, noting those individuals who appear to tire easily and those unable to sustain activity. Criteria: a) Stopping the locomotor action before the teacher signals to do so b) Displays obvious signs of fatigue while continuing the locomotor action 2. Event Task: Have the class participate for several minutes in a vigorous activity (e.g., follow the leader.) Ask them to place hands on chest to feel the heartbeat before the activity and immediately after the activity stops. Lead a class discussion of: (1) What is the difference between your heartbeat before we did the activity and now? (2) Why is your heart beating faster now? (3) Is anyone sweating? (4) What other activities could we do to make our heart beat faster? Criteria: a) Associates the faster heartbeat with vigorous activity b) Associates the slower heartbeat with rest c) Identifies other physical activities that elicit a faster heartbeat		
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS: Fitness p. 199-201		

KINDERGARTEN

<p>I. STANDARD/GOAL #6 Demonstrates responsible personal and social behavior in physical activity settings.</p> <p>RATIONALE - Students begin to learn and utilize acceptable behaviors for physical activity settings. Focus is directed toward understanding safe practices as well as classroom rules and procedures. They begin to understand the concept of cooperation through opportunities to share space and equipment with others in a group. They begin to demonstrate the biblical principle of putting the interests of others before self (see Phil. 2:3,4, NKJV).</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES -<i>The emphasis for the kindergarten student will be to:</i></p> <ol style="list-style-type: none"> 1. Learn and apply concepts of grace and forgiveness. 2. Apply, with teacher reinforcement, class room rules and procedures and safe practices. 3. Share space and equipment with others. 		
	<p>I C; V D; VI F V C VIII E</p>	<p>PA 3, 6, 7 C 1, 5; PA PA 3; IS 1, 4</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Knows the rules for participating in the gymnasium and on the playground ■ Works in a group setting without interfering with others ■ Responds appropriately to teacher signals for attention ■ Responds to rule infractions when reminded once ■ Follows directions given to the class for an all-class activity ■ Handles equipment safely by putting it away when not in use ■ Takes turns using a piece of equipment ■ Transfers rules of the gym to “rules of the playground” ■ Apologizes when wrong ■ Accepts apologies from other students 		
	<p>V D; VIII E VI E V D; VI B VII B; V D V D</p>	<p>C 1, 6 PA 3, 5; IS 1, 2, 4 PA 7; IS 1, 4 PA 5, 7; IS 1, 4 IS 1, 3 C 1; PA 3, 7; IS 1 PA 2, 3, 5; IS 1 C6 PA 6 PA 6; IS 2, 4</p>

IV. ASSESSMENT EXAMPLES:

1. **Teacher Observation:** After the rules and procedures have been taught, the teacher checks for understanding by having the children play the “Number Game.” Students are asked to act out the rule when given by the teacher. The teacher counts to see how long it takes all children to follow the rule stated.

Criteria: a) Responds accurately to the identified rules and procedures
b) Responds quickly to the teacher’s signals

2. **Student Project:** Students are asked to select a picture, from a group of examples provided by the teacher, of one way in which they can share space and equipment with others in an activity.

Criteria: a) Accurately identifies a characteristic of sharing
b) Explains the importance of the selected characteristic of sharing

3. **Personal and Social Responsibility Scoring Rubric:** Five level scoring rubric that scores irresponsibility, self control, involvement, self-responsibility, and caring.

Criteria: LEVEL 0 - IRRESPONSIBILITY

- Interrupts, intimidates, manipulates, and verbally or physically harasses others
- Disrupts learning and teaching
- Comes to class unprepared (complete P.E. uniform, portfolio, pencil, etc.)
- Denies personal responsibility for what they do or fail to do

LEVEL 1 - SELF CONTROL

- Does not interfere with learning and/or teaching
- Emotionally and physically in control
- Doesn’t allow the irresponsibility of others to cause them to act inappropriately

LEVEL 2 - INVOLVEMENT

- Follows directions and accepts challenges
- Participates in all activities
- Able to work with others

LEVEL 3 - SELF-RESPONSIBILITY

- Self-directed student
- Makes good choices without being told or reminded
- Takes responsibility for their actions
- Prepared for class (P.E. uniform, portfolio, pencil, homework)

LEVEL 4 - CARING

- Giving support to others
- Showing concern to others
- Respect others
- Exhibiting a Christ-like attitude

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Use rubric in assessment example #3 above
Use timeout when behavior is inappropriate

KINDERGARTEN

<p>I. STANDARD/GOAL #7 Demonstrates understanding and respect for differences among people in physical activity settings.</p> <p>RATIONALE - Students in kindergarten are primarily concerned with how the world relates to them as individuals and are beginning to be aware of the relationships with others. They are discovering the joy of playing with friends and how social interaction can make activities more fun. Social interaction for kindergartners has focused mainly on the family. Physical education helps expand this world.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the kindergarten student will be to:</i></p> <p>1. Recognize the joy of shared play. 2. Interact positively with students in class regardless of personal differences (e.g., race, gender, disability, religion).</p>		
	III B	PA 3; IS 1 PA 3; IS 1, 4
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Enjoys participation alone and with others ■ Chooses playmates without regard to personal differences (e.g., race, gender, disability) ■ Works cooperatively with school mates of all ability levels ■ Recognize that physical education is for everybody 		
	III B III B	PA 3; IS 1 PA 3; IS 1, 4 PA 3; IS 1, 4 PA 3; IS 1, 4
<p>IV. ASSESSMENT EXAMPLES:</p> <p>1. Teacher Observation: Students are observed working on tasks both alone and with other students. Criteria: a) Demonstrates willingness to join in the activity b) Participates in group activities readily as evidenced by the amount of latency between the teacher's instruction and the time activity begins c) Demonstrates cooperation with others in group tasks</p> <p>2. Interview: Following a group or partner game or activity, students (as a group or individually) are asked to verbalize the similarities and differences in participating alone versus with a group or partner. Criteria: a) Recognizes that participation with a partner/group requires sharing and cooperation b) Recognizes that sharing with others can lead to positive feelings (e.g., feelings of acceptance and belonging to the group)</p>		
<p>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</p> <p>Cooperative Games p. 143-144 www.iNewGames.com Quicksilver ISBN 0-7872-1610-0 Cowstails & Cobras II by Carl Rohnke ISBN 0-8403-5434-7 A New Way of Learning and Being Together (TRIBES) by Jeanne Gibbs ISBN 0-932762-09-03</p>		

KINDERGARTEN

<p>I. STANDARD/GOAL #8 Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.</p> <p>RATIONALE - It is evidenced by their smiles and actions that kindergarten children enjoy participating in physical education activities. Movement does not have to occur in structured games or competitive situations to be fun for them. At this level, a child may play within a group, but not necessarily as a member of the group. Kindergartners like the challenge of experiencing new movements and learning new skills.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the kindergarten student will be to:</i></p> <ol style="list-style-type: none"> 1. Understand the value of engaging in physical activities as play and recreation. 2. Associate positive feelings with participation in physical activity and play. 3. Try new movement activities and skills. 		<p>F 3 ;C 4 MS 2, 3; F 2, C 2</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Enjoys participation alone and with others ■ Identifies feelings that result from participation in physical activities and play ■ Looks forward to physical education classes ■ Puts forth best effort when trying all activities 	<p>V D; X F</p>	<p>PA 3; IS 1 F 3; C 4 PA 4 , 7; IS 4</p>
<p>IV. ASSESSMENT EXAMPLES:</p> <ol style="list-style-type: none"> 1. Interview: Classroom teachers often have a brief sharing time after special area classes as a transition back to classroom activities. Ask the teacher to periodically obtain feedback from the children regarding enjoyment of activities by: <ol style="list-style-type: none"> a) raising of hands b) thumbs up, thumbs down c) verbal comments from children <p>Criteria: a) Indicates verbally or nonverbally positive feelings toward physical activity b) Raises his or her hand to share feelings about physical activity</p> 2. Group Project: Students are asked to work together in a group to create a “Physical Education Book” for their classroom. Each child is to draw activities that represent physical education class. With assistance from the classroom teacher, sentences can be added to describe the activity. <p>Criteria: a) Willingly participates in the project b) Identifies several activities that are enjoyable c) Expresses positive feelings when describing the activity</p> 		
<p>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</p> <p>Cooperative Games p. 143-144 www.iNewGames.com Cowstails & Cobras II by Carl Rohnke ISBN 0-8403-5434-7 Quicksilver ISBN 0-7872-1610-0</p>		

GRADE 1 AND 2

<p>I. STANDARD/GOAL #1 Understands the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.</p> <p>RATIONALE - Students at this age will begin to learn that “Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a ‘well-balanced character’” (Education p. 195).</p> <p>Students will have the opportunity to understand that, “For in Him we live and move and have our being” (Acts 17:28, NKJV).</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphases for the student will be to:</i></p> <ol style="list-style-type: none"> 1. Recognize that God’s ideal for quality living includes a healthy lifestyle. 2. Incorporate into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God. 3. Avoid at-risk behaviors. 4. Apply Christian principles in recreation and sports. 5. Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities. 6. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being. 		
	<p>V A, B VI B, E</p> <p>III D; V C; VI E</p>	<p>C 1; PA 4, 7 PA; IS F 1, 3; PA 5</p> <p>C4; PA 4; IS 4</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Identify God as Creator and Sustainer/Provider and express affection and appreciation ■ Begin to understand and continue to demonstrate healthful living practices (e.g., washing hands after P.E. activity, eating balanced meals, practicing good personal hygiene, regular exercise) ■ Understand the value of adequate sleep and proper nutrition for optimal health to assist in the building of healthy bodies ■ Recognize the responsibility to God for care of the body ■ Participate in recreational play and show Christ-like attitude ■ Play in a way that shows a Christ-like attitude 		
	<p>I A V B</p> <p>V D; VIII E</p>	<p>PA 4; IS 4 F; C 4, 6</p> <p>PA; IS</p>
<p>IV. ASSESSMENT EXAMPLES:</p> <ol style="list-style-type: none"> 1. Daily Prayer: Teacher asks students to share prayer requests and things they are thankful to God for which will be included in the prayer that begins the class period. Criteria: a) Displays respect for prayer time and has opportunity to grow in their comfort to share their praises and requests 2. Robot and Helper Activity: Student chooses a partner. One will be the “Helper” and the other a “Robot”. Teacher explains the four sided boundaries the robots must stay in. On teacher’s signal the robots begin marching forward in a straight line from all four sides. When a robot reaches a boundary or other robot in their path, the robot marches in place and makes a beeping sound. At this time the helper moves into the boundary area and redirects their robot partner. At the end of a teacher determined time allotment, partners switch rolls. (An advanced form of this activity is for the helper to control more than one robot). Criteria: a) Demonstrates common courtesy by not bumping into each other b) Recognizes boundary lines and stops c) Knows when to stop to let others pass d) Helper pays attention and responds to partners need for redirection 		

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Bible Stories
NEWSTART
Uncle Arthur Bedtime Stories,
Teacher Modeling
Body Felt sets with stories (see ABC)
Nutrition Pyramid

GRADE 1 AND 2

<p>I. STANDARD/GOAL #2 Demonstrates competency in many movement forms and proficiency in a few.</p> <p>RATIONALE - In addition to walking and running, students should be able to demonstrate mature patterns in skipping, hopping, galloping, and sliding. The student should be able to vary the manner in which skills are performed and should begin to use skills in combination with each other (e.g., students will be able to adapt their movement to the needs of a partner; vary the direction, level, and speed of a locomotor pattern; and use patterns in combination). Mature forms of basic locomotor patterns should be developed. Fundamental skills should be used in manipulative, body management, and settings.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
1. Demonstrate mature form in skipping, hopping, galloping, and sliding.	V B	MS 2
2. Demonstrate mature motor patterns in simple combinations (e.g., dribbling a ball while running).	V B	MS 2
3. Demonstrate smooth transitions between sequential motor skills (e.g., running into a jump).	V B	MS 2
4. Exhibit the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations (e.g., tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms).	V B	MS; C 1-5
5. Demonstrate control in traveling activities (e.g., skipping, hopping, running) and weight bearing and balance activities on a variety of body parts.	V B	MS
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
■ Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others	V B	MS 2; C 1-4
■ Combine locomotor patterns in time to music	V B	MS; C 2, 4
■ Balance, demonstrating momentary stillness, in symmetrical and non-symmetrical shapes on a variety of body parts	V B	MS; C 4
■ Receive and send an object in a continuous motion	V B	MS 1, 2; C 4
■ Strike a ball repeatedly with a paddle	V B	MS 1, 2
■ Consistently strike a ball with a bat from a tee or cone, using a correct grip and side orientation	V B	MS 1, 2
■ Jump a self-turned rope	V B	MS 1, 2
■ Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground	V B	MS 1, 2; C 2
■ Review basic traveling, jumps, leaps, and turns while balancing on a beam or line	V B	MS; C 2
■ Move feet into a high level by placing the weight on the hands and landing with control (e.g., bunny cartwheel, snap-down)	V B	MS 2; C 2, 4
■ Demonstrate smooth transition between locomotor (e.g., running, skipping, hopping) and non-locomotor (e.g., twisting, turning, bending) moving patterns	V B	MS 2, 3; C 2, 4
■ Dribble a ball continuously, using hands and feet, without losing control	V B	MS 1, 2; C 2, 4

IV. ASSESSMENT EXAMPLES:

1. **Teacher Observation:** Students are requested to demonstrate the skills introduced in class as the teacher observes their performance and records the satisfactory use of the critical element (technique/s) of the skills on a checklist.
Criteria: Demonstrates critical element (technique/s) of the selected skills over several trials
2. **Event Task:** Students are asked to design and practice a movement sequence of three different locomotor skills. Following the practice period, students demonstrate their movement sequence for the class.
Criteria: a) Demonstrates three different locomotor movements
b) Demonstrates mature pattern of each locomotor skill
c) Demonstrates smooth transitions between locomotor patterns
1. **Peer Observation:** Students are asked to work on balancing on different bases of support (e.g., two hands and one foot, hands and knees, headstand). Students should balance in four different positions, two using symmetrical shapes and two using asymmetrical shapes. Students are asked to draw their favorite symmetrical “S” and asymmetrical “A” balances on paper, labeling “S” and “A” respectively. Students now select a partner who will observe their balances and then indicate on the paper:
(1) if the drawn figures were labeled correctly
(2) if the balances were held still for 3 seconds.
Criteria: a) Completes four balances, two-symmetrical and two-asymmetrical
b) Correctly labels balances “S” and “A”
c) Maintains stillness in balance for three seconds
d) Observer correctly assesses the appropriateness of the labels and the extent to which the performer was still
2. **Teacher Observation (video):** Students are asked to skip, gallop, and jump off a low box. A camera is set up in one corner of the gym to record their performance. Each student is asked to go in front of the camera and perform the specified movement patterns. The teacher uses a checklist to assess the extent to which mature and skilled patterns have been attained.
Criteria: a) Exhibits mature form for each of the movement patterns
b) Demonstrates consistent and smooth performance

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Hoop Activities p. 127-128
Beanbag Activities p. 125-126
Relays p. 169-175
Ball Skills p. 123-124

GRADE 1 AND 2

<p>I. STANDARD/GOAL #3 Applies movement concepts and principles to the learning and development of motor skills.</p> <p>RATIONALE - The student should begin to identify critical elements (techniques) for fundamental skills and use them in performance. Emphasis is placed on identification and performance of movement concepts of space, effort, and relationships that vary the quality of movement.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p> <ol style="list-style-type: none"> 1. Identify the critical element/s (technique/s) of basic movement patterns. 2. Apply movement concepts to a variety of basic skills. 3. Use feedback to improve performance. 	<p>IV C, D</p> <p>VII A</p>	<p>MS; C 2, 4</p> <p>MS 1, 2; C 2, 4</p> <p>C 2-4</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Identify four characteristics of a mature throw ■ Use concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling ■ Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping ■ Combine various traveling patterns in time to the music ■ Identify critical element/s (technique/s) of selected basic movement patterns and skills (e.g., hop, skip, throw) 	<p>IX C; VI B, C</p>	<p>C 2-4</p> <p>MS; C 1-5</p> <p>MS 1, 2; C 2, 4</p> <p>MS 2; C 2, 4</p> <p>C 2-5</p>
<p>IV. ASSESSMENT EXAMPLES:</p> <ol style="list-style-type: none"> 1. Teacher Observation: Using an appropriate size ball, students practice throwing at a target on the wall alternating with a partner in five throw turns. The students should be instructed to concentrate on the critical element/s (technique/s) of throwing as taught by the instructor (e.g., ready position, arm preparation, opposite side to the target, step with leg opposite the throwing arm, follow-through, accuracy of throw). After five throws the teacher gives feedback on one of the critical element/s (technique/s) and elicits partner feedback. Note changes in performance. Criteria: a) Recognizes critical element/s (technique/s) of basic movement pattern b) Adjusts conditions for success following feedback 2. Written Test: Students are provided with a drawing of a hand print and are asked to color the portion of the hand that is used in mature dribbling. Students may also be asked to draw an entire person dribbling to show the overall critical element/s (technique/s) of this movement task. Criteria: a) Correctly identifies portion of hand used in mature dribbling b) Identifies the critical element/s (technique/s) of dribbling 3. Written/Oral Test: Students are shown photographs of ice skating, elite gymnasts, or other sport performers in action and are asked to identify the movement patterns they have been studying in class and the critical element/s (technique/s) that contribute to successful performance of the movement. Written or oral responses can be solicited. Criteria: a) Identifies the basic movement patterns b) Identifies the critical element/s (technique/s) leading to successful performance 		
<p>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</p> <p>Singing Games p.177 www.sportime.com Group Activities p. 165-167 Relays p. 169-175 Web Search Keyword: Elem. Motor Skill Development</p>		

GRADE 1 AND 2

<p>I. STANDARD/GOAL #4 Exhibits a physically active lifestyle.</p> <p>RATIONALE - The intent of this standard is on developing positive attitudes toward regular physical activity and its effect on health. Students at this age should be able to identify at least one form of exercise associated with each component of health-related fitness. In addition, they should be able to identify social (e.g., cooperation) and psychological (e.g., exploring feelings associated with success or failure) contributions of physical activity.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the second grade student will be:</i></p>		
<p>1. Experience and express pleasure from participation in physical activity.</p> <p>2. Identify at least one activity associated with each component of health-related physical activity (e.g., flexibility, muscular endurance, muscular strength, cardiovascular endurance and body composition).</p>	<p>IX B V B, E; VI E</p>	<p>F 3; PA 4 F 1, 2; C 8 F 1, 4; C 6</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Seek participation in locomotor activity of a moderate to vigorous nature ■ Participate in a wide variety of activities that involve locomotion, non-locomotion, and manipulation of objects outside of physical education class ■ Complete physical education activity “homework” assignments willingly 	<p>V B VIII G</p>	<p>MS 2; C 8 MS; C 8 PA 5, 7</p>
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Student Journal: The student practices a teacher-designed exercise game designed to improve performance on selected manipulative skills. Practice must occur during out-of-class time, at recess, or at home, no less than three times per week for a prescribed number of weeks. After each practice session, the student records information on how long (or number of times) they practiced each day. Criteria: a) Practices at least three times per week b) Practices at least ten minutes each day</p> <p>2. Student Journal: Students record what they do in their free time after school for a week and indicate which of the activities require moderate to vigorous physical activity. The journal is signed by the parents at the end of the week and returned to class. Criteria:- a) Lists a reasonable number of activities b) Accurately lists activities for the individual c) Correctly identifies those activities that are vigorous</p> <p>3. Written Test: Students take a teacher-prepared test that consists of a set of pictures which illustrate the health benefits of physical activity:</p> <ol style="list-style-type: none"> 1. A smiling child running (makes you feel good). 2. A person visiting the doctor (exercise can prevent some illnesses). 3. A group of people being physically active and enjoying themselves (physical activity as a social experience). 4. A figure skater, gymnast, or diver exhibiting their skill (the beauty of movement and the joy of performing or being a spectator). 5. A person actively participating in a sport such as basketball, handball, soccer, or tennis (physical activity as a social experience). 6. An obese person sitting on the couch watching television (does not illustrate a benefit of physical activity). <p>The student’s task is to look at each picture and describe how the picture illustrates a benefit of physical activity. Criteria: a) Correctly identifies those activities associated with health-related activities b) Correctly identifies the costs and benefits of each activity</p>		

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Movement Exploration p. 191-195
Adventurer Club
Web Search Key Word: Locomotor

GRADE 1 AND 2

<p>I. STANDARD/GOAL #5 Achieves and maintains a health-enhancing level of physical fitness.</p> <p>RATIONALE - Students at this age engage in activities in a variety of settings that promote cardiovascular, musculoskeletal, and body composition benefits. Students should be formally introduced to the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition). They can sustain moderate to vigorous physical activity for longer periods of time and will more easily recognize physiological indicators of activity.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
<p>1. Engage in sustained physical activity that causes an increased heart rate and heavy breathing.</p> <p>2. Recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g. sweating, increased heart rate, heavy breathing).</p> <p>3. Know how to measure heart rate.</p> <p>4. Identify the components of health-related physical fitness.</p>	<p>V B</p> <p>V F</p>	<p>F 1, 2; C 4</p> <p>F 3; C 1, 4, 6</p> <p>F 1, 2; C 1, 4, 6</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Sustain activity for longer periods of time while participating in chasing or fleeing, traveling activities in physical education, and/or on the playground ■ Identify changes in the body during vigorous physical activity ■ Know to measure heart rate ■ Support body weight for climbing, hanging, and momentarily supporting weight on hands ■ Move each joint through a full range of motion ■ Participate in cardiovascular endurance activities for a sustained period of time 	<p>V B</p>	<p>MS</p> <p>F 3; C 1, 4</p> <p>MS</p> <p>MS 2, 4; C 2, 4</p> <p>F 1, 2</p>
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Event Task: Students are introduced to the concept of cardiorespiratory fitness by having them “listen” to their heartbeat by placing their hands on chest, first while at rest and then following exercise. Introduce the class to pulse rate and the counting of pulse on the carotid artery. Engage the class in tasks that demonstrate low to moderate to vigorous physical activity (e.g., stretching, jogging, walking, jumping rope, dribbling a ball in self-space). After each activity, have the children listen to their heartbeat and feel their pulse. Lead the class in a discussion of changes that take place in the body during vigorous physical activity (e.g., rapid heartbeat, sweating, heavy breathing). Criteria: a) Recognizes that changes in heart rate occur as a result of participation in moderate to vigorous activity b) Correctly identifies several physiological changes that occur at moderate or vigorous activity</p> <p>2. Student Journal: Following a discussion of muscular strength and endurance appropriate for the student and participation in different activities that focus on climbing, hanging, and supporting weight momentarily on hands, have the children write in their journals about their strength in climbing, hanging, and supporting weight on hands. Assist each child in setting a goal for themselves (e.g., support weight on hanging rope, go half-way across the horizontal ladder, support weight on hands for a three-second count). Have the children illustrate their journal entries with a drawing of themselves. Ask them to circle the body parts (muscles) used for hanging, climbing, and supporting weight on hands. Criteria: a) Establishes appropriate goals relative to muscular strength and endurance b) Correctly identifies the body parts involved in hanging, climbing, and supporting weight on hands</p> <p>3. Informal Testing: Introduce the children to flexibility as a fitness component through the use of appropriate exercises or flexibility tasks, (e.g., stretching toward the toes while in the sit-and-reach position, the trunk lift, and the finger touch behind the back [shoulder stretch]). Lead discussions of specificity as students become aware of flexibility in some areas and lack of flexibility in others. Record the names of students experiencing difficulty in satisfactorily completing the various flexibility tasks for the purpose of correcting flexibility deficiencies in those areas. Criteria: a) Touches toes while seated in the proper sit-and-reach position</p>		

- b) Successfully completes the upper trunk lift
- c) Touches fingers while performing the shoulder stretch
- d) Correctly associates these activities with the component of flexibility

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Heart Rate Monitor p. 270
Fitness p. 199-201
Lead-up Tumbling p. 183-187

GRADE 1 AND 2

I. STANDARD/GOAL #6 Demonstrates responsible personal and social behavior in physical activity settings.		
RATIONALE - Students know safe practices, physical education rules and procedures, and are able to apply them with little or no reinforcement. They practice cooperation by successfully working with a partner and in small groups to accomplish an assigned task.		
	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i>		
1. Apply rules, procedures, and safe practices with little or no reinforcement. 2. Follow directions. 3. Work cooperatively with others to complete an assigned task.	VI B, D VII E; VIII E	C 1-6 C 1, 5 PA 2- 4, 6; IS 1, 2, 4
III. ESSENTIAL PERFORMANCE BENCHMARKS:		
<ul style="list-style-type: none"> ■ Use equipment and space safely and properly ■ Respond positively to a reminder about a rule infraction ■ Practice specific skills as assigned until the teacher signals the end of practice ■ Stop activity immediately at the signal to do so ■ Report the results of assigned tasks honestly ■ Invite a peer to take his/her turn at a piece of apparatus before repeating a turn ■ Assist partner by sharing observations about skill performance during practice 	V C VII A V D VIII E VIII E	C 1, 5 IS 1, 2, 4 PA 4; IS 1, 4 PA 4; IS 1, 4 PA 1, 7 PA 2, 3, 5-7; IS 1, 4 C 2; PA 3; IS 1, 3
IV. ASSESSMENT EXAMPLES:		
1. Self-assessment: After a partner task, the students are requested to list at least two things they did to be a good partner in the activity and one thing they could have done better to help their partner. Criteria: a) Completes the assignment as directed b) Responses identify “good” partner behavior c) Responses accurately describe their own behavior		
2. Student Project: Students are asked to create a picture book of rules and procedures for physical education that are to be done during art class. The class as a whole identifies and creates a comprehensive and accurate list of important rules and procedures. Each teacher approves and assigns each student a rule or procedure. Criteria: a) Accurately interprets the selected or assigned rule b) Completes assignment as directed		
3. Teacher Observation: Students are videotaped while working on gymnastics skills. Student performance is judged according to whether they have worked productively, safely, and cooperatively with others. The teacher records the extent to which each of the criteria are met by the class as well as by each student. (Recording incidents of noncompliance in most cases will be the most efficient way to record this information.) The teacher shares the assessment results with the student to develop an awareness of undesirable behavior and assist in making improvement. Criteria: a) Works on assigned task in a productive manner b) Works safely and with an awareness of others c) Exhibits cooperative behaviors (e.g., taking turns, supportive comments, assisting each other)		
4. Parental Report: Students are given the assignment to select and practice at home several movement skills (e.g., balancing on one foot, catching a tossed ball) on which they need additional work. They must record what they did and for how long, and have their parents sign the record at the end of the week. Criteria: a) Identifies in collaboration with the teacher the skills needing additional work b) Practices identified skill according to criteria set by teacher and student c) Records performance accurately and neatly		

5. Peer Assessment: Students are given a task of practicing an underhand throw at a target with a partner. Students may choose the type and size of ball, distance from the target (enough distance to produce a throw and not a toss), and the height of the target. Partners assist each other by marking a score sheet for accuracy for each of five throws. Partners change roles after five throws. Take as many turns as the time allows.

- Criteria:**
- a) Chooses appropriate ball and placement of target for personal competence
 - b) Records partner's performance accurately and honestly
 - c) Assists partner by speaking politely and taking turns
 - d) Assumes personal responsibility for the results of the activity

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Spatial Relationships p. 192
Social Behavior Rubric p. 267
"Simon Says" and other command type games
Redlight - Greenlight

GRADE 1 AND 2

<p>I. STANDARD/GOAL #7 Demonstrates understanding and respect for differences among people in physical activity settings.</p> <p>RATIONALE - The focus in the primary grades is building a foundation for successful interpersonal communication during group activity. Emphasis is placed on identifying concepts such as cooperation, sharing, and consideration regardless of differences. Improving motor skills gives children a basis and appreciation for working with others in cooperative movement, sharing, and/or working together to solve a problem or tackle a challenge.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
<ol style="list-style-type: none"> 1. Play and cooperate with others regardless of personal differences (e.g., gender, ethnicity, disability). 2. Treat others with respect during play. 3. Resolve conflicts in socially acceptable ways. 4. Practice Christ-like principles in interactions with others. 5. Displays Christ-like qualities (e.g., acceptance, tolerance, inclusion, adaptability) in physical activity settings. 	<p>I G; IV A</p> <p>III B</p> <p>VI B</p> <p>V D</p> <p>V D</p>	<p>PA 3, 5, 6; IS 1, 2, 4</p> <p>IS 4</p> <p>PA 1-3, 5-7; IS PA; IS</p> <p>PA; IS</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Appreciate the benefits that accompany cooperation and sharing ■ Display consideration of others in physical activity settings ■ Demonstrate the element (technique) of socially acceptable conflict resolution ■ Recognize and appreciate activities from other cultures 	<p>I G</p> <p>I G</p> <p>VIII F</p> <p>III B; IV A</p>	<p>F 3; PA 4</p> <p>PA 3</p> <p>PA 1-3, 5-7; IS</p> <p>F 3; C 8</p>
<p>IV. ASSESSMENT EXAMPLES:</p>		
<ol style="list-style-type: none"> 1. Test: Teacher prepares a set of pictures that illustrate cooperative and sharing activities and non-cooperative and non-sharing activities. Alternatively, the teacher could provide demonstrations of various activities. Students are asked to identify the illustrated activity as sharing (e.g., picking up balls, sharing equipment, including others in your group), cooperative, non-sharing, or non-cooperative. For non-sharing and non-cooperative pictures, students identify how they would change the behavior to make it more cooperative or sharing. Criteria: a) Correctly identifies activities that involve sharing and cooperation b) Offers ways to make games and activities more cooperative c) Demonstrates awareness of personal behavior and the role that it played in past activities with regard to cooperation and sharing 2. Role Playing: Students are asked to create a play dealing with conflict resolution during physical activity. Criteria: a) Identifies action leading to the conflict b) Identifies consequences of the conflict c) Identifies alternative and socially acceptable methods for resolving the conflict 3. Interview: Following a game, the students are asked to demonstrate or verbalize examples of cooperation and sharing that occurred during the activity. Criteria: a) Cites several examples of cooperation and sharing b) Identifies ways in which all students were included c) Recognizes the new friendships formed as the result of game play 		
<p>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</p> <p>Cooperative Games p. 143-144 www.iNewGames.com Quicksilver ISBN 0-7872-1610-0 Cowstail & Cobras II by Carl Rohnke ISBN 0-8403-5434-7 A New Way of Learning and Being Together (TRIBES) by Jeanne Gibbs ISBN 0-932762-09-03 Within a P.E. Website type Keyword: Multicultural Learning or Diversity</p>		

GRADE 1 AND 2

<p>I. STANDARD/GOAL #8 Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.</p> <p>RATIONALE - At this age, students are beginning to function as members of a group. They can work cooperatively with a partner for brief periods of time. Enjoyment comes from a growing competence of movement skills as they begin to master selected skills such as skipping, hopping, galloping, and running. Trying new activities provides challenge. They are beginning to express their feelings through activity as well as identify activities they like and dislike.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
<p>1. Gain competence which will provide increased enjoyment in movement.</p> <p>2. Try new activities.</p> <p>3. Express feelings about and during physical activity.</p> <p>4. Enjoy interaction with friends through physical activity.</p>	<p>VI C; IX C; X C X C, F VII A VIII E</p>	<p>PA 4 F 3; C 7, 8 F 3 F 3; PA</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Appreciate the benefits that accompany cooperation and sharing ■ Accept the feelings resulting from challenges, successes, and failures in physical activity ■ Try new activities willingly ■ Identify physical activities which are fun ■ Enjoy physical activities with peers 	<p>I F; VIII E VII A X C, F</p>	<p>F 3; PA 4 F 3; PA 2, 4, 6 F 3; C 7, 8 F 3; C 7, 8</p>
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Event Task: Students are asked to express a variety of feelings (e.g., happiness, sadness, frustration, joy) during a creative movement lesson through the use of a variety of shapes, postures, and movements. Students are asked to discuss with the class situations in physical activity that bring about these feelings. Criteria: a) Uses movement to communicate feelings b) Verbally expresses feelings that result from participation in physical activities</p> <p>2. Group Project: Working as a class, students shall design an obstacle course of straight, curved, and zigzag pathways using wands, ropes, and other suitable manipulative materials. Each pathway designed must connect with another pathway. After completion of the obstacle course, students will decide what locomotor movements to use in traveling the various pathways. Criteria: a) Shares equipment with others when building the obstacle course b) Cooperates with others in determining pathways and locomotor movements</p> <p>3. Student Journal: At different times throughout the year, students are requested to write and/or draw in their journals:</p> <ol style="list-style-type: none"> 1. How they felt when they scored a goal, made a basket, or kicked a ball at an adequate distance. 2. How they felt when they missed the ball for the kick or the hit. 3. How they felt when the class tried an activity for the first time. 4. Their favorite activities in physical education class. <p>Criteria: a) Identifies feelings associated with successes and failures b) Expresses these feelings in their journal</p> <p>4. Teacher Observation: Students are observed periodically during physical activity, checking for non-verbal signs of enjoyment, positive interaction with others, and willingness to try new activities. Criteria: a) Participates willingly in new activities b) Continues to participate when not successful on the first try c) Cooperates with others during physical education activities</p>		

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Cooperative Learning p. 143-144

Group Activities p. 165-167

Quicksilver ISBN 0-7872-1610-0

Cowtails & Cobras III ISBN 0-8403-5434-7

GRADE 3 AND 4

<p>I. STANDARD/GOAL #1 Understands the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.</p> <p>RATIONALE - Students at this age learn that “Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a ‘well-balanced character’” (Education p. 195).</p> <p>Students will have the opportunity to understand that, “For in Him we live and move and have our being” (Acts 17:28, NKJV).</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p> <ol style="list-style-type: none"> 1. Recognize that God’s ideal for quality living includes a healthy lifestyle. 2. Incorporate into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God. 3. Avoid at-risk behaviors. 4. Apply Christian principles in recreation and sports. 5. Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities. 6. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being. 		
	<p>V A, B VI B, E</p> <p>III D; V C; VI E</p>	<p>C 1; PA 4, 7 PA; IS</p> <p>F 1, 3; PA 5</p> <p>PA 4; IS 4</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Identify God as the Creator, a personal God who Re-creates or Redeems ■ Demonstrate healthful living practices (e.g., balanced diet, regular exercise, drinking water) ■ Participate in recreational play in a way that displays Christ-like attitude ■ Recognize intrinsic value of individual and group recreational play 		
	<p>I A, C V B II F V A</p>	<p>F 3; PA 1, 6 F 1, 2 PA; IS F 3</p>
<p>IV. ASSESSMENT EXAMPLES:</p> <ol style="list-style-type: none"> 1. Daily Prayer: A class prayer journal will be generated. Students will have the opportunity to experience and witness answered prayers as requests and answers are shared daily to begin class. Criteria: a) Participates willingly in prayer requests and the sharing of answered prayers b) Recognizes God as the source for answered prayers 2. NEW START Kick Ball Game: The class is divided into two teams to play kick ball. Instead of scoring “points” or “runs” when a player crosses home plate, teams earn an element of health. These eight elements are: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God. (N.E.W.S.T.A.R.T.) The object of the game is for teams to work together to achieve all eight aspects of health. (Have student keep track of which health aspects they have earned for memorization purposes). Criteria: a) Participates in support of their team goals b) Assists the team in recalling health aspects as they are earned c) Displays sportsmanship and care for others throughout the game 		
<p>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</p> <p>Winner Magazine NEWSTART Body Felt Sets with Stories (See ABC) Nutrition Pyramid Bible Stories Teacher Modeling</p>		

GRADE 3 AND 4

<p>I. STANDARD/GOAL #2 Demonstrates competency in many movement forms and proficiency in a few.</p> <p>RATIONALE - The students should be able to demonstrate refined fundamental patterns. Attainment of mature motor patterns for the basic locomotor, non-locomotor, and selected isolated manipulative skills (e.g., throwing, catching, striking) is an expected exit outcome for fourth grade students. Variations of skills and skill combinations are performed in increasingly dynamic and complex environments (e.g., performing manipulative tasks while dodging, an opponent performing a gymnastics sequence with a partner). In addition, students should be able to acquire some specialized skills basic to a movement form (e.g., basketball chest pass, soccer dribble, fielding a ground ball with a glove) and to use those skills with a partner.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
1. Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills.	V B	MS; C 2,4
2. Adapt a skill to the demands of a dynamic, unpredictable environment.	V B	C 1-5
3. Acquire beginning skills of a few specialized movement forms.	V B	MS; C 2, 4
4. Combine movement skills in applied settings.	V B	MS; C 2, 4
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
■ Throw, catch, and kick using mature form	V B	MS 1, 2; C 2, 4
■ Dribble and pass a basketball to a moving receiver	V B	MS 1, 2; C 2, 4, 5
■ Balance with control on a variety of objects (e.g., balance board, large apparatus, skates)	V B	MS; C 2, 4
■ Develop and refine a gymnastics sequence demonstrating smooth transitions	V B	MS; C 1, 2
■ Develop and refine a creative movement sequence into a repeatable pattern	V B	MS; C 1, 2
■ Jump and land for height/distance using mature form	V B	MS 1, 2; C 1, 2, 4
■ Experience traveling into and out of a rope turned by others	V B	MS 1, 2; C 2-5; IS 1
■ Dribble with foot and hand while preventing an opponent from stealing the ball	V B	MS 1, 2; C 2, 4, 5
■ Strike consistently a softly tossed ball with a long and short handled implement demonstrating the appropriate grip, side to the target, and swing plane	V B	MS; C 2, 4
■ Jump, catch an object, and land maintaining control of the body and the object	V B	MS 1, 2; C 2, 4, 5

IV. ASSESSMENT EXAMPLES:

1. **Teacher Observation:** Students working in pairs are asked to receive and pass the basketball in such a way as to maintain constant motion. The teacher observes the passing and uses a checklist to annotate the performance.
Criteria: a) Receives the pass and sends it in one motion
b) Passes ahead of the moving player (receiver does not have to stop)
c) Receiving student cuts into a space to receive the pass
2. **Event Task:** Students are asked to combine a balance, a roll, and a traveling action into a gymnastics sequence. The sequence must include all the components and a clear beginning and ending.
Criteria: a) Exhibits a balance, a roll, and a traveling action during the performance
b) Demonstrates a clear beginning and ending to the sequence
c) Demonstrates smooth transitions between the various skills
3. **Peer Observation:** Have partners observe the preparatory phase of a designated skill in an attempt to ascertain the correct use of critical elements. For example, student A will throw a ball toward a target five times using the overhand pattern while student B observes the performance, focusing on a single critical element during the preparatory phase (e.g., opposite foot forward, side to target, arm cocked above and behind). The observing student gives a “thumbs up” if the critical element is correct; if incorrect, the observing student tells what is needed to improve the movement.
Criteria: a) Thrower displays the critical element that is the focus of the observation
b) Observer makes an accurate judgment on the performance

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Nonteam Activities p. 129-131
Relays p. 169-175
Ball Activities p. 123-124
Jump Rope p. 133-134
Paddle Activities p. 139-141
Tag Games p. 179-180

GRADE 3 AND 4

<p>I. STANDARD/GOAL #3 Applies movement concepts and principles to the learning and development of motor skills.</p> <p>RATIONALE - The student should be able to use critical techniques to refine personal performance of fundamental and selected specialized motor skills, as well as to provide feedback to others. They should be able to identify and apply concepts that impact the quality of movement performance in increasingly complex movement situations (e.g., a ball must be passed in front of a moving player, appropriate practice improves performance, and the lower the center of gravity the more stable an object.)</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
<p>1. Apply critical elements to improve personal performance in fundamental and selected specialized motor skills.</p> <p>2. Use critical elements of fundamental and specialized movement skills to provide feedback to others.</p> <p>3. Recognize and apply concepts that impact the quality of increasingly complex movement performance.</p>	<p>VI B</p> <p>VII A</p> <p>VI E</p>	<p>C 2, 4</p> <p>F 3</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Transfer weight from feet to hands at fast and slow speeds using large extensions (arm's and leg's) (e.g., mule kick, handstand, cartwheel) ■ Recognize accurately the critical technique of a throw made by a fellow student and provide feedback to the student ■ Strike consistently a softly thrown ball with a bat or paddle demonstrating an appropriate grip ■ Understand that appropriate practice improves performance ■ Throw a variety of objects demonstrating accuracy and distance ■ Design and play small-group games that involve cooperating with others to keep an object away from opponents (basic offensive and defensive strategy) (e.g., by throwing, kicking, or dribbling a ball) ■ Demonstrate an understanding of time, force, level of difficulty ■ Develop and refine a gymnastics movement sequence demonstrating smooth transitions 	<p>VI B, C</p> <p>VI B, C</p> <p>VI B, C</p> <p>VI B, C; V F</p> <p>VI B, C</p> <p>VI B, C</p> <p>VI B, C</p> <p>VI B, C</p>	<p>MS 2, 3; C 2, 3</p> <p>C 2, 4</p> <p>MS 1, 2; C 2, 4</p> <p>C 2</p> <p>MS; C 2</p> <p>MS; C 2-4</p> <p>MS; C 2-5</p> <p>MS; C 2, 4</p>
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Student Log: Students record in a log or journal the results of a specific skill (e.g., number of shots made) during a 10 minute daily practice period for two weeks. At the end of the designated time period the data from the log is used to develop a learning curve on a graph. On the horizontal axis, students plot the days and on the vertical axis plot the scores (number of successful shots). Students apply data to the graph and connect the entries to show the overall learning trend. Students then analyze the information shown on the graph to determine the progress over time. Criteria: a) Maintains log correctly b) Appropriately prepare graph from log information c) Correctly assesses degree of progress as a result of practice</p> <p>2. Event Task: Students are requested to design a game of throwing and catching for one or two persons to play. The game must include the underhand throwing skill that has been taught in class. Students write a description of the game so students in another class could, after reading the information, play the game. They are also asked to describe how the critical techniques of the skill might change when used in different conditions. Criteria: a) Game incorporates use of underhand throwing and catching skills b) Description of game adequately identifies needed skills and critical techniques of each c) Description accurately shows how critical techniques might change under varying conditions</p> <p>3. Peer Observation: Students observe a classmate in a performance (live or video taped) showing combinations of</p>		

various basic skills used in a changing environment. The observer analyzes the skills performed for maturity of movement by determining the critical elements used or missing. For each skill combination, students must first identify if the performance represents a mature pattern.

- Criteria:** a) Accurately identifies the critical techniques required of the various movement skills
b) Recognizes and identifies the presence or absence of critical techniques during performance
c) Suggests appropriate practice activities

4. **Written Test:** Students are given a written test in which they are asked to describe the difference in catching a ball at a high level and catching a ball at a low level. Moreover, they should describe:

- (a) Which critical techniques are the same
(b) Which are different
(c) What information is available from the thrower to inform the catcher as to the height of the ball

- Criteria:** a) Correctly identifies critical techniques and similarities/differences of catching at a high or low level
b) Correctly identifies characteristics of the throw that predict the height of the thrown ball

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Balancing Activities p. 189-190
Paddle Activities p. 139-141
Ball Activities p. 123-124
Frisbee Activities p. 136-137
Beanbag p. 125-126
Group Games p. 135-137
Lead up to Tumbling p. 183-187

GRADE 3 AND 4

I. STANDARD/GOAL #4 Exhibits a physically active lifestyle.		
RATIONALE - The intent of this standard is the beginning development of an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits. Students at this age will begin to be aware of those activities they enjoy, and will participate in activity to improve their own personal skill and enjoyment and should be encouraged to do so. This knowledge should be connected with their personal decisions for participation outside of physical education class. Students should also be able to describe personal, psychological, and emotional benefits of their participation in physical activity.		
	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i>		
1. Select and participate regularly in physical activities for the purpose of improving skill and health.	II F; V B	F
2. Identify the benefits derived from regular physical activity.	V E	F 3; PA 4
3. Identify several moderate to vigorous physical activities that provide personal pleasure.	X E	C 1-3, 6, 8
III. ESSENTIAL PERFORMANCE BENCHMARKS:		
<ul style="list-style-type: none"> ■ Participate regularly in physical activity for the purpose of developing a healthy lifestyle 	V B	F
<ul style="list-style-type: none"> ■ Describe healthful benefits that result from regular and appropriate participation in physical activity 	V B	C 2, 4, 6
<ul style="list-style-type: none"> ■ Identify several activities that they participate in on a regular basis (formal or informal) 	IV E	C 2, 4, 6 C 8
<ul style="list-style-type: none"> ■ Recognize opportunities for more formal participation in physical activities in the community 	VII D	F 3; PA 4
<ul style="list-style-type: none"> ■ Recognize that idealized images of the human body and performance, as presented by the media, may not be appropriate to imitate 		PA 7
<ul style="list-style-type: none"> ■ Identify and record daily fitness activities 		
IV. ASSESSMENT EXAMPLES:		
1. Written Test: Students are asked to identify each component (e.g., muscular endurance, cardiovascular endurance, flexibility, muscular strength) of fitness and to describe both an exercise and an activity that has the potential to develop that component. Criteria: a) Accurately identifies each component b) Correctly identifies appropriate exercise for each component c) Correctly identifies appropriate activity for each component		
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:		
Create a Practice Log for Student Activity Adventurer Club		

GRADE 3 AND 4

I. STANDARD/GOAL #5 Achieves and maintains a health-enhancing level of physical fitness.		
RATIONALE - Students will begin to match different types of physical activity with underlying physical fitness components and should participate in moderate to vigorous physical activities in a variety of settings. Students should begin to be able to interpret the results and understand the significance of information provided by formal measures of physical fitness. Fitness testing may be introduced at this level (e.g., Fitnessgram, Presidential Challenge, AAHPERD test).		
	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i>		
1. Identify several activities related to each component of physical fitness.	V B	C 2, 4, 6
2. Associate results of fitness testing to personal health status and ability to perform various activities.	VI B	F
3. Meet the health-related fitness standards as defined by a fitness testing program.	IV E	F
III. ESSENTIAL PERFORMANCE BENCHMARKS:		
<ul style="list-style-type: none"> ■ Engage in appropriate activity that results in the development of muscular strength ■ Maintain continuous aerobic activity for a specified time and/or activity ■ Support, lift, and control body weight in a variety of activities ■ Participates regularly in physical activity for the purpose of improving physical fitness ■ Maintain appropriate levels of flexibility ■ Identify advantages and benefits resulting from participation in different forms of physical activities ■ Identify proper warm-up, conditioning, and cool-down techniques and the reasons for using them ■ Monitor and compare heart rate before, during, and after activity 	V B V B V B V B V B V B; VI B V B; VI B VIII C	MS; F 1, 2 F 1, 2; C 2, 4 MS; C 2, 4 F 1, 2 MS 3; C 2, 4 F 3; PA 4 C 1-3, 6 F 3; C 1; PA 7

IV. ASSESSMENT EXAMPLES:

1. **Student Project:** Have the students collect pictures of people participating in physical activities and identify those activities that contribute to each component of health-related fitness.
Criteria: a) Provides a minimum of two examples for each fitness component
b) Associates activity with appropriate component of fitness
2. **Student Log:** Students record their after-school activities for one week. Ask them to indicate the activities that are vigorous in nature and identify the fitness components related to the different activities. Parent or guardian is to sign the log each day.
Criteria: a) Accurately records after-school activities
b) Identifies appropriate fitness component related to each activity
c) Parent or guardian sign the log
3. **Student Project:** Students are asked to select an exercise intended to achieve a personal fitness-related goal. Practice the exercise regularly over the course of several weeks (specify the exact length of time). Have the student record the results of each exercise session and graph the progress. For example, the student's goal may be to increase muscular endurance of the abdominal muscles through sit-ups. Initially, they may be capable of one set of 8 sit-ups and should be able to do considerably more at the end of the month. Progress should be graphed.
Criteria: a) Correctly identifies a personal goal that needs work
b) Records progress towards goal on a regular basis
c) Shows consistent improvement over time
d) Meets their own goal at the end of the month
4. **Student Journal:** Following a fall health and fitness screening (e.g., President's Challenge, Fitnessgram, AAHPERD) have students identify their strengths and weaknesses based on test results. Students write their personal fitness goals for the year and what they would like to do to work toward those goals.
Criteria: a) Accurately identifies their strengths and weaknesses
b) Establishes realistic personal fitness goals
c) Makes appropriate decisions about working toward the stated goals

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Fitness p. 199-201
Heart Rate Monitor p. 270
www.active.com
www.pecentral.com
Key Word Search: fitness assessment

GRADE 3 AND 4

I. STANDARD/GOAL #6 Demonstrates responsible personal and social behavior in physical activity settings.		
RATIONALE - Students identify the purposes for and follow, with few reminders, activity-specific safe practices, rules, procedures, and etiquette. They continue to develop cooperation skills to enable completion of a common goal while working with a partner or in small groups. They can work independently and productively for a period of time.		
	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i>		
<ol style="list-style-type: none"> 1. Follow, with few reminders, activity-specific rules, procedures, and etiquette. 2. Utilize safety principles in activity situations. 3. Work cooperatively and productively with a partner or small group. 4. Work independently and on-task for a specified period of time. 	V D V C VIII E; X F VIII A; X C, F	PA 3, 5, 7; IS C 1, 5 IS 1 PA 5, 7
III. ESSENTIAL PERFORMANCE BENCHMARKS:		
<ul style="list-style-type: none"> ■ Take seriously their role to teach an activity or skill to two other classmates ■ Work productively with a partner to improve the overhand throw pattern for distance by using the critical techniques of the process ■ Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others ■ Assess their own performance problems without blaming others ■ Demonstrate appropriate leadership and cooperative skills in a group activity ■ Use equipment safely ■ Demonstrate positive conflict resolution skills (e.g., good sports etiquette, sharing, accepts and give constructive criticism, supports others) ■ Participate cooperatively in problem solving activities 	I G; VIII E X F III D V C I G; VII B	PA 7; IS 3 C 2; IS 1, 3 PA 3, 6; IS 4 F 3; C 2, 4; PA 4, 6, 7 IS 1, 3 C 1, 2; PA 7 PA 2-8 IS 1

IV. ASSESSMENT EXAMPLES:

1. **Teacher Observation:** The teacher monitors on-task and off-task activity for each student several times during a unit and records the extent of on-task activity. Each student is observed at least once in four consecutive intervals of one minute set aside for this purpose.
Criteria: a) Demonstrates on-task activity 90% of the time
2. **Event Task:** Students are divided into groups of three or four in order to work on pitching, batting, and catching a whiffle ball. These groups will set up the equipment. Every member of the group is given an opportunity to practice each skill, for a specific length of time to help each other get better at the various skills.
Criteria: a) The group moves quickly to get organized and starts practice within a short time of the signal to begin
b) Each member of the group gets about the same amount of practice on each skill
c) Members of each group work to help one another get better at the skills involved
d) The group stays focused and on-task for the time allocated
3. **Teacher Observation:** Several days into a unit, students are asked to identify the aspects of a skill or fitness component on which they feel that they need additional work. The teacher suggests that the portion of the next class period will be time assigned for each individual to work on that skill or fitness component. Students must write down what skill they want to work on and how they will accomplish it.
Criteria: a) Accurately identifies what skill or fitness component needs improvement
b) Selects an appropriate way to work on the skill or fitness component
c) Pursues work on the identified skill or fitness component for length of time specified
4. **Group Project:** Students create an activity wall chart comparing differences of safety practices, rules, procedures, and etiquette for each activity presented in class during the course of the year.
Criteria: a) Identifies appropriate safety practices, rules, etc., for the chosen activities
b) Recognizes similarities and differences among activities

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Social Behavior Rubric p. 281
Peacemakers Ministries www.hispeace.org
Sportsmanship Code p. 203

GRADE 3 AND 4

<p>I. STANDARD/GOAL #7 Demonstrates understanding and respect for differences among people in physical activity settings.</p> <p>RATIONALE - Building on the foundation laid in the early grades, students are encouraged to develop a cultural/ethnic self-awareness. Recognizing and appreciating one’s own heritage lays the groundwork for understanding and appreciating the difference in others (e.g., ethic, religion, racial, gender, cultural, physically challenged groups). Activities such as creative movement; creative games; and games from varied cultures, ethnic groups, and countries provide an excellent medium for encouraging students to explore their cultural/ethnic heritage.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
<p>1. Explore cultural/ethnic self-awareness through participation in physical activity.</p> <p>2. Recognize the attributes that individuals with difference can bring to group activities.</p> <p>3. Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins.</p>	<p>IV A II B; VIII E IV B</p>	<p>C 7, 8; IS 4 IS 4 F 3; PS 4</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Recognize differences and similarities in others’ physical activity ■ Indicate respect for persons from different backgrounds and the cultural significance they attribute to various games, creative movements, and physical activities ■ Demonstrate acceptance of the skills and abilities of others through verbal and nonverbal behavior ■ Respect various skill abilities of peers ■ Identify origin/cultural background of selected games, sport, strategies ■ Express positive comments about another’s performance 	<p>IV A IV A IV A; VII A IV A IV A IV A; VII C</p>	<p>IS 4 PA 3; IS 4 PA 2, 3, 6, 7 IS 4 C 7; IS 4 PA 6, 7; IS 4</p>
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Event Task: The following are some suggested student activities for possible event tasks related to developing an awareness of the strengths and limitations of the physically challenged:</p> <ol style="list-style-type: none"> 1. Play wheelchair basketball. Write about it afterwards. Describe your feelings and frustrations. 2. Create a game in which a person who is blind would be able to compete equally with a sighted person. Describe the challenges you encountered while developing this game. 3. Create a routine that a person with a hearing disability could perform. Describe the challenges you encountered while developing this game. <p>Criteria: a) Completes the required task b) Demonstrates an understanding of the similarities and differences of persons with disabilities c) Recognizes strengths of each participant</p> <p>2. Portfolio: Working in a group of three or four members, students will choose a country of interest and a sporting event native to that country. Students will learn the sport and teach it to other members of the class. Each group will examine all sports presented for similarities and differences, and attempt to determine reasons for similarities and differences. A portfolio consisting of a description of the country and why it was chosen, the selected sport and why it was chosen, and interpretive descriptions of the similarities and differences of the various sports presented in class will be submitted by each group.</p> <p>Criteria: a) Willingly participates in learning games, creative movements, and activities from other parts of the world b) Accepts lessons in a positive manner c) Recognizes similarities and differences between sporting activities from different countries d) Identifies reasons for the similarities and differences among sporting activities of various countries</p>		

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Cooperative Games p. 143-144

www.iNewGames.com

Quicksilver ISBN 0-7872-1610-0

www.alloneheart.com

Key Search Keyword: Diversity Education

Cowtails & Cobras III ISBN 0-8403-5434-7

A New Way of Learning and Being Together (TRIBES) by Jeanne Gibbs ISBN 0-932762-09-03

GRADE 3 AND 4

<p>I. STANDARD/GOAL #8 Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.</p> <p>RATIONALE - Students can identify activities that they consider to be fun. Enjoyment is directly related to competence in a particular activity. They are challenged by learning a new physical activity and enjoy broadening their repertoire of movement skills. Success and improvement are attributed to effort and practice. They tend to choose an appropriate level of challenge in an activity so as to experience success and engage in activity with students of similar skill levels.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p> <ol style="list-style-type: none"> 1. Experience enjoyment while participating in physical activity. 2. Enjoy practicing activities to increase skill competence. 3. Interact with friends while participating in group activities. 4. Use physical activity as a means of self-expression. 		
	V F; VIII E V A VIII E VII A	F 3; PA 4 F 2, 3 IS 1 PA 4
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Experience positive feelings as a result of involvement in physical activity ■ Design games, gymnastics, and creative movement sequences that are personally interesting ■ Celebrate personal successes and achievements as well as those of others ■ Identify healthy benefits of various games, sports, creative movement, and outdoor pursuits, based on lifetime fitness ■ Identify and be responsible for maintaining a healthy and physically fit lifestyle ■ Select activities and levels of challenge to succeed and to progress ■ Identify activities that contribute to personal feelings of joy ■ Enjoy feelings resulting from improvement in physical activity 		
	IX D VIII G I G V B IX D	F 3 C 2, 6; PA 3 F 3; IS 2,4 C 2, 4; PA 4 F 1; PA 7 C 3, 6, 8 C 3, 6; PA 4 F 3; PA 4

IV. ASSESSMENT EXAMPLES:

1. **Class Project:** Students are asked to create a mural entitled “Favorite Activities in Physical Education” using butcher paper that is then placed around the gym walls (invite classroom teachers, administrators, and parents to see the children’s work).
Criteria: a) Willingly participates in the class project
b) Art work shows enjoyment of activity
2. **Student Log:** Students select a goal from options provided by the teacher (e.g., walking a certain distance, jumping rope a number of minutes) that requires the group to work together to achieve the goal. While working to achieve the goal, each student is asked to keep a log of individual as well as group progress toward the goal.
Criteria: a) Contributes as a participating member of the group
b) Demonstrates an understanding of individual and group successes through log comments
3. **Student Project:** Students will work with the teacher to set a personal physical activity goal, such as completing the one-mile run, achieving a particular gymnastics or games/sports skill. Upon achievement of the goal, students are asked to describe their feelings after “climbing the seemingly insurmountable hill.”
Criteria: a) Expresses personal satisfaction in his or her accomplishment
b) Expresses appreciation for the success of others
c) Shares feelings with others in the class
4. **Portfolio:** Students are requested to develop a portfolio illustrating games, gymnastics, or creative movements in which they frequently participate. Students shall then select their favorite activity in the portfolio and write a paragraph telling why this is their favorite. Ask them to share their portfolio with the class and describe their favorite activity and why they like it.
Criteria: a) Selects activities that are personally interesting and rewarding
b) Explains why they have selected a particular activity as their favorite
c) Willingly shares their portfolio and favorite activity with the class

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Singing Games p. 177
www.sportime.com
Lead up Tumbling p. 183-187
www.pecentral.com
Parachute Activities p. 197-198

GRADE 5 AND 6

<p>I. STANDARD/GOAL #1 Understands the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.</p> <p>RATIONALE - Students at this age learn that “Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a ‘well-balanced character’” (Education p. 195).</p> <p>Students will have the opportunity to understand that, “For in Him we live and move and have our being” (Acts 17:28, NKJV).</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
<p>1. Recognize that God’s ideal for quality living includes a healthy lifestyle.</p> <p>2. Incorporate into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.</p> <p>3. Avoid at-risk behaviors (e.g., unsportsmanlike conduct).</p> <p>4. Apply Christian principles in recreation and sports.</p> <p>5. Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities.</p> <p>6. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.</p>	<p>V A V B V C V D V E V F</p>	<p>PA 4 F 3; C 6 C 1, 6 PA 7; F 1 F 1 C 2, 4, 6</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Identify that re-creation is a gift from God received only through faith ■ Demonstrate healthful living practices (e.g., balanced diet, regular exercise, drinking water) ■ Analyze the benefits of recreational play and avoid at-risk behaviors (e.g., unsportsmanlike conduct) ■ Recognize and demonstrate that the spirit of the game is to reflect a spirit of fun 	<p>I C, D V A, B V C; VI B V D; VIII E</p>	<p>PA 4; IS 4 F; C 4, 6 F 3; C 1 F 3; IS 2</p>
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Daily Prayer: Students will have the opportunity to pray for each others prayer requests. This demonstrates concern not only for personal requests but also for others. Criteria: a) Continues to participate willingly in prayer time b) Recognizes the importance of praying for others</p> <p>2. Awareness Opportunity: Without prior notice, teacher will require all students to remain seated throughout the physical education class period. No games or activities should be allowed. At the end of class ask the students the following: a. What was it you liked about this class? b. What did you NOT like about this class?</p> <p>After students finish responding, emphasizing that activity makes us feel good and is meant to be fun. That God created us to perform life-long physical activities. Criteria: a) Students sit through class b) Students respond to teacher’s questions c) Students recognize the benefit and enjoyment of physical activity</p>		

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Winner Magazine
Bible Stories
Teaching Modeling
Nutrition Pyramid
NEWSTART

GRADE 5 AND 6

<p>I. STANDARD/GOAL #2 Demonstrates competency in many movement forms and proficiency in a few.</p> <p>RATIONALE - The student will use skills and combinations of skills appropriately in the context of actual performance situations. Combined movement skills become more refined and sophisticated. Game skills are adapted to the requirements of increasingly complex strategies and are used in more complex, but still, somewhat unstructured game environments (e.g., limited rules, modified equipment, small numbers of participants). Mature patterns are now expected for all basic manipulative, locomotor, and non-locomotor skills, while the student is beginning to acquire the basic skills of selected sport activities.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate mature form for all basic manipulative, locomotor and non-locomotor skills. 2. Demonstrate increasing competence in more advanced specialized skills. 3. Adapt and combine skills to the demands of increasingly complex situations of selected movement forms. 4. Demonstrate beginning strategies for net and invasion games. 		
	VI B, D VI B	MS MS MS; C 2, 4 MS; C 2
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Throw a variety of objects demonstrating both accuracy and distance (e.g., basketballs, footballs, frisbees) ■ Design and perform sport specific sequences that combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction speed and flow ■ Keep an object going continuously with a partner using a striking pattern ■ Can hit or strike a ball to a specified area ■ Dribble with hand and foot while moving and maintaining control ■ Keep object going continuously in the air without stopping the motion (e.g. juggling 3 scarves, volleyball forearm pass, striking a tennis ball with a racket, etc.) ■ Display the basic skills and safety procedures to participate in an outdoor pursuit (outdoor education, confidence course) 		
	V B VI B VIII E X C, F X C, F X C, F V C; X C, F	MS 1, 2; C 2, 9 MS 1, 2; C 2, 4, 5 MS 1, 2; C 2, 4, 5 MS 1; C 2, 4 MS 1; C 2, 4, MS; C 2, 4 MS; C 1, 2, 4

IV. ASSESSMENT EXAMPLES:

1. **Teacher Observation:** Students are asked to perform basic dribbling and passing skills (used in soccer, basketball, floor hockey) while working with a partner in an attempt to score against an opponent.
Criteria: a) Passes when the defense advances, maintains ball control when unguarded
b) Executes accurate passes ahead of the receiver
c) Receiver moves into a space to create a passing angle not covered by the defense
d) Participants receive and pass the ball in such a way as to maintain forward motion
2. **Self-assessment Checklist:** Identifies the skills involved in throwing a variety of objects following a period of working on throwing different types of objects (e.g., frisbees, softballs, footballs). Students are asked to identify the number of objects they might have thrown and the type of patterns they would have used with these objects.
Criteria: a) Verbally describes objects and actions
b) Identifies in written form
3. **Student Project:** Students are placed in groups of five or six members and are asked to role play. Specifically, teacher wants you to do a presentation of either (a) throwing a ball for varying distance **OR** (b) striking with a bat for a bunt versus a home run. Within each group, students should prepare a presentation to include an oral presentation of the various skills, explaining the variations of each, and demonstration of the skills. Each person within the group must be part of the presentation. Each group will present their mini-demonstrations to the class.
Criteria: a) Demonstrates skills correctly
b) Compares and/or contrasts variations within skills
c) Presentation organized and interesting

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Team Sports p. 271-278
Track Activities p. 181
Paddle Activities p. 139-141
Ball Activities p. 123-124
Outdoor School

GRADE 5 AND 6

<p>I. STANDARD/GOAL #3 Applies movement concepts and principles to the learning and development of motor skills.</p> <p>RATIONALE - The student is able to use and apply concepts from a variety of sources to enhance learning and performance. Specifically, the students should be able to begin to identify principles of practice and conditioning that enhance movement performance. The students should be able to recognize similarities and differences between movement skills that use similar patterns and transfer appropriate concepts from one to the other. The students should be able to use information from a variety of sources (internal and external) to guide and improve performance. The students should be able to recognize and use basic offensive and defensive strategies.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
1. Apply previously learned knowledge, or use instruction to improve performance.	VI B	C 2, 4
2. Apply information from a variety of internal and external sources to improve performance.		
3. Identify and apply principles of practice and conditioning that enhance performance.	V A, B, F; VI B	C 3, 6
4. Recognize sport specific movement patterns that can be applied to games (e.g. similarity of the ready position in striking movement forms).	VIII A VIII A	F 3; C 3, 6
5. Understand terms that describe basic movement.		
6. Use basic offensive and defensive strategies in non-complex settings.	VIII A	C 3
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Detect, analyze, and correct errors in personal movement patterns and use of terms ■ Identify proper warm-up and cool-down techniques and the reasons for using them 	VI B, E V B, C; VI B; VIII A	C 3 C 3; PA 7
<ul style="list-style-type: none"> ■ Identify basic practice and conditioning principles that enhance performance ■ Recognize fundamental component and strategies used in simple games and activities 	VIII A VI B	C 2, 6 C 3, 6
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Group Project: Students are asked to identify three basic offensive strategies and three basic defensive strategies from a two-on-two basketball game. These are discussed as a class and turned into the teacher at the end of the class period for evaluation. Criteria: a) Correctly identifies three offensive and defensive strategies b) Identifies all the basic strategies</p> <p>2. Student Project: Students are requested to select an activity in which they are currently involved and analyze the health-related and movement components that most affect performance. In addition, students should identify how this action enhances fitness. The analysis should also describe some exercises that might be included in an adequate warm-up routine, conditioning program, and cool-down routine that will support their development in learning, applying and sharing. Criteria: a) Correctly identifies the health-related fitness and motor fitness components that most effect performance in the selected activity b) Correctly identifies components of fitness that would be enhanced by participation in selected activity c) Selects appropriate exercises that enhance the learning and performance of the selected activity</p>		
<p>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</p> <p>Fitness p. 199-201 Team Sports p. 271-278 Track p. 216 www.pcentral.com Key Word Search: fitness assessment</p>		

GRADE 5 AND 6

I. STANDARD/GOAL #4 Exhibits a physically active lifestyle.		
RATIONALE - The intent of this standard for these grades is the development of voluntary participation in out of class physical activities. Physical activity choices are based on personal interests and capabilities, perceived social and physical benefits, challenge and enjoyment. As students gain more control over the decisions affecting their everyday living, healthy lifestyle should be introduced.		
	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i>		
1. Identify opportunities in the school and community for regular participation in physical activity.	V B; VI D	C 8
2. Participate daily in some form of health-enhancing physical activity.	V B; I X C	F 2, 3
3. Discover personal interests and capabilities in regard to one's exercise behavior.		F 3
4. Identify the critical aspects of a healthy lifestyle.	V A	C 3
III. ESSENTIAL PERFORMANCE BENCHMARKS:		
<ul style="list-style-type: none"> ■ Chooses to exercise in addition to school classes and activities for personal enjoyment and benefit ■ Participate in games, sports, and outdoor pursuits both in and out of school based on individual interests and capabilities ■ Identify opportunities in the community for participation in different kinds of physical activities ■ Integrate health and skills-related concepts of fitness into lifetime activities 	V A	F 1, 2; C 8
	V B	F 1, 2
	VI B; X A	C 8
	V A, B, D	F 1, 2

IV. ASSESSMENT EXAMPLES:

1. **Student Project:** Students are instructed to develop a chart that can be used to identify opportunities at school and in the community for regular participation in physical activity. Various information can be included on the chart including the type of activity, the providing organization, the address and phone number of the providing organization, cost to participate, special equipment requirements, registration dates, and time of involvement. Information can be summarized by creating a general class chart created from the information on the individual charts.
Criteria: a) Completes the chart relative to the number of community opportunities
b) Provides accurate information in the chart in terms of the amount and type of information provided for each activity
c) Organizes and presents ideas well
2. **Student Journal:** The students are asked to keep a journal recording out of school physical activities in which they voluntarily engage in over a prescribed period of time. Physical activities that are required for life roles (e.g., survival, work, health-enhancing physical activity) should be included. Next to each activity the students should record how that activity can be performed in a more health-enhancing way (walking instead of riding, getting up to change the TV rather than using the remote). Students should describe the various factors in their lives that prevent or enable them to participate.
Criteria: a) Accurately completes the journal
b) Identifies factors inhibiting or promoting physical activity
c) Provides insight regarding the modifications that could be made to daily routine
3. **Portfolio:** Students are asked to select a favorite activity. With teacher assistance, the students should set a goal for improvement of a skill for that activity and plan a 10 to 15 minute daily practice period. Furthermore, the student should keep a log of the actual practice that took place in accordance with the plan. In class or out of class time may be used to accomplish the task. Evidence of improvement is gathered and maintained in a portfolio that includes the log, established goals, and any other evidence of participation in the activity.
Criteria: a) Selects appropriate goal
b) Develops appropriate plan
c) Meets goal
d) Presents portfolio well

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Student Journal
Student Portfolio
Pathfinders
Phonebook
Internet

GRADE 5 AND 6

<p>I. STANDARD/GOAL #5 Achieves and maintains a health-enhancing level of physical fitness.</p> <p>RATIONALE - Students should be able to participate in moderate to vigorous physical activities in a variety of settings for progressively longer periods of time. In addition, students can assess their own heart rate, breathing rate, perceived exertion, and recovery rate during and following strenuous physical activity. Students are developing a better understanding of the components of fitness and how these relate to their overall fitness status. In conjunction with the teacher, students should be able to use information from fitness assessments to increase current levels of fitness on the various components and make progress toward desired goals.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - The emphasis for the student will be to:</p>		
<p>1. Participate in moderate to vigorous physical activity in a variety of settings.</p> <p>2. Monitor intensity of exercise.</p> <p>3. Understand the reason for proper cool-down and warm-up techniques.</p> <p>4. Begin to develop a strategy for the improvement of selected fitness components.</p> <p>5. Work somewhat independently with minimal supervision in pursuit of personal fitness goals.</p> <p>6. Meet the health-related fitness standards as defined by a standard physical fitness test (e.g., AAHPERD Physical Best, Fitnessgram, President’s Challenge).</p>	<p>V F V C</p> <p>VI B VIII G</p> <p>IX C; X F</p>	<p>MS; F 2, 3 PA 7</p> <p>F 1, 2 PA 7</p> <p>F 1, 2</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Recognize what constitutes a healthy body image ■ Keep a record of heart rate before, during, and after vigorous physical activity ■ Participate in fitness-enhancing organized physical activities outside of school (e.g., Pathfinders, church and community sponsored youth events, summer camps) ■ Engage in physical activity at the target heart rate for a minimum of 20 minutes ■ Participate in activities designed to improve and/or maintain muscular strength and endurance, flexibility, cardiorespiratory functioning, and proper body composition 	<p>VII D</p> <p>V C II A, B</p> <p>V V</p>	<p>F 3; C 6; PA 4</p> <p>PA 7 F 1, 2</p> <p>F 1,2 F 1, 2</p>
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Student Journal: Students will record their heart rate before, during, and after engaging in five different types of physical activity, both sedentary and active, for a week (e.g., walking with parents, soccer practice, watching TV, raking leaves, riding a bike, physical education class). Students report in their journal the extent to which each of these activities has the potential to contribute to cardiorespiratory fitness. Criteria: a) Accurately records heart rate before, during, and after activity b) Accurately identifies the activities having the most value for cardiorespiratory fitness</p> <p>2. Student Log: Students maintain a log of physical activities they participate in for several weeks. The log should contain information regarding the duration of each exercise bout as well as frequency of participation. Criteria: a) Participates in more than one type of moderate to vigorous physical activity outside of physical education class b) Demonstrates vigorous activity for 20 minutes at least three times a week</p> <p>3. Group Project (observational record): Students, working in small groups, are asked to design a “fitness video” depicting exercises or activities appropriate for each component of health-related fitness. The group presentation will include a verbal description of each fitness component as well as demonstration. The group may choose a class presentation or an actual video. Criteria: a) Presentation includes each of the health-related fitness components b) Each student is actively involved in the exercise/activity demonstration c) Physical activities are accurately matched to fitness components</p> <p>4. Formal test: The student participates in the Fitnessgram physical fitness test (technology option available) or another standard fitness test (e.g., AAPHERD Physical Best, President’s Challenge, Fitnessgram) and meets the criteria</p>		

established for their age and gender. Students failing to meet the recommended health standard will work with their teacher to set a goal, design, and implement a program of exercise and activities to address areas of need.

- Criteria:** a) Establishes realistic personal fitness goals
b) Selects appropriate activities to address area(s) of rededication
c) Participates regularly in the personal fitness program

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Fitness p. 199-201
Heart Rate Monitor p. 270
Winner Magazine
www.pecentral.com
Key Word Search: fitness assessment
www.active.com

GRADE 5 AND 6

<p>I. STANDARD/GOAL #6 Demonstrates responsible personal and social behavior in physical activity settings.</p> <p>RATIONALE - Students identify the purpose for and participate in the establishment of safe practices, rules, procedures, and etiquette for specific activities. They develop cooperation skills to accomplish group or team goals in both cooperative and competitive activities. Students are expected to work independently to complete assigned tasks.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVE - <i>The emphasis for the student will be to:</i></p>		
<p>1. Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.</p>	V C; VIII A	C 1, 6
<p>2. Work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive activities.</p>	VIII E	IS 1
<p>3. Make conscious Christ-like decisions about applying rules, procedures, and etiquette.</p>	I G	C 6; PA; IS
<p>4. Utilize time effectively to complete assigned tasks.</p>	VIII G	PA 7
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Make responsible personal decisions about the wise use of time, applying rules, and following through with decisions made ■ Make suggestions for modifications in a game or activity that can improve the game ■ Demonstrate appropriate leadership skills in a group activity ■ Choose a partner that he or she can work with productively ■ Include concerns for safety in self-designed activities ■ Handle conflict without confrontation ■ Accept and respect decisions made by authority figures (e.g., team captain, referee, teacher, coach) 	<p>VIII A</p> <p>VIII A</p> <p>IV E</p> <p>VIII E</p> <p>V C</p> <p>II F</p> <p>VIII E</p>	<p>PA 7</p> <p>C 1, 2, 6</p> <p>IS 3</p> <p>IS 1, 3</p> <p>C 3</p> <p>PA 5</p> <p>IS 4</p>
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Event Task (Observational Record): Students, working in groups of six or eight, create a list of characteristics that illustrate social responsibility. Students then design a game for all members of their group using available equipment. The game must have clear procedures for scoring and rule infractions. Students will identify a list of personal behaviors that make their group function well. Students then assess their own personal responsibilities while playing the game. Criteria: a) Group appropriately demonstrate the following actions: listening; staying focused and on-task; helping others; proposing alternative solutions; conflict resolution; including and supporting all members of the group b) Identifies several key ideas critical to making a group function well c) Assumes responsibility for self d) Teacher assesses the interaction skills of the each group members and the group as a whole e) Teacher observation - observational record</p>		
<p>2. Event Task (Observational Record): Students, working in pairs, are given the opportunity to design and practice an activity sequence using a combination of skills that they have learned during class. The students are instructed to choose skill at their own ability level and those they “can really polish.” Students are told they will be evaluated on skills and form, rather than on the level of difficulty of the skills they choose. Criteria: a) Chooses skills of an appropriate difficulty level b) Follows rules specific to the selected skill c) Uses practice time appropriately d) Shares practice space with others in the class</p>		
<p>3. Teacher Observation: The teacher presents safety rules and procedures for the class and assesses the degree to which students are able to anticipate, identify, and develop appropriate procedures to make the environment safe and maintain proper care of the equipment used. Students are taught care and maintenance of classroom equipment. At the appropriate time, students share in the responsibilities of returning equipment. Criteria: a) Identifies the critical dimensions of safety for the activity</p>		

- b) Establishes rules and procedures that adequately address the potential safety problems of the activity
- c) Students demonstrate equal responsibility in the return of the equipment

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Social Behavior Rubric p. 267

Sportsmanship Code p. 203

Peacemakers Ministries www.hispeace.org

Winner Magazine

GRADE 5 AND 6

<p>I. STANDARD/GOAL #7 Demonstrates understanding and respect for differences among people in physical activity settings.</p> <p>RATIONALE - Students should be able to recognize the contribution of participation in physical activity through multi cultural/ethnic awareness and the development of inclusive behavior. They understand and respect the contributions of others with like and different skill levels/disabilities to the group or team goal. Furthermore, they understand the cultural and religious heritage of their own families and recognize that their classmates also have heritage that is important to them.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
<p>1. Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, development, and disability by learning more about both similarities and differences.</p>	IV A	C 7; IS 4
<p>2. Cooperate with disabled peers and those of different gender, race, ethnicity and religion.</p>	IV A III B; VIII E	PA 3, 6; IS 1, 4 PA 2, 3, 6; IS 1, 4
<p>3. Work cooperatively with both more and less skilled peers.</p>		
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Recognize the beneficial role of games, sports, and movement in getting to know and understand others of like and different backgrounds 	III B; IV A	C 6; IS 4
<ul style="list-style-type: none"> ■ Demonstrate (through verbal and nonverbal behavior) cooperation with peers of different gender, race, ethnicity, and religion in a physical activity setting 	VII C, E	PA 3; IS 1
<ul style="list-style-type: none"> ■ Seek out, participate with, and show respect for persons of like and different skill levels and disabilities 	I F; III B	IS 3
<ul style="list-style-type: none"> ■ Recognize and identify the importance of one’s personal heritage 	III D	F 3; C 7
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Event Task (Observational Record): Students in group are asked to identify their personal strengths and weaknesses in respect to physical ability. They will design a game that will utilize these various skills. Students will be encouraged to switch positions which will teach them that they must first determine the skills or expertise of the person in that position and then work with that person to become an “expert” for the position. The teacher assigns a “higher skilled” student to work with a “lesser skilled” student to mentor student skills and development. Assessment can be made through teacher observation and oral or written expression.</p> <p>Criteria: a) Helps to organize the team by placing everyone in their most advantageous position b) Identifies to the teacher their own strengths and weaknesses c) Willingly uses their skills to help others d) Understands, recognizes, and expresses orally or through written work that everyone can contribute to team performance e) Accepts partner assigned by the teacher without complaining</p>		
<p>2. Student Report: Recognizing that many of the games and sports played in the North America originated in other countries, students are asked to choose two sports that had origins in other countries. Students prepare a report that briefly describes the similarities and differences in how the sport was originally played and how it is played in their location.</p> <p>Criteria: a) Identifies several differences and similarities in the way the selected game is played in the native country and how it is played in their location b) Describes the effects of the game on the cultures in both the country identified and in their location</p>		
<p>3. Role Playing (Observational Record): Students are provided blindfolds and requested to play the role of persons with blindness (persons in wheelchairs or with deafness can also be simulated). The remaining students are divided into small groups and given the task of developing strategies for including the persons with blindness in a group activity. At the end of class, students who played the role of the individual with blindness and the other students are encouraged to discuss their experiences and reveal ideas regarding inclusion of persons with a disability in physical activity.</p>		

- Criteria:** a) Identifies strategies for including physically challenged individuals in physical activity
b) Identifies the challenges that a person with disability is faced with when participating in physical activity

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Cooperative Games p. 143-144

www.iNewGames.com

Quicksilver ISBN 0-7872-1610-0

www.alloneheart.com

Keyword: diversity education

Cowtails & Cobras II ISBN 0-8403-5434-7

A New Way of Learning and Being Together (TRIBES) by Jeanne Gibbs ISBN 0-932762-09-03

GRADE 5 AND 6

<p>I. STANDARD/GOAL #8 Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.</p> <p>RATIONALE - Students attach great importance to group membership; they will choose participation in physical activity to be with their peers. They can recognize and appreciate skilled performance in a variety of activities and choose to participate in those activities. Physical activity can become an important avenue for self-expression for these students. Adventurer, challenge and competitive activities provide the opportunity for challenge, enjoyment, and positive social interaction.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
<ol style="list-style-type: none"> 1. Recognize physical activity as a positive opportunity for social and group interaction. 2. Experience enjoyment from participation in physical activities. 3. Use physical activity to express feelings and relieve stress. 4. Seek personally challenging experiences in physically active opportunities. 	<p>VIII E IX B IX D X F</p>	<p>F 3; PA 4 PA 4 F 1, 2 F 1, 2; C 8</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Recognize the role of games, sports, and movements in getting to know and understand self and others ■ Identify and benefit from participation in different forms of physical activities ■ Describe and use movement activities to communicate ideas and feelings ■ Seek physical activity in informal settings that utilize skills and knowledge gained in physical education classes ■ Feel satisfaction when engaging in physical activity 	<p>V A, B V A, B, E, F IX D VI E</p>	<p>F 3; C 6; PA 3 F 1, 2 C 2, 3 F 1, 2 PA 4</p>
<p>IV. ASSESSMENT EXAMPLES:</p>		
<ol style="list-style-type: none"> 1. Group Project (Observational Record): Involve the class in an adventurer/risk taking type activity. Following the activity, have students describe emotions experienced during the activity. Ask the students how cooperation and communication were used during the activity, when these skills might be used during the activity, and when these skills might be needed in other physical activity settings. Criteria: a) Cooperates and communicates with others during the adventurer/risk taking activity b) Shares emotions experienced during the activity c) Recognizes common emotions experienced by self and others d) Accepts feelings expressed by others and is capable of relating personal feelings to those expressed by others e) Relates personal feelings to other situations 2. Student Project: Students are asked to design a brochure for new students entering the school that outlines the various activities and sports, gymnastics and movement activities available, both inside and outside the school setting. The brochure should include an explanation of the nature of the activity and the benefits to the person as a result of participation. Criteria: a) Identifies the various physical activities available b) Explains the benefits resulting from participation in the various activities c) Free from grammatical error d) Utilize color 3. Student Project (Journal): With teacher assistance, the students are requested to identify a goal they would like to accomplish as a result of experiences in physical education class (e.g., improving a skill, reaching a fitness goal, doing an adventurer activity, participation in a sport or recreational activity). Assist the students in creating a plan for meeting the goal, including participation in physical activity outside of physical education class (e.g., intra murals, clubs, recreational leagues). Students are asked to document in a journal their progress toward the goal as well as their feelings as they work toward the goal. Criteria: a) Identifies an appropriate goal b) Creates a realistic plan for meeting that goal c) Identifies feelings experienced as they participated in the physical activity 		

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Cooperative Games p. 143-144

www.iNewGames.com

Quicksilver ISBN 0-7872-1610-0

www.alloneheart.com

Key Word Search: diversity education

Cowtails & Cobras II ISBN 0-8403-5434-7

A New Way of Learning and Being Together (TRIBES) by Jeanne Gibbs ISBN 0-932762-09-03

GRADE 7 AND 8

I. STANDARD/GOAL #1

Understands the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.

RATIONALE - Students at this age learn that “Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a ‘well-balanced character’” (Education p. 195).

Students will have the opportunity to understand that, “For in Him we live and move and have our being” (Acts 17:28, NKJV).

	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i>		
<ol style="list-style-type: none"> 1. Recognize that God’s ideal for quality living includes a healthy lifestyle. 2. Incorporate into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God. 3. Avoid at-risk behaviors. 4. Apply Christian principles in recreation and sports. 5. Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities. 6. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being. 	V A V B V C V D V E V F	F 1; C 6 F 1; C 6 C 1; PA 4, 7 PA; IS F 1, 3; PA 5 C 4; PA 4; IS 4
III. ESSENTIAL PERFORMANCE BENCHMARKS:		
<ul style="list-style-type: none"> ■ Respond to the gift of Re-creation and practice principles of healthful living, recognizing the connection between the physical, mental, and spiritual ■ Demonstrate healthful living practices (e.g., balanced diet, regular exercise, drinking water) ■ Show respect for others and humble appreciation for his/her God given talents 	V B, D V B IV A; V D	F 1; C 6 F 1; C 6 PA 4, 6; IS
IV. ASSESSMENT EXAMPLES:		
<ol style="list-style-type: none"> 1. Daily Worship Thought: Utilizing their God-given talents, students will have the opportunity to voluntarily select a day to present a 2 - 3 minute worship thought to begin class. Criteria: a) Exhibits a willingness to witness b) Shares their faith with classmates 2. Student Mentoring Activity: In coordination with lower grade teacher(s), student will help organize and officiate a sport activity. Upon completion of the activity, students will assess their role by answering the following three questions: A) How do you think sharing your talents was beneficial to the lower grade students? B) When in a position of authority as an official, in what ways could you still show respect for those you officiated? C) Considering your experience in this activity, identify the role and responsibility of a player as it relates to the authority of the official. Criteria: a) Exhibits leadership in leading the lower grade students b) Answers questions in written form c) Shows insight into the respect owed to authority 		
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:		
Listen Magazine Bible Stories Teacher Modeling Nutrition Pyramid NEWSTART		

GRADE 7 AND 8

I. STANDARD/GOAL #2 Demonstrates competency in many movement forms and proficiency in a few movement forms.		
RATIONALE - The student is expected to acquire competence in a variety of movement forms. As a result of an increased ability to vary skills, students are able to participate successfully in movement activities, outdoor pursuits, and modified versions of team and individual sports. In order to do this, students should have gained competence in the basic skills and their application to modified versions of these movement forms.		
	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i>		
1. Demonstrate competence in modified versions of a variety of movement forms.		MS; C 2
III. ESSENTIAL PERFORMANCE BENCHMARKS:		
<ul style="list-style-type: none"> ■ Uses basic offensive and defensive strategies in a modified version of a team sport and individual sport ■ Displays the basic skills and safety procedures to participate in an outdoor pursuit ■ Utilizes throwing and catching skills in group and game situations ■ Utilizes kicking skills in group and game situation 	VIII E VIII E VIII E	F 2; C 3, 6; IS 1 F 2; C 1 MS 1, 3; IS 1 MS 1, 3; IS 1
IV. ASSESSMENT EXAMPLES:		
1. Teacher Observation: Students play a four-with-four person cooperative game of volleyball (four on each side of the net). The intent is for the players to keep the ball going back and forth across the net as many times as they can before it hits the floor. There must be at least two hits on each side before the ball can cross the net. When the ball hits the floor it must be restarted with a serve. Criteria: a) The number of times the ball passes across the net b) The number of combination passes and sets used by the teams c) The number of successful serves		
2. Portfolio: Students create a portfolio demonstrating competence in at least three different movement forms. Competence can be verified with videotape of performance or certification of participation (e.g., softball All-stars; equestrian show, Red Cross certification). Criteria: a) Demonstrates competence to participate safely in the activity b) Exhibits the knowledge and basic skills necessary to be a regular participant in the activity		
3. Formal Skills Test: AAHPERD Test for basketball skills is used to assess speed spot shooting, passing, control dribble, and defensive movement (<i>Basketball for Boys and Girls: Skills Test Manual</i>). Criteria: a) Described in manual: Hopkins D, Shick L, and Plack J: <i>Basketball for Boys and Girls: Skills Test Manual</i> Reston, 1984, AAHPERD		
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:		
Team Sport p. 271-278 Track Activities p. 216		

GRADE 7 AND 8

<p>I. STANDARD/GOAL #3 Applies movement concepts and principles to the learning and development of motor skills.</p> <p>RATIONALE - The student’s increasing competence affords opportunities to develop more advanced knowledge and understanding. This is exemplified through their growing understanding and application of more advanced movement and game strategies, critical elements of advanced movement skills, and the identification of characteristics representative of highly skilled performance. Concepts of practice in relation to performance can be understood and applied and are indicative of the increasing complexity of discipline-specific knowledge that can be used (e.g., lengthening the lever increases linear velocity). Students recognize that with continued practice skill levels will increase.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p> <ol style="list-style-type: none"> 1. Understand and apply more advanced movement and game strategies. 2. Identify the techniques of intermediate and advanced sport specific skills. 3. Identify the steps needed to achieve a high performance level in individual, dual, and team sports. 4. Learn, apply, and share advanced sport skill knowledge. 		
	<p>VI B VI D VI D VI B; VIII E</p>	<p>MS; C 2, 3, 6 C 2 C 2 MS; C 2, 3; IS 1,3</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Investigate, learn, apply, and share through demonstration some game strategies involved in sport ■ Investigate, learn, apply, and share a series of sport skills (e.g., observe a team of elite volleyball players, describes the characteristics that enable success in serving, passing, and spiking) ■ Describes principles of training and conditioning for specific physical activities 		
	<p>VI B; VIII E VI B; VIII E V B</p>	<p>C 2, 3, 6; IS 1, 3 C 2, 3, 6; IS 1, 3 F 1, 2; C 2, 6</p>
<p>IV. ASSESSMENT EXAMPLES:</p> <ol style="list-style-type: none"> 1. Peer Observation: One student is assigned to observe a modified game of tennis and to record points for the use of two different offensive strategies and one defensive strategy. Criteria: a) Accurately observes and records the use of a strategy b) Objectively observes both performers 2. Student Project: Students select an activity in which they are currently participating. They are asked to develop a four-week training and conditioning program for this activity. Students should include a description of the basic skills and movement patterns of the activity, an assessment of current skill and fitness status, a description of specific conditioning exercises and practice procedures, and goals for skill and fitness improvement. Criteria: a) Accurately assesses personal motor fitness status b) Correctly identifies motor fitness requirements c) Selects appropriate practice procedures to learn and master skills and movement patterns 		
<p>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</p> <p>Team Sports p. 271-278 Track p. 216 Fitness p. 199-201 Topic Game and Analyze It</p>		

GRADE 7 AND 8

I. STANDARD/GOAL #4 Exhibits a physically active lifestyle.		
RATIONALE - The student should be a participant in at least one physical activity outside of the school setting on a regular basis. Students of this age should be able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on the results of fitness assessments, personal fitness goals, and interest. Specific understanding of long-term health benefits to the quality of lifelong health is expected.		
	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i>		
1. Establish personal physical activity goals.	V B	F 1, 3; PA 4
2. Participate regularly in health-enhancing physical activities in and out of the physical education class.	V B	F 1, 2; C 2; PA 5
3. Explore a variety of new physical activities for personal interest in and out of the physical education class.	V B	F 1, 2; C 2, 8
4. Describe the relationships between a healthy lifestyle and “feeling good.”	VII A	
III. ESSENTIAL PERFORMANCE BENCHMARKS:		
■ Participate in an individualized physical activity program designed with the help of the teacher	V B	F 1, 3
■ List long-term physical and mental benefits that may result from regular participation in physical activity	VII A	F 1; PA 4
■ Integrates health and skills related concepts of fitness into lifetime activities	VI E	F 1, 2; C 2, 6;
IV. ASSESSMENT EXAMPLES:		
<p>1. Student Project: Undertake a planned personal exercise program designed with the help of the teacher. The program should reflect appropriate principles of practice and conditioning and be oriented so that it can be implemented at school, a local facility, or at home. The program should be designed to attain specific skill or health-related goals. Maintain a daily log indicating changes in fitness or performance levels. Continue participation until the desired goal is achieved or until a designated period of time has elapsed. The daily log should indicate feelings about the daily exercise. Upon completion, the student should complete a summary statement describing the results relative to the initial goal.</p> <p>Criteria: a) Selects program’s goals that are relevant and personally challenging b) Applies principles of practice and conditioning appropriately c) Maintains program throughout period of time d) Continually attempts to achieve the goal e) Presents a well-organized and accurate log</p>		
<p>2. Interview: Students are asked to select an adult who regularly engages in a personal activity program. Interview this person to determine what exercise(s) they do, how long they have done it, why they do it, what motivates them to continue, and how they started. Students will then write a brief paper explaining their findings and what impact it has on them personally.</p> <p>Criteria: a) Complete interview of selected individual b) Prepares an accurate paper based on interview c) Presents appropriate synthesis of information and conclusions</p>		
<p>3. Group Project: Using resources in the school library, the public health department, or a local hospital or university, plan a physical activity fair. All students in the class can be involved or they can work in smaller groups on related projects. Students will individually select appropriate topics to allow them to select speakers, create displays, or plan for other activities that would benefit the fair.</p> <p>Criteria: a) Demonstrates an understanding of the value of an active lifestyle b) Completes their assigned project c) Project reflects group cohesiveness, enthusiasm, and creativity</p>		

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Pathfinders
Student Journal
Student Portfolio
A.J.Y.

GRADE 7 AND 8

<p>I. STANDARD/GOAL #5 Achieves and maintains a health-enhancing level of physical fitness.</p> <p>RATIONALE - Students at this level should participate in physical activities that address each component of health-related fitness, including muscular strength and endurance, flexibility, body composition, and cardiorespiratory endurance. They can assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g., threshold, overload, specificity) and how they can be utilized in improving physical fitness. At this level, students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals with little assistance from the teacher.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
<p>1. Participate in a variety of health-related fitness activities in both school and non-school settings.</p> <p>2. Assess physiological indicators of exercise during and after physical activity.</p> <p>3. Learn and apply basic principles of training to improve physical fitness.</p> <p>4. Begin to develop personal fitness goals independently.</p> <p>5. Meet the health-related fitness standards as defined by available fitness tests (e.g., AAPHERD Physical Best, Fitnessgram, President's Challenge).</p>	<p>V B</p> <p>V B VIII A, G</p>	<p>MS; F 1; C 2, 6</p> <p>F 3; C 4 F 1, 2; C 2, 6 F 3; PA 7 F 1, 2; C 2</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Maintains a record of moderate to vigorous physical activity ■ Demonstrates various resistance training techniques correctly ■ Plans a circuit training program designed to meet physical fitness goals ■ Participates in fitness-enhancing physical activities outside of school (e.g., Pathfinders, sport camps, summer camps, and church sponsored activities) ■ Engages in physical activity at the target heart rate for a minimum of 20 minutes 	<p>VIII A</p> <p>V B</p>	<p>PA 7 MS 1; F 2; C 2 F; PA 7 C 8; PA 7</p> <p>F 2, 3; C 4</p>
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Student Log: Students maintain a log or diary of their physical activity for seven consecutive days. In order to allow for seasonal variation in activity, this log should be maintained periodically throughout the year. Criteria: a) Completes log for seven consecutive days on at least three occasions during the school year b) Records accurate information regarding the type of activity, duration, frequency, and intensity of participation c) Includes both in-school and out-of-school activities in the log</p> <p>2. Formal Test: The student participates in a Physical Fitness Test (e.g., Fitnessgram, Physical Best, President's Challenge) and meets the criteria established for their age and gender. Criteria: a) The use of a pre- and post-test is suggested to gauge individual fitness improvements</p> <p>3. Student Project: Have students perform a formal fitness test using the results of the fitness test as baseline information, students develop a 6-week plan for improving all fitness areas with an emphasis on their weakest component. Criteria: a) Interprets correctly personal information from fitness test results in order to identify the component of fitness needing most improvement b) Selects appropriate activities for improving their status on all fitness components c) Demonstrates an understanding of basic exercise training principles such as frequency, intensity, duration and mode of exercise</p> <p>4. Student Project: Students subtract their age from 220. This is the estimated maximum heart rate. Have each student multiply the maximum heart rate by .70 to get an approximate target heart rate. This is the lower limit of the target zone. Then have each student multiply the first number (maximum heart rate) by .85 to calculate the higher heart rate limit of the target zone. Criteria: a) Accurately determines maximal heart rate b) Determines appropriate cardiovascular training zone</p>		

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Listen

Fitness p. 207-209

Circuits p. 209

www.pecentral.com

Key Word Search: fitness assessment

www.active.com

GRADE 7 AND 8

I. STANDARD/GOAL #6 Demonstrates responsible personal, social, and spiritual behavior in physical activity settings.		
RATIONALE - Students are beginning to seek greater personal independence. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers and to follow rules, and procedures necessary for successful performance. They practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities. Students reflect on the benefits of the role of rules, procedures, safe practices, ethical behavior, respect, and positive social interaction in physical activity settings.		
	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i>		
<ol style="list-style-type: none"> 1. Apply God’s help in resisting the influence of peer pressure. 2. Solve problems by analyzing causes and potential solutions. 3. Analyze potential consequences when confronted with true competition. 4. Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings. 	V A VIII A VIII A VIII E	PA 5; IS 4 PA 7 PA 3; IS 1, 4
III. ESSENTIAL PERFORMANCE BENCHMARKS:		
<ul style="list-style-type: none"> ■ Identify positive and negative peer influence ■ Play within the rules of a game or activity ■ Make behavior choices guided by Christian values ■ Resolve interpersonal conflicts with a sensitivity to rights and feelings of others ■ Handle conflicts that arise with others without confrontation ■ Find positive ways to exert independence ■ Temper the desire to “belong” to a peer group with a growing awareness of the influence of God ■ Make choices based on the safety of self and others ■ Accept and respects decisions made by authority figures ■ Demonstrate appropriate leadership skills in a group activity 	VIII A V D III B; VIII F VIII F VIII A III D VIII A VIII E	PA 7 C 6; PA 1, 5, 7; IS 1, 2, 4 PA 7 PA 3, 5; IS 1, 3, 4 PA 3, 5; IS 1, 3, 4 PA 7 PA 4 C 1; PA 7; IS 1, 4 PA 3, 5, 6; IS 1, 4 PA 7; IS 4

IV. ASSESSMENT EXAMPLES:

1. **Event Task:** During a team game a designated official will score both the game points and the “behavior points.” Students get one behavior point for every overt example of supportive, ethical, and safe behavior. Team points may be kept.
Criteria: a) Demonstrates supportive behavior to a teammate or opponent (e.g., verbal feedback, nonverbal feedback, helping a student up who has fallen, perform skills at the highest level possible)
2. **Student Journal:** After each class period the students record in their journal examples of their behavior in which they displayed good sportsmanship and examples in which they did not display good sportsmanship.
Criteria: a) Accurately records those behaviors that are positive or negative examples of sportsmanship
b) Increases the number of positive examples and decreases the number of negative examples of sportsmanship over time
3. **Student Project:** Students are asked to create a list of actions, both positive and negative in nature, that they have observed during involvement in physical activity over the past week for each of the behaviors listed below. For those actions considered to be negative, suggest an alternative action that would be considered to be more appropriate.

Behavior	Action	Alternative Action
Conflict with peer		
Language		
Preparation		
Promptness		
Safety		
Support for Others		

Criteria: a) Provides satisfactory examples of indicated behaviors
b) Correctly ascertains if action is positive or negative
c) Selects appropriate alternative actions

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Social Behavior Rubric p. 267
Sportsmanship Code p. 203
Peacemakers Ministries www.hispeace.org
Listen
Proverbs

GRADE 7 AND 8

<p>I. STANDARD/GOAL #7 Demonstrates understanding and respect for differences among people in physical activity settings.</p> <p>RATIONALE - Beginning in the eighth grade, the concept of physical activity as a microcosm of modern culture and society is introduced. Students should be able to recognize the role of physical activity in understanding diversity in modern culture. Students continue to include and support each other and respect the limitations and strengths of group members.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p> <ol style="list-style-type: none"> 1. Recognize the role of sport, games, and recreation. 2. Identify behaviors that are supportive and inclusive as well as behaviors that are exclusionary in physical activity settings. 3. Willingly join others of diverse cultures, religions, ethnicity, physical abilities, and races during physical activity. 		
	<p>V F III B III B; IV A</p>	<p>C 8 PA 3; IS PA 3; IS 1, 4</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Demonstrates an understanding of the ways sport and recreation activities influence American culture ■ Displays sensitivity to the feelings of others during interpersonal interactions ■ Respects the physical and performance limitations of self and others 		
	<p>IV A IV A</p>	<p>C 7 PA 3; IS 1, 4 PA 3; IS 4</p>
<p>IV. ASSESSMENT EXAMPLES:</p> <ol style="list-style-type: none"> 1. Student Project: The images of sport celebrities portrayed through the media often affect the behavior of those who watch or read about these celebrities. Students are asked to choose two famous athletes—one who is generally admired for his/her positive behavior and one who is known generally for his/her negative behavior. Students should compare and contrast the images portrayed by these athletes and comment on the effect the images have on their own behavior or the behavior of others their age. Criteria: a) Identifies both positive and negative sport celebrity behaviors b) Identifies cultural changes brought about by these sport “heroes” c) Provides evidence that supports a comparative description of the two athletes d) Recognizes the effect that these athletes may have on the behavior of others 2. Student Project : Students are asked to identify the predominant minority populations in their school, local community, or state. Based on this information, students are requested to learn a game or sport activity native to one of those populations (see if classmates can guess which country it is from based on the activity, music, costume, etc.). Criteria: a) Identifies characteristics that make the activity unique and distinguishable b) Notes similarities with games or sport activities from other areas c) Works with both high and low skilled individuals to learn new games and sport activities 3. Student Journal: Exclusionary behavior during physical activity can be very subtle. Students are asked to observe physical activity during physical education class or on the playground and record instances of perceived exclusionary behavior (e.g., the methods used to choose teams are often exclusionary; differences in ability level can lead to exclusionary behavior such as failing to pass to less skilled players in a basketball game, or exclusion related to gender or cultural/ethnic differences). In addition, students are asked to suggest strategies for maximizing inclusion in physical activity settings. Criteria: a) Identifies instances of exclusionary behavior b) Formulates strategies for maximizing inclusionary behavior (e.g., by changing the rules of the activity) c) Provides evidences of sensitivity to those of different gender, culture, race, and physical ability 		

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Cooperative Games p. 143-144

www.iNewGames.com

A New Way of Learning and Being Together (TRIBES) by Jeanne Gibbs ISBN 0-932762-09-03

Cowstails & Cobras II ISBN 0-8403-5434-7

Quicksilver ISBN 0-7872-1610-0

www.alloneheart.com

Keyword: diversity education

GRADE 7 AND 8

<p>I. STANDARD/GOAL #8 Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.</p> <p>RATIONALE - A primary reason students seek physical activity is for group membership and positive social interaction. Physical activities provide a positive outlet for competition with peers and a means of gaining respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment of participation. Feelings of independence are beginning to be important as well. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found in both high levels of competition as well as in new or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by various sport activities become increasingly more important.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p> <ol style="list-style-type: none"> 1. Enjoy participation in physical activity. 2. Recognize the social benefits of participation in physical activity. 3. Try new and challenging activities. 4. Recognize physical activity as a vehicle for self-expression. 		
		PA 4 C 8
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Feel satisfaction when engaging in physical activity ■ Enjoy the aesthetic and creative aspects of performance ■ Enjoy learning new activities ■ Become more skilled (e.g., learning strategy, additional skills) in a favorite activity 		
		F 3; PA 4 C 8 F 2; C 2
<p>IV. ASSESSMENT EXAMPLES:</p> <ol style="list-style-type: none"> 1. Student Report : After participating in both a team and individual or dual sport activity, students write an essay discussing the differences of opportunities for social interaction in each. Possible topics to explore might include: Which activities did the student prefer? Why? What activity(ies) does the student participate in with friends? How are social factors important in the selection of an activity? Criteria: a) Recognizes the social benefits of participation in physical activity b) Identifies the differences in social aspects of team and individual sports 2. Student Project: Students are asked to describe what they have learned about how to create positive experiences for themselves and others in sport/physical activity. Criteria: a) Identifies experiences appropriately according to the positive and negative feelings they have evoked b) Demonstrates insight into how to create positive experiences for self and others 3. Journal: Following a discussion with students regarding situations that are stressful, students are requested to participate in some form of physical activity after the next stressful situation they encounter. Have them describe in the journals their feelings during and after this stressful experience and whether or not exercise helped to relieve the tension. They should also record the type of activity in which they participated. Does the activity have to be strenuous in order to be stress-relieving? Criteria: a) Recognizes the value of exercise in relieving stress b) Recognizes when or if exercise helped in relieving the stress c) Identifies some activities as more stress-reducing than others 		

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Cooperative Games p. 143-144

www.iNewGames.com

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www.alloneheart.com

Keyword: diversity education

SECONDARY

GRADE 9 AND 10

<p>I. STANDARD/GOAL #1 Understands the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.</p> <p>RATIONALE - Students at this age learn that “Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a ‘well-balanced character’” (Education p. 195).</p> <p>Students will have the opportunity to understand that, “For in Him we live and move and have our being” (Acts 17:28, NKJV).</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
<p>1. Recognize that God’s ideal for quality living includes a healthy lifestyle.</p> <p>2. Incorporate into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.</p> <p>3. Avoid at-risk behaviors.</p> <p>4. Apply Christian principles in recreation and sports.</p> <p>5. Achieve a balance in work and leisure, balancing physical, mental, social, and spiritual activities.</p> <p>6. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.</p>	<p>V A V B V C V D V E V F</p>	<p>F 1; C 6 F 1; C 6 C 1; PA 4, 7 PA; IS F 1, 3; PA 5 C 4; PA 4; IS 4</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Recognize that the Spirit of God dwells in us and that we have a commission to share and witness through a healthful lifestyle ■ Demonstrate healthful living practices (e.g., balanced diet, regular exercise, drinking water) ■ Cultivate Christian virtues as commitment, courtesy, fair play, honesty, loyalty, obedience, respect, self-confidence, and self-control 	<p>V A; VIII E V B V D</p>	<p>PA 7 PA 4, 7 PA; IS 2</p>
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Daily Worship Thought: In groups of 2 to 3, students are asked to prepare a 2-3 minute worship thought to present at the beginning of class. Worship themes could include - blessings from healthful living; connections between physical, mental and spiritual health; or personal experience with God. Criteria: a) Cooperates with group members in development of worship idea b) Recognizes God-given talents c) Understands Christian responsibility to share talents</p> <p>2. Student Project: Students will “brainstorm” a list of Christian principles to be posted boldly on the gym wall or kept in personal portfolios. Teacher will provide regular opportunities for students to cite observed in-class examples of Christian principles. As various principles are observed and pointed out, the teacher tracks the number of times each principle is given. After a determined period of time, the observed principles are reviewed for frequency. The class will then discuss ways to strengthen the principles least often displayed and how to maintain the principles most often displayed in class. Criteria: a) Creates a list of Christian principles b) Shares examples of observed principles c) Participates in assessing ways to strengthen principles least often displayed d) Attempts to apply positive Christian principles in class daily</p>		
<p>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</p> <p>Bible NEWSTART FCA Fellowship of Christian Athletes (Bible)</p>		

GRADE 9 AND 10

<p>I. STANDARD/GOAL #2 Demonstrates competency in many movement forms and proficiency in a few.</p> <p>RATIONALE - Students should increase the number of activities for which they have acquired a level of competence. These activities should represent a variety of movement forms. The student should be capable of achieving competency in complex versions of movement forms. Competency involves the ability to use the basic skills, strategies, and rules of an activity in such a way that makes the activity more enjoyable.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p> <p>1. Demonstrate competence (basic skills, strategies and rules) in an increasing number of complex versions of at least three of the following different types of movement forms: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, gymnastics.</p>		
		C 2, 3, 6
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Demonstrate a variety of proficient swimming strokes ■ Use a variety of clubs competently (preferably a complete set) to play a round of golf ■ Keep a ball going with an opponent several times over the net in a game of tennis ■ Play a game of volleyball using the basic skills and strategies of the sport ■ Improve skills necessary for successful participation in physical activities (e.g., individual, dual, team sport) 		
		MS 3; F 2; C 2 MS 1, 3; F 2; C 2, 3 MS; F 2; C 3 MS; C 3, 6 F 2, 3; C 2
<p>IV. ASSESSMENT EXAMPLES:</p> <p>1. Portfolio: Students will develop a portfolio documenting their ability to be competent in three different types of movement forms. Support can be a videotape of performance, certificate from a recognized sport agency (e.g., Red Cross certification) or acceptable grade on a written and skill evaluation. Criteria: a) Three different types of movement forms are supported b) Level of ability in a movement form shows competence c) Presents adequate documentation in portfolio</p> <p>2. Teacher Observation: Students are observed performing an activity or executing skills inherent to the activity and are rated on their level of competence using a teacher-designed rating scale or scoring rubric. Criteria: a) Exhibits a level of competency with all of the basic skills of the activity and the ability to use these skills with some consistency in the appropriate setting b) Demonstrates understanding of the rules and strategies of a sport or activity and can apply them appropriately c) Displays appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of the activity</p>		
<p>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</p> <p>Strokes p. 213 Golf p. 215 America Red Cross "Learn to Swim" Volleyball p. 224</p>		

GRADE 9 AND 10

<p>I. STANDARD/GOAL #3 Applies movement concepts and principles to the learning and development of motor skills.</p> <p>RATIONALE - Students at this grade level are beginning to specialize in a few movement forms leading toward proficiency. Achieving this level of ability requires more specialized knowledge and the identification and application of critical elements (techniques) essential to competent/proficient performance. They are increasingly capable of identifying and applying characteristics of highly skilled performance. The student should be able to understand and independently apply increasingly complex discipline-specific information to their own performance.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
<p>1. Use more specialized knowledge to develop movement competence or proficiency.</p>	VI B	C 2, 3 C 2
<p>2. Identify and apply critical elements (techniques) to enable the development of movement competence/proficiency.</p>	VI B	F 2; C 2
<p>3. Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency.</p>	VIII A, G	F 3; PA 7
<p>4. Understand and independently apply discipline specific information to their own performance.</p>		
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<p>■ Apply biomechanical concepts and principles to analyze and improve performance of self and others</p>	VI B	F 3; C 1, 2, 4
<p>■ Devise and perform a gymnastics routine after explaining the significance of some biomechanical principles to the skills involved</p>	VI B; VIII A	C 1, 2, 4
<p>■ Describe and demonstrate the significance of some basic physiological principles to the development of a personal fitness program</p>	VIII A	F 1, 3
<p>■ Learn skills, rules, strategies, officiating techniques, protocol, and safety practices appropriate to individual, dual, and team sports</p>		C 1-3, 6, 7
<p>IV. ASSESSMENT EXAMPLE:</p>		
<p>1. Group Project: In small groups, students select a physical activity and analyze it for its component skills and movement patterns. Specifically, students should complete the following in relation to that analysis:</p> <p>(1) Create routines, drills, or small games that focus on individual skills, themes, or strategies, and that provide practice within the context of the movement form (e.g., bump the serve accurately to a front line player for a successful set and spike at the net. The team scores a point each time the whole sequence is completed successfully).</p> <p>(2) Plan practice sessions appropriate for developing each of the skills, including the skill status, system for tracking progress, achievement goals of members of the group, and the length and frequency of practice sessions.</p> <p>(3) Implement the plan.</p> <p>(4) Report the results, including progress made by each member of the group.</p> <p>Criteria: a) Component skills are correctly identified for the selected activity b) Routines, skills, and games are developed appropriately for the movement activity c) Plan developed for practice uses information from a variety of sources appropriately d) Records of practice and performance are kept accurately and used appropriately to assess progress.</p>		
<p>2. Student Project: Students will videotape themselves performing a sport skill or other physical activity of their choice, analyze the performance, and prepare a written report that includes one or more of the following:</p> <p>(1) a listing of all the skills and strategies used (2) analysis of personal performance of the skills shown on the tape (3) a listing of the positive and negative performance attributes observed for each skill (4) a listing of the critical elements for successful performance within the context of the activity (5) suggested practice procedures that might be used to improve performance in the skills and strategies to improve overall performance in the activity</p>		

(6) suggest a conditioning program to enhance performance of the skills involved.

- Criteria:**
- a) Skills and strategies used in the activity are correctly identified
 - b) Positive and negative aspects of personal performance are correctly identified
 - c) Identifies correctly the critical elements for successful performance within the context of the activity
 - d) Describes appropriate practice procedures to improve skill and strategy of the activity
 - e) Develops an appropriate conditioning program for the selected activity

3. Teacher Observation: The more skilled students in a class are given the responsibility to improve the performance of the less skilled students on a particular skill. They are asked to observe, assess, and coach the practice of this skill for three consecutive class periods and then to assess the improvement in performance.

- Criteria:**
- a) Accurately identifies the strengths and weaknesses of performance
 - b) Designs appropriate practice sessions to improve performance
 - c) Maintains peer motivation to improve through positive interaction

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Individual Activities p. 215-217

Gymnastics p. 214

Rules p. 255-256

Keyword “self evaluation” or “biomechanical principles”

GRADE 9 AND 10

<p>I. STANDARD/GOAL #4 Exhibits a physically active lifestyle.</p> <p>RATIONALE - Students should have the skills and knowledge to assess and develop their own personal physical activity program and the desire to carry it through. Emphasis is placed on providing students the opportunity to analyze the benefits of their own activity program in relationship to personal interests, capabilities, and needs. Students at this level should be able to develop sound strategies for incorporating physical activity into a comprehensive lifetime activity plan. Students should be able to locate and arrange opportunities for physical activities within the community and surrounding areas and should be participants outside the physical education setting on a regular basis.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for student will be to:</i></p>		
<p>1. Participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting.</p>	V B	F 2; C 2; PA 7
<p>2. Seek and select physical activities from a variety of movement forms based on personal interest, meaning, and fulfillment.</p>		C 2, 8; PA 7
<p>3. Develop and conduct independently a personal physical activity program meeting his/her needs.</p>	VIII A, G	F 3; PA 7
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Participate regularly in health-enhancing activities that can be pursued in the community ■ Analyze and evaluate personal fitness profile ■ Identify personal behaviors that support a healthy lifestyle ■ Identify personal behaviors that do not support a healthy lifestyle ■ Analyze and compare health and fitness benefits derived from various physical activities 	<p>V E; VIII G</p> <p>VI B VI B</p>	<p>F 1; C 8 F 3 F 1, 3 F 3 F 1; C 6</p>
<p>IV. ASSESSMENT EXAMPLE:</p>		
<p>1. Student Journal: Students select and participate in a community based, health-enhancing physical activity. They are asked to keep a journal for a prescribed period of time showing participation time, type of activity selected, costs, facilities employed, equipment required, personnel involved, and related factors that impact the student's ability to participate. Criteria: a) Participates at least three times per week in appropriate health-enhancing activities b) Identify and propose possible solutions to problems that limit or prohibit participation c) Analyzes benefits of selected physical activities d) Identifies and reflects on feelings of personal benefit that result from participation in specific physical activities</p>		
<p>2. Class Project: Students are asked to survey the community to determine possible opportunities for participation in health-enhancing physical activities. This information could be gathered from the logs that class members prepared in the previous assessment example. Criteria: a) Selects health-enhancing activities b) Identifies factors that enable or restrict participation c) Suggests plan of action to increase accessibility d) Applies communication and citizenship skills and knowledge to initiate action to increase community accessibility to activity programs</p>		
<p>3. Student Report: The student chooses several accessible, community-based, physical activities of personal interest. For each activity the student describes the potential social, psychological, and physical benefits. Criteria: a) Analyzes physical activities for their health-enhancing potential b) Seeks and selects physical activities based on personal interest, meaning, and fulfillment c) Identifies opportunities to share and learn from others through physical activity</p>		

4. **Portfolio:** Students create individual charts showing a list of physical activities in which they have participated within the past six months. These activities could have been community or school-based and could have been individual, group, or family activities. For each activity the students should indicate:

- (1) their personal feeling toward the activity
- (2) their perceived level of competence
- (3) the health, fitness, and skill requirements of the activity
- (4) their current personal health, fitness, and skill status relative to the activity

Each student should submit a portfolio with the chart. The portfolio should include various types of information documenting the information on the chart (e.g., ribbons awarded from competitions, photographs of the student participating, videotape showing level of ability.) The portfolio should provide evidence of the extent of participation, the student participating in various types of activities, awareness of the benefits of the activity, and skill development.

Criteria: a) Seeks and selects physical activities based on personal interest, meaning, and fulfillment
b) Analyzes physical activities on the basis of personal interest, capability, and potential for success
c) Identifies and reflects on feelings of personal benefit that result from regular participation in physical activity

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Fitness p. 199-201
Lifestyle Questionnaire
www.websearh.com Keyword: "Wellness Inventory"

GRADE 9 AND 10

<p>I. STANDARD/GOAL #5 Achieves and maintains a health-enhancing level of physical fitness.</p> <p>RATIONALE - Students should begin to choose and participate on a regular basis in physical activities that enable them to achieve and maintain health-related fitness. Students work to improve fitness levels by applying principles of training to participation in exercise and physical activities chosen with a specific training intent. Students should be able to interpret information from fitness tests and begin to design, with teacher guidance, personal programs to achieve and maintain health-related fitness goals.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
<p>1. Participate in a variety of health-enhancing physical activities in both school and non-school settings.</p> <p>2. Use principles of training for the purpose of modifying levels of fitness.</p> <p>3. Assess personal health-related fitness status.</p> <p>4. Begin to design personal health-related fitness programs based on an accurately assessed fitness profile.</p> <p>5. Meet the health-related fitness standards as defined by formal assessment methods (e.g., AAPHERD Physical Best, Fitnessgram, President’s Challenge).</p>	<p style="text-align: center;">V E</p> <p style="text-align: center;">VI B</p>	<p style="text-align: center;">F 1; PA 7</p> <p style="text-align: center;">F; C 2, 6 F F; C 6</p> <p style="text-align: center;">F 1, 2; C 6</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Assess personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition ■ Design and implement a personal fitness program ■ Participate in a variety of physical activities appropriate for enhancing physical fitness ■ Evaluate personal fitness profile ■ Set and meet realistic goals after a period of training ■ Analyze the components of physical fitness ■ Understand the relationship between physical fitness and wellness 	<p style="text-align: center;">VIII A V B V B VIII A, G VI B V A</p>	<p style="text-align: center;">F 1, 3; C 6</p> <p style="text-align: center;">F F 2; C 2 F 3 F 2, 3; C 2 C 6 C 6</p>
<p>IV. ASSESSMENT EXAMPLE:</p>		
<p>1. Formal Test: The student participates in a formal testing program and meets the criteria established for their age and gender.</p> <p>2. Student Project: The student assesses their own fitness level on the basis of the results of the physical fitness testing conducted during the term. This assessment should enable the student to identify those aspects of fitness that warrant improvement as well as those that simply need to be maintained. Based on this assessment, the student establishes personal fitness goals and designs a fitness training program that would enable him or her to achieve the specific goals over a period of time. At the end of this period of time the student assesses the extent to which the goals have been met. Criteria: a) Accurately assesses their current level of fitness b) Establishes realistic yet challenging goals c) Designs a program that has the potential to meet the identified goals d) Accurately assesses the degree to which the goals have been attained</p> <p>3. Teacher Observation: The teacher observes students participating on a circuit weight-training program to assure the proper application of selected weight-training principles (e.g., specificity of training, overload principle, mode of training, resistance, sets). Incidents of improper use of training principles are recorded and discussed with the student. Criteria: a) Demonstrates appropriate application of selected weight-training principles b) Improves performance on tests of muscular strength and endurance following a training period</p> <p>4. Student Project: The student develops a “Fitness Concepts Notebook” that contains a definition of physical fitness, a description of the various components of physical fitness and exercises and activities designed to maintain or improve these components, and a discussion of the training principles that affect the development of each of the health-related aspects of physical fitness. Drawings or illustrations taken from magazines or newspapers may be used to depict the</p>		

various exercises and activities recommended.

- Criteria:**
- a) Provides a correct definition of physical fitness and cites appropriate fitness components
 - b) Presents exercises that will enhance the various components of physical fitness
 - c) Discusses a minimum of two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Fitness p. 199-201

www.pcentral.com

Keyword: "Strength Training"

GRADE 9 AND 10

I. STANDARD/GOAL #6 Demonstrates responsible personal and social behavior in physical activity settings.		
RATIONALE - Students demonstrate responsible personal and social behavior by following safe practices, rules, procedures, and etiquette in all physical activity settings. The student should understand responsibility as a Christian to have a positive influence on the behavior of others and they should exhibit responsible behavior and self-control in all situations. Students should be able to exhibit Christ-like qualities (e.g., honesty, fairness, grace, compassion) while participating in competitive activities.		
	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i>		
<ol style="list-style-type: none"> 1. Apply safe practices, rules, procedures, and etiquette in all physical activity settings. 2. Act independently of peer pressure. 3. Resolve conflicts in an appropriate manner. 4. Keep the importance of winning and losing in perspective. 5. Exhibit a Christ-like attitude proper in physical activity settings. 	III D; VIII A VIII. F V D V D	C 1, 6; IS 2 PA 4, 5 PA 5; IS 1 PA 3, 6; IS 2 PA 5, 6; IS 2
III. ESSENTIAL PERFORMANCE BENCHMARKS:		
<ul style="list-style-type: none"> ■ Slide into a base in a manner that does not intentionally hurt another ■ Choose an activity because they enjoy it and not because all their friends are in it ■ Volunteer to replay a contested shot in tennis ■ Walk away from verbal confrontation ■ Acknowledge good play from an opponent during competition ■ Listen to all sides before taking action in conflict situations ■ Respect other skill levels in physical activity settings 	V D III D V D VIII F V D VIII F III B	PA 3, 5, 7; IS 2 PA 4 PA 3, 6; IS 2 PA 5; IS 4 IS 2, 4 PA 3; IS 4 PA 3; IS 4
IV. ASSESSMENT EXAMPLES:		
<ol style="list-style-type: none"> 1. Self-assessment: After playing a self-officiated game, students discuss and report on ethical, fair play and supportive behavior they exhibited during the game. Criteria: a) Recognizes elements of fair play, honesty, and ethical behavior in their own performance b) Accepts the roles and decisions of the officials c) Shows a sensitivity to the feelings of other players d) Demonstrates an acceptance of the importance of rules and players following them 2. Student Project: At the beginning of a unit of instruction, students are requested to analyze their potential for success and set goals for personal achievement. At the end of the unit, students prepare an evaluation of their progress toward their personal goals and cite influences on their achievement to date. Criteria: a) Sets realistic goals b) Correctly assesses their progress towards the goals c) Identifies appropriate factors influencing their achievement d) Accepts personal responsibility for level of achievement 3. Student Report: Students are asked to prepare a report that describes a confrontation involving sport participants that they have observed or read about. The report should describe the resolution of the confrontation and discuss possible factors that led to the confrontation as well as suggest ways in which the confrontation could have been avoided. Criteria: a) Identifies a situation that involves a confrontation between participants b) Correctly analyzes the causes of the problem c) Suggests meaningful potential solutions 4. Written Test: Students take a written test that focuses on safety rules and procedures for in-class activities. Criteria: a) Identifies several rules and procedures that are designed for safe participation b) Explains why and how a rule makes participation safe 		

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Demonstrating Social Behavior p. 267
Secondary Sportsmanship Code p. 205
www.pecentral.com
Keyword: "conflict resolution"
Websearch: www.peacemakers.com

GRADE 9 AND 10

I. STANDARD/GOAL #7

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

RATIONALE - Students should be able to understand and analyze the role of sport and physical activity in a diverse world. Insight is gained through such activities as exploration of the history and purposes of various international competitions (e.g., Special Olympics, Pan American Games, World Cup Soccer), the role of professional sport in society, effects of age and gender on participation patterns, and the usefulness of creative movement as an expression of multiculturalism. Students begin to develop a personal philosophy concerning inclusive participation in physical activity.

	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i>		
<ol style="list-style-type: none"> 1. Recognize the value of sport and physical activity in understanding multiculturalism. 2. Invite others with differences (e.g., ethnicity, gender, religion, disabilities) to join in personally enjoyable physical activity. 	III B; IV A III B; V D	PA 3; IS 4 PA 3; IS 4
III. ESSENTIAL PERFORMANCE BENCHMARKS:		
<ul style="list-style-type: none"> ■ Discuss the historical roles of games, sports, and creative movement in the cultural life of a population ■ Enjoy the satisfaction of meeting and cooperating with others of diverse backgrounds during physical activity 	III B IV A	C 7, 8 PA 3
IV. ASSESSMENT EXAMPLES:		
<ol style="list-style-type: none"> 1. Video Tape: The teacher sets up a video tape in a corner of the space or playing field from which he/she can view the entire class in an activity where there is a great deal of interaction between students. In reviewing the tape, the teacher looks for evidence of or absence of inclusive behavior. Criteria: a) Recognizes students who do not feel included and makes a deliberate effort to include them in some way b) Does not participate in exclusionary behavior 2. Student Report: The role of women in sport in the United States has gone through a significant transition since 1960. Students are asked to describe the history of women in sport in the United States with particular emphasis on the transitions occurring since 1960. The report should also include examples of female athletes who have contributed to the transitions as well as a discussion of how these transitions reflect the evolution of women's issues in American society at large. Criteria: a) Recognizes the effect of changing cultural values that have led to increased female sport participation b) Cites legislative reasons for increase in female participation and opportunity c) Gives several examples of female sport pioneers 3. Group Project: Working in small groups, students are asked to research popular games that children use as play in various diverse cultures and, if possible, then teach these games to young children at an activity center or elementary school. Alternatively, have a festival or "Multicultural Olympics" at school and teach others to play these games. Upon completion of this activity students would discuss the following during oral reporting to the class: What do these games have in common? What are the differences? What do these games tell us about the social values and cultures of the originating countries? What are the challenges in teaching these games to a diverse population? Criteria: a) Identifies several popular games from various cultures b) Uses games to interact with others c) Adapts games for the diverse population found in most schools d) Understands how play and games are part of a culture and is able to explain this to others 		

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Interscholastic p. 243

www.pecentral.com

Wordsearch: "Historical Role of Sports"

"Creative Movement & Culture"

Intramural p. 239-241

Cooperative Games p. 143-144

GRADE 9 AND 10

I. STANDARD/GOAL #8 Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.		
RATIONALE - Students at this level are beginning to feel more comfortable with their new interests and physiques, thus once again enjoying movement for the sheer pleasure of moving. In addition, they enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving. Members of competitive teams and those involved in groups experience the positive feelings associated through working with others to achieve a common goal (e.g., winning a team championship). Students also experience satisfaction and enjoyment while pursuing personal goals.		
	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i>		
<ol style="list-style-type: none"> 1. Enjoy participating in a variety of physical activities in competitive and recreational settings. 2. Pursue new activities alone or with others. 3. Enjoy working with others in a sport activity to achieve a common goal. 4. Recognize that physical activity can provide a positive social environment for activities with others. 	V E VIII E V F	PA 4; IS 1 IS 1 C 5
III. ESSENTIAL PERFORMANCE BENCHMARKS:		
<ul style="list-style-type: none"> ■ Contribute meaningfully to the achievement of a team ■ Participate in varied physical activities that could be continued throughout life ■ Identify and model characteristics of a positive attitude towards regular physical activity 	VIII E V B	PA 7; IS 2 PA 4 PA 4; IS 1, 2, 4
IV. ASSESSMENT EXAMPLES:		
<ol style="list-style-type: none"> 1. Written Report: Students are requested to write a dialogue convincing a friend to try out for or participate in a sport or activity. The dialogue should highlight the reasons that participation can be enjoyable, from both a physical and social standpoint. In addition, the dialogue should try to anticipate the negative factors that would lead one to not want to participate or join a team and address these in a positive fashion. Criteria: a) Identifies enjoyment and challenge as some of the reasons to participate in the activity b) Indicates that the positive aspects far outweigh the negative ones c) Identifies several benefits of participation in physical activity 2. Journal: During an adventurer education experience (e.g., ropes course, climbing a wall, nature hikes, camping, canoeing), students will record in a journal the feelings and thoughts they experienced. Criteria: a) Demonstrates awareness of feelings and ability to translate these into journal b) Provides evidence of success, challenge, and enjoyment that were present in the experience c) Recognizes the unique benefits of this type of physical activity experience d) Recognizes the positive effects friends and companions bring to this experience 		
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:		
Intramural p. 239-241 Team Sports p. 271-278 Individual/Dual Sports p. 213-224 Interscholastic p. 243-244 www.pecentral.com Wordsearch: "Lifetime Sports"		

GRADE 11 AND 12

<p>I. STANDARD/GOAL #1 Understands the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.</p> <p>RATIONALE - Students at this age learn that “Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a ‘well-balanced character’” (Education p. 195).</p> <p>Students will have the opportunity to understand that, “For in Him we live and move and have our being” (Acts 17:28, NKJV).</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
<p>1. Recognizes that God’s ideal for quality living includes a healthy lifestyle.</p> <p>2. Incorporates into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.</p> <p>3. Avoid at-risk behaviors.</p> <p>4. Apply Christian principles in recreation and sports.</p> <p>5. Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities.</p> <p>6. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.</p>	<p>V A V B V C V D V E V F</p>	<p>F 1; C 6 F 1; C 6 PA 4, 7; C 1 PA; IS F 1, 3; PA 5 C 4; PA 4; IS 4</p>
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Experience the full restoration of God’s image in his/her life ■ Demonstrate healthful living practices (e.g., balanced diet, regular exercise, drinking water) ■ Embody Christian virtues such as commitment, self-control, courtesy, fair play, honesty, loyalty, obedience, respect, and self-confidence 	<p>I A V B II C, F</p>	<p>F 1 PA; IS</p>
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Daily Worship Thought - Individual Presentation: Each student is asked to individually prepare a 3 - 5 minute worship thought to present at the beginning of class. Students could incorporate music, thought, prayer, and praise elements in their worship time. Criteria: a) Recognizes the necessity of a personal relationship with God b) Student will continue to develop awareness for sharing their faith</p> <p>2. Student Project - The Great Controversy: Students will consider the concept of true competition. Recognizing the continual conflict or competition that exists in life, students will contrast the positive outcomes of competition that are Christ derived with the negative outcomes of competition that are Satan derived. Each student will prepare a 3 - 5 page formal written report. Criteria: a) Writes in MLA format b) Uses logical and supported reasons for their stated positions c) Exhibits understanding of “true competition” d) Recognizes the importance of including God in daily decision making</p>		
<p>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</p> <p>Bible Spirit of Prophecy Councils on Diet & Health NEWSTART Secondary Sportsmanship Code p. 245 www.pecentral.com Websearch: “Fair Play”</p>		

GRADE 11 AND 12

<p>I. STANDARD/GOAL #2 Demonstrates competency in many movement forms and proficiency in a few movement forms.</p> <p>RATIONALE - Students should be competent in many movement forms and proficient in a few movement forms. Opportunity to develop proficiency in a few movement forms should be provided to the older high school student. Proficiency involves the ability to demonstrate a degree of consistency and skillfulness in the execution of the basic skills of an activity, the ability to use advanced skills of an activity (e.g., the volleyball spike, cut drop shot in badminton), and the ability to use skills in regulation forms of an activity rather than modified forms. The development of proficiency usually involves participation in that activity for an extended period of time.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES -<i>The objectives for the student will be to:</i></p> <p>1. Demonstrate proficiency in a few movement forms. 2. Understand and demonstrate kinesthetic awareness.</p>		
	VI B	MS; C 2 C 2, 4
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Perform a sequence of advanced gymnastic moves ■ Participate in a tennis match using the basic skills, rules, and strategies with some consistency ■ Pass the Red Cross intermediate swimming requirements ■ Use advanced offensive and defensive shots successfully in a racquetball game against an opponent of similar skill 		
		F 2; C 1, 2 F 2; C 2, 3, 6 F 2; C 1, 2 F 2; C 2, 3, 6
<p>IV. ASSESSMENT EXAMPLES:</p> <p>1. Portfolio: Students will develop a portfolio documenting their ability to be proficient in at least two movement forms. Support can be a video tape of performance, certificate from a recognized sport agency (e.g., Red Cross certification) or acceptable grade on a written evaluation and skill evaluation. Criteria: a) Two different types of movement forms are supported b) Level of ability in a movement form shows proficiency c) Presents adequate documentation in portfolio</p> <p>2. Teacher Observation: Students are observed performing an activity or executing skills inherent to the activity and are rated on their level of competence using a teacher-designed rating scale or scoring rubric. Criteria: a) Exhibits a level of proficiency with all of the basic skills of the activity and the ability to use these skills with some consistency in the appropriate setting b) Demonstrates understanding of the rules and strategies of a sport or activity and can apply them appropriately c) Displays appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity</p>		
<p>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</p> <p>Racquetball p. 219 Tennis p. 220 Gymnastics p. 214 Swimming p. 213 www.pcentral.com or www.google.com “Red Cross”</p>		

GRADE 11 AND 12

<p>I. STANDARD/GOAL #3 Applies movement concepts and principles to the learning and development of motor skills.</p> <p>RATIONALE - The student should be able to demonstrate the knowledge and understanding necessary to develop scientifically based personal training programs and implement effective practice procedures. The student should learn and apply lifetime skills.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
1. Know and understand pertinent biomechanical based information regarding movement performance.	VI B	C 2
2. Develop a personal program to apply movement knowledge.		C 2
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<ul style="list-style-type: none"> ■ Explain the overload principle and designs a personal fitness program where this principle is in operation ■ Demonstrate several skills in gymnastics before explaining some biomechanical principles that govern the movement ■ Design a long-term plan for self-improvement in a movement activity and explain the relationship of physical, emotional, and cognitive factors that influence the rate of improvement ■ Use internal and external information to modify movement during performance 	V F; VIII A	<p>F 1, 2; C 1, 2, 4, 6 F 2; C 1, 2, 6 F 1, 3; C 2 F 3; C 2; PA 5; IS 1</p>
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Student Project: Using a school or home video camera, the student makes a ten to fifteen minute video production illustrating advanced level performance of a variety of movement activities. The student narrates the tape describing the pertinent principles from motor learning and development, exercise physiology, biomechanics, or sport psychology that govern the movements being shown on the tape. Criteria: a) Recognizes elite level performance b) Identifies pertinent scientific principles governing specific movement activities</p>		
<p>2. Student Report: Students select a movement activity that they plan to pursue following graduation and complete a library search on the psychological considerations that govern performance in this activity. These factors and their effects are then explained to the class in a 10 minute oral presentation. Criteria: a) Correctly identifies the psychological factors that govern movement performance of the selected activity b) Applies pertinent psychological factors to the specific movement activity</p>		
<p>3. Student Report: Students will select and interview an adult who is an advanced performer in a particular movement activity. The purpose of the interview is to determine what elite performers know about the scientific factors and principles that affect their performance. Upon completion of the interview, the student will prepare a five-page written paper or present a ten minute oral report to the class describing the factors that the athlete believes affects the quality of their performance. Furthermore, discuss any additional factors that you think the athlete may have omitted. Criteria: a) Selects an advanced athlete and obtains appropriate information during the interview b) Correctly assesses the accuracy of the information identified by the athlete and supplements information as warranted c) Communicates the information gathered during the interview in an effective manner</p>		

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Weight Training p.217

Gymnastics p. 214

www.pecentral.com

Keyword: "Strength"

GRADE 11 AND 12

<p>I. STANDARD/GOAL #4 Exhibits a physically active lifestyle.</p> <p>RATIONALE - By this grade level the student should have developed the skills , interest, and desire to maintain an active lifestyle. They should also assume a mature role in managing their participation in physical activity. Adequate skill and fitness levels provide a basis for continued learning and participation. Students should develop an awareness of how and why adult patterns of participation change throughout their life and should be prepared with meaningful strategies to deal with those changes.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
1. Exhibits the skills, knowledge, interest, and desire to Independently maintain an active lifestyle throughout his/her life.	V B	C 2, 6
2. Understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes.	VIII A	C 2, 7, 8
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
■ Participate regularly in physical activities that contribute to the attainment and maintenance of personal physical activity goals	V B	F 2; C 2, 6
■ Participate willingly in games, sports, creative movement, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and the maintenance of wellness	V B	F 2, 3; C 8
■ Recognize the effects of age, gender, religion, race, ethnicity, socioeconomic status, disability and culture upon physical activity participation	VI B	C 5, 8; PA 3
■ Understand the ways in which personal characteristics, performance styles, and activity preferences will change over the life span		C 4, 8
■ Feel empowered to maintain and improve physical fitness, motor skills, and knowledge about physical activity		F 3
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Interview: Students interview a man and a woman from each of the following age ranges, 10 to 30 years, 40 to 50 years, and 65 to 75 years. Determine the physical activity patterns for each individual and then evaluate these activity patterns to determine if each person is taking advantage of the physiological, psychological, and social benefits of physical activity. In addition, evaluate the activity for possible gender or age-related trends. Lastly, for each person, make suggestions as to how they can adjust their activity regimen to maximize the healthful benefits of the activity. Criteria: a) Interviews are completed b) Describes activity patterns accurately c) Suggests appropriate activity d) Analyzes gender-related activity patterns correctly</p>		
<p>2. Student Project: Students shall participate in a series of physical activity episodes of personal interest involving skill and fitness improvement or maintenance. They are then requested to prepare a scrapbook or journal that provides evidence of personal goals, achievements, and quality of participation. Criteria: a) Provides evidence of personal goals b) Includes appropriate experiences to meet the personal activity goals</p>		
<p>3. Student Project: Students select a physical activity based on their own personal interest, desire, and capability. Then students develop a plan for implementing a regular program involving this physical activity in which they will describe the skill and fitness development of the activity, describe practice sessions, equipment, facilities, instruction (if necessary) and cost. After several weeks of actual participation in the planned program, students will write a summary indicating how they felt about the program. The summary will include a statement indicating level of goal fulfillment, enjoyment, and potential for long-term involvement. Criteria: a) Incorporates goals for the development of skill and fitness in their plan b) Accurately describes appropriate practice sessions, equipment, cost, and instruction c) Includes personal perspectives, goal attainment, and analysis of long-term participation</p>		

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Fitness p. 199-201

Outdoor Pursuits p. 218

www.pecentral.com

Keyword: "Physical Goals"

GRADE 11 AND 12

<p>I. STANDARD/GOAL #5 Achieves and maintains a health-enhancing level of physical fitness.</p> <p>RATIONALE - The student at this level should be totally independent in assessing, achieving, and maintaining personal health-related fitness goals. Utilizing basic principles of training, students are now able to design personal fitness programs that encompass all components of fitness. Ongoing attention to their health-related fitness status should be a way of life for students, as they assume adult role responsibilities to participate in physical activity on a regular basis.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p> <ol style="list-style-type: none"> 1. Participate regularly in non-required activity. 2. Demonstrate the skill and knowledge to adjust activity levels to meet personal fitness needs. 3. Meet the health-related fitness standards as defined by a fitness test. 	V B	F 2, 3; C 2 F F 1, 2
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Monitor exercise and other behaviors related to health-related fitness ■ Maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility, and body composition necessary for a healthful lifestyle ■ Use the results of fitness assessments to guide changes in his/her personal program of physical activity 	V B	F 1, 3; C 6 F; C 6 F; C 6
<p>IV. ASSESSMENT EXAMPLES:</p> <ol style="list-style-type: none"> 1. Student Project: The student assesses their own fitness level on the basis of the results of the physical fitness testing conducted during the Fall term. This assessment should enable the student to identify those aspects of fitness that warrant improvement as well as those that simply need to be maintained. Based on this assessment, the student establishes personal fitness goals and designs a fitness training program that would enable him/her to achieve the specified goals over a period of three months. At the end of three months the student assesses the extent to which the goals have been met. Criteria: a) Take a fitness test b) Assess all areas of personal fitness c) Create a plan to enhance personal fitness d) Re-test after three months 2. Student Project: The student keeps a 3-day record (or it could be for a longer period) of everything they eat. This record must include the type of food eaten as well as the quantity. At the end of each day the nutrient value (calories, fat, protein, cholesterol, minerals) for the foods eaten is determined using appropriate nutritive value charts. After the 3-day period, an average for the three days is analyzed for each nutrient and these values are compared to the Recommended Dietary Allowances (RDA). The student then prepares a written self-assessment of their diet. Technology option available (e.g. Dine Healthy). Criteria: a) Maintains dietary record accurately b) Accurately determines the nutrient value of foods eaten c) Self-assessment is appropriate given the dietary analysis completed d) Uses the dietary analysis to accurately assess their personal eating habits 3. Portfolio: The student develops a personal portfolio containing: <ol style="list-style-type: none"> (1) reports of his/her own health-related fitness status over a period of at least one semester (2) personal fitness goals and a discussion of the extent to which they have met these goals at the end of the semester (3) records of physical activity, nutritional habits, and other behaviors that might affect one's physical fitness (4) an assessment of one's personal fitness level at the end of the semester and a discussion of what behavior modifications are needed to maintain satisfactory aspects of fitness or improve those aspects that are presently below desired goals. 4. Criteria: a) Portfolio contains all of the required elements 		

- b) Presents sufficient documentation to support the fitness profile presented
- c) Correctly assesses their personal fitness level and associates present status of documented behavior
- d) Demonstrates understanding of the behavior, knowledge, and skill needed to maintain or modify their existing fitness level

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Heart Rate Monitoring p. 270

Fitness p. 199-201

NEWSTART

Weight Training p. 217

Websearch www.google.com

Keyword: "Cardiovascular Fitness High School"

GRADE 11 AND 12

I. STANDARD/GOAL #6 Demonstrates responsible personal and social behavior in physical activity settings.		
RATIONALE - Students demonstrate the ability to initiate responsible behavior, function independently, and positively influence the behavior of others in physical activity settings. They demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. They act as a neutralizer in avoiding conflict or as a mediator in settling conflicts.		
	Journey to Excellence	Strand
II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i>		
<ol style="list-style-type: none"> 1. Initiate independent and responsible personal behavior in physical activity settings. 2. Accept the responsibility for taking a leadership role and also respect the leadership of others. 3. Identify potentially dangerous situations relating to sports and re-creation. 	VIII A	PA 7 PA 4, 7; IS 1, 3, 4 C 1, 2, 6; PA 7; IS 3
III. ESSENTIAL PERFORMANCE BENCHMARKS:		
<ul style="list-style-type: none"> ■ Encourage others to apply appropriate etiquette in all physical activity settings ■ Affirm performances of both teams ■ Set personal goals for activity and work toward their achievement ■ Respond to inflammatory situations with mature personal control ■ Diffuse potential conflicts through open communication ■ Maintain safe environment during skill practice ■ Take a supportive role in an activity 	V D VIII G VIII F VII E; VIII F	PA 3, 7; IS PA 3; IS 2, 4 F 3; PA 7 PA 2, 4, 5; IS 2, 4 PA 3, 5; IS C 1, 2, 5; PA 7; IS 3 PA 2, 3, 6; IS 1, 2, 4
IV. ASSESSMENT EXAMPLES:		
<ol style="list-style-type: none"> 1. Student Project: Students retrieve from the Internet four sportsmanship codes used at the university level. List ideas where improvement is needed. Results may be presented in oral or written form. Criteria: a) Produces four documents from the Internet b) Recognizes common elements c) Applies a broad understanding of team and spectator responsibilities 2. Student Report: Students will compare and contrast what a game would be like without rules and officials, to life without the Ten Commandments. Criteria: a) Paper should be well written b) Shows complete thought process 		
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:		
Secondary Sportsmanship Code p. 245 Websearch www.pecentral.com Keyword: "Fairplay" www.peacemakers.com		

GRADE 11 AND 12

<p>I. STANDARD/GOAL #7 Demonstrates understanding and respect for differences among people in physical activity settings.</p>		
<p>II. RATIONALE - Student has reached the point where they can apply and share knowledge regarding the role of physical activity in a culturally diverse society. Emphasis is placed on the influence of age, disability, gender, race, religion, ethnicity, socioeconomic status, and culture on making thoughtful personal choices for engaging in physical activity over the life span. In addition, students develop strategies for inclusion of others in physical activity.</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p>		
<p>1. Understand and respect that we are all different, but equal in God’s eyes.</p>	I A; III B; IV A	PA 3, 4; IS 4
<p>2. Develop strategies for including EVERYONE in physical activity.</p>	III B; IV A	PA 3; IS 1, 4
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p>		
<p>■ Identify the effects of age, gender, race, religion, ethnicity, socioeconomic status, and culture upon physical activity preferences and participation</p>	VI B	C 5, 8; PA 3
<p>■ Display a willingness to experiment with the sport and activity of other cultures</p>	III B; IV A	C 8; PA 3; IS 1, 4
<p>■ Develop strategies for including persons of diverse backgrounds and abilities in physical activity</p>	III B; IV A	C 8; PA 3; IS 1, 4
<p>IV. ASSESSMENT EXAMPLES:</p>		
<p>1. Student Report: The types of physical activities and the time spent participating in physical activity changes over the life span. Several factors such as age, gender, disability, socioeconomic status, religion, and cultural background affect the choices one makes as activity patterns change. Students are asked to prepare a report discussing how these factors effect one’s choice of physical activities in young adulthood, middle age, and old age. Criteria: a) Identifies factors associated with the various age groups discussed b) Notes how these factors influence sport and activity participation c) Identifies the importance of geographical area as background for the factors listed in the task</p>		
<p>2. Group Project: Students are requested to organize and conduct a sport or game adapted for physically challenged individuals. Invite non-disabled individuals to participate with the purpose of gaining insights into the challenges that person’s with disabilities face while participating in physical activity. Interview participants after the activity and report (orally or in writing) insights relative to the experience. Criteria: a) Identifies an appropriate activity and adaptations for persons with a disability b) Displays a sensitivity to the diverse skill levels and backgrounds of participants c) Organizes and reports the interview material in such a way that demonstrates an in-depth treatment of the topic d) Identifies personal knowledge acquired as a result of the experience</p>		
<p>3. Student Project: Students are asked to gather a list of the various professional, college, and high school mascots (both picture and name) and identify which might be offensive for different cultural, ethnic, and gender groups. Reasons for the unpleasantness are identified. Criteria: a) Compiles a comprehensive list of mascots b) Correctly identifies the troublesome mascots and the group(s) that might find them offensive c) Provides sound reasons for the offensiveness of the identified mascots</p>		
<p>4. Student Project: Students are requested to research physical activity options available within their community and to select and design a physical activity program for themselves that emphasizes multi-cultural awareness and cross-cultural experiences. Criteria: a) Identifies appropriate activities</p>		

b) Articulates the contributions of each selected activity to multicultural awareness

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Intramural p. 239-241

Interscholastic p. 243-244

www.pecentral.com

Websearch

Keyword: "Inclusion in P.E.

Keyword "Culture and Sports"

GRADE 11 AND 12

<p>I. STANDARD/GOAL #8 Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.</p> <p>RATIONALE - The student enjoys selected activities in which he/she regularly participates, alone or with friends. Competitive, recreational, and social situations can all provide physical and emotional challenges to enhance their “<i>Journey to Excellence</i>.”</p>		
	Journey to Excellence	Strand
<p>II. LEARNING OBJECTIVES - <i>The emphasis for the student will be to:</i></p> <ol style="list-style-type: none"> 1. Recognize that physical activity can provide opportunities for positive social interaction. 2. Enjoy regular participation in physical activity. 3. Recognize the positive feelings that result from participation in physical activity alone and with others. 		
	V F VIII G	PA 3, 4 C 8; PA 5 PA 4; IS 1, 4
<p>III. ESSENTIAL PERFORMANCE BENCHMARKS:</p> <ul style="list-style-type: none"> ■ Express voluntarily appreciation for the recreational activities provided by the school ■ Enter competition, sport or activity voluntarily 		
	VII B	PA 3; IS 4 IS 1
<p>IV. ASSESSMENT EXAMPLES:</p> <ol style="list-style-type: none"> 1. Student Project: Students are asked to assume that they are the recreation director for a camp or inner city school project designed to help youngsters. They must design a program and choose activities for a week that will provide challenge and enjoyment for all participants. Criteria: a) Identifies a variety of activities that can provide enjoyment for the participants b) Identifies aspects of the activities that are enjoyable c) Designs a program that reflects balance in terms of activity 2. Portfolio: Students are requested to develop a portfolio that documents their participation in a physical activity (sport or nontraditional activity). Furthermore, students shall maintain a log of their participation and record in a journal their feelings following competition or participation in the selected activity. Additional pamphlets or material will be used to supplement the portfolio. Criteria: a) Accurately records participation b) Identifies feelings of enjoyment, success, and challenge as reasons for participation c) Identifies negative feelings that may surround events during participation d) Participates in the activity on a regular basis 3. Event Task: Students sign up for a mentoring role (e.g., Pathfinders, assistant coach, Big Brother/Sister) with a friend. An activity is selected that can be done with the one being mentored. With their peer, teach this person how to play or participate in the selected activity (e.g., increase their skill, make it more challenging). The activity may be one in which the student has limited experience that will require asking others for help or going to the library for additional information. Students shall maintain a log of this experience and record their feelings of teaching and sharing the activity with someone else. Also note the reaction that the one being mentored has to the activity. Criteria: a) Enjoys sharing the activity with others b) Looks forward and anticipates the time spent in this task c) Enjoys the social interaction gained in this experience d) Articulates personal feelings associated with teaching or sharing the chosen activity e) Recognizes reaction of the one being mentored to the experience 		
<p>RESOURCE REFERENCE:</p> <p>Intramural p. 239-241 Interscholastic p. 243-244 Secondary Sportsmanship Code p. 245</p>		