

Woodstock Public Schools

K-8

Physical Education Curriculum

Physical Education

Our Physical Education program at the Woodstock Public Schools is designed to promote the development of the whole individual. It enables each child to develop physically, socially, mentally and emotionally through daily exercise and activities. It strives to increase the appreciation of the value of fitness, the enjoyment of physical activity, and the importance of cooperation.

The Physical Education program seeks to provide each child with daily participation in a form of physical activity. This includes free play, structural activities, and activities planned by the specialist and classroom teacher. The program promotes a positive attitude toward physical activity, which will lead to an active and healthy lifestyle. Our program is also designed to promote positive self-concept and self-esteem, by increasing confidence, assertiveness, emotional stability, independence, self-control and cooperation.

The Physical Education program, as a whole, develops all of the areas through two main categories, exercise and sports education. These areas are taught in sub-categories which include: physical fitness, body management, manipulative skills, stunts and tumbling, cooperation and participation, lead-up games, individual and dual activities, goal setting and team games.

PHYSICAL EDUCATION PROGRAM GOALS

By the end of Grade 12, students will recognize the importance of and choose to participate regularly in physical activities designed to maintain and enhance healthy lifestyles.

As a result of education in Grades K-12, students will:

- Demonstrate the skills and knowledge necessary to participate in a variety of physical activities;
- Make decisions to establish and maintain a healthy lifestyle to promote individual wellness throughout his or her entire life;
- Recognize and understand the different effects of physical activity on one's mind and body; and
- Develop interpersonal skills and exhibit positive character traits during physical activity.

**Connecticut State Frameworks
K-12 CONTENT STANDARDS**

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| 1. Physical Activity | Students will become competent in a variety of, and proficient in a few, physical activities. |
| 2. Human Movement | Students will understand and apply principles of human movement to the learning and development of motor skills. |
| 3. Fitness | Students will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness. |
| 4. Responsible Behavior | Students will exhibit responsible personal and social behaviors in physical activity settings. |
| 5. Respect for Differences | Students will exhibit an understanding of and respect for differences among people in physical activity settings. |
| 6. Benefits of Physical Activity | Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction. |

School District Standards K-8

Students will be able to:

Demonstrate responsibility and organization skills, including

- Recording homework
- Maintaining a sectioned, useable notebook
- Maintaining a file system for papers
- Maintaining an orderly work area

- c. Develop and implement study skills
- d. Read with comprehension
- e. Communicate ideas in a variety of forms, written, oral, and visual, varying style according to purpose and audience
- f. Make, defend, and evaluate conclusions and arguments
- g. Make and justify decisions and predictions
- h. Support general statements with proof
- i. Evaluate, use and cite sources to support research and writing
- j. Employ various strategies for problem solving
- k. Select and use appropriate tools
- l. Use proper techniques and software to create, format, modify, organize, sort, store, retrieve, and import file information.
- m. Proofread and edit work for accuracy and content
- n. Understand and appreciate the role of ethics in academic and technical disciplines

Implementation of Unit activities per grade level

Grades K-2

- a. Gymnastics
- b. Soccer
- c. Newcomb
- d. Basketball
- e. Fundamental Movement Skills
- f. T ball
- g. Timed Running
- h. Ring Hockey
- i. Enhancement (Push up wheels)
- j. Track

Grades 3-4

- a. Gymnastics
- b. Soccer
- c. Volleyball
- d. Basketball
- e. Track Relay Races
- f. Softball
- g. Timed Running
- h. Floor Hockey
- i. Enhancement (interval training-run) (volleyball) (basketball)
- j. Flag football/Orienteering
- k. Fitness Assessment

Grades 5 and 6

- a. Gymnastics/Obstacle Course
- b. Soccer
- c. Basketball
- d. Track and Field
- e. Badminton/Table Tennis
- f. Fitness Assessment
- g. Team handball/Speedball
- h. Floor Hockey

Grades 7 and 8

- a. Gymnastics/Obstacle Course
- b. Softball/Whiffle Ball
- c. Basketball
- d. Track and Field
- e. Weight Training
- f. Fitness Assessment
- g. Lacrosse
- h. Flag Football
- i. Volleyball

Implementation of Evaluation System

Over the course of nine years of Physical Education classes, students mastering objective expectations goals have met criterion referenced and norm referenced tests. By utilizing the criterion and norm referenced evaluations, both student and teacher will gain feedback regarding performance in physical education classes. The information gained by this feedback will give us answers to the following questions:

1. Is the child growing normally?
2. Is the child demonstrating an improvement in skills?
3. How does the child compare with other children in the class/grade?
4. How does the child compare with state norms?
5. In what specific areas does the child need to improve?
6. Is the child exhibiting acceptable behavior in class?
7. Is the child giving their best effort in class?

Criterion referenced expectations are adjusted to different levels of maturity and ability.

Observed improvement is evaluated upon personal achievement through participation in a variety of physical education activities. The norm referenced expectations are based upon the Connecticut State Physical Fitness Assessment program which includes the following:

1. The flexibility sit and reach test.
2. The abdominal strength test (curl ups).
3. The upper body strength test (push ups).
4. The cardiovascular endurance test (mile run).

Content Standards 1: Physical Activity

Student will become competent in a variety of, and proficient in a few, physical activities.

Grade K—2

Travel safely in different directions using the varying locomotor and non-locomotor skills.

Gymnastic stunts calling for learning segments to be mastered for progression of next difficult activity.

- Tumbling: log roll, shoulder roll, forward roll, backward roll, tripod, head stand, wheelbarrow, stop drop and roll (fire safety)
- Parallel bars: monkey walk below bars, skin the cat, straight arm support, straight arm walk, dip,
- Vaulting: climb to top stand/jump and jump turn, side vault, half flank vault with stop on top, flank vault,
- Balance beam: walk, walk with turn, backward walk, sideways walk, walk and pick up object, walk over obstacle, walk under obstacle, dip,
- Still rings: ring travel, straight arm support, ring swing, bird's nest, inverted pike hang, bent arm piked hang, skin the cat.
- Rope and bar climb: arm supported climbs.
- Cargo net: climbing to different heights

Sport related activities and skills which require a combination of locomotor and non-locomotor movements are important to sequential development. The student must make ready to place themselves in a position for the following activities.

- Soccer: throw in , heading a soccer ball, power kicking for distance and accuracy (corner and goal kick), trapping a soccer ball with body parts (chest ,knee, leg or foot)
- Soft ball: (tee ball) base running, run down on base path, swing a bat, throwing, and catching.
- Volleyball: partner serving, tapping ball , moving to ball,
- Newcomb: moving to ball, elevating ball over net,
- Bag volleyball: cooperate with partner to catch and toss ball over net
- Basketball: shooting the ball, catching and passing the ball , rebounding the ball,
- Track: sprinting , long jumping, relay racing, steeple chasing,
- Tight rope walking: forward , reverse and lateral movement on tight rope with safety guide rope over head

Combine various traveling patterns in response to variety of rhythms.

Students respond to rhythmic sounds with locomotor, nonlocomotor, locomotor combinations and nonlocomotor combination skills.

- Walk, run, leap, jump,hop, dodge and roll are locomotor skills
- Balance,bend,stretch,twist and swing are nonlocomotor skills
- Gallop, slide, step-hop, schottische and polka are locomotor combinations.
- Push, pull and lift are nonlocomotor skills.

Roll body smoothly, without stopping or hesitating, in forward/sideways directions.

Students perform these activities either as a separate activity or part of a unit.

- Stop, drop and roll: personal fire safety procedure
- Obstacle course: students roll travel over, under and through mat obstacles
- Gymnastics unit: body log roll in different directions various flat and inclined plains.

Balance demonstrating momentary stillness, in symmetrical and asymmetrical shapes with a variety of body parts.

Students performs activity on different levels of elevation (prone, on knees and on feet) and in the landing phases of locomotor elements.

- While in different levels of elevation, students form body shapes with different body parts (i.e. lying down with hand holding toes, same kneeling same standing)
- Demonstrate landing after jump from height with flexion of joints to absorb force of landing
- Holding spot after vaulting in symmetrical landing

Balance with control on stationary and non stationary objects.

Student balances on stationary objects.

- Floor letters: student forms letters while standing on floor
- Balance beam: balances on beams of various heights
- Mat obstacles: students balance on mats of different sizes and heights
- Students balance on non-stationary objects.
- Balance boards: student balances on board with fulcrum under middle
- Balance disk: balances on disks with one or more circular fulcrum supports
- Tight rope walking: balances on tight rope with over head safety rope

Manipulate the body in a stationary fashion while making a variety of shapes.

Students pair up in groups of two, one being a mirror person and the other standing in front of mirror. Changes of shape of a body part or the entire body while keeping feet in same spot allowing mirror person to simulate original movement. This mirror warm up is used as a way to stretch and manipulate body control.

Catch an object effectively.

Student shows pre-catch movement, stretching of arms with elbows bent, hands position to intercept object in its flight or roll, and absorbing force of ball with arm and elbow movement. These activities call for catching skills.

- Catching ball : rolling off platform, bouncing, swinging,
- Bag volleyball: catching a ball with a partner each two corners of a bag
- Partner toss: tossing and catching of different objects at different distances
- Newcomb: catching a volleyball in flight or after bouncing

Throw an object(at various speeds) using a fluid motion.

Student shows preparatory turning of trunk ,stride with opposite foot, opening of non throwing shoulder and throwing arm, finishing with whipping action of arm. Underhand and overhand throwing styles are both included in the following activities.

- Partner pitch: throwing to a partner attempting to hit the ball with bats, paddles or rackets.
- Tributary river pitch: (relay) throwing to a target that will gather balls
- Halloween sheet throw: throwing at moving targets
- Pundah ball: throwing a ball at a moving person (Indian rubber)
- Cone softball: throwing a ball to cone targets in relay fashion
- Individual distance throwing: throwing for measured distance
- Tee ball: throwing ball to proper base / person

Consistently kick/strike an object with another object or body parts.

Activities involve body positioning, dominant and non dominant hand or foot use and safety special awareness of others to perform.

- Hit the bat: tee ball hit to players who throw ball at the target bat to take turn at batting
- Cone kick ball: kicking a rolled ball to advance to base running points
- Tee ball: strike motionless ball
- Ring hockey: strike a ring circle with a stick to control direction of ring
- Floor hockey: striking a puck or ball with hockey stick
- River boat hockey: individual striking techniques(slap shot, push shot) used in controlled space for individual assessment.

Continuously dribble the ball using the hands or feet.

Dribbling with the in side, outside or top of the foot can be performed with a single foot or alternating feet. Hand dribbling in the activities can be performed with both hands on ball, single handed or alternating hands.

- Ball relay: various size and textured balls used in dribbling relays
- Hackey sacks: individual foot air dribbles done with bean bags
- Pumpkin patch soccer; dribbling ball to goal without losing ball
- Box basketball: dribbling ball with hands with no defensive pressure

Repeatedly jump a self turned rope.

Activity is measured by counting amount of jumps or jumping rope for a pre-set time.

- Individual jumping: learning basic step bounce
- Circle jump: individual or group
- Follow the leader: running through and one jump over rope with partner using large rope
- Before and after: individual count of repeated jumping rope recorded before weeks of practiced and recorded after practice

Demonstrate skills of chasing, fleeing and dodging.

Activities including these skills are group games.

- Galaxy: children dodge objects while trying to travel to safe planets
- Frozen Tag: children flee from tagger
- River boat: students travel while trying to avoid objects
- Crab soccer: students chase ball to score goal
- Frizbee dungeon: students chase others with objects while dodging other objects and students
- Gladiator basketball: one on one basketball with no dribbling of ball

Content Standard 2: Human Movement

Students will understand and apply principles of human movement to the learning and development of motor skills.

Grade K-2

Use different pathways, levels and speeds demonstrating the various locomotor skills safely.

Students exercising individual or game skills of walking, running, leaping, jumping, hopping, dodging, and rolling must show control to safely perform. Activities that challenge the different pathways, levels and speeds are as follows:

Hop course: students hop in target zone with one or two feet over ropes of different heights

Running relay races

Freeze tag

Duck duck goose

May I; game of students asking to move in locomotor ways to come closer to controlling leader

River boat

Safety fall: student learns to protect self from further injury

by falling down and rolling with finger, hands, elbows and legs contracted to body to transfer any force of fall to the rolling motion

Vertical jumping to find jump height

Identify the importance of opposition and follow-through in the development of a mature throw.

Students exercise a throw showing an integrated movement sequence that is initiated by a forward step with contralateral leg, and possible opposite arm thrust, followed by hip and trunk rotation and forward movement of throwing arm. With weight transfer from a rear position to a forward position in relation to the body's mid line, a follow through movement is essential to apply force to the object for as long as possible.

Foot print throwing

Distance throwing with a run

Demonstrate over hand, under hand and side arm throw

Demonstrate curl throw of frisbee

Activities emphasizing throwing: River boat, Indian rubber tag,

Target toss, Double Dungeon Ball

Identifies ready position, eye contact and absorption of force as critical elements in catching an object.

Students of this grade level are involved with mastering a mature catching skill. Included in this skill is trapping as a lead up to catching by using more body parts other than hands to absorb the force of the object. Critical elements of catching an object starts with visual cues being processed to foster the best spatial adjustments to make ready for catching an object of different sizes, speed and trajectory. Basic patterns of arm and hands are: moving of hands in a forward position in line with expected travel path of object; the hands contact and control the object by applying force in closure and retracting in direction of flight of object.

Activities developing catch elements:

- Juggling
- Bag toss and catch
- Float ball use over nets in game of Clean out Your Basement
- Rolling down the River, students catch balls rolling off different levels
- Partner toss and catch
- Frizbee dungeon

Can identify correct elements of dribbling (e.g., correct position of hand or foot and appropriate force on the ball.)

Students need to be aware of pre action, action and post action positions of the body parts involved in dribbling. Vertical dribbling (basketball and volleyball) elements include finger tip touch of ball with slight give of fingers to absorb and dispense force, wrist flexion to apply force to ball, wrist follow through as student waves good bye to ball as it moves downward, wrist extension as ball travels upward with fingers slightly flexed to absorb force of ball. Horizontal dribbling (soccer) elements include weight transfer to prepare dribbling leg to strike ball, contact ball with desired part of foot, transfer of weight of next possible dribble.

- Obstacle course for dribbling
- Dribble tag
- Two handed basketball dribbling
- Distance dribbling used different amounts of force and speed
- Dribble bowling
- Basketball dribble inside hoops
- Volleyball balloon dribble to self

Understand the need for maintaining contracted muscles, a focal point, and the importance of a base of support when balancing.

Students exercise dynamic and static activities of balance. When controlling body muscles and movement to keep center of gravity over base and focusing on a stationary position the student needs to increase the width of their base while keeping a lower center of gravity to improve balance. Activities:

- Body shapes on one or two feet, stationary
- Body shapes with partners
- Balance disk and See Saw boards
- Tight rope walking
- Balance beam of various height and angles

Identify tracking of the rope, rhythm and timing, pace/speed, and turning the rope with a fluid motion as critical elements in the successful performance of jumping rope.

Student must at first focus upon rope movement while developing a feel to anticipate rope movement as to visually focus on other situations. Turning of the rope starts with arm and elbow movement and continuing with the wrist rotation being the prime source of force for rope movement. Student exposed to different rhythm and timing from basic to advanced. Half-time, single time, double time, combined rhythm and stop or hesitation rhythm all set pace and speed with rope movement. Basic bounces used are plain, rhythm, stepping and running bounces.

- Individual stationary and moving rope jumping
- Partner rope jumping: facing, side-by-side, and back-to-back
- Circle rope jumping
- Pass through rope jumping

Content Standard 3: Fitness

Students will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

Grade K--2

Sustain moderate physical activity for longer periods of time while in physical education.

In general in physical education classes, activity is increased after basic game skills and rules have been mastered to allow for game environment. Physical activity is increased in two ways. Pre timed activities; two-minute interval jog for warm up increased to three-minute interval, five minute jogging while Running with Rings for personal improvement(grades 1 & 2)

- Variable timed activities; game time physical activity increased by student mastery of basic skills and rules being reduced in presentation and review

Strive to participate daily in some form of physical activity.

Students are presently in one organized Physical Education class per week. Some classes rotate an additional one class every fourth week. Most classes receive on average, 34 meetings of organized Physical Education every school year.

Identify changes in the body during physical activity.

Student is given information for pre and post activity related to body changes.

Running/jogging: throat becomes dry, arms tired from swinging in position, pain in side of body between ribs, legs become heavy or tired, excessive sweating, higher rate of breathing, heart rate change, measuring pulse rates at different body locations,

Weight lifting (free weights): tired muscle or burning feeling in local muscle group, stiffness of muscle group

Supports body weight for climbing, hanging, and momentarily taking weight on hands.

Activities, which cause full or partial weight bearing on hands, are:

- Gymnastics--Handstands, cartwheels, forward rolls, wheelbarrow walk, gladiator rings swing, still ring arm supports,
- Rope climbing, no feet on rope
- General activities--Pull-ups, push up wheels, traversing, crab soccer, partner and group hand chains, hand wheelbarrow relays

Content Standard 4: Responsible Behavior

Students will exhibit responsible personal and social behaviors in physical activity settings.

Grades K-2

State guidelines and behavior for the safe use of equipment and apparatus.

Students at beginning of activity unit establish and review guidelines and behaviors of equipment and apparatus.

- Gymnastics: one student uses equipment at a time with personal control
- No one under equipment when in use, report immediately any injury from equipment, proper matting must be in place for use
- Game equipment: spatial usage requirement (i.e. batting area can not be close by, respect two students throwing ball to each other)
- Proper equipment use (i.e. basketball hoops are used for shooting a ball in not hanging or climbing on,)

Identify appropriate behaviors for participating with others in physical activity.

Students introduced to Physical Education common behavior rules at the beginning of each Class and reviewed periodically.

- Stop, look and listen upon signal.
- Keep hands, feet, and objects under control.
- Avoid hostile gestures, fighting and game disruption.
- Follow directions by actions and or by memory
- Use equipment as it is intended

State reasons for safe and controlled movements.

Students are made aware of keeping their movements under their best control, as it will affect their personal safety and the safety of others in the class.

- Bumping or pushing other students can lead to increased danger
- Controlled movements would not put excessive force upon self
- Controlled movements give other students proper space for their activity
- Controlled movements allow for emergency stops of activity

Share space and equipment with others in physical activity settings.

Students need to understand some limitation of equipment and space usage can be overcome by sharing for the betterment of all. Cooperative activities and shared equipment and space force students to either work together or wait their turn for the best possible activity situations.

- Parachute activity produce best results with everyone cooperating
- Juggling by self or with others increases ability levels
- Taking turns and waiting for completion of gymnastic activities on equipment gives fair opportunity for best effort

Respond appropriately to reinforcement of classroom and activity specific rules.

Students will be noticed for their response to reinforcement of classroom and activity rules. Praise in different forms is a positive and most desired response to be used for those who comply with the rules. Time out for those who do not comply will be main negative rule enforcement.

- Positive reinforcement: thumbs up signal with eye contact and verbal
- Praise, passing a glow in dark toe token to reinforce a positive situation
- Negative reinforcement: time out from activity after verbal discussion of actions or situation, return to activity guided by a showing of a understanding by student of what rule was broken and what must be done not to violate rule again.

Stops activity when signaled to do so.

Students must remember and properly respond to the following signals.

- RED LIGHT-students stop what they are doing and spell aloud “S T O P”
- CHANNEL ONE—students stop all activity and listen

Accept the feelings resulting from challenges, successes and failures in physical activity.

Students need to feel free to express feelings resulting from challenges of physical activity. With a variety of challenges the child can learn better to deal with their feelings and express those feelings in a more socially acceptable manor.

- Excessive bragging in disruptive manor is harmful
- Avoid constantly reminding other of a game or personal result
- Starting an activity with others by wishing good luck or lets have fun
- Closure of an activity with a positive comment about effort and not result of the activity and a hand shack or high five

Content Standard 5: Respect for Differences

Students will exhibit and understanding of and respect for differences among people in physical activity settings.

Grades K--2

Be considerate and treat others with respect in physical activity settings.

- Students expected to apologize after accidental touching or tripping.
- The students are thanked for apologizing to other students.

Play and cooperate with others regardless of personal differences.

- Students participate in cooperative games such as Friendship Volleyball which allows a teammate to exhibit a good skill which will bring a person back into the game who did not show good skill during the game.
- Cooperative games with all players rotating to both teams allowing the score to be joint effort of all players.

Identify ways in which all students might be included in an activity.

To include students in activities, modifications can be done to either the activity or to the students' environment.

- Basketball with its fast action during play such as dribbling a ball and progressing as fast as you can to the basket goal to score. By playing basketball with no need to dribble the student can develop skills of shooting, dodging and fleeing from an opponent, rebounding a ball, switching from offense and defense position in a team game. Eliminating the dribble infractions allows a game flow of basketball to develop under modified rules to include a student who can shoot, rebound and run but has not yet mastered dribbling a basketball at game speeds.
- Student environment could deal with their being accepted in class by others or not being as physically strong as others in class. Each person who plays has a shirt with a number on it. That number is the point value of a successful shot. (i.e. a short person possibly weak wears a 5 indicating if the shot goes in the basket its 5 points for the team)

Content Standard 6: Benefits of Physical Activity

Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.

Grades K-2

Recognize that skill development requires practice.

Students are given more than one attempt in activities to foster repetition of a skill to be over learned or given a series of activities that emphasizes a single skill.

- Water fall baseball: students attempt to hit a rolling ball with a bat and are allowed seven swings and misses before striking out.
- Basketball foul shooting: students shoot ten shots and record the results in fraction form and shoot more sets of ten (time permitting) to compare.
- Jumping rope: measuring pre and post continuous jumps after six or seven week practice sessions.
- Emphasized skill: activities of river boat, partner pitch, galaxy and double dungeon all emphasize pre position, action and post position of throwing.

Recognize and acknowledge that many different feelings can result from participation in physical activity, (i.e., excitement, anger, frustration, joy, and anxiety).

- Students' feelings expressed before and after physical activity can be associated with specific results or segments of the activity. To make these associations known for the class to understand each other and each reason for the feeling can be done verbally. Routines of warm ups and cool down may help students deal with many different feelings by gradually introducing new challenges yet still be involved with familiar activities and their resulting feelings. Also by recognizing many types of accomplishments no matter how trivial a student may feel more secure in dealing with their feelings based upon their activity.
- Students can compare activities by listing feelings they have experienced from different activities. All students in class can compare lists to see the similarities and differences.

Derive enjoyment through participation in physical activity either alone or with others.

Students need some type of success either alone or with others. Offering a variety of activities with different levels of achievement, allows a student to find success and enjoyment.

- Gymnastics unit: rotating between eight activity stations, all of different levels of difficulty.
- Galaxy: student travels from safe planet to planet by choosing their own route, either with a high degree of difficulty or a lower level.
- Traversing: a student can climb wall blocks to a distance based upon his/her ability, his/her next attempt is compared to his/her first attempt thus bringing him/her success to his/her level of improvement not that of another student.
- Partners jumping rope: as a unit two or more jumpers can establish a level of performance that could label them as successful
- Partner juggling: passing items between yourself and a partner in a specific rotation builds joint success

Appreciating the benefits that accompany cooperation and sharing.

Students could solve physical activity challenges by working together at a unified rate and effort.

- Parachute: all play together to cause parachute movements of ripples, waves, mushroom and flying motion.
- Scooters: by working together students will move scooters in groups or with partners varying speeds and directions.
- Bag volleyball: with a partner sharing skills of catching and tossing a ball during a game
- Dish towel: by holding hands with one partner facing each other, students must move in such a way to not separate hands yet end standing back to back. Once mastered the task is to be repeated at a faster rate.

Utilize physical activity as a channel for imagination, self-expression and creativity.

Students can show imagination, self-expression and creativity in group or individual environments.

- Entanglement: students must hold two short ropes with two different partners in a large group of partners and simply have everyone face the same direction in the group without being tangled in the rope.
- Floater: the group must devise ways to raise large cage balls to the top of piles of mats without using hands while a second group of students attempts to prevent their success
- Gymnastics unit: two students from opposite ends of a balanced beam must pass each other and progress to opposite end without falling off the beam.
- Gladiator basketball: develop ways to get closer to the basket without allowing opponent to take the ball away.
- Gymnastics unit: students develop a routine of two or more stunts which flow in a physical stream of movement.

Look forward to new physical activity experiences.

Students can show anticipation of new activity experiences in many ways. One measureable way is to be ready for next physical education class by having sneakers and proper dress. Sneakers are a safety requirement. Inquiring of next activity or looking in the gym to observe other classes also indicate an interest in what is happening next and demonstrating an interest in taking part in the activities. Pre participation attitude of the student in Physical Education class showing concentration on activity introduction, eagerness to begin and a narrative explaining a similar activity that the student has mastered.

Celebrate personal successes and achievements and those of others.

Students' achievements are rewarded immediately in most cases with each class in one of two ways. Toe tokens reward system and specific activity reward system. Each system could be for individual or group performance or improvement of physical activity with the toe token system also rewarding students for sportsmanship and honesty.

- Toe token rewards:
 - Individual improvement while running with the rings showing an increased distance jogged by a student for a specific time period.
 - With use of fraction board, a student can record progress of basketball foul shooting skills using different types of shots. Each ten shots is compared for improvement and reward.
 - Teacher observed improvement in skills of physical activities during physical education classes could instantly be reward with toe token. (i.e., good bounce pass in basketball, nice bump pass in volleyball, excellent job of double dutch jumping rope, etc.)

- Individual activity rewards:
 - Over many physical education classes, a student can record push up wheels performed. At each child's individual pace an award specific only to push up wheels is given to the child for reaching a pre set level of performance. (i.e., 25, 50, 75, 100, 125, etc.) Push up wheels can be performed in groups or two or more students and can carry group awards..
 - Spool time amounts are recorded in the same manor. By moving spools from one location to another, a child can be rewarded for his/her attainment of a goal at their own pace.

Content Standard 1: Physical Activity

Students will become competent in a variety of, and proficient in a few, physical activities.

Grades 3-4

Develop patterns and combinations of locomotor and non-locomotor movements into repeatable sequences.

Gymnastics stunts calling for learning segments to be mastered for progression of next difficult activity.

- Tumbling: log roll, shoulder roll, forward roll, backwalk over, backward roll, tripod, head stand, hand stand, diving forward roll (varying heights), cartwheel, wheelbarrow, partner pyramids.
- Parallel bars: straight arm support, straight arm walk, dip, straddle walk, side front dismount, side rear dismount, shoulder stand, shoulder roll.
- Vaulting: side vault, flank vault, straddle vault, squat vault, flip vault.
- Balance beam: walk, walk with turn, backward walk, dip, v-seat, arabesque, cartwheel dismount, forward walk over, two person crossing stunts.
- Still rings: ring travel, straight arm support, ring swing, bird's nest, inverted pike hang, bent arm pike hang, skin the cat.
- Rope and bar climb: arm supported climbs
- Walking wheel: (height requirements) forward and backward directions

Sport related activities and skills which require a combination of locomotor and non-locomotor movements are important to sequential development. The students must make ready to place themselves in a position for the following activities:

- Soccer: throw in, heading a soccer ball, power kicking for distance and accuracy (corner and goal kick), trapping a soccer ball with body parts (chest, knee, leg or foot)
- Softball (tee ball): base running, run down on base path, swing a bat, throwing and catching
- Volleyball: serving, tapping ball (set up, dig, bump) moving the ball
- Basketball: shooting the ball, catching and passing the ball, rebounding the ball, defending the goal and the player with the ball
- Track: sprinting, high jumping, long jumping, horizontal pole vaulting, hurdling, relay racing, shot putting, steeple chasing
- Tight rope walking: forward and reverse movement on tight rope with over head guide safety rope.

Consistently catch, throw or kick/strike an object with another object or body part back to a target/partner (e.g., the underhand pass in volleyball, kicking into a goal)

Activities are segments from team games and/or individual reinforcement challenges.

- Soccer; kicking into a goal, trapping soccer ball with chest, knee and leg. Heading a soccer ball to target, flat pass, diagonal, and give and go pass to partner
- Volleyball: serve ball, partner serve, bump, dig, triangle tap (set up)

- Basketball: foul shooting, one hand shot (set and jump) two hand underhand shot, two hand over hand shot, hook shot, crazy two handed over head shot, receive and send a bounce pass, chest and one hand baseball pass to target or teammate
- Juggling: throwing and catching with self and/or partner two or more objects of different weights, shapes and sizes.
- Softball (tee ball): pitching to target strike zone, throwing to player at base or relay position, batting a softball, scooping an object with a softball glove, trapping a softball with a glove and hand.
- Kickball (cone kicking): kicking a rolling ball and running to bases, catching, rolling, and throwing a ball, tossing a ball to teammates at desired target.
- Flag football: kick, punt and or drop kick a football; forward pass, lateral and catch and or run a football

Hand dribble and foot dribble a ball and maintain control while traveling within a group.

Manipulative dribbling skills occurring at different rates in competitive and Non-competitive games and relays.

- Basketball: basketball frozen tag, box basketball, basketball (four on four)
- Soccer: pumpkin patch soccer, soccer dribble obstacle relay, soccer game
- Other; street floor hockey, floor hockey obstacle relay, and box hockey

Transfer weight, from feet to hands, and land in control.

Many activities meeting this standard are interwoven in the gymnastic unit. Below is a list of activities not found in the gymnastic unit.

- Traversing: horizontal wall block climbing measured by distance
- Rope swing: landing measured from take off
- Ring swing: swing body weight to landing islands
- Wall bar climbing: using hand and arm strength to climb horizontal bars
- Pull ups: pulling oneself off floor using arm strength (strapped pull ups)

Repeatedly jump a self-turned rope while initiating movement patterns.

Jumping rope with measurements of amount and time to foster improvement of each jumping style.

- Circle jump: fun jumps, competitive group jumps
- Individual rope jumping: one-handed spin jumps, two-handed jumps, crossing hands while jumping, jump on one foot, different rope speeds, turning while jumping
- Jumping partners: facing each other, side-by-side, back-to-back.
- Pass through jumping: follow the leader through large jumping rope
- Double dutch jumping: individual or with partner, two on two.

While traveling avoid or catch an individual or object.

Activities incorporating chasing, fleeing and dodging skills while participating in leading up to and /or actual game situations.

- Footsies: players try to step on heel flags of others without losing their own heel flags
- Pumpkin patch soccer: soccer dribbling to reach goal while others attempt to take ball away

- Soccer game: offensive and defensive situations during game
- Gladiator basketball: one on one basketball game with no dribbling
- Basketball game: Offensive and defensive situations during game
- Galaxy; traveling from safe planet to planet while avoiding thrown objects
- Frizbee dungeon: players avoid thrown objects to stay out of dungeon yet must catch an object if they wish to leave the dungeon
- Flag football: defensive players attempt to intercept ball or catch the flag of the person holding the ball, offensive players try to catch ball and avoid defensive players while running.

Content Standard 2: Human Movement

Students will understand and apply principles of human movement to the learning and development of motor skills.

Grades 3—4

Can identify the effects of body rotation, opposition, weight transfer and follow-through on throwing an object.

Students need to beware of the principles of imparting force to an object for the skill of throwing. To throw an object there are three concerns; the speed of the throw, the distance of applying force to the object, and the direction in which the object will travel.

The speed of the throw is related to the distance and time the object travels before it is released. Rotation of the body in a backswing, weight shift back and good follow through all increase the distance and time an object receives force from a student's hand for its speed needs. Pre action position of having the proper foot back with the body slightly turned must be integrated with the action of the throw and the post action position of a step forward causing weight transfer to be complete. Synchronizing body rotation, weight transfer and follow through can be aided by being aware of Newton's Laws of Motion. A student may feel more balanced and under control during the throw by having their non-throwing arm extended forward when the throwing arm is in the pre action back position.

Activities exercising throwing concepts and principles

- One foot on rubber or in hoop with other foot out
- Partner pitching under or over hand
- Basketball shooting
- Football forward pass

Recognize and apply eye-hand/foot coordination and spatial awareness to the skills of dribbling.

Student ability to visually tracking an object is important to eye-hand/foot coordination. Visually focusing and concentrating on an object and being aware of the space available to apply different amounts of force to that object in different directions requires great coordination.

Activities of dribbling:

- Stationary dribbling; basketball finger tip touch, wrist flexion with wave good bye to ball, measure force applied, extension of wrist to receive ball and absorb force of moving ball, bounce ball with and without tracking
- Stationary soccer dribbles to self; weight transfer to free leg for movement of applying force to ball with different sides of foot, control force applied to ball, vertical dribble ball in air,
- Dribble while moving: dribble around obstacles, soccer game, basketball game,
- Floor hockey: played with ring or hockey puck

Improve stability through recognition of three basic concepts.

The point at which the weight of an individual can be brought into balance and control shows excellent stability. Stability development occurs both in dynamic and static activities. The student's stability is governed by the following principles. Keeping a lower center of gravity gives greater stability. The wider or larger the base of support improves stability. And finally when the center of gravity is over the base, stability is greater. Following is list of activities to improve stability.

- Student moves and stops and /or change direction of movement as in dodging or fleeing activities without falling to floor
- Students balances on one or two feet and/or hands as in gymnastic activities on balance beam or floor stunts
- Walking or jogging backward
- Jumping rope while moving
- Tightrope walking carrying objects without using hands
- Balance disk and see saw boards
- Partner balance stunts: groups of two or more students holding hands while holding hands and leaning back

Apply the beginning offensive and defensive concepts such as: blocking, shielding, protecting, as well as spatial orientation.

Students must first be aware of spatial orientation in order to develop offensive and defensive concepts of activities. Reminding students to spread out on the field of play is done by reminding them not to be "bananas" but to spread out like "peanut butter." Activities that emphasize offensive and defensive concept are as follows.

- Gladiator basketball: to move away from guarding defensive player by protecting ball when running to goal occasionally passing around teammate to slow or stop defensive player from stealing ball
- Soccer activity: execution of give and go pass with teammate to protect ball from defensive player
- Flag football: teammates will stand in the way of defensive players thus blocking the offensive player carrying the ball from the defensive players

Content Standard 3: Fitness

Students will use fitness concepts to achieve and maintain a health-enhancing level of physical Fitness.

Grades 3--4

Maintain continuous aerobic activity for a specified time.

- Two and three minute jogging interval periods run in gym
- Two and three minute jumping rope interval periods in gym
- Ten minute jogging while Running with Rings for personal improvement
- Uninterrupted aerobic activity time periods of class activities with student controlled rest periods or break in action to catch breath.
- Basketball full court
- Double dungeon ball
- Soccer game
- Obstacle course of gymnastic stunts

Maintain appropriate body alignment during activity.

Pre –action, action, and post-action of body alignment are emphasized within introduction of skills and game activities. Locomotor, nonlocomotor and manipulative skills which take place during activities need to be observed developing movement competency in unilateral, bilateral and cross lateral actions.

- Running, walking, jumping, hopping, dodging, rolling and leaping body actions are exercise to become more efficient during activities.
- Balancing, bending, stretching, twisting and swinging body action are exercised for improvement of alignment during activities.
- Throwing, catching, striking with arm, striking with paddle, bat or stick, kicking, dribbling with feet or hands call for varying speeds of body alignment with different levels of strength requirements. With higher skill levels being mastered refinement of these skills can produce easier measurable activities.

Support, lift, and control body weight in a variety of activities.

- Traversing upon wall mounted wooden blocks, using hands and feet above floor level to travel in side ways direction on four points of support
- Push up wheels- with feet centered on a turntable child turns a straightened body with arm walking around the center of the push up wheel.
- Rope climbing and rope swing
- Stool time- students hold body above floor with hands and toes as supports while moving spools from one box to second box with alternating hands
- Perfect push up- student use hands to push straight body up without valley or mountain formed by body
- Gymnastic stunts-student uses body control to lift and support body for a variety of gymnastic floor and apparatus stunt and combination. (See physical activity standards for tumbling, parallel bars, vaulting still rings and walking wheel)

Regularly participate in physical activity for the purpose of improving one's personal physical fitness.

Students presently in one organized Physical Education class per week. Some classes rotate an additional one class every fourth week. Most classes receive on average, 34 meetings of organized Physical Education every school year.

Describe healthful benefits that result from regular and appropriate participation in physical activities.

Student improved levels of cardiovascular endurance, muscular endurance, strength and flexibility are obvious healthful benefits that lead to better motor fitness aspects of power, speed, agility, coordination, balance, and reaction time. Motor fitness development contributes to one's ability to perform dynamic and creative skills leading to explore more enjoyable leisure time activities.

Participate in appropriate activity that results in the development of muscular strength.

Students do not participate in appropriate activities in the development of muscular strength because the basic requirements of muscular strength development call for a minimum work out schedule of three times per week. Physical education classes meet once per week .

Currently students participate in muscular endurance development. Muscular endurance is important to motor performance because most skills do not require a maximum effort rather they require the movement to be repeated to better the skill. Small free weights not close to maximum weight possible are used to increase range of motion because of inertia of weights. Examples of free weights incorporated with activities to develop muscular endurance are as follows.

- Walking with low amount weights
- Jogging with low amount weights
- Throwing motions simulated with low amount weights
- Basketball shooting skills simulated with low amount weights

Identify proper warm up, conditioning, cool down techniques and the reason for using them.

Students perform warm up, conditioning, and cool down techniques related to specific activity to prepare body for that activity. These techniques help keep muscles flexible and ready for movement, improves performance and prevents injuries.

- Easy movements of walking forward and backward start all technique
- Baseball, softball and tee ball: techniques for back of neck, lower back, calf and Achilles tendon, back of shoulders, biceps, triceps, middle of back, side of hip, foot arch, ankle, hands, fingers, and groin
- Gymnastic activities: back of neck, back of shoulder, lower back, side of hip, ankle, wrist, side of upper body, hamstring, knee, quadriceps, groin,

- top of shoulder, calf, lower back, hamstring, back of knee,
- Basketball activities: lower back, back of shoulder, arch of foot, toes, hamstring, upper back, triceps, wrist, calf, side of neck, groin,
 - Running and jogging: lower back, back of shoulders, knee, arch and toes, hamstring, elbow, upper back, back of shoulder, ankle, side of hip, groin, calf, Achilles tendon, quadriceps
 - Volleyball activities: techniques for back of neck, back of shoulder, lower back, top of hip, side of hip, ankle, arch, toes, hamstring, middle of back, side of upper body, Achilles tendon, fingers and hands, groin, calf, chest
 - Soccer activities: techniques for wrist, hamstring, elbow, middle of back, triceps, Achilles tendon, lower back, groin, back of knee, ankle, toes, foot arch, front of knee, front of shoulder

Content Standard 4: Responsible Behavior

Students will exhibit responsible personal and social behaviors in physical activity settings.

Grades 3--4

Distinguish between compliance and non-compliance with game rules and fair play.

Students in Physical Education classes need to be aware of moral values dealing with game rules and fair play. These moral values have to be defined and exercised in games and activities. Students are given opportunities to solve moral values when demonstrating behavior to opponents, to teammates and to following rules.

The student must take into account different stages of moral reasoning in order to reach an understanding of compliance and non-compliance with game rules and fair play.

- Measuring students action by teacher generated reward or punishment
- Measuring students action by expectations of significant others in student's surroundings
- Measuring students actions by internalized feelings

Identifies the appropriate safety practices for the chosen activities.

Students need to understand all activities have specific safety requirements unique to that activity.

- Space or area usage requirement: locomoter and non locomotor activity all require proper space depending upon speed and size of those involved
- Equipment usage space factors: batter needs room to swing, vaulter needs space to land, one student at a time,
- Proper equipment use: volleyballs are not to be kicked, basketball goals are not to be climbed on, bats are not to be thrown after use

Analyze potential risks associated with physical activities.

Students need to understand the following safety concepts in order to reduce potential injury associated with physical activities.

- Understand fatigue is a danger to activity performance
- Measure speed, size and intended activity with laws of motion to become aware of states of being out of control
- Importance of concentration on activity at hand
- Exercise personal feeling of comfort with attempting activity
- Express personal health conditions related to activity participation

Demonstrate positive ways to resolve conflicts that occur in physical activity settings.

Students need to be aware of frequency of conflict disruption of Physical Education classes both as individuals and as members of a group. Less time used for resolving conflicts bring about more time spent on activity. Each group and individual's goal is to reduce the number of conflicts that may have occurred in a previous class. A second goal would be for the students to initiate

these positive ways to resolve conflict with the teacher being less of a factor. The following are possible ways to resolve conflicts.

- Immediate apology for hostile attitude or physical accidents
- Respectful group approach to praise of individual or others
- Stay on task without modifying rules of activity
- Emphasize any and all examples of good sportsmanship

Content Standard 5: Respect for Differences

Students will exhibit and understanding of and respect for differences among people in physical activity settings.

Grades 3-4

Appreciate differences and similarities in others during physical activity.

Students can be come aware of changes in personalities of others in activities. Body size and ability also cause different situations to appreciate.

- Team games may generate students with more outwardly aggressiveness for the end result of the game.
- Gymnastic activities could foster a less competitive student

Create a physical activity, which would allow a physically challenged classmate to participate on an equal playing field.

Students are to participate in modified activities or placed in similar environmental surrounding setting of that of the physically challenged student.

- Modified activities: lower goals in basketball with shooting performed in prone position to reduce range of motion similar to challenged classmate, playing with rolling ramp for challenged classmate attached to his transport device,
- Trading seats: non physically challenged students to participate in activities in similar transport device of physically challenged classmate (relays, partner exercises)

Recognizes similarities and differences between activities from different countries or time periods.

Students can play mini activities under rules or procedures of yesteryear.

- King Georges' Ball as a lead up to rounders and finally baseball.
- Six on six basketball with rovers

Content Standard 6: Benefits of Physical Activity

Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.

Grades 3—4

Accept the feelings resulting from challenges and successes in physical activity.

Students exposed to new challenges in Physical Education classes with the opportunity of gradually establishing personal levels of achievement will feel more confident in dealing with their feelings. Offering many activities of which a student can find a favorite activity and a comfort of participation in that activity, will allow the student to gain success in one activity there by willing to try new challenges with the gamut of feeling it fosters.

- Rope climbing: individual strength activity performed possibly with most of the class watching , student tries their best to reach the top of the rope
- Push up Wheels: strength improvement measured by amount to reach pre set achievement levels, cumulative effort over many classes
- Traversing: lateral block climbing above floor using general body strength to mark distance for next attempt of personal improvement
- Straddle vault: gymnastic strength activity with increasing height causing student to measure feeling for continuing challenge
- Peer evaluation: five classmates each judge one component of side vault, student allowed to continue vaulting if scores a certain percentage of perfect evaluation, student allowed to stop if wishes in this more competitive environment.

Begin to recognize areas for personal and group growth and improvement.

Students status can be compared to state standards from the Connecticut Physical Fitness Assessment and personal or class levels of performance to allow a recognition of growth and improvement.

- Connecticut Physical Fitness Assessment: Flexibility, Muscular strength/Endurance, Upper Body Strength and Aerobic Endurance can be incorporated into Health and Challenge Levels. This allows for a comparison of a students strengths and weaknesses and indication for a need of a plan of improvement.
- Within a students class measurements of distance running, jumping rope, push up wheels, and basketball foul shooting allow for personal or group evaluation of a students status. A student can recognize a need in a certain measurement to improve to level of satisfaction.

Express personal satisfaction in his or her accomplishment.

Students expressing their satisfaction of their accomplishments have been observed in many ways. Verbal expression and discussion with others of their activity results is common. Some students have registered for advance private club classes in gymnastics and or recreation teams in different sports after experience of accomplishment in Physical Education classes.

Celebrate personal successes and achievements and those of others.

Student's achievements are rewarded immediately in most cases with each class in one of two ways. Toe tokens reward system and specific activity reward system. Each system could be for individual or group performance or improvement of physical activity with the toe token system also rewarding students for sportsmanship and honesty.

Toe token rewards:

- Individual improvement while Running with the Rings showing an increased distance jogged by a student for a specific time period
- With use of fraction board, a student can record progress of basketball foul shooting skills using different types of shots. Each ten shots is compared for improvement and rewarded.
- Teacher observed improvement in skills of physical activities during physical education classes could be instantly rewarded with a toe token. (I.e. good bounce pass in basketball, nice bump pass in volleyball, excellent job of Double Dutch jumping rope etc.)

Individual activity rewards:

- Over many physical education classes, a student can record push up wheels performed. At each Child's individual pace an award specific only to push up wheel is given to the child for reaching a pre set level of performance. (i.e. 25 , 50, 75, 100, 125, etc) Push up wheels can be performed in groups of two or more students and carry group awards.
- Spool Time amounts are recorded in the same manor. By moving spools from location to another, a child can be rewarded for his or her attainment of a goal at their own pace.

Identify activities that are personally interesting.

Students list either by activity unit or year summary of personally interesting activities.

Design games and gymnastics sequences that demonstrate personal creativity and self-expression.

Gymnastic designed routines

- Students will use two or more floor exercises to sequence a routine.
- Students will use two or more balance beam stunts to sequence a routine

Game design:

Students need to design mini game emphasizing an activity skill.

- Game of basketball dribble to show speed improvement
- Game of soccer dribble a flat pass to show ball control.

Willingness to accept challenges and explores new activities.

Developing an atmosphere in Physical Education classes for a student to accept challenges and explore new activities depends upon safe play areas, adequate supervision and instruction.

- Safe play areas: gymnastic activities with proper matting allows a student to jump higher and land in a safe soft area; enough personal space to swing at bat, jump a rope, or run without conflict with others
- Adequate supervision: personal spotters in gymnastics, student partners or helpers during activities, over all procedures to be followed allowing for equal opportunities
- Adequate instruction: progressive skill development allows for confidence in every level of activity bringing the student to a new activity.
- Forward roll leads to a driving forward then a flip vault
- Hitting a tee ball, hitting a waterfall ball to hitting a pitched ball

Content Standards 1: Physical Activity Grade Five and Six

Students will become competent in a variety of, and proficient in a few, physical activities.

Students will design and perform movement patterns in gymnastics, dance, and sport activities that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed and flow.

Students will:

1. Participate in gymnastics unit.

Upon the completion of this unit students will be able to:

- Demonstrate tumbling moves.
 - a. forward roll
 - b. backward roll
 - c. tripod
 - d. headstand
- Demonstrate moves on parallel bars.
 - a. monkey walk below bars
 - b. skin the cat
 - c. straight arm support
 - d. straight arm walk
- Demonstrate a variety of vaults.
 - a. side vault
 - b. half flank vault
 - c. straddle vault
 - d. front handspring
- Demonstrate routines on a balance beam.
 - a. backward walk
 - b. walk over obstacle
 - c. straddle jump
 - d. cartwheel
 - e. dismount
- Demonstrate maneuvers during floor exercise.
 - a. front walk over
 - b. back walk over
 - c. handstand
 - d. V-sit

- e. Dive forward roll
- f. Round off
- g. Back handspring
- h. Front handspring

Students will hand/ foot dribble while preventing and opponent from stealing the ball.

Students will:

1. Participate in a soccer unit.

Upon completion of this unit students will be able to

- Demonstrate an understanding of the basic rules of the game.
- Demonstrate passing and shooting skills using different parts of their foot.
- Demonstrate dribbling skills using inside, outside, and sole of foot.
- Demonstrate proper techniques used in trapping the ball.
- Use different body parts while trapping the ball.
- Differentiate between speed dribbling and controlled dribble

Students will consistently throw and catch a ball while guarded by opponents.

Students will:

1. Participate in a team handball unit.

Upon the completion of this unit students will be able to:

- Demonstrate proper passing techniques
 - a. Overhead
 - b. Baseball
 - c. Hook
- Demonstrate proper scoring mechanics
 - a. Jump shot
 - b. Lob shot
 - c. Penalty shot

- Demonstrate offensive strategies
 - a. Positioning of players
 - b. Aiming toward certain parts of goal

- Demonstrate defensive strategies
 - a. Player to player defense
 - b. Zone defense
 - c. Anticipating passing lanes

- Demonstrate an understanding of game rules

Students will:

1. Participate in a speedball unit.

Upon completion of this unit students will be able to:

- Demonstrate proper passing skills
 - a. bounce
 - b. chest
 - c. shovel
 - d. baseball

- Demonstrate proper methods of scoring
 - a. overhand shot
 - b. underhand shot

- Demonstrate an understanding of basic rules of the game

Content Standards 2: Human Movement

Students will understand and apply principles of human movement to the learning and developing of motor skills.

Students will detect, analyze and make adjustments in personal movement patterns.

Students will:

1. Participate in a track and field unit.

Upon completion of this unit students will be able to:

- Demonstrate proper form used in hurdling
 - a. Opposite arm and leg movement
 - b. Equal steps between hurdles, timing
- Demonstrate proper mechanics used during discus throw
 - a. Spin
 - b. Slide step
 - c. Rotation of hip area
- Demonstrate proper form used during long jump
 - a. Extending
 - b. Setting proper steps
 - c. Measuring
- Demonstrate proper form used while throwing javelin
 - a. Follow through
 - b. Position of head during throw
 - c. Proper foot work

Content Standards 3: Fitness

Students will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

Students will participate in moderate activity for a sustained period of time while maintaining a target heart rate.

Students will:

1. Participate in a personal physical fitness assessment program.

Upon completion of this unit students will be able to:

- Participate in six minute shuttle run
 - a. Used as a training device for one mile run
 - b. Complete 50 to 70 sprints across gym
- Demonstrate proper lifting techniques
 - a. Bench press
 - b. Bicep curl
 - c. Triceps extensions
- Reach or surpass fitness standards for Connecticut assessment
 - a. Cardiovascular endurance, mile run
 - b. Sit and reach lower back flexibility test
 - c. Abdominal strength and endurance, sit ups
 - d. Upper body strength and endurance, push ups
 - e. Calculate body mass index with height and weight measurements
- Measure pulse rate using carotid artery in neck
 - a. Resting
 - b. Active
 - c. Cool down period

Content Standards 4: Responsible Behavior

Students will exhibit responsible personal and social behaviors in physical activity settings.

Students will make responsible decisions about the use of time to complete assigned task.

Students will make conscious decisions about playing rules, procedures and etiquette for specific activity situations.

Students will:

1. Participate in badminton unit.

Upon completion of this unit students will be able to:

- Demonstrate proper strokes used in the game
 - a. Serve
 - b. Forehand
 - c. Overhand hit
 - d. Underhand hit
- Demonstrate an understanding of rules of the game
 - a. Scoring
 - b. Hits per side
 - c. Boundary areas
- Demonstrate proper use of equipment
 - a. Safety considerations near net
 - b. Safety considerations during doubles games
- Demonstrate sportsmanship throughout competitions
- Demonstrate an understanding of the differences between doubles and singles games
 - a. Singles tournament
 - b. Doubles tournament

2. Participate in a Table Tennis unit.

Upon completion of this unit students will be able to:

- Continually hit ball back and forth over net
 - a. Reach goal of 20 to 30 hits

- Demonstrate proper strokes used in game
 - a. Serve
 - b. Forehand
 - c. Backhand

- Demonstrate proper scoring methods
 - a. Single game
 - b. Double game
 - c. Play games to 15 points

- Demonstrate proper use of equipment
 - a. No leaning or touching table during play

Content Standards 5: Respect for Differences

Students will exhibit and understanding of and respect for differences among people in physical activity settings.

Students will seek out, participate with, and show respect of persons of like and different skill levels.

Students will use verbal and nonverbal behavior to demonstrate cooperation with peers of different gender, race and ethnicity in a physical activity setting.

Students will:

1. Participate in a basketball unit.

Upon completion of this unit students will be able to:

- Demonstrate the ability to work with the opposite gender
 - a. Coed games of two versus two
 - b. Games of one on one versus opposite gender
 - c. Coed games of five versus five
 - Demonstrate the ability to maintain composure under stressful situations
 - a. Participate in two versus three games
 - b. Organize teams on their own recognizing different skill levels
 - Understand cooperation is the key to success
 - a. Make appropriate comments while assisting a teammate
 - b. Demonstrate proper skills for teammates to view and learn
 - c. Give positive feedback when teammate has success
 - Demonstrate ability to utilize all players on a team
 - a. Pass to less skilled players
 - b. Encourage and assist less skilled players
 - c. All players must score one basket before someone scores a second basket
2. Participate in a floor hockey unit.

Upon completion of this unit students will be able to:

- Demonstrate the ability to work with the opposite gender
 - a. Coed games of five versus five

- Demonstrate an understanding of the use of equipment used in game
 - a. Keep sticks low
 - b. No lifting hockey ball
 - c. No using hands on ball
- Demonstrate proper safety guidelines established
 - a. No rough play
 - b. Stay spread out, spatial awareness
 - c. Control emotions during contest
- Utilize all players in the goalie position
 - a. Goalie will rotate every two minutes of play
 - b. Rotate boy girl or girl boy depending on who starts in goal

Content Standards 6: Benefits of Physical Activity

Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.

Students will respect, appreciate and enjoy the aesthetic and creative aspects of physical performance.

Students will show a desire to continually improve and enhance physical ability and performance.

Students will:

1. Participate in an obstacle course and individual sports unit.

Upon completion of this unit students will be able to:

- Demonstrate flexibility and agility through obstacle course
 - a. Over and under obstacles
 - b. Balancing on stationary objects
- Demonstrate coordination using a variety of equipment
 - a. Pogo stick
 - b. Hula hoops
 - c. Buddy walkers
 - d. Jump ropes, including heavy ropes
- Demonstrate balance and coordination while moving
 - a. Walking on stilts
 - b. Jumping on small trampoline
 - c. Walking on balance beam
- Demonstrate eye hand coordination
 - a. Tether ball game
 - b. Juggling scarves and bean bags

Content Standards 1: Physical Activity Grade Seven and Eight

Students will become competent in a variety of, and proficient in a few, physical activities.

Students will use skill combinations competently in modified versions of individual/dual/team activities.

Students will display appropriate use of speed, force, and form in a variety of movement skills.

Students will:

1. Participate in a gymnastics unit.

Upon completion of this unit students will be able to:

- Demonstrate self expression through movement of the body
 - a. Floor exercise routines
 - b. Balance beam routines
 - c. Parallel routines
 - Demonstrate ability to understand personal feelings
 - a. Encourage others with positive comments
 - b. Physically assist others during stunts
 - Demonstrate creativity while performing tumbling moves
 - a. Combining moves together
 - b. Show smooth transition between moves
 - Demonstrate ability to cooperate with another students to complete dual balancing stunts
 - a. Trust falls
 - b. York circles
 - c. Table top balance
 - Demonstrate the ability to work as a team to achieve or build structures
 - a. Pyramid building
 - b. Reach highest on wall
 - c. Log relay
2. Participate in an obstacle course and individual sports unit.

Upon completion of this unit students will be able to:

- Demonstrate flexibility and agility through obstacle course
 - a. Over and under obstacles
 - b. Balancing on stationary objects

- Demonstrate coordination using a variety of equipment
 - a. Pogo stick
 - b. Hula hoops
 - c. Buddy walkers
 - d. Jump ropes, including heavy ropes

- Demonstrate balance and coordination while moving
 - a. Walking on stilts
 - b. Jumping on small trampoline
 - c. Walking on balance beam

- Demonstrate eye hand coordination
 - a. Tether ball game
 - b. Juggling with scarves and bean bags
 - c. Participate in badminton games

Content Standards 2: Human Movement

Students will understand and apply principles of human movement to the learning and development of motor skills.

Recognize that time and effort is prerequisite for skill improvement.

Students will:

1. Participate in a flag football unit

Upon completion of this unit students will be able to:

- Demonstrate an understanding of the following equipment and their uses
 - a. Flag belts
 - b. Football
 - c. Playing fields
- Demonstrate an understanding of the safety issues surrounding the sport
 - a. Pull flags not clothing
 - b. No spinning or twisting while carrying the ball
- Demonstrate the following passing techniques
 - a. Hand off
 - b. Pitch
 - c. Lateral
 - d. Forward pass
- Demonstrate the following ball carrying skills
 - a. Hand off
 - b. Switching hands
 - c. Carry ball on opposite side from defender
- Demonstrate the following receiving skills
 - a. Receiving a pass
 - b. Receiving a pitch out
 - c. Receiving punts and kickoffs

2. Participates in a volleyball unit

Upon completion of this unit students will be able to:

- Demonstrate an understanding of games rules
 - a. Three hits per side

- b. Games to 21
 - c. No touching net during play
 - d. Serving from behind service line
- a. Demonstrate proper technique used in serving
 - a. Overhand serve
 - b. Underhand serve
- b. Execute proper volleyball skills
 - a. Bump
 - b. Set
 - c. Spike
 - d. Serve

Content Standard 3: Fitness

Students will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

Students will sustain an aerobic activity, maintaining a target heart rate, to achieve cardiovascular benefits.

Students will strive to improve and/or maintain appropriate body composition.

Students will:

1. Participate in a fitness assessment unit.

Upon completion of this unit students will be able to:

- Reach or surpass fitness standards established by Connecticut fitness assessment program
 - a. Cardiovascular endurance, mile run
 - b. Sit and reach lower back flexibility
 - c. Abdominal strength and endurance, sit ups
 - d. Upper body strength and endurance, push ups
 - e. Calculate body mass index using their height in inches and weight in pounds.
- Demonstrate through practice, proper running, walking and jogging techniques
- Demonstrate an awareness of the importance of physical fitness
 - a. Utilizing body mass index number to make adjustments to living styles
 - b. Utilize results from testing components to make adjustments to daily nutrition and fitness levels
- Demonstrate knowledge of safety concerns with physical fitness
 - a. Proper running/walking shoes
 - b. Proper clothing

2. Participate in a weight training unit.

Upon completion of this unit students will be able to:

- Demonstrate proper warm-up and cool down stretches
- Demonstrate the proper form when lifting weights
 - a. Utilize classmates as spotters
 - b. Lifting only weight student can handle

- Demonstrate proper form when working certain muscles
 - a. Bench press
 - b. Bicep curls
 - c. Triceps extensions

- Demonstrate an understanding of muscles used during specific workouts

Content Standards 4: Responsible Behavior

Students will exhibit responsible personal and social behavior in physical activity settings.

Students will choose a partner that he or she can work with safely and productively.

Students will identify and follow rules while playing sports and games.

Students will:

1. Participate in a track and field unit.

Upon completion of this unit students will be able to:

- Demonstrate the ability to work independently to improve scores and times during track and field events
 - a. Participate in long jump
 - b. Javelin throw
 - c. Low Hurdles
 - d. Shot put
 - e. Discuss throw
 - f. High jump
- Demonstrate the ability to work in small groups towards improving scores and results
 - a. Receive feedback on form from other students
 - b. Motivate other students to improve scores
- Demonstrate an understanding in using measuring devices
 - a. Tape measures
 - b. Stop watches
 - c. High jump standards
- Demonstrate the ability to keep score while participating in a track and field meet

Content Standards 5: Respect for Differences

Students will exhibit an understanding of and respect for differences among people in physical activity settings.

Students will respect physical and performance limitations of self and others.

Students will include all classmates in physical activity regardless of differences and/or challenges.

Students will:

1. Participate in a basketball unit.

Upon completion of this unit students will be able to:

- Demonstrate the ability to work in coed situations
 - a. Participate in coed games of five versus five
 - b. Participate in shooting contest with coed teams
- Demonstrate the ability to show sensitivity towards teammates
 - a. Give positive feedback to less skilled players
 - b. Respect criticism from teammates and opponents
- Demonstrate sportsmanship towards teammates and opponents
 - a. Recognize that participation and inclusion is more important than final score
 - b. Demonstrate the ability to control emotions in stressful situations

Content Standards 6: Benefits of Physical Activity

Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.

Students will respect, appreciate and enjoy the aesthetic and creative aspects of physical performance.

Students will show a desire to continually improve and enhance physical ability and performance.

Students will:

1. Participate in a softball unit

At the conclusion of this unit students will be able to:

- Demonstrate proper mechanics while batting
 - a. Proper hand placement on bat
 - b. Proper step towards pitcher
 - c. Proper hip rotation
- Demonstrate an understanding of basic softball rules
 - a. Number of players on the field
 - b. Tagging up
 - c. Positioning of players
 - d. Different methods of getting a player out
- Recognize certain situations during game like conditions
 - a. Bases loaded with certain amount of outs
 - b. Left handed or right handed batter
 - c. Knowing where to throw the ball
 - d. Knowing when to tag up
- Demonstrate basic softball skills
 - a. Catching a fly ball
 - b. Fielding a ground ball
 - c. Throwing from the outfield
 - d. Throwing from the infield

2. Participate in a lacrosse unit.

Upon the completion of this unit students will be able to:

- Demonstrate proper use of equipment needed to play the game
 - a. Lacrosse stick
 - b. Lacrosse ball
 - c. Lacrosse goals

- Demonstrate an understanding of safety rules
 - a. No contact with sticks
 - b. Shots at goal must bounce before going into the net

- Demonstrate an understanding of the basic rules of the game
 - a. Setting up offensive and defensive players

- Demonstrate proper skills needed to play the game
 - a. Catching
 - b. Throwing
 - c. Cradling
 - d. Scooping
 - e. Goal tending skills