

Masconomet Regional School District

Middle School Physical Education Curriculum Guide

“Quality Instruction for Healthy Lifestyles”

Updated Summer 2023

Masconomet Regional School District
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The Mission of the Masconomet Physical Education Program

The mission of the Masconomet Regional Middle School Physical Education Program is to provide students with the skill, knowledge, and experience they need in order to be healthy, physically active individuals throughout their lives.

It is the philosophy of the Masconomet School District that physical education should...

- Be an integral part of the total educational program for grades K-12.
- Address the physical, mental, social and emotional needs of our students.
- Recognize, respect and provide for individual differences in students.
- Provide opportunity for each student to achieve success in physical activity to the extent of their capabilities.
- Emphasize the sequential development of motor skills, knowledge, and attitudes to equip students to adopt a physically active lifestyle.
- Be relevant and student centered.
- Be integrated with health education and other subject areas to create a total learning experience.
- Equip students to meet established standards.

Middle School Goals

To provide opportunities for students:

- to refine and combine fundamental skills and movement patterns and transition those into specialized skills and patterns.
- to learn and apply more complex concepts of movement.
- to learn more about the components of fitness, how they are developed and improved, how they interrelate, and how they contribute to overall fitness.
- to participate cooperatively with others and understand reasons for rules and procedures.
- to exhibit a physically active lifestyle, both in and outside of school.

Guidelines for Selection of Activities

1. Selection of activities for inclusion in the curriculum will be done for the purpose of fulfilling the MA Physical Education Standards of Learning.

2. The following activities are to be included in the middle school curriculum;

Badminton, Basketball, Capture the Flag, Cooperative Games, Flag Football, Frisbee Golf, Floor Hockey, Kickball, Project Adventure, Pickle ball, Soccer, Softball, Speedball, Strength Training, Tennis, Ultimate Frisbee, Volleyball, Yoga

3. Benchmarks have been established for each of these activities to determine expectations for student learning. These represent what the students should know and do before they leave the eighth grade.

4. Advance planning should be done to insure the most appropriate sequence of instruction. Care should be taken to avoid repetition from grade to grade of the same activities and instructional objectives.

Physical Education Objectives for Masconomet Regional Middle School

In grade seven and eight, students continue to develop competence in modified versions of games, sports, and recreational activities. They vary movement during dynamic and changing game situations. Recreational pursuits become an additional curriculum option, broadening lifetime physical activity options. The ability to analyze skill performance through observing and understanding critical elements (isolated, small parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of movement and personal fitness.

Students relate the importance of physical activity to health, focusing particularly on obesity and stress. They create plans for improving personal fitness. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness.

Physical Education Standards of learning for Massachusetts

Through the study of Motor Skill Development students will

2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others

2.9 Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency

2.10 Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow *Students create gymnastics or dance routines using objects (such as balls and flags)*

Through the study of Fitness students will

2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness

2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension

2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness

Through the study of Personal and Social Competency students will

2.14 Apply advanced movement concepts and beginning game strategies to guide and improve individual and team performance

2.15 Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed

In teams, students identify and try various ways for players of different abilities to participate fully

2.16 Describe the purpose and benefits of sports, games, and dance in modern society

Students choose and participate in a game, sport, or dance and trace its history and its place in contemporary times

Massachusetts Comprehensive Health Curriculum Framework October, 1999

GENERAL PROCEDURES

Organization

The Masconomet Regional Middle School offer physical education in conjunction with health education in grades seven and eight on a coeducational basis. Students receive physical education every other day.

Dressing Policy

All students shall dress for each physical education class in appropriate attire unless it is apparent to the instructor that it would not be in the best interest of the student. The recommended uniform shall consist of athletic sneakers, athletic socks, t-shirt, and shorts or sweatpants. The appropriate uniform in physical education allows increased movement over street clothes, is less hazardous in activities (no buttons, large zippers, belts or buckles), and promotes better hygiene for the student and the school population. As a further safety precaution, jewelry will be removed when deemed inappropriate. Consistent policies are essential, instructors may designate their choice of alternate uniforms depending upon the activity or weather conditions. Exceptions to this policy will be handled on an individual basis by the instructor. For hygienic reasons it shall not be permissible to lend or borrow another person's gym uniform.

When students are unprepared for class, it is recommended that parents be made aware of the problem as early as possible. If the problem persists, a conference with the instructor, principal, parents and student should be scheduled.

Where religious denominations forbid a student from wearing the recommended uniform, a suitable substitute shall be agreed upon by the student and instructor.

Excuses

Short-term:

In cases of limited illness or injury (up to 3 days of physical education classes), one may be excused from physical activity based on a written request from the parent/ guardian. Parental notes should state the specific problem, the physical limitations, and a phone number where the parent can be reached. A questionable request from either parent or student shall be handled by the instructor. A conference with the student and a phone call or note to the parent is recommended. If these excuses persist, the parent should be called in for a conference. The student will be expected to complete alternate assignments appropriate to the instructional objectives for the days missed

Long-term:

The Masconomet Regional School System requires a doctor's excuse for any medical excuse for extended illness, injury or other disabling conditions. Upon receipt of a doctor's excuse requiring a student to be excused for periods of more than one week, it shall be determined whether to place the student in a study hall or remain in the class as an observer. The student will not be expected to engage in any physical activity until cleared by the physician.

In case of temporary disability, every effort should be made to involve the student in a way that compensates for the loss of physical activity and is relevant to the instructional objectives of the course. In cases of permanent disability, the instructor, in conjunction with the student's guidance counselor, shall develop an acceptable program to meet the instructional objectives of the course. Efforts should be made to evaluate the student's progress each year to determine his/her ability to participate in a limited or alternative program.

Grading

It is important that each instructor's grading policy is consistent with the following guidelines:

- Assessment and grading should reflect the desired instructional objectives of the course.
- Grading policies are to be made clear to students and parents at the beginning of the course.
- Students are to have access to their grades on a regular basis.
- Policies should be consistent with the other members of the department.
- Assessment and grading are to be as objective as possible.
- Rubrics should be used as often as possible to evaluate student work.

The following content areas and degree of emphasis have been established as guidelines for assessment in physical education.

60% Participation: 1) active involvement in daily activities
2) leadership and sportsmanship
3) documented improvement and progress
4) development of physical fitness
5) adherence to the safety practices, protocols, and policies

40 % Skills: skills test (process more than outcome based)
assessment on fundamentals, rules, strategy, history, current events
demonstration of knowledge, rules, fundamentals and strategies
during participation

SAFETY CONSIDERATIONS

The major thrust of safety should be to prevent situations that cause accidents. It has been estimated that over 70% of the injuries associated with sports and with physical activity in general could be prevented through the use of proper safety procedures. On the other hand, accidents do occur, and proper emergency procedures should be established to cope with any situation.

Learning to recognize potential high-risk situations is probably the most important factor in preventing accidents. Teachers must clearly understand the hazards and potential dangers of an activity before they can establish controls. One cannot assume that the participants are aware of the danger and risk involved in various activities. Students must be told of the danger and risk before participation begins and reminded of those on an ongoing basis.

Areas of Responsibilities

Supervision:

Teachers have a responsibility to supervise students in all school settings and are accountable for this duty. When conducting supervision duties, the teacher must be able to see all participants. Discipline in the supervised area is a necessity. The following guidelines will help ensure that proper supervision occurs:

1. Never leave a class unsupervised, no matter what the situation.
2. Be aware of any possible dangers in the area.
3. Post safety rules in the area when applicable. Students should be made aware of the posted rules, and receive instruction and interpretation of the rules when necessary.
4. Do not leave equipment unsupervised at any time if it is accessible to other students in the area.

Instruction:

A very important consideration is whether or not the student received adequate instruction before or during participation. Adequate instruction means a statement of how to perform the activity correctly, a statement of necessary safety precautions, and a statement of proper equipment use. The primary point to remember about instruction is that the teacher has a duty to protect others against unreasonable physical or mental harm, and a duty to avoid any acts or omissions that might produce such harm.

The teacher is educated, experienced, and skilled in the area, and should be able to predict situations that might be harmful. The following points can help the teacher plan meaningful and safe instruction:

1. Consider the age and maturity level of the student when selecting activities.
2. Careful planning is a must. Curriculum guides and lesson plans offer a structured approach.
3. Do not force participation or use physical activity as a punishment.
4. Sequence all activities in a unit of instruction and develop a written lesson plan.
5. Eliminate high-risk activities.
6. Activities should be selected based on the curriculum and the contributions they will make to the growth and development of the students.
7. All students should be dressed in proper attire to ensure safe participation. The wearing of any jewelry is discouraged.
8. Report all accidents promptly in writing to the principal, department head, and nurse.
9. Keep first aid supplies accessible and check them often. Also have a plan for emergency care.

Equipment and Facilities:

1. Consider age and maturity when selecting equipment.
2. Regular inspections are a necessity.
3. Make sure of proper installation of new equipment.
4. Use equipment for the uses for which it was designed.

TITLE IX

Policy Statement: The Masconomet Regional School District, in compliance with Title IX of the Education Amendments of 1972, affirms that no student shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in health and physical education programs.

With the above policy in effect, the program will adhere to the following guidelines:

1. Physical education classes shall be scheduled and taught on a coeducational basis when deemed appropriate.
2. Separation by sex is permitted when classes are involved in contact sports (contact activities are those in which the rules do not eliminate the probability of bodily contact).
3. Skill instruction in all activities shall be given coeducationally. Exceptions to this regulation may be applied if it is determined that the skills themselves allow for contact or, because of the ability differences, it is objectively determined to be unsafe or unfair; also, where separate activities are obviously designed with student interests and needs as the deciding factors.
4. Criteria used for measuring student progress in physical education shall be the same for both sexes to assure a fair and equitable grade based on individual ability.

Activity Benchmarks

Masconomet Regional Middle School Physical Education

These represent what the students should be able to know and do when they complete an activity. These serve as the basis for assessment and accountability. These represent what we at Masconomet see as essential skills and knowledge for each given activity. They have been written as exit standards. “*By the end of eight grade,*” for example, does not mean they had to do that in the eighth grade. They could have done that in the seventh grade.

The numbers and letters that follow specific benchmarks (i.e. 2.12) signify the MA. Physical Education Standard associated with that benchmark.

Badminton

By the end of eighth grade, students will:

1. Demonstrate knowledge of the grip and basic strokes (drop, clear, drive and smash)
2. Demonstrate a proper serve.
3. Hit cooperatively and continuously with a partner.
4. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
5. Play a modified game using skills that have been taught.
6. Identify fitness components developed through badminton.

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.12, 2.14, 2.15

Basketball

By the end of eighth grade, students will:

1. Advance the ball up the court with either hand.
2. Demonstrate proper shooting form.
3. Shoot a lay-up off the correct foot with proper form.
4. Play a small group game using passing, dribbling and shooting skills.
5. Show understanding of the rules, boundaries, violations and scoring.
6. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
7. Identify fitness components developed through basketball.

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.12, 2.14, 2.15

Capture the Flag

By the end of eighth grade, students will:

1. Demonstrate advanced movement concepts
2. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
3. Play a modified game using skills that have been taught.
4. Identify fitness components developed through capture the flag.

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.12, 2.14, 2.15

Cooperative Games

By the end of eighth grade, students will:

1. Cooperate with others in small and large group activities...
 - a. to set and achieve common goals.
 - b. to solve problems that require unique and creative movement solutions based on the strengths and weaknesses of group members.
 - c. that requires him/her/them to “trust” others and for others to “trust” him/her/them.
2. Identify key elements of successful group processing.
3. Set operating procedures for the group to establish physical and psychological safety.
4. Explore various strategies for solving movement problems and evaluate the effectiveness of the proposed solution.
5. Integrated elements of effective group processing into experiences outside of the classroom.
6. Develop a group routine that incorporates taught skills.

At each level, students will:

1. Follow established rules of the activity to maintain safe and fair playing conditions.
2. Interact cooperatively and productively with a partner or group.
3. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15

Flag Football

By the end of eighth grade, students will:

1. Throw a pass to a moving target.
2. Demonstrate knowledge of pass patterns.
3. Demonstrate the ability to catch the ball while running an established pass pattern.
4. Demonstrate an understanding of flag football rules during game play.
5. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
6. Identify fitness components developed through flag football.

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.12, 2.14, 2.15

Frisbee Golf

By the end of eighth grade, students will:

1. Demonstrate proper throwing skills.
2. Pass cooperatively and continuously with a partner.
3. Demonstrate an understanding of the basic strategies in a game
4. Play a modified game using skills that have been taught.
5. Identify fitness components developed through frisbee golf

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.12, 2.14, 2.15

Hockey: Floor

By the end of eighth grade, students will:

1. Manipulate objects with a hockey stick using varied amounts of force, flow and speed appropriate to the given situation.
2. Strike a ball/puck toward large target areas from an appropriate distance using a hockey stick.
3. Identify and follow rules while playing in a modified game situation.
4. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
5. Identify fitness components developed through floor hockey.

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.12, 2.14, 2.15

Kickball

By the end of eighth grade, students will:

1. Demonstrate the ability to approach a ball and strike with the appropriate foot
2. Consistently pass and catch the ball while playing defensively in the field
3. Demonstrate an understanding of the basic base running techniques in game situations
4. Identify and follow rules while playing games.

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.12, 2.14, 2.15

Pickleball

By the end of eighth grade, the students will:

1. Demonstrate proper technique in grip, forehand stroke, backhand stroke and serve.
2. Volley with a partner using proper forehand and backhand strokes.
3. Demonstrate knowledge of rules.
4. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
5. Identify fitness components developed through pickleball.

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow rules of the activity to maintain safe playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.12, 2.14, 2.15

Project Adventure

By the end of eighth grade, students will:

1. Demonstrate knowledge of the principles of the full value contract
2. Demonstrate tolerance and understanding of diversity
3. Work together as a group to problem solve

At each level, students will:

1. Accept and respect differences of ability.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.12, 2.13,

Soccer

By the end of eighth grade, students will:

1. Demonstrate the ability to dribble while protecting the ball from an opponent.
2. Consistently pass and trap a ball while being guarded by an opponent in a game situation.
3. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
4. Identify and follow rules while playing modified games.
5. Identify fitness components developed through soccer.

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.12, 2.14, 2.15

Softball

By the end of eighth grade, students will:

1. Demonstrate proper use of equipment.
2. Demonstrate the ability to: Consistently strike a pitched ball, field the ball with correct technique, throw with accuracy to the correct position in a game situation
3. Identify the various defensive positions and their responsibilities.
4. Demonstrate an understanding of the basic rules of slow-pitch softball and apply them in game situations.
5. Identify fitness components developed through softball.

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.12, 2.14, 2.15

Speedball

By the end of eighth grade, students will:

1. Demonstrate the proper techniques of passing, dribbling, kicking and throwing as they apply to speedball.
2. Demonstrate aerial conversions.
3. Play a modified game of speedball.
4. Demonstrate knowledge of the rules.
5. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
6. Identify fitness components developed through speedball.

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.12, 2.14, 2.15

Strength Training

By the end of eighth grade, students will:

1. Demonstrate a basic understanding of basic strength training principles.
2. Identify, use and evaluate various types of equipment available for strength training.
3. Demonstrate proper form and technique of a variety of strength training exercises.
4. Able to self-assess his/her personal level of muscular strength and endurance, and develop a plan including goals, strategies and time line for maintenance or improvement.

At each level, students will:

1. Interact cooperatively and productively with a partner or group.

Physical Education Standards of Learning for Massachusetts

2.8, 2.11, 2.12, 2.13, 2.15

Tennis

By the end of eighth grade, students will:

1. Demonstrate basic ground strokes using proper grip, stance and swing.
2. Demonstrate a modified serve.
3. Hit cooperatively and continuously with a partner using proper technique.
4. Demonstrate an understanding of the basic offensive and defensive tactics and strategies in game situations
5. Demonstrate knowledge of rules and etiquette.
6. Identify fitness components developed through soccer.

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow rules of the activity to maintain safe playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.12, 2.14, 2.15

Ultimate Frisbee

By the end of eighth grade, the students will:

1. Demonstrate proper throwing skills.
2. Demonstrate proper catching skills.
3. Demonstrate effective guarding, pivoting and interception skills.
4. Demonstrate a knowledge of rules and strategies.
5. Identify fitness components developed through ultimate frisbee.

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow rules of the activity to maintain safe playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.12, 2.14, 2.15

Volleyball

By the end of eighth grade, students will:

Demonstrate proper techniques in the following skills: (forearm) pass, and serve.

1. Demonstrate knowledge of the proper techniques for the: serve, pass, set, and spike.
2. Demonstrate the ability to properly pass a tossed ball to the setter's position.
3. Demonstrate consistency in serving the ball across the net using proper technique.
4. Demonstrate the use of more than one legal contact before sending the ball over the net.
5. Demonstrate knowledge of rules and basic offensive and defensive strategies.
6. Play a modified game incorporating use of basic skills and rules of the game.
7. Identify fitness components developed through volleyball.

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow rules of the activity to maintain safe playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.9, 2.12, 2.14, 2.15

Yoga

By the end of eighth grade, students will:

1. Demonstrate knowledge of the benefits of Yoga.
2. Demonstrate an understanding of the basic yoga positions.
3. Demonstrate proper Yoga technique.
4. Actively participate in a full yoga class.
5. Identify fitness components developed through Yoga.

At each level, students will:

1. Accept and respect decisions of officials.
2. Follow established rules of the activity to maintain safe and fair playing conditions.
3. Interact cooperatively and productively with a partner or group.
4. Demonstrate good sportsmanship.

Physical Education Standards of Learning for Massachusetts

2.8, 2.10, 2.11, 2.12, 2.13, 2.15

Glossary of Terms

Relevant to Physical Education Standards of Learning

A

Active lifestyle -A way of life valuing physical activity as an essential part of living; characterized by the integration of physical activity into daily routines and leisure pursuits.

Aerobic - With oxygen; term refers to energy-producing biochemical pathways in cells that use oxygen to produce energy.

Aerobic dance - A form of fitness training in which sustained, moderately strenuous exercise activities are performed to music that is continuous and use primarily the large muscle groups.

Aerobic exercise - Steady, low-intensity exercise within the target heart rate zone in which the cardio respiratory system can supply all the oxygen the muscles need. Aerobic exercise includes activities like jogging, walking, non-competitive swimming, and pleasure cycling.

Agility - The ability to change and control the direction and position of the body while maintaining a constant rapid motion.

Anaerobic - Without oxygen; terms refers to energy producing biochemical pathways in cells that do not require oxygen to produce energy.

Anaerobic exercise - Physical exercise performed in short, fast bursts in which the respiratory and circulatory systems cannot supply oxygen to the muscles as fast as the cells use it. Examples of anaerobic exercises are the 100- meter dash, 50-meter breaststroke, and a competitive full-court basketball game.

Anatomy - The study of the structure of the human body.

Appropriate competitive behavior - Striving for improvement while respecting and remaining sensitive to the social, emotional, and physical needs and ability levels of all participants.

Assessment - The process of testing and evaluating students to determine progress towards goals or standards.

Authentic assessment - Assessment done in a “real- life” setting (e.g., observing a skill in context of the game in which it is used); a performance-based approach that checks the performance against a predetermined rating scale (rubric).

B

Balance - The ability to assume and maintain a state of equilibrium while remaining stationary (static balance) or moving (dynamic balance). Balance is maintained by keeping the center of gravity over the base of support.

Ballet - A classical dance form based on centuries of tradition that reflects a theme or tells a story.

Ballistic stretch - Exercises that involve quick up-and-down bobbing movements that are held briefly.

Base of support - The part on which the body or its parts rests.

Benchmark - Grade level or course-specific expectation for students, which marks progress toward achievement of a standard.

Biomechanics - The study of the principles of physics applied to human motion.

Body management skills - The ability to keep the body under control and in balance when moving, standing still, or lifting the body into the air and landing.

C

Cardio respiratory endurance (aerobic capacity) - The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

Cardio respiratory system - Composed of the heart, blood vessels, and respiratory system.

Cardiovascular disease - A group of diseases of the heart and blood vessels.

Cardiovascular system - A body system that consists of the heart, blood vessels, and blood.

Catching - The use of one or two hands to stop and control an object that has been thrown or hit into the air or onto the ground; a skill theme.

Center of gravity - The weight center of the body; the point around which the body weight is equally distributed.

Chasing - Traveling quickly to overtake or tag a fleeing person.

Circuit training - An exercise program in which one moves around a prescribed course, stopping at each station to perform a specified exercise.

Competence - The development of sufficient ability to enjoy participation in physical activities and establishment of a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities

Complex skills - Combinations of a number of simple skills (e.g., juggling, lay-up, triple jump).

Concentric muscle contraction - The contraction and shortening of a muscle that results in the movement of bones and joints; positive work.

Conditioning - Engaging in regular physical activity of exercise that results in an improved state of physical fitness

Constructive feedback - Specific information given about an individual's performance.

Continuity - One movement following another in succession without a break in the action.

Cool-down - A five to fifteen minute period of low intensity exercise that immediately follows the primary conditioning period (sometimes called a warm-down).

Cooling down - Slow reduction of the workout level after hard exercise.

Cooperation - Working together to achieve a goal in which success depends on combined effort.

Cooperative game - An activity that stresses one or more elements of cooperative behavior.

Cooperative learning - A process in which children work together to determine the one answer to learning the activity.

Coordination - The ability to synchronize, or combine at the same time, movements of several parts of the body.

Creative dance - The expression of inventiveness of a movement.

Creative games - Games invented by students.

Creative movement process - A combination of cognition and psychomotor skills in sequential movements that involve perceiving stimulus, exploring, selecting, combining, refining, and performing.

Critical skill elements - Key components of a skill that form the basis of the learning cues.

Cross training - The combination of two or more types of exercise in one workout or using different exercises alternately in successive workouts.

Curl - An action that flexes or bends the body or its parts.

D

Direction - The ways the body can move in space (e.g., forward, backward, right, left, up, down, clockwise, counterclockwise).

Distress - Stress brought on by negative things (e.g., fear, anger, or confusion).

Dodging - Quickly maneuvering the body in a direction other than the original line of movement through the use of quick fakes, and twisting and stretching moves; keeping away from a moving person or object.

Drag - A force that acts to slow the motion of a moving body.

Dribble - A means of moving an object with a series of short taps with a body part (hand, foot) or a long-handled implement (hockey stick).

Dynamic balance - Maintaining an on-balance position while moving, starting, and stopping (e.g., jumping and landing, throwing and catching).

Dynamic game - Movement experiences designed to teach the use of basic skills, combinations of skills, and simple offensive and defensive strategies in a changing environment.

Dynamic stretching - Stretching done in a continuous, slow, and controlled manner.

E

Eccentric muscle contraction - A muscle's slow release of a contraction as it becomes longer; negative work.

Educational gymnastics- An approach to teaching gymnastics in which students are challenged to discover ways to solve teacher-generated tasks according to their own abilities. Foundational skills include rolling (weight transfer over adjacent body parts as in a forward roll); step- like actions (weight transfer using nonadjacent body parts as in a cartwheel); flight (weight transfer involving loss of contact with a supporting surface as in a jump); and balance (maintaining stillness over the smallest base possible as in a handstand).

Efficient movement - The skill performance of tasks that permits desired results to be obtained with the least strain and a minimal expenditure of energy.

Effort - In movement concepts, this refers to how the body moves and applying the concepts of time (fast, slow), force (strong, light), and flow (bound, free) to specific movement situations.

Elements of movement - What the body does, how the body moves, and where the body moves, alone and in relation to objects and people.

Endurance - The ability to perform continuous activity and to resist fatigue.

Equilibrium - A state involving a balance of all acting forces.

Etiquette - A set of good manners and behaviors that is followed during participation in sport activities.

Eustress - Stress brought on by positive things.

Exercise - Planned, structured, and repetitive physical activity that results in the improvement of or maintenance of personal fitness.

Exercise physiology - The science that focuses on the effects of exercise and physical activity on the human body.

Exercise prescription - A personalized amount of exercise that promotes physical fitness.

F

Fair play - Participating with integrity and with respect for teammates, opponents, officials, and rules.

Feedback - Information given about an individual's performance.

Fine-motor - Ability to perform efficiently small movements such as those required for playing jacks, juggling, writing, and keyboarding.

F.I.T.T. - The three ways to achieve overload in a physical fitness program – frequency, intensity, time; and type; a level of physical conditioning that is desirable and obtainable by everyone.

Fitness - The degree to which the total organism is able to meet the physical, intellectual, and emotional demands for everyday living, as well as cope with emergencies.

Fleeing - Traveling quickly away from a pursuing person or object.

Flexibility - The range of motion in a joint during movement.

Flow - The ability to combine movements smoothly.

Force - The degree of effort or tension involved in a movement; something that causes a body to move or to change or stop its motion.

Free weights - Objects of varying weights that can be moved without restriction and used for weight lifting (e.g., barbells, dumbbells).

Frequency of exercise - The number of times per week that one intends to exercise.

Friction - A force that resists movement between two surfaces that are touching one another.

Fundamental motor pattern - The combination of critical motor skill elements for skillful execution of that skill.

Fundamental motor skill - Locomotor, nonlocomotor, and manipulative skills that form the foundation upon which other skills will be learned.

G

Gallop - A sliding movement performed in a forward direction.

Game strategy - A plan to help a player or team know what to do and when to do it in game situations in order to achieve a goal.

General space - The area that is available for movement, defined by imposed or natural boundaries.

Goal - Something a person wants to achieve; may be short-term, intermediate, or long term.

Gravity - A force that pulls things toward the center of the earth.

Gross-motor coordination - Movement and coordination of the large muscles of the body, mostly through locomotor activities. Gross-motor coordination develops prior to fine-motor coordination.

Guided discovery - A teaching method in which students are led to discover correct responses to a series of teacher-generated questions, activities, or challenges.

H

Health-related fitness - Physical fitness primarily associated with disease prevention and functional health. Health-related fitness has five components; cardio respiratory fitness, body composition, flexibility, muscular strength, and muscular endurance.

Health risk factors - Those factors associated with disease, disability, and premature death.

Heart rate - The number of times the heart beats per minute.

High-impact aerobics - Aerobic dance that includes jumping, bouncing, and running.

Hop - A locomotor movement in which the performer takes off on one foot and lands on the same foot.

I

Imagery - Visualizing a skill to improve performance.

Individualizing differences - Adapting a program to fit an individual's starting and developmental needs.

Inertia - The property of all matter that causes it to remain in a state of rest if at rest, or, if moving, to continue moving in a straight line at a constant speed, unless acted upon by a force.

Intensity - In a personal fitness prescription, the degree of vigor or the amount of effort expended during activity. In music, the loudness or softness of an accompaniment.

Inverted balance - A balance in which the legs and feet are in the air.

Interval training - Alternating higher- intensity physical activities or exercises with rest periods.

Isokinetic exercise - An exercise done with special machines that allow for maximum resistance over the complete range of motion.

Isometric exercise - A contraction of the muscles that involves a push, pull, or twist against an unmovable object.

Isotonic exercise - A contraction of the muscles that involves both a shortening or lengthening of the muscle fibers.

J

Jump - A locomotor movement in which the performer takes off on one or both feet and lands on two feet.

K

Kicking - Striking a moving or stationary ball with the top, inside, or outside of the foot.

Kinesiology - The study of human movement from an anatomical and/or mechanical perspective.

Kinesthetic - A sense of location and place of body parts in body movements; knowing how it feels to perform a skill correctly.

Kinesthetic learning - Learning a new skill or technique by physically doing it.

L

Lead-up game - A game with some of the skills, rules, and game elements of a team sport.

Leap - A locomotor skill in which the performer takes off from one foot and lands on the opposite foot.

Learning styles - The different ways people learn best.

Least restrictive environment - The environment in which a student can participate successfully and safely in as near a normal setting as possible.

Leisure activity - A physical activity, sport, or other experience that people participate in during their free time.

Level - Position of the body or its parts in relation to the floor, a person, or piece of equipment or apparatus.

Lifestyle - Daily choices one makes in regards to food choice, eating, and activities.

Lifetime activity - A physical activity, exercise, or sport that a person can participate in for long periods of time (years to decades).

Line dance - Dance of American origin performed to contemporary music in lines or scattered in general space without partners.

Locomotor skill - An element of movement; movement from place to place, such as walking, running, hopping, jumping, leaping, skipping, climbing, galloping, rolling, and sliding.

Low-impact aerobics - Aerobic dance that includes vigorous arm movements while keeping one foot in contact with the ground at all times.

Low organized games - Games that have simple rules and require little or no equipment or game strategies to play.

M

Mainstreaming - Placing a disabled student in the least restrictive learning environment.

Manipulative skill - A movement done to or with objects such as throwing a beanbag; striking a soccer ball, softball, basketball, or shuttlecock; or catching a frisbee or football.

Maximum heart rate - The heart rate that should not be exceeded during exercise; found by subtracting one's age from 220.

Mechanical principle - A law of science that applies to movement (e.g., Newton's Laws of Motion).

Mental practice - Practice within the mind that uses the imagination to visualize movement activities.

Mimetic movements - Movements that imitate sport skills (e.g., striking, lifting, passing).

Mode - The type of activity or exercise a person can do.

Modified versions of games/sports - Activities in which rules, equipment used, number of players involved, playing area, and/or skills used have been changed in order to maximize learning/practice time.

Motor learning - Addresses the development of the locomotor, nonlocomotor, and manipulative skills. It also includes the concepts and principles related to the development and application of these skills, the understanding of the game design concept which uses many of these skills, and the ability of students to learn how to practice these skills on their own.

Motor skill - Any muscular activity, under voluntary control of the brain that is directed toward a specific objective.

Movement challenge - A movement problem posed that involves problem solving with a focus on the movement content.

Movement combinations - The arrangement of a series of motor movements into a sequence.

Movement concepts - The elements important in the study of human movement: body awareness, space, and qualities of movement, including force, balance, time, and flow.

Movement education - A student-centered approach to learning designed to help students develop an understanding of themselves as movers, the space in which to move, and the factors affecting efficient movement.

Multiple set method - A weight training strength program that uses the same amount of weight for each set until the person is fatigued.

Muscular endurance - The ability to meet the demands of long periods of exercising the muscles without excessive fatigue.

Muscular strength - The ability to produce force at high levels over a short time.

Muscular system - A body system in which there are three types of muscles – skeletal, smooth, and cardiac.

N

Negative workout method - A weight-training strength program that uses very heavy weights at the end of a prescribed number of sets and repetitions.

Nonlocomotor skill (Non-manipulative skill) - An element of movement; movement that does not involve locomotion, such as bending, curling, holding, lifting, pulling, pushing, stretching, swinging, twisting, and turning. (Nonlocomotor and non- manipulative are used interchangeably throughout this document.)

O

Open space - An area of the field or court that is free of another player.

Overhand throw - An object thrown above the level of the shoulder.

Overload principle - A basic principle of physical conditioning. According to the overload principle, in order to improve physical fitness, the body or specific muscles must be stressed. For example, for a skeletal muscle to increase in strength, the muscle must work against a heavier load than normal.

Overtraining - Exercising too much or being too active; overtraining may lead to overuse injuries.

P

Pathways - Routes of movement in space: straight, curved, zigzag or combinations of the three.

Performance assessment - Any type of assessment in which students create a response to a question. Examples include: short answer questions, essays, performances, oral presentations, demonstrations, exhibitions, or portfolios.

Perceptual-motor skills - Skills that indicate effective execution of movements dependent upon the establishment and refinement of sensory processes (kinesthetic, visual, auditory, or tactile) and motor activity. Perceptual motor skills depend upon the reception, interpretation, and response to either internal or external stimuli.

Personal activity log - A journal that is used to record a student's activity patterns and establish activity goals.

Personal fitness - The result of a way of life that includes living an active lifestyle, maintaining good or better levels of physical fitness, consuming a healthy diet, and practicing good health behaviors throughout life.

Personal fitness prescription - An exercise or physical activity plan that includes frequency, intensity, time/duration, mode, and other factors.

Physical education - Planned, sequential instruction that develops basic movement and sport skills, and promotes physical activity and fitness.

Physical fitness - A level of individual physical ability that allows a person to perform daily physical tasks effectively with enough energy reserves for recreational activities or unexpected physical challenges.

Physically active lifestyle - A way of living that regularly includes physical activity such as walking, climbing stairs, or participating in recreational games or sports.

Physically educated person- A person who has learned skills necessary to perform a variety of physical activities; is physically fit; participates in physical activities, knows the implications and benefits of such activity; and values its contribution to wellness.

Physiology - A branch of science concerned with the functions of the body.

Plyometric training - Exercises that use bounding and jumping movements to increase a person's ability to develop the force needed in explosive movements more quickly.

Portfolio - A collection of student-prompted and unprompted work within the classroom, as well as the reflections of students, teachers, and others on this work. The folder may include standards' tasks or those self-selected, a variety of assessment results, or other information. The intent is to portray both the current level of the student and the progress of the student over time.

Power - The ability to move your body parts swiftly while at the same time applying the maximum force of your muscles.

Practice - The repetition of an action regularly to improve performance of a skill.

Principle of progression - A principle of training which dictates that overload should be increased gradually

Principle of specificity - The principle that the exercise training effect is specific to those muscles involved in the activity.

Proficient - Being able to perform an age-appropriate motor skill or combination of motor skills on an advanced level successfully.

Progression - Gradual increase in exercise or activity over a period of time in order to overload the muscle.

Pyramid training - A weight-training strength program for the large muscle groups that starts by using light weights during the first set and then increases the amount of weight and decreases the number of repetitions with each following set.

Pulling - Directing a force or object toward the body or base of support.

Pulse - The regular contracting and relaxing of the walls of the arteries caused by contraction of the heart.

Punching - Striking an object with the fist.

Punt - A kick performed by dropping the ball and contacting it on the top part of the foot before it hits the ground.

Pushing- Directing a force or object away from the body or base of support.

Q

Qualities of movement - Factors affecting efficient movement, such as, force, speed, time, and flow. P

R

Reaction time - The time it takes to respond to what a person can hear, see, or feel.

Ready position - A body position in which the weight is on the balls of the feet that allows the person to easily move in any direction in reaction to ball or player movement.

Recovery heart rate - The heart rate 10 minutes after vigorous exercise.

Refining - Those phases of learning in which skills are mastered and concepts well understood; ends in habituation of motor skills.

Regularity - Engaging in activity on a routine schedule.

Relationship - In movement concepts, this refers to with whom and/or what the body relates, the position of the performer to the apparatus or other performers(e.g., above/below, leading/following, symmetrical/asymmetrical.

Repetition - A single performance of a movement or exercise.

Resistance - The amount of weight that is lifted in strength training.

Respiratory system - The system of the body which involves breathing air in and supplying oxygen to the body via the blood.

Resting heart rate - The number of heart beats per minute when a person is at rest.

Rhythmic activities - Locomotor or nonlocomotor movements performed to a musical or nonmusical beat or tempo and may include the use of manipulatives (e.g., balls, scarves, hoops, rhythm sticks, streamers).

Rhythmic skill - A motor movement that is performed to a beat (music, song, or rhyme).

Rolling - A movement made by turning around the horizontal axis of the body.

Rotation - The turning of a body part about its long axis.

Rubric - A scale of criteria that explains in detail the possible levels of performance for a task.

Run - A transfer of weight from one foot to the other with a momentary loss of contact with the floor or ground by both feet, similar to walking except for a longer stride.

S

Self-space - The area of space the body occupies and that space within the body's natural extensions; personal space.

Sets - Number of groups of repetitions in which a resistance exercise is done.

Shapes - The relationships of body parts (e.g., round, narrow, wide, twisted, symmetrical, asymmetrical).

Sidearm throw - An object thrown by extending the arm to the side and parallel to the ground.

Skill game - A game in which the primary purpose is the practice of a motor skill.

Skill-related fitness - The parts of fitness needed to perform successfully during games and sports; also called performance fitness. Skill-related fitness has six components: agility, balance, coordination, power, speed, and reaction time.

Skill themes - All the basic skills needed to participate in sports, recreational, and rhythmic activities.

Skip - A step-hop combination executed in an uneven rhythm alternating the lead foot.

Slide - A step sideways with one foot, then a pull or drag of the other foot beside it (step-close, step-close).

Social dance - Ballroom dance (e.g., fox trot, waltz, cha-cha, swing, salsa, etc.) in which the partners may maintain contact and follow set patterns and rhythms.

Spatial awareness - An element of movement; being aware of personal and general space, directions, pathways, levels, and planes.

Specificity - Exercising a specific part of the body.

Speed - The ability to move the body or parts of the body at different rates (e.g., fast, slow, speeding up, slowing down); the time it takes to move a specific distance.

Split workout - A weight-training workout schedule in which a person does not work each muscle group at each workout session but, instead, exercises one-half of the body at each session.

Sport-like behavior - Conduct becoming a sportsperson, including respecting rules and authority, playing fair, working with others in a group, being a good competitor, and accepting winning and losing in a socially acceptable manner.

Sport-specific motor skills - Motor skills specific to a particular activity, such as square dance – do-si-do; soccer – heading; aquatics – front crawl; basketball – chest pass.

Static balance - Maintaining balance while stationary.

Static stretching - A gradual, slow stretch held for a short time (10-60 seconds).

Step-like actions - Actions that involve weight transfer onto and off of body parts that are not directly connected (e.g., running, hopping, jumping, cartwheel, round-off).

Stress - The physical or psychological responses of the body that occur as a result of adapting or coping with positive or negative situations.

Stressor - An event, situation, or activity that causes stress.

Stretching - An extension of the body's joints.

Striking - Hitting an object with body parts (head, hands, feet, arms, knees), long-handled implements (bats, golf clubs, hockey sticks), or short-handled implements (rackets, paddles); a skill theme.

Striking skills - Kicking, punting, dribbling, volleying, batting, and swinging a racquet, club, or stick.

Standard - Broad goals for student learning that describe what students should know and be able to do in a specific content area.

Swing - A smooth, rhythmic, circular or pendulum movement of the arms, legs, upper body, head, or body as a whole around a stationary center.

T

Tapping - Pushing a ball upward with one hand or foot.

Target heart rate (THR) - Range of high and low heart beats per minute while exercising; between 60 and 90 percent of the difference between resting heart rate and maximum heart rate.

Target heart rate zone - The recommended intensity for aerobic conditioning; estimated to be between 60 and 90 percent of one's predicted maximum heart rate.

Task cards - Instructions or challenges written on cards.

Teaching cue - A short phrase that calls the students' attention to the key components of a skill.

Teamwork - The ability of all people in a group to work together cooperatively to reach a goal.

Tempo - The rate of speed of music or movement.

Throwing - The use of one or two arms to move an object through the air or on the ground in an overhand, sidearm, or underhand motion; a skill theme.

Time - Speed at which a movement is performed; how long a person exercises.

Tracking - The ability to follow a moving object and judge its speed and distance.

Transfer of learning - The effect previous learning and motor experiences has on the new learning of motor skills. In positive transfer of learning, old learning facilitates new learning (e.g., passing ahead of the receiver in flag football and field hockey). In negative transfer of learning, old learning

interferes with new learning (e.g., learning badminton, which requires a flexible wrist after learning tennis, which requires a firm wrist).

Transfer of weight - Changing the center of gravity beyond its base of support creates movement (rolling, locomotor skills) and/or generates force (hitting a baseball or golf ball, throwing a ball).

Traveling - Moving in a variety of directions by transferring weight from one body part to another (walking, running, leaping, jumping, hopping, skipping, sliding, galloping).

Turning - A partial or total rotation of the body with a shift in the base of support that causes a change in the direction of the motion.

Twisting - A movement in which one part of the body is held stationary and the rest of the body is turned away from the fixed position (e.g., twisting the trunk to the side and back).

U

Underhand throw - An object thrown from below the shoulder and elbow.

V

Volleying - Hitting an object with a variety of body parts (hands, arms, head, feet, knees) or hitting a ball with a short-handled implement before it bounces.

W

Walk - A transfer of weight from one foot to the other that involves alternately losing balance and recovering it while moving forward or backward.

Warm-up - A brief (5 to 15 min.) period of exercise that precedes the workout. The purpose of the warm-up is to elevate muscle temperature and increase blood flow to those muscles that will be engaged in the workout.

Weight machines - A system of cables and pulleys designed for the movement of weights as used in weight training exercises.

Weight training - A conditioning program that uses weights or other resistance equipment to help increase muscular strength, endurance, and power and to tone the body.

Weight training circuit - A specific sequence of weight-training exercises.

Weight transfer - Shifting the body weight within or beyond its base of support and returning to a balanced state.

Wellness - The attainment and maintenance of moderate to high levels of physical, intellectual, emotional, spiritual, and social fitness.

APPENDIX A

The following are sample assessments and district determined measures that can be used to evaluate a student's progress. Teachers are encouraged to expand upon the examples to enhance the learning in physical education.

Pretest/Post Test

Name: _____

Score: _____

Period: _____

- 1) How much time do you get to change before and after class?
- 2) How many times can you be unprepared for class before having to stay after school?
- 3) Explain how to take your heart rate?
- 4) What is your target heart rate?
- 5) How many laps around the outside track is 1 mile?
- 6) What muscle are you stretching when you perform the sit and reach stretch?
- 7) How can you stretch your quadriceps?
- 8) When weight lifting and performing curls, what muscle are you primarily working?
- 9) What four physical education classes do we offer at the high school?

10) Can you get physical education credits by playing a sport at Masco?

11) What does a pedometer do?

12) What is meant by the term “cooperative game”?

First Day Questionnaire

Name:

Period:

Please use complete sentences to answer the following questions:

- 1) What types of physical activity did you do over the summer?**
- 2) What did you like about your physical education program last year?**
- 3) What things could improve your physical education program from last year?**

End of Year Questionnaire

Name:

Period:

Please use complete sentences to answer the following questions:

1) What activities did you like and dislike this year? And why

2) What activities would you like to be included in the future?

3) If you could change your physical education program, what would you change?

Physical Education Grading Rubric

	Outstanding 5 pts	Good 4 pts	Fair 3 pts	Poor 2 pt	No Attempt 1 points
Preparation	Always prepared, On time and dressed	Usually prepared.	Inconsistently prepared.	Seldom Prepared.	Never prepared
Participation	Gives a great effort, models a high level of participation.	Gives a good effort, usually without prompting.	Needs repeated prompting for participation.	Uncooperative and does not demonstrate the required skill.	Refuses to stay on task.
Sportsmanship	Models exemplary behavior and sportsmanship.	Supportive of all students, follows directions, respects equipment and shows respect.	Occasionally, attitude and actions are not considered sportsmanlike.	Attitude and actions are often considered unsportsmanlike.	Unacceptable behavior
Respect	Highly respectful. Shows respect for all classmates and teachers.	Very respectful and considerate.	Needs some reminders to listen and follow directions.	Socialization interferes with learning.	Does not follow the rules.
Objectives	Demonstrates an excellent knowledge of safety, game rules and strategies.	Demonstrates a good understanding of game rules and strategies.	Demonstrates a fair knowledge of rules and concepts of the activity.	Displays a lack of understanding of basic skills, game strategies, rules, and concepts.	Refuses to stay on task.

Daily Participation Log

Participation

Date:

Name

(1-5)

Activity

[illegible]

- rarely participates/talks frequently
- sometimes participates
- participates half the time
- usually
- participates
- always participates

Fitness Tests and Standards

Partial Curl-Ups

Test Objective and Rationale

The partial curl-up measures abdominal strength and endurance. Abdominal fitness is important to good health because low levels are associated with bad posture and lower back pain in later years.

Test Description

Starting Position

- * Lie on back with the knees flexed and the feet 12 inches from the buttocks.
- * Feet cannot be held or rest against an object.
- * The arms are extended and are resting on the thighs
- * The head is in a neutral position. Keep the chin a fist's distance from the chest.

Test Performance

The correct curl-up is performed to a pace of one complete curl-up every three seconds (1.5 seconds up and 1.5 seconds down, with no hesitation). The student's shoulders should come off the mat 2 inches. There is no pause in the up or down position. The curl-ups should be continuous, with the abdominal muscles engaged throughout the assessment. The movement is slow and controlled.

Scoring

Record the total number of correctly performed curl-ups within the time limit.

Partial Curl-Ups Standards		
Boys		
Age	Health Standard	Challenge Standard
10	22	48
11	25	51
12	28	55
13	30	59
14	32	63
15	34	66
Girls		
Age	Health Standard	Challenge Standard
10	22	46
11	24	49
12	26	52
13	28	55

14	30	58
15	32	60

Modified Sit and Reach
Test Objective and Rationale

The objective of this test is to measure flexibility of the lower back and hamstrings. The modified sit and reach test causes less forward rotation of the

Modified Sit and Reach
Standards

pelvis, which reduces disc compression in the lower back.

Test Description

Starting Position

- * The student faces box with shoes off.
- * The foot line is 23 cm, with the zero end of the measuring device closest to the student.
- * One leg is extended, with the foot placed flat against the end of the box. The other knee bent, with the sole of the foot placed against the medial side (inside) of the opposite knee.
- * The knee of the extended leg should remain straight and the hips must remain square to the box.

Test Performance

- * The student extends the arms, one hand on top of the other so that the fingertips are even, and reaches forward along the measuring scale, holding the position for one second.
- * The procedure is repeated two additional times.
- * The procedure is then repeated for the other leg.

Scoring

Record the furthest distance to the nearest centimeter reached for both the right and left leg. The lowest scoring leg will count as your overall score.

Boys		
Age	Health Standard	Challenge Standard
10	25	33
11	25	33
12	25	33
13	25	33
14	25	34
15	26	36
Girls		
Age	Health Standard	Challenge Standard
10	26	37
11	26	37
12	26	38
13	27	39
14	27	41
15	27	43

Right Angle Push-Ups

Test Objective and Rationale

The objective of this test is to measure upper-body strength and endurance. The right-angle push-up is recommended as a test of upper-body strength and endurance. Muscle fitness is required for people of all ages in order to perform daily living and recreational activities with vigor and undue fatigue.

Test Description

Starting Position

The student assumes the prone position (face down).

* hands laced slightly wider than shoulder width with fingers stretched out.

* legs straight and parallel

* feet cannot be resting against an object

* back is straight

* the head is positioned so the student is looking slightly in front of hands

Test Performance

The test begins in the up position. The test should be performed to the cadence (1.5 seconds down and 1.5 seconds up). Push-ups are continuous, with the muscles in a constant state of contraction and no resting. Emphasis is placed on the arm and shoulder muscles remaining engaged throughout the assessment.

Scoring

Record the total number of correctly performed push-ups within the time limit.

Right Angle Push-Ups Standards		
Boys		
Age	Health Standard	Challenge Standard
10	10	22
11	11	23
12	12	24
13	13	25
14	15	26
15	16	27
Girls		
Age	Health Standard	Challenge Standard
10	7	17
11	8	17
12	8	17

13	8	18
14	9	18
15	9	19

One-Mile Run/Walk

Test Objective and Rationale

The objective of the test is to measure cardiorespiratory or aerobic endurance. The one-mile run/walk is a good indicator of the ability of the circulatory and respiratory systems to supply oxygen to functioning muscles, in other words

One-Mile Run/Walk Standards

the capacity to perform activities using large muscle groups over an extended period of time. The importance of cardiorespiratory fitness lies in the fact that heart disease is a leading cause of death in our society.

Test Description

Students will be bused from McGee to the Vincent Boscoglio Track. Students will be given the standards and tips on how to run/walk the mile.

Test Performance

Students are asked to do their very best when participating in the run/walk.

Scoring

Students will receive a stick that will correspond to their own individual time. The time will be rounded to the nearest second.

Boys		
Age	Health Standard	Challenge Standard
10	9:30	8:00
11	9:15	7:30
12	9:00	7:15
13	8:30	7:00
14	8:00	6:45
15	7:30	6:30
Girls		
Age	Health Standard	Challenge Standard
10	10:45	9:00
11	10:30	8:45
12	10:15	8:30
13	10:00	8:15
14	10:00	8:00
15	10:00	8:00

Fitness Test Log Sheet

Fitness test	Class:	Grade:	right	left	
Name	curl ups	push ups	sit and reach	sit and reach	mile

[illegible]

Game Rating Scale

Your Name_____ Other Student(s)_____

How would you *rate* members of your group for this activity?

Peer Rating Scale

1	2	3	4	5
Needs improvement			Awesome	

Circle the number that you feel answers the question!

The other group members listened to my ideas. 1 2 3 4 5

The other group members came up with suggestions. 1 2 3 4 5

The other group members explained their ideas to the group. 1 2 3 4 5

The other group members tried my ideas and suggestions. 1 2 3 4 5

The other group members used the equipment properly. 1 2 3 4 5

The other group members were encouraging to me. 1 2 3 4 5

The other group members were respectful to me. 1 2 3 4 5

The other group members asked good questions during process. 1 2 3 4 5

Comments:

Find your target heart rate!

Name _____

Class _____

Date _____

1. Go to the link below. Then read the article about the heart. The article is six pages long. Write down one fact about the heart from each page.

http://www.kidshealth.org/kid/body/heart_noSW.html

Fact One _____

Fact Two _____

Fact Three _____

Fact Four _____

Fact Five _____

Fact Six _____

2. Go to the link below. Read the short article and then answer the questions.

http://www.kidshealth.org/kid/stay_healthy/fit/work_it_out.html

What does aerobic exercise mean?

What activities are aerobic exercises?

3. Go to the link below. Read the information about finding your pulse. Then take your pulse in both spots and record it.

http://www.dade.k12.fl.us/cdwyche/finding_your_pulse.htm

Radial Artery _____ (wrist)
Carotid Artery _____ (neck)

4. Go to the link below. This page tells you about your target heart rate zone. Read the article then use the Karvonen Formula to determine your target zone. Enter your age and resting heart rate that you found in number three and then click on “calculate”. Record you zone.

<http://www.healthchecksyste.ms.com/heart.asp>

My Age _____
My Resting Heart Rate _____
My Maximum Heart Rate _____
My Minimum Training Heart Rate _____
My Maximum Training Heart Rate _____

5. This time find your target heart rate by doing the math yourself. Use the formulas.

220 minus your age = _____ (maximum heart rate)

220 minus your age minus resting heart rate = _____ * .60 + RHR = _____
(minimum training heart rate)

220 minus your age minus resting heart rate = _____ * .80 + RHR = _____
(maximum training heart rate)

Now... participate in aerobic activities. Try at least three different activities. Remember to take your pulse to make sure you remain in your target zone. When the teacher whistles, stop what you are doing and answer the following questions.

6. What aerobic activities did you participate in?

7. What was your heart rate while you exercised? Explain how you found it.

8. Were you successful at staying in your zone? Explain how you know

HEART RATE CHECKLIST RUBRIC

NAME: _____ CLASS: _____

Target Heart Rate (established in previous class): _____

STATION... STATION ACTIVITY HEART RATE

Is the heart rate elevated?

Please circle your answer.

Station # 1

jump rope

YES

NO

Station # 2

push-ups over a playground ball

YES

NO

Station # 3

jumping jacks

YES

NO

Station # 4

wall squats

YES

NO

Station # 5

slide around cones

YES

NO

Station # 6 small forward and backward
arm circles

YES

NO

Station # 7 stepping up and down on
the step boxes

YES

NO

Station # 8 moving from one cone to
another on a scooter

YES

NO

Look at the pattern that developed on your check list.

1. Which types of exercise causes the heart rate to increase? _____

2. Which activities did not elevate the heart rate? _____

3. What type of activities are described in question #3? _____

Volleyball Assessment

Player's Name: _____ Class: _____

<p>Passing:</p> <p>Knees bent platform out, hips and shoulders to the target, walks the ball up to the target. Ball played off forearms.</p> <p>Rating:</p>	<p>Setting:</p> <p>Uses finger pads to set the ball, bends knees, elbows bend as the ball comes in and extend as the ball leaves, thumbs are facing the eyebrows before contact, shoulders face the target, ball goes up not out in a straight line, ball goes to the spiker (unless it is the third hit)</p> <p>Rating:</p>	<p>Hitting:</p> <p>Uses the three-step approach, jumps, reaches high for the ball, snaps wrist on follow through, hits ball in the court, does not touch the net.</p> <p>Rating:</p>	<p>Serving:</p> <p>Steps with the opposite foot from the serving hand, tosses the ball in the air, contacts the ball above the height of the head and slightly out in front of the body, hits with an open hand, follows through, hits the ball into the court</p> <p>Rating:</p>
<p>Positioning:</p> <p>Anticipates where the ball is going and moves to the ball when to hit it, is ready to make the next play.</p> <p>Rating:</p>	<p>Teamwork:</p> <p>Plays own position, sets it up for others to hit, and encourages others.</p> <p>Rating:</p>	<p>Sportsmanship:</p> <p>Plays by all rules, acknowledges good plays by the opponent, and encourages teammates to do their best.</p> <p>Rating:</p>	<p>Game Knowledge:</p> <p>Knows the rules, knows how to keep score, knows the score, can tell a legal hit from and illegal hit, knows the boundaries, knows when to use each skill.</p> <p>Rating:</p>

Rate the person assigned according to the following rubric (scoring criteria)

(Level 1) Backyard Volleyball Player: can not perform the skill correctly.

(Level 2) Physical Education Class Player: performs the skill inconsistently and awkwardly.

(Level 3) Recreational League Player: performs the skill correctly most of the time, but has trouble under pressure.

(Level 4) Tournament Player: performs the skill correctly all of the time; it is a habit to this person.

Football Passing Task Assessment

Partner's Name: _____

Class: _____

Directions: In groups of 3, please complete the following tasks in the correct order. Partners should take turns completing each throwing task before moving on to the next challenge. One partner should throw, the second player should receive passes, and the third player should use this task sheet to coach the others. Check the box when your partner completes each task successfully. Take turns coaching each other and using the *“things to look for”* listed below.

Things to look for:

1. Step with opposite foot forward,
2. Arm over the top (not side-armed),
3. Dominant hand on laces,
4. Roll ball off throwing hand.
5. Ball reaches its target (the receiver).

Check the box if task completed correctly

Task #1

Throw the football to your partner 15 times. Both players should stay in their self-space about 10 steps apart.

☐

Task#2

Throw the football to your partner 10 times while the receiver uses a slow, steady speed moving left to right or right to left each time. The pass should travel at a medium level and at a moderate speed.

☐

Task #3

Throw the football while moving forward as the receiver travels toward or away from the thrower 10 times. The receiver should speed up and slow down at different times.

☐

Task #4

Throw the football while moving sideways as the receiver travels toward or away from the thrower 10 times. The thrower should throw 5 times at a high level and 5 times at a low level.

☐

References

- 1) www.doe.mass.edu
- 2) <http://www.kidshealth.org/>
- 3) http://www.dade.k12.fl.us/cdwyche/finding_your_pulse.htm
- 4) <http://www.healthchecksyste.ms.com>