

# **PHYSICAL EDUCATION K-8 CURRICULUM**



**Hartford School District  
Hartford, Vermont**

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## Overview

The Physical Education Program has three major components:

- 1) **PSYCHOMOTOR:** locomotives/non-locomotives, spatial relationships (targets), body awareness, body control (balance), physical fitness(speed, endurance, agility, flexibility, strength), rhythms and manipulative.
- 2) **COGNITIVE:** following rules, learning rules, adapting rules, comprehension, intelligent observer, spectator/player, body in movement, safety, social awareness and cultural differences.
- 3) **AFFECTIVE:** sportsmanship, team effort, cooperation, sharing, attitude, feelings, etiquette, appreciation and esthetics.

If the program developed from this continuum is successful, our students will be able to:

- a) **Maximize physical development**
- b) **Display desirable social adjustment**
- c) **Develop a worthy use of leisure time**
- d) **Display desirable health and fitness habits**
- e) **Possess a working knowledge of rules, fundamentals and strategies of sports**

The intention of the physical education staff of the Hartford School District is to continue to include a variety of offerings. The Physical Education Department suggests activities in physical education which teach to and support the Vital Results of the Vermont Framework of Standards and Learning Opportunities. These offerings will continually be evaluated and changes will be made to accommodate the changing needs of the district's students. The scope and sequence of activities include team sports, individual/dual activities, physical fitness, dance and games. Through the utilization of these activities it is hoped that the students will be able to lead more productive and satisfying lives. The purpose of physical education is to involve the learner in a wide range of movement, knowledge, and skill-building experiences. Physical education should contribute to the learner's growing value system and his/her development of responsible attitudes and behavior essential to a healthy lifestyle. Physical education should promote understanding and appreciation for differences among people in all physical activity settings. Physical education should develop the habit of choosing to regularly participate in physical activity as part of a health-enhancing personal fitness plan. Finally, physical education should expand options for wise use of leisure time

## **STATEMENT OF PHILOSOPHY**

The goal of physical education is to develop skillful movers that are invested in lifetime physical activity. Physical education must not only teach the skills and knowledge important to successful moving, but to do so in a way which fosters the disposition to be physically active outside of school and for the rest of one's life. The physical education program is an integral part of the total educational program. Physical Education contributes to all of the objectives of education in Hartford schools and provides opportunities for the student to develop physically, mentally, socially and emotionally through planned activities. Standards-based education makes all teachers accountable for the learning of all of their students. Teachers of children entering the sixth grade will assume the children have achieved the K-5 standards and the teacher of the ninth graders will assume the students have achieved competency in a variety of activities, in meeting the standards from grades 6-8. As a result graduates should be leaving Hartford High School having developed "COMPETENCY IN MANY MOVEMENT FORMS AND PROFICIENCY IN A FEW MOVEMENT FORMS." The various types of activities within the K-8 curriculum are based on age, growth, development and individual needs and differences of our students. These activities are only the tools by which physical fitness, knowledge of different games, desirable social habits and attitudes can be developed. Physical Education provides an environment for learning to compete as well as to cooperate with others in striving for achievement of common goals. Physical Education also provides an arena where positive self-image development and success-oriented activities are offered. Satisfying and successful experiences in physical education should develop in the individual a desire to regularly participate in activity throughout life. Only through enjoyable and persistent participation will the optimum benefits of physical activity be derived.

## School Mission Statements

### ***Dothan Brook School:***

Dothan Brook School prides itself on providing a challenging academic program which meets the individual needs of students. Our faculty and staff are committed to educating all students in a safe and caring learning environment where students learn to respect themselves as well as others and take responsibility for what they say and do. We foster academic, social and emotional growth in students while nurturing a sense of belonging in the school community. As a result, our students consistently demonstrate high academic reading and mathematics knowledge and skill levels in their daily work. A variety of school programs and activities help students to develop new skills and work collaboratively with each other, including:

- Walking, French, homework and chess clubs
- Student directed assembly programs
- Optional music instruction in band and drumming
- A newly refurbished computer lab
- Intensive professional development for
- Specialized services for students in need
- A dedicated Parent Teacher Association which sponsors family events and academic enrichment programs

### ***Ottauquechee School:***

Our Mission Statement is: “At the Ottauquechee School, we believe that in order to lead productive and satisfying lives, our students must develop a full complement of lifelong skills: social, emotional, physical and academic. As a community of learners, we build our sense of belonging and social responsibility by supporting a safe and healthy school climate, advocating learning for all students and adults.” This statement was developed, collaboratively by the staff in 2001. We value and emphasize academic and social skills. We are proud of our school’s safe and respectful school climate and the expected use of appropriate social skills by everyone. Within this context, as a learning community, we have adopted common instructional goals and specific strategies to improve student learning, our priority. The Ottauquechee School has several programs and indicators which support its mission to help students develop academically as well as socially. These include:

- The Winter Enrichment program, which consists of mini-units or ski and snow board lessons during the months of January and February
- Buddy classes are paired for reading and other activities to help older

## School Mission Statements

students get to know and respect younger students

- Our Peer-Mediation Program with trained student mediators in grades 4 & 5.
- Teacher Teams meet regularly to assess students' skills to inform and improve instruction in order to increase learning.
- Experienced OQS teachers serve as Mentors, in our district's formal mentoring program, for beginning educators
- Our Parent-Teacher Organization is active and works to provide a variety of enrichment activities for our students, including mini-grants for classroom teachers and annual artists-in-residence programs.
- Teachers have common preparation time within the school day which they may use to work together.
- Staff Meetings focus on professional development.
- Supportive parents value and support our priorities for student learning.
- Students feel positive about their school, teachers and their learning experience, as indicated by a recent survey of all children in grades 3,4, & 5.

### ***White River School***

White River School's strong assessment results validate our commitment to the goal of having each student do her/his best every day. A dedicated and energetic faculty and staff insist on the highest standards of academic performance by each child. White River students enjoy consistent, school-wide approaches in reading, phonics, math, writing, grammar and discipline that are supported by research and experience. Highlights of the White River School's efforts to reinforce classroom instruction and to support our children and families include the following programs:

- "Math is Cool," which provides family-based math activities for grades K-5
- Our after-school program, including homework, enrichment, and model clubs, as well computer activities for grades 2-5.
- A yearly artist-in-residence or whole-school trip to Boston supported entirely by our PTA.
- Student-motivation and reinforcement programs, including WRS Student Recognition, WRS Honors, Peer Mediation, and WRS Helpers
- Educational Support Team and other special-service programs for over 50% of our students.

## **School Mission Statements**

### ***Hartford Memorial Middle School***

Students come together from Hartford's three elementary schools to attend Hartford Memorial Middle School (HMMS). In addition, we host a number of seventh- and eighth-grade tuition students from Sharon. Our academic program is structured around a team approach. Sixth-grade students are assigned to one of two teams. Each team is comprised of educators from core-content subjects (English/language arts, math, science and social studies) and a special educator, with students being mixed for related arts (physical education, art, music, technology education, and family & consumer science). In grade six there is particular focus on cooperation, tolerance, and the development of good study habits. Students in grades seven and eight are assigned to one of three core teams and are mixed for mathematics and related arts. In seventh grade, students continue to develop a sense of community and participate in interdisciplinary projects such as the cultural fair. In grade eight, there is particular emphasis on outdoor/environmental education, with field trips to Hurricane Hill and Hartford's town forest. Students in all grades may elect to take band and/or chorus. Seventh and eighth graders may also elect French, Spanish, or humanities. School-wide, we are striving to improve school climate and writing across all curriculum areas. We have been selected as one of three Vermont schools to be trained in Olweus, an anti-bullying and harassment program. We have a strong computer science and technology program, with two state of the art computer labs to support research, writing, and a variety of interesting projects.

## Definition of the Physically Educated Person\*\*

A physically educated person:

### **HAS learned skills necessary to perform a variety of physical activities**

- ◆ moves using concepts of body awareness, space awareness, effort and relationships
- ◆ demonstrates competence in combination of manipulative, locomotor and non-locomotor skills performed individually and with others
- ◆ demonstrates competence in many different forms of physical activity
- ◆ demonstrates proficiency in a few forms of physical activity
- ◆ has learned how to learn new skills

### **IS physically fit**

- ◆ assesses, achieves and maintains physical fitness
- ◆ designs safe, personal fitness programs in accordance with principles of training and conditioning

### **DOES participate regularly in physical activity**

- ◆ participates in health enhancing physical activity at least three times a week
- ◆ selects and regularly participates in lifetime physical activities

### **KNOWS the implications of and the benefits from involvement in physical activities**

- ◆ identifies the benefits, costs and obligations associated with regular participation in physical activity
- ◆ recognizes the risk and safety factors associated with regular participation in physical activity
- ◆ applies concepts and principles to the development of motor skills
- ◆ understands that wellness involves more than being physically fit
- ◆ knows the rules, strategies and appropriate behaviors for selected physical activities
- ◆ recognizes that participation in physical activity can lead to multi-cultural and international understanding
- ◆ understands that physical activity provides the opportunity for enjoyment, self-expression and communication

### **VALUES physical activity and its contributions to a healthful lifestyle**

- ◆ appreciates the relationships with others that result from participation in physical activity
- ◆ respects the role that regular physical activity plays in the pursuit of life-long health and well-being
- ◆ cherishes the feelings that result from regular participation in physical activity

## **Assessment Definitions and Descriptions**

### *1. OBSERVATION-TEACHER/ STUDENT*

Teacher observation is the most utilized form of assessment in physical education. Teachers observe students on a regular basis as part of the instructional process. Teacher observation can also be used more systematically to provide objective data on student performance to collect information on the instructional process or to evaluate students. All students or a sample of students representing different skill levels can be assessed. There are many tools that teachers can use to record observational data including anecdotal records, checklists, rating scales, or scoring rubrics. All of these tools can be used whether in live observations or with video analysis. They can be used by the teacher or by the student in peer assessment or self- assessment. The value of the information recorded in each of these cases is enhanced if teachers have a clear idea of what they are looking for in their observations and attend to issues related to the reliability and validity of the data they collect.

## 2. *SELF- ASSESSMENT*

The student assessing personal progress as opposed to being assessed by the teacher or by other students. Self- assessment include rating scales for levels of performance, participation, recording performance scores (e.g., distance, accuracy), summary reports after a series of assessment tasks (e.g., dribbling, throwing for accuracy and distance, jump shooting; physical fitness profiles), and questionnaires of likes and dislikes in activities. Self- assessment is a part of logs, journals, and portfolios as students evaluate personal performance or progress toward goals.

## Content Standards in Physical Education \*\*

A physically educated person:

- 1) Demonstrates competency in many movement forms and proficiency in a few movement forms.
- 2) Applies movement concepts and principles to the learning and development of motor skills.
- 3) Exhibits a physically active healthy lifestyle.
- 4) Achieves and maintains a health-enhancing level of physical fitness.
- 5) Demonstrates responsible personal and social behavior in physical activity settings.
- 6) Demonstrates understanding and respect for differences among people in physical activity settings.
- 7) Understands that physical activity provides opportunities for enjoyment, challenge, self expression, and social interaction.

These seven content standards will be used as a basis for which all teachers will be accountable for the learning of their students. These standards identify what we want our students to know and be able to do. These standards provide practical, useful reference points for the development of our local curriculum and assessment. They are intended as points of reference, not as limitations. Many students will accomplish much more than these standards envision; yet the standards set the targets for what all students should be challenged, encouraged, and expected to achieve.

### K - 8 Program Goals

The following are endorsed as goals for physical education in the Hartford School District and serve as a basis of a sound physical education program:

- a) Motor Skills
- b) Knowledge
- c) Health-Related Physical Fitness
- d) Social Skills
- e) Affective Behaviors

These goals and related activities assist in the implementation of the statement of philosophy and they provide a basis for emphasis in designing the physical education program. The program goals are also useful when deciding which areas to emphasize in grade-level achievements. These goals are related. One goal may be emphasized over others in response to the needs of students and the community. For the physical education program goals to remain consistent with student needs and changes in society, goals and related activities should be assessed periodically.

\*\* Adapted from "*Moving Into The Future – National Standards for Physical Education*", AAHPERD Publication, Mosby, 1995.

# GUIDE TO PHYSICAL EDUCATION CONTENT

## MOTOR SKILLS

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

<b>K – 5</b>	<b>6 – 8</b>
<p>1. Demonstrates proficiency in locomotor skills (walking, running, hopping, jumping, sliding, galloping, skipping, leaping) and nonlocomotor skills (bending, stretching, twisting, turning, pushing, pulling, swinging, swaying) through individual activities and movement challenges.</p> <p>2. Demonstrates proficiency in body control skills (stopping, starting, dodging, rolling, and falling) through individual activities and movement challenges</p> <p>3. Demonstrates proficiency in manipulative skills (throwing, catching, bouncing, rolling, and striking with various body parts or implements) through individual activities and movement challenges</p> <p>4. Demonstrates competency in beginning dance, gymnastics, and sports (4<sup>th</sup> and 5<sup>th</sup> grade) skills through individual activities and movement challenges</p> <p>5. Repeats motor skills and movement sequences in a smooth continuous manner</p> <p>6. Moves effectively with a variety of equipment</p> <p>7. Moves appropriately to own and imposed rhythm</p> <p>8. Controls force in moving self and while controlling objects.</p> <p>9. Moves effectively in personal and general space.</p> <p>10. Moves effectively on and off balance (static and dynamic).</p> <p>11. Demonstrates proper body mechanics for climbing, lifting, pushing, and pulling.</p> <p>12. Demonstrates proper body alignment in a variety of activities</p>	<p>1. Demonstrates proficiency in fundamental motor skills (locomotor, non-locomotor) in increasingly complex activities</p> <p>2. Demonstrates proficiency in fundamental motor skills (body control skills) in increasingly complex activities</p> <p>3. Demonstrates proficiency in fundamental motor skills (manipulative skills) in increasing complex activities</p> <p>3. Demonstrates competency in a variety of beginning dance, gymnastics, and sport skills and activities.</p> <p>4. Evidence K-5 applies.</p> <p>5. Evidence K-5 applies.</p> <p>6. Selects and modifies appropriate skills while moving to own and imposed rhythm.</p> <p>7. Selects and modifies appropriate skills while controlling force.</p> <p>8. Evidence K-5 applies.</p> <p>9. Applies movement principles in a variety of activities.</p> <p>10. Applies movement principles in a variety of activities.</p> <p>11. Applies movement principles in a variety of activities.</p> <p>12. Demonstrates competency in activities that develop skill-related fitness: agility, power, speed, reaction time, balance and coordination.</p> <p>13. Participates in leisure/lifetime sport and dance activities.</p>

# GUIDE TO PHYSICAL EDUCATION CONTENT KNOWLEDGE

Standard 2: Applies movement concepts and principles to the learning and development of Motor skills.

<b>K – 5</b>	<b>6 – 8</b>
<ol style="list-style-type: none"> <li>1. Applies problem solving skills in movement related activities.</li> <li>2. Discovers facts, limits, and relationships with regards to human performance.</li> <li>3. Recognizes variation in movement within activities.</li> <li>4. Demonstrates a knowledge of body awareness (body parts, large muscle groups, the relationship of body parts and potential body movements); space awareness (self and general, direction, pathway, levels, and range); and qualities of movement (force, balance, time and flow).</li> <li>5. Uses movement vocabulary appropriately, i.e. self-space, general space.</li> <li>6. Applies movement concepts to fundamental motor skills and simple motor activities (individual and/or small group).</li> <li>7. Creatively solves movement challenges.</li> <li>8. Identifies and begins to respond to potential safety hazards in the movement environment.</li> <li>9. Applies body awareness and spatial concepts to games, gymnastics and beginning sports (4<sup>th</sup> and 5<sup>th</sup> grades), and dance-related skills and activities.</li> <li>10. Begins to express in a variety of forms (verbal, written, drawing) and understanding of and feelings relative to physical education content.</li> <li>11. Recognizes that individual differences in strength, performance, and flexibility are not gender related at this age.</li> <li>12. Develops movement sequences.</li> <li>13. Recognizes that appropriate care and use of equipment and attire create a safe environment for individual activities and movement challenges.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyzes and processes information in response to a changing environment.</li> <li>2. Evidence K- 5 applies.</li> <li>3. Evidence K- 5 applies.</li> <li>4. Evidence K- 5 applies.</li> <li>5. Uses an expanded movement vocabulary (appropriately) i.e. move to an open space.</li> <li>6. Applies movement principles (qualities of movement) in a variety of activities i.e. gravity, force, etc.</li> <li>7. Creatively solves complex movement challenges (higher risk and multiple tasks).</li> <li>8. Responds appropriately to potential safety hazards in the movement environment.</li> <li>9. Discusses and demonstrates the application of movement concepts to a variety of activities (muscle groups, rules, basic strategies, tactics when appropriate).</li> <li>10. Expresses an understanding of and feelings relative to physical education content in a variety of verbal and written forms.</li> <li>11. Demonstrates a knowledge of and respect for body changes which occur in adolescence, that may result in gender related differences in strength, performance and flexibility.</li> <li>12. Develops movement sequences of increasing complexity.</li> <li>13. Demonstrates appropriate care and use of equipment and attire, and creates a safe environment for activities through this behavior.</li> <li>14. Explores possible career opportunities related to human performance.</li> </ol>

# GUIDE TO PHYSICAL EDUCATION CONTENT

## PHYSICAL FITNESS

Standard 4 Achieves and maintains a health-enhancing level of physical fitness

<b>K – 5</b>	<b>6 – 8</b>
<p>1. Defines the basics of the four health related fitness components (body composition, muscular strength and endurance, flexibility, and cardio respiratory endurance).</p> <p>2. Identifies the physiological effects of different levels of exercise (e.g. increased heart rate, respiration, perspiration, body temperature, and muscular soreness).</p> <p>3. Begins to assess personal fitness levels in each of the four health related components.</p> <p>4. Identifies and demonstrates activities which develop each of the four health-related fitness components.</p> <p>5. Demonstrates an awareness of personal responsibility for achieving and setting goals and choosing activities to improve and maintain fitness.</p> <p>6. Actively engages in sustained moderate to vigorous activities.</p> <p>7. Identifies the relationship between nutrition, activity, and fitness.</p> <p>8. Identifies and demonstrates the difference between tense and relaxed muscles.</p> <p>9. Explains, demonstrates and practices the importance of stretching as a warm-up and cool down activity for the major muscle groups.</p> <p>10. Practices correct body posture through demonstrating proper body alignment.</p> <p>11. Identifies people in community who maintain healthy active lifestyles.</p> <p>12. Expresses a positive attitude toward the development and lifelong maintenance of fitness.</p> <p>13. Achieves personal growth on health/fitness components.</p> <p>14. Recognizes the benefits of health related physical fitness</p>	<p>1. Defines and applies the four health related fitness components (body composition, muscular strength and endurance, flexibility, and cardio respiratory endurance).</p> <p>2. Identifies and applies knowledge of the physiological effects of different levels of exercise on the body.</p> <p>3. Assesses own level of fitness and formulates and maintains a basic personal fitness plan which encourages individual growth.</p> <p>4. Evidence K - 5 applies.</p> <p>5. Begins to assume personal responsibility by setting goals to improve fitness levels through lifetime sports and activities.</p> <p>6. Evidence K-5 applies.</p> <p>7. Demonstrates a knowledge of the link between nutrition, exercise, body composition and fitness, and identifies the value of foods as an energy source.</p> <p>8. Achieves conscious relaxation in all major body parts.</p> <p>9. Explains, demonstrates and practices the importance of stretching as a warm-up and cool down activity for an increasing number of muscle groups.</p> <p>10. Evidence K-5 applies.</p> <p>11. Identifies factors that contribute to one's personal active lifestyle.</p> <p>12. Practices a healthy active lifestyle.</p> <p>13. Demonstrates an understanding of the principles of improving fitness (e.g. frequency, intensity, and duration).</p> <p>14. Evidence K - 5 applies.</p>

## GUIDE TO PHYSICAL EDUCATION CONTENT SOCIAL INTERACTION

Standards 5: Demonstrates responsible personal and social behavior in physical activity settings.

Standards 6: Demonstrates understanding and respect for differences among people in physical activity settings

<b>K – 5</b>	<b>6 – 8</b>
<ol style="list-style-type: none"> <li>1. Shows cooperation with others by sharing equipment, taking turns, and sharing ideas with a partner.</li> <li>2. Demonstrates on-task behavior in small groups without specific (direct) teacher supervision for a short period of time.</li> <li>3. Performs the following communication skills: makes eye contact when talking to another person, listens quietly without interrupting when peers or teachers are talking, and speaks at an appropriate time and in an appropriate manner.</li> <li>4. Demonstrates understanding and respect for differences among people in physical activity settings, including: gender, race, culture, ethnicity, socioeconomic status, body type and varying abilities.</li> <li>5. Contributes effectively as a group member: shares ideas, respects the ideas of others, attempts to compromise, and communicates appropriately.</li> <li>6. Assists in making rules and assumes responsibility for following them.</li> <li>7. Begins to develop systematic conflict resolution skills: expresses willingness to listen to opposing views, engages in compromise and collaborates in problem solving a solution.</li> <li>8. Demonstrates fair play by: following rules, practicing socially acceptable behavior, and accepting decisions of the person in charge.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows cooperation with others by supporting and encouraging others of different abilities/skill levels, sharing in decision-making with partners and small groups, and showing support for teammates and opponents.</li> <li>2. Demonstrates ability to work independently, on-task, and assumes responsibility for action.</li> <li>3. Demonstrates the ability to give and receive honest feedback.</li> <li>4. Evidence K- 5 applies.</li> <li>5. Contributes to positive, group dynamic behavior, assuming leader/follower roles when appropriate.</li> <li>6. Assists in making and following rules, procedures, and etiquette that are safe and effective for specific activity situations.</li> <li>7. Continues to develop systematic conflict resolution skills: recognizes the influence of peer pressure, solves problems, resolves interpersonal conflict with a sensitivity to rights and feelings of others, and handles conflicts that arise with others without confrontation by analyzing causes and potential solutions.</li> <li>8. Demonstrates fair play by: playing by rules without taking advantage of peers, practicing socially acceptable sports conduct, accepting referee's decisions without arguing, evaluating competition by quality of play rather than outcome.</li> <li>9. Works cooperatively with a group to achieve group goals in cooperative as well as competitive settings.</li> </ol>

## GUIDE TO PHYSICAL EDUCATION CONTENT AFFECTIVE QUALITIES

Standards 3: Exhibits a physically active lifestyle.

Standards 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

<b>K – 5</b>	<b>6 – 8</b>
<ol style="list-style-type: none"> <li>1. Engages in a variety of activities that promote individual success.</li> <li>2. Demonstrates a sense of joy and appreciation for movement.</li> <li>3. Expresses enjoyment of physical activity by participating in physical activities in and outside of class.</li> <li>4. Identifies and practices safe behavior for self and toward others in the play environment.</li> <li>5. Demonstrates self-confidence by attempting new activities.</li> <li>6. Demonstrates an attitude of compassion and encouragement toward partners, classmates, teammates and opponents.</li> <li>7. Begins to recognize personal reactions to stressful situations.</li> <li>8. Begins to recognize personal differences in interest and motivation, intellectual, and physical ability, and performance attitude.</li> <li>9. Demonstrates a willingness to participate with self-control and self direction in a variety of activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Takes advantage of opportunities to participate in physical activities of one's choosing.</li> <li>2. Expresses verbal and physical enthusiasm, joy, and satisfaction in learning activities and when participating in or observing performances.</li> <li>3. Demonstrates an enjoyment of physical activity by participating in physical activities in and outside of class.</li> <li>4. Practices safe behavior for self and toward others while engaging in learning situations, games, and leisure play.</li> <li>5. Projects a positive attitude toward personal skill development and improvement.</li> <li>6. Evidence K - 5 applies.</li> <li>7. Recognizes personal reactions to stressful situations.</li> <li>8. Recognizes personal differences in interest and motivation, intellectual and physical ability, and performance attitude.</li> <li>9. Evidence K - 5 continues.</li> <li>10. Demonstrates a willingness to achieve realistic performance goals.</li> <li>11. Identifies personal strengths and weaknesses.</li> </ol>

## HARTFORD SCHOOL DISTRICT PHYSICAL EDUCATION SCOPE & SEQUENCE

Key Explanation:

**I = Introduced** - Introduction to basic skills, concepts and/or techniques. Beginning to develop foundations for those skills, concepts, and/or techniques.

**D = Developed** - Review, practice and further develop basic skills, concepts, techniques and strategies. Begin to refine and build upon foundations.

**T = Toward Mastery** - Further refinement and application of concepts, skills, techniques and strategies.

**R = Review & Maintenance** - Review, maintenance, and application of skills, concepts, and strategies. Demonstration of a deeper understanding in more complex situations and learning environments. Includes elective opportunities outside of the classroom.

<b>ACTIVITY/UNIT</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>
Badminton	-	-	I/D
Ball Skills	I	I/D	I/D/T
Basketball	I	I/D	I/D/T
Bowling	I	I/D	I
Bocce	-	-	I/D
Climbing Wall*	I	I	-
Cooperative Games	I	I/D	I/D/R
Cricket	-	-	I/D
Cup Stacking	I	-	-
Dance	I	I	I/D
Deck Tennis	-	-	I/D
Field Hockey	-	-	I/D
Fitness Testing	I	I/D	I/D
Floor Hockey	-	I	I/D
Flag Football	-	I	I/D
Speedball	-	I	I/D
Gross Motor Skills	I	I/D/T	-
Group Games	I	I	I/D
Gymnastics	I	-	-
Horseshoes	-	-	I/D
Indoor Games	I	I/D	-
Inline-Skating*	-	I	-

## SCOPE & SEQUENCE continued.

Key Explanation:

**I = Introduced** - Introduction to basic skills, concepts and/or techniques. Beginning to develop foundations for those skills, concepts, and/or techniques.

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**T = Toward Mastery** - Further refinement and application of concepts, skills, techniques and strategies.

**R = Review & Maintenance** - Review, maintenance, and application of skills, concepts, and strategies. Demonstration of a deeper understanding in more complex situations and learning environments. Includes elective opportunities outside of the classroom.

<b>ACTIVITY/UNIT</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>
Jump Rope	I	I/D	D
Juggling	I	-	-
Lacrosse	I	I	I/D/T
Movement Education	I	I/D	-
New Games	-	-	I/D
Orienteering*	-	I/D	-
Pickleball	-	-	I/D/T
Q Tip Hockey	-	-	I/D/T
Snow Shoe Skills	I	I/D	I/D/T
Soccer	I	I/D	I/D/T
Softball	-	I	I/D/T
Striking Skills	I	I/D	I/D/T
Team Handball	-	-	I/D/T
Throwing and Catching	I	I/D	I/D/T
Volleyball	-	I/D	I/D/T

\* indicates not available at all schools

## BALL SKILLS

Level: K-5

### Learning Expectations:

<b>Psychomotor: The student will be able to demonstrate:</b>	<b>Standards</b>
1. Throwing and Catching a. with self b. different levels c. off a wall d. at a target	1&2
2. Throwing with a Partner a. same as above(a-d)	1, 2 & 5
3. Bouncing/Dribbling a. different levels b. fast & slow c. right & left hand; both hands	1&2
4. Kicking a. right & left foot, alternately b. along the ground & in the air c. using different parts of the foot	1&2
5. Kicking with a Partner a. same as above(a-c)	1, 2 & 5

<b>Cognitive: The student will gain knowledge and an understanding of the skills and rules pertaining to:</b>	<b>Standards</b>
1. Throwing a. accuracy b. force	1&2
2. Catching a. eye-hand coordination	1&2
3. Bouncing a. fingertips and wrists b. force	1&2
4. Kicking a. eye-foot coordination	1&2

<b>Affective: The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:</b>	<b>Standards</b>
1. Throwing, Catching, and Kicking Games & Activities	1, 2, & 4-7

### Equipment Needed:

4-24 Playground balls  
12-24 cones

**Method of Assessment:**

Physical observation and demonstration  
Oral quizzes

**Length of Unit:**

4 – 6 classes

**BASKETBALL**

**Level: K - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

1. Catching a basketball
2. Passing a basketball
3. Pivot
4. Shooting
5. Dribbling
6. Defending an opponent

**Standards**

- 1&2  
1&2  
1&2  
1&2  
1&2  
1&2

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

1. Basic rules
2. Team positions

**Standards**

- 1&2  
1&2

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Dribbling Activities

**Standards**

- 1, 2, & 5-7

- |                                  |             |
|----------------------------------|-------------|
| 2. Spot Shooting                 | 1, 2, & 5-7 |
| 3. Group Passing Drills          | 1, 2, & 5-7 |
| 4. Modified games of 1 on 1 etc. | 1, 2, & 5-7 |

**Equipment Needed:**

Basketballs  
Baskets  
Cones  
Pinnies

**Method of Assessment:**

Physical demonstration  
Observation

**Length of Unit:**

4 – 6 classes

## BOWLING

**Level: K - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

- |                                       |     |
|---------------------------------------|-----|
| 1. Stance & Grip                      | 1-7 |
| 2. Approach, Release & Follow through | 1-7 |
| 3. Straight Ball                      | 1-7 |
| 4. Scoring                            | 1-7 |

**Standards**

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

- |                  |     |
|------------------|-----|
| 1. Safety        | 1-7 |
| 2. Lane Courtesy | 1-7 |
| 3. Keeping score | 1-7 |
| 4. Terminology   | 1-7 |

**Standards**

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

**Standards**

- |                                    |     |
|------------------------------------|-----|
| 1. Bowling at pins - 10 frame game | 1-7 |
| 2. Class trip to bowling alley     | 1-7 |

**Equipment Needed:**

- 5 rubber bowling balls
- 5 sets of plastic pins
- Scoring sheets

**Method of Assessment:**

- Physical demonstration
- Student Assessment

**Length of Unit:**

2 – 3 Classes

**CLIMBING WALL (traverse)**

**Level: K - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

- |                           |     |
|---------------------------|-----|
| 1. Arm Strength           | 1-7 |
| 2. Physical Fitness       | 1-7 |
| 3. Hand-foot Coordination | 1-7 |
| 4. Upper Body Strength    | 1-7 |
| 5. Endurance              | 1-7 |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

- |                      |     |
|----------------------|-----|
| 1. Decision – making | 1-7 |
| 2. Problem – solving | 1-7 |
| 3. Goal setting      | 1-7 |
| 4. Team building     | 1-7 |

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

**Standards**

- |  |     |
|--|-----|
| 1. Climbing the wall   | 1-7 |
| 2. Providing opportunities to learn patience, perseverance & persistence | 1-7 |

**Equipment Needed:**

Climbing wall

Rocks (handles)  
Mats

**Method of Assessment:**

Physical demonstration  
Student Assessment

**Length of Unit:**

2 – 3 Classes

**COOPERATIVE GAMES**

**Level: K - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

1. Balancing in different situations
2. Moving in Space
3. Agility
4. Flexibility
5. Gross motor and non-loco motor skills

**Standards**

- 1&2  
1&2  
1&2  
1&2  
1&2

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

1. Body Awareness
2. Group cooperation
3. Social Aspect
4. Self-esteem
5. Strategy for team/ individual

**Standards**

- 1&2  
5-7  
5-7  
5-7  
5-7

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Project Adventure
2. New Games
3. Challenges with little or no competition

**Standards**

- 1-7  
1-7  
1-7

**Equipment Needed:**

Ropes  
Cones  
Mats

**Method of Assessment:**

Physical demonstration

**Length of Unit:**

2 – 3 Classes

**CUP STACKING**

**Level: K - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

- |                  | <b>Standards</b> |
|------------------|------------------|
| 1. Patterning    | 1&2              |
| 2. Sequencing    | 1&2              |
| 3. Concentration | 1&2              |
| 4. Ambidexterity | 1&2              |
| 5. Agility       | 1&2              |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

- |   | <b>Standards</b> |
|---|------------------|
| 1. Goal setting                           | 5-7              |
| 2. Cooperation & Teamwork                 | 5-7              |
| 3. Reinforce practice as a way to improve | 5-7              |
| 4. Self-esteem                            | 5-7              |
| 5. Active challenges                      | 5-7              |

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

- |   | <b>Standards</b> |
|---|------------------|
| 1. Relays                                   | 1-7              |
| 2. Timed contests                           | 1-7              |
| 3. Challenges with little or no competition | 1-7              |

**Equipment Needed:**

Plastic cups or yogurt cups  
Video

**Method of Assessment:**

Physical demonstration

Observation

**Length of Unit:**

2 – 3 Classes

**DANCE**

**Level: K - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

- |  |     |
|--|-----|
| 1. Dancing independently at different speeds   | 1&2 |
| 2. Utilize different body parts                | 1&2 |
| 3. Perform dance steps at different speeds     | 1&2 |
| 4. Changes direction while maintaining balance | 1&2 |
| 5. Dance at different levels and shapes        | 1&2 |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

- |  |             |
|--|-------------|
| 1. Teacher and students will modify dance routines and steps | 1, 2, & 5-7 |
|--|-------------|

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

**Standards**

- |   |             |
|---|-------------|
| 1. Will demonstrate dance routines for classmates, teachers & parents | 1, 2, & 5-7 |
| 2. Will perform within the standard set by group                      | 1, 2, & 5-7 |

**Equipment Needed:**

Tapes or CDs  
CD or tape player  
Props

**Method of Assessment:**

Physical observation and demonstration

**Length of Unit:**

2 – 3 Classes

## FITNESS TEST

**Level: K - 5**

### **Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

1. Sit-ups (curl ups)
2. Long Run Challenge
3. Shuttle Run
4. 50 yard dash
5. Various physical activities

### **Standards**

- 1, 2 & 4  
1, 2 & 4  
1, 2 & 4  
1, 2 & 4  
1, 2 & 4

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

1. Physical Fitness
2. Muscular strength and endurance
3. Cardiovascular and respiratory endurance

### **Standards**

- 1, 2 & 4  
1, 2 & 4  
1, 2 & 4

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Fitness testing program

### **Standards**

1-7

### **Equipment Needed:**

Stopwatches  
Cones  
Shuttle discs  
Tape measure  
Mats

### **Method of Assessment:**

Test criteria and standards  
Observation

### **Length of Unit:**

2 – 3 Classes

# FLOOR HOCKEY

**Level: K - 5**

## **Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

- |                   | <b>Standards</b> |
|-------------------|------------------|
| 1. Stick control  | 1&2              |
| 2. Stick handling | 1&2              |
| 3. Passing        | 1&2              |
| 4. Shooting       | 1&2              |
| 5. Goalie play    | 1&2              |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

- |                   | <b>Standards</b> |
|-------------------|------------------|
| 1. Basic Rules    | 1&2              |
| 2. Team Positions | 1&2              |
| 3. Safety         | 5                |

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

- |                         |            |
|-------------------------|------------|
| 1. Dribbling Activities | 1, 2 & 5-7 |
| 2. Relays               | 1, 2 & 5-7 |
| 3. Group Passing drills | 1, 2 & 5-7 |
| 4. Modified games       | 1, 2 & 5-7 |

## **Equipment Needed:**

Floor hockey sticks  
Cones  
Goal cages  
Goalie sticks  
Pinnies  
Soft floor hockey balls

## **Method of Assessment:**

Physical demonstration  
Observation  
Oral questions

## **Length of Unit:**

4 – 6 Classes

## GROSS MOTOR SKILLS

Level: K - 5

### Learning Expectations:

**Psychomotor:** The student will be able to demonstrate:

**Standards**

1. Demonstrates a mature form of:
  - a. run
  - b. gallop
  - c. slide
  - d. jump
  - e. skip
  - f. hop

1&2

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

1. Students should be able to demonstrate above basic gross motor skills in combinations
2. Students will be able to repeat two or three important parts of each skill

1&2

1&2

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

**Standards**

1. Gross Motor Games
2. Gross Motor Activities and Practice

5&7

5&7

### Equipment Needed:

None

### Method of Assessment:

Physical demonstration  
Observation

### Length of Unit:

3 – 4 Weeks

## INDOOR GAMES

Level: 3 - 5

### Learning Expectations:

**Psychomotor:** The student will be able to demonstrate:

1. Hitting or Kicking
2. Throwing
3. Catching
4. Fielding

**Standards**

- 1-5 & 7  
1-5 & 7  
1-5 & 7  
1-5 & 7

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

1. Safety
2. Terminology
3. Strategy

**Standards**

- 1-7  
1-7  
1-7

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Game play
2. Drills

**Standards**

- 1-7  
1-7

**Equipment Needed:**

3 sets of bases/ cones  
Playground balls/ waffle balls  
Pinnies  
Bat/ Tennis racket

**Method of Assessment:**

Physical demonstration  
Student assessment

**Length of Unit:**

2 – 3 Classes

## JUGGLING

**Level: K - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

1. Ability to use the non-dominant hand

**Standards**

- 1&2

- |  |     |
|--|-----|
| 2. Crossing midline of the body        | 1&2 |
| 3. Improve peripheral vision           | 1&2 |
| 4. Hand-eye coordination and quickness | 1&2 |
| 5. Concentration                       | 1&2 |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

- |   |     |
|---|-----|
| 1. Timing and Rhythm                                  | 5-7 |
| 2. Self-esteem  | 5-7 |
| 3. Social interaction skills as the practice together | 5-7 |
| 4. Work towards a goal solving problems               | 5-7 |

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

**Standards**

- |                          |     |
|--------------------------|-----|
| 1. 1 scarf activities    | 1-7 |
| 2. 2 scarf activities    | 1-7 |
| 3. Beanbags or 3 scarves | 1-7 |

**Equipment Needed:**

VCR juggling tape  
 Beanbags and set of three different colored scarves  
 Balloons/ juggling balls/ tennis balls

**Method of Assessment:**

Physical demonstration  
 Observation  
 Student Assessment

**Length of Unit:**

2 – 4 Classes

## JUMP ROPE

**Level: K - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

- |                                |     |
|--------------------------------|-----|
| 1. Short Ropes                 | 1&2 |
| a. Forward, side and backwards |     |
| b. Double bounce               |     |
| c. Pepper                      |     |

- d. Cross jumping
- e. Partner jumping
- 2. Long Ropes 1&2
  - a. Front door
  - b. Back door

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

- 1. Fitness 4
- 2. Rhythmic coordination 1&2

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

**Standards**

- 1. Rope jumping relays 1-7
- 2. Rope jumping to rhymes and music 1-7

**Equipment Needed:**

- 1 short rope per student
- 6 sets of long ropes
- CDs' or tape player and songs

**Method of Assessment:**

- Physical demonstration
- Oral quizzes
- Observation

**Length of Unit:**

2 – 4 Classes

**MOVEMENT EDUCATION**

**Level: K - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

- 1. Moving in self and general spaces w/o colliding 1&2
- 2. Demonstrates gross motor skills 1&2
- 3. Demonstrates non-loco motor (bend, twist) 1&2
- 4. Moving at different levels 1&2
- 5. Moving in different pathways (curves, zigzag) 1&2
- 6. Moving with different forces, slow and rhythm 1&2
- 7. Moving to music/ rhythms 1&2

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

1. Students should be able to tell what all the above means and give a description
2. Students should be able to tell how all the skills might be used in activities and sports

1&2

1&2

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

**Standards**

1. Movement activities and games
2. Creative dance
3. Enjoy participation

5-7

5-7

5-7

**Equipment Needed:**

CD player and music

**Method of Assessment:**

Physical demonstration  
Observation

**Length of Unit:**

2 – 4 Classes

## ORIENTEERING

**Level: K - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

1. Following a marked trail
2. Map reading

1-7

1-7

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

1. Safety
2. Strategy

1-7

1-7

**Affective:** The student will have the opportunity to develop

**Standards**

correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Orienteering competitions

1-7

**Equipment Needed:**

Maps  
Letters at the alphabet posted  
Pencils

**Method of Assessment:**

Physical demonstration  
Student assessment

**Length of Unit:**

2 – 3 Classes

## RECREATIONAL GAMES

**Level: K - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

1. Proper body movements
2. Game or specific skills

1-7

1-7

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

1. Safety
2. Rules
3. Equipment care

1-7

1-7

1-7

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

**Standards**

- |               |     |
|---------------|-----|
| 1. Jump rope  | 1-7 |
| 2. Hula Hoops | 1-7 |
| 3. Frisbee    | 1-7 |
| 4. Cones      | 1-7 |
| 5. Scooters   | 1-7 |
| 6. Parachute  | 1-7 |

**Equipment Needed:**

Parachute/ Frisbee  
 Scooters/ Cones  
 Jump ropes/ Hula Hoops

**Method of Assessment:**

Physical demonstration  
 Observation

**Length of Unit:**

2 – 3 Classes

## IN-LINE SKATING

**Level: 4 - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

- |                 |     |
|-----------------|-----|
| 1. Skating      | 1&2 |
| 2. Coordination | 1&2 |
| 3. Balance      | 1&2 |
| 4. Agility      | 1&2 |

**Standards**

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

- |  |          |
|--|----------|
| 1. Safety                                    | 3, 5, 7  |
| 2. Cooperation                               | 5&6      |
| 3. Body and Spatial Awareness                | 1&2      |
| 4. Muscular and Cardio respiratory Endurance | 1, 2 & 4 |

**Standards**

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

- |                   |     |
|-------------------|-----|
| 1. Inline Skating | 1-7 |
|-------------------|-----|

**Standards**

**Equipment Needed:**

Inline skates/ Pads/ Helmets  
Hairnets/ Video Skate in School  
Music

**Method of Assessment:**

Individual Participation  
Observation

**Length of Unit:**

2 – 3 Weeks

**SNOW SHOE SKILLS**

**Level: 3 - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

1. Correct method of putting on snowshoes
2. Walking and running in correct patterns
3. Moving under control in different directions
4. Inclining/ Declining

**Standards**

- 1&2  
1&2  
1&2  
1&2

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

1. Uses of snow shoes
2. Care Equipment
3. Moving under control in different directions
4. Lifetime Activity

**Standards**

- 3-5 & 7  
3-5 & 7  
3-5 & 7  
3-5 & 7

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Hiking
2. Scavenger Hunts
3. Jogging around soccer fields

**Standards**

- 5&7  
5&7  
5&7

**Equipment Needed:**

Snowshoes  
Cones

**Method of Assessment:**

Individual Participation  
Observation

**Length of Unit:**

1 – 3 Classes

**SOCCER**

**Level: K - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

- |                     | <b>Standards</b> |
|---------------------|------------------|
| 1. Foot dribbling   | 1&2              |
| 2. Kicking          | 1&2              |
| 3. Trapping         | 1&2              |
| 4. Passing          | 1&2              |
| 5. Shooting at goal | 1&2              |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

- |                   | <b>Standards</b> |
|-------------------|------------------|
| 1. Some rules     | 5&6              |
| 2. Team Positions | 5-7              |
| 3. Scoring        | 7                |

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

- |                              | <b>Standards</b> |
|------------------------------|------------------|
| 1. Dribbling relays          | 1-7              |
| 2. Small group games/ 2 on 2 | 1-7              |
| 3. Line soccer               | 1-7              |

**Equipment Needed:**

Soccer balls  
Pinnies  
Cones

Goal cages

**Method of Assessment:**

Individual Participation  
Observation  
Physical demonstration of skills

**Length of Unit:**

2 – 4 Classes

## SOFTBALL

**Level: 3 - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

- |                                     |     |
|-------------------------------------|-----|
| 1. Catching                         | 1&2 |
| 2. Throwing                         | 1&2 |
| 3. Hitting                          | 1&2 |
| 4. Running bases                    | 1&2 |
| 5. Skill improvements with partners | 1&2 |

**Standards**

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

- |                   |     |
|-------------------|-----|
| 1. Some rules     | 5&6 |
| 2. Team positions | 5-7 |
| 3. Scoring        | 7   |

**Standards**

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

- |                           |     |
|---------------------------|-----|
| 1. Throw and catch        | 1-7 |
| 2. Batting tees           | 1-7 |
| 3. Target toss            | 1-7 |
| 4. Modified games/ 2 on 2 | 1-7 |

**Standards**

**Equipment Needed:**

Soft Softballs  
Bases/ Softball diamond  
Bats/ Tees

**Method of Assessment:**

Observation  
Physical demonstration of skills

**Length of Unit:**

2 – 3 Classes

**STRIKING SKILLS**

**Level: K - 5**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

1. Beach ball/ Volleyball Skills

1&2

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

1. Some rules
2. Team positions
3. Scoring
4. Rotation

5&6  
5-7  
2  
2

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

**Standards**

1. Beach ball/ Volleyball
2. Volleyball

1-7  
1-7

**Equipment Needed:**

Volleyballs/ Beach balls  
Standard s and Nets  
Scoring

**Method of Assessment:**

Observation  
Physical demonstration

**Length of Unit:**

2 – 3 Classes

## THROWING AND CATCHING SKILLS

Level: K - 5

### Learning Expectations:

**Psychomotor:** The student will be able to demonstrate:

1. Catching a ball
2. Throwing a ball
3. Catching and Throwing other items

**Standards**

1&3  
1&3  
1&3

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

1. Some rules
2. Team positions
3. Scoring

**Standards**

5&6  
7  
2

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Throw and catch
2. Target toss
3. Modified games/ pass ball

**Standards**

1-7  
1-7  
1-7

### Equipment Needed:

Spongy balls  
Playground balls

### Method of Assessment:

Observation  
Physical demonstration

### Length of Unit:

2 – 3 Classes

# VOLLEYBALL

**Level: 3 - 5**

## **Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

1. Two-hand overhead pass
2. Bump or dig
3. Serves
4. Volleying

## **Standards**

- 1&2  
1&2  
1&2  
1&2

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

1. Some rules
2. Positions
3. Scoring
4. Rotation

## **Standards**

- 5&6  
5-7  
2  
5-7

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Wall volleys
2. Wall serves
3. Circle taps

## **Standards**

- 1-7  
1-7  
1-7

## **Equipment Needed:**

Volleyballs/ Beach balls  
Standards and Nets  
Balloons  
Scoreboard

## **Method of Assessment:**

Observation  
Physical demonstration  
Oral quizzes

## **Length of Unit:**

2 – 4 Classes

## BASKETBALL

**LEVEL: Grade 6 – 8**

### Learning Expectations:

**Psychomotor:** The student will be able to demonstrate:

1. One-hand Set Shot
2. Chest Pass
3. Bounce Pass
4. Dribbling (left and right)
5. Defending (stance and slide)

### Standards

- 1 & 2  
1 & 2  
1 & 2  
1 & 2  
1 & 2

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

1. History
2. Rules and regulations
3. Strategy
4. Safety

### Standards

- 2  
2, 5, & 6  
2, 5, & 6  
3, 5, & 7

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Drills
2. Game Play

### Standards

- 1 - 7  
2, 6, & 7

### Equipment Needed:

- 6 Basketballs  
6 Baskets

### Method of Assessment:

Physical observation and demonstration

### Length of Unit:

2 - 3 Weeks

## Q-TIP HOCKEY

**LEVEL: Grades 6 - 8**

### Learning Expectations:

**Psychomotor:** The student will be able to demonstrate:

1. Stick control
2. Stick handling
3. Passing
4. Shooting – Flip, Snap, Sweep
5. Goalie Techniques

**Standards**

- 1 & 2  
1 & 2  
1 & 2  
1 & 2  
1, 3, & 4

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

1. Strategy
2. Terminology
3. Safety

**Standards**

- 1, 2, 6, & 7  
1, 2, 6, & 7  
5

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Drills
2. Game Play

**Standards**

- 1 - 7  
2, 6, & 7

**Equipment Needed:**

- 16 Sticks
- 8 Balls
- 4 Goals

**Method of Assessment:**

Physical observation and demonstration

**Length of Unit:**

1 Week

## FIELD HOCKEY

**LEVEL: Grades 6 - 8**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

- |              |       |
|--------------|-------|
| 1. Dribbling | 1 & 2 |
| 2. Receiving | 1 & 2 |
| 3. Passing   | 1 & 2 |
| 4. Tackling  | 1 & 2 |
| 5. Dodging   | 1 & 2 |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

1. Rules and regulations
2. Formations
3. Strategy
4. Safety

**Standards**

- 2, 5, & 6  
2  
2, 5, & 6  
3, 5, & 7

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Drills
2. 3v3/ 5v5 Games

**Standards**

- 1 - 7  
2, 6, & 7

**Equipment Needed:**

- 12 Field Hockey Balls
- 24 Field Hockey Sticks (34" and 36")
- 12 Cones
- 2 Field Hockey Goals

**Method of Assessment:**

Physical observation and demonstration

**Length of Unit:**

2-3 Weeks

**FITNESS TEST**

**LEVEL: Grades 6 - 8**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

1. Pull Ups, Flexed Hang
2. 2 Minute Jump Rope
3. Mile Run
4. Sit Ups

**Standards**

- 1, 2 & 4  
1, 2 & 4  
1, 2 & 4  
1, 2 & 4

- |                  |          |
|------------------|----------|
| 5. Push Ups      | 1, 2 & 4 |
| 6. Sit and Reach | 1, 2 & 4 |
| 7. Shuttle Run   | 1, 2 & 4 |
| 8. Long Jump     | 1, 2 & 4 |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

- |   |          |
|---|----------|
| 1. Physical fitness                         | 1, 2 & 4 |
| 2. Muscular strength and endurance          | 1, 2 & 4 |
| 3. Cardiovascular and respiratory endurance | 1, 2 & 4 |

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

**Standards**

- |                            |       |
|----------------------------|-------|
| 1. Fitness Testing Program | 1 - 7 |
|----------------------------|-------|

**Equipment Needed:**

- Stop Watches
- Mats
- Cones
- Jump Ropes

**Method of Assessment:**

Test criteria and standards

**Length of Unit:**

2 Weeks

## FLOOR HOCKEY

**LEVEL: Grades 6 - 8**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

- |                                 |           |
|---------------------------------|-----------|
| 1. Stick control                | 1 & 2     |
| 2. Stick handling               | 1 & 2     |
| 3. Passing                      | 1 & 2     |
| 4. Shooting – Flip, Snap, Sweep | 1 & 2     |
| 5. Goalie Techniques            | 1, 3, & 4 |

**Cognitive:** The student will gain knowledge and an

**Standards**

understanding of the skills and rules pertaining to:

- |                |              |
|----------------|--------------|
| 1. Strategy    | 1, 2, 6, & 7 |
| 2. Terminology | 1, 2, 6, & 7 |
| 3. Safety      | 5            |

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

**Standards**

- |              |           |
|--------------|-----------|
| 1. Drills    | 1 - 7     |
| 2. Game Play | 2, 6, & 7 |

**Equipment Needed:**

- 16 Floor Hockey Sticks
- 14 Balls
- 4 Goals
- 4 Goalie Sticks

**Method of Assessment:**

Physical observation and demonstration

**Length of Unit:**

2 Weeks

## LACROSSE

**LEVEL: Grades 6 - 8**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

- |                        |       |
|------------------------|-------|
| 1. Throwing            | 1 & 2 |
| 2. Catching            | 1 & 2 |
| 3. Dodging             | 1 & 2 |
| 4. Ground Ball Pick-up | 1 & 2 |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

- |                          |           |
|--------------------------|-----------|
| 1. History               | 2         |
| 2. Rules and regulations | 2, 5, & 6 |
| 3. Formations            | 2         |

4. Strategy
5. Safety

2, 5, & 6  
3, 5, & 7

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

**Standards**

1. Drills
2. Small Game Play (3v3/4v4)

1 - 7  
2, 6, & 7

**Equipment Needed:**

- 24 STX Soft Lacrosse Sticks
- 12 Soft Lacrosse Balls
- 12 Cones
- 2 Goals

**Method of Assessment:**

Physical observation and demonstration

**Length of Unit:**

2 - 3 Weeks

**NEW GAMES**

**LEVEL: Grades 6 - 8**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

1. Balance
2. Strength
3. Agility
4. Flexibility

1 & 2  
1 & 2  
1 & 2  
1 & 2

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

1. Strategy
2. Social Skills
3. Safety
4. Group cooperation and trust

1, 2, 6, & 7  
5, 6, & 7  
5  
5, 6, & 7

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship

**Standards**

through participation in the following activities:

1. New game activities 1 - 7

**Equipment Needed:**

Specific to the activity

**Method of Assessment:**

Informal observation and demonstration

**Length of Unit:**

2 Weeks

## RECREATIONAL GAMES

**LEVEL: Grades 6 - 8**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

- |                                  |       |
|----------------------------------|-------|
| 1. Proper Grips                  | 1 & 2 |
| 2. Stance                        | 1 & 2 |
| 3. Appropriate Body Movements    | 1 & 2 |
| 4. Game or Sport Specific Skills | 1 & 2 |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

- |                                      |           |
|--------------------------------------|-----------|
| 1. Rules and Guidelines of Each Game | 2, 5, & 6 |
| 2. Equipment Care                    | 2         |
| 3. Scoring                           | 2         |

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

**Standards**

- |                       |       |
|-----------------------|-------|
| 1. Bocce              | 5 & 7 |
| 2. Badminton          | 5 & 7 |
| 3. Horseshoes         | 5 & 7 |
| 4. Frisbee Activities | 5 & 7 |

- 5. Volleyball
- 6. Misc. Activities

5 & 7  
5 & 7

**Equipment Needed:**

As needed by activity

**Method of Assessment:**

Informal observation and demonstration

**Length of Unit:**

2 Weeks

## SOCCER

**LEVEL: Grades 6 - 8**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

- 1. Dribbling
- 2. Trapping
- 3. Passing
- 4. Heading
- 5. Tackling
- 6. Goalie Techniques

**Standards**

1 & 2  
1 & 2  
1 & 2  
1 & 2  
1 & 2  
1, 2, & 3

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

- 1. Rules and regulations
- 2. Formations
- 3. Strategy
- 4. Safety

**Standards**

2, 5, & 6  
2  
2, 5, & 6  
3, 5, & 7

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

- 1. Drills
- 2. Game Play

**Standards**

1 - 7  
2, 6, & 7

**Equipment Needed:**

12 (size 5)  
2 Pug Nets

**Method of Assessment:**

Physical observation and demonstration

**Length of Unit:**

2 Weeks

## VOLLEYBALL

**LEVEL: Grades 6 - 8**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

1. Service
2. Bump
3. Set

**Standards**

- 1 & 2  
1 & 2  
1 & 2

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

1. Rules and regulations
2. Formations
3. Strategy
4. Safety

**Standards**

- 2, 5, & 6  
2  
2, 5, & 6  
3, 5, & 7

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Drills
2. Game Play

- 1 - 7  
2, 6, & 7

**Equipment Needed:**

8 Trainer Volleyballs  
2 Volleyball Nets and Stands

**Method of Assessment:**

Physical observation and demonstration

**Length of Unit:**

2 - 3 Weeks

**CREATIVE DANCE**

**LEVEL: Grades 6-8**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

1. Dancing independently at different speeds
2. Utilize different body parts
3. Perform creative dance steps at different speeds
4. Change direction while maintaining balance
5. Perform dances at different levels and shapes
6. Six elements of dance

**Standards**

- 1 & 2  
1 & 2  
1 & 2  
1 & 2  
1 & 2  
1 & 2

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

1. Teacher and students will modify dance routines and steps to their personal needs in relations to music, space and participants

**Standards**

1, 2, 5, 6 & 7

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Will demonstrate creative dance routines for classmates, teacher and parents 1, 2, 5, 6 & 7
2. Will perform within the framework established by group

1, 2, 5, 6 & 7

**Equipment Needed:**

1. Tapes
2. Tape player
3. Props

**Method of Assessment:**

Physical observation and demonstration

**Length of Unit:**

2- 4 Classes

**SNOW SHOE SKILLS**

**LEVEL: Grades 6-8**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

- |   |       |
|---|-------|
| 1. Correct method of putting on snow shoes      | 1 & 2 |
| 2. Walking and running in correct patterns      | 1 & 2 |
| 3. Moving under control in different directions | 1 & 2 |
| 4. Regulating speed and foot placement          | 1 & 2 |
| 5. Inclining/Declining                          | 1 & 2 |
| 6. Moving within groups and areas               | 1 & 2 |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

- |   |             |
|---|-------------|
| 1. Uses of snow shoes                           | 3, 4, 5 & 7 |
| 2. Care of equipment                            | 3, 4, 5 & 7 |
| 3. Moving under control in different directions | 3, 4, 5 & 7 |
| 4. Regulating speed and foot placement          | 3, 4, 5 & 7 |
| 5. Lifetime Activity                            | 3, 4, 5 & 7 |

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

- |                           |       |
|---------------------------|-------|
| 1. Cross-country Trekking | 5 & 7 |
| 2. Hiking                 | 5 & 7 |
| 3. Team Games             | 5 & 7 |
| 4. Scavenger Hunts        | 5 & 7 |

**Equipment Needed:**

Snow shoes for each student  
Cones  
Poles (optional)

**Method of Assessment:**

Physical observation and demonstration

**Length of Unit:**

2 - 3 Weeks

**BADMINTON**

**LEVEL: Grades 6-8**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

- |  |       |
|--|-------|
| 1. Serving Skills (short & long)               | 1 – 7 |
| 2. Kill Shot, High Clear, and Drop Shot Skills | 1 – 7 |
| 3. Doubles Strategy                            | 1 – 7 |
| 4. Grip  | 1 – 7 |
| 5. Forehand/Backhand Technique                 | 1 – 7 |
| 6. Overhead Stroke                             | 1 – 7 |
| 7. Drive and Smash Shots                       | 1 – 7 |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

- |  |       |
|--|-------|
| 1. Singles and Doubles Badminton Rules | 1 – 7 |
|--|-------|

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

**Standards**

- |                              |       |
|------------------------------|-------|
| 1. Competitive Doubles Games | 1 – 7 |
| 2. Singles Tournament        | 1 – 7 |
| 3. Doubles Tournament        | 1 – 7 |
| 4. Drills                    | 1 – 7 |

**Equipment Needed:**

- 12 - 15 Racquets
- 12 – 15 Shuttlecocks
- 3 Nets and Courts

**Method of Assessment:**

- Physical observation and demonstration
- Written Quiz
- Student Assessment

**Length of Unit:**

2 Weeks

## FLAG FOOTBALL

**LEVEL: Grades 6-8**

### Learning Expectations:

**Psychomotor:** The student will be able to demonstrate:

1. Passing – grip, stance, arm motion, follow through
2. Pass receiving – finger tips, eyes, hand positioning
3. Stance
4. Pass routes
5. Formations – offense, defense

**Standards**

- 1 – 7  
1 – 7  
1 – 7  
1 – 7  
1 – 7

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

1. Strategy
2. Terminology and penalties
3. Rules and safety

**Standards**

- 1 – 7  
1 – 7  
1 – 7

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Drills
2. Passing game
3. Modified football games

- 1 – 7  
1 – 7  
1 – 7

### Equipment Needed:

- 6 footballs
- 12 cones
- 15 pinnies

### Method of Assessment:

- Observation
- Student Assessment

### Length of Unit:

2 Weeks

# SPEEDBALL

**LEVEL: Grades 6-8**

## Learning Expectations:

**Psychomotor:** The student will be able to demonstrate:

### Standards

1. Passing – grip, stance, arm motion, follow through
2. Pass receiving – finger tips, eyes, hand positioning

1 – 7  
1 – 7

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

### Standards

1. Strategy and positioning
2. Terminology
3. Rules and safety

1 – 7  
1 – 7  
1 – 7

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

1. Drills
2. 3 on 2 drills
3. Game situations

1 – 7  
1 – 7  
1 – 7

## Equipment Needed:

6 footballs  
2 backboards  
15 pinnies

## Method of Assessment:

Observation  
Student Assessment

## Length of Unit:

2-3 Weeks

# COOPERATIVE GAMES

**LEVEL: Grades 6-8**

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

- |  |       |
|--|-------|
| 1. Balancing in different situations             | 1 & 2 |
| 2. Strength (support) - individual/for others    | 1 & 2 |
| 3. Agility                                       | 1 & 2 |
| 4. Flexibility                                   | 1 & 2 |
| 5. Moving in space                               | 1 & 2 |
| 6. Selected gross motor and non-locomotor skills | 1 & 2 |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

- |                                |          |
|--------------------------------|----------|
| 1. Body awareness              | 1 & 2    |
| 2. Group cooperation and trust | 5, 6 & 7 |
| 3. Social aspect               | 5, 6 & 7 |
| 4. Strategy - Team/Individual  | 5, 6 & 7 |
| 5. Decision-making             | 5, 6 & 7 |
| 6. Self-esteem                 | 5, 6 & 7 |

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

- |   |       |
|---|-------|
| 1. Project Adventure                    | 1 - 7 |
| 2. New games                            | 1 - 7 |
| 3. Team/Class activities - Cooperation  | 1 - 7 |
| 4. Challenge w/little or no competition | 1 - 7 |

**Equipment Needed:**

Depends on activity  
Ropes, cones, mats - most commonly used

**Method of Assessment:**

Informal observation and demonstration

**Length of Unit:**

2 Weeks

**PICKLEBALL**

**LEVEL: Grades 6 - 8**

## Learning Expectations:

**Psychomotor:** The student will be able to demonstrate:

### Standards

- |                        |       |
|------------------------|-------|
| 1. Pickleball skills   |       |
| a) Alignment on court  | 1 – 7 |
| b) Serving technique   | 1 – 7 |
| c) Receiving technique | 1 – 7 |
| d) Shot selection      | 1 – 7 |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

### Standards

- |                     |       |
|---------------------|-------|
| 1. Rules of game    | 1 – 7 |
| 2. Strategy         | 1 – 7 |
| 3. Terminology      | 1 – 7 |
| 4. History of sport | 1 – 7 |

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

- |  |       |
|--|-------|
| 1. Pickleball competitions and tournaments | 1 – 7 |
|--|-------|

## Equipment Needed:

16 pickleball racquets  
4 whiffle balls  
4 nets/standards  
floor markings

## Method of Assessment:

Physical Demonstration

## Length of Unit:

2 Weeks

# SOFTBALL

**LEVEL: Grades 6 - 8**

## Learning Expectations:

**Psychomotor:** The student will be able to demonstrate:

**Standards**

- |  |       |
|--|-------|
| 1. Throwing – overhand, underhand          | 1 – 7 |
| 2. Catching – body position, hand position | 1 – 7 |
| 3. Batting – grip, stance, swing plane     | 1 – 7 |
| 4. Fielding – ground balls, fly balls      | 1 – 7 |
| 5. Base Running - situations               | 1 – 7 |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

- |                |       |
|----------------|-------|
| 1. Strategy    | 1 – 7 |
| 2. Terminology | 1 – 7 |
| 3. Safety      | 1 – 7 |

**Affective:** The student will have the opportunity to develop correct attitudes and appreciation of sportsmanship through participation in the following activities:

- |                    |       |
|--------------------|-------|
| 1. Drills          | 1 – 7 |
| 2. Game situations | 1 – 7 |

**Equipment Needed:**

- 12 softballs
- 4 softball bats
- 24 gloves
- 3 moveable bases

**Method of Assessment:**

Physical Demonstration

**Length of Unit:**

2 Weeks

## TEAM HANDBALL

**LEVEL:** Grades 6 - 8

**Learning Expectations:**

**Psychomotor:** The student will be able to demonstrate:

**Standards**

- |            |       |
|------------|-------|
| 1. Passing | 1 – 7 |
|------------|-------|

- |                |       |
|----------------|-------|
| 2. Catching    | 1 – 7 |
| 3. Blocking    | 1 – 7 |
| 4. Dribbling   | 1 – 7 |
| 5. Goalie Play | 1 – 7 |

**Cognitive:** The student will gain knowledge and an understanding of the skills and rules pertaining to:

**Standards**

- |                                      |       |
|--------------------------------------|-------|
| 1. Scoring & Strategy                | 1 – 7 |
| 2. Terminology & Safety              | 1 – 7 |
| 3. Positioning (offense and defense) | 1 – 7 |

**Affective:** The correct attitudes and appreciation of sportsmanship through participation in the following activities:

- |                    |       |
|--------------------|-------|
| 1. Drills          | 1 - 7 |
| 2. Game situations | 1 – 7 |

**Equipment Needed:**

- 2 goals
- 6 team handballs
- 12 cones
- 12 pinnies

**Method of Assessment:**

Physical Demonstration

**Length of Unit:**

2 weeks

# HMMS PHYSICAL EDUCATION SELF-EVALUATION

## 1<sup>st</sup> Semester

Name \_\_\_\_\_

Grade \_\_\_\_\_ Period \_\_\_\_\_

Throughout this fall and winter you have been involved in many units. We invite you to evaluate yourself taking under consideration the following:

Effort  
Attitude  
Cooperation  
Personal Achievement  
Preparedness

Circle one for each unit:

Soccer	A	B	C	D	F
Flag Football	A	B	C	D	F
Fitness Tests	A	B	C	D	F
Skating/Badminton	A	B	C	D	F
Basketball	A	B	C	D	F

Considering all of the above information, please indicate the grade you feel you have earned for the semester: (circle one)

A                      B                      C                      D                      F

You earned the grade above because:

**HMMS PHYSICAL EDUCATION SELF-EVALUATION**  
**2nd Semester**

Name \_\_\_\_\_

Grade \_\_\_\_\_ Period \_\_\_\_\_

Throughout this fall and winter you have been involved in many units. We invite you to evaluate yourself taking under consideration the following:

- Effort
- Attitude
- Cooperation
- Personal Achievement
- Preparedness

Circle one for each unit:

Skating/Badminton	A	B	C	D	F
Volleyball	A	B	C	D	F
Team Handball	A	B	C	D	F
Fitness Tests	A	B	C	D	F
Softball/Pickleball	A	B	C	D	F
Backyard games	A	B	C	D	F

Considering all of the above information, please indicate the grade you feel you have earned for the semester: (circle one)

A                      B                      C                      D                      F

You earned the grade above because:

What did you like/dislike this year, what would you like to see next year?

**Evaluation Form for Physical Education**

(Rating: 1 poor, 2 fair, 3 satisfactory, 4 good 5 excellent)

- 1) Dressed appropriately for class: 1 2 3 4 5  
-comments:
  
- 2) Demonstrates good sportsmanship in class: 1 2 3 4 5  
-comments:
  
- 3) Puts forth best effort in activities: 1 2 3 4 5  
-comments
  
- 4) Can work individually on task: 1 2 3 4 5  
-comments:
  
- 5) Can work in groups or with partner on task: 1 2 3 4 5  
-comments:
  
- 6) Follows directions and rules: 1 2 3 4 5  
-comments:
  
- 7) Is able to incorporate skills learned into game play: 1 2 3 4 5  
-comments:
  
- 8) Can complete at least 90% of skills in unit: 1 2 3 4 5  
-comments
  
- 9) Demonstrates a healthy lifestyle: 1 2 3 4 5  
-comments:
  
- 10) Can identify safety issues and concerns for classroom and given activities: 1 2 3 4 5

**Comments on overall motor performance:**

**Comments on overall behavior and effort:**

**STUDENT RATING FOR PHYSICAL EDUCATION: \_\_\_\_\_**

## **Acknowledgements and Accreditations:**

1. **National Association for Sport and Physical Education**
2. **VT Association of Health, Physical Education, Recreation and Dance**
3. **South Burlington School District Physical Education Dept.**
4. **American Association of Health, Physical Education, Recreation and Dance**
5. **Grade Expectations for VT Framework of Standards and Learning Opportunities. Physical Education 2004**
6. **Assessment Strategies For Elementary Physical Education  
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