

Diocese of Rockford

Physical Education Curriculum

Mission Statement

The mission of Physical Education is to recognize, develop and applaud the God given gifts and talents of each individual through guided instruction using team and individual activities.

Created 2002-2003

MOVING INTO THE FUTURE
NATIONAL STANDARDS FOR PHYSICAL EDUCATION

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 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.

PHYSICAL DEVELOPMENT AND HEALTH

ILLINOIS LEARNING STANDARDS

STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Why This Goal Is Important:

Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

Learning Standards

A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

B. Analyze various movement concepts and applications.

C. Demonstrate knowledge of rules, safety and strategies during physical activity.

Early Elementary

19.A.1 Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.

19.B.1 Understand spatial awareness and relationships to objects and people.

19.C.1 Demonstrate safe movement in physical activities.

Late Elementary

19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.

19.B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium)

19.C.2a Identify and apply rules and safety procedures in physical activity

19.C.2b Identify offensive, defensive and cooperative strategies in selected activities and games.

Middle/Junior High School

19.A.3 Demonstrate control when performing combinations and sequence of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.

19.B.2 Compare and contrast efficient and inefficient movement patterns.

19.C.3a Apply rules and safety procedures in physical activities.

19.C.3b Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.

PHYSICAL DEVELOPMENT AND HEALTH

ILLINOIS LEARNING STANDARDS

STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Why This Goal Is Important:

Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles frequency, intensity, time and type (FITT) to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardiorespiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

Learning Standards

A. Know and apply the principles and components of health-related fitness.

B. Assess individual fitness levels.

C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

Early Elementary

20.A.1a Identify characteristics of health-related fitness (e.g., flexibility, muscular strength).

20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of motion.

20.B.1 Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).

20.C.1 Identify a realistic health-related goal.

Late Elementary

20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.

20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.

20.B.2a Monitor individual heart rate before, during and after physical activity, with and without the use of technology.

20.C.2a Set a personal health-related fitness goal.

20.C.2b Demonstrate the relationship between movement and health-related fitness components (e.g., running/ cardiorespiratory, tug-of-war/ strength).

Middle/Junior High School

20.A.3a Identify the principles of training: frequency, intensity, time and type (FITT).

20.A.3b Identify and participate in activities associated with the components of health-related fitness.

20.B.3a Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology.

20.C.3a Set a realistic short-term and long-term goals for a health-related fitness components.

20.C.3b Identify opportunities within the community for regular participation in physical activities.

20.C.3c Apply the principles of training to the health-related fitness goals.

PHYSICAL DEVELOPMENT AND HEALTH

ILLINOIS LEARNING STANDARDS

STATE GOAL 21: Develop team-building skills by working with others through physical activity.

Why This Goal Is Important:

As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member's contributions, including their own.

Learning Standards

A. Demonstrate individual responsibility during group physical activities.

Early Elementary

21.A.1a Follow directions and class procedures while participating in physical activities.

21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.

21.A.1c Work independently on tasks for short periods of time.

Late Elementary

21.A.2a Accept responsibility for their own actions in group physical activities.

21.A.2b Use identified procedures and safe practices without reminders during group physical activities.

21.A.2c Work independently on task until completed.

Middle/Junior High School

21.A.3a Follow directions and decisions responsible individuals (e.g., teachers, peer leaders, squad leaders).

21.A.3b Participate in establishing procedures for group physical activities.

21.A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

B. Demonstrate cooperative skills during structured group physical activity.

21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.

21.B.3 Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).

GOALS

The goals of Physical Education instruction are intended to enhance our Catholic Identity through our decision-making and actions demonstrated by

- * tolerance and respect of self and others through positive actions and attitudes.
- * self confidence through a willingness to try.
- * form a spirit of good sportsmanship within the boundaries of team and healthy competition.
- * fun through safe play.
- * creativity through movement and rhythm activities.
- * agility, coordination, endurance, flexibility and strength.
- * the effects of exercise and its importance to a healthy lifestyle.
- * the pursuit of a personal fitness plan for lifelong participation and wellness.
- * a level of understanding of basic skills, rules and strategies.

IDENTIFICATION OF CODING

I = Introduce

Students are engaged in initial presentation of basic concepts and/or facts.

D = Develop

Students recall and expand upon concepts and/or facts as presented at various levels.

M = Master

Students understand and apply concepts and facts.

* = Maintain

Students recall, apply, and understand concepts and/or facts with minimal re-teaching.

The committee recognizes that some concepts can be introduced, developed, and mastered within the same year. In such cases, the grade code may indicate an "I/D" or "D/M" where appropriate.

BASIC SKILLS

Locomotor Movements

Non-locomotor Movements

Movement Concepts

Manipulative Skills

Definitions

Locomotor Skills = various ways of moving the body through space.

Non-locomotor Skills = various ways of moving the body in a stationary position.

Movement Concepts = incorporation of various movements and combinations of movement on different planes, with varying speeds and frequencies.

Manipulative Skills = various ways to move and/or control objects through space.

BASIC SKILLS

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Annotations |
|--|---|---|---|---|---|---|---|---|---|-------------|
|--|---|---|---|---|---|---|---|---|---|-------------|

I. LOCOMOTOR MOVEMENTS

| | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|---|--|
| A. Walk | I | D | D | D | M | * | * | * | * | |
| B. Run | I | D | D | D | M | * | * | * | * | |
| C. Skip | I | D | D | D | M | * | * | * | * | |
| D. Gallop | I | D | D | D | M | * | * | * | * | |
| E. Hop | I | D | D | D | M | * | * | * | * | |
| F. Jump | I | D | D | D | M | * | * | * | * | |
| G. Leap | I | D | D | D | M | * | * | * | * | |
| H. Slide | I | D | D | D | M | * | * | * | * | |
| I. Crawl | I | D | D | D | M | * | * | * | * | |

II. NON-LOCOMOTOR

| | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|--|
| A. Balance | I | D | D | D | D | D | D | D | D | |
| B. Bend | I | D | D | D | M | * | * | * | * | |
| C. Pull | I | D | D | D | M | * | * | * | * | |
| D. Push | I | D | D | D | M | * | * | * | * | |
| E. Rock | I | D | D | D | M | * | * | * | * | |
| F. Roll | I | D | D | D | M | * | * | * | * | |
| G. Stretch | I | D | D | D | M | * | * | * | * | |
| H. Swing | I | D | D | D | M | * | * | * | * | |
| I. Turn | I | D | D | D | M | * | * | * | * | |
| J. Twist | I | D | D | D | M | * | * | * | * | |

III. MOVEMENT CONCEPTS

A. Awareness

1. Body Levels

| | | | | | | | | | | |
|-----------|-------|---|---|---|---|---|---|---|---|--|
| a. High | I / D | M | * | * | * | * | * | * | * | |
| b. Medium | I / D | M | * | * | * | * | * | * | * | |
| c. Low | I / D | M | * | * | * | * | * | * | * | |

BASIC SKILLS

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Annotations |
|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------------------|
| E. Roll | I | D | D | D | D | D | D | D | D | |
| F. Strike | I | D | D | D | D | D | D | D | D | |
| G. Trap | I | D | D | D | D | D | D | D | D | |
| H. Swing | I | D | D | D | D | D | D | D | D | |

INDIVIDUAL
&
TEAM SPORTS

INDIVIDUAL & TEAM SPORTS**K 1 2 3 4 5 6 7 8 Annotations****I. BADMINTON**

| | | | | | | | | | |
|---------------------------|--|--|--|--|--|---|---|---|----------|
| A. Racket grip | | | | | | I | D | D | |
| B. Racket play | | | | | | I | D | D | |
| C. Forehand drive | | | | | | I | D | D | |
| D. Backhand drive | | | | | | I | D | D | |
| E. Net play / volley | | | | | | I | D | D | |
| F. Drop shot | | | | | | I | D | D | |
| G. Lob shot | | | | | | I | D | D | |
| H. Hairpin shot | | | | | | | I | D | |
| I. Overhead smash | | | | | | I | D | D | |
| J. Serving | | | | | | I | D | D | |
| K. Strategies | | | | | | | | | |
| 1. Offensive | | | | | | I | D | D | |
| 2. Defensive | | | | | | I | D | D | |
| L. Rules (as appropriate) | | | | | | I | D | D | |
| M. Scoring | | | | | | I | D | D | |
| N. Games | | | | | | | | | |
| 1. Lead-up | | | | | | I | D | D | |
| 2. Organized | | | | | | I | D | D | |
| 3. Tournament | | | | | | I | D | D | |
| O. Assessment | | | | | | | | | OPTIONAL |
| 1. Observation | | | | | | | | | |
| a. Skills | | | | | | | | | |
| b. Technology | | | | | | | | | |
| 2. Portfolio | | | | | | | | | |
| 3. Written | | | | | | | | | |
| 4. Oral | | | | | | | | | |

INDIVIDUAL & TEAM SPORTS

II. BASKETBALL

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Annotations |
|----------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------------------|
| A. Catching/Receiving | I | D | D | D | D | D | D | D | D | |
| B. Chest Pass | I | D | M | * | * | * | * | * | * | |
| C. Bounce Pass | I | D | D | M | * | * | * | * | * | |
| D. Two-Hand Overhead Pass | | I | D | M | * | * | * | * | * | |
| E. Dribbling | | | | | | | | | | |
| 1. Stationary | | | | | | | | | | |
| a. Dominant Stationary | I | D | D | D | M | * | * | * | * | |
| b. Dominant Moving | I | D | D | D | D | D | M | * | * | |
| 2. Moving | | | | | | | | | | |
| a. Non-dominant Stationary | I | D | D | D | D | D | D | D | D | |
| b. Non-dominant Moving | I | D | D | D | D | D | D | D | D | |
| F. Shooting | | | | | | | | | | |
| 1. Set Shot | I | D | D | D | D | D | D | D | D | |
| 2. Jump Shot | I | D | D | D | D | D | D | D | D | |
| G. Lay-up | | | | | | | | | | |
| 1. Dominant hand | | | | I | D | D | D | D | D | |
| 2. Non-dominant hand | | | | I | D | D | D | D | D | |
| H. Rebounding | | | | I | D | D | D | D | D | |
| I. Offensive Movements | | | | I | D | D | D | D | D | |
| J. Defensive Movements | | | | I | D | D | D | D | D | |
| K. Game Play | | | | I | D | D | D | D | D | |
| L. Assessment | | | | | | | | | | OPTIONAL |
| 1. Observation | | | | | | | | | | |
| a. Skills | | | | | | | | | | |
| b. Technology | | | | | | | | | | |
| 2. Portfolio | | | | | | | | | | |
| 3. Written | | | | | | | | | | |

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K 1 2 3 4 5 6 7 8 Annotations

4. Oral

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III. BOWLING

A. Picking up the ball

I/D M * * * * * * *

B. Conventional grip

I D M * * * * * *

C. Approach

1. Stance

I/D M * * * * * *

2. Push away

I D D M * *

3. Back swing

I D D M * *

4. Follow through

I D D M * *

D. Scoring/symbols used

I D D D D M * *

E. Etiquette

Incorporate according to level of instruction

F. Rules and Terminology

Incorporate according to level of instruction

G. Assessment

OPTIONAL

1. Observation

a. Skills

b. Technology

2. Portfolio

3. Written

4. Oral

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2. Portfolio

3. Written

4. Oral

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IV. FOOTBALL

**** FLAG GAMES ARE TAUGHT WITH GRADES K-3**

| | | | | | | | | | | |
|----------------------------------|---|---|---|---|---|---|---|---|---|--|
| A. Basic Rules | I | D | D | D | D | D | D | D | D | |
| B. Passing | | | | I | D | D | D | D | D | |
| C. Catching | | | | I | D | D | D | D | D | |
| D. Kicking | | | | I | D | D | D | D | D | |
| E. Blocking/Guarding | | | | I | D | D | D | D | D | |
| F. Running the Ball | I | D | D | D | D | D | D | D | D | |
| G. Carrying the Ball | I | D | D | D | D | D | D | D | D | |
| H. Centering/Handoffs | | | | I | D | D | D | D | D | |
| I. Understand Terms | | | | | | | | | | |
| 1. First Down | | | | I | D | D | D | D | D | |
| 2. Scoring | | | | I | D | D | D | D | D | |
| 3. Running Distance (yards) | | | | I | D | D | D | D | D | |
| 4. Interception | | | | I | D | D | D | D | D | |
| 5. Fumble | | | | I | D | D | D | D | D | |
| 6. Rushing the Quarterback | | | | I | D | D | D | D | D | |
| 7. Running Patterns/Plays | | | | | | I | D | D | D | |
| J. Knowledge of Fitness Benefits | I | D | D | D | D | D | D | D | D | |
| P. Games | | | | | | | | | | |
| 1. Lead-up | | | | I | D | D | D | D | D | |
| 2. Organized | | | | | I | D | D | D | D | |
| 3. Tournament | | | | | | | I | D | D | |

Q Assessment

OPTIONAL

- 1. Observation
 - a. Skills
 - b. Technology
- 2. Portfolio
- 3. Written

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K 1 2 3 4 5 6 7 8 Annotations

4. Oral

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V. GOLF

| | | | | | | | | | |
|------------------------------|--|--|--|--|--|-----|---|---|---|
| A. Understand Safety Circle | | | | | | I/D | M | * | * |
| B. Parts of the Club | | | | | | I/D | M | * | * |
| C. Golf Grip | | | | | | I | D | D | D |
| D. Swing Progression | | | | | | I | D | D | D |
| E. Understand Club Selection | | | | | | I | D | M | * |
| F. Drive | | | | | | I | D | D | D |
| G. Pitching | | | | | | I | D | D | D |
| H. Chipping | | | | | | I | D | D | D |
| I. Putting | | | | | | I | D | D | D |
| J. Scoring | | | | | | I | D | M | * |

K. Rules of the Game

Incorporate according to level of instruction

L. Assessment

OPTIONAL

- 1. Observation
 - a. Skills
 - b. Technology
- 2. Portfolio
- 3. Written
- 4. Oral

INDIVIDUAL & TEAM SPORTS

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Annotations |
|--|---|---|---|---|---|---|---|---|---|-------------|
|--|---|---|---|---|---|---|---|---|---|-------------|

VI. HOCKEY

| | | | | | | | | | | |
|----------------------------|--|--|--|--|-------|---|---|---|---|----------|
| A. Grip | | | | | I | D | M | * | * | |
| B. Dribble (carry) | | | | | I | D | M | * | * | |
| C. Passing | | | | | | | | | | |
| 1. Dominant | | | | | I | D | M | * | * | |
| 2. Non-dominant | | | | | I | D | M | * | * | |
| D. Shooting on Goal | | | | | I | D | M | * | * | |
| E. Goal Tending | | | | | | | | | | |
| 1. Deflecting | | | | | I | D | M | * | * | |
| 2. Positioning | | | | | I | D | M | * | * | |
| 3. Catching | | | | | I | D | M | * | * | |
| 4. Sliding | | | | | I | D | M | * | * | |
| F. Face Off | | | | | I | D | M | * | * | |
| G. Stopping Puck with Feet | | | | | I | D | M | * | * | |
| H. Offensive Strategies | | | | | | | | | | |
| 1. Substitutions (shift) | | | | | I / D | M | | * | * | * |
| 2. Rotation | | | | | I / D | M | | * | * | * |
| I. Defensive Strategies | | | | | | | | | | |
| 1. Substitutions (shift) | | | | | I / D | M | | * | * | * |
| 2. Rotation | | | | | I / D | M | | * | * | * |
| J. Court Knowledge | | | | | I / D | M | | * | * | * |
| K. Games | | | | | | | | | | |
| 1. Lead-up | | | | | I | D | D | D | D | |
| 2. Organized | | | | | I | D | D | D | D | |
| 3. Tournament | | | | | | I | D | D | D | |
| L. Assessment | | | | | | | | | | OPTIONAL |
| 1. Observation | | | | | | | | | | |
| a. Skills | | | | | | | | | | |

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- b. Technology
- 2. Portfolio
- 3. Written
- 4. Oral

INDIVIDUAL & TEAM SPORTS

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Annotations |
|--|---|---|---|---|---|---|---|---|---|-------------|
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VII. PICKLEBALL

| | | | | | | | | | | |
|----------------------------------|--|--|--|--|--|---|---|---|---|----------|
| A. Paddle grip | | | | | | I | D | M | * | |
| B. Paddle play | | | | | | I | D | M | * | |
| C. Ready position | | | | | | I | D | M | * | |
| D. Forehand drive | | | | | | I | D | D | D | |
| E. Backhand drive | | | | | | I | D | D | D | |
| F. Net play / volley | | | | | | I | D | D | D | |
| G. Lob shot | | | | | | I | D | D | D | |
| H. Drop shot | | | | | | I | D | D | D | |
| I. Overhead slam | | | | | | | I | D | D | |
| J. Serving | | | | | | I | D | D | D | |
| K. Strategies | | | | | | | | | | |
| 1. Offensive | | | | | | | | I | D | |
| 2. Defensive | | | | | | | | I | D | |
| L. Cross court shots | | | | | | | | I | D | |
| M. Down the line shots | | | | | | | | I | D | |
| N. Rules (as appropriate) | | | | | | I | D | M | * | |
| O. Scoring | | | | | | I | D | M | * | |
| P. Court knowledge and etiquette | | | | | | I | D | M | * | |
| Q. Games | | | | | | | | | | |
| 1. Lead-up | | | | | | I | D | D | D | |
| 2. Organized | | | | | | I | D | M | * | |
| 3. Tournament | | | | | | | I | D | M | |
| R. Assessment | | | | | | | | | | OPTIONAL |
| 1. Observation | | | | | | | | | | |
| a. Skill | | | | | | | | | | |
| b. Technology | | | | | | | | | | |
| 2. Portfolio | | | | | | | | | | |

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3. Written

4. Oral

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| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Annotations |
|--|---|---|---|---|---|---|---|---|---|-------------|
|--|---|---|---|---|---|---|---|---|---|-------------|

VIII. SOCCER

A. Dribbling

- | | | | | | | | | | | |
|--------------------|--|--|--|---|---|---|---|---|---|--|
| 1. Inside of foot | | | | I | D | D | D | D | D | |
| 2. Outside of foot | | | | | | | I | D | D | |

B. Passing

- | | | | | | | | | | | |
|------------------------|--|--|---|---|---|---|---|---|---|--|
| 1. Dominant - foot | | | I | D | D | D | D | D | D | |
| 2. Non-dominant - foot | | | | I | D | D | D | D | D | |
| 3. Throw - In | | | | I | D | D | D | D | D | |

C. Trapping

- | | | | | | | | | | | |
|---------|--|--|---|---|---|---|---|---|---|--|
| 1. Foot | | | I | D | D | D | D | M | * | |
| 2. Body | | | | | | I | D | D | D | |

D. Tackling

| | | | | | | | | | | |
|--|--|--|--|---|---|---|---|---|---|--|
| | | | | I | D | D | D | D | D | |
|--|--|--|--|---|---|---|---|---|---|--|

E. Heading

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|---|---|--|
| | | | | | | | | I | D | |
|--|--|--|--|--|--|--|--|---|---|--|

F. Goalie Skills

- | | | | | | | | | | | |
|-----------------|--|--|--|---|---|---|---|---|---|--|
| 1. Punch | | | | | | | | I | D | |
| 2. Deflection | | | | | | | | | | |
| a. Side to side | | | | I | D | D | D | D | D | |
| b. Up / Out | | | | I | D | D | D | D | D | |
| 3. Catch | | | | I | D | D | D | D | D | |
| 4. Slide | | | | | | | I | D | D | |
| 5. Roll | | | | | | | I | D | D | |
| 6. Punting | | | | | I | D | D | D | D | |

G. Corner Kicks

| | | | | | | | | | | |
|--|--|--|--|--|--|--|---|---|---|--|
| | | | | | | | I | D | D | |
|--|--|--|--|--|--|--|---|---|---|--|

H. Goal Kicks

| | | | | | | | | | | |
|--|--|--|--|---|---|---|---|---|---|--|
| | | | | I | D | D | D | D | D | |
|--|--|--|--|---|---|---|---|---|---|--|

I. Strategies

- | | | | | | | | | | | |
|--------------|--|--|--|--|--|--|---|---|---|--|
| 1. Offensive | | | | | | | I | D | D | |
| 2. Defensive | | | | | | | I | D | D | |
| 3. Scoring | | | | | | | I | D | D | |

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J. Rules (as appropriate)

I D D M *

K. Games

1. Lead-up

I D D D D D D

2. Organized

I D D D D

3. Tournament

I D D

L. Assessment

OPTIONAL

1. Tests

a. Skills

b. Technology

2. Portfolio

3. Written

4. Oral

INDIVIDUAL & TEAM SPORTS**K 1 2 3 4 5 6 7 8 Annotations****IX. SOFTBALL**

A. Throwing

- | | | | | | | | | | |
|--------------|---|--|--|----------------------------|--|--|--|---|---|
| 1. Underhand | I | | | Refer to Manipulative page | | | | D | D |
| 2. Overhand | I | | | Refer to Manipulative page | | | | D | D |

B. Catching

- | | | | | | | | | | |
|--------------|---|--|--|----------------------------|--|--|--|---|---|
| 1. Grounders | I | | | Refer to Manipulative page | | | | * | * |
| 2. Fly balls | I | | | Refer to Manipulative page | | | | * | * |

C. Batting

- | | | | | | | | | | |
|--------------------|---|---|---|---|---|---|---|---|---|
| 1. Bat grip | I | D | D | D | D | D | D | D | D |
| 2. Stance | I | D | D | D | D | D | D | D | D |
| 3. Swing | I | D | D | D | D | D | D | D | D |
| 4. Follow through | I | D | D | D | D | D | D | D | D |
| 5. Stationary ball | I | D | D | D | D | D | D | D | D |
| 6. Pitched | I | D | D | D | D | D | D | D | D |
| 7. Bunting | | | | | | | I | D | D |

D. Base Running

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| I | D | D | D | D | D | D | D | D | D |
|---|---|---|---|---|---|---|---|---|---|

E. Pitching Skills (underhand)

- | | | | | | | | | | |
|---------------|--|--|--|--------------------|--|---|---|---|---|
| 1. Slow pitch | | | | | | I | D | D | D |
| 2. Fast pitch | | | | Demonstration Only | | | | | |

F. Positions

| | | | | | | | | |
|--|--|--|---|---|---|---|---|---|
| | | | I | D | D | D | M | * |
|--|--|--|---|---|---|---|---|---|

G. Strategies

- | | | | | | | | | | |
|--------------|--|--|--|--|--|---|---|---|---|
| 1. Offensive | | | | | | I | D | D | D |
| 2. Defensive | | | | | | I | D | D | D |

H. Rules (as appropriate)

| | | | | | | | | | |
|--|--|--|--|--|--|---|---|---|---|
| | | | | | | I | D | D | D |
|--|--|--|--|--|--|---|---|---|---|

I. Games

- | | | | | | | | | | |
|---------------|--|--|---|---|---|---|---|---|---|
| 1. Lead-up | | | I | D | D | D | D | D | D |
| 2. Organized | | | | | I | D | D | D | D |
| 3. Tournament | | | | | | | I | D | D |

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J. Assessment

OPTIONAL

1. Observation

a. Skills

b. Technology

2. Portfolio

3. Written

4. Oral

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X. TENNIS

| | | | | | | | | | |
|----------------------------------|--|--|--|--|--|---|---|---|--|
| A. Racket grip | | | | | | I | D | D | |
| B. Racket play | | | | | | I | D | D | |
| C. Ready position | | | | | | I | D | D | |
| D. Forehand drive | | | | | | I | D | D | |
| E. Backhand drive | | | | | | I | D | D | |
| F. Net play / volley | | | | | | | I | D | |
| G. Lob shot | | | | | | I | D | D | |
| H. Drop shot | | | | | | | | I | |
| I. Overhead smash | | | | | | | | I | |
| J. Serving | | | | | | I | D | D | |
| K. Strategies | | | | | | | | | |
| 1. Offensive | | | | | | I | D | D | |
| 2. Defensive | | | | | | I | D | D | |
| L. Cross court shots | | | | | | | I | D | |
| M. Down the line shots | | | | | | | I | D | |
| N. Rules (as appropriate) | | | | | | I | D | D | |
| O. Scoring | | | | | | I | D | D | |
| P. Court knowledge and etiquette | | | | | | I | D | D | |
| Q. Games | | | | | | | | | |
| 1. Lead-up | | | | | | I | D | D | |
| 2. Organized | | | | | | I | D | D | |
| 3. Tournament | | | | | | I | D | D | |

R. Assessment

OPTIONAL

1. Observation

a. Skill

b. Technology

2. Portfolio

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3. Written

4. Oral

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|---|---|---|---|---|---|---|---|---|-------------|
|---|---|---|---|---|---|---|---|---|-------------|

XI. TRACK & FIELD

A. Running Events

1. Starts

| | | | | | | | | | |
|---------------------------------|--|--|--|--|---|---|---|---|--|
| a. Standing | | | | | I | D | M | * | |
| b. Sprinter | | | | | I | D | M | * | |
| c. Starter blocks | | | | | I | D | M | * | |
| d. Directions for starting race | | | | | I | D | M | * | |
| e. False starts | | | | | I | D | M | * | |

2. Sprinting

| | | | | | | | | | |
|--------------------|--|--|--|--|---|---|---|---|--|
| a. Form | | | | | I | D | M | * | |
| b. Pace/stride | | | | | I | D | M | * | |
| c. Distance/dashes | | | | | | | | | |
| (1) 100 meter | | | | | I | D | M | * | |
| (2) 200 meter | | | | | I | D | M | * | |
| d. Trials | | | | | I | D | M | * | |

3. Distance Runs

| | | | | | | | | | |
|--------------------------|--|--|--|--|---|---|---|---|--|
| a. Form | | | | | I | D | M | * | |
| b. Pace/stride | | | | | I | D | M | * | |
| c. Distance/middle | | | | | | | | | |
| (1) 800 meter (1/2 mile) | | | | | I | D | D | D | |
| (2) 1600 meter (mile) | | | | | I | D | D | D | |
| (3) 3200 meter (2 miles) | | | | | | | I | D | |

4. Relays

| | | | | | | | | | |
|-------------------------|--|--|--|--|---|---|---|---|--|
| a. Baton pass | | | | | | | | | |
| (1) visual | | | | | I | D | M | * | |
| (2) blind | | | | | I | D | M | * | |
| b. Procedures of Relays | | | | | I | D | M | * | |

5. Hurdles

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|--|---|---|---|---|---|---|---|---|---|-------------|
|--|---|---|---|---|---|---|---|---|---|-------------|

1. Western Roll

a. Form/Take off

I D M *

b. Landing

I D M *

2. Fosbury flop

a. Trials/scratch/line/foul

I D M *

b. Measurement

I D M *

2. Throwing

a. Shot Put

(1) Form

I D M *

(2) Landing

I D M *

(3) Trials/scratch/line/foul

I D M *

(4) Measurement

I D M *

b. Discus

(1) Form

I D M *

(2) Landing

I D M *

(3) Trials/scratch/line/foul

I D M *

(4) Measurement

I D M *

3. Rules & Equipment

I D M *

4. Scoring

I D M *

5. Knowledge and Etiquette

I D M *

6. Assessment

OPTIONAL

a. Observation

(1) Skills

(2) Technology

b. Portfolio

c. Written

d. Oral

INDIVIDUAL & TEAM SPORTS**K 1 2 3 4 5 6 7 8 Annotations****XII. VOLLEYBALL**

| | | | | | | | | | |
|--------------------------------------|---|---|---|---|---|---|---|-----|-----|
| A. Forearm Pass (bump) | I | D | D | D | D | D | D | D | M |
| B. Overhead Pass (set) | | | I | D | D | D | D | D | D |
| C. Free Ball (down ball) | | | I | D | D | D | D | D | D |
| D. Spike (kill, attack, hit) | | | | | | | I | D | D |
| E. Block | | | | | | | | I/D | I/D |
| F. Net Play (soft set, dink) | | | | | | | I | D | D |
| G. Underhand Serve | I | D | D | D | D | D | D | D | M |
| H. Overhand Serve | | | | | | I | D | D | D |
| I. Dig | | | | | | | | I | D |
| J. Offensive Strategies | | | | | | | | | |
| 1. Receiving Serve | | | | | | | | | |
| a. Body Position | I | D | D | D | D | D | D | D | D |
| b. Team Formation | | | | | I | D | D | D | D |
| 2. Setting the Play in Motion | | | | | I | D | D | D | D |
| 3. Rotating | | | | | I | D | D | M | * |
| 4. Substitutions | | | | | | | I | D | M |
| K. Defensive Strategies | | | | | | | | | |
| 1. Blocking the Attack | | | | | | | I | D | D |
| 2. Receiving the Attack | | | | | | | I | D | D |
| L. Rules (as appropriate) | | | | | I | D | D | M | * |
| M. Court Knowledge (as appropriate) | | | | | I | D | M | * | * |
| N. Games | | | | | | | | | |
| 1. Lead-up | | | | | I | D | D | D | D |
| 2. Organized | | | | | I | D | D | D | D |
| 3. Tournament | | | | | I | D | D | D | D |

O. Assessment

OPTIONAL

1. Observation
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- a. Skills
- b. Technology
- 2. Portfolio
- 3, Written
- 4. Oral

INDIVIDUAL ACTIVITIES

INDIVIDUAL ACTIVITIES

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I. JUGGLING

*** OBJECTS TO USE ***

- ~ Scarves
- ~ Yarnballs
- ~ Beanbags
- ~ Tennis balls

Curriculum based on use of scarves at "Introduce" level

A. Two hand skills (2 objects)

| | | | | | | | | |
|----------------------|---|---|---|---|---|---|---|---|
| 1. Left hand circle | I | D | D | D | D | M | * | * |
| 2. Right hand circle | I | D | D | D | D | M | * | * |

B. One hand skills (2 objects)

| | | | | | | | | |
|--------------------------------|--|--|---|---|---|---|---|---|
| 1. Left hand | | | I | D | D | D | D | D |
| 2. Right hand | | | I | D | D | D | D | D |
| 3. Left up & down (alternate) | | | | | | I | D | D |
| 4. Right up & down (alternate) | | | | | | I | D | D |

C. Two hand skills (3 objects)

| | | | | | | | | |
|--------------------------------|--|--|---|---|---|---|---|---|
| 1. Right hand circle | | | I | D | D | D | D | D |
| 2. Up & down (alternate) | | | I | D | D | D | D | D |
| 3. Waterfall (overhand circle) | | | | | | I | D | D |
| 4. Cascade (underhand cross) | | | | | | I | D | D |
| 5. Left hand circle | | | | | | I | D | D |

D. Partner skills

| | | | | | | | | |
|--|--|--|--|--|--|--|---|---|
| 1. Circle & pass | | | | | | | I | D |
| 2. Group juggling (3 or more students) | | | | | | | I | D |

E. Assessment

- 1. Observation
 - a. Skills
 - b. Technology

OPTIONAL

INDIVIDUAL ACTIVITIES

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- 2. Portfolio
- 3. Written
- 4. Oral

INDIVIDUAL ACTIVITIES

II. JUMP ROPING

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Annotations |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|
| A. Basic Jump-head to toe checklilst | I | D | D | D | M | * | * | * | * | |
| B. Single Rope Skills | | | | | | | | | | |
| 1. Single bounce | I | D | D | D | M | * | * | * | * | |
| 2. Double bounce | I | D | D | D | M | * | * | * | * | |
| 3. One foot hop | I | D | D | D | M | * | * | * | * | |
| 4. Two foot jump | I | D | D | D | M | * | * | * | * | |
| 5. Side swing | | I | D | D | M | * | * | * | * | |
| 6. Side swing and jump | | I | D | D | M | * | * | * | * | |
| 7. Behind the back pass | | I | D | D | M | * | * | * | * | |
| 8. Skier - side to side | | I | D | D | M | * | * | * | * | |
| 9. Bell - forward and backward | | I | D | D | M | * | * | * | * | |
| 10. Straddle - apart and close | | I | D | D | M | * | * | * | * | |
| 11. Scissors - right ft. forward/left back | | I | D | D | M | * | * | * | * | |
| 12. Straddle Cross - apart and cross | | I | D | D | M | * | * | * | * | |
| 13. Front Cross - cross/open/cross/open | | I | D | D | M | * | * | * | * | |
| 14. Heel to heel | | I | D | D | M | * | * | * | * | |
| 15. Heel to toe | | I | D | D | M | * | * | * | * | |
| 16. Speed jumping | | I | D | D | M | * | * | * | * | |
| C. Partner Skills | | | | | | | | | | |
| 1. Two in one rope-facing | | | | | | | | | | Incorporate based on depth of unit of other activities |
| 2. Two in one rope-side by side | | | | | | | | | | (I.e. Jump Rope for Heart, Fitness days, field days, etc.) |
| 3. Two in two ropes - side by side, hold inside handle | | | | | | | | | | |
| 4. Three in one | | | | | | | | | | |
| D. Long Rope Skills | | | | | | | | | | |
| 1. Turning | | | | | | | | | | Incorporate based on depth of unit of other activities |
| 2. Jumping - cold start | | | | | | | | | | (I.e. Jump Rope for Heart, Fitness days, field days, etc.) |
| 3. Jumping - entering, front door | | | | | | | | | | |

INDIVIDUAL ACTIVITIES

K 1 2 3 4 5 6 7 8 Annotations

4. Jumping - entering, back door

E. Double Dutch

1. Turning

2. Jumping cold start

3. Entering

4. Exiting

F. Assessment

1. Observation

a. Skills

b. Technology

2. Portfolio

3. Written

4. Oral

Incorporate based on depth of unit of other activities
(I.e. Jump Rope for Heart, Fitness days, field days, etc.)

OPTIONAL

INDIVIDUAL ACTIVITIES

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Annotations |
|--|---|---|---|---|---|---|---|---|---|-------------|
|--|---|---|---|---|---|---|---|---|---|-------------|

III. ROLLER SKATING

| | | | | | | | | | | |
|------------------------------------|---|---|---|---|---|---|---|---|---|--|
| A. Fall & Recovery | I | D | D | D | D | D | D | D | D | |
| B. T-Stop | | | | | | | | | | |
| 1. Left skate | I | D | M | * | * | * | * | * | * | |
| 2. Right skate | I | D | M | * | * | * | * | * | * | |
| C. Forward Skate | I | D | D | D | D | D | D | D | D | |
| D. Forward Glide | | | | | | | | | | |
| 1. Two skates | I | D | D | D | D | D | D | D | D | |
| 2. One skate | | I | D | D | D | D | D | D | D | |
| E. Forward Scissors | | I | D | D | D | D | D | D | D | |
| F. Toe Stop | | | | | | | | | | |
| 1. Left skate | | | | I | D | D | D | D | D | |
| 2. Right skate | | | | I | D | D | D | D | D | |
| G. Backward Skate | | | | I | D | D | D | D | D | |
| H. Backward Glide | | | | | | | | | | |
| 1. Two skates | | | | I | D | D | D | D | D | |
| 2. One skate | | | | | I | D | D | D | D | |
| I. Backward Scissors | | | | | I | D | D | D | D | |
| J. Cornering/Crossover | | | | | | | | | | |
| 1. Left | | | | | | I | D | D | D | |
| 2. Right | | | | | | I | D | D | D | |
| K. Turns & Spins | | | | | | | | | | |
| 1. Forward to backward | | | | | | I | D | D | D | |
| 2. Backward to forward | | | | | | I | D | D | D | |
| L. Mohawk Turn | | | | | | | I | D | D | |
| M. Squat on 2 skates | | | | | | | I | D | D | |
| N. Squat on 1 skate w/leg extended | | | | | | | I | D | D | |

OPTIONAL

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INDIVIDUAL ACTIVITIES

K 1 2 3 4 5 6 7 8 Annotations

- 1. Observation
 - a. Skill
 - b. Technology
- 2. Portfolio
- 3. Written
- 4. Oral

GYMNASTICS

GYMNASTICS**K 1 2 3 4 5 6 7 8 Annotations****I. TUMBLING & STUNTS**

| | | | | | | | | | |
|-------------------------|---|---|---|---|---|---|---|---|---|
| A. Animal Walks | I | D | M | * | * | * | * | * | * |
| 1. Seal Crawl | I | D | M | * | * | * | * | * | * |
| 2. Bear Walk | I | D | M | * | * | * | * | * | * |
| 3. Crab Walk | I | D | M | * | * | * | * | * | * |
| 4. Frog Jump | I | D | M | * | * | * | * | * | * |
| 5. Measuring Worm | I | D | M | * | * | * | * | * | * |
| 6. Mule Kick | I | D | M | * | * | * | * | * | * |
| 7. Walrus Walk | I | D | M | * | * | * | * | * | * |
| 8. Gorilla Walk | I | D | M | * | * | * | * | * | * |
| 9. Puppy Dog Walk/Run | I | D | M | * | * | * | * | * | * |
| 10. Rabbit Jump | I | D | M | * | * | * | * | * | * |
| 11. Elephant Walk | I | D | M | * | * | * | * | * | * |
| 12. Tightrope Walk | I | D | M | * | * | * | * | * | * |
| 13. Lamé Dog Walk | I | D | M | * | * | * | * | * | * |
| 14. Stork | I | D | M | * | * | * | * | * | * |
| B. Developmental Stunts | | | | | | | | | |
| 1. Rocker | I | D | M | * | * | * | * | * | * |
| 2. Coffee Grinder | I | D | M | * | * | * | * | * | * |
| 3. Turk Stand | I | D | M | * | * | * | * | * | * |
| 4. One-foot Balance | I | D | M | * | * | * | * | * | * |
| 5. Single Leg Circle | I | D | M | * | * | * | * | * | * |
| 6. Heel Click | I | D | D | M | * | * | * | * | * |
| C. Mat Work | | | | | | | | | |
| 1. Stuck Landing | I | D | D | D | D | D | D | D | D |
| 2. Log Roll | I | D | M | * | * | * | * | * | * |
| 3. Frog Stand | I | D | M | * | * | * | * | * | * |
| 4. Egg Roll | I | D | M | * | * | * | * | * | * |

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GYMNASTICS

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Annotations |
|--------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------------------|
| 5. Knee Scale | I | D | D | M | * | * | * | * | * | |
| 6. Forward Rolls | I | D | D | D | M | * | * | * | * | |
| 7. Consecutive Forward Rolls | I | D | D | D | M | * | * | * | * | |
| 8. Backward Rolls | I | D | D | D | M | * | * | * | * | |
| 9. Straddle Forward Roll | | I | D | D | D | D | D | D | D | |
| 10. Tripod | | | I | D | M | * | * | * | * | |
| 11. Tip Up | | | I | D | M | * | * | * | * | |
| 12. Consecutive Backward Rolls | | | I | D | D | M | * | * | * | |
| 13. Wheelbarrow | | | | I | D | M | * | * | * | |
| 14. Headstand | | | | I | D | D | D | M | * | |
| 15. Splits | | | | I | D | D | D | D | D | |
| 16. Cartwheel | | | | I | D | D | D | D | D | |
| 17. Pike Forward Roll | | | | | | I | D | D | D | |
| 18. Round Off | | | | | | I | D | D | D | |
| 19. Handstand | | | | | | | I | D | D | |
| 20. Dive Forward Roll | | | | | | | | I | D | |
| 21. Front Walkover | | | | | | | | I | D | |

D. Assessment

OPTIONAL

1. Observation
 - a. Skills
 - b. Technology
2. Portfolio
3. Written
4. Oral

GYMNASTICS

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Annotations |
|--|---|---|---|---|---|---|---|---|---|-------------|
|--|---|---|---|---|---|---|---|---|---|-------------|

II. BALANCE BEAM

| | | | | | | | | | | |
|------------------------------------|---|---|---|---|---|---|---|---|---|--|
| F. Slide sideways | I | D | M | * | * | * | * | * | * | |
| A. Walk forward | I | D | D | M | * | * | * | * | * | |
| B. Walk forward-jump off end | I | D | D | M | * | * | * | * | * | |
| C. Walk backward-toe to heel | I | D | D | M | * | * | * | * | * | |
| D. Walk on toes | I | D | D | D | M | * | * | * | * | |
| E. Carry something-walking forward | I | D | D | D | D | D | D | D | D | |
| H. Step over wand across beam | | I | D | M | * | * | * | * | * | |
| G. Walk sideways-crossing feet | | I | D | D | M | * | * | * | * | |
| I. Go under wand | | | I | D | D | D | M | * | * | |
| J. Walk through hula hoops on beam | | | I | D | D | D | M | * | * | |
| K. Dip step | | | | I | D | M | * | * | * | |
| L. Kneel in middle of beam | | | | | I | D | M | * | * | |
| M. Hop forward | | | | | | I | D | M | * | |
| N. Hop backward | | | | | | I | D | M | * | |
| O. Throw and catch ball w/ partner | | | | | | | I | D | M | |

Changing Levels

Base on height of beam and age development

1. Sit
 2. Lie down
 3. Stoop
 4. Stretch
 5. Crawl
 6. Squat on 1 ft./extend opp. Leg
 7. Half turn
 8. Full turn
 9. 1/2 turn / full turn on one foot
 10. Jump up and down
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11. Jump and turn
12. Walk on hands and feet
 - a. forward
 - b. backward
 - c. sideways
13. Skip
14. Hop
15. Gallop
16. Walk with dip
17. Squat and stand
18. Squat and turn
19. Knee scale
20. V-sit
21. Toe touch and step
22. Cartwheel (landing on mat)

Dismounting

Base on height of beam and age development

1. Jump off side
2. Jump off end
3. Jump-1/4 turn/1 hand on beam
4. Straddle jump to stand
 - a. From side
 - b. From end

P. Assessment

OPTIONAL

1. Observation
 - a. Skills
 - b. Technology

2. Portfolio
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GYMNASTICS

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3. Written

4. Oral

GYMNASTICS

K 1 2 3 4 5 6 7 8 Annotations

III. PARALLEL BARS

| | | | | | | | | | | |
|-----------------------------------|--|--|--|--|--|---|---|---|---|--|
| A. Straight arm support (5 sec.) | | | | | | I | D | D | D | |
| B. Straight arm walk (end to 1/2) | | | | | | I | D | D | D | |
| C. Skin the Cat | | | | | | I | D | D | D | |
| D. Bird's Nest | | | | | | I | D | D | D | |
| E. Straddle Seat | | | | | | I | D | D | D | |
| F. Front mount | | | | | | I | D | D | D | |
| G. Forward hand jump | | | | | | I | D | D | D | |
| H. One half turn | | | | | | I | D | D | D | |
| I. Straddle seat travel | | | | | | I | D | D | D | |
| J. Riding seat | | | | | | I | D | D | D | |
| K. Inverted hang | | | | | | I | D | D | D | |
| L. Riding seat to riding seat | | | | | | I | D | D | D | |

*****Dismounts*****

| | | | | | | | | | | |
|-------------------|--|--|--|--|--|--|--|---|---|--|
| 1. Front dismount | | | | | | | | I | D | |
| 2. Rear dismount | | | | | | | | I | D | |

*****Routine*****

Optional

GYMNASTICS

K 1 2 3 4 5 6 7 8 Annotations

IV. VAULT BOX

A. Explore ways to:

1. Go under

I D M * * * * *

2. Go over

I D M * * * * *

B. Jump down - land standing (3 ft.)

I D M * * * * *

C. Knee mount

I D M * * *

D. Jump with 1/4 turn

I D M * * *

E. Straddle jump

I D M * * *

F. Jump-2 ft. land-forward roll

I D D D

G. Squat mount

I D D D

H. Squat mount-jump off dismount

I D D D

I. Assessment

OPTIONAL

1. Observation

a. Skill

b. Technology

2. Portfolio

3. Written

4. Oral

Routine

OPTIONAL

DANCE
&
RHYTHMIC ACTIVITIES

Dance letter...???

DANCE & RHYTHMIC ACTIVITIES

K 1 2 3 4 5 6 7 8 Annotations

I. LINE DANCING

A. Basic steps

1. Heel touch
 - a. front
 - b. side
2. Toe touch
 - a. back
 - b. side
3. Slide step (step & together)
 - a. left
 - b. right
4. Grapevine (step & cross)
 - a. left
 - b. right
5. Rocker
 - a. forward
 - b. backward
6. Knee hitch
7. Heel scuff
8. Quarter turn
9. Half turn
10. Full turn

B. Basic dances

1. 2 wall
 - a. Texas 10-step
 - b. Boot Scootin' Boogie
 - c. Chattahoochie

2. 4 wall

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DANCE & RHYTHMIC ACTIVITIES

K 1 2 3 4 5 6 7 8 Annotations

a. Electric Slide

b. Slap Leather

C. Assessment

OPTIONAL

1. Observation

a. Skills

b. Technology

2. Portfolio

3. Written

4. Oral

DANCE & RHYTHMIC ACTIVITIES

K 1 2 3 4 5 6 7 8 Annotations

II. SQUARE DANCING

A. Formations

1. Scatter Square
2. Circle
3. Line/Longway Set
4. Traditional Square

B. Glossary/Terms

1. Active or Leading Couple
 2. Allemande Left/Right
 3. Arm Swing
 4. Cast Off
 5. Corner or Lady Corner
 6. Do-Si-Do
 7. Elbow Swing
 8. Forward /Back
 9. Grapevine Left/Right
 10. Head Couples
 11. Home
 12. Home Position
 13. Honor Your Partner
 14. Ladies Chain
 15. Opposite or Opposite Lady
 16. Partner
 17. Pass Through
 18. Promenade
 19. Right-hand Lady
 20. Sashay
 21. Seesaw
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DANCE & RHYTHMIC ACTIVITIES

K 1 2 3 4 5 6 7 8 Annotations

22. Set

23. Side Couples

24. Spin Your Partner

25. Star Left/Right

B. Basic Calls

1. Allemanede Left/Right

2. Around the Flagpole

3. Cast Off

4. Change Drivers/Back Under

5. Change Drivers/Break Apart

6. Circle to the Left/Right

7. Circle Up the Wagons

8. Corner

9. Courtesy Turn

10. Do-Si-Do

11. Down and Around

12. Duck for the Oyster and Dive for the Clam

13. Elbow Swing

14. Forward and Back

15. Four Ladies Chain

16. Grand Right and Left

17. Head Couples

18. Hit That Lonesome Road

19. Home Position

20. Honor Your Partner

21. Horse and Buggy

22. Ladies Chain

23. Lead A Parade

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DANCE & RHYTHMIC ACTIVITIES

K 1 2 3 4 5 6 7 8 Annotations

- 24. Longways Set
- 25. Partners Lead A Parade
- 26. Pass Through
- 27. Promenade
- 28. Reel the Set
- 29. Right and Left Through
- 30. Sashay
- 31. Seesaw
- 32. Set
- 33. Shuffle Step
- 34. Single File Promenade
- 35. Snake the Line
- 36. Spin Your Partner
- 37. Squeeze the Lemon
- 38. Star Left/Right
- 39. Star Promenade
- 40. Swing Your Partner
- 41. Tunnel Under
- 42. Weave the Ring
- 43. Wind It Up...Unwind (Spiral)
- 44. Wring the Dishrag

C. Etiquette

D. Rules & Terminology

E. History/Vocabulary

C. Assessment

1. Observation

a. Skills

b. Technology

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OPTIONAL

DANCE & RHYTHMIC ACTIVITIES

K 1 2 3 4 5 6 7 8 Annotations

- 2. Portfolio
- 3. Written
- 4. Oral

DANCE & RHYTHMIC ACTIVITIES

K 1 2 3 4 5 6 7 8 Annotations

III. SWING DANCING

A. Steps

1. Arm Slide
2. Back Lift
3. Banana Split
4. Basic Step
5. Charleston
6. Cuddle
7. Free Spin Both
8. Free Spin Follower
9. Leap Frog
10. Leg Swing
11. Pretzel
12. Rock Step
13. Shake Hands
14. Waist Wrap

B. Turns

1. Arch Turn
2. Half Turn
3. Loop Turn
4. Switch Turn

C. Loops

1. Arch Loop
2. Belt Loop

D. Etiquette

E. Assessment

1. Observation
 - a. Skills

OPTIONAL

DANCE & RHYTHMIC ACTIVITIES

K 1 2 3 4 5 6 7 8 Annotations

- b. Technology
- 2. Portfolio
- 3. Written
- 4. Oral

DANCE & RHYTHMIC ACTIVITIES

K 1 2 3 4 5 6 7 8 Annotations

IV. TININKLING

A. Rhythm (3/4 time)

B. Steps

1. 1/2 Turn

2. 1/4 Turn

3. Backward Step

4. Basic Step (2 out, 2 in)

5. Basic with Partner

6. Cross-Over Jump

7. Double Hop

8. Fancy Step Leap

9. Front Jump

10. Hop/Cross Vine

11. Partner Backward

13. Partner Forward

14. Rocker Step

a. Forward

b. Backward

c. Combination

d. Pivot

15. Side Jump

16. Straddle Jump (2out, 2 in, 2 straddle, 2 out)

17. Straddle Step

18. Triple Hop

C. Assessment

OPTIONAL

1. Observation

a. Skills

b. Technology

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DANCE & RHYTHMIC ACTIVITIES

K 1 2 3 4 5 6 7 8 Annotations

2. Portfolio

3. Written

4. Oral

Appendix A:

ADDITIONAL DANCE MATERIAL

Appendix B:

RECREATIONAL GAMES

Appendix C:

FITNESS ACTIVITIES

EXERCISES

ABC WING STRETCHERS - say alphabet as arms and elbows pull back

ARM CIRCLES - rotate arms and hands at shoulder level, forward and backward

BELLS - feet apart, jump in air and click feet together

BICYCLES - lie on back, pretend to hold handlebars, move legs in circular pattern

BRIDGE - with hands and feet on floor, push belly button up toward the sky

COFFEE GRINDER - one hand on floor, walk around hand in circle

CRAZY 8 - each movement done in 8 counts: move feet apart, clap hands, walk hands away from body, 8 pushups, reverse all movements

CRICKETS - crab position, jump up with legs, touch side of head with hand at same time

DOOR OPENERS - feet apart, arms extended sideways, clap hand in front of body, arms straight, open and close keeping arms at shoulder level

FOOT CIRCLES - hands on hips, rotate foot in small circles in front of body

GRASSHOPPERS - crab position, jump up with legs, touch bottom with hand at same time

HALF-JACKS - same as regular jumping jacks, but bring arms only up to shoulder level

HELICOPTERS - feet apart, arms extended, twist arms around waist

HOPS ON ONE FOOT - put hands on hips or hold other foot for increased difficulty

JELLY BEANS - squat position, say 1-2-3-jump!! Jump up with arms extended in air

LINE PUSHUPS - pushup position, move hands back and forth over a line, alternating

MOUNTAIN CLIMBERS - hands on floor, move legs alternating forward and backward

NORDIC TRACKS - just like the TV commercial

PANCAKES - pushup position, turn over without letting knees or tummy touch ground

POGO JUMPS - cross feet, hands on hips, jump in air, land with opposite feet crossed

REVERSE MOUNTAIN CLIMBERS - in crab position, do same as regular mountain climbers

ROCKETS - make "nosecone" above head with hands, count 10-9-8..., move down to crouch position on each number. On "zero-blastoff!" jump to sky

ROWBOATS - sit with knees bent, arms pretend to row boat (legs push and pull)

SEAT TWIRLS - on bottom, twirl in a circle with feet lifted off floor - go both directions

SKI JUMPS - feet together, jump side to side, hands pretend to hold ski poles

STEAM ENGINES - hands on ears, touch right elbow to left knee, repeat opposite

STRIDE JUMPS - hands on hips, feet jump apart, then together

SUPERMAN - on stomach, say Up, Up & Away! Raise arms & legs off ground, hold briefly

SWIMMERS - pushup position, touch hands alternating to each hip

WALL PUSHUPS - pushup position leaning against a wall

WASHING MACHINE - feet apart, hands on hips, twist hips while bending knees up and down

(created and compiled for FIT FOR KIDS, 1998)

FITNESS IDEAS

Fitness Stations:

- ~ plan 6-8 stations in a circuit training type fashion
- ~ alternate flexibility, cardiovascular, and strength training activities

F.L.Y. -- Fitness for a Lifetime for You

- ~ warm-up activity for class
- ~ complete 3 minutes of jogging at the beginning of class
- ~ record the number of laps the entire class completes daily, weekly, monthly, quarterly, yearly...
- ~ see "how far" the students have run after each day, week,...
- ~ chart the distance on a map of the city, state, U.S., or world
- ~ promotes a "healthy competition" between classes and/or grade levels to see who can "go the distance"

Hit the Deck

- ~ fitness activities using a deck of cards
- ~ assign each color, suit, or card an exercise
- ~ students pull cards at the beginning of class and do those warm-up exercises or activities
- ~ use various "assignments" for cards throughout the year
 - examples:
 - ~ red cards = upper body activity
 - ~ black cards = lower body activity
 - ~ # of card = # of repetitions
 - ~ Aces = abdominal activity
 - ~ Jokers = jogging activity
 - ~ Hearts = cardiovascular/endurance activity
 - ~ Clubs = flexibility activity
 - ~ Diamonds = dot drills or agility activity
 - ~ Spades = strength or speed activity

** assignments for cards can be anything the teacher wants to emphasize during that day or unit and can change frequently during the school year to keep the students interested

FITNESS STUDY GUIDE

Physical Fitness: To meet the demands of life safely and effectively, but without exhaustion or undue stress. In other words: Your body's ability to carry out daily tasks without being overly tired.

5 Components of Physical Fitness

- 1) Cardiovascular
- 2) Muscular Strength
- 3) Muscular Endurance
- 4) Flexibility
- 5) Body Composition

#1 Cardiovascular: The heart's ability to pump blood and deliver oxygen throughout your body.
examples: running, jogging, walking, swimming, biking, basketball, soccer.

Parts of a Cardiovascular Program:

- A) **Warm-up:** to get the muscles warm and ready for vigorous exercise
- B) **Aerobic:** allows you to raise your heart rate to help improve your endurance
- C) **Cool-down:** allows you to lower your heart rate and blood pressure at a steady state in order to avoid or prevent any light-headedness or dizziness

Aerobic: the body creating energy for a long non-stop period of time

- ~ Frequency: 3-5 days a week
- ~ Duration: 15-30 minutes minimum
- ~ Intensity: 75% of maximum heart rate

Maximum Heart Rate Formula

~ $220 - \text{Age}$

Target Heart Rate: the range your heart rate should reach in order to benefit from cardiovascular/aerobic exercise

example: ~ a man who is 20 years old... $220 - 20 = 200$
~ his target heart rate range is between **55% and 75%** of his maximum heart rate
 $200 \times .55 = 110$ $200 \times .75 = 150$
~ therefore, his target heart rate range is between 110 and 150 beats per minute

#2 Muscular Strength: how much weight you can lift safely
~ lifting more weight with fewer repetitions; builds mass

#3 Muscular Endurance: how many times you can lift a given weight or how long you can hold an object without becoming tired
~ lifting a lighter weight with more repetitions; trains for endurance and muscle tone

#4 Flexibility: the ability to move your joints freely and without pain through a wide range of motion

#5 Body Composition: concerns the portion of your body weight which is made up of fat

Benefits of Cardiovascular/Aerobic Exercises

- ~ A healthier heart
- ~ A lower heart rate when your body is at rest
- ~ Improves cholesterol level
- ~ Lowers blood pressure
- ~ Reduces body fat
- ~ Helps manage stress
- ~ Increases your energy level
- ~ Allows you to compete in daily activities more easily

Possible Consequences Due To Lack Of Exercise

- ~ High blood pressure
- ~ High cholesterol level
- ~ Heart disease
- ~ Strokes
- ~ Heart attacks
- ~ Diabetes
- ~ Obesity

RIGHT ON TARGET

STEP ONE:

My MHR is: _____

To find the MAXIMUM HEART RATE (MHR):

$$220 - \text{Age} = \text{MHR}$$

STEP TWO:

This is: _____

Find the Lower End of the Target Heart Zone in beats/minute.

$$\text{MHR} \times .60 \text{ beats/minute} = \text{Lower End of target Heart Zone}$$

STEP THREE:

This is: _____

Find the Upper End of the Target Heart Zone in beats/minute.

$$\text{MHR} \times .80 \text{ beats/minute} = \text{Upper End of target Heart Zone}$$

**** MY TARGET HEART ZONE IS _____ TO _____ BEATS/MINUTE.**

STEP FOUR:

Find the lower end of the THZ in beats/10 seconds.

$$(\text{Answer from STEP TWO}) / 6 = \text{_____ beats/10 seconds.}$$

**** MY TARGET HEART ZONE IS _____ TO _____ IN 10 SECONDS.**

Appendix D:
ASSESSMENT IDEAS

Appendix E:
HINTS & TIPS

Appendix F:

REFERENCES & RESOURCES

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SOFTWARE

MicroServices Fitness Tracker -- official software for the President's Challenge -- www.msfitnesstracker.com

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