

**Van Buren Intermediate School District
Physical Education Curriculum
Sixth Grade
2008**

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown on the following pages. The skills and content addressed in these expectations will, in practice, be woven together into a coherent physical education curriculum. Beyond the physical education curriculum, students will use the skills and processes to support learning in all content areas.

Overview of the Content Expectations

The K-8 Physical Education Grade Level Content Expectations reflect best practices and current research in the teaching and learning of physical education. They build from the Michigan K-12 Physical Education Content Standards and Benchmarks (2007) and the State Board of Education's Policy on Quality Physical Education (2003). These content expectations represent a vision for a relevant physical education curriculum that addresses critical physical education knowledge, skills, fitness, and attitudes for successfully maintaining a physically-active lifestyle during a child's school years and beyond. They specify what a student should know and be able to do at the end of each grade.

Michigan Physical Education Content Standards (2007)

A physically educated person:

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| Standard | |
| 1 | Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (M) |
| 2 | Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (K) |
| 3 | Participates regularly in lifelong physical activity. (M) |
| 4 | Achieves and maintains a health-enhancing level of physical fitness. (A) |
| 5 | Exhibits responsible personal and social behavior that respects self and others in physical activity settings. (B) |
| 6 | Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (B) |

Please note that, while all the Content Standards are addressed in these K-8 Physical Education Grade Level Content Expectations as a whole, not all standards will be addressed in each strand. Grade Level Content Expectations are expressed as follows: M.MC.06.01. This would be interpreted as:

- M** - Motor Skills and Movement Patterns Strand
- MC** - Movement Concepts Domain
- 06** - Sixth Grade Expectation
- 01** - First Expectation in the Grade-Level Motor Skills Domain

The standards illustrated above are parallel with those adopted by the National Association for Sport and Physical Education (2003). These are further delineated into strands that represent domains of learning. Motor skills and concepts are illustrated in Strand 1 (Standard 1); Cognitive Skills or Knowledge is illustrated in Strand 2 (Standard 2); Physical Fitness and Nutrition is illustrated in Strand 3 (Standards 3,4) and Personal Social Skills are illustrated in Strand 4 (Standards 5,6).

The chart below illustrates the articulation of the standards, strands and domains.

Strands			
<u>M</u> otor Skills and Movement Patterns (M)	Content <u>K</u> nowledge (K)	Fitness and Physical <u>A</u> ctivity (A)	Personal/Social <u>B</u> ehaviors and Values (B)
(Standard 1)	(Standard 2)	(Standards 3, 4)	(Standards 5, 6)
Domains			
<ul style="list-style-type: none"> - Movement Concepts (MC) Space Awareness Effort Relationships - Motor Skills (MS) Non-Locomotor Locomotor Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) 	<ul style="list-style-type: none"> - Feedback (FB) - Movement Concepts (MC) Space Awareness Effort Relationships - Motor Skills (MS) Non-Locomotor Locomotor Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - Participation Inside/Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) 	<ul style="list-style-type: none"> - Participation During Physical Education (PE) - Participation Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) 	<ul style="list-style-type: none"> - Feedback (FB) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE)

It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.

Using the Michigan Department of Education Standards and the Grade Level Content Expectations as a basis, the physical educators of Van Buren County developed a local mission statement and standards. Content was selected to match the standards and instructional objectives were written to match the grade level content expectations. An assessment plan was developed to monitor student progress and the effectiveness of the curriculum.

**Van Buren Intermediate School District
Unified Physical Education Program**

Mission Statement

The physical educators of Van Buren Intermediate School District are committed to the provision of developmentally appropriate instruction that will allow the learners to acquire the physical skills, knowledge and personal social attributes necessary to pursue a healthy, active lifestyle.

Abbreviated Mission Statement

Developmentally appropriate physical education today:
Healthy, active lifestyles tomorrow.

Outcomes

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2: Demonstrates an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

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

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social

Grades 6-7 Content

Soccer	Softball	Cooperative Games
Frisbee	Bowling	Health Related Fitness
Basketball	Volleyball	Lacrosse
Flag Football	Floor Hockey	Basic Nutrition
Rhythmic Activity	Circuit Fitness	Weight Training

The content has been developed into units that feature instructional sequences, task analyses for each physical skill, developmentally appropriate games, psychomotor, cognitive and personal-social instructional objectives, cognitive activities such word search and health related fitness concepts and assessment materials. This information is posted on a website for quick reference. For the purpose of this document, selected components that match the Michigan Department of Education Grade Level Content Expectations are offered to demonstrate the articulation between the curriculum and the state guidelines.

**Michigan Department of Education Physical Education
Grade Level Content Expectations (GLCE)
Grade 6**

Strand 1- Grade Level Content Expectation Motor Skills and Movement Patterns	Content	Objective
<p>Movement Concepts Movement Concepts Space Awareness M.MC.06.01 Demonstrate selected space awareness movement concepts with mature form of non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in modified, dynamic settings.</p>	<p>Lacrosse</p>	<p>The student will demonstrate the lacrosse scoop utilizing TA form, four out of five times.</p> <p>The student will demonstrate the lacrosse scoop (TA form), during an adapted “non-contact lacrosse” game, four out of five times.</p> <p>The student will demonstrate the overhead pass utilizing TA form, four out of five times.</p>
<p>Motor Skills Manipulative M.MS.06.04 Demonstrate selected elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in controlled settings.</p>	<p>Frisbee Soccer Volleyball Softball Shuffleboard</p>	<p>Student will demonstrate T.A. form to catch Frisbee from partner 25 feet away successfully 4 of 5 times.</p> <p>Students will dribble (TA Form) through cones 3 feet apart for 30 feet with the non-dominant foot 2 of 3 times.</p> <p>Students will kick (TA Form) a soccer ball through a 3m x 3m target from 20 ft away 4 of 5 times.</p> <p>Students will execute the four most critical points of the underhand serve (TA Form) over the net and in bounds from a distance of 30 feet 4 out of 5 times.</p>

<p>M.MS.06.05 Demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in isolated settings.</p>	<p>Basketball Football Volleyball</p>	<p>Students will demonstrate proper batting (TA form) by hitting an underhand pitched ball from 25 feet away 4/5 times.</p> <p>The student will demonstrate the shuffleboard serve (TA form), from behind the shuffleboard court, successfully placing two of the four discs on the scoring area during three attempts.</p> <p>The student will execute a football punt (TA form) that will land within a 25 foot radius of a 5 foot tall stationary target.</p> <p>The student will execute a chest pass with TA technique to a 2x2 target from 10 feet 2 of 3 times.</p> <p>The student will execute a bounce pass with TA technique to a 2x2 target from 10 feet 2 of 3 times.</p> <p>The student will execute a basketball dribble (TA Form) using non-dominant hand for length of basketball court 2 of 3 times.</p> <p>Student will execute an overhead set (TA Form) to a partner from a distance of 10 feet four out of five times.</p>
<p>M.MS.06.06 Perform a four-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in controlled settings.</p>	<p>Aerobics</p>	<p>Student will execute four simple steps (i.e., march time, grapevine, side shuffle and high knees) for three consecutive repetitions during two of three attempts.</p>
<p>Swimming is not offered as part of the middle school curriculum due to availability of pools in all districts. The Grade level Content Expectations are included in the event that facilities are made available in the future. The Michigan Department of Education acknowledges that aquatics is not required in the event that facilities are unavailable.</p>		

<p>*Aquatics</p> <p>M.AQ.06.03 Demonstrate selected elements of mature form for the basic aquatic skills of front crawl and breaststroke in controlled settings.</p> <p>M.AQ.06.04 Demonstrate selected elements of mature form for the basic aquatic skill of backstroke in controlled settings.</p> <p>M.AQ.06.07 Demonstrate selected elements of assisting a distressed swimmer in isolated settings.</p> <p>M.AQ.06.08 Demonstrate selected elements of getting help and assisting a choking victim in isolated settings.</p>		
<p>Outdoor Pursuits</p> <p>M.OP.06.01 Demonstrate use of movement concepts in outdoor pursuits with self and equipment in controlled settings.</p> <p>M.OP.06.02 Demonstrate use of locomotor skills in outdoor pursuits with self and equipment in controlled settings.</p> <p>M.OP.06.03 Demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in controlled settings.</p>	<p>Frisbee Lacrosse</p>	<p>The student will demonstrate use of movement concept while executing a lacrosse pass (TA form) from a stationary position to a partner fifteen feet away four out of five times.</p> <p>Student will demonstrate use of locomotor skills while executing a Frisbee throw (T.A. form) to pass Frisbee to a moving target 25 feet away successfully 3 of 5 times.</p> <p>Student will demonstrate use of non-locomotor skills while executing the overhead lacrosse shot (TA form) and place the shot on goal, from a distance of fifteen feet, four out of five times.</p>

<p>M.OP.06.04 Demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in controlled settings.</p> <p>M.OP.06.05 Demonstrate ability to make minor repairs to equipment in selected outdoor pursuits in controlled settings.</p>		<p>Student will demonstrate the proper goaltending mechanics utilizing TA form, four out of five times.</p> <p>Student will demonstrate the capacity to assist in the set up of a Frisbee course under the direction of the teacher on selected class periods.</p>
<p>Target Games M.TG.06.01 Demonstrate strategies for tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during modified, unopposed target games.</p>	<p>Shuffleboard</p>	<p>Student will demonstrate the shuffleboard serve (TA form), from behind the shuffleboard court, successfully placing two of the four discs on the scoring area in response to the location of partner's discs three out of five times.</p>
<p>Invasion Games M.IG.06.01 Demonstrate selected off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).</p> <p>M.IG.06.02 Demonstrate selected on-the-ball tactical movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate</p>	<p>Floor Hockey Soccer Basketball Flag Football</p>	<p>Student will execute a bounce pass with (TA Form) to a moving partner from 15 feet 2 of 3 times while being defended.</p> <p>During a 3 on 3 floor hockey game, the student will perform defensive duties against offensive players by stopping 2 of 3 offensive pass attempts without making physical contact with offensive players.</p> <p>The student will execute TA form of catching a football, obstructed (while being guarded by a classmate), above the waist from a distance of 20 feet 2 of 3 times.</p> <p>The student will execute a set shot (TA Form) from 10 feet 2 of 3 times on a regulation height basketball hoop while being defended.</p> <p>Student will elude a partner to gain</p>

<p>play or from sideline) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).</p>		<p>open position to receive a pass from a partner 15 feet away on two of three trials.</p>
<p>Net/Wall Games M.NG.06.01 Demonstrate selected solutions to tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).</p> <p>M.NG.06.02 Demonstrate selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).</p>	<p>Volleyball</p>	<p>During a three on three volleyball game, student will move to a position to receive a ball hit by an opponent across the net to execute a forearm pass (TA Form) during two of three trials.</p> <p>During a three on three volleyball game, student will execute an overhead set (TA Form) after receiving a ball from a teammate and direct the ball to a position unoccupied by an opponent to score on two of three trials.</p>
<p>Striking/Fielding Games M.SG.06.01 Demonstrate selected use of infield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to the next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring</p>	<p>Softball Lacrosse</p>	<p>Student will field a ball hit to the shortstop position, execute an underhand toss to the second baseman who will step on second base to stop the advancement of an approaching runner during two of three trials.</p> <p>Student will demonstrate the proper goaltending mechanics (TA form) during an adapted “non-contact” lacrosse game preventing scoring during four out of five times.</p>

during modified striking/fielding games (e.g., strike a stationary/moving object, 5 vs. 5).		
Rhythmic Activities M.RA.06.01 Demonstrate two rhythms, simultaneously, in two different parts of the body.	Cooperative Games	Student execute rhythmic challenges set on an obstacle course that require two rhythms (hopping while clapping un even beat) during two of three attempts.
Strand 2- Grade Level Content Expectation Knowledge	Content	Objective
Feedback K.FB.06.01 Describe how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in controlled settings.	Class Discussion	When randomly called on by the instructor, student will describe how to use knowledge from previous experience and cues from the teacher and peers to improve personal performance of movement patterns, fitness and physical activities during selected class sessions.
Movement Concepts K.MC.06.15 Apply knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in controlled settings.		Student will apply knowledge of movement concepts while executing: The lacrosse scoop (TA form), during an adapted “non-contact lacrosse” game, four out of five times. The bounce pass with (TA Form) to a moving partner from 15 feet 2 of 3 times while being defended. An underhand toss to the second baseman who will step on second base to stop the advancement of an approaching runner during two of three trials. An overhead set (TA Form) after receiving a ball from a teammate and direct the ball to a position unoccupied by an opponent to score on two of three trials during a three on three volleyball game.
Motor Skills K.MS.06.05 Apply knowledge of movement concepts and skills to design	Cooperative Games	Student will apply knowledge of movement concepts (i.e., even and uneven rhythms) while designing a simple four-element rhythmic sequence

<p>(plan) a four-element movement sequence (e.g., simple rhythmic or aerobic activities) in controlled settings.</p>		<p>during selected class periods.</p>
<p>Swimming is not offered as part of the middle school curriculum due to availability of pools in all districts. The Grade level Content Expectations are included in the event that facilities are made available in the future. The Michigan Department of Education acknowledges that aquatics is not required in the event that facilities are unavailable.</p>		
<p>*Aquatics K.AQ.06.02 Apply knowledge of critical elements of safe water entry and exit in isolated settings.</p> <p>K.AQ.06.03 Apply knowledge of critical elements of selected aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.</p> <p>K.AQ.06.04 Apply knowledge of critical elements of assisting a distressed swimmer in isolated settings.</p> <p>K.AQ.06.05 Apply knowledge of critical elements of assisting a choking victim in isolated settings.</p> <p>K.AQ.06.06 Apply knowledge of critical elements of how to get help in simulated emergency practice in isolated settings.</p>		
<p>Outdoor Pursuits K.OP.06.01 Apply knowledge of selected elements of the seven principles of Leave No Trace</p>	<p>Frisbee Lacrosse</p>	<p>Student will apply knowledge of selected elements of the Leave No Trace principles while participating in outdoor pursuits.</p>

<p>(Teen version) in controlled settings.</p> <p>K.OP.06.03 Distinguish between the function of equipment associated with selected outdoor pursuits.</p> <p>K.OP.06.04 Apply knowledge of safety features of outdoor pursuits in controlled settings.</p> <p>K.OP.06.05 Identify selected elements of decision-making skills related to engaging in outdoor pursuits.</p> <p>K.OP.06.06 Identify governmental, non-profit, and/or private areas used for outdoor pursuits.</p> <p>K.OP.06.07 Distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in controlled settings.</p>		<p>Student will distinguish among the features of different size Frisbees to select the appropriate implement for a specific purpose (short range, long range throws) during participation in Frisbee challenge course.</p> <p>Given a quiz, student will identify the features of footwear and identify the safety features of each during participation in outdoor pursuits.</p> <p>When randomly called on by the instructor, student will identify selected elements of decision-making skills related to engaging in outdoor pursuits.</p> <p>On a fitness calendar, the student will identify governmental, non-profit, and/or private areas in the community that may be used for outdoor pursuits.</p> <p>When randomly called on by the instructor, student will explain appropriate behavior that supports the preservation of natural resources associated with outdoor pursuits.</p>
<p>Target Games K.TG.06.01 Describe selected elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during modified, 1 vs. 1, unopposed target games.</p>	<p>Shuffleboard</p>	<p>When randomly called on by the instructor, student will describe the strategy required to successfully placing two of the four discs on the scoring area in response to the location of partner's discs.</p>
<p>Invasion Games K.IG.06.01 Describe selected elements of tactical problems,</p>	<p>Floor Hockey Soccer Basketball</p>	<p>When randomly called on by the instructor, student will describe the strategy required to execute a bounce</p>

<p>including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).</p> <p>K.IG.06.02 Identify selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).</p>	<p>Flag Football</p>	<p>pass with (TA Form) to a moving partner from 15 feet 2 of 3 times while being defended.</p> <p>When randomly called on by the instructor, student will describe the strategy required to perform defensive duties against offensive players by stopping 2 of 3 offensive pass attempts without making physical contact with offensive players during a 3 on 3 floor hockey game.</p> <p>When randomly called on by the instructor, student will describe the strategy required to execute TA form of catching a football, obstructed (while being guarded by a classmate), above the waist from a distance of 20 feet 2 of 3 times.</p> <p>When randomly called on by the instructor, student will identify tactical problems necessary to facilitate the execution of a set shot (TA Form) from 10 feet 2 of 3 times on a regulation height basketball hoop while being defended.</p> <p>When randomly called on by the instructor, student will describe the strategy required to elude a partner to gain open position to receive a pass from a partner 15 feet away on two of three trials.</p>
<p>Net/Wall Games K.NG.06.01 Distinguish among selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending</p>		<p>Student will distinguish among selected elements of tactical problems during a three on three volleyball game and move to a position to receive a ball hit by an opponent across the net to execute a forearm pass (TA Form) during two of three trials.</p>

<p>against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).</p> <p>K.NG.06.02 Distinguish among selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).</p>		<p>Student will distinguish among selected elements of tactical problems during a three on three volleyball game and move to a position to receive a ball hit by an opponent across the net to execute a forearm pass (TA Form) during two of three trials.</p>
<p>Striking/Fielding Games K.SG.06.01 Describe selected elements of infield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., strike a stationary/moving object, 5 vs. 5).</p>	<p>Softball Lacrosse</p>	<p>When randomly called on by the instructor, student will describe selected elements of infield tactical problems during selected class periods.</p> <p>When randomly called on by the instructor, student will describe selected elements of goal defense during selected class periods.</p>
<p>Rhythmic Activities K.RA.06.01 Integrate rhythmic formations, positions, and steps with a partner or group in a rhythmic activity.</p>	<p>Cooperative Games</p>	<p>Student will integrate rhythmic formations, positions and steps during challenges required during an obstacle course.</p>
<p>Participation Inside/Outside of Physical Education</p>		

<p>K.PA.06.01 Compare and contrast physical activities for intensity and skill level.</p>	<p>Heart Rate Monitors</p>	<p>Wearing a heart rate monitor, student will perform various physical activities and note the differences in heart rate during selected class periods.</p>
<p>Health-Related Fitness</p> <p>K.HR.06.02 Use the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p>K.HR.06.03 Use the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p> <p>K.HR.06.04 Use the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p> <p>K.HR.06.05 Use the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p> <p>K.HR.06.06 Identify a plan for improving or maintaining health-related fitness status</p>	<p>PACER</p> <p>Curl-up</p> <p>Push-ups</p> <p>Back Saver Sit and Reach</p> <p>Height Weight Body Mass Index</p> <p>Frequency Intensity Time</p>	<p>Student will determine personal performance on the PACER Test to the standards listed on the FitnessGram Chart and devise a strategy to improve or maintain cardiovascular endurance.</p> <p>Student will determine personal performance on the Curl-up Test to the standards listed on the FitnessGram Chart and devise a strategy to improve or maintain cardiovascular endurance</p> <p>Student will determine personal performance on the Push-up Test to the standards listed on the FitnessGram Chart and devise a strategy to improve or maintain cardiovascular endurance.</p> <p>Student will determine personal performance on the Sit and reach Test to the standards listed on the FitnessGram Chart and devise a strategy to improve or maintain cardiovascular endurance.</p> <p>Given a worksheet by the instructor, the student will calculate personal Body Mass Index.</p> <p>When randomly called on by the instructor, student will explain how Body Mass Index is calculated.</p> <p>Given a worksheet by the instructor, student will use FitnessGram results and the FITT Principle to devise a</p>

<p>with assistance from the teacher.</p> <p>K.HR.06.07 Understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.</p> <p>K.HR.06.08 Understand how to identify the principles of training (frequency, intensity, type, time, overload, specificity).</p>	<p>Type</p> <p>FitnessGram</p> <p>Frequency</p> <p>Intensity</p> <p>Time</p> <p>Type</p> <p>Principle</p>	<p>personal plan to improve or maintain health-related fitness.</p> <p>Student will record the steps associated with the Eight Minute Walk Run, Curl-up, Push-up and Body Mass Index assessment protocols in a fitness journal during selected class periods.</p> <p>Student will identify the terms associated with the acronym FITT on a multiple choice test.</p> <p>When randomly called on by the instructor, student will identify 4 of the 5 components of fitness when given a list of terms.</p>
<p>Physical Activity and Nutrition</p> <p>K.AN.06.01 Discuss the effects of physical activity and nutrition on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).</p> <p>K.AN.06.02 Use the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones) with internal or external feedback.</p>	<p>Fitness Journal</p> <p>Heart Rate Monitors</p>	<p>Student will discuss the effects of physical activity and nutrition on the body after entering food consumption on the MyPyramid.Gov website in a fitness journal.</p> <p>Wearing a heart rate monitor during a class period, the student will monitor and adjust participation/effort to stay within the healthy target heart rate on selected class periods.</p>

<p>Personal/Social Behaviors K.PS.06.01 Explain the key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.</p> <p>K.PS.06.02 Explain the key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.</p>	<p>Class Rules Class Discussion</p> <p>Class Rules Class Discussion</p>	<p>Student will explain the key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation when called on by the instructor.</p> <p>Student will explain the key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership when called on by the instructor.</p>
<p>Regular Participation</p> <p>K.RP.06.01 Choose to participate in activities that are personally challenging in controlled settings.</p> <p>K.RP.06.02 Explain why to choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.</p>	<p>Fitness Calendar</p> <p>Fitness Journal</p>	<p>Student will monitor personal participation in physical activity on PELOGIT.org for two weeks.</p> <p>In a fitness journal, student will explain why to choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.</p>
<p>Social Benefits K.SB.06.01 Use physical activity as a positive opportunity for social interaction in controlled settings.</p>	<p>Fitness Calendar</p>	<p>Student will monitor personal participation in physical activity on PELOGIT.org for two weeks and include this information in a fitness log with an explanation of how participation affords the opportunity for positive social interaction.</p>
<p>Individual Differences K.ID.06.01 Choose to participate with students of varying skill and fitness levels in dynamic settings.</p>	<p>Class Activities</p>	<p>Student will participate with any classmate assigned as a partner or in a group throughout the school year.</p>

<p>K.ID.06.02 Understand differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.ID.06.03 Choose to participate in activities that allow for self-expression in controlled settings.</p>	<p>Class Discussion</p> <p>Class Activities</p>	<p>Student will explain the differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills when randomly called on by the instructor.</p> <p>Student will willingly participate in class activities demonstrating best effort throughout the school year.</p>
<p>Feelings K.FE.06.01 Identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance.</p>	<p>Class Discussion</p>	<p>Student will identify indicators of personal enjoyment of skilled performance during selected class periods.</p>
<p>Strand 3- Grade Level Content Expectation Fitness and Physical Activity</p>	<p>Content</p>	<p>Objective</p>
<p>Participation During Physical Education A.PE.06.01 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.</p>	<p>Soccer Softball Cooperative Games Frisbee Bowling Health Related Fitness Basketball Volleyball Lacrosse Flag Football Floor Hockey Rhythmic Activity Circuit Fitness Weight Training</p>	<p>Student will monitor performance levels by using heart rate monitors and palpating the carotid (six second count-add a zero) to determine intensity and time on target during selected class periods.</p>
<p>Participation Outside of Physical Education A.PA.06.01 Accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a</p>	<p>Fitness Journal</p>	<p>Student will record physical activity outside physical education class using the PELOGIT.org site for two weeks during selected intervals across the school year.</p>

<p>minimum of 60 minutes per day for 7 days a week while maintaining 70% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.</p>		
<p>Health-Related Fitness A.HR.06.02 Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test). A.HR.06.03 Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang). A.HR.06.04 Meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch). A.HR.06.05 Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p>	<p>PACER</p> <p>Curl-ups</p> <p>Pushups</p> <p>Sit and Reach</p> <p>Height Weight Body Mass Index</p>	<p>Student will demonstrate capacity to attain the healthy target zone for cardiovascular endurance by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for curl-ups by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for push-ups by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone for flexibility by the end of the school year.</p> <p>Student will demonstrate capacity to attain the healthy target zone specified for body mass index by the end of the school year.</p>

<p>A.HR.06.06 Identify a plan for improving or maintaining health-related fitness status with assistance from the teacher.</p> <p>A.HR.06.07 Self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.</p> <p>A.HR.06.08 Identify the principles of training (frequency, intensity, type, time, overload, specificity).</p>	<p>FITT Principle Healthy Heart Zone MyPyramid.gov PELOGIT.org FitnessGram Results</p> <p>8 Minute Run/Walk Curl-ups Push-ups Sit and Reach Body Mass Index</p> <p>FITT</p>	<p>Given class information, student will complete a worksheet that outlines a plan for improving or maintaining health-related fitness status.</p> <p>Given a class worksheet, student will conduct a self assessment during station activities.</p> <p>Student will identify the terms associated with the acronym FITT on a multiple choice test.</p> <p>When randomly called on by the instructor, student will identify 4 of the 5 components of fitness when given a list of terms.</p>
<p>Physical Activity and Nutrition</p> <p>A.AN.06.01 Apply the effects of physical activity and nutrition on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).</p> <p>A.AN.06.04 Apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target</p>	<p>MyPyramid.gov Class Activities</p> <p>Heart Rate Monitors</p>	<p>Using class information, student will log food consumption on the MyPyramid.org website for two weeks.</p> <p>Given a worksheet, students will identify selected muscles and locations on the body.</p> <p>Given a quiz, student will match food groups and impact on growth and physiological condition.</p> <p>Wearing a heart rate monitor during a class period, the student will monitor and adjust participation/effort to stay within the healthy target heart rate on selected class periods.</p> <p>During selected time periods specified by the teacher, student will palpate the carotid for six seconds and add a zero</p>

heart rate zones) with internal or external feedback.		to determine heart rate and adjust level of effort to maintain healthy heart status.
Strand 4- Grade Level Content Expectation Personal Social Behaviors and Values	Content	Objective
Feedback B.FB.06.01 Describe how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.	Class Discussion	When randomly called on by the instructor, student will describe how to use knowledge from previous experience and cues from the teacher and peers to improve personal performance of movement patterns, fitness and physical activities during selected class sessions.
Personal/Social Behaviors B.PS.06.01 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings. B.PS.06.02 Describe behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.	Class Rules Class Discussion Class Rules Class Discussion	Student will demonstrate the key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation while participating in class activities. Student will explain the key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership when called on by the instructor.
Regular Participation B.RP.06.01 Choose to participate in activities that are personally challenging in controlled settings. B.RP.06.02 Choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.	Fitness Calendar Fitness Journal	Student will monitor personal participation in physical activity on PELOGIT.org for two weeks. In a fitness journal, student will explain why to choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.

<p>Social Benefits B.SB.06.01 Recognize physical activity as a positive opportunity for social interaction in controlled settings.</p>	<p>Fitness Calendar</p>	<p>Student will monitor personal participation in physical activity on PELOGIT.org for two weeks and include this information in a fitness log with an explanation of how participation affords the opportunity for positive social interaction.</p>
<p>Individual Differences B.ID.06.01 Choose to participate with students of varying skill and fitness levels in controlled settings.</p> <p>B.ID.06.02 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.</p> <p>B.ID.06.03 Choose to participate in activities that allow for self-expression in controlled settings.</p>	<p>Class Activities</p> <p>Class Discussion</p> <p>Class Activities</p>	<p>Student will participate with any classmate assigned as a partner or in a group throughout the school year.</p> <p>Student will explain the differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills when randomly called on by the instructor.</p> <p>Student will willingly participate in class activities demonstrating best effort throughout the school year.</p>
<p>Feelings B.FE.06.01 Identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance in controlled settings.</p>	<p>Class Discussion</p>	<p>Student will identify indicators of personal enjoyment of skilled performance during selected class periods.</p>

Assessment Plan

As previously mentioned, the assessment process can be a powerful tool for learning when students are actively involved in the process (MDE, 2007). Beyond informing the student, assessment also educates the parents and community about quality and depth of the program. In addition, assessment informs the teacher and administrators about the effectiveness of the program.

All four aspects or domains of performance will be assessed: Motor Skills, Fitness Skills, Cognitive Skills or Knowledge and Personal-Social Skills. The focus of the assessments will be process and improvement-based. The intent of the assessment is to provide students with the feedback necessary to facilitate skill acquisition.

All students will be assessed utilizing the FitnessGram protocols which include the Pacer Test (Cardio-Vascular Endurance), Curl-ups (Abdominal Strength), Push-ups (Upper Body Strength), Back-Saver Sit and reach (Flexibility) and Body Mass Index (Body Composition). This information will be used as a basis for personal fitness programs. The level of performance will NOT be graded. However, the improvement of performance will be factored into the student's final grade. Students and parents will receive print-outs that offer norm-referenced scores based on "zones" of performance: Exceeds Expectations, Target Zone and Focus Needed. The zones are based on the analysis of the performance of thousands of students during the past 30 years across the United States. Cooper's Aerobic Institute has provided and updated the norms throughout this time period.

All motor skills included in each content area have been task analyzed. Teachers will focus on the process and improvement of skill performance minimizing the product. The task analyses are posted on the project website for quick access.

High school students are expected to complete written assignments that focus on fitness skills and knowledge. Tests, quizzes and worksheets will also be assessed throughout the semester.

The following generic structure will be followed by the county physical educators:

Motor Skills	40-60%
Physical Skills	
Fitness Performance	
Cognitive Performance	20% (10-30%)
Personal Social Skills	20-40% (20-50%)