

**Van Buren Intermediate School District  
Physical Education Curriculum  
High School  
2008**

## Grade Level Content Expectations

In April, 2008, the Michigan State Board of Education approved Grade Level Content Expectations (K-12) for Physical Education. The credit guidelines were created from the Michigan K-12 Physical Education Content Standards and Benchmarks and are specific to high school. The credit guidelines specified in this document were used to develop the physical education portion of the one credit in physical education/health graduation requirement in Van Buren County.

In Michigan, the National Association for Sport and Physical Education (NASPE) standards for physical education (2004) have been adopted. According to NASPE Standard 1:

“High school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the skills to participate in a wide variety of leisure and work-related physical activities.”

NASPE Standard 1, student expectation for grades 9-12, states that high school students should be able to demonstrate the ability to perform advanced skills and tactics in at least three activities from different categories. Also, students should be able to demonstrate basic skills and tactics in five additional activities from at least three categories. (See Table 1 for Activity Categories.)

Accordingly, the Michigan high school physical education requirement incorporates the following three components:

- (1) Health-related fitness component;
- (2) Advanced skills and tactics in three activities from three categories; and
- (3) Basic skills and tactics in five additional activities from three categories.

Table 1:ACTIVITY CATEGORIES  
(MODULES)

Health-Related Fitness (Core Module)  
Aquatics  
Net/Wall Games  
Target Games  
Invasion Games  
Striking/Fielding Games  
Outdoor Pursuits  
Rhythmic Activities

Thus, the primary focus of the required physical education course should be directed toward achievement of and maintenance of health-related fitness along with student selection of activities for regular participation in preparation for adulthood. Each student must satisfactorily master the guidelines specified in the Michigan Merit Curriculum Guidelines (2007), through one or more courses, to meet the physical education portion of the one credit in physical education/health graduation requirement utilizing the high school expectations as determined by the districts course(s) curriculum. Examples of a course content that meets the Michigan Merit Curriculum Guidelines MC are detailed in Table 3. Combinations of content are illustrated in Table 4.

## Understanding the Organizational Structure

The high school content expectations are organized into eight modules which represent the eight activity categories listed in Table 1. The health-related fitness module is a core module which must be included in each of the other seven modules. The core module is composed of content expectations that are so essential to the physical education of students that they are an integral component of a student's high school physical education experience.

The expectations in this document are divided into strands with multiple domains within each, as shown in Table 2. 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.

To allow for ease in referencing expectations, each expectation has been coded with a standard, strand, domain, and an expectation number.

For example, A.1.HR.1 indicates:

A-	Fitness and Physical Activity Strand
1-	Standard 1
HR-	Health-Related Fitness Domain
1-	First Expectation in the Grade-Level Fitness and Physical Activity Domain

As noted, there are six standards (see above). The standards are further delineated into four domains: Motor Skills and Movement Patterns (M), Content Knowledge (K), Fitness and Physical Activity (A) and Personal/Social Behaviors and Values (B). The strands are detailed in Table 2.

**Table 2: Strands/Domains**

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

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

**Table 3 - Sample Content Within Each Category to Meet the Michigan Merit Curriculum**

<b>Health-Related Fitness</b>	Aerobic Activities: basic, power, & race walking Strength Activities: basic lifting skills, spotting, safety Flexibility Exercise: bands, tubing, focused stretching Nutrition Concepts
<b>Aquatics</b>	Fitness, Swimming, Racing, Water Polo, Synchronized Swimming, Diving, Water Aerobics, Snorkeling, SCUBA Diving, Canoeing, Kayaking, Sailing, Lifeguard/Guard Start
<b>Net/Wall Target Invasion</b>	Tennis, Volleyball, Racquet Ball, Badminton, Pickleball Golf, Bowling, Archery, Bocce Ball, Disc Golf Football, Soccer, Basketball, Lacrosse, Field Hockey, Team Handball, Speedball, Ultimate Frisbee
<b>Striking/Fielding</b>	Softball, Baseball, Cricket
<b>Outdoor Pursuits</b>	Hiking, Backpacking, Orienteering, Geocaching, Wall/Rock Climbing, Ropes Course, Cross-Country Skiing, Snowshoeing, Mountain Biking, Rollerblading
<b>Rhythmic Activities</b>	Jump Rope, Social Dance, Aerobics, Tumbling, Step Aerobics, Dance, Dance Revolution

**Table 4 - Example Structure for Meeting the High School Physical Education Requirement**

<u>Required Components</u>	<u>Categories</u>	<u>Activities</u>
<b>1. Health-Related Fitness</b>		
<b>2. Advanced Skills &amp; Tactics</b> <i>For example, a teacher may decide to fill the requirements by teaching the following:</i>	<b>Three Categories</b> <i>Health-Related Fitness = One category</i> <i>Net/wall = Second category</i> <i>Invasion = Third category</i>	<b>Three Activities</b> Basic Aerobics = The first of the three required activities. <i>Tennis: serve = The second of the three required activities.</i> <i>Ultimate Frisbee: backhand throw = The third of the three required activities.</i>
<b>3. Basic Skills &amp; Tactics</b> <i>For example, a teacher may decide to fill the requirements by teaching the following:</i>	<b>Three Categories</b> <i>Health-Related Fitness = One category</i> <i>Net/wall = Second category</i> <i>Invasion = Third category</i>	<b>Five Activities</b> <i>Basic lifting skills = The first of the five required activities.</i> <i>Badminton: forehand = The second of the five required activities.</i> <i>Tennis: forehand = The third of the five required activities.</i> <i>Ultimate Frisbee: one hand catch = The fourth of the five required activities.</i> <i>Speedball: kip-up = The fifth of the five required activities.</i>

## **Health-Related Fitness Core Module**

This course is designed to provide students with the opportunity to assess general health-related physical fitness (cardiorespiratory endurance, strength, flexibility, and body composition), increase general knowledge about health-related fitness, and develop the basic aerobic capacity that will allow safe participation in community recreation settings.

Content will include: 1) aerobic activities, such as fitness walking (basic, power, and race walking techniques), jogging, and circuit fitness (toning); 2) strength activities, such as basic lifting skills, spotting, and safety; 3) flexibility, such as exercise bands, tubing, and focused stretching activities; and 4) nutrition concepts. Students will develop a plan for maintenance of personal physical fitness through conditioning activities by the end of the course.

The MDE (2007) recommends that the core module be the primary focus during one-third of the required physical education course. For example, three weeks of a nine-week course or six weeks of an eighteen-week course would be allocated to the core requirement. An alternative method would be to incorporate the core course content across a nine or eighteen-week period, devoting one-third of the daily class activities. Teachers in Van Buren County have devised courses that include the Health-Related Fitness Core Module and content that focuses on lifetime physical activity that correspond with Net/Wall Games, Target Games, Invasion Games, Outdoor Pursuits, and Rhythmic Activities. Aquatics and Striking/Fielding Games are not included in the course structure.

The Michigan State Board of Education (2007) notes: *Physical education classes are not to be and should not be used as an arena for interscholastic practices. This is not only unethical, but does not give credibility to the purposes and goals of the physical education curriculum.*

Using the documentation from the Michigan Merit Curriculum as a guideline, the following local curriculum was developed.

### **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 interaction.

Content areas selected for the required high school physical education curriculum:

Health-Related Fitness	Orienteering	Horse Shoes
Basic Nutrition	Personal Social Skills	Cognitive Concepts
Pylometric Training	Circuit Training	Archery
Step Aerobics	Pickle Ball	Speedball
Bowling	Badminton	Bocce Ball
Weight Training	Frisbee Golf	Team Handball
Golf	Aerobics	Eclipse Ball

Because some districts are on the trimester system while others follow the semester system, several combinations of the units or modules were developed to meet the Michigan Merit Curriculum requirements which state the following:

- (1) Health-related fitness component,
- (2) Advanced skills and tactics in three activities from three categories, and
- (3) Basic skills and tactics in five additional activities from three categories.

Fall	Winter	Spring
Archery (T)	Bags (T)	Golf (T)
Ultimate (I.)	Team Handball (I)	Ultimate (I.)
Pickleball (N/W)	Pickleball (N/W)	Pickleball (N/W)
Circuit Fitness (F)	Circuit Fitness (F)	Circuit Fitness (F)
Horseshoes (T)	Badminton (W/N)	Orienteering (OP)
Fitness Core (F)	Fitness Core (F)	Fitness Core (F)

<b>Fall</b> Ultimate Frisbee (I) Bocce Ball / Horseshoes / Beanbag toss ( T ) Disc Golf ( OP/T ) Eclipse Ball ( W/N) Team Handball (I) Speedball (I) Fitness Core (F)	<b>Spring</b> Eclipse Ball (W/N) Team Handball (I) Speedball (I) Ultimate Frisbee (I) Bocce Ball / Horseshoes / Beanbag toss (T) Disc Golf (T-OP) Fitness Core (F)
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Fall</b> Disc Golf (Frisbee) (OP) Team Handball (I) Archery (T) Aerobics (RA) Pickleball (N/W) Fitness Core (F)	<b>Spring/Winter</b> Bowling (T) Bocce Ball/Horseshoes (T) Golf (T) Speedball (I) Badminton (N/W) Fitness Core (F)
--------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------

<b>Fall</b> Fitness Disc Golf (OP) Team Handball (I) Pickleball (N/W) Bowling (T) Ultimate Frisbee (I) Fitness Core (F)	<b>Spring</b> Fitness Orienteering (OP) Speedball (I) Badminton (N/W) Bocce Ball (T) Eclipse Ball (N/W) Fitness Core (F)
----------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------

<b>Fall</b> Badminton (N/W) Team Handball (I) Aerobics (F- R) Ultimate Frisbee (T-OP) Bowling (T) Fitness Core (F)	<b>Spring</b> Archery or Horseshoes or Bocce Ball (T) Orienteering (OP) Pickleball (N/W) Speedball (I) Golf (T) Fitness Core (F)
--------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------

### Health-Related Fitness Core Course Expectations

MMC	Health Related Fitness	Objectives
A.3.PA.1- Accumulate time in physical activities that are moderate to vigorous in intensity levels (I.e., a minimum of 60 minutes per day for 7 days a week while maintaining 75% of target heart rate) while participating in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play	Fitness Journal Assignment  Online physical activity recording program (PElogit.com)	Student will log physical activity for three consecutive weeks using an online recording program and submit to instructor as part of the Fitness Journal Assignment

<p>outside of physical education.</p> <p>A.4.HR.2 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, etc.).</p> <p>A.4.HR.3 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, etc.).</p> <p>A.4..HR.4 Meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).</p> <p>A.4..HR.5 Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).</p> <p>A.4.HR.6 Develop and implement, independently, a plan for improving or maintaining their own health-related fitness status.</p> <p>A.4..HR.7 Self-assess and evaluate their own health-related fitness status for muscular strength and endurance, flexibility, and body composition.</p>	<p>Pacer Mile Run Nine Minute Run</p> <p>Push-up Curl-up Pull-up</p> <p>Back-Saver Sit-and-Reach</p> <p>Body Composition: Height Weight Body-Mass Index</p> <p>Fitness Log Goal Setting</p> <p>Weight training log/journal.</p> <p>Fitness test</p> <p>FitnessGram Assessment Fitness Improvement Assignment</p>	<p>Student will meet the health-related FitnessGram standards (in Target zone).</p> <p>Student will perform health related fitness components using task analysis form meeting healthy fitness zones.</p> <p>Student will perform health related fitness components using task analysis form meeting healthy fitness zones.</p> <p>Student will perform health related fitness components using task analysis form meeting healthy fitness zones.</p> <p>Student will measure height, weight, and body fat percentage by weighing themselves on the beginning and completion of each trimester.</p> <p>Student will set goals based on results at the beginning of the semester and include in the Fitness Journal Assignment.</p> <p>Student will assess fitness standard upon receipt of FitnessGram results form the instructor</p> <p>Student will increase muscular strength, flexibility, body, composition endurance by improving results from pre test to post test.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

A.4.HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity).	Fitness specific training with bands, weight lifting , step aerobics, aerobics, plyometrics, circuit fitness	Student will devise a training program that incorporates frequency, intensity, type, time, overload, specificity and incorporate this information in a Fitness Log Assignment.
<b>MMC</b>	<b>Physical Activity &amp; Nutrition Content</b>	<b>Objectives</b>
K.2.AN.1 Analyze and evaluate the effects of physical activity and nutrition on the body.  K.2.AN.2 Analyze and evaluate 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).	Fitness Worksheet  Food Log using internet resources (MyPyramid.gov)  Target Heart Rate Monitor using carotid artery counts (six seconds add zero) to determine personal zone $(220 - \text{age}) \times .6 \text{ to } .85$  Heart Rate Monitors	Student will perform assigned aerobic and anaerobic activities and assess effects on body using worksheet provided displaying 80% accuracy.  Student will complete a one week food log using internet resources and analyze the quality of diet and include the information in a Fitness Log assignment.  Student will palpate carotid and count heart beat for six seconds.  Student will determine personal target heart rate zone by using formula assigned.  Student will adjust intensity of physical performance to maintain minimum THR during class sessions.
<b>MMC</b>	<b>Feedback</b>	<b>Objectives</b>
K.2.FB.1:Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.	Fitness Gram Results/Print-offs Target Heart Rate Management	Student will demonstrate capacity to identify and achieve healthy fitness zone levels for age/gender appropriate standards.
<b>MMC</b>	<b>Participation Outside of Physical Education</b>	<b>Objectives</b>
K.2.PA.1 Analyze and assess individual physical activity goals	Fitness Log Assignment	Student will evaluate the effectiveness of the personal

formulated for a physical activity program that meets national guidelines.		fitness goals included in a fitness log assignment using national guidelines.
<b>MMC</b>	<b>Health-Related Fitness</b>	<b>Objectives</b>
<p>K.2.HR.2 Evaluate their own cardiorespiratory fitness level using the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).</p> <p>K.2..HR.3 Evaluate their own muscular strength and endurance fitness levels using 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, etc.).</p> <p>K.2..HR.4 Evaluate their own flexibility levels using the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).</p> <p>K.2.HR.5 Evaluate their own body composition using the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).</p> <p>K.2.HR.6 Evaluate their own flexibility levels using the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).</p> <p>K.2.HR.7 Self-assess and evaluate their own health-related fitness status for muscular strength and endurance, flexibility, and body composition.</p>	<p>Fitness Gram Testing Result Forms Heart Rate Monitor Pedometer</p> <p>Fitness Gram Testing Result Forms</p>	<p>Student will assess personal performance compared to Healthy fitness zones scored Fitness Gram test.</p> <p>Student will demonstrate capacity to use heart rate monitor and pedometers to monitor personal performance.</p> <p>Student will assess personal performance compared to Healthy fitness zones scored Fitness Gram test.</p> <p>Student will assess personal performance compared to Healthy fitness zones scored Fitness Gram test.</p> <p>Student will assess personal performance compared to Healthy fitness zones scored Fitness Gram test.</p> <p>Student will assess personal performance compared to Healthy fitness zones scored Fitness Gram test.</p> <p>Student will assess personal performance compared to Healthy fitness zones scored Fitness Gram test.</p>

K.2..HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity).	Fitness Log	Student will develop personal fitness plan using FitnessGram results and that incorporates frequency, intensity, type, time, overload, specificity and incorporate this information in a Fitness Log Assignment
<b>MMC</b>	<b>Regular Participation</b>	<b>Objectives</b>
K.2.RP.2 Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings	Fitness Log	Student will record participation in physical activity outside of class for three weeks analyzing the impact of participation in a fitness journal.
K.2.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.	Fitness Log	Student will record participation in physical activity outside of class for three weeks analyzing the impact of participation in a fitness journal.
<b>MMC</b>	<b>Social Benefits</b>	<b>Objectives</b>
K.2.ID.1 Choose to participate in activities that allow for self-expression in dynamic settings.	Fitness Log	Student will participate in one structured physical activity event outside of class and report the impact on quality of life.
<b>MMC</b>	<b>Behavior</b>	<b>Objectives</b>
B.6.ID.1. Participate and demonstrate respect for community members of varying skills and fitness levels in dynamic settings.	Class and School Rules	Student will demonstrate respect for others by following class rules.  Student will demonstrate best effort by making focused effort during class activities.  Student will demonstrate compassion by encouraging others during class activities.

### Strand One: Motor Skills

<b>MMC: Motor Skills</b>	<b>Content</b>	<b>Objectives</b>
M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and an implement in dynamic settings.  M.2..MS.5 Demonstrate elements of the mature form of	Team Handball Badminton Speedball Ultimate Frisbee Pickleball Eclipse Ball	Student will execute the skills of catching, kicking, punting, striking (forehand and backhand), dribbling and passing (TA Form) while participating in activities such as team handball, badminton, pickleball, speedball and ultimate frisbee.

the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.		
<b>MMC: Aquatics</b>	<b>Aquatics</b>	<b>Aquatics</b>
<p>M.1.AQ.1 Demonstrate all elements of mature form for the basic aquatic skills of front crawl, backstroke, and breaststroke in dynamic settings.</p> <p>M.1.AQ.2 Demonstrate all elements of mature form of safe water entry by jumping into deep water in dynamic settings.</p> <p>M.1.AQ.7 Demonstrate all elements of how to assist a distressed swimmer during simulated practice in dynamic settings.</p> <p>M.1.AQ.8 Demonstrate all elements of how to get help and how to assist a choking victim during simulated practice in dynamic settings.</p>	<p>Note 1: The Michigan Merit Curriculum Guidelines for Aquatics are presented for information, only. At this point in time, eleven of the twelve districts do not offer aquatics for <u>high school</u> students. Aquatics is offered at the Van Buren Learning Center. However, the guidelines are not appropriate for the special needs students educated at that location.</p> <p>Note 2: As swimming pools are available in three districts, these guidelines would be appropriate to facilitate the development of an aquatics content unit which could be utilized as <u>part</u> of the required physical education course.</p>	
<b>MMC: Outdoor Pursuit</b>	<b>Outdoor Pursuit Content</b>	<b>Outdoor Pursuit Objectives</b>
<p>M.1.OP.2 Demonstrate all elements of mature form in balancing, turning, swinging, pushing, pulling, throwing, manipulation, or appropriate motor skills when using equipment and/or accessories related to selected outdoor pursuits in dynamic settings.</p> <p>M.1.OP.3 Demonstrate ability to select clothing and/or equipment appropriate to selected outdoor pursuit and outdoor conditions in dynamic settings.</p>	<p>Ultimate Frisbee Bocce Ball</p> <p>Orienteering Ultimate Frisbee Bocce Ball</p>	<p>Students will catch 4 of 5 frisbees thrown by a partner from a distance of 10 feet (minimum), while running through an agility course.</p> <p>Student will execute an underhand throw using TA Form by throwing a bocce ball into a hula hoop that is placed on a grassy surface 10 feet away 4/5 times.</p> <p>Student will select and wear appropriate apparel for outdoor activity considering temperature, time of the day for all class sessions.</p> <p>Student will demonstrate the capacity to position a compass to the north</p>

<p>M.1.OP.4 Demonstrate ability to safely manipulate or use equipment and/or use equipment and/or accessories related to selected outdoor pursuits in dynamic settings.</p> <p>M.1.OP.5 Demonstrate ability to make appropriate repairs and/or adjustments on equipment and/or accessories related to selected outdoor pursuits in dynamic settings.</p>	<p>Orienteering</p> <p>Frisbee Golf</p>	<p>while negotiating an orienteering course.</p> <p>Student will demonstrate capacity to restore orienteering targets after locating them on an orienteering course.</p>
<p><b>MMC: Target Games</b></p>	<p><b>Content: Target Games</b></p>	<p><b>Target Game Objectives</b></p>
<p>M.1.TG.1 Demonstrate all 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 2 vs. 2, opposed target games.</p> <p>M.1.TG.2 Demonstrate elements of selected tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during 1 vs. 1, opposed target games.</p>	<p>Golf</p> <p>Frisbee Golf</p> <p>Bean Bag (Baggo) Toss</p> <p>Archery</p> <p>Bowling</p> <p>Horse Shoes</p>	<p>Student will select and use the appropriate club to execute a drive, fairway shot, chip and putt in response to targets set by the teacher in an open field.</p> <p>Student will demonstrate the appropriate Frisbee throw (forehand, backhand, tomahawk, skip) in response to targets on an outdoor course.</p> <p>Student will execute underhand toss (TA Form) to place bean bag strategically preventing opponents' score.</p> <p>Student will execute archery release (TA Form) with sufficient force to reach a numbered target area during a partner competition.</p>
<p><b>MMC: Invasion Games</b></p>	<p><b>Invasion Game Content</b></p>	<p><b>Invasion Game Objectives</b></p>
<p>M.1.IG.1 Demonstrate all elements of tactical problems including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g.,</p>	<p>Speedball</p> <p>Team Handball</p> <p>Ultimate Frisbee</p>	<p>Student will work with teammates to demonstrate a zone defense, during 2 of 3 defensive plays.</p> <p>Student will execute a kip-up in response to opponents' position and pass the ball to an open teammate during a game play.</p> <p>Student will demonstrate capacity</p>

<p>5 vs. 5, 6 vs. 6, or 11 vs. 11).</p> <p>M.1.IG.2 Demonstrate all elements of tactical problems including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using 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., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p>		<p>to transition from offensive to defensive positions in response to game play.</p>
<p><b>MCC: Net Wall Games</b></p>	<p><b>Net Wall Game Content</b></p>	<p><b>Net Wall Game Objectives</b></p>
<p>M.1.NG.1 Demonstrate all elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).</p> <p>M.1.NG.2 Demonstrate all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).</p>	<p>Pickleball Badminton Eclipse Ball</p>	<p>Student will execute a forehand pickleball drive (TA style) from their right backcourt line down-the-line to within 2 feet of the opponent's right sideline and within 2 feet of the opponent's backcourt line 4 out of 5 times.</p> <p>Students will perform a backhand using TA Form by hitting an eclipse ball over the net, in bounds 4/5 times.</p> <p>Students will perform an overhead clear (TA form) when an opponent rushes the net causing the ball to land in the backcourt 4/5x.</p>
<p><b>MCC: Striking/Fielding Games</b></p>	<p><b>Striking/Fielding Game Content</b></p>	<p><b>Striking/Fielding Game Objectives</b></p>
<p>M.1.SG.1 demonstrate all elements of infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the</p>	<p>Note: Striking/Fielding Games are extensively covered at other levels of instruction and are not included at the high</p>	

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., 9 vs. 9, 10 vs. 10, or 11 vs. 11).	school level.	
<b>MCC: Rhythmic Activities</b>	<b>Rhythmic Activity Content</b>	<b>Rhythmic Activity Objective</b>
M.1.MS.6 Perform a five-element movement sequence with flow in dynamic settings.	Aerobics	Student will perform a five-element movement sequence performing in rhythm with a musical selection using floor exercise, steps, bands, tubes.
M.1.RA.1 Perform specialized movement activities utilizing mature form of movement skills and concepts.	Step Aerobics	Student will execute steps such as grapevine, shuffle, mark time, side kicks, can-can in rhythm with selected music.
	Circuit Fitness	

### Strand Two: Content Knowledge

<b>MMC: Feedback</b>	<b>Feedback Content</b>	<b>Objectives</b>
K.2.FB.1: Analyze, synthesize, evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.	Task Sheets Worksheets Self-Assessment Sheets Partner Assessment	Student will use feedback from varying sources (self assessment using a checklist, partner assessment using a checklist, video assessment of specific skills ), results from fitness assessment to improve personal performance.
K.2.FB.1 Analyze, synthesize, evaluate internal (prior knowledge) and external feedback to improve performances in dynamic settings.		Student will offer feedback to peers focusing on skill performance quality based on checklists drawn from task analyses.
<b>MMC: Feedback: Motor Skills</b>	<b>Motor Skill Content</b>	<b>Motor Skill Objectives</b>
K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.	Pickleball Badminton Team Handball Speedball Eclipse Ball Orienteering Ultimate Frisbee Golf	Student will verbally identify the elements of the task analysis of selected skills necessary to participate in Pickleball, Badminton. Team Handball, Speedball, Eclipse Ball, Orienteering, Ultimate Frisbee, Golf, Horse Shoes, Bocce Ball, Frisbee Golf, Baggo, Bowling when

<p>K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.3 Analyze, synthesize, evaluate knowledge of movement concepts while performing non-manipulative, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.</p> <p>K.2.MS.6 Analyze/synthesize/evaluate knowledge of movement concepts and skills to design (plan) a five-element movement sequence (e.g., rhythmic or aerobic activities) with flow in a dynamic setting.</p>	<p>Horse Shoes Bocce Ball Frisbee Golf Baggo Bowling</p> <p>Aerobics Step Aerobics Circuit Fitness</p>	<p>randomly questioned by the instructor.</p> <p>Student will distinguish among the elements of the task analysis of selected skills necessary to participate in Pickleball, Badminton, Team Handball, Speedball, Eclipse Ball, Orienteering, Ultimate Frisbee, Golf, Horse Shoes, Bocce Ball, Frisbee Golf, Baggo, Bowling and apply these while playing on a recreational level.</p> <p>Student will respond to seven of ten quiz questions specific to the content areas of Pickleball, Badminton, Team Handball, Speedball, Eclipse Ball, Orienteering, Ultimate Frisbee, Golf, Horse Shoes, Bocce Ball, Frisbee Golf, Baggo, Bowling.</p> <p>Student will develop a five element movement sequence using floor routines, steps, tubing, bands or jump ropes keeping rhythm with a musical selection.</p>
<p><b>MMC: Outdoor Pursuits</b></p>	<p><b>Outdoor Pursuit Content</b></p>	<p><b>Outdoor Pursuit Objectives</b></p>
<p>K.2.OP.1 Apply knowledge of the seven principles of Leave No Trace (adult version) in dynamic settings.</p> <p>K.2.OP.2 Distinguish between the nomenclatures of equipment and/or accessories associated with selected outdoor pursuits in dynamic settings.</p> <p>K.2.OP.3 Apply knowledge of the function of equipment and accessories associated with</p>	<p>Ultimate Frisbee Bocce Ball Orienteering Frisbee Golf</p>	<p>Student will distinguish among the parts of a compass when randomly called on by the instructor.</p> <p>Student will apply knowledge of map and compass reading while participating on an orienteering</p>

<p>selected outdoor pursuits in dynamic settings.</p> <p>K.2.OP.4 Apply knowledge of safety features of land or water-based outdoor pursuits in dynamic settings.</p> <p>K.2.OP.5 Apply decision-making skills related to engaging in outdoor pursuits in dynamic settings.</p> <p>K.2.OP.6 Identify the governmental, non-profit, and/or private areas used for outdoor pursuits in the local area.</p> <p>K.2.OP.7 Distinguish between selected appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in dynamic settings.</p> <p>K.2.OP.8 Apply knowledge of Leave No Trace principles while participating in selected outdoor pursuits in dynamic settings.</p> <p>K.2.OP.9 Apply knowledge of safety and decision-making skills while performing selected outdoor pursuits in dynamic settings.</p> <p>K.2.OP.10 Apply behaviors which exemplify safe outdoor practices and/or decision making skills in dynamic settings.</p>		<p>course.</p> <p>Student will work with other students to play ultimate Frisbee on an outdoor course.</p> <p>Student will identify the websites and professional organizations associated with Ultimate Frisbee, Orienteering, Bocce Ball and Frisbee Golf.</p> <p>Student will identify and analyze potential outdoor pursuits (physical skills, No Trace, safety, decision-making) that may be used to maintain personal fitness and record in fitness journal.</p>
<b>MMC: Aquatics</b>	<b>Aquatic Content</b>	<b>Aquatic Objectives</b>
<p>K.2.AQ.1 Analyze/synthesize/evaluate knowledge of critical elements of selected aquatic skills of front crawl, backstroke, breaststroke, and treading in dynamic settings.</p> <p>K.2.AQ.2 Analyze/synthesize/evaluate knowledge of critical elements of</p>	<p>Note 1: The Michigan Merit Curriculum Guidelines for Aquatics are presented for information, only. At this point in time, eleven of the twelve districts do not offer aquatics for <u>high school</u> students. Aquatics is offered at the Van Buren Learning</p>	

<p>safe water entry and exit in dynamic settings. K.2.AQ.3 Analyze/synthesize/evaluate knowledge of critical elements of assisting a distressed swimmer during simulated practice in dynamic settings. K.2.AQ.4 Analyze/synthesize/evaluate knowledge of critical elements of assisting a choking victim during simulated practice in dynamic settings. K.2.AQ.5 Analyze/synthesize/evaluate knowledge of critical elements of how to get help during simulated emergency practice in dynamic settings.</p>	<p>Center. However, the guidelines are not appropriate for the special needs students educated at that location.</p> <p>Note 2: As swimming pools are available in three districts, these guidelines would be appropriate to facilitate the development of an aquatics content unit which could be utilized as <u>part</u> of the required physical education course.</p>	
<p><b>MMC: Target Games</b></p>	<p><b>Target Game Content</b></p>	<p><b>Target Game Objectives</b></p>
<p>K.2.TG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance 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 2 vs. 2, opposed target games (e.g., compare/contrast shuffleboard and bocce ball). K.2.TG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified, 1 vs. 1, opposed target games (e.g., compare/contrast archery and darts).</p>	<p>Golf Frisbee Golf</p> <p>Bean Bag (Baggo) Toss Archery Bowling Horse Shoes</p>	<p>Given a quiz, student will correctly match clubs and course situations.</p> <p>During a Frisbee Golf game, student will distinguish among types of throw to correctly respond to shots required on the course.</p> <p>Student will identify the path that a ball must move to execute various combinations of pick-ups (7-10; 3-8, etc.) using a straight or hooked ball on written quiz.</p> <p>Student will calculate the type of shot that must be made to finish a game of Baggo while playing with a partner.</p>
<p><b>MMC: Invasion Games</b></p>	<p><b>Invasion Game Content</b></p>	<p><b>Invasion Game Objectives</b></p>
<p>K.2.IG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-ball</p>	<p>Speedball Team Handball Ultimate Frisbee</p>	<p>Student will identify three simple offensive plays for Speedball, Team Handball or Ultimate Frisbee in response to a defensive set-up presented on a quiz by diagramming</p>

<p>movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast soccer and basketball).</p> <p>K.2.IG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using 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 (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast lacrosse and field hockey).</p>	<p>Speedball Team Handball Ultimate Frisbee</p>	<p>the movement of the offensive players.</p> <p>When randomly questioned by the instructor, the student will identify a defense in response to the offensive set-up of the opponent.</p>
<p><b>MCC: Net/Wall Games</b></p>	<p><b>Net/Wall Game Content</b></p>	<p><b>Net/Wall Game Objective</b></p>
<p>K.2.NG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6) net/wall games (e.g., compare/contrast volleyball and floor tennis).</p> <p>K.2.NG.2 Analyze game play, synthesize skills or tactical</p>	<p>Pickleball Badminton Eclipse Ball</p>	

<p>problems of the game, or evaluate player performance of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6) net/wall games (e.g., compare/contrast racquetball and badminton).</p>		
<b>MCC: Striking/Fielding Games</b>	<b>Striking/Fielding Game Content</b>	<b>Striking/Fielding Game Objectives</b>
<p>K.2.SG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance during infield and outfield 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 (e.g., 9 vs. 9, 10 vs. 10, or 11 vs. 11) field/run games (e.g., compare and contrast softball and cricket).</p>		
<b>MCC: Personal Social Behaviors</b>	<b>Personal Social Behavior Content</b>	<b>Personal Social Behavior Objective</b>
<p>K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.</p> <p>K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition,</p>	<p>Pickleball Badminton Team Handball Speedball Eclipse Ball Orienteering Ultimate Frisbee Golf Horse Shoes Bocce Ball Frisbee Golf Baggo Bowling</p>	<p>Student will identify personal social skills (focusing on responsibility, best effort, cooperation and compassion) that may be demonstrated in selected content areas and list the benefits of positive expression.</p> <p>Student will identify personal social skills (focusing on constructive competition, initiative, leadership) that may be demonstrated in selected</p>

initiative, and leadership in dynamic settings.	Aerobics Circuit Fitness Weight Training Step Aerobics	content areas and list life roles to which these attributes may be positively transferred.
<b>MCC: Participation During Physical Education</b>	<b>Participation During Physical Education Content</b>	<b>Participation During Physical Education Objectives</b>
K.2.PE.1 Accumulate and assess participation in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% 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, and fitness-related activities.	Pickleball Badminton Team Handball Speedball Eclipse Ball Orienteering Ultimate Frisbee Golf Horse Shoes Bocce Ball Frisbee Golf Baggo Bowling	Student will utilize heart rate monitors to assess c-v performance while participating in selected content areas maintaining 70% of target heart rate for a minimum of 30 minutes during selected class periods.  Student will palpate pulse at the carotid artery for six seconds during selected intervals to monitor target heart rate (70%) for thirty minutes during selected class periods.

### Strand Three: Fitness & Physical Activity

<b>MMC: Participation During Physical Education</b>	<b>Participation During Physical Education Content</b>	<b>Participation During Physical Education Objectives</b>
A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) while exploring aquatics in physical education.	<b>Note: Aquatics not included in this document. See previous note.</b>	
<b>MMC: Participation Outside of Physical Education</b>	<b>Participation Outside of Physical Education Content</b>	<b>Participation Outside of Physical Education Objectives</b>
A.3.PA.1 Accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 75% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies	<i>See Fitness Core</i>	<i>See Fitness Core</i>

in modified game play outside of physical education.		
<b>MMC: Physical Activity &amp; Nutrition</b>	<b>Physical Activity &amp; Nutrition Content</b>	<b>Physical Activity &amp; Nutrition Objective</b>
4.A.AN.1 Analyze and evaluate the effects of physical activity and nutrition on the body. 4.A.AN.2 Analyze and evaluate 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).	<i>See Fitness Core</i>	<i>See Fitness Core</i>

**Strand Four (Personal Social)**

<b>MMC: Feedback</b>	<b>Feedback Content</b>	<b>Feedback Objective</b>
B.5.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.		
<b>MMC: Personal Social Behaviors</b>	<b>Personal Social Behavior Content</b>	<b>Personal Social Behavior Objective</b>
B.5.PS.1 Exhibit, consistently, behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.  B.5.PS.2 Exhibit, consistently, behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.	Pickleball Badminton Team Handball Speedball Eclipse Ball Orienteering Ultimate Frisbee Golf Horse Shoes Bocce Ball Frisbee Golf Baggo Bowling Aerobics Circuit Fitness Weight Training Step Aerobics  Class Rules	Student will demonstrate the personal social skills responsibility, best effort, cooperation and compassion while participating in selected content areas.  Student will demonstrate the personal social skills of constructive competition, initiative, leadership while participating in selected content areas.
<b>MCC: Regular Participation</b>	<b>Regular Participation</b>	<b>Regular Participation</b>

	<b>Content</b>	<b>Objectives</b>
<p>B.6.RP.2 Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.</p> <p>B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.</p>	Personal Fitness Program	Student will log participation in physical activity outside of class using an internet based program (PElogit.com) as part of the Fitness Assignment.
<b>MMC: Individual Differences</b>	<b>Individual Differences Content</b>	<b>Individual Differences Objectives</b>
<p>B.6.ID.3 Participate with community members of varying skill and fitness levels in dynamic settings.</p> <p>B.6.ID.1 Choose to participate in activities that allow for self-expression in dynamic settings.</p> <p>B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.</p>	Community Event (Fun Run, Jump Rope for Heart, Hoops for Heart, Relay for Life)	<p>Student will participate in one community event and analyze experience in Fitness Log Assignment.</p> <p>Student will complete homework assignment requiring analysis of 10 commercial ads or tv advertisements.</p>
<b>MCC: Feelings</b>	<b>Feelings Content</b>	<b>Feelings Objective</b>
B.6.FE1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.	Pickleball Badminton Team Handball Speedball Eclipse Ball Orienteering Ultimate Frisbee Golf Horse Shoes Bocce Ball Frisbee Golf Baggo Bowling Aerobics Circuit Fitness Weight Training Step Aerobics	Student will reinforce the skilled performance of peers during class activities.
<b>MMC: Social Benefits</b>	<b>Social Benefits Content</b>	<b>Social Benefits Objective</b>
B.6.SB.1 Use physical activity as a positive opportunity for	Pickleball Badminton	Student will actively encourage effort and

social interaction in dynamic settings.	Team Handball Speedball Eclipse Ball Orienteering Ultimate Frisbee Golf Horse Shoes Bocce Ball Frisbee Golf Baggo Bowling Aerobics Circuit Fitness Weight Training Step Aerobics	performance of peers during participation in physical activity.
-----------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------

**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%)