

**BERNARDS TOWNSHIP PUBLIC SCHOOLS
BASKING RIDGE, NEW JERSEY**

**K-5 Physical Education
5-Year Program Evaluation**

REVISION:
July 2005

Supervisor:
Rich Shello

Revision Committee:
William Baker
Jessica Kovacs

Bernards Township Public Schools
Basking Ridge, New Jersey

Board of Education

Louis Carlucci, President
Ann Marie Woolford, Vice President
Michael J. Byrne
William Koch
Susan McGowan
Patty Seitz
Janet Smith
Leslie Stevens
Lisa Winter

Administration

Valerie A. Goger
Superintendent of Schools

Regina Rudolph
Assistant Superintendent

Cheryl Dyer
Director of Curriculum and Instruction

Affirmative Action Officer

Regina Rudolph, Assistant Superintendent

504 Coordinator

Gregory Youngman, Director of Pupil Personnel Services

*This document has been aligned with the
New Jersey Core Curriculum Content Standards*

*It is the policy of the Bernards Township Board of Education to provide equal
education opportunities regardless of color, creed, religion, gender or handicap.*

Table of Contents

Overview of the Current Program	4
Data Collection	5
Analysis of Survey Results	8
Mission Statement and Philosophy	9
Goals and Objectives of Program	10
Recommendations	33

Overview of the Current Program

The National Association for Sport and Physical Education (NASPE) defines a physically educated person as one who:

- Has learned the skills necessary to perform a variety of physical activities
- Does participate regularly in physical activity
- Is physically fit
- Knows the implications of and the benefits from involvement in physical activities
- Values physical activity and its contributions to a healthful lifestyle

Domains in Physical Education

Affective- Outcomes are based upon the students' feeling of themselves. These include self-esteem, self-respect, self-awareness and overall wellness.

Cognitive- Outcomes are based upon knowledge of rules, history and facts based upon games, sports, fitness and principles of safety.

Psychomotor- Outcomes are based upon the student's ability to perform activities, games and skills from a physical standpoint.

Social Responsibility- Outcomes are based upon student's responsibilities to others. These include, but are not limited to: cooperation, teamwork, using manners, role modeling, communication and respect.

Data Collection

A survey of 108 fifth grade parents was given to assess the program of curriculum and instruction in Physical Education in the elementary schools of Bernards Township. The results to the survey are listed below.

SA- Strongly Agree

A - Agree

N – Neutral

D – Disagree

SD- Strongly Disagree

1. The elementary physical education program provides instruction that promotes participation and enjoyment of physical activity.

SA	41%
A	38%
N	15%
D	4%
SD	2%

2. The elementary physical education program emphasizes fitness and wellness as valued objectives for students.

SA	40%
A	43%
N	14%
D	3%
SD	0%

3. The elementary physical education program utilizes a wide variety of activities.

SA	29%
A	56%
N	14%
D	2%
SD	0%

4. The elementary physical education program utilizes age-appropriate activities that foster the development of skills in social, physical, and cognitive areas.

SA	27%
A	50%
N	17%
D	6%
SD	0%

5. The elementary physical education program provides an appropriate understanding and balance of competitive and cooperative activities.

SA	21%
A	50%
N	24%
D	3%
SD	2%

6. Class size and equipment are optimal to promote student achievement and active participation in physical education classes.

SA	19%
A	47%
N	24%
D	8%
SD	1%

7. Indoor and outdoor facilities provide an environment that promotes activity in a safe manner.

SA	35%
A	47%
N	13%
D	6%
SD	0%

8. Time allotment and scheduling of physical education is suitable to maximize student development and learning.

SA	18%
A	51%
N	23%
D	6%
SD	2%

9. The curriculum of elementary physical education is based on the knowledge of how children develop.

SA	20%
A	45%
N	33%
D	1%
SD	2%

10. Communication through report cards, progress reports, teacher assessments, and direct contact between teacher and parents helps the parents to support what is learned in physical education.

SA	17%
A	30%
N	25%
D	22%
SD	6%

11. The elementary physical education curriculum integrates with the curriculum in the classrooms.

SA	10%
A	21%
N	51%
D	14%
SD	3%

12. The elementary physical education curriculum addresses the needs of the students, assists students in the development of a positive level of self-esteem, and enhances preparation for success in life.

SA	23%
A	33%
N	36%
D	5%
SD	4%

13. The elementary physical education program provides instruction that helps students to understand the value of a healthy lifestyle and fosters the knowledge of how best to achieve such.

SA	31%
A	47%
N	20%
D	3%
SD	0%

Analysis of Survey Results

- 79% of parents believe elementary physical education instruction promotes participation and enjoyment of physical activity
- 83% of parents strongly agree or agree that the elementary physical education program emphasizes fitness and wellness as valued objectives for students
- 85% of parents strongly agree or agree that the elementary physical education program utilizes a wide variety of activities
- 77% of parents strongly agree or agree that the elementary physical education program utilizes age-appropriate activities that foster the development of skills in social, physical, and cognitive areas
- 71% of parents strongly agree or agree that the elementary physical education program provides an appropriate understanding and balance of competitive and cooperative activities
- 66% of parents strongly agree or agree that the elementary physical education class size and equipment are optimal to promote student achievement and active participation
- 82% of parents strongly agree or agree that the elementary physical education indoor and outdoor facilities provide an environment that promotes activity in a safe manner
- 69% of parents strongly agree or agree that the time allotment and scheduling of physical education is suitable to maximize student development and learning
- 65% of parents strongly agree or agree that the curriculum of elementary physical education is based on the knowledge of how children develop
- 47% of parents strongly agree or agree that communication between teacher and parents helps the parents to support what is learned in physical education; 28% disagree or strongly disagree
- 31% of parents strongly agree or agree that the elementary physical education curriculum integrates with the curriculum in the classrooms; 51% of parents were neutral
- 56% of parents strongly agree or agree that the elementary physical education curriculum addresses the needs of the students, assists students in the development of a positive level of self-esteem, and enhances preparation for success in life; 36% were neutral
- 78% of parents strongly agree or agree that the elementary physical education program helps students to understand the value of a healthy lifestyle and fosters the knowledge of how best to achieve such

Mission Statement and Philosophy

Mission Statement

The Mission of the K-5 Physical Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a physically educated and socially responsible life long learner. We also believe that the benefits of a comprehensive physical education program will not only develop life long learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be contributing members of society.

Philosophy

As physical educators of children K-5, we feel it incumbent upon us that all students receive a well-rounded experience, which is rooted in holistic fitness and health or wellness. This is defined as freedom from disease, coping with stress, feeling a sense of accomplishment and growth, ability to express and create a positive and creative lifestyle, and feelings of contentment and happiness (Siedentop, 1994). These experiences should progress from Movement Education in the initial K-3 grades and progress to a Skill Themes oriented approach in the 4th and 5th grades. This transition takes place at the learner's own developmental rate. These curriculum models should encompass a wide variety of cooperative games, character education activities, initiatives, fitness activities and sports which should be interdisciplinary, integrate technology, and cut across all goals, but not be limited to the goals of the classroom teacher: Namely a gain of knowledge, self esteem/concept, social responsibility, character and an appreciation of lifetime health and fitness. A wide variety of teaching styles and strategies should be used to reach all learning styles and abilities of our students. A major focus should be placed on problem solving and guided discovery in order to develop lifelong thinkers, and enhance lifetime social skills. At times, teachers should use other strategies, methods and styles where appropriate to supplement the learning experience or to ensure safety of our students. In light of the recent Surgeon General's Report, we feel it necessary to guide students through a comprehensive curriculum, which will lead them to a lifetime of physical activity.

Goals and Objectives of the Program

List of Standards

2.1 All students will learn health promotion and disease prevention concepts and health enhancing behaviors.

2.2 All students will learn health-enhancing personal, interpersonal, and life skills.

2.3 All students will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs.

2.4 All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.

2.5 All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

2.6 All students will learn and apply health-related fitness concepts.

Kindergarten-First Grade

Movement Education/Rhythmic Activities/Fitness/Group Initiatives

Movement Education - Movement Education through guided discovery and problem solving is a process that lends itself to students being able to express and create a positive lifestyle. This can be done in the early years of a child's education. This model, coupled with these strategies allows students to discover answers for themselves, develop abilities, and to create on their own or in groups.

1. Locomotor and Movement Based Activities (Standards 2.5 and 2.6)

Goals:

- ◆ The students will discover and apply the following locomotor movements through varied activities.
- ◆ The students will utilize the following movements and concepts to enhance their personal fitness.
- ◆ The students will appreciate and comprehend the following movements and concepts as they are applied to more complex physical activity.

Objectives:

Through active participation the students should be able to apply locomotor movements to the following movement concepts.

- Spatial awareness
- Relationships with objects/people
- Effort awareness

2. Spatial Awareness –Where the body moves (Standards 2.5 and 2.6)

Goals:

- ◆ The students will discover and apply the following movements and concepts through varied activities.
- ◆ The students will utilize the following movements and concepts to enhance their personal fitness.
- ◆ The students will appreciate and comprehend the following movements and concepts as they are applied to more complex physical activity.

Objectives:

Through active participation the students should be able to inter-relate Spatial Awareness/Relationships to the following movement concepts.

- *Location*
 - Self-Space/General Space
- *Directions*
 - Up and Down
 - Forward and Backward
 - Right and Left
 - Clockwise and Counterclockwise

- *Levels*
 - Low
 - Medium
 - High
- *Pathways*
 - Straight
 - Curved
 - Zigzag
- *Extensions*
 - Large
 - Small
 - Far
 - Near

3. Effort- How the body moves (Standards 2.5 and 2.6)

Goals:

- ◆ The students will discover and apply the following movements and concepts through varied activities.
- ◆ The students will utilize the following movements and concepts to enhance their personal fitness.
- ◆ The students will appreciate and comprehend the following movements and concepts as they are applied to more complex physical activity.

Objectives:

Through active participation the students should be able to apply concept of effort to the following movement concepts.

- *Time*
 - Fast
 - Slow
 - Sudden
 - Sustained
- *Force*
 - Strong
 - Light
- *Flow*
 - Bound
 - Free

4. Relationships -With whom or with what (Standards 2.5 and 2.6)

Goals:

- ◆ The students will discover and apply the following movements through varied activities.
- ◆ The students will utilize the following movements and concepts to enhance their personal fitness.
- ◆ The students will appreciate and comprehend the following movements and concepts as they are applied to more complex physical activity.

Objectives:

Through active participation the students should be able to apply relationships to the following movement concepts.

- *Body Parts*
 - Round
 - Curved
 - Narrow
 - Wide
 - Twisted
 - Symmetrical
 - Non-symmetrical
- *Objects and People*
 - Over/Under
 - On/ Off
 - Near
 - Far
 - In front of
 - Behind
 - Along
 - Through
 - Meeting
 - Parting
 - Surrounding
 - Around
 - Alongside
- *People*
 - Leading
 - Following
 - Mirroring
 - Matching
 - Unison
 - Contrast
 - Alone in a mass
 - Solo
 - Partners
 - Groups
 - Between Groups

5. Educational Gymnastics/Stunts and Tumbling (Standards 2.5 and 2.6)**Goals:**

- ◆ The students will discover and apply the following movements through varied activities.
- ◆ The students will utilize the following movements and concepts to enhance their personal fitness.
- ◆ The students will appreciate and comprehend the following movements and concepts as they are applied to more complex physical activity.

Objectives:

Through active participation the students should be able to apply gymnastics apparatus and non-apparatus movements to the following movement concepts.

- Force
- Levels
- Pathways
- Relationships with objects and people
- Quality of movement
- Spatial awareness
- Directions
- Speed
- Flow
- Extension
- Effort awareness
- Body awareness

6. Rhythmic Activities (Standards 2.5 and 2.6)**Goals:**

- ◆ The students will discover and apply the following movements through varied activities.
- ◆ The students will utilize the following movements and concepts to enhance their personal fitness.
- ◆ The students will appreciate and comprehend the following movements and concepts as they are applied to more complex physical activity.

Objectives:

Through active participation the students should be able to apply rhythmic dance movements to the following movement concepts.

- Force
- Levels
- Pathways
- Relationships with objects/people
- Spatial awareness
- Directions
- Extensions
- Effort awareness
- Body awareness
- Flow
- Speed
- Quality of movement

7. Fitness (Standards 2.1, 2.2, 2.3, 2.5, and 2.6)**Goals:**

- ◆ The students will discover and apply the following movements and concepts through varied activities.

- ◆ The students will utilize the following movements and concepts to enhance their personal fitness.
- ◆ The students will appreciate and comprehend the following movements and concepts as they are applied to more complex physical activity.

Objectives:

Through active participation the students should be able to apply these major components of fitness to the following movement concepts.

- Force
- Levels
- Pathways
- Relationships with objects/people
- Spatial awareness
- Directions
- Extensions
- Effort awareness
- Body awareness
- Flow
- Speed
- Quality of movement

8. Group Initiatives (Standards 2.2 and 2.3)

Goals:

- The students will develop their critical thinking both individually and collectively through varied open-ended activities.
- The students will develop and utilize social responsibility and problem solving through daily participation in all aspects of Physical Education.
- The students will recognize the value of the following character traits as critical to one's social development.
- The students will appreciate and comprehend the importance of the following character traits on building meaningful relationships throughout their life.

Objectives:

Through active participation in group initiatives the students should be able to learn and apply the following character traits.

- Leadership
- Trust
- Acceptance
- Tolerance
- Cooperation
- Self Esteem
- Self control
- Sportsmanship
- Sharing
- Teamwork
- Honesty

- Fair play/Rules
- Respect
- Appreciation
- Caring
- Manners
- Problem solving skills

Second and Third Grade

Movement Education/Rhythmic Activities/Fitness/Group Initiatives

Movement Education - Movement Education through guided discovery and problem solving is a process that lends itself to students being able to express and create a positive lifestyle. This can be done in the early years of a child's education. This model, coupled with these strategies allows students to discover answers for themselves, develop abilities, and to create on their own or in groups.

1. Locomotor and Movement Based Activities (Standards 2.5 and 2.6)

Goals:

- ◆ The students will discover and apply the following locomotor movements and concepts through varied activities.
- ◆ The students will utilize the following movements and concepts to enhance their personal fitness.
- ◆ The students will appreciate and comprehend the following movements and concepts as they are applied to more complex physical activity.

Traveling-

- Walking
- Running
- Hopping
- Skipping
- Galloping
- Chasing/Fleeing
- Dodging
- Leaping
- Sliding
- Movement Sequences

Objectives:

Through active participation the students should be able to apply locomotor movements to the following movement concepts.

- Spatial awareness
- Relationships with objects/people
- Effort awareness

2. Spatial Awareness –Where the body moves (Standards 2.5 and 2.6)

Goals:

- ◆ The students will discover and apply the following movements and concepts through varied activities.
 - ◆ The students will utilize the following movements and concepts to enhance their personal fitness.
 - ◆ The students will appreciate and comprehend the following movements and concepts as they are applied to more complex physical activity.
- Exploration/Imagery
 - Tag Games

- Agility Activities
- Self/General Space
- Relationship Words and Phrases
- Motor Skills
- Manipulative Skills
- Non-manipulative Skills

Objectives:

Through active participation the students should be able to inter-relate Spatial Awareness/Relationships to the following movement concepts.

- *Location*
 - Self-Space/General Space
- *Directions*
 - Up and Down
 - Forward and Backward
 - Right and Left
 - Clockwise and Counterclockwise
- *Levels*
 - Low
 - Medium
 - High
- *Pathways*
 - Straight
 - Curved
 - Zigzag
- *Extensions*
 - Large
 - Small
 - Far
 - Near

3. Effort- How the body moves (Standards 2.5 and 2.6)

Goals:

- ◆ The students will discover and apply the following movements through varied activities.
- ◆ The students will utilize the following movements and concepts to enhance their personal fitness.
- ◆ The students will appreciate and comprehend the following movements and concepts as they are applied to more complex physical activity.
 - Exploration/Imagery
 - Tag Games
 - Agility Activities
 - Self/General Space
 - Relationship Words and Phrases
 - Motor Skills
 - Manipulative Skills

- Non-manipulative Skills

Objectives:

Through active participation the students should be able to apply concept of effort to the following movement concepts.

- Time
 - Fast
 - Slow
 - Sudden
 - Sustained
- Force
 - Strong
 - Light
- Flow
 - Bound
 - Free

4. Relationships -With whom or with what (Standards 2.5 and 2.6)

Goals:

- ◆ The students will discover and apply the following movements through varied activities.
- ◆ The students will utilize the following movements and concepts to enhance their personal fitness.
- ◆ The students will appreciate and comprehend the following movements and concepts as they are applied to more complex physical activity.
- Exploration/Imagery
- Tag Games
- Agility Activities
- Self/General Space
- Relationship Words and Phrases
- Motor Skills
- Manipulative Skills
- Non-manipulative Skills

Objectives:

Through active participation the students should be able to apply relationships to the following movement concepts.

- Body Parts
 - Round
 - Curved
 - Narrow
 - Wide
 - Twisted
 - Symmetrical
 - Non-symmetrical
- Objects and People

- Over
- Under
- On
- Off
- Near
- Far
- In Front
- Behind
- Along
- Through
- Meeting
- Parting
- Surrounding
- Around
- Alongside
- People
- Leading
- Following
- Mirroring
- Matching
- Unison
- Contrast
- Alone in a mass
- Solo
- Partners
- Groups
- Between Groups

5. Educational Gymnastics/Stunts and Tumbling (Standards 2.5 and 2.6)

Goals:

- ◆ The students will discover and apply the following movements and concepts through varied activities.
- ◆ The students will utilize the following movements and concepts to enhance their personal fitness.
- ◆ The students will appreciate and comprehend the following movements and concepts as they are applied to more complex physical activity.
 - Stunts and tumbling
 - Turning
 - Twisting
 - Rolling
 - Balancing/Counterbalancing
 - Transferring weight
 - Jumping and Landing
 - Exploration/Creative Movement

Objectives:

Through active participation the students should be able to apply gymnastics apparatus and non-apparatus movements to the following movement concepts.

- Force
- Levels
- Pathways
- Relationships with objects and people
- Quality of movement
- Spatial awareness
- Directions
- Speed
- Flow
- Extension
- Effort awareness
- Body awareness

6. Rhythmic Activities (Standards 2.5 and 2.6)**Goals:**

- ◆ The students will discover and apply the following movements and concepts through varied activities.
 - ◆ The students will utilize the following movements and concepts to enhance their personal fitness.
 - ◆ The students will appreciate and comprehend the following movements and concepts as they are applied to more complex physical activity.
- Aerobic Dance
 - Creative Dance
 - Folk and Square
 - Hula Hoops/Rings
 - Parachute
 - Jump Ropes
 - Popular Dance
 - Lummi Sticks
 - Ribbon Antics
 - Tin inkling Sticks

Objectives:

Through active participation the students should be able to apply rhythmic dance movements to the following movement concepts.

- Force
- Levels
- Pathways
- Relationships with objects/people
- Spatial awareness
- Directions
- Extensions
- Effort awareness

- Body awareness
- Flow
- Speed
- Quality of movement

7. Fitness (Standards 2.1, 2.2, 2.3, 2.5, and 2.6)

Goals:

- ◆ The students will discover and apply the following movements and concepts through varied activities.
- ◆ The students will utilize the following movements and concepts to enhance their personal fitness.
- ◆ The students will appreciate and comprehend the following movements and concepts as they are applied to more complex physical activity.
 - Body systems
 - Cardio respiratory endurance
 - Flexibility
 - Muscular strength
 - Muscular endurance
 - Body composition
 - Skill Related Fitness Components (speed, power, balance, agility, coordination)
 - Body parts
 - Wellness
 - Safety

Objectives:

Through active participation the students should be able to apply these major components of fitness to the following movement concepts.

- Force
- Levels
- Pathways
- Relationships with objects/people
- Spatial awareness
- Directions
- Extensions
- Effort awareness
- Body awareness
- Flow
- Speed
- Quality of movement

8. Group Initiatives (Standards 2.2 and 2.3)

Goals:

- The students will develop their critical thinking both individually and collectively through varied open-ended activities.
- The students will utilize social responsibility and problem solving through daily participation in all aspects of Physical Education.

- The students will recognize the value of the following character traits as critical to one's social development.
- The students will appreciate and comprehend the importance of the following character traits on building meaningful relationships throughout their lives.

Objectives:

Through active participation in group initiatives the students should be able to apply the following character traits.

- Leadership
- Trust
- Acceptance
- Tolerance
- Cooperation
- Self Esteem
- Self control
- Sportsmanship
- Sharing
- Teamwork
- Honesty
- Fair play/Rules
- Respect
- Appreciation
- Caring
- Manners
- Problem solving skills

Fourth and Fifth Grade

Skill Themes/Movement Concepts/Rhythm and Dance/Fitness/Initiatives/Sport and Life Skills

Skill Themes are fundamental movements that are later modified into the more specialized patterns on which activities of increasing complexity are built. Once the basic skills are learned to a certain degree of proficiency they can be combined with other skills and used in more complex settings. It is the transitional period between movement education and actual sport units. They are movements that can be performed which are incorporated into games and sport-related activities.

1. Traveling/Chasing, Fleeing, Dodging (Standards 2.5 and 2.6)

Goals:

- ◆ The students will demonstrate and identify the following skills through varied activities.
- ◆ The students will comprehend and apply the following skills to enhance their personal fitness.
- ◆ The students will appreciate the following skills as they are applied to more complex physical activity.
- ◆ The students will be able to differentiate and formulate purposeful movements using the following skills during various activities.
 - Walking
 - Running
 - Hopping
 - Skipping
 - Galloping
 - Sliding
 - Leaping
 - Turning/Twisting
 - Agility Activities

Objectives:

Through active participation the students should be able to apply these locomotor skills to the following movement concepts.

- Spatial awareness
- Quality of movement
- Speed
- Directions
- Pathways
- Levels
- Relationships with Objects/people
- Force
- Effort awareness
- Extensions

2. Rolling Objects (Standards 2.5 and 2.6)

Goals:

- ◆ The students will demonstrate and identify the following skills through varied activities.
- ◆ The students will comprehend and apply the following skills to enhance their personal fitness.
- ◆ The students will appreciate the following skills as they are applied to more complex physical activity.
- ◆ The students will be able to differentiate and formulate purposeful movements using the following skills during various activities.
 - Two Handed
 - One Handed
 - Dominant/Non-dominant hands

Objectives:

Through active participation the students should be able to apply these rolling skills to the following movement concepts

- Spatial awareness
- Quality of movement
- Speed
- Directions
- Pathways
- Levels
- Relationships with Objects/people
- Force
- Effort awareness
- Extensions

3. Throwing (Standards 2.5 and 2.6)

Goals:

- ◆ The students will demonstrate and identify the following skills through varied activities.
- ◆ The students will comprehend and apply the following skills to enhance their personal fitness.
- ◆ The students will appreciate the following skills as they are applied to more complex physical activity.
- ◆ The students will be able to differentiate and formulate purposeful movements using the following skills during various activities.
 - Underhand
 - Overhand
 - One/two handed
 - Dominant/Non-dominant
 - Passing

Objectives:

Through active participation the students should be able to apply these throwing skills to the following movement concepts

- Spatial awareness
- Quality of movement
- Speed
- Directions
- Pathways
- Levels
- Relationships with Objects/people
- Force
- Effort awareness
- Extensions

4. Catching (Standards 2.5 and 2.6)

Goals:

- ◆ The students will demonstrate and identify the following skills through varied activities.
 - ◆ The students will comprehend and apply the following skills to enhance their personal fitness.
 - ◆ The students will appreciate the following skills as they are applied to more complex physical activity.
 - ◆ The students will be able to differentiate and formulate purposeful movements using the following skills during various activities.
- Balls
 - Beanbags
 - Objects

Objectives:

Through active participation the students should be able to apply these catching skills to the following movement concepts

- Spatial awareness
- Quality of movement
- Speed
- Directions
- Pathways
- Levels
- Relationships with Objects/people
- Force
- Effort awareness
- Extensions

5. Kicking and Punting/Trapping (Standards 2.5 and 2.6)

Goals:

- ◆ The students will demonstrate and identify the following skills through varied activities.
- ◆ The students will comprehend and apply the following skills to enhance their personal fitness.
- ◆ The students will appreciate the following skills as they are applied to more complex

physical activity.

◆ The students will be able to differentiate and formulate purposeful movements using the following skills during various activities.

- Dribbling
- Passing
- Shooting
- Manipulation

Objectives:

Through active participation the students should be able to apply these kicking/trapping skills to the following movement concepts

- Spatial awareness
- Quality of movement
- Speed
- Directions
- Pathways
- Levels
- Relationships with Objects/people
- Force
- Effort awareness
- Extensions

6. Dribbling (Hands) (Standards 2.5 and 2.6)

Goals:

◆ The students will demonstrate and identify the following skills through varied activities.

◆ The students will comprehend and apply the following skills to enhance their personal fitness.

◆ The students will appreciate the following skills as they are applied to more complex physical activity.

◆ The students will be able to differentiate and formulate purposeful movements using the following skills during various activities.

- Balls
- Bounce Catch
- Dominant/Non-Dominant
- One/Two/Alt. Hands

Objectives:

Through active participation the students should be able to apply these dribbling skills to the following movement concepts

- Spatial awareness
- Quality of movement
- Speed
- Directions
- Pathways
- Levels

- Relationships with Objects/people
- Force
- Effort awareness
- Extensions

7. Striking with Implements/Volleying (Standards 2.5 and 2.6)

Goals:

- ◆ The students will demonstrate and identify the following skills through varied activities.
- ◆ The students will comprehend and apply the following skills to enhance their personal fitness.
- ◆ The students will appreciate the following skills as they are applied to more complex physical activity.
- ◆ The students will be able to differentiate and formulate purposeful movements using the following skills during various activities.
 - Various Objects
 - Different Body Parts
 - Short Implements
 - Long Implements
 - Targeting Activities
 - Spatial Arrangements
 - Eye/hand/foot coordination activities
 - Stationary and moving objects

Objectives:

Through active participation the students should be able to apply striking skills to the following movement concepts

- Spatial awareness
- Quality of movement
- Speed
- Directions
- Pathways
- Levels
- Relationships with Objects/people
- Force
- Effort awareness
- Extensions

8. Educational Gymnastics (Rolling, balancing, transferring weight, jumping and landing, hanging and climbing, flight) (Standards 2.5 and 2.6)

Goals:

- ◆ The students will demonstrate and identify the following skills through varied activities.
- ◆ The students will comprehend and apply the following skills to enhance their personal fitness.

◆ The students will appreciate the following skills as they are applied to more complex physical activity.

◆ The students will be able to differentiate and formulate purposeful movements using the following skills during various activities.

- Turning
- Twisting
- Creative Stretches
- Stunts and Tumbling
- Gymnastics Apparatus
- Pyramids
- Partner Balances
- Movement and Skill Routines
- Ropes and Rock Wall

Objectives:

Through active participation the students should be able to apply these gymnastics apparatus and non-apparatus skills and activities to the following movement concepts

- Spatial awareness
- Quality of movement
- Speed
- Directions
- Pathways
- Levels
- Relationships with Objects/people
- Force
- Effort awareness
- Body awareness
- Extension

9. Rhythmic Activities (Standards 2.5 and 2.6)

Goals:

◆ The students will demonstrate and identify the following skills through varied activities.

◆ The students will comprehend and apply the following skills to enhance their personal fitness.

◆ The students will appreciate the following skills as they are applied to more complex physical activity.

◆ The students will be able to differentiate and formulate purposeful movements using the following skills during various activities.

- Aerobic Dance
- Creative Dance
- Folk and Square
- Hula Hoops/Rings
- Parachute
- Jump Ropes
- Popular Dance

- Lummi Sticks
- Ribbon Antics
- Tinkling Sticks

Objectives:

Through active participation the students should be able to apply these rhythmic dance movements to the following movement concepts.

- Spatial awareness
- Quality of movement
- Speed
- Directions
- Pathways
- Levels
- Relationships with Objects/people
- Force
- Effort awareness
- Extensions
- Body awareness

10. Fitness (Standards 2.1, 2.2, 2.3, 2.5, and 2.6)

Goals:

- ◆ The students will demonstrate and identify the following skills and concepts through varied activities.
- ◆ The students will comprehend and apply the following skills and concepts to enhance their personal fitness.
- ◆ The students will appreciate the following skills and concepts as they are applied to more complex physical activity.
- ◆ The students will be able to differentiate and formulate purposeful movements using the following skills and concepts during various activities.
 - Body systems
 - Exercise physiology
 - Cardio respiratory endurance
 - Flexibility
 - Muscular strength
 - Muscular endurance
 - Body composition
 - Body parts
 - Wellness
 - Safety

Objectives:

Through active participation the students should be able to apply these major components of fitness to the following movement concepts

- Spatial awareness
- Quality of movement
- Speed

- Directions
- Pathways
- Levels
- Relationships with Objects/people
- Force
- Effort awareness
- Extensions
- Body awareness

11.Group Initiatives (Standards 2.2 and 2.3)

Goals:

- ◆ The students will develop critical thinking skills both individually and collectively through varied open-ended activities.
- ◆ The students will utilize social responsibility and problem solving through daily participation in all aspects of physical education.
- ◆ The students will recognize the value of the following character traits as critical to one's social development.
- ◆ The students will appreciate and comprehend the importance of the following character traits on building meaningful relationships throughout their life.

Objectives:

Through active participation in-group initiatives the students should be able to apply the following character traits.

- Leadership
- Trust
- Acceptance
- Cooperation
- Self Esteem
- Self control
- Sportsmanship
- Sharing
- Teamwork
- Honesty
- Fair play/Rules
- Respect
- Appreciation
- Caring
- Manners
- Problem solving skills

11. Sport And Life Skills (Standards: 2.2, 2.5, 2.6)

Goals:

- ◆ The students will be able to develop cooperative skills to accomplish group or team goals in both cooperative and competitive activities.
- ◆ The students will be able to discover and value that physical activity and sport provides the opportunity for enjoyment, challenge, self-expression and social interaction.

◆ The students will be able to describe personal, psychological and emotional benefits of their participation in physical activity.

- Strategy
- Creativity
- Sportsmanship
- Pedagogy of sport
- Leadership
- Trust
- Self/peer assessment
- Acceptance
- Cooperation
- Self Esteem
- Self control
- Sharing
- Teamwork
- Honesty
- Fair play/Rules
- Respect
- Appreciation
- Caring
- Manners
- Problem solving skills

Objectives:

Through active participation the students should be able to incorporate and initiate the following life and sport skills to their present and future life endeavors.

- Modified to traditional net sports
- Modified to traditional invasion sports
- Modified to traditional target sports
- New games

Recommendations for 2006-2007

- The curriculum is current in the field and does not need revision at this time.
- When scheduling, arrange pullouts so that they don't continually interfere with physical education classes.
- Avoid double classes taught by a single teacher. Appropriate student-teacher ratios should be implemented at all times.
- Improve teachers' working spaces.
- Improve heating and ventilation systems in gymnasiums.
- Ensure safety of all indoor facilities (i.e. lighting, floor surfaces, broken doors, lunch tables on walls) and all outdoor facilities (i.e. fields).
- Improve storage facilities to ensure space for all equipment.
- Create schedules that allow for team-teaching models and common prep times on a regular basis.
- Increase the amount of money allocated to allow staff to attend professional development conferences/workshops.
- Purchase an appropriate amount of equipment to serve the number of students.
- Improve technology equipment (i.e. heart rate monitors).
- Consider installation of sound systems in gymnasiums.