



## **Alabama Physical Education Instructional Guide**

**A Companion Guide to the 2009 *Alabama Course of Study: Physical Education***

Thomas R. Bice  
State Superintendent of Education  
ALABAMA DEPARTMENT OF EDUCATION



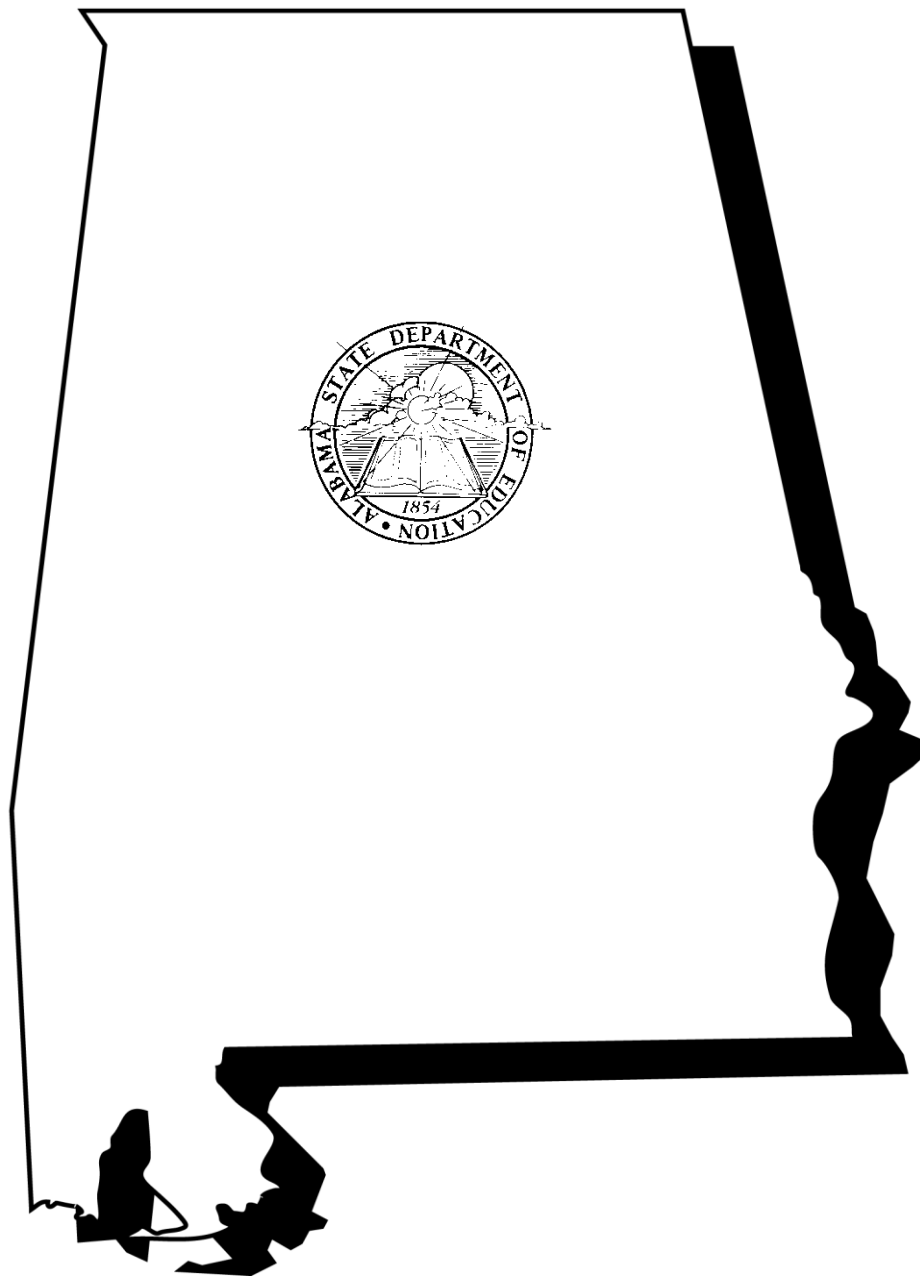
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Thomas R. Bice, State Superintendent of Education  
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# ALABAMA PHYSICAL EDUCATION INSTRUCTIONAL GUIDE



Thomas R. Bice  
State Superintendent of Education  
Alabama Department of Education

## STATE SUPERINTENDENT OF EDUCATION'S MESSAGE

Dear Educator:

The 2011 *Alabama Physical Education Instructional Guide* is intended to serve as a companion document to the 2009 *Alabama Course of Study: Physical Education*. The guide is an invaluable resource for the novice, experienced, and veteran physical educator regarding the development, implementation, and evaluation of standards-based quality physical education programs and instruction that are vertically aligned to the 2009 *Alabama Course of Study: Physical Education*. This document addresses inclusion, lesson plans and activities, safety, appropriate and inappropriate practices, and resources as they apply to the physical education classroom. Also included are suggestions for classroom management as well as ideas for establishing school policies and procedures as they relate to the physical education setting.

Effective standards-based physical education programs require administrative leadership and support. In recognition of this fact, this guide also addresses topics of interest for school- and system-level administrators by defining quality physical education and linking instruction to the Alabama Quality Teaching Standards, EDUCATEAlabama, and the Alabama Educator Code of Ethics.

The overall goal of Alabama's K-12 physical education curriculum is for each student to achieve excellence in physical education. At a time when more children in Alabama than ever before are obese and inactive, this instructional guide is a call to action, providing practical steps to help all students achieve a physically active and healthy lifestyle.

**Thomas R. Bice**  
State Superintendent of Education

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## PREFACE

The 2011 *Alabama Physical Education Instructional Guide* is intended to be used by physical education teachers in preparation for instruction of the minimum required content contained in the 2009 *Alabama Course of Study: Physical Education*. Material contained in this document is directly related to the need for providing a quality physical education program that allows all students to acquire the knowledge and skills necessary to maintain healthy lifestyles that contribute to a better quality of life.

This guide is the result of a statewide collaborative project involving physical educators, school administrators, health professionals, and representatives from the Alabama Department of Education and the Alabama Department of Public Health. The document has been reviewed and endorsed by the Centers for Disease Control and Prevention (CDC) and the National Association for Sport and Physical Education (NASPE).

During the development of the document, the 2010 Quality Physical Education Task Force engaged in extensive research of physical education professional journals and other publications; reviewed similar curriculum documents from other states; investigated numerous Internet sources; and received and reviewed comments and suggestions from outside reviewers, including members of professional health agencies, professional physical education organizations, and others in the physical education field. Finally, the Task Force developed what it believes to be an outstanding document that not only complements the 2009 *Alabama Course of Study: Physical Education*, but also serves as an important resource for teachers as they plan for quality physical education programs for the students in their schools.



# ALABAMA PHYSICAL EDUCATION INSTRUCTIONAL GUIDE

## TABLE OF CONTENTS

<b>PREFACE</b> .....	iii
<b>ACKNOWLEDGMENTS</b> .....	v
<b>INTRODUCTION</b> .....	1
<b>QUALITY PHYSICAL EDUCATION</b> .....	2
<b>CREATING THE LEARNING ENVIRONMENT</b> .....	4
<b>MAINTAINING SAFETY IN CLASS AND PLAY SETTINGS</b> .....	11
<b>PLANNING FOR INSTRUCTION</b> .....	19
Grades K-8 Sample 36-Week Pacing Guides .....	20
Grades 9-12 Sample LIFE 36-Week Pacing Guide .....	43
Grades K-5 Sample 18-Week Pacing Guides .....	53
<b>DESIGNING LESSONS</b> .....	65
Grades K-8 Sample Lesson Plans .....	66
Grades K-8 Sample Activities .....	109
<b>INTEGRATING THE CURRICULUM</b> .....	128
Individual and Partner Integration Models .....	130
Group and Schoolwide Integration Models .....	141
<b>PERFORMING AND UTILIZING MEANINGFUL ASSESSMENTS</b> .....	143
Program Assessment .....	144
Instructor Assessment .....	145
Student Assessment .....	146
<b>DELIVERING EFFECTIVE INSTRUCTION IN DIFFICULT SITUATIONS</b> .....	167
Strategies for Large Classes .....	168
Strategies for Small Spaces .....	170
<b>SERVING STUDENTS WITH DISABILITIES</b> .....	176
<b>TEACHING ENGLISH LANGUAGE LEARNERS</b> .....	195
<b>IDENTIFYING INAPPROPRIATE PRACTICES AND BEHAVIORS</b> .....	199
Games, Activities, and Exercises .....	200
Bullying .....	204
<b>TEACHING AND LEARNING IN THE TWENTY-FIRST CENTURY</b> .....	208
<b>APPENDIX A.</b> Equipment Recommendations .....	214
<b>APPENDIX B.</b> Skill Development .....	216
<b>APPENDIX C.</b> Activity and Game Instructions .....	225
<b>APPENDIX D.</b> Alabama Teaching Standards .....	234
<b>APPENDIX E.</b> LIFE Wellness Assessments .....	254
<b>APPENDIX F.</b> Physical Education Internet Resources .....	264
<b>APPENDIX G.</b> Activity Pyramid .....	266
<b>APPENDIX H.</b> 504 Students and Adapted Physical Education .....	267
<b>BIBLIOGRAPHY</b> .....	266

## ACKNOWLEDGMENTS

This document was developed by the 2010 Quality Physical Education Task Force composed of early childhood, intermediate school, middle school, high school, and college educators; parents; and business and professional persons appointed by the Alabama State Superintendent of Education. The Task Force began work in March 2010 and submitted the document to the Alabama Department of Education in July 2011.

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## INTRODUCTION

The 2011 *Alabama Physical Education Instructional Guide* is designed to assist physical educators in implementing the 2009 *Alabama Course of Study: Physical Education*. Instructors are encouraged to use the document to develop quality physical education programs that challenge students to enthusiastically incorporate physical activity as part of their daily routines for a lifetime. Sample instructional guidelines and best practices contained in the document are intended to serve as examples for designing an instructional program that meets the most basic movement needs of students with physical challenges and provides learning experiences that result in improved levels of physical skill and fitness for all students. School systems may choose to adopt this document or use it as a model for developing local physical education instructional guides.

Several factors determined the content of the document. Among those, the most important were the need to:

- Address the increasing obesity epidemic and subsequent health issues found among students in Alabama.
- Provide quality physical education programs for all students in Alabama.
- Provide an instructional guide aligned with the minimum required content contained in the 2009 *Alabama Course of Study: Physical Education*, including recommendations provided by the National Association for Sport and Physical Education (NASPE).
- Address specific grade-level concerns regarding:
  - Building a foundation of fundamental movement skills for students in Grades K-5.
  - Providing a variety of physical activities for students in Grades 6-8.
  - Challenging students in Grades 9-12 to achieve the knowledge and skills necessary for developing a plan for lifelong fitness.

The guide is an invaluable resource for all teachers in respect to the development, implementation, and evaluation of standards-based quality physical education programs. Teachers, utilizing this document, will find information regarding suggestions for classroom management; safety issues in class and play settings; and yearly pacing guides, lesson plans, and activities aligned with physical education course of study content. Curriculum integration models, assessments, and strategies for teaching students with disabilities are also included. In addition, detailed information is provided regarding suggestions for designing a twenty-first century program of instruction and learning that addresses appropriate use of technology.

Components of this document contain effective tools for use in the delivery of the minimum required content of the 2009 *Alabama Course of Study: Physical Education*. Together, these documents provide local school systems with a foundation for building programs of quality physical education experiences that lead all Alabama students toward the goal of achieving excellence in physical education.

# QUALITY PHYSICAL EDUCATION

A program of quality physical education provides learning experiences that meet the developmental needs of youth by helping improve mental alertness, academic performance, readiness to learn, and enthusiasm for learning. Evidence shows that physical activity can help improve academic achievement and positively impact cognitive skills, attitudes, academic performance, concentration, attention, and classroom behavior.

In order to achieve a quality physical education program, five critical areas must be addressed. These areas, listed below, include teacher credentials, class size and time requirements, learning environment, instruction, and assessment.

## Teacher Credentials

A quality physical education program is one in which all instructors:

- Possess current certification in physical education.
- Participate regularly in professional development activities to maintain and upgrade knowledge of appropriate pedagogy and technology regarding the teaching of physical education.
- Are certified in first aid and cardiopulmonary resuscitation (CPR).

## Class Size and Time Requirements

A quality physical education program is one in which all classes:

- Are consistent with teacher-to-student ratios in other academic areas or classrooms.
- Conform to the following Alabama Department of Education time requirements:
  - ✓ Every student in Grades K-8 must have a minimum of 30 minutes of physical education daily, and 50 minutes is recommended for middle school. Neither may include lunch or recess.
  - ✓ In those schools where Grades 7 and 8 are housed with elementary grades (K-6), the school may follow the time requirement listed for Grades K-6 (30 minutes daily) or the time suggested for Grades 7-8 (50 minutes daily).

## Learning Environment

A quality physical education program is one in which all classes:

- Provide for a safe, positive, and developmentally appropriate learning environment.
- Are supplied with adequate equipment and facilities for each student to actively participate in all phases of instruction.
- Have adequate technology available for use by teachers and students.

## Instruction

A quality physical education program is one in which instruction is designed to:

- Provide for a planned, sequenced curriculum that includes stated outcomes that are assessed on a regular basis.
- Meet the recommendation for at least 50 percent moderate-to-vigorous activity during all Grades K-12 physical education classes.
- Provide students with the knowledge, skills, and values required to participate safely in physical activity throughout a lifetime.
- Allow for modifications to ensure success for all students.
- Provide for full inclusion of all students in developmentally appropriate activities.

## **Assessment**

A quality physical education program is one in which assessment:

- Is frequent and based on designated learning outcomes aligned with national, state, and local standards.
- Includes a variety of methods, techniques, and forms.
- Is designed to assist students in understanding and improving knowledge, skills, and values related to activity and health-related fitness.
- Provides feedback for student learning and curricular planning.

# CREATING THE LEARNING ENVIRONMENT



## OVERVIEW

Effective organization and management are essential to the success of any quality physical education program. Instructors must carefully plan and prepare for instruction prior to the beginning of the school year and continue to evaluate and readjust plans according to any changing needs or requirements of the school or the students. The following considerations may be especially helpful for instructors during the first few days of class:

1. Arrive earlier than usual to be certain all materials are in order.
2. Learn quickly students' names.
3. Be firm, but fair.
4. Discuss with students general goals and expectations of the physical education program.
5. Tell students they are expected to work together to achieve excellence.

## PREPARING FOR THE BEGINNING OF THE SCHOOL YEAR

1. Be certain indoor and outdoor activity areas, equipment, and materials are ready. Create a plan for regularly checking equipment for safety and condition.
2. Establish procedures such as rules, routines, and policies prior to the beginning of the school year, making certain these are approved in advance by the principal.
3. Post rules, including consequences for not adhering to rules.
4. Develop a locker supervision plan.
5. Plan in detail for first week of instructional activities. This week is crucial for teaching rules and routines and establishing a positive atmosphere for the remainder of the year.
6. Prepare a parent information letter. (See "Sample Letter to Parents," page 8.)
7. Update physical education or instructor Web site to include valuable information about the physical education curriculum.
8. Create a journal and make entries daily. Include observations such as the following:
  - Was the lesson effective or ineffective? Why? Do any items need to be changed?
  - Did an unusual discipline problem arise? What procedures were in place for handling the problem? Should additional procedures be developed?
  - What student successes were experienced?
9. Enter important dates such as faculty meetings, parent-teacher association (PTA) meetings, and scheduled observations on a personal appointment calendar.
10. Construct a physical education first-aid kit. Contents might include bandages, suntan lotion, sweet snacks, hand sanitizer, socks, emergency telephone numbers, and a two-way radio or cellular telephone.
11. Become familiar with the school building, grounds, and emergency evacuation routes. Locate restrooms, nurse's office, media center, cafeteria, and maintenance closet.
12. Establish good rapport and a cooperative working relationship with students, parents, faculty, staff, administration, central office staff, the community, and the local school board of education.
13. Meet with other classroom teachers to discuss integration of academic content into the physical education curriculum where applicable. Schedule regular meetings to discuss progress.
14. Plan ways to advocate the physical education program, including speaking at PTA programs; making presentations at local, state, and national physical education professional organization meetings; joining professional physical education organizations; and communicating with other physical education teachers both in the school and the school system.

## ORIENTING STUDENTS AT THE BEGINNING OF THE SCHOOL YEAR

A portion of the first week of school should be devoted to orienting students to the physical education instructional setting. Students learn best in an environment governed by high expectations that are consistently enforced. This applies to managerial as well as instructional aspects of the class. To ensure students have a clear understanding of expectations, procedures such as rules and routines should be taught to students just as content is taught. There are four important principles to include when teaching rules and routines:

1. Rules and routines should be explained, discussed, and then practiced through a variety of meaningful activities such as role playing.
2. Reinforcement of rules and routines should not be limited to the first week of school, but should continue throughout the school year.
3. Immediate feedback concerning adherence to rules and routines should be provided to students.
4. Benefits and importance of daily participation in physical education activities should be discussed with students to make certain they understand the need for achieving a healthy level of fitness.

Benefits include the following:

- Students learn concepts of fitness, nutrition, sport and motor skills, and rewards of developing and maintaining a healthy, active lifestyle.
- Students improve and maintain acceptable fitness levels throughout the year.
- Students improve sport skills in selected activities.
- Students explore a wide variety of activities to promote a lifelong, healthy level of physical fitness.
- Students demonstrate responsible personal and social behavior in cooperative and competitive settings.

## ESTABLISHING MIDDLE AND HIGH SCHOOL PROCEDURES

General procedures for middle and high school physical education instructional settings must be planned according to rules, routines, and policies for daily participation by students in the physical education setting. Information includes sample policies regarding required student health forms, student dress requirements, and requirements regarding student responsibilities for lockers and locker room use. In addition, guidelines for addressing instructor responsibilities concerning student use of the locker room are also provided.

### **Student Health Form Requirements**

- Have on file with the school a completed medical information form. (See “Sample Student Physical Education Health Form,” page 10.)
- Be familiar with the school medical exemption policy for nonparticipation in physical education activities. (See “Establishing Medical Exemption Policies,” page 9; and “Sample Student Physical Education Health Restriction Form,” page 10.)

### Student Dress Requirements

- Maintain a change of clothes (other than school clothes) appropriate for wear during participation in physical activities. Items must include:
  - ✓ Gym shoes and socks.
  - ✓ Physical education uniform or other designated apparel.
- Wear appropriate clothing for participation in physical education activities. Students who do not wear proper attire should not be allowed to “sit out” during the class period, but rather to engage in modified physical activity. These activities include, but are not limited to:
  - ✓ Walking around activity area.
  - ✓ Engaging in modified participation in class activity.
- Become knowledgeable of possible disciplinary actions regarding non-compliance with physical education dress requirements such as the following:
  - ✓ In-school suspension
  - ✓ After-school suspension
  - ✓ Additional homework assignment
- Avoid wearing inappropriate or unsafe items such as dangling or loop earrings, watches, hard bracelets, rings, long necklaces, or other items that may cause harm during physical activity.
- Avoid wearing inappropriate or unsafe footwear such as sandals, dress shoes, flip flops, or other footwear that may cause harm during physical activity.
- Avoid wearing clothing that allows undergarments to be exposed.
- Avoid wearing sagging pants or shorts or clothing with rolled waistbands.

### Student Use of Facility Requirements

- Use equipment only with supervision of instructor.
- Enter locker room only if supervised by instructor.
- Keep locker room clean and free of trash.
- Avoid bringing food, drink, or gum to any of the physical education facilities. Failure to follow rule will result in assignment to detention. **This notice serves as the first warning.**
- Avoid participation in conduct considered inappropriate for locker room, gymnasium, weight room, outdoor fields, and track or tennis courts. Inappropriate conduct may result in detention and referral to the office of the principal. **No horseplay allowed!**
- Keep assigned locker clean and locked at all times. **Personal belongings must be locked in lockers daily and are the responsibility of each individual student.**
- Avoid bringing valuable items to the gymnasium.
- Report immediately lost locks to instructor.

### Instructor Responsibilities for Student Use of Facility

- Review with students all requirements for use of the physical education facility, including health forms and appropriate attire.
- Assign student lockers and locks at the beginning of each term.
- Be certain that locker room is locked when instructor not present.
- Have all areas of locker room in view of instructor at all times. This may be accomplished by placing mirrors on walls in strategic locations.

## COMMUNICATING WITH PARENTS

Communicating with parents is important to the success of the physical education program. An information letter sent home at the beginning of the school year is an effective way to begin a pattern of communication. Newsletters, instructor Web sites, and special event fliers can also be used. On the next page is a sample letter to the parent or guardian of an elementary school physical education student.

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## SAMPLE LETTER TO PARENTS

Dear Parent/Guardian:

My name is \_\_\_\_\_, and I am your child's physical education teacher. I am very excited about teaching your child how to move efficiently and safely. Throughout the school year I plan for your child to participate in a wide variety of developmentally appropriate activities. It is my personal mission to help each child discover physical activities he or she may enjoy both at school and at home. My overall goal is for your child to develop a love for movement that continues throughout a lifetime.

One of the most important components of a quality physical education experience is the establishment of a positive learning environment. Physical education classroom procedures help create this type of environment by ensuring that physical education classes run smoothly, student disruptions are minimized, and student learning is maximized. Below are procedures consisting of rules, routines, and policies that must be followed in physical education class. Please become familiar with these procedures and discuss them with your child.

**Rules and Routines** (Insert, or attach, a brief list of class rules and routines, including any consequences for not following rules or routines.)

**Policies** (Insert, or attach, a list of policies. Examples may include policies such as those regarding nonparticipation, medical excuses, and proper attire for participation in physical activities.)

Thank you for taking time to read this letter and discuss the information with your child. I appreciate your support and look forward to getting to know you and your child. If you have questions, comments, or would like to visit your child's physical education class, please do not hesitate to contact me. My contact information is provided below.

Teacher Name

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
E-mail Address

\_\_\_\_\_  
Teacher Web Page (if applicable)

Sincerely,  
\_\_\_\_\_

Please provide the following information, cut on the line below, and have your child return this form by (date).

-----  
I have read and understand the rules, routines, and policies for participation in physical education class and have discussed them with my child.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Parent Signature and Date

\_\_\_\_\_  
Student Grade Level

\_\_\_\_\_  
Parent E-mail Address or Telephone Number

## ESTABLISHING MEDICAL EXEMPTION POLICIES

Local school systems or schools are encouraged to adopt a policy concerning medical excuses for nonparticipation in physical education programs. Teachers who adopt individual policies should have approval from the administration. All excuses for exemption from physical education activities must be kept on file for two years and then properly disposed, either by shredding or by burning. Confidentiality when filing such papers is of utmost importance.

Parents and guardians should be informed of the medical exemption policy at the beginning of the academic year. Physical education teachers are encouraged to work with the school nurse to develop a database, to be updated regularly, that provides a medical history for each student in his or her class. Suggestions for local or school medical exemption policies are listed below. In addition, a sample elementary student health form and a sample physical education health restriction form are located on the following page.

- If a student is unable to participate fully on a particular day due to illness or injury, he or she must bring a written note signed and dated by a parent or guardian. This note will be accepted for up to three (3) consecutive days.
- An excuse from total participation of any duration or restrictive participation beyond three (3) consecutive days shall be confirmed by a physician's statement specifying the type of illness or injury and the nature and duration of the restriction. The statement should include the types of activities to be avoided in order to allow the physical educator to modify instruction for the student.
- When a student is unable to fully participate, daily activities will be modified according to specific needs provided in the written excuse. For example, a student may be asked to walk during lesson time.
- An excuse from a chiropractor will be recognized regarding problems of the skeletal framework, sprains, and muscular difficulties. However, excuses related to colds, sinus conditions, and other illnesses generally treated by medical doctors will not be accepted from chiropractors.

## SAMPLE STUDENT PHYSICAL EDUCATION HEALTH FORM

To ensure your child's safety in physical education, it is important that his or her teacher be aware of all medical conditions that may affect your child's physical activity performance. Complete the following form by placing a check mark (✓) in the box to the left of any medical conditions listed below that apply to your child. Please supply any additional information in the space provided at the bottom of the form.

Student Name	Date
Cardiovascular/respiratory problems	Diabetes
Severe allergic reactions	High blood pressure
Fainting spells/sudden unconsciousness	Sickle-cell anemia
Asthma	Epilepsy
Medically documented injuries that limit physical education participation (Attach medical documentation.)	Scoliosis
Other (Attach medical documentation.)	
Additional comments:	

My child participates in an individualized education program (IEP) or has a 504 plan that addresses physical limitations and/or goals that should be addressed in physical education class. \_\_\_ Yes \_\_\_ No

\_\_\_\_\_  
Signature of Parent or Guardian

## SAMPLE STUDENT PHYSICAL EDUCATION HEALTH RESTRICTION FORM

Student Name \_\_\_\_\_ Date \_\_\_\_\_

To ensure proper modifications for participation in physical activity are made for your child, it is important that his or her teacher be aware of any illness or injury that may affect your child's physical activity performance. A physician is required to determine the extent of illness or injury, the prescribed level of activity the student is able to perform, and the beginning and end date for this modification. If possible, the injured or ill student is expected to participate in some type of modified physical activity each day.

**Please check the physical activity level most appropriate for this student.**

Low-intensity activity
  Moderate-intensity activity
  High-intensity activity

Beginning date \_\_\_\_\_ Ending date \_\_\_\_\_

Comments (Please include additional activities you feel would benefit this student.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
 \_\_\_\_\_  
 Signature of Physician Printed Name of Physician  
 \_\_\_\_\_  
 Address Telephone Number

# MAINTAINING SAFETY IN CLASS AND PLAY SETTINGS



## OVERVIEW

Due to the nature of the physical education facilities environment, it is imperative for instructors to plan ahead to ensure the safety and well-being of students. Appropriate planning will help reduce the occurrences of mishaps in the physical education environment. For information other than that provided below, refer to the Alabama Educator Code of Ethics. (See Appendix D.)

When a student is under instructor supervision in physical education class, the instructor serves in the parental role (*in loco parentis*) and is expected to act in a reasonable and responsible manner, ensuring the student's safety. When an instructor does not act prudently, negligence may occur. Negligence is determined through review of four areas of teacher responsibility or duty. These areas are described as follows:

- 1. Duty**

Definition. The instructor has the duty to protect each student in his or her classroom.

- 2. Breach of Duty**

Definition. The instructor does not maintain the expected standard of protection for a student.

- 3. Proximate Cause**

Definition. The instructor's behavior is the cause of a student injury.

- 4. Injury**

Definition. The student is hurt due to breach of duty.

While student safety is a schoolwide concern, there are several aspects of the physical education program where a concern for student safety, including efforts to avoid negligence, is extremely important. The most common involve the areas of supervision, facilities and equipment, and activities.

- 1. Supervision**

- Constant, active monitoring of students by classroom instructor is required.
- Adequate number of instructors must be provided according to number of students enrolled in class.

- 2. Facilities and Equipment**

- Facilities and equipment must be properly maintained for safety.
- Equipment must be appropriate for age of students.

- 3. Activities**

- Skills and activities must be taught properly according to physical education "best practices."
- Students must be instructed properly regarding equipment use.
- Safety precautions must be established and enforced.
- Inherent risks must be discussed with students.
- Medical procedures and protocols must be developed and taught to students.

## PLAY AREA SAFETY

Because all play areas present challenges, and because students can be expected to use equipment or a play area in unintended and unanticipated ways, teacher supervision is mandatory. A play area should allow students to develop gradually and test their skills by providing a series of graduated challenges. The challenges presented should be appropriate for age-related abilities and should be ones that students can perceive and choose to undertake. Therefore, age-appropriate play area equipment should accommodate differences with regard to the type, scale, and layout of equipment. Older students should not be allowed to play on equipment or in an area designed for younger students.

Teachers and administrators must be aware that the Americans With Disabilities Act (ADA) of 1990 is a comprehensive civil rights law that prohibits discrimination on the basis of disability. Titles II and III of the ADA require, among other things, that newly constructed and altered state and local government facilities, places of public accommodation, and commercial facilities be readily accessible to and usable by individuals with disabilities. Recreation facilities, including play areas, are among the types of facilities covered by Titles II and III of the ADA.

## DIVIDING THE STUDENT POPULATION

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When dealing with a large number of students, consider dividing the student population into smaller groups. This can be achieved by allowing each available instructor, including paraprofessionals, to teach one of the smaller groups individually. For example, if 200 students are attending physical education class at one time and there are two physical education instructors and two paraprofessionals, dividing the class yields four classes of 50 students each, which is much easier to teach than one class of 200. The following are tips for implementing this plan:

- Lesson plans supplied by the certified physical education instructor must be utilized by paraprofessionals.
- A facilities rotation plan can be created to ensure that all students have an opportunity to participate equally in the “preferred” activity area. For example, two of the classes may be in the activity area, one on the outdoor basketball court, and the other in an outdoor grassy area.
- If equipment is limited, alternate lessons can be taught to the divided classes of students. For example, one group may be participating in a throwing lesson while the other groups are participating in rhythmic dance lessons.

## SUPERVISING THE PLAY AREA

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The quality of supervision depends on school personnel’s knowledge of safe play behavior. Teachers and school administrators should be aware that not all playground equipment is appropriate for all children who may use the play area or equipment. Schools should not rely on supervision alone to prevent injuries. School personnel should employ the following basic playground safety precautions to include:

- Checking for broken equipment, making sure children do not play on broken equipment, and reporting damage for repairs or removal.
- Checking for and removing unsafe modifications, especially ropes tied to equipment, before allowing children to play.
- Checking for properly maintained protective surfacing.
- Making sure children wear appropriate footwear.
- Monitoring and stopping dangerous horseplay such as children throwing protective surfacing materials and jumping from heights.
- Watching for and stopping children from wandering away from play area.

## EQUIPMENT TO AVOID IN THE PLAY AREA

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Some playground equipment is not recommended for use on school grounds, play areas, or playgrounds. The following is a list of some equipment considered inappropriate:

- Trampolines
- Swinging gates
- Giant slides
- Climbing ropes that are not secured at both ends
- Heavy metal swings (These are not recommended because their heavy rigid metal framework presents a risk of impact injury.)
- Multiple-occupancy swings (Swings that are intended for more than one user are not recommended because their greater mass, as compared to single-occupancy swings, presents a risk of impact injury.)
- Rope swings (Free-swinging ropes that may fray or form a loop are not recommended because they present a potential strangulation hazard.)
- Swinging dual exercise rings and trapeze bars (These are rings and trapeze bars on long chains that are generally considered to be items of athletic equipment and are not recommended for playgrounds but may be acceptable for gymnastic equipment. NOTE: The recommendation against the use of exercise rings does not apply to overhead hanging rings such as those used in a ring trek or ring ladder.)

## OUTDOOR SURFACING FOR THE PLAY AREA

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The surfacing under and around playground equipment is one of the most important factors in reducing the likelihood of life-threatening head injuries. A fall onto a shock-absorbing surface is less likely to cause a serious head injury than a fall onto a hard surface. However, some injuries from falls, including broken limbs, may occur no matter what playground surfacing material is used. Any material tested by the American Society for Testing Materials (ASTM F1292),\* including unitary surfaces and engineered wood fiber, are considered appropriate surfacing for play areas. These include materials such as the following:

- Pea gravel
- Sand
- Shredded or recycled rubber mulch
- Wood mulch (not chromate copper-arsenate [CCA] treated)
- Wood chips

\*ASTM F1292 and CSA Z614 are the leading standard for Impact Attenuation of Surface Systems under and around playground equipment. ASTM F1292 and CSA Z614 require every playground safety surface used to have a critical height value of at least the height of the highest designated play surface on the equipment. This height represents the fall height for the equipment, surface play support, and the required fall heights.

## HAZARDS TO AVOID IN THE PLAY AREA

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### **Crush and Shear Points**

Anything that could crush or shear limbs should not be accessible to children on a playground. Crush and shear points can be caused by parts moving relative to each other or to a fixed part during a normal use cycle, such as a seesaw.

### **Entanglement and Impalement**

Projections on playground equipment should not be able to entangle children's clothing nor should they be large enough to impale.

### **Strings and Ropes**

Drawstrings on the hoods of jackets, sweatshirts, and other upper-body clothing can become entangled in playground equipment and can cause death by strangulation.

### **Head Entrapment**

Head entrapment is a serious concern on playgrounds since it could lead to strangulation and death. A child's head may become entrapped if the child enters an opening either feet first or head first. Head entrapment by head-first entry generally occurs when children place their heads through an opening in one orientation, turn heads to a different orientation, and then are unable to get themselves out. Head entrapment by feet-first entry involves children who generally sit or lie down and slide feet into an opening that is large enough to permit bodies to go through but is not large enough to permit heads to go through. A part or a group of parts should not form openings that could trap a child's head. Also, children should not wear bicycle helmets while on playground equipment. There have been recent head entrapment incidents in which children wearing bicycle helmets became entrapped in spaces that would not normally be considered a head entrapment. Certain openings could present an entrapment hazard if the distance between any interior opposing surfaces is greater than a 3.5-inch distance and less than a 9-inch distance.

### **Partially Bound Openings and Angles**

Children can become entrapped by partially bound openings, such as those formed by two or more playground parts. Angles formed by two accessible adjacent parts should be greater than 55 degrees unless the lowest leg is horizontal or below horizontal.

### **Sharp Points, Corners, and Edges**

Sharp points, corners, or edges on any part of the playground or playground equipment may cut or puncture a child's skin. Sharp edges can cause serious lacerations if protective measures are not taken. To avoid the risk of injury from sharp points, corners, and edges, the following cautionary procedures must be addressed:

- Exposed open ends of all tubing not resting on the ground or otherwise covered should be covered by caps or plugs that cannot be removed without the use of tools.
- Wood parts should be smooth and free from splinters.
- All corners, metal, and wood should be rounded.
- All metal edges should be rolled or have rounded capping.
- There should be no sharp edges on slides. Pay special attention to metal edges of slides along the sides and at the exit.
- Conduct frequent inspections of equipment that may deteriorate as a result of wear and tear.

## **Suspended Hazards**

Children using a playground may be injured if they run into or trip over suspended components, such as cables, wires, ropes, or other flexible parts, connected from one piece of the playground equipment to another or hanging to the ground. These suspended components can become hazards when they are within 45 degrees of horizontal and are less than seven feet above the protective surfacing. To avoid a suspended hazard, suspended components must be:

- Located away from high-traffic areas.
- Colored brightly to contrast with the surrounding equipment and surfacing.
- Constructed so as not to be able to be looped back on themselves or other ropes, cables, or chains to create a circle with a 5-inch or greater perimeter.
- Fastened at both ends unless they are seven inches or less long or attached to a swing seat.

These recommendations do not apply to swings or climbing nets if the suspended component is more than seven feet above the protective surfacing and is a minimum of one inch at its widest cross-section dimension.

## **Tripping Hazards**

Play areas should be free of tripping hazards, such as sudden changes in elevation, to children who are using a playground. Two common causes of tripping are anchoring devices for playground equipment and containment walls for loose-fill surfacing materials. Close attention must be given to the following:

- All anchoring devices for playground equipment, such as concrete footings or horizontal bars at the bottom of flexible climbers, should be installed below ground level. This will also prevent children from sustaining additional injuries from impact if they fall on exposed footings.
- Contrasting the color of the surfacing with the equipment color can contribute to better visibility.
- Surfacing on containment walls should be highly visible.
- Any change of elevation should be obvious.
- Contrasting the color of the containment barrier with the surfacing color can contribute to better visibility.

## **Used Tires**

Used automobile and truck tires are often recycled as playground equipment, such as tire swings or flexible climbers. Recycled tires may be shredded into a rubber mulch to be used for cushioning under a seesaw or to be used as a protective surfacing for the entire playground area. When recycling tires for playground use, consider the following guidelines:

- Steel-belted radial tires should be examined closely on a regular basis to ensure that there are no exposed steel belts or wires.
- Drainage holes should be made on the underside of tires to reduce collection of water and debris.
- Recycled rubber mulch from tire products should be inspected before installation to ensure that all metal has been removed.

## MAINTENANCE OF THE PLAY AREA

Inadequate maintenance of equipment has resulted in injuries on playgrounds. Because the safety of playground equipment and its suitability for use depend on good inspection and maintenance, the manufacturer's maintenance instructions and recommended inspection schedules should be strictly followed. If the manufacturer's recommendations are not available, a maintenance schedule should be developed based on actual or anticipated playground use. Frequently used playgrounds will require more frequent inspections and maintenance.

### **Maintenance Inspections**

A comprehensive maintenance program should be developed for each play area. All activity areas and equipment should be inspected for excessive wear, deterioration, and any potential hazards. One possible procedure is the use of checklists. Some manufacturers supply checklists for general or detailed inspections with their maintenance instructions. These can be used to ensure that inspections are in compliance with the manufacturer's specifications. If manufacturer-provided inspection guidelines are not available, a general checklist should be developed as a guide for frequent routine inspections of equipment and grounds. This is intended to address only general maintenance concerns. Detailed inspections should give special attention to moving parts and other parts that can be expected to wear. Maintenance inspections should be carried out in a systematic manner by personnel familiar with play and activity areas. A sample checklist for routine inspection and maintenance of the play area is included on the following page.

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**SAMPLE ROUTINE PHYSICAL EDUCATION CLASSROOM AND  
PLAYGROUND INSPECTION AND MAINTENANCE CHECKLIST**

Place a checkmark (✓) in the box to indicate area(s) in need of inspection or maintenance.

<input type="checkbox"/>	Broken equipment such as loose bolts, missing end caps, cracks
<input type="checkbox"/>	Broken glass and other trash
<input type="checkbox"/>	Cracks in plastics
<input type="checkbox"/>	Loose anchoring
<input type="checkbox"/>	Hazardous or dangerous debris
<input type="checkbox"/>	Insect damage
<input type="checkbox"/>	Problems with surfacing
<input type="checkbox"/>	Displaced loose-fill surfacing
<input type="checkbox"/>	Holes, flakes, or buckling of unitary surfacing
<input type="checkbox"/>	User modifications (such as ropes tied to parts or equipment rearranged)
<input type="checkbox"/>	Vandalism
<input type="checkbox"/>	Worn, loose, damaged, or missing parts
<input type="checkbox"/>	Wood splitting
<input type="checkbox"/>	Rusted or corroded metals
<input type="checkbox"/>	Rot
<input type="checkbox"/>	Other (specify)

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Inspected by \_\_\_\_\_ Date \_\_\_\_\_

# PLANNING FOR INSTRUCTION



The Grades K-8 sample 36-week or yearly pacing guides are written to reflect the minimum required content of the 2009 *Alabama Course of Study: Physical Education*. When designing local pacing guides, the following items should be considered:

1. Determine objectives based on the minimum required content contained in the 2009 *Alabama Course of Study: Physical Education*.
2. Gather systemwide information regarding school holidays, in-service dates, faculty and staff professional development opportunities, prearranged parent conference dates, and other preplanned activities that need to be considered before developing the local pacing guide.
3. Determine the scope and sequence of the program. This is best done in systemwide collaborative meetings with other physical education instructors.
4. Utilize the following scope of content chart to determine weekly topics categorized by movement form. Instructors opting to develop local pacing guides are encouraged to follow the recommended percentage of time devoted to various movement forms as indicated in the chart.

<b>GRADES K-8 SAMPLE SCOPE OF CONTENT</b>								
<b>Topic</b>	<i>Percentage of School Year and Equated Days</i>							
	<b>Grades K-1</b>		<b>Grades 2-3</b>		<b>Grades 4-5</b>		<b>Grades 6-8</b>	
	Percent	Days	Percent	Days	Percent	Days	Percent	Days
Orientation	2.5%	5	2.5%	5	2.5%	5	2.5%	5
Fundamental skills	35.0%	63	20.0%	36	15.0%	27	10.0%	18
Creative and rhythmic movement	25.0%	45	20.0%	36	20.0%	36	10.0%	18
Body management and gymnastics	20.0%	36	20.0%	36	15.0%	27	10.0%	18
Game skills	15.0%	27	25.0%	45	35.0%	63	50.0%	90
Fitness activities	0.0%	0	10.0%	18	10.0%	18	15.0%	27
Special events days	2.5%	4	2.5%	4	2.5%	4	2.5%	4
<b>TOTAL</b>	<b>100.0%</b>	<b>180</b>	<b>100.0%</b>	<b>180</b>	<b>100.0%</b>	<b>180</b>	<b>100.0%</b>	<b>180</b>
<b>Movement Form</b>	<b>Movement Form Descriptors</b> (Movement concept instruction should be integrated into all activities.)							
Fundamental skills	Locomotor, nonlocomotor (stability/axial), and manipulative skills							
Creative and rhythmic movements	Fundamental movement to music; creative rhythms; various forms of dance; and manipulative activities such as jumping rope and performing movements incorporating Lummi sticks, ribbons, and balls							
Body management and gymnastics	Animal walks; gymnastic challenges such as stunts and tumbling; activities with and without apparatus; transfer of body weight activities; and activities on apparatus such as benches, climbing ropes, jump-boxes, and scooters							
Game skills	Low-level games, cooperative and competitive games, and modified and sport lead-up games*							
Fitness activities	Fitness testing and related activities							

\*Lead-up games offer students additional opportunities to refine game skills while applying rules and strategies for actual game participation. Effectively designed lead-up games provide for maximum participation by all students and are encouraged to be used in place of regulation sports that limit student participation. Refer to Appendix C for sample lead-up games and activities.

Implementation of a yearly pacing guide helps ensure successful student mastery of fundamental and specialized skills. Initially, a new skill should be taught and practiced in isolation (e.g., dribbling); after which, it should then be practiced in combination with movement concepts or other skills (e.g., dribbling while traveling). When students are successful using the skill in combination, it should be practiced in more complex activities such as games, rhythms, and gymnastics (e.g., dribble tag).

The pacing guides are designed according to a weekly format with a suggested sequence of instruction; however, the sequence may be altered to best meet the needs of students within a particular school or according to instructor preference. Instructors are encouraged to prepare detailed lessons using the pacing guide lesson focus for guidance in creating appropriate lessons. Sample 36-week pacing guides provided in this part of the document are organized according to grade cluster—Grades K-1, Grades 2-3, Grades 4-5, and Grades 6-8.

The sample pacing guide is designed for Grades K-1 classes that meet 30 minutes per day for a period of 36 weeks. Topics for instruction are based on the minimum required content of the 2009 *Alabama Course of Study: Physical Education*. Many of the games and activities listed below in the “Topics for Instruction” column, including lead-up games, are located in Appendix C.

The first column in the following chart indicates the week of school, the second column indicates the focus of the lesson for the week, the third column indicates topics for instruction for the week, and the fourth column indicates the targeted 2009 *Alabama Course of Study: Physical Education* grade level and content standard to be addressed during the week. Grade level and content standard numbers are identified first by level and then by number. For example, K.10 indicates the grade level as kindergarten and the content standard number as 10.

<b>GRADES K-1 SAMPLE 36-WEEK PACING GUIDE</b>			
<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
1	Orientation	<ol style="list-style-type: none"> <li>1. Establishing rules, routines, and policies</li> <li>2. Reviewing rules, including consequences for not following rules</li> <li>3. Forming partners, groups, and circles; dividing the class</li> <li>4. Adhering to the freeze signal</li> <li>5. Participating in pre-assessment activities</li> </ol>	<p>K.10 K.15 1.12</p>
2	Fundamental skills	<ol style="list-style-type: none"> <li>1. Continuing orientation</li> <li>2. Continuing pre-assessment activities</li> <li>3. Exploring general and personal space</li> <li>4. Understanding relationships with objects, as in general space, over, under, and around</li> <li>5. Reducing amount of general and personal space</li> <li>6. Traveling in general space</li> </ol>	<p>K.1 1.7</p>
3	Fundamental skills	<ol style="list-style-type: none"> <li>1. Walking, marching, hopping, sliding, galloping, and skipping                             <ol style="list-style-type: none"> <li>a. Moving in different directions, levels, and pathways</li> <li>b. Turning while traveling</li> <li>c. Traveling and freezing</li> </ol> </li> <li>2. Manipulating beanbags                             <ol style="list-style-type: none"> <li>a. Tossing and catching a beanbag without a partner from a stationary position</li> <li>b. Performing stunts while tossing and catching a beanbag</li> <li>c. Balancing a beanbag from stationary and traveling positions</li> <li>d. Moving to rhythms such as beanbag rhythmic activities</li> </ol> </li> </ol>	<p>K.1 1.2</p>

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>4</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Performing extensions of the body</li> <li>2. Traveling and freezing at different levels</li> <li>3. Kicking a stationary ball from a stationary position</li> <li>4. Dropping, bouncing, and kicking lightweight balls</li> </ol>	1.4
<b>5</b>	Fundamental skills and balance	<ol style="list-style-type: none"> <li>1. Traveling while varying speed and force</li> <li>2. Making shapes with the body such as wide, narrow, twisted, curled, and stretched</li> <li>3. Traveling, as in over, under, and around</li> <li>4. Balancing symmetrically and asymmetrically</li> </ol>	K.1 K.2 K.7 1.1 1.7
<b>6</b>	Fundamental skills and rhythms	<ol style="list-style-type: none"> <li>1. Running</li> <li>2. Performing traveling sequences</li> <li>3. Incorporating traveling sequences into creative and simple rhythms</li> </ol>	K.1 K.6 1.5
<b>7</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Performing hula hoop activities <ol style="list-style-type: none"> <li>a. Performing hula hoops around various body parts</li> <li>b. Traveling, as in around, between, and inside hoops</li> <li>c. Jumping with hoops</li> <li>d. Rolling, spinning, and balancing hoops</li> </ol> </li> <li>2. Throwing objects for distance <ol style="list-style-type: none"> <li>a. Throwing, without a partner, fleece balls, beanbags, yarn balls, and tennis balls against large targets such as walls or hoops</li> </ol> </li> </ol>	K.1 K.4 1.1 1.4
<b>8</b>	Fundamental and game skills	<ol style="list-style-type: none"> <li>1. Traveling while matching and mirroring a partner</li> <li>2. Traveling while fleeing and dodging</li> <li>3. Traveling, fleeing, and dodging in simple games</li> </ol>	K.1 K.8 1.7
<b>9</b>	Game skills	<ol style="list-style-type: none"> <li>1. Participating in cooperative activities, games, and challenges</li> </ol>	K.8 K.11 K.12 1.11 1.12

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>10</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Jumping and landing               <ol style="list-style-type: none"> <li>a. Jumping following teacher cues</li> <li>b. Jumping for distance and height</li> </ol> </li> <li>2. Rolling a ball               <ol style="list-style-type: none"> <li>a. In different directions</li> <li>b. From different positions</li> <li>c. At different speeds</li> </ol> </li> <li>3. Catching a rolled ball</li> </ol>	K.7 1.1 1.6
<b>11</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Manipulating large balls such as playground balls               <ol style="list-style-type: none"> <li>a. Rolling and handling a ball from a stationary position</li> <li>b. Bouncing and catching a ball without a partner; tossing and catching a ball without a partner</li> <li>c. Lifting and catching a ball with feet</li> </ol> </li> <li>2. Kicking large balls               <ol style="list-style-type: none"> <li>a. Approaching a stationary ball and kicking</li> <li>b. Trapping a slow-moving ball</li> <li>c. Rolling a ball to a partner</li> </ol> </li> </ol>	K.4 1.4
<b>12</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Performing long-rope activities               <ol style="list-style-type: none"> <li>a. Jumping over a swinging rope</li> <li>b. Traveling through rope pathways</li> <li>c. Turning a rope</li> <li>d. Running through a rope</li> </ol> </li> <li>2. Learning, performing, and reviewing short-rope activities</li> </ol>	K.5 1.5
<b>13</b>	Body management and gymnastics	<ol style="list-style-type: none"> <li>1. Performing animal movements</li> <li>2. Performing log, side, and forward rolls</li> <li>3. Performing individual balance activities</li> <li>4. Performing individual, partner, and group stunts</li> </ol>	K.7 1.6
<b>14</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Performing activities with balloons and beach balls               <ol style="list-style-type: none"> <li>a. Keeping a balloon or beach ball in the air using one body part such as a hand and then using combinations of various body parts</li> <li>b. Traveling while controlling a balloon or beach ball</li> <li>c. Striking a balloon or beach ball with short-handled implements such as paddles</li> </ol> </li> </ol>	K.1 1.4 1.7

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>15</b>	Fundamental and rhythmic skills	<ol style="list-style-type: none"> <li>1. Jumping and landing               <ol style="list-style-type: none"> <li>a. Using various floor patterns, directions, and heights</li> <li>b. Exploring various body shapes while jumping</li> <li>c. Jumping over low obstacles</li> <li>d. Jumping rhythmically with short ropes</li> <li>e. Jumping over a swinging rope</li> </ol> </li> </ol>	K.5 K.7 1.1 1.5
<b>16</b>	Fundamental and game skills	<ol style="list-style-type: none"> <li>1. Performing parachute activities               <ol style="list-style-type: none"> <li>a. Moving to rhythmic sequences</li> <li>b. Using the basic elements of movement, including time (beat), space (self and general), and energy (high and low)</li> </ol> </li> <li>2. Fleeing from a chaser</li> <li>3. Catching a fleeing person</li> </ol>	K.8 1.7
<b>17</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Walking and jogging               <ol style="list-style-type: none"> <li>a. Traveling with a partner while incorporating walking or jogging activities such as “Scavenger Hunt” or “I Spy”</li> <li>b. Traveling with a piece of equipment such as tossing and catching a beanbag while walking or jogging</li> </ol> </li> <li>2. Marching               <ol style="list-style-type: none"> <li>a. Marching in sequences and patterns or formations</li> <li>b. Performing marching routines while manipulating a piece of equipment such as a beanbag individually or a parachute with a group</li> </ol> </li> </ol>	K.2 K.13 1.13 1.14
<b>18</b>	Body management and gymnastics	<ol style="list-style-type: none"> <li>1. Performing animal movements</li> <li>2. Balancing in different body shapes</li> <li>3. Balancing on low equipment such as a balance beam or board</li> <li>4. Jumping off equipment to practice transfer of weight skill</li> <li>5. Performing individual, partner, and group stunts</li> </ol>	K.7 1.1 1.6
<b>19</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Performing simple dances such as “Looby Loo,” “Hokey Pokey,” “Chicken Dance,” “Hamster Dance,” and “Shoe Fly”</li> <li>2. Performing Lummi stick routines</li> </ol>	K.6 1.5

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
20	Fundamental skills	<ol style="list-style-type: none"> <li>1. Throwing for distance               <ol style="list-style-type: none"> <li>a. Throwing following teacher cues</li> <li>b. Throwing to large targets</li> </ol> </li> <li>2. Striking beach balls, foam rubber balls, or lightweight volleyballs with body parts               <ol style="list-style-type: none"> <li>a. Striking a ball into the air</li> <li>b. Striking a ball against a wall</li> <li>c. Striking a ball against the floor, as in dribbling</li> </ol> </li> </ol>	K.4 1.4
21	Fundamental skills related to basketball	<ol style="list-style-type: none"> <li>1. Passing</li> <li>2. Dribbling</li> <li>3. Shooting</li> <li>4. Sliding and running in varying pathways</li> </ol>	K.4 K.8 1.4 1.7
22	Fundamental skills	<ol style="list-style-type: none"> <li>1. Sliding, hopping, galloping, and skipping through pathways and obstacles</li> <li>2. Traveling while varying movement concepts, as in quickly, slowly, gracefully, and awkwardly</li> <li>3. Performing activities on low apparatus               <ol style="list-style-type: none"> <li>a. Performing animal walks on benches</li> <li>b. Skipping, galloping, and sliding on benches</li> <li>c. Jumping off and onto benches</li> <li>d. Pulling the body along benches</li> <li>e. Pushing the body with arms on benches</li> </ol> </li> </ol>	K.1 K.7 1.2 1.6
23	Fundamental skills	<ol style="list-style-type: none"> <li>1. Performing tossing and catching activities using a ball and a scoop</li> <li>2. Supporting body weight with hands</li> <li>3. Receiving and transferring weight</li> <li>4. Making bridges with the body</li> <li>5. Kicking balls to a partner</li> </ol>	K.7 1.1 1.4
24	Fundamental skills	<ol style="list-style-type: none"> <li>1. Hopping (which is different from jumping)               <ol style="list-style-type: none"> <li>a. Varying patterns and directions</li> <li>b. Varying body positions and levels</li> </ol> </li> <li>2. Jumping               <ol style="list-style-type: none"> <li>a. Jumping, landing, and rolling</li> <li>b. Jumping and landing from different heights</li> <li>c. Landing and absorbing body weight</li> </ol> </li> <li>3. Twisting and turning</li> <li>4. Rocking and swaying</li> <li>5. Stretching and curling</li> <li>6. Bending</li> </ol>	K.1 K.3 1.1 1.3

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>25</b>	Fundamental and rhythmic skills	<ol style="list-style-type: none"> <li>1. Jumping with short ropes               <ol style="list-style-type: none"> <li>a. In time to music, as in slow or fast time</li> <li>b. With one foot</li> <li>c. Backward</li> <li>d. While jogging</li> </ol> </li> <li>2. Tossing and catching, without a partner, items such as beanbags, fleece balls, tennis balls, or playground balls</li> </ol>	K.4 K.5 1.4
<b>26</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Performing simple folk and aerobic dances</li> </ol>	K.6 1.5
<b>27</b>	Body management and gymnastics	<ol style="list-style-type: none"> <li>1. Performing animal movements</li> <li>2. Performing forward and backward rolls</li> <li>3. Performing balance stunts</li> <li>4. Performing individual, partner, and group stunts</li> </ol>	K.7 1.1 1.6
<b>28</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Striking with body parts or short-handled implements               <ol style="list-style-type: none"> <li>a. Striking a stationary ball</li> <li>b. Striking suspended objects</li> <li>c. Striking targets</li> </ol> </li> </ol>	1.4 1.7
<b>29</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Leaping</li> <li>2. Volleying with and without a partner</li> <li>3. Striking with racquets</li> </ol>	K.1 1.4 1.7
<b>30</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Pushing and pulling</li> <li>2. Throwing underhand</li> <li>3. Throwing overhand</li> </ol>	K.4 1.3 1.4
<b>31</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Performing simple rhythmic dances</li> </ol>	K.6 1.5
<b>32</b>	Game skills	<ol style="list-style-type: none"> <li>1. Participating in cooperative activities, games, and challenges</li> </ol>	K.11 K.12 1.12
<b>33</b>	Fundamental skills related to soccer	<ol style="list-style-type: none"> <li>1. Dribbling from a stationary position</li> <li>2. Dribbling while traveling</li> <li>3. Passing to a partner</li> <li>4. Trapping a ball</li> </ol>	K.7 1.4 1.7
<b>34</b>	Game skills	<ol style="list-style-type: none"> <li>1. Participating in simple games</li> </ol>	K.7 1.4 1.7
<b>35</b>	End-of-year activities		
<b>36</b>	End-of-year activities		

Alternative activities:

- Climbing ropes
- Climbing walls
- Performing magic rope activities
- Performing scooter activities

The sample pacing guide is designed for Grades 2-3 classes that meet 30 minutes per day for a period of 36 weeks. Topics for instruction are based on the minimum required content of the 2009 *Alabama Course of Study: Physical Education*. Many of the games and activities listed below in the “Topics for Instruction” column, including lead-up games, are located in Appendix C.

The first column in the following chart indicates the week of school, the second column indicates the focus of the lesson for the week, the third column indicates topics for instruction for the week, and the fourth column indicates the targeted 2009 *Alabama Course of Study: Physical Education* grade level and content standard to be addressed during the week. Grade level and content standard numbers are identified first by level and then by number. For example, 2.1 indicates the grade level as second and the content standard number as 1.

<b>GRADES 2-3 SAMPLE 36-WEEK PACING GUIDE</b>			
<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
1	Orientation	<ol style="list-style-type: none"> <li>1. Establishing rules, routines, and policies</li> <li>2. Reviewing rules, including consequences for not following rules</li> <li>3. Forming partners, groups, and circles; dividing the class</li> <li>4. Adhering to the freeze signal</li> <li>5. Taking part in pre-assessment activities</li> </ol>	2.11
2	Fundamental skills and rhythmic gymnastics	<ol style="list-style-type: none"> <li>1. Participating in hoop activities                             <ol style="list-style-type: none"> <li>a. Using various body parts</li> <li>b. Jumping with a partner</li> <li>c. Spinning and reverse-spinning with a hoop</li> <li>d. Balancing a hoop on body parts</li> </ol> </li> <li>2. Tossing and catching hoops with a partner using one and two hoops</li> <li>3. Participating in wand activities                             <ol style="list-style-type: none"> <li>a. Performing stretching and strengthening exercises</li> <li>b. Balancing on different body parts</li> <li>c. Tossing from one hand to the other</li> <li>d. Tossing and catching one and two wands with a partner</li> <li>e. Releasing and catching wands without a partner</li> </ol> </li> <li>4. Performing rhythmic gymnastics</li> </ol>	2.2 2.7 3.6

Week	Lesson Focus	Topics for Instruction	Grade Level and Content Standard
3	Fundamental skills	<ol style="list-style-type: none"> <li>1. Using pedometers in physical education settings               <ol style="list-style-type: none"> <li>a. Learning how pedometers work</li> <li>b. Positioning pedometers correctly</li> <li>c. Practicing pedometer procedures</li> </ol> </li> <li>2. Performing walking activities using pedometers               <ol style="list-style-type: none"> <li>a. Participating in a treasure hunt</li> <li>b. Tossing and catching a ball with a partner while walking</li> <li>c. Performing "Mixed-up Walks," as in backward, sideways, forward, and on toes</li> </ol> </li> <li>3. Jogging with pedometers</li> </ol>	<p>2.12 2.13 3.13</p>
4	Fundamental skills related to football	<ol style="list-style-type: none"> <li>1. Passing</li> <li>2. Catching and receiving</li> <li>3. Centering</li> <li>4. Passing and receiving with a partner</li> <li>5. Participating in lead-up games such as "Five Passes"</li> </ol>	<p>2.5 3.2 3.3</p>
5	Fundamental skills, rhythms, and gymnastics	<ol style="list-style-type: none"> <li>1. Galloping, sliding, skipping, and running</li> <li>2. Traveling while fleeing and dodging</li> <li>3. Traveling, fleeing, and dodging in games</li> <li>4. Incorporating traveling and balancing sequences into creative rhythms</li> </ol>	<p>2.2 2.7 3.1 3.6</p>
6	Body management and gymnastics	<ol style="list-style-type: none"> <li>1. Performing animal movements</li> <li>2. Performing log, side, and forward rolls</li> <li>3. Performing individual balance activities</li> <li>4. Performing individual, partner, and group stunts</li> </ol>	<p>2.6 3.7</p>
7	Fundamental skills	<ol style="list-style-type: none"> <li>1. Participating in throwing activities               <ol style="list-style-type: none"> <li>a. Throwing hard against a wall with no specific target</li> <li>b. Throwing, emphasizing correct form and using cues</li> <li>c. Throwing for velocity at large targets</li> <li>d. Traveling and throwing at large targets</li> <li>e. Participating in simple games involving traveling and throwing</li> </ol> </li> </ol>	<p>2.5 3.3</p>
8	Fitness testing		<p>2.12 2.13 2.14 3.14</p>
9	Fitness testing		<p>2.12 2.13 2.14 3.14</p>

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>10</b>	Fundamental skills related to soccer	<ol style="list-style-type: none"> <li>1. Dribbling</li> <li>2. Passing, using inside- and outside-the-foot passes</li> <li>3. Trapping</li> <li>4. Performing soccer drills and lead-up games</li> </ol>	<p>2.5 3.2 3.3</p>
<b>11</b>	Fundamental skills related to soccer	<ol style="list-style-type: none"> <li>1. Continuing topics from previous week               <ol style="list-style-type: none"> <li>a. Reviewing skills</li> <li>b. Participating in soccer drills</li> </ol> </li> <li>2. Performing soccer lead-up games such as dribbling a soccer ball around a specified number of obstacles before attempting to score a goal</li> </ol>	<p>2.5 3.2 3.3</p>
<b>12</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Participating in folk dances</li> </ol>	<p>2.7 3.6</p>
<b>13</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Performing long-rope activities and stunts               <ol style="list-style-type: none"> <li>a. Learning front- and back-door entrances</li> <li>b. Participating in jumping games</li> <li>c. Traveling while jumping and turning a rope</li> <li>d. Turning a rope while jumping</li> <li>e. Tossing and catching while jumping</li> <li>f. Practicing “Egg Beater” jumping</li> <li>g. Practicing “Double Dutch” jumping</li> </ol> </li> </ol>	<p>2.6 3.5</p>
<b>14</b>	Body management and gymnastics	<ol style="list-style-type: none"> <li>1. Performing animal movements</li> <li>2. Performing forward roll combinations</li> <li>3. Performing backward curls</li> <li>4. Performing individual balance activities</li> <li>5. Performing individual, partner, and group stunts</li> </ol>	<p>2.6 3.7</p>
<b>15</b>	Creative and rhythmic movements and gymnastics	<ol style="list-style-type: none"> <li>1. Participating in folk and multicultural dances</li> <li>2. Performing rhythmic gymnastics such as wand routines</li> </ol>	<p>2.2 2.7 3.6</p>
<b>16</b>	Fundamental skills related to basketball	<ol style="list-style-type: none"> <li>1. Reviewing passing, dribbling, and shooting</li> <li>2. Participating in basketball skill drills</li> <li>3. Participating in basketball lead-up activities such as “Birdies in a Cage”</li> </ol>	<p>2.5 3.2 3.3</p>
<b>17</b>	Fundamental skills related to basketball	<ol style="list-style-type: none"> <li>1. Reviewing passing, dribbling, and shooting</li> <li>2. Participating in basketball skill drills</li> <li>3. Participating in basketball lead-up activities such as dribbling within a specified boundary, losing control of ball, and having to dribble ball around boundary one time before reentering</li> </ol>	<p>2.5 3.2 3.3</p>

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>18</b>	Fundamental skills, rhythms, and gymnastics	<ol style="list-style-type: none"> <li>1. Participating in parachute activities</li> <li>2. Performing rhythms and gymnastics with parachutes and hoops</li> </ol>	<p>2.2 2.7 3.6</p>
<b>19</b>	Fundamental and game skills	<ol style="list-style-type: none"> <li>1. Participating in throwing activities               <ol style="list-style-type: none"> <li>a. Reviewing form and throwing for velocity</li> <li>b. Throwing at large stationary targets</li> <li>c. Throwing while traveling to stationary targets</li> <li>d. Throwing back and forth with a partner</li> <li>e. Throwing while stationary to a moving target</li> </ol> </li> <li>2. Participating in throwing games</li> </ol>	<p>2.5 3.3</p>
<b>20</b>	Fundamental skills related to hockey or croquet	<ol style="list-style-type: none"> <li>1. Developing appropriate game skills</li> <li>2. Performing drills to enhance skill development</li> <li>3. Participating in lead-up activities</li> </ol>	<p>2.5 3.2 3.3</p>
<b>21</b>	Game skills	<ol style="list-style-type: none"> <li>1. Participating in cooperative activities, games, and challenges such as playing “Popcorn” with a parachute or creating a parachute mushroom</li> </ol>	<p>2.8 2.11 3.3 3.10 3.11 3.12 3.13</p>
<b>22</b>	Body management and gymnastics	<ol style="list-style-type: none"> <li>1. Performing animal movements</li> <li>2. Performing a forward roll to a walkout</li> <li>3. Performing backward curls</li> <li>4. Performing tripods</li> <li>5. Performing individual balance activities</li> <li>6. Performing individual, partner, and group stunts</li> </ol>	<p>2.6 3.7</p>
<b>23</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Performing kicking activities               <ol style="list-style-type: none"> <li>a. Approaching a stationary ball</li> <li>b. Kicking a stationary ball for distance and accuracy</li> <li>c. Kicking a rolling ball from a stationary position for distance and accuracy</li> <li>d. Kicking a ball back and forth with a partner</li> <li>e. Kicking and traveling with a partner</li> </ol> </li> </ol>	<p>2.5 3.3</p>

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>24</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Participating in short-rope activities               <ol style="list-style-type: none"> <li>a. Jumping fast and slow</li> <li>b. Performing side- and double-side swings with and without a jump</li> <li>c. Performing a rocker step</li> <li>d. Performing a slalom step</li> <li>e. Performing a side straddle</li> <li>f. Jumping backward</li> <li>g. Jumping with a partner</li> <li>h. Jumping with three partners</li> </ol> </li> </ol>	<p>2.6 3.5</p>
<b>25</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Performing line and partner mixer dances</li> </ol>	<p>2.7 3.6</p>
<b>26</b>	Fundamental skills related to racquet sports	<ol style="list-style-type: none"> <li>1. Using correct form to hold a racquet</li> <li>2. Controlling a ball with a racquet</li> <li>3. Tossing and catching a ball with a racquet</li> <li>4. Dribbling a ball with a racquet</li> <li>5. Performing a forehand stroke               <ol style="list-style-type: none"> <li>a. Hitting to a wall without a partner</li> </ol> </li> <li>6. Performing a backhand stroke using two hands               <ol style="list-style-type: none"> <li>a. Hitting to a wall without a partner</li> </ol> </li> <li>7. Alternating strokes while hitting against a wall</li> </ol>	<p>2.5 3.2 3.4</p>
<b>27</b>	Fitness testing		<p>2.12 2.13 2.14 3.14</p>
<b>28</b>	Fitness testing		<p>2.1 2.13 2.14 3.14</p>
<b>29</b>	Fundamental skills related to volleyball	<ol style="list-style-type: none"> <li>1. Performing a forearm pass</li> <li>2. Setting up, as a pass</li> <li>3. Receiving a ball</li> <li>4. Performing passing drills with and without a partner</li> </ol>	<p>2.5 3.2 3.3</p>
<b>30</b>	Fundamental skills related to volleyball	<ol style="list-style-type: none"> <li>1. Reviewing volleyball skills</li> <li>2. Serving a ball</li> <li>3. Performing passing and serving drills with and without a partner</li> </ol>	<p>2.5 3.2 3.3</p>
<b>31</b>	Fundamental skills related to flying disc games	<ol style="list-style-type: none"> <li>1. Throwing backhand and underhand</li> <li>2. Catching with thumbs-up and thumbs-down</li> <li>3. Throwing to and catching with and without a partner</li> <li>4. Participating in flying disc games such as "Flying Disc Golf" and "Flying Disc Keep-a-Way"</li> </ol>	<p>2.5 3.3</p>

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>32</b>	Body management and gymnastics	1. Performing balance beam and bench activities <ol style="list-style-type: none"> <li>Dismounting using proper transfer of weight</li> <li>Balancing on apparatus</li> <li>Performing stunts on apparatus</li> <li>Traveling on apparatus</li> </ol>	2.6 3.7
<b>33</b>	Body management and gymnastics	1. Participating in scooter activities <ol style="list-style-type: none"> <li>Traveling on a scooter while sitting, pushing, or pulling; while in a prone position; while performing an alligator crawl; and while performing other movements</li> <li>Participating in scooter activities such as "Scooter Soccer"</li> </ol> 2. Juggling with scarves	2.3 3.3 3.7
<b>34</b>	Game skills	1. Participating in games that incorporate a variety of fundamental movement skills 2. Creating and modifying student games	2.8 2.11 3.3 3.10 3.11 3.12 3.13
<b>35</b>	End-of-year activities		
<b>36</b>	End-of-year activities		

Alternative activities:

- Climbing ropes
- Juggling with scarves
- Climbing walls
- Performing magic rope activities
- Performing jump-box activities
- Performing tug-of-war activities

The sample pacing guide is designed for Grades 4-5 classes that meet 30 minutes per day for a period of 36 weeks. Topics for instruction are based on the minimum required content of the 2009 *Alabama Course of Study: Physical Education*. Many of the games and activities listed below in the “Topics for Instruction” column, including lead-up games, are located in Appendix C.

The first column in the following chart indicates the week of school, the second column indicates the focus of the lesson for the week, the third column indicates topics for instruction for the week, and the fourth column indicates the targeted 2009 *Alabama Course of Study: Physical Education* grade level and content standard to be addressed during the week. Grade level and content standard numbers are identified first by level and then by number. For example, 4.11 indicates the grade level as fourth and the content standard number as 11.

<b>GRADES 4-5 SAMPLE 36-WEEK PACING GUIDE</b>			
<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
1	Orientation	<ol style="list-style-type: none"> <li>1. Establishing rules, routines, and policies</li> <li>2. Reviewing rules, including consequences for not following rules</li> <li>3. Forming partners, groups, and circles; dividing the class</li> <li>4. Adhering to the freeze signal</li> <li>5. Taking part in pre-assessment activities</li> </ol>	<p>4.11 5.10</p>
2	Fundamental skills	<ol style="list-style-type: none"> <li>1. Using pedometers in physical education class                             <ol style="list-style-type: none"> <li>a. Calculating baseline</li> <li>b. Calculating goals</li> </ol> </li> <li>2. Performing walking activities using pedometers                             <ol style="list-style-type: none"> <li>a. Playing “When You Hear”</li> <li>b. Tossing and catching a ball with a partner while walking</li> <li>c. Performing “Mixed-up Walks,” as in backward, sideways, forward, and on toes</li> </ol> </li> <li>3. Jogging with pedometers</li> </ol>	<p>4.13 4.14 5.11 5.12 5.13 5.14</p>
3	Fundamental skills related to football	<ol style="list-style-type: none"> <li>1. Passing</li> <li>2. Catching and receiving</li> <li>3. Centering</li> <li>4. Punting</li> <li>5. Passing and receiving with a partner</li> <li>6. Participating in lead-up games such as “Five Passes”</li> </ol>	<p>4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10</p>

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>4</b>	Fundamental skills related to football	<ol style="list-style-type: none"> <li>1. Passing laterally</li> <li>2. Blocking</li> <li>3. Learning offensive and defensive strategies</li> <li>4. Participating in lead-up games such as "Ball Carrying"</li> </ol>	4.2 4.6 4.11 4.12 5.2 5.8 5.9 5.10
<b>5</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Performing juggling skills using scarves               <ol style="list-style-type: none"> <li>a. Performing the cascade</li> <li>b. Performing a reverse cascade</li> <li>c. Showering</li> </ol> </li> <li>2. Juggling with small balls</li> </ol>	4.10
<b>6</b>	Body management and gymnastics	<ol style="list-style-type: none"> <li>1. Performing animal movements</li> <li>2. Reviewing forward and backward rolls</li> <li>3. Performing roll combinations</li> <li>4. Reviewing tripods</li> <li>5. Performing headstands</li> <li>6. Performing individual balance activities</li> <li>7. Performing individual, partner, and group stunts</li> <li>8. Performing gymnastic sequences</li> </ol>	4.5 5.5 5.8
<b>7</b>	Fitness testing		4.13 4.14 4.15 5.12 5.13 5.14
<b>8</b>	Fitness testing		4.13 4.14 4.15 5.12 5.13 5.14
<b>9</b>	Fundamental skills related to soccer	<ol style="list-style-type: none"> <li>1. Reviewing dribbling, passing, and trapping</li> <li>2. Learning goal-keeping strategies and techniques</li> <li>3. Shooting</li> <li>4. Performing soccer skill drills</li> </ol>	4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>10</b>	Fundamental skills related to soccer	<ol style="list-style-type: none"> <li>1. Reviewing topics from previous week</li> <li>2. Performing soccer skill drills</li> <li>3. Learning offensive and defensive strategies</li> <li>4. Participating in lead-up games such as "Diagonal Soccer"</li> </ol>	4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10
<b>11</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Performing square dances</li> </ol>	4.4 4.9 5.4
<b>12</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Continuing square dances</li> <li>2. Performing the "Virginia Reel"</li> </ol>	4.4 4.9 5.4
<b>13</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Performing long-rope activities and stunts</li> <li>2. Jumping with multiple partners</li> <li>3. Jumping rope to chants</li> <li>4. Performing jumping stunts</li> <li>5. Performing "Egg Beater" jumping</li> <li>6. Performing "Double Dutch" jumping</li> </ol>	4.3 5.3
<b>14</b>	Body management and gymnastics	<ol style="list-style-type: none"> <li>1. Performing animal movements</li> <li>2. Performing headstands</li> <li>3. Performing individual balance activities</li> <li>4. Performing individual, partner, and group stunts</li> <li>5. Performing gymnastic sequences</li> </ol>	4.5 5.5 5.8
<b>15</b>	Fundamental skills related to basketball	<ol style="list-style-type: none"> <li>1. Reviewing passing, dribbling, and shooting</li> <li>2. Performing jump shots</li> <li>3. Performing foul shots</li> <li>4. Performing lay-ups</li> <li>5. Participating in skill drills</li> <li>6. Participating in lead-up activities such as "Cone Maze"</li> </ol>	4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10
<b>16</b>	Fundamental skills related to basketball	<ol style="list-style-type: none"> <li>1. Reviewing basketball skills</li> <li>2. Learning offensive and defensive strategies</li> <li>3. Participating in lead-up activities such as "Mass Basketball"</li> </ol>	4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>17</b>	Creative and rhythmic movements	1. Performing tinkling routines	4.4 4.9 5.4
<b>18</b>	Creative and rhythmic movements	1. Continuing tinkling routines 2. Performing modern dances	4.4 4.9 5.4
<b>19</b>	Fundamental and game skills	1. Throwing a. Reviewing form and throwing for velocity b. Throwing back and forth with a partner c. Throwing while stationary to a moving target d. Throwing back and forth with a partner while moving e. Throwing against a defender 2. Participating in student-created or modified games involving throwing	4.2 4.7
<b>20</b>	Game skills	1. Participating in cooperative activities, games, and challenges such as "Centipede"	4.6 4.7
<b>21</b>	Body management and gymnastics	1. Performing animal movements 2. Performing cartwheels 3. Performing round-offs 4. Performing leaping movements in gymnastic routines 5. Performing individual balance activities 6. Performing individual, partner, and group stunts 7. Performing gymnastic sequences	4.1 4.5 5.5 5.8
<b>22</b>	Fundamental skills related to hockey	1. Gripping and carrying a stick 2. Dribbling 3. Passing 4. Facing off 5. Participating in goalkeeping 6. Participating in skill drills 7. Participating in lead-up activities such as "Goalie Hockey"	4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10
<b>23</b>	Fundamental skills related to hockey	1. Tackling 2. Dodging 3. Participating in skill drills 4. Participating in lead-up activities such as "Three-Goal Hockey"	4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>24</b>	Fundamental skills related to track and field	<ol style="list-style-type: none"> <li>1. Learning “sprinters start”</li> <li>2. Sprinting</li> <li>3. Running for distance</li> <li>4. Performing relays and passing</li> <li>5. Performing high and long jumps</li> </ol>	<p>4.6 5.1</p>
<b>25</b>	Fundamental skills related to track and field	<ol style="list-style-type: none"> <li>1. Reviewing skills</li> <li>2. Performing hurdles</li> <li>3. Participating in class track and field competitions</li> </ol>	<p>4.6 5.1</p>
<b>26</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Performing advanced short-rope jumps and stunts</li> <li>2. Participating in tug-of-war activities</li> </ol>	<p>4.4 4.9 5.4</p>
<b>27</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Participating in orienteering activities               <ol style="list-style-type: none"> <li>a. Determining directions and compass readings</li> <li>b. Learning to read maps</li> <li>c. Participating in orienteering activities such as scavenger hunts</li> <li>d. Orienteering the school campus</li> </ol> </li> </ol>	<p>4.13 4.14 5.11 5.12 5.13 5.14</p>
<b>28</b>	Fundamental skills related to tennis	<ol style="list-style-type: none"> <li>1. Using correct form to hold a racquet</li> <li>2. Reviewing ball control</li> <li>3. Performing ball control activities with and without a partner</li> <li>4. Reviewing forehand and backhand strokes</li> <li>5. Hitting a ball to a wall using alternating forehand and backhand strokes</li> <li>6. Volleying with a partner</li> </ol>	<p>4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10</p>
<b>29</b>	Fitness testing		<p>4.13 4.14 4.15 5.12 5.13 5.14</p>
<b>30</b>	Fitness testing		<p>4.13 4.14 4.15 5.12 5.13 5.14</p>
<b>31</b>	Fundamental skills related to volleyball	<ol style="list-style-type: none"> <li>1. Reviewing the forearm pass</li> <li>2. Practicing set-up drills</li> <li>3. Practicing passing drills</li> <li>4. Serving underhand and overhand</li> <li>5. Practicing serving drills</li> <li>6. Participating in lead-up activities such as “Balloon Ball”</li> </ol>	<p>4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10</p>

Week	Lesson Focus	Topics for Instruction	Grade Level and Content Standard
32	Fundamental skills related to volleyball	<ol style="list-style-type: none"> <li>1. Reviewing volleyball skills</li> <li>2. Participating in lead-up activities</li> </ol>	4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10
33	Fundamental skills related to flying disc games	<ol style="list-style-type: none"> <li>1. Throwing backhand and underhand</li> <li>2. Catching with thumbs-up and thumbs-down</li> <li>3. Throwing and catching without a partner</li> <li>4. Throwing and catching with a partner               <ol style="list-style-type: none"> <li>a. Performing trick catches</li> <li>b. Participating in flying disc games such as "Ultimate Flying Disc" and "Flying Disc Bowling"</li> </ol> </li> </ol>	4.2 4.6 5.6 5.9
34	Body management and gymnastics	<ol style="list-style-type: none"> <li>1. Performing balance beam and bench activities               <ol style="list-style-type: none"> <li>a. Dismounting using proper transfer of weight</li> <li>b. Balancing on apparatus</li> <li>c. Performing stunts on apparatus</li> <li>d. Traveling on apparatus</li> <li>e. Performing gymnastic sequences on apparatus</li> </ol> </li> </ol>	4.5 5.5 5.8
35	Fundamental skills related to softball, baseball, and cricket	<ol style="list-style-type: none"> <li>1. Throwing overhand or bowling</li> <li>2. Pitching or bowling</li> <li>3. Fielding a ball</li> <li>4. Batting</li> <li>5. Performing skill drills</li> <li>6. Participating in lead-up games such as "In a Pickle"</li> </ol>	4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10
36	End-of-year activities		

Alternative activities:

- Climbing ropes
- Playing team handball
- Playing badminton
- Climbing walls
- Playing pickle ball
- Participating in scooter activities

The sample weekly pacing guides for Grades 6-8 include activities designated by type of curriculum model. The curriculum models or units are explained below.

### **Multi-Activity Unit**

The multi-activity model is a traditional approach to physical education instruction that focuses on:

- A wide variety of activities taught in units of two to three weeks.
- Skill development as the primary focus.
- Typical instructional units involving team sports, individual and dual activities, outdoor pursuits, rhythms and dance, and games.
- Units based on teacher interest, student choice, and availability of facilities and equipment.

### **Tactical Games Unit**

The tactical game model focuses on the student's ability to:

- Identify and appropriately respond to tactical problems that arise in game situations.
- Perform on-the-ball and off-the-ball skills.
- Maintain possession of the ball before identifying and practicing skills needed for optimum success.
- Learn "what" to do in games as well as "how" to perform skills.
- Transfer learning from one unit to the next.

### **Sports Education Unit**

The sports education model is designed to allow students to:

- Experience the sport in ways similar to athletic participation.
- Develop a functional understanding of the sport to include skills, rules, strategies, the culture of the sport, appreciation for play, and sportsmanship.
- Engage in sport games that are modified for maximum participation.
- Participate in a variety of roles such as coach, referee, sports writer, statistician, and athletic trainer.

Implementation of a yearly pacing guide helps ensure successful student mastery of fundamental and specialized skills. Initially, a new skill should be taught and practiced in isolation (e.g., dribbling); after which, it should then be practiced in combination with movement concepts or other skills (e.g., dribbling while traveling). When students are successful using the skill in combination, it should be practiced in more complex activities such as games, rhythms, and gymnastics (e.g., dribble tag).

The pacing guides are designed according to a weekly format with a suggested sequence of instruction; however, the sequence may be altered to best meet the needs of students within a particular school or according to instructor preference. Instructors are encouraged to prepare detailed lessons using the pacing guide lesson focus for guidance in creating appropriate lessons.

The sample pacing guides located in the chart shown below are designed for Grades 6-8 classes that meet 30 minutes per day for a period of 36 weeks. Topics for instruction are based on the minimum required content of the 2009 *Alabama Course of Study: Physical Education*. The first column in the chart indicates the week of school, the second column indicates weekly topics for instruction for Grade 6, the third column indicates weekly topics for instruction for Grade 7, and the fourth column indicates weekly topics for instruction for Grade 8.

<b>GRADES 6-8 SAMPLE 36-WEEK PACING GUIDES</b>			
<b>Week</b>	<b>Grade 6 Topics</b>	<b>Grade 7 Topics</b>	<b>Grade 8 Topics</b>
<b>1</b>	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Rules, routines, and policies</li> <li>3. Rules, including consequences for not following rules</li> <li>4. Partner, group, and circle formation; dividing the class</li> <li>5. Freeze signal</li> </ol>		
<b>2</b>	Tactical games unit–volleyball	Tactical games unit–volleyball	Sports education unit–volleyball
<b>3</b>	Tactical games unit–volleyball	Tactical games unit–volleyball	Sports education unit–volleyball
<b>4</b>	Self-defense	Sports education unit–soccer	Sports education unit–volleyball
<b>5</b>	Tactical games unit–soccer	Sports education unit–soccer	Outdoor adventure activity
<b>6</b>	Tactical games unit–soccer	Sports education unit–soccer	Outdoor adventure activity
<b>7</b>	Fitness testing	Fitness testing	Fitness testing
<b>8</b>	Fitness testing	Fitness testing	Fitness testing
<b>9</b>	Skill development unit–lacrosse	Tactical games unit–lacrosse	Skill development unit–golf
<b>10</b>	Skill development unit–lacrosse	Tactical games unit–lacrosse	Skill development unit–golf
<b>11</b>	Sports education unit–flag football	Skill development unit–rugby	Tactical games unit–rugby
<b>12</b>	Sports education unit–flag football	Skill development unit–rugby	Tactical games unit–rugby
<b>13</b>	Sports education unit–flag football	Martial arts	Martial arts
<b>14</b>	Body management and gymnastics	Body management and gymnastics	Body management and gymnastics
<b>15</b>	Creative dance and rhythms	Creative dance and rhythms	Creative dance and rhythms
<b>16</b>	Team handball	Team handball	Sports education unit–basketball
<b>17</b>	Tactical games unit–basketball	Tactical games unit–basketball	Sports education unit–basketball

<b>Week</b>	<b>Grade 6 Topics</b>	<b>Grade 7 Topics</b>	<b>Grade 8 Topics</b>
18	Tactical games unit–basketball	Tactical games unit–basketball	Sports education unit–basketball
19	Body management and gymnastics	Body management and gymnastics	Body management and gymnastics
20	Skill development unit–badminton	Tactical games unit–badminton	Tactical games unit–badminton
21	Skill development unit–badminton	Tactical games unit–badminton	Tactical games unit–badminton
22	Track and field	Track and field	5-K training
23	Track and field	Track and field	5-K training
24	Fitness testing	Fitness testing	Fitness testing
25	Fitness testing	Fitness testing	Fitness testing
26	Speedball	Speedball	Speedball
27	Ultimate flying disc	Ultimate flying disc	Ultimate flying disc
28	Rhythms	Rhythms	Rhythms
29	Rhythms	Rhythms	Rhythms
30	Skill development unit–tennis	Tactical games unit–tennis	Tactical games unit–tennis
31	Skill development unit–tennis	Tactical games unit–tennis	Tactical games unit–tennis
32	Walking for fitness	Walking for fitness	Walking for fitness
33	Body management and gymnastics	Body management and gymnastics	Body management and gymnastics
34	Softball	Bocci	Bocci
35	Cooperative challenges	Cooperative challenges	Cooperative challenges
36	End-of-year activities	End-of-year activities	End-of-year activities

Alternative activities:

- Playing cricket
- Climbing walls
- Playing table tennis
- Bowling
- Playing hockey
- Participating in aquatic activities
- Participating in in-line skating
- Cycling
- Hiking

The Grades 9-12 Lifelong Individualized Fitness Education (LIFE) course is a physical education course required for Alabama high school students. The overall goal of the LIFE course is to assist students in understanding the components of health-related fitness and designing and implementing a lifelong individualized fitness plan. This goal is achieved through instructor lectures; student activities, assignments, and assessments; and participation in physical activities according to recommendations from the American College of Sports Medicine and the American Heart Association. Recommendations include the following:

- Perform moderately intense cardiorespiratory fitness exercise 30 minutes per day, 5 days per week; *or*
- Perform vigorously intense cardiorespiratory fitness exercise 20 minutes per day, 3 days per week; and
- Perform 8 to 10 strength-training exercises and 8 to 12 repetitions of each exercise twice a week.

Moderate-intensity physical activity means working hard enough to raise one's heart rate and break a sweat, yet still being able to carry on a conversation. It should be noted that to lose weight or maintain weight loss, 60 to 90 minutes of physical activity may be necessary. The 30-minute recommendation is for an average healthy adult who intends to maintain current level of health while reducing risk for chronic heart disease.

The Grades 9-12 sample 36-week pacing guide is written to reflect the minimum required content of the 2009 *Alabama Course of Study: Physical Education*. When designing local pacing guides, the following should be considered:

1. Determine objectives based on the minimum required content contained in the 2009 *Alabama Course of Study: Physical Education*.
2. Gather systemwide information regarding school holidays, in-service dates, faculty and staff professional development opportunities, prearranged parent conference dates, and other preplanned activities that need to be considered before developing the local pacing guide.
3. Determine the scope and sequence of the program. This is best done in systemwide collaborative meetings with other physical education instructors.

Implementation of a pacing guide helps ensure successful student mastery of fundamental and specialized skills. Initially, a new skill should be taught and practiced in isolation (e.g., dribbling), after which, it should then be practiced in combination with movement concepts or other skills (e.g., dribbling while traveling). When students are successful using the skill in combination, it should be practiced in more complex activities such as games, rhythms, and gymnastics (e.g., dribble tag).

The pacing guide is designed according to a weekly format with a suggested sequence of instruction; however, the sequence may be altered to best meet the needs of students within a particular school or according to instructor preference. Instructors are encouraged to prepare detailed lessons using the pacing guide topics for instruction as guidance in creating appropriate lessons. Grades 9-12 lessons should be designed to include individual, partner, and small- and large-group cooperative and competitive activities. A sample daily schedule for the LIFE physical education class is provided on the following page. Also included is an alternative daily schedule.

<b>SAMPLE LIFE PHYSICAL EDUCATION DAILY SCHEDULE</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Warm-up</li> <li>3. Sample weekly physical activity</li> <li>4. Cool-down</li> </ol>	<ol style="list-style-type: none"> <li>1. Warm-up</li> <li>2. Strength training</li> <li>3. Weekly activity if time allows</li> <li>4. Cool-down</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Warm-up</li> <li>3. Sample weekly physical activity</li> <li>4. Cool-down</li> </ol>	<ol style="list-style-type: none"> <li>1. Warm-up</li> <li>2. Strength training</li> <li>3. Weekly activity if time allows</li> <li>4. Cool-down</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecture, review, or catch-up</li> <li>2. Warm-up</li> <li>3. Sample weekly physical activity or alternative activity</li> <li>4. Cool-down</li> </ol>

<b>SAMPLE LIFE PHYSICAL EDUCATION ALTERNATIVE DAILY SCHEDULE</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<ol style="list-style-type: none"> <li>1. Warm-up</li> <li>2. Resistance training</li> <li>3. Weekly activity if time allows</li> <li>4. Cool-down</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Warm-up</li> <li>3. Sample weekly physical activity</li> <li>4. Cool-down</li> </ol>	<ol style="list-style-type: none"> <li>1. Warm-up</li> <li>2. Strength training</li> <li>3. Weekly activity if time allows</li> <li>4. Cool-down</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Warm-up</li> <li>3. Sample weekly physical activity</li> <li>4. Cool-down</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecture, review, or catch-up</li> <li>2. Warm-up</li> <li>3. Sample weekly physical activity or alternative activity</li> <li>4. Cool-down</li> </ol>

The sample pacing guide is designed for the Grades 9-12 Lifelong Individualized Fitness Education (LIFE) class that meets for a period of 36 weeks or for a minimum of 140 instructional hours. Topics for instruction are based on the minimum required content of the 2009 *Alabama Course of Study: Physical Education*.

The first column in the chart below indicates the week of school, the second column indicates the topics for instruction for the week, the third column indicates the targeted 2009 *Alabama Course of Study: Physical Education* LIFE content standard to be addressed during the week, and the fourth column indicates an example of a lifetime physical activity that may be pursued as a result of learning. Content standard numbers listed in the third column are shown, for example, as L.6 with “L” indicating the course as LIFE and the content standard number as 6.

<b>GRADES 9-12 SAMPLE LIFE 36-WEEK PACING GUIDE</b>			
<b>Week</b>	<b>Topics for Instruction</b>	<b>Content Standard</b>	<b>Lifetime Physical Activity</b>
<b>Orientation</b>			
<b>1</b>	1. Participating in class orientation activities 2. Completing the “Healthy Lifestyle Assessment Inventory” (See Appendix E.)	L.4	Participating in physical fitness assessments to determine current healthy lifestyle status
<b>Health-Enhancing Physical Activity</b>			
<b>2</b>	1. Defining physical activity versus physical fitness <ul style="list-style-type: none"> <li>• Utilizing American College for Sports Medicine (ACSM) recommendations</li> </ul>	L.4	Utilizing research information and results of fitness assessments to determine goals for achieving a healthy lifestyle
<b>3</b>	1. Describing health-related fitness components <ul style="list-style-type: none"> <li>• Cardiorespiratory endurance</li> <li>• Muscular strength</li> <li>• Muscular endurance</li> <li>• Flexibility</li> <li>• Body composition</li> </ul> 2. Completing the “Cardiorespiratory Program and Heart-Rate Assessment” (See Appendix E.)	L.4	Utilizing research information and results of fitness assessments to determine goals for achieving a healthy lifestyle
<b>4</b>	1. Describing physical, social, emotional, and cognitive factors that affect engagement in physical activity	L.4 L.6	Analyzing personal actions that may contribute to the extent of engagement in physical activity
<b>Fitness Profile</b>			
<b>5</b>	1. Explaining the purpose of fitness tests <ul style="list-style-type: none"> <li>• Why?</li> <li>• When?</li> </ul>	L.4	Analyzing various fitness tests to determine personal need for testing, including need for regular assessment

<b>Week</b>	<b>Topics for Instruction</b>	<b>Content Standard</b>	<b>Lifetime Physical Activity</b>
<b>6</b>	1. Identifying components of fitness tests <ul style="list-style-type: none"> <li>• Alabama Physical Fitness Assessment components               <ul style="list-style-type: none"> <li>➢ Aerobic cardiovascular endurance</li> <li>➢ Muscular strength and endurance</li> <li>➢ Abdominal strength and endurance</li> <li>➢ Flexibility</li> </ul> </li> </ul>	L.11 L.13 L.16	Demonstrating knowledge of the basic categories of physical fitness tests as well as specific test items for each category, including implications of test results for overall health status
<b>7</b>	1. Participating in the “Fitness Assessment Pretest and Posttest” (See Appendix E.)	L.11 L.13 L.16	Participating in fitness testing to evaluate health status and determine adjustments to current fitness plan
<b>8</b>	1. Participating in the “Fitness Assessment Pretest and Posttest” (See Appendix E.) <ul style="list-style-type: none"> <li>• Analyzing results</li> <li>• Setting goals</li> </ul>	L.11 L.13 L.16	Participating in fitness testing to evaluate health status and determine adjustments to current fitness plan
<b>Improving Fitness</b>			
<b>9</b>	1. Identifying the principles of fitness development <ul style="list-style-type: none"> <li>• Frequency, intensity, time, and type (FITT) principle</li> <li>• Progressive overload</li> <li>• Specificity</li> <li>• Reversibility</li> </ul>	L.16	Utilizing fitness information for selecting appropriate physical activities such as aerobic exercise, tennis, jogging, and walking
<b>10</b>	1. Participating in a personally designed three-part workout <ul style="list-style-type: none"> <li>• Performing proper warm-up exercises</li> <li>• Engaging in an activity or a conditioning exercise</li> <li>• Performing proper cool-down exercises</li> </ul>	L.16	Designing a three-part workout for activities such as running, jogging, hiking, dancing, and swimming
<b>11</b>	1. Building activity into daily routines <ul style="list-style-type: none"> <li>• Explaining differences between exercise or training and physical activity</li> </ul>	L.11 L.12 L.13 L.16	Engaging in morning walking or jogging; exercising using gym equipment
<b>Motivation to Exercise</b>			
<b>12</b>	1. Engaging in research regarding behavioral change models <ul style="list-style-type: none"> <li>• Transtheoretical Model</li> </ul> 2. Completing a behavior change plan <ul style="list-style-type: none"> <li>• Identifying current “stage-of-change”</li> </ul>	L.6 L.7 L.8 L.9	Performing research to determine need for a plan for changing behavior regarding physical activity; recognizing steps involved leading to a decision to change behavior

<b>Week</b>	<b>Topics for Instruction</b>	<b>Content Standard</b>	<b>Lifetime Physical Activity</b>
<b>13</b>	<ol style="list-style-type: none"> <li>Organizing a plan for achieving fitness goals <ul style="list-style-type: none"> <li>Identifying goals</li> </ul> </li> <li>Completing the “SMART Goals Questionnaire” (See Appendix E.) <ul style="list-style-type: none"> <li>Identifying goals and obstacles, including strategies for overcoming obstacles</li> </ul> </li> </ol>	L.4 L.13 L.16	Performing research to determine a plan for changing behavior regarding physical activity, including identifying fitness goals
<b>14</b>	<ol style="list-style-type: none"> <li>Utilizing peer intervention strategies for encouraging others to work together as a team during participation in a variety of sports or other physical activities <ul style="list-style-type: none"> <li>Modeling positive social interaction among diverse groups</li> <li>Enhancing cultural awareness</li> </ul> </li> <li>Developing a social support network for encouraging physical activity <ul style="list-style-type: none"> <li>Participating in physical activity with family or friends</li> <li>Determining routine times and places for physical activity participation</li> </ul> </li> </ol>	L.6 L.7	Participating with diverse groups in community health and sports events; participating with family and friends in sports through group games such as badminton or bowling
<b>15</b>	<ol style="list-style-type: none"> <li>Determining ways to avoid relapse to poor physical activity habits <ul style="list-style-type: none"> <li>Identifying contributing factors</li> </ul> </li> <li>Completing the “Behavior Change Contract” (See Appendix E.)</li> </ol>	L.6	Analyzing personal actions that may contribute to the extent of engagement in physical activity; reevaluating behavior modification plans
<b>Health and Fitness Technologies</b>			
<b>16</b>	<ol style="list-style-type: none"> <li>Explaining the use of pedometers <ul style="list-style-type: none"> <li>What are they?</li> <li>How do they work?</li> <li>What can they do and not do?</li> <li>Which pedometer to buy?</li> </ul> </li> </ol>	L.11	Researching information regarding pedometers; participating in hiking, jogging, or orienteering using pedometers
<b>17</b>	<ol style="list-style-type: none"> <li>Explaining the use of heart-rate monitors <ul style="list-style-type: none"> <li>What are they?</li> <li>How do they work?</li> <li>What can they do and not do?</li> <li>Which monitors to buy?</li> </ul> </li> </ol>	L.11	Researching information regarding heart-rate monitors; participating in hiking, jogging, orienteering, or Pilates conditioning exercises using heart-rate monitors
<b>18</b>	<ol style="list-style-type: none"> <li>Explaining the use of skinfold calipers and body mass scales <ul style="list-style-type: none"> <li>What are they?</li> <li>How do they work?</li> <li>What can they do and not do?</li> </ul> </li> </ol>	L.11	Determining a healthy body weight; identifying appropriate physical activities, food intake plan, and any behavior modifications necessary to achieve weight goal or to condition body

Week	Topics for Instruction	Content Standard	Lifetime Physical Activity
<b>Developing Cardiovascular Endurance</b>			
19	1. Describing ways to improve cardiovascular endurance <ul style="list-style-type: none"> <li>• Explaining benefits of aerobic exercise</li> <li>• Identifying the FITT principles for developing cardiovascular endurance</li> </ul>	L.4	Determining cardiovascular endurance fitness goals; identifying appropriate physical activities necessary to achieve goals
20	1. Researching information regarding cardiorespiratory fitness activities, including techniques, advantages, disadvantages, and how to begin and progress <ul style="list-style-type: none"> <li>• Performing aerobic dance</li> <li>• Cycling</li> <li>• Utilizing cardiorespiratory fitness equipment</li> </ul>	L.1 L.2 L.4	Utilizing information gained from research and engaging in cardiorespiratory fitness activities such as aerobic exercise, cycling, jogging, and running
<b>Developing Muscular Strength and Endurance</b>			
21	1. Participating in muscular strength and endurance activities <ul style="list-style-type: none"> <li>• Describing determinants of muscular fitness gains</li> <li>• Performing static exercises</li> <li>• Performing dynamic exercises</li> </ul>	L.1 L.2 L.4	Utilizing knowledge of ways to improve muscular fitness to determine appropriate strength and endurance exercises; participating in modified volleyball or basketball games, swimming, or performing aerobic exercises
22	1. Identifying principles of strength training as in progressive overload, specificity, and recovery <ul style="list-style-type: none"> <li>• Program guidelines</li> <li>• Form</li> <li>• Sequence</li> <li>• Sets and reps</li> <li>• Rest between sets</li> <li>• Breathing</li> <li>• Muscular balance</li> <li>• Speed of movement</li> <li>• Importance of stretching</li> </ul>	L.1 L.2	Participating in modified volleyball or basketball games, swimming, jogging or running, or performing aerobic exercises

Week	Topics for Instruction	Content Standard	Lifetime Physical Activity
23	1. Participating in resistance training programs using weight room equipment <ul style="list-style-type: none"> <li>• Equipment</li> <li>• Etiquette</li> <li>• Ways to begin and progress</li> <li>• Workload establishment</li> <li>• Workload increase</li> <li>• Variety</li> <li>• Errors</li> </ul> 2. Completing the “Flexibility Training Program” exercises (See Appendix E.) <ul style="list-style-type: none"> <li>• Recording evaluation of program</li> <li>• Setting flexibility fitness goals</li> </ul>	L.1 L.2	Performing a variety of appropriate exercises, including warm-ups and cool-downs, using gym equipment at school or at an activity center; observing gym rules and procedures
24	1. Utilizing alternative strengthening programs <ul style="list-style-type: none"> <li>• Performing body weight exercises</li> <li>• Exercising with stability balls</li> <li>• Participating in Pilates exercise programs</li> <li>• Using resistance bands or tubes</li> <li>• Participating in partner resistance exercises</li> </ul>	L.1 L.2	Participating in conditioning exercises to prepare for a 5-K run
25	1. Observing physical activity responsibilities <ul style="list-style-type: none"> <li>• Demonstrating knowledge of good competition</li> <li>• Showing respect for other players</li> <li>• Showing respect for game officials</li> </ul>	L.3 L.8 L.9	Participating in physical activities while demonstrating knowledge of good sportsmanship, officiating youth sports games, and coaching youth sports teams

Week	Topics for Instruction	Content Standard	Lifetime Physical Activity
<b>Exercising Safely</b>			
<b>26</b>	<ol style="list-style-type: none"> <li>1. Participating responsibly in exercise, including knowledge of injury prevention techniques <ul style="list-style-type: none"> <li>• Avoiding overuse of exercise</li> <li>• Wearing proper footwear</li> <li>• Maintaining awareness of signs of body weakness or inflexibility</li> <li>• Maintaining awareness of body mechanics</li> </ul> </li> <li>2. Explaining the RICE method regarding injury <ul style="list-style-type: none"> <li>• Rest</li> <li>• Ice</li> <li>• Compress</li> <li>• Elevate</li> </ul> </li> </ol>	L.8 L.12	Demonstrating responsibility while participating in physical activities such as hiking, cycling, tennis, or golf, including demonstrating awareness of signs of body fatigue or injury and methods for treating injuries
<b>27</b>	<ol style="list-style-type: none"> <li>1. Describing common exercise injuries <ul style="list-style-type: none"> <li>• Identifying injuries such as sprains, blisters, cramps, soreness, strains, side stitches, or tendinitis</li> <li>• Demonstrating knowledge of available medical help resources</li> </ul> </li> </ol>	L.8 L.12	Demonstrating awareness of signs of injury during physical activities such as swimming, hiking, or cycling, including methods for treating injuries and sources for obtaining medical help
<b>28</b>	<ol style="list-style-type: none"> <li>1. Describing cautions for exercise during hot weather <ul style="list-style-type: none"> <li>• Preventing heat stress</li> <li>• Maintaining hydration</li> <li>• Considering time of day</li> <li>• Wearing appropriate apparel</li> </ul> </li> </ol>	L.8 L.12	Demonstrating responsibility while participating in outdoor physical activities such as hiking, cycling, tennis, or golf, including attention to signs of heat stress and hydration needs
<b>What About Eating?</b>			
<b>29</b>	<ol style="list-style-type: none"> <li>1. Explaining methods for achieving and maintaining a healthy body weight <ul style="list-style-type: none"> <li>• Describing current guidelines</li> </ul> </li> <li>2. Identifying basic nutrition components as carbohydrates, proteins, and fats</li> <li>3. Recording daily dietary intake information on the three-day assessment charts in the “Dietary Analysis Assignment” (See Appendix E.)</li> </ol>	L.13 L.15	Utilizing information regarding healthy body weight and nutrition components to determine healthy food intake

<b>Week</b>	<b>Topics for Instruction</b>	<b>Content Standard</b>	<b>Lifetime Physical Activity</b>
<b>30</b>	<ol style="list-style-type: none"> <li>Utilizing body composition factors to determine at-risk situations <ul style="list-style-type: none"> <li>Overweight</li> <li>Obese</li> </ul> </li> <li>Summarizing dietary intake results on the three-day dietary summary included in the “Dietary Analysis Assignment” (See Appendix E.)</li> <li>Performing an analysis of the three-day dietary intake using the dietary evaluation included in the “Dietary Analysis Assignment” (See Appendix E.)</li> </ol>	L.11	Analyzing information regarding body composition to determine if health risks exist
<b>31</b>	<ol style="list-style-type: none"> <li>Maintaining a healthy body weight <ul style="list-style-type: none"> <li>Utilizing effective food management practices such as portion control and avoidance of mindless eating</li> <li>Explaining the relationship between emotions and food intake</li> <li>Explaining the relationship between exercise and food intake</li> </ul> </li> <li>Determining basal metabolic rate (BMR) according to the “Basal Metabolic Rate and Weight Loss Assessment” to determine amount of calorie intake to lose, gain, or maintain weight (See Appendix E.)</li> </ol>	L.15	Practicing proper food management techniques for maintaining a healthy body weight
<b>Personal Fitness Plan</b>			
<b>32</b>	<ol style="list-style-type: none"> <li>Participating in the pretest phase of the “Fitness Assessment Pretest and Posttest” (See Appendix E.)</li> </ol>	L.13	Participating in fitness testing to determine personal fitness status and goals
<b>33</b>	<ol style="list-style-type: none"> <li>Participating in the posttest phase of the “Fitness Assessment Pretest and Posttest” (See Appendix E.) <ul style="list-style-type: none"> <li>Analyzing results</li> <li>Adjusting goals</li> </ul> </li> </ol>	L.13	Participating in fitness testing to evaluate current status and determine if adjustments are needed to maintain a healthy lifestyle
<b>Physical Activity Careers</b>			
<b>34</b>	<ol style="list-style-type: none"> <li>Identifying physical activity careers <ul style="list-style-type: none"> <li>Recognizing the relationship among physical education, health, and fitness</li> <li>Identifying professional training requirements</li> <li>Describing factors affecting physical activity career choices</li> </ul> </li> </ol>	L.5	Researching the possibility of employing a professional physical fitness trainer to assist in maintenance of a healthy lifestyle

Week	Topics for Instruction	Content Standard	Lifetime Physical Activity
<b>Activity Outside School</b>			
<b>35</b>	<ol style="list-style-type: none"> <li>1. Participating in at-home exercises <ul style="list-style-type: none"> <li>• Identifying places and spaces for exercise</li> <li>• Utilizing homemade exercise equipment</li> </ul> </li> <li>2. Participating in a physical fitness- or health-related community service project <ul style="list-style-type: none"> <li>• Walkathons</li> <li>• Jump Rope for Heart</li> </ul> </li> </ol>	L.10 L.16	Participating in at-home exercises as a way to maintain a healthy lifestyle and encourage other family members to be active; joining community service organizations to assist in planning, funding, and executing health- and fitness-enhancing projects
<b>36</b>	<ol style="list-style-type: none"> <li>1. Researching a commercial fitness center or a health product and sharing findings through a PowerPoint presentation, video, or scrapbook <ul style="list-style-type: none"> <li>• Comparing services or benefits offered versus personal fitness or health needs</li> <li>• Identifying fitness center financial requirements or contract commitments; identifying health product cost</li> <li>• Evaluating media fitness claims</li> <li>• Demonstrating knowledge of marketing strategies</li> <li>• Verifying claims made versus actual results</li> </ul> </li> </ol>	L.14	Determining which commercial services or products best complement personal fitness goals

Alternative activities:

- Cycling
- Climbing walls
- Performing martial arts
- Playing pickle ball
- Canoeing
- Playing table tennis
- Playing racquetball
- Playing golf
- Backpacking
- Fly-fishing
- Participating in water sports activities
- Maneuvering through a ropes course

The Grades K-5 sample 18-week pacing guides are written to reflect the minimum required content of the 2009 *Alabama Course of Study: Physical Education*. When designing local pacing guides, the following should be considered:

1. Determine objectives based on the minimum required content contained in the 2009 *Alabama Course of Study: Physical Education*.
2. Gather systemwide information regarding school holidays, in-service dates, faculty and staff professional development opportunities, prearranged parent conference dates, and other preplanned activities that need to be considered before developing the local pacing guide.
3. Determine the scope and sequence of the physical education program. This is best done in systemwide collaborative meetings with other physical education instructors.

The Grades K-5 sample 18-week pacing guides should be used in instances where the physical education instructor is limited to meeting with a class for only one-half of the school year. However, if the classroom teacher and the physical education teacher share the responsibility for providing a year-long physical education program for students, the appropriate grade-cluster sample 36-week pacing guide should be used for instruction. The 36-week plan should be divided to allow the physical education instructor to be responsible for one-half of the 36-week period and the classroom teacher to be responsible for the remaining half.

Implementation of a pacing guide helps ensure successful student mastery of fundamental and specialized skills. Initially, a new skill should be taught and practiced in isolation (e.g., dribbling); after which, it should then be practiced in combination with movement concepts or other skills (e.g., dribbling while traveling). When students are successful using the skill in combination, it should be practiced in more complex activities such as games, rhythms, and gymnastics (e.g., dribble tag).

The pacing guides are designed according to a weekly format with a suggested sequence of instruction; however, the sequence may be altered to best meet the needs of students within a particular school or according to instructor preference. Instructors are encouraged to prepare detailed lessons using the pacing guide lesson focus for guidance in creating appropriate lessons. Sample 18-week pacing guides provided in this part of the document are organized according to grade cluster—Grades K-1, Grades 2-3, and Grades 4-5.

The sample pacing guide is designed for Grades K-1 classes that meet 30 minutes per day for a period of 18 weeks. Topics for instruction are based on the minimum required content of the 2009 *Alabama Course of Study: Physical Education*. Many of the games and activities listed below in the “Topics for Instruction” column, including lead-up games, are located in Appendix C.

The first column in the following chart indicates the week of school, the second column indicates the focus of the lesson for the week, the third column indicates topics for instruction for the week, and the fourth column indicates the targeted 2009 *Alabama Course of Study: Physical Education* grade level and content standard to be addressed during the week. Grade level and content standard numbers are identified first by level and then by number. For example, K.10 indicates the grade level as kindergarten and the content standard number as 10.

<b>GRADES K-1 SAMPLE 18-WEEK PACING GUIDE</b>			
<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
1	Orientation	<ol style="list-style-type: none"> <li>1. Establishing rules, routines, and policies</li> <li>2. Reviewing rules, including consequences for not following rules</li> <li>3. Forming partners, groups, and circles; dividing the class</li> <li>4. Adhering to the freeze signal</li> <li>5. Participating in pre-assessment activities</li> </ol>	<p>K.10 K.15 1.12</p>
2	Fundamental skills	<ol style="list-style-type: none"> <li>1. Continuing orientation</li> <li>2. Continuing pre-assessment activities</li> <li>3. Exploring general and personal space</li> <li>4. Exploring relationships with objects in general space, as in over, under, and around</li> <li>5. Reducing amount of general and personal space</li> <li>6. Traveling in general space</li> </ol>	<p>K.1 1.7</p>
3	Fundamental skills	<ol style="list-style-type: none"> <li>1. Walking, marching, hopping, sliding, galloping, and skipping                             <ol style="list-style-type: none"> <li>a. Moving in different directions, levels, and pathways</li> <li>b. Turning while traveling</li> <li>c. Traveling and freezing</li> </ol> </li> <li>2. Manipulating beanbags                             <ol style="list-style-type: none"> <li>a. Tossing and catching a beanbag without a partner from a stationary position</li> <li>b. Performing stunts while tossing and catching a beanbag</li> <li>c. Balancing a beanbag from stationary and traveling positions</li> <li>d. Moving to rhythms such as beanbag rhythmic activities</li> </ol> </li> </ol>	<p>K.1 1.2</p>

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>4</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Performing extensions of the body</li> <li>2. Traveling and freezing at different levels</li> <li>3. Kicking a stationary ball from a stationary position</li> <li>4. Dropping, bouncing, and kicking lightweight balls</li> </ol>	1.4
<b>5</b>	Fundamental skills and balance	<ol style="list-style-type: none"> <li>1. Traveling while varying speed and force</li> <li>2. Making shapes with the body such as wide, narrow, twisted, curled, and stretched</li> <li>3. Traveling, as in over, under, and around</li> <li>4. Balancing symmetrically and asymmetrically</li> </ol>	K.1 K.2 K.7 1.1 1.7
<b>6</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Performing hula hoop activities <ol style="list-style-type: none"> <li>a. Performing hula hoops around various body parts</li> <li>b. Traveling, as in around, between, and inside hoops</li> <li>c. Jumping with hoops</li> <li>d. Rolling, spinning, and balancing with hoops</li> </ol> </li> <li>2. Throwing for distance <ol style="list-style-type: none"> <li>a. Throwing, without a partner, using fleece balls, beanbags, yarn balls, and tennis balls against large targets such as walls or hoops</li> </ol> </li> </ol>	K.1 K.4 1.1 1.2 1.4
<b>7</b>	Fundamental and game skills	<ol style="list-style-type: none"> <li>1. Traveling while matching and mirroring a partner</li> <li>2. Traveling while fleeing and dodging</li> <li>3. Traveling, fleeing, and dodging in simple games</li> </ol>	K.1 K.8 1.7
<b>8</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Jumping and landing <ol style="list-style-type: none"> <li>a. Jumping following teacher cues</li> <li>b. Jumping for distance and for height</li> </ol> </li> <li>2. Rolling a ball <ol style="list-style-type: none"> <li>a. In different directions</li> <li>b. From different positions</li> <li>c. At different speeds</li> </ol> </li> <li>3. Catching a rolled ball</li> </ol>	K.7 1.1 1.6

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>9</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Manipulating large balls such as playground balls               <ol style="list-style-type: none"> <li>a. Rolling and handling a ball from a stationary position</li> <li>b. Bouncing and catching a ball without a partner; tossing and catching a ball without a partner</li> <li>c. Lifting and catching a ball with feet</li> </ol> </li> <li>2. Kicking large balls               <ol style="list-style-type: none"> <li>a. Approaching a stationary ball and kicking</li> <li>b. Trapping a slow-moving ball</li> <li>c. Rolling a ball to a partner</li> </ol> </li> </ol>	K.4 1.4
<b>10</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Performing long-rope activities               <ol style="list-style-type: none"> <li>a. Jumping over a swinging rope</li> <li>b. Traveling through rope pathways</li> <li>c. Turning a rope</li> <li>d. Running through a rope</li> </ol> </li> <li>2. Performing short-rope activities               <ol style="list-style-type: none"> <li>a. Participating in an introduction to, or review of, short-rope activities</li> </ol> </li> </ol>	K.5 1.5
<b>11</b>	Body management and gymnastics	<ol style="list-style-type: none"> <li>1. Performing animal movements</li> <li>2. Performing log, side, and forward rolls</li> <li>3. Performing individual balance activities</li> <li>4. Performing individual, partner, and group stunts</li> </ol>	K.7 1.6
<b>12</b>	Fundamental and rhythmic skills	<ol style="list-style-type: none"> <li>1. Jumping and landing               <ol style="list-style-type: none"> <li>a. Moving in various floor patterns, directions, and heights</li> <li>b. Exploring various body shapes while jumping</li> <li>c. Jumping over low obstacles</li> <li>d. Performing rhythmic jumping with short ropes</li> <li>e. Jumping over a swinging rope</li> </ol> </li> </ol>	K.5 K.7 1.1 1.5
<b>13</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Performing simple dances such as "Looby Loo," "Hokey Pokey," "Chicken Dance," "Hamster Dance," and "Shoe Fly"</li> <li>2. Performing Lummi stick routines</li> </ol>	K.6 1.5
<b>14</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Throwing for distance               <ol style="list-style-type: none"> <li>a. Throwing following teacher cues</li> <li>b. Throwing against large targets</li> </ol> </li> <li>2. Striking foam rubber balls or lightweight volleyballs with body parts               <ol style="list-style-type: none"> <li>a. Striking a ball into the air</li> <li>b. Striking a ball against a wall</li> <li>c. Striking a ball against the floor, as in dribbling</li> </ol> </li> </ol>	K.4 1.4

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>15</b>	Fundamental skills related to basketball	<ol style="list-style-type: none"> <li>1. Passing</li> <li>2. Dribbling</li> <li>3. Shooting</li> <li>4. Sliding and running in varying pathways</li> </ol>	K.4 K.8 1.4 1.7
<b>16</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Sliding, hopping, galloping, and skipping through pathways and obstacles</li> <li>2. Traveling while varying movement concepts, as in quickly, slowly, gracefully, and awkwardly</li> <li>3. Performing activities on low apparatus such as benches               <ol style="list-style-type: none"> <li>a. Performing animal walks on benches</li> <li>b. Skipping, galloping, and sliding on benches</li> <li>c. Jumping off and onto benches</li> <li>d. Pulling the body along benches</li> <li>e. Pushing the body with arms on benches</li> </ol> </li> </ol>	K.1 K.7 1.2 1.6
<b>17</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Performing tossing and catching activities using a ball and a scoop</li> <li>2. Supporting body weight with hands</li> <li>3. Receiving and transferring weight</li> <li>4. Making bridges with the body</li> <li>5. Kicking balls to a partner</li> </ol>	K.7 1.1 1.4
<b>18</b>	Fundamental and rhythmic skills	<ol style="list-style-type: none"> <li>1. Performing short-rope activities               <ol style="list-style-type: none"> <li>a. Jumping in time to music, as in slow or fast time</li> <li>b. Jumping with one foot</li> <li>c. Jumping backward</li> <li>d. Jumping while jogging</li> </ol> </li> <li>2. Tossing and catching, without a partner, items such as beanbags, fleece balls, tennis balls, or playground balls</li> </ol>	K.4 K.5 1.4 1.5

The sample pacing guide is designed for Grades 2-3 classes that meet 30 minutes per day for a period of 18 weeks. Topics for instruction are based on the minimum required content of the 2009 *Alabama Course of Study: Physical Education*. Many of the games and activities listed below in the “Topics for Instruction” column, including lead-up games, are located in Appendix C.

The first column in the following chart indicates the week of school, the second column indicates the focus of the lesson for the week, the third column indicates topics for instruction for the week, and the fourth column indicates the targeted 2009 *Alabama Course of Study: Physical Education* grade level and content standard to be addressed during the week. Grade level and content standard numbers are identified first by level and then by number. For example, 2.11 indicates the grade level as second and the content standard number as 11.

<b>GRADES 2-3 SAMPLE 18-WEEK PACING GUIDE</b>			
<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
1	Orientation	<ol style="list-style-type: none"> <li>1. Establishing rules, routines, and policies</li> <li>2. Reviewing rules, including consequences for not following rules</li> <li>3. Forming partners, groups, and circles; dividing the class</li> <li>4. Adhering to the freeze signal</li> <li>5. Participating in pre-assessment activities</li> </ol>	2.11
2	Fundamental skills	<ol style="list-style-type: none"> <li>1. Using pedometers                             <ol style="list-style-type: none"> <li>a. Learning how pedometers work</li> <li>b. Positioning pedometers correctly</li> <li>c. Practicing pedometer procedures</li> </ol> </li> <li>2. Performing walking activities using pedometers                             <ol style="list-style-type: none"> <li>a. Participating in a treasure hunt</li> <li>b. Tossing and catching a ball with a partner while walking</li> <li>c. Performing “Mixed-up Walks,” as in backward, sideways, forward, and on toes</li> </ol> </li> <li>3. Jogging with pedometers</li> </ol>	2.12 2.13 3.13
3	Fundamental skills related to football	<ol style="list-style-type: none"> <li>1. Passing</li> <li>2. Catching and receiving</li> <li>3. Centering</li> <li>4. Passing and receiving with a partner</li> <li>5. Participating in lead-up games such as “Five Passes”</li> </ol>	2.5 3.2 3.3
4	Fundamental skills, rhythms, and gymnastics	<ol style="list-style-type: none"> <li>1. Galloping, sliding, skipping, and running</li> <li>2. Traveling while fleeing and dodging</li> <li>3. Traveling, fleeing, and dodging in games</li> <li>4. Performing rhythms, including traveling and balancing sequences</li> </ol>	2.2 2.4 2.7 3.1 3.6
5	Body management and gymnastics	<ol style="list-style-type: none"> <li>1. Performing animal movements</li> <li>2. Performing log, side, and forward rolls</li> <li>3. Performing individual balance activities</li> <li>4. Performing individual, partner, and group stunts</li> </ol>	2.6 3.7

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>6</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Participating in throwing activities               <ol style="list-style-type: none"> <li>a. Throwing with force against a wall with no specific target</li> <li>b. Throwing, emphasizing correct form and using cues</li> <li>c. Throwing for velocity at large targets</li> <li>d. Traveling and throwing at large targets</li> <li>e. Participating in simple games involving traveling and throwing</li> </ol> </li> </ol>	<p>2.5 3.3</p>
<b>7</b>	Fitness testing		<p>2.12 2.13 2.14 3.4</p>
<b>8</b>	Fitness testing		<p>2.12 2.13 2.14 3.14</p>
<b>9</b>	Fundamental skills related to soccer	<ol style="list-style-type: none"> <li>1. Dribbling</li> <li>2. Passing using inside- and outside-the-foot passes</li> <li>3. Trapping</li> <li>4. Performing soccer drills and lead-up games</li> </ol>	<p>2.5 3.2 3.3</p>
<b>10</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Performing long-rope activities and stunts               <ol style="list-style-type: none"> <li>a. Learning front- and back-door entrances</li> <li>b. Participating in jumping games</li> <li>c. Traveling while jumping and turning a rope</li> <li>d. Turning a rope while jumping</li> <li>e. Tossing and catching while jumping</li> <li>f. Practicing “Egg Beater” jumping</li> <li>g. Practicing “Double Dutch” jumping</li> </ol> </li> </ol>	<p>2.6 3.5</p>
<b>11</b>	Creative and rhythmic movements and gymnastics	<ol style="list-style-type: none"> <li>1. Participating in folk and multicultural dances</li> <li>2. Performing rhythmic gymnastics such as wand routines</li> </ol>	<p>2.2 2.7 3.6</p>
<b>12</b>	Fundamental skills related to basketball	<ol style="list-style-type: none"> <li>1. Reviewing passing, dribbling, and shooting</li> <li>2. Participating in basketball skill drills</li> <li>3. Participating in basketball lead-up activities such as “Birdies in a Cage”</li> </ol>	<p>2.5 3.2 3.3</p>
<b>13</b>	Fundamental skills, rhythms, and gymnastics	<ol style="list-style-type: none"> <li>1. Participating in parachute activities</li> <li>2. Performing rhythms and gymnastics with parachutes and hoops</li> </ol>	<p>2.2 2.7 3.6</p>

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>14</b>	Fundamental and game skills	<ol style="list-style-type: none"> <li>1. Participating in throwing activities               <ol style="list-style-type: none"> <li>a. Reviewing form and throwing for velocity</li> <li>b. Throwing at large stationary targets</li> <li>c. Throwing while traveling to stationary targets</li> <li>d. Throwing back and forth with a partner</li> <li>e. Throwing while stationary to a moving target</li> </ol> </li> <li>2. Participating in throwing games</li> </ol>	<p>2.5 3.3</p>
<b>15</b>	Fundamental skills	<ol style="list-style-type: none"> <li>1. Performing kicking activities               <ol style="list-style-type: none"> <li>a. Approaching a stationary ball</li> <li>b. Kicking a stationary ball for distance and accuracy</li> <li>c. Kicking a rolling ball from a stationary position for distance and accuracy</li> <li>d. Kicking a ball back and forth with a partner</li> <li>e. Kicking and traveling with a partner</li> </ol> </li> </ol>	<p>2.5 3.3</p>
<b>16</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Participating in short-rope activities               <ol style="list-style-type: none"> <li>a. Jumping fast and slow</li> <li>b. Performing side- and double-side swings with and without a jump</li> <li>c. Performing a rocker step</li> <li>d. Performing a slalom step</li> <li>e. Performing a side straddle</li> <li>f. Jumping backward</li> <li>g. Jumping with a partner</li> <li>h. Jumping with three partners</li> </ol> </li> </ol>	<p>2.6 3.5</p>
<b>17</b>	Fundamental skills related to racquet sports	<ol style="list-style-type: none"> <li>1. Using correct form to hold a racquet</li> <li>2. Controlling a ball with a racquet</li> <li>3. Tossing and catching a ball with a racquet</li> <li>4. Dribbling a ball with a racquet</li> <li>5. Performing a forehand stroke               <ol style="list-style-type: none"> <li>a. Hitting to a wall without a partner</li> </ol> </li> <li>6. Performing a backhand stroke using two hands               <ol style="list-style-type: none"> <li>a. Hitting to a wall without a partner</li> </ol> </li> <li>7. Alternating strokes while hitting against a wall</li> </ol>	<p>2.5 3.2 3.3 3.4</p>
<b>18</b>	Fundamental skills related to volleyball	<ol style="list-style-type: none"> <li>1. Performing a forearm pass</li> <li>2. Setting up a pass</li> <li>3. Receiving a ball</li> <li>4. Performing passing drills with and without a partner</li> </ol>	<p>2.5 3.2 3.3</p>

The sample pacing guide is designed for Grades 4-5 classes that meet 30 minutes per day for a period of 18 weeks. Topics for instruction are based on the minimum required content of the 2009 *Alabama Course of Study: Physical Education*. Many of the games and activities listed below in the “Topics for Instruction” column, including lead-up games, are located in Appendix C.

The first column in the following chart indicates the week of school, the second column indicates the focus of the lesson for the week, the third column indicates topics for instruction for the week, and the fourth column indicates the targeted 2009 *Alabama Course of Study: Physical Education* grade level and content standard to be addressed during the week. Grade level and content standard numbers are identified first by level and then by number. For example, 4.11 indicates the grade level as fourth and the content standard number as 11.

<b>GRADES 4-5 SAMPLE 18-WEEK PACING GUIDE</b>			
<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
1	Orientation	<ol style="list-style-type: none"> <li>1. Establishing rules, routines, and policies</li> <li>2. Reviewing rules, including consequences for not following rules</li> <li>3. Forming partners, groups, and circles; dividing the class</li> <li>4. Adhering to the freeze signal</li> <li>5. Participating in pre-assessment activities</li> </ol>	<p>4.11 5.10</p>
2	Fundamental skills	<ol style="list-style-type: none"> <li>1. Using pedometers                             <ol style="list-style-type: none"> <li>a. Calculating baseline</li> <li>b. Calculating goals</li> </ol> </li> <li>2. Participating in walking activities using pedometers                             <ol style="list-style-type: none"> <li>a. Playing “When You Hear”</li> <li>b. Tossing and catching a ball with a partner while walking</li> <li>c. Performing “Mixed-up Walks,” as in backward, sideways, forward, and on toes</li> </ol> </li> <li>3. Jogging with pedometers</li> </ol>	<p>4.13 4.14 5.11 5.12 5.13 5.14</p>
3	Fundamental skills related to football	<ol style="list-style-type: none"> <li>1. Passing</li> <li>2. Catching and receiving</li> <li>3. Centering</li> <li>4. Punting</li> <li>5. Passing and receiving with a partner</li> <li>6. Participating in lead-up games such as “Five Passes”</li> </ol>	<p>4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10</p>

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
<b>4</b>	Body management and gymnastics	<ol style="list-style-type: none"> <li>1. Performing animal movements</li> <li>2. Reviewing forward and backward rolls</li> <li>3. Performing roll combinations</li> <li>4. Reviewing tripods</li> <li>5. Performing headstands</li> <li>6. Performing individual balance activities</li> <li>7. Performing individual, partner, and group stunts</li> <li>8. Performing gymnastic sequences</li> </ol>	<p>4.5 5.5 5.8</p>
<b>5</b>	Fitness testing		<p>4.13 4.14 4.15 5.12 5.13 5.14</p>
<b>6</b>	Fitness testing		<p>4.13 4.14 4.15 5.12 5.13 5.14</p>
<b>7</b>	Fundamental skills related to soccer	<ol style="list-style-type: none"> <li>1. Reviewing dribbling, passing, and trapping</li> <li>2. Learning goal-keeping strategies and techniques</li> <li>3. Shooting</li> <li>4. Performing soccer skill drills</li> </ol>	<p>4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10</p>
<b>8</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Performing square dances</li> </ol>	<p>4.4 4.9 5.4</p>
<b>9</b>	Creative and rhythmic movements	<ol style="list-style-type: none"> <li>1. Performing long-rope activities and stunts <ol style="list-style-type: none"> <li>a. Jumping with multiple partners</li> <li>b. Jumping rope to chants</li> <li>c. Performing jumping stunts</li> <li>d. Performing "Egg Beater" jumping</li> <li>e. Performing "Double Dutch" jumping</li> </ol> </li> </ol>	<p>4.3 5.3</p>
<b>10</b>	Fundamental skills related to basketball	<ol style="list-style-type: none"> <li>1. Reviewing passing, dribbling, and shooting</li> <li>2. Performing jump shots</li> <li>3. Performing foul shots</li> <li>4. Performing lay-ups</li> <li>5. Participating in skill drills</li> <li>6. Participating in lead-up activities such as "Cone Maze"</li> </ol>	<p>4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10</p>

<b>Week</b>	<b>Lesson Focus</b>	<b>Topics for Instruction</b>	<b>Grade Level and Content Standard</b>
11	Creative and rhythmic movements	1. Performing tinikling routines	4.4 4.9 5.4
12	Fundamental and game skills	1. Throwing <ul style="list-style-type: none"> <li>a. Reviewing form and throwing for velocity</li> <li>b. Throwing back and forth with a partner</li> <li>c. Throwing while stationary to a moving target</li> <li>d. Throwing back and forth with a partner while moving</li> <li>e. Throwing against a defender</li> </ul> 2. Participating in student-created or modified games involving throwing	4.2 4.7
13	Game skills	1. Participating in cooperative activities, games, and challenges such as “Centipede”	4.6 4.7
14	Fundamental skills related to track and field	1. Learning “sprinters start” 2. Sprinting 3. Running for distance 4. Performing relays and passing 5. Performing high and long jumps	4.6 5.1
15	Creative and rhythmic movements	1. Performing advanced short-rope jumps and stunts 2. Participating in tug-of-war activities	4.4 4.9 5.4
16	Fundamental skills related to volleyball	1. Reviewing the forearm pass 2. Setting up 3. Performing passing drills 4. Serving underhand and overhand 5. Practicing serving drills 6. Participating in lead-up activities such as “Balloon Ball”	4.2 4.6 4.11 4.12 5.2 5.6 5.8 5.9 5.10
17	Fundamental skills related to flying disc games	1. Throwing backhand and underhand 2. Catching with thumbs-up or thumbs-down 3. Throwing and catching without a partner 4. Throwing and catching with a partner <ul style="list-style-type: none"> <li>a. Performing trick catches</li> <li>b. Participating in flying disc games such as “Ultimate Flying Disc” and “Flying Disc Bowling”</li> </ul>	4.2 4.6 5.6 5.9

Week	Lesson Focus	Topics for Instruction	Grade Level and Content Standard
18	Body management and gymnastics	1. Performing balance beam and bench activities <ul style="list-style-type: none"> <li>a. Dismounting using proper transfer of weight</li> <li>b. Balancing on apparatus</li> <li>c. Performing stunts on apparatus</li> <li>d. Traveling on apparatus</li> <li>e. Performing gymnastic sequences on apparatus</li> </ul>	4.5 5.5 5.8

# DESIGNING LESSONS



The physical education environment must be one in which students are motivated to learn and are able to progress at an appropriate pace. To ensure such an environment, it is important that lessons be thoroughly planned, reviewed daily, and modified as needed. The following information is intended to guide instructors as they design and implement lessons for physical education students.

1. Plan lesson content based on the minimum required content found in the 2009 *Alabama Course of Study: Physical Education*.
2. Use local or the sample pacing guides included in this document to help determine scope and sequence of content instruction.
3. Develop lessons in accordance with established curriculum and pacing guides. For maximum student participation, lessons should address the following principles:
  - Lessons should be challenging while offering multiple, high-interest opportunities for development of knowledge and skills.
    - ✓ Students need adequate time to refine skills through a variety of practice opportunities. Design lessons that help students enjoy learning while gaining understanding of the importance of practice.
  - Lessons should be developmentally appropriate.
    - ✓ Students need to be challenged and successful at the same time. Appropriate lessons help ensure students are motivated to achieve success.
  - Lessons should allow for maximum participation by all students.
    - ✓ Students need to be moving throughout the majority of the physical education class. Preplanning ensures that equipment and materials are ready and management techniques are in place for maximum participation.
  - Lessons should be meaningful.
    - ✓ Students need to understand how the lesson applies to their lives outside the classroom. Provide ample opportunities for students to work on skills at home through projects and homework assignments and allow students to share these experiences in class.
  - Lessons should incorporate a variety of movement experiences.
    - ✓ Students need to be exposed to many games and rhythmic and gymnastic activities. Utilize activities that maximize movement involving various body parts and levels of difficulty.

Sample lesson plans included on the next several pages meet the above-listed criteria. Instructors may use the plans as presented or may choose to personalize them to better meet the instructional needs of their particular students. The sample lesson plans are designed to be executed for 30 minutes per day over a period of time ranging from one to several days of instruction. However, the instructor must determine the exact time configuration for each day of lesson delivery. It is recommended that each 30-minute class period required for instructional delivery of the sample plan be arranged according to the following three components:

- Introductory Activity (2-3 minutes)
  - ✓ Moderate- to high-intensity instant activity (may be a review activity) with few rules
- Lesson Focus (15-20 minutes)
  - ✓ Presentation (or continuation) of instructional topic
- Culminating Activity (5-7 minutes)
  - ✓ Reinforcement of daily learning through review that may include a “fun” or “reward” activity

<b>Grade Cluster:</b>	Grades K-2
<b>Week of Instruction:</b>	Week 3 of 36-week pacing guide
<b>Time Allotment:</b>	4-5 days, 30 minutes per day
<b>Lesson Focus:</b>	Fundamental skills
<b>Content Standard(s):</b>	K.1, 1.2
<b>Objective(s):</b>	To move in a large group without bumping into others To travel while modifying movement concepts To learn tossing and catching skills To understand concepts of general and personal space
<b>Equipment:</b>	Music CD CD player Beanbags (one per student) Beanbag activity CD (optional)

### Introductory Activity

Activity: "I See"

Directions: Arrange students in a scattered formation. Students should perform activities that the teacher "sees." Examples include "I see snakes slithering in the grass," "I see a bird flying in the sky," "I see a rabbit hopping in the meadow," "I see a horse galloping in a pasture." As the teacher tells what he or she sees, students perform appropriate animal movements. Vary "I See" activities daily for the duration of the lesson.

### Lesson Focus

Activity: Skill Set One—Walking

Directions: Select daily a few tasks from skill set. Music may be played during these activities. Each of the following bulleted tasks should be preceded with "While traveling in general space . . . ."

- Walk like a soldier, like a giant, like a robot, like a grandmother, like someone who is being sneaky, like an elephant, or like a mouse.
- Walk like a person who is angry, happy, excited, or sad.
- Walk with funny steps as if you were a clown, a monkey, or as if you were on the moon.
- Walk as if you were trying to sneak up on someone.
- Tiptoe as if you were trying to avoid large puddles of water.
- Walk as if you have a broken leg.

Activity: Skill Set Two—Walking Emphasizing Correct Form

Directions: Select daily a few tasks from skill set. During tasks, emphasize correct form as in heads up, shoulders back, stomachs in, toes forward, and arms swinging. While students are walking, discuss the importance of correct posture. Each of the following bulleted tasks should be preceded with "While traveling in general space . . . ."

- Walk being sure to avoid contact with classmates.
- Walk and meet a friend, give him or her a high five, hand shake, or do a hip-bump.
- Walk very slowly; walk quickly.
- Walk and change directions on signal.
- Walk taking long strides; walk taking short strides.
- Walk and change levels on teacher signal at low, medium, and high levels.

Activity: Skill Set Three—Marching

Directions: Select daily a few tasks from skill set. Each of the following bulleted tasks should be preceded with “While marching in general space . . . .”

- Lift each knee high; slap knee with hand on each step.
- Lift each knee high; hold arms straight and somewhat stiff.
- Pretend you are in a marching band and playing an instrument such as a drum, saxophone, flute, or trumpet.
- Pretend you are the drum major.
- Pretend you are in the army going through a very hot place and then a very cold place.

Activity: Skill Set Four—Traveling

Directions: Select daily a few tasks from skill set. Each of the following bulleted tasks should be preceded with “While remaining in general space and avoiding classmates . . . .” Continue with similar activities.

- Travel forward as if pretending to walk on a thin wire over a cliff.
- Travel backward alternating clapping hands in front and back of body.
- Travel and stop on signal; move and then change direction on signal.
- Travel in a zigzag pathway so lightly that no one can hear the movement.
- Travel in a small circle with a small group.
- Travel to the left and right; in circular, straight, and crooked pathways; and horizontally.
- Travel while transitioning between different levels.
- Travel while freezing on teacher signal at low, medium, and high levels.
- Travel north and freeze on signal; turn south and resume traveling; turn east and resume traveling; turn west and resume traveling.

Activity: Skill Set Five—Beanbag Activities

Directions: Select daily a few tasks from skill set. Provide each student with one beanbag. Each of the following bulleted tasks should be preceded with “While remaining in personal space and avoiding contact with classmates . . . .” Continue with similar activities. (Consider having students perform beanbag activities to music.)

- Toss beanbag using both hands, right hand only, and left hand only.
- Toss beanbag trying to catch it with back of hands.
- Toss beanbag, gradually getting higher with each toss, then lower with each toss.
- Toss beanbag from various positions such as a seated position, a squatting position, while lying on stomach, and while lying on back.
- Toss beanbag into the air, making a quarter-turn and catching bag; making a half-turn and catching bag; making a full-turn and catching bag.
- Toss beanbag into the air clapping hands once and catching bag, clapping hands twice and catching bag, clapping hands three times and catching bag. (See how many times you can clap before catching beanbag.)
- Toss beanbag into the air trying to catch beanbag behind your back.
- Balance beanbag on areas of the body such as feet, shoulders, legs, and elbows.

## **Culminating Activity**

Activity: "Airplanes"

Directions: On the floor, mark a starting line and a stopping line. The distance between the two lines should be between 20 and 30 feet. Have students assume "push-up" positions on starting line. Assign one student to be the air-traffic controller. Position this student in front of the other students. The air-traffic controller provides the following commands, and the other students respond by performing appropriate movements.

1. Air-traffic controller: "Airplanes, start your engines!"  
Other students perform push-ups and make airplane engine noises.
2. Air-traffic controller: "Airplanes, take off!"  
Other students perform movements like flying airplanes as they "fly" from starting line and "land" at stopping line.
3. Repeat activity having students assume push-up positions on starting line. Assign a different student to be the air-traffic controller.

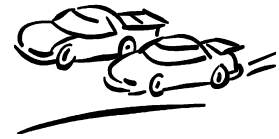
Note: While students are flying their airplanes, the air-traffic controller can yell out a "stormy weather" command such as thunder, lightning, hurricane, or tornado. Students must return planes to original positions by landing planes on starting line. The air-traffic controller can only give a weather warning once during the activity.

<b>Grade Cluster:</b>	Grades K-1
<b>Week of Instruction:</b>	Week 18 of 36-week pacing guide
<b>Time Allotment:</b>	4-5 days, 30 minutes per day
<b>Lesson Focus:</b>	Body management and gymnastics
<b>Content Standard(s):</b>	K.7, 1.1, 1.6
<b>Objective(s):</b>	To be able to perform animal walks To balance body in various positions To transfer body weight successfully To correctly land and absorb body weight To work independently, with a partner, and with a small group
<b>Equipment:</b>	Tumbling mats Balance beam, bench, or alternate apparatus Music CD CD player Beanbags (one per student) Beanbag activity CD (optional)

### Introductory Activity

Activity: "Road Rage"

Directions: Assign each student a partner. One student is assigned the role of the driver and the other student is the car. The driver stands behind the car, placing hands on the shoulders of the partner. Driver's arms should be relatively straight. The student who is the car should position arms horizontally and straight ahead to serve as bumpers. The driver should steer the car throughout designated play area according to the teacher commands listed below. Reassign roles of drivers and cars to allow students to play both roles. To vary activity, students assigned as cars may be blindfolded or instructed to close their eyes.



### Teacher Commands

- "Pretend you are driving in the country." On this command, students should drive slowly while mimicking driving down a winding, country road while avoiding paths of other drivers. Students are encouraged to sing, as if the radio is playing.
- "Pretend you are driving in the city." On this command, students should drive in short, straight pathways making quick turns; honking horns; and suddenly stopping and starting. Students may also make sounds like brakes being hit quickly and tires squealing.
- "Pretend you are driving on the freeway." On this command, students should drive very quickly in long, straight pathways; passing other cars; and moving about safely. Students may sing the song "Life is a Highway."

## Lesson Focus

Activity: Skill Set One—Animal Movements

Directions: Select daily a few tasks from skill set. Music may be played during these activities. Divide students into groups of four to six persons. Provide one mat for each group. Demonstrate correct manner to perform animal movements. Have students stand in single file behind short end of mat. Tell students to perform animal movements one at a time down length of mat. Each movement may be repeated several times. Suggested animal movements are as follows:

1. Alligator Crawl
  - Lie on mat with elbows bent, hands close to body, feet pointed outward while moving along the mat like an alligator.
  - Repeat movement until crawl is performed successfully for two to three times.
  - Vary movement by adding concepts such as performing the movement quickly, slowly, like a mad alligator stomping down the mat, and like a happy alligator.
2. Kangaroo Jump
  - With hands and elbows close to chest, fingers curled down, and feet together, move in different directions using small jumps.
  - Repeat movement until jump is performed successfully for two to three times.
  - Place an object such as a ball or beanbag between knees and jump without dropping object.
3. Cat Walk
  - Place hands on mat while bending arms and legs, keeping head up, and looking straight ahead while walking gracefully like a cat.
  - Vary walk by adding movement concepts such as walking backward down the mat and walking sideways down the mat.
4. Crab Walk
  - Squat down and reach back putting both hands on mat without sitting down.
  - Walk around using hands and feet while keeping body in a straight line.
  - Vary walk by adding movement concepts such as walking like a very tall crab, a short crab; walking sideways; and walking backward.

Activity: Skill Set Two—Balancing in Different Body Shapes

Directions: Arrange students in a scattered formation. Mats may be used, but are not necessary. During activity, encourage students to be creative while forming shapes and balancing with their bodies. Discuss with students ways to maintain balance such as using a wider base of support. Once students have had several opportunities to perform balance stunts, have them vary stunt by widening or narrowing base of support, or changing levels. Suggested balance activities are the following:

1. Stork Pose
  - In standing position, place weight on one foot and raise other foot to inside of knee and thigh of standing leg.
  - Balance and hold position.
  - Repeat, using opposite foot.
2. Crab Walk
  - In standing position, balance on right arm and right leg, then on left arm and left leg.
  - Balance on right arm and left leg, then on left arm and right leg.
3. Forward Balance
  - In standing position, extend right leg straight back until parallel with floor, bend forward as if flying.
  - Balance and hold position.
  - Alternate, using left leg.
4. Backward Balance
  - In standing position, extend right leg forward with toes pointed. Bring arms out to side for balance, lean back, and look up to ceiling.
  - Balance and hold position.
  - Repeat, using left leg.
5. Hands and Knees on Floor
  - With weight placed on hands, knees, and feet, lift right hand and left knee.
  - Balance and hold position.
  - Repeat, alternating right and left sides.

Activity: Skill Set Three—Transfer of Body Weight

Directions: Provide students with boxes, low benches, or other low, stable apparatus. Tell students they will learn how to safely land and absorb impact of body weight while dismounting from the apparatus. Instruct students to dismount from apparatus according to the following:

1. Dismount onto both feet.
2. Dismount onto one foot.
3. Dismount with knees slightly bent, deeply bent, and almost straight.
4. Dismount while performing a quarter-turn in the air, a half-turn, and a full-turn.
5. Dismount while forming various body shapes such as wide, narrow, tall, short, curled, and stretched.
6. Dismount, as in gracefully, swiftly, roughly, and jerkily.
7. Dismount and then perform a balance stunt.

Activity: Skill Set Four—Individual, Partner, and Group Stunts

Directions: Assign students partners of about the same size for the sample partner and group stunts. Provide students with mats and beanbags as appropriate for each activity. Suggested stunts and instructions are as follows:

1. Seat Circle (Individual)
  - Sit on floor with hands braced behind back with palms flat on floor.
  - Bend knees and lift feet off floor, pushing with hands so body spins in a circle using “bottom” as pivot.
  - Spin to right and then to left.
2. Heel Click (Individual)
  - Stand with feet slightly spread apart, jump up, and click heels together once. Land with feet in starting position.
  - Stand with feet slightly spread apart, jump up, and click heels together twice and then three times before landing. Try landing with legs spread wide and then narrow, on right foot and then on left foot.
3. Toe Touch (Partner)
  - Lie on backs with assigned partners with heads touching and feet pointed in direction opposite of heads.
  - Join hands and bring legs up so partners’ toes touch.
  - Have one partner place beanbag or similar object between feet and transfer it to other partner, who lowers it to floor.
4. Roly Poly (Group)
  - Lie face down on mat with assigned group of students.
  - Student at one end of group performs log roll over other students until he or she reaches opposite end.
  - Student then becomes part of group lying on the floor.
  - Next student performs log roll over other students in group until he or she reaches opposite end and becomes part of group lying on floor.
  - Continue until all students have returned to original positions.

**Culminating Activity**

Activity: “Cross-Over”

Directions: Mark a circle on the floor with poly spots or any boundary that can easily be moved. Instruct students to stand on the outline of the circle. On instructor’s signal, students attempt to cross to other side of circle without touching other students. Once students are successful, move poly spots inward two or three feet, making circle smaller. Allow students to continue, while making circle smaller after each successful attempt. Vary methods of traveling across circle to include movements such as backward, sideways, skipping, and hopping.

<b>Grade Cluster:</b>	Grades 2-3
<b>Week of Instruction:</b>	Week 7 of 36-week pacing guide
<b>Time Allotment:</b>	4-5 days, 30 minutes per day
<b>Lesson Focus:</b>	Fundamental skills—throwing
<b>Content Standard(s):</b>	2.5, 3.3
<b>Objective(s):</b>	To throw using correct form To throw for distance To throw at large targets To throw while moving
<b>Equipment:</b>	Objects for throwing such as beanbags, perforated plastic balls, small foam rubber balls, balls that bounce (one per student) Hoops or other large targets Music CD CD player Blindfolds

### Introductory Activity

Activity: “Locomotion Bags”

Directions: Start music. While music is playing, instruct students to travel in general space while tossing and catching a beanbag. Stop music. Tell students to drop beanbags and hop over bags as many times as possible until music starts again. Vary activity by having students perform the following:

- Alternate among movements such as running, walking, skipping, galloping, and sliding.
- Hop over beanbags with left and then right foot.
- Toss and catch beanbags with partners.

### Lesson Focus

Activity: Skill Set One—Throwing

Directions: Select daily a few tasks from skill set. Arrange students in scattered formation. Model correct throwing form for students. Review correct form as necessary. Use the following cues for instructing students to demonstrate correct form:

- Throw with side to target.
- Throw with arm back.
- Throw while stepping forward.
- Throw while rotating hips.
- Throw with arm bent.
- Throw with follow-through.

### Activity: Skill Set Two—Throwing to a Wall

Directions: Demonstrate and review with students correct form for performing an overhand throw. Provide each student with at least one item to throw and retrieve. Have students assume positions approximately 15 feet away from and facing a boundary such as a wall. Use the following instructions and challenges for throwing:

1. Tell students to use dominant hand to throw ball against a wall as hard as possible.
2. Challenge students to throw ball hard enough so ball bounces back.
3. Instruct students to move three steps back and continue to throw as hard as possible.
4. Instruct students to move five steps back and continue to throw as hard as possible.
5. Instruct students to move back to original spot and throw with other hand as hard as possible against wall.
6. Instruct students to throw three times at wall as hard as possible.
7. Tell students to use nondominant hand to throw ball hard enough so ball bounces back.
8. Challenge: If ball will not bounce back, discuss why.

### Activity: Skill Set Three—Throwing for Velocity at Large Targets

Directions: Place a target such as a large hoop on a wall or tape a large **X** to the wall. Instruct students to throw an object toward target to achieve longest distance possible. Emphasis should not be placed on hitting any particular spot on target. Use the following instructions and challenges for throwing:

1. Throw, using correct form, as hard as you can and try to hit target.
  - a. Challenge: Can you hit target 5 times in a row, 10 times in a row, 20 times in a row?
2. When target is hit multiple times, take a giant step back and try throwing at target from a longer distance.
  - a. Challenge: How many times in a row can you hit target?
3. Continue with additional throwing activities as appropriate.

### Activity: Skill Set Four—Traveling While Throwing at Large Targets

Directions: Set up three different throwing stations each with suspended targets, such as large hoops, at varying heights. Tell students they will be throwing an object toward a target to achieve longest distance possible. Emphasis should not be placed on hitting any particular spot on target. Students should rotate among stations.

#### Station 1: Throwing at a High Target

Set a cone 15 to 20 feet from a hoop or similar target. Instruct students to run to cone and throw ball through hoop from the designated starting point. Encourage use of correct form.

- a. Challenge: Can you throw the ball through the target?
- b. Challenge: How many times in a row can you throw the ball through the target?

#### Station 2: Throwing at a Low Target

Set a cone 15 to 20 feet from a hoop or similar target. Instruct students to run to cone and throw ball through hoop from the designated starting point. Encourage use of correct form.

- a. Challenge: Can you throw the ball through the target?
- b. Challenge: How many times in a row can you throw the ball through the target?

### Station 3: Throwing at a Swinging Target

Set a cone 15 to 20 feet from a suspended hoop. Instruct one student to swing hoop prior to throw attempt. First swing should have hoop swinging forward and backward; second swing should have hoop swinging from side to side using short and long swings. Instruct another student to run to cone and throw ball through swinging hoop from the designated starting point. After retrieving ball, student becomes new hoop swinger.

### **Culminating Activity**

Activity: "Missile Ball"

Directions: Pair students with partners. Assign one partner to serve as commander and other as tank. Blindfold student serving as tank. Instruct commander to provide directions to tank. When tank is close to target and is pointed in correct direction, commander yells "Fire!" "Tank" throws ("fires") ball in direction of target. If target is hit, group earns one point. Rotate roles between tanks and commanders.

**Grade Cluster:** Grades 2-3  
**Week of Instruction:** Week 25 of 36-week pacing guide  
**Time Allotment:** 2-3 days, 30 minutes per day  
**Lesson Focus:** Creative and rhythmic movements—modern dance and partner-mixing dances  
**Content Standard(s):** 2.7, 3.6  
**Objective(s):** To work cooperatively with a partner  
 To dance in time to music  
 To follow lesson instructions  
**Equipment:** Paper plates (two per student)  
 Holiday or other lively music CD  
 CD player

**Introductory Activity**

Activity: Anticipatory Set

Directions: Use the following questions and comments to stimulate student interest in the lesson:

- How many of you have gone on a picnic at a park before?
- While you were on the picnic, on what did you place your food? (Answer: paper plates)
- Paper plates are great for picnics, aren't they? Can you think of other ways to use paper plates?
- What about dancing? Have you ever danced using a paper plate?
- Well, today we are going to do just that! I'm going to teach you a fun dance using paper plates!

**Lesson Focus**



Activity: "Jingle Bells" Paper Plate Dance

Directions: Position students in one large circle facing inside of circle. Pair each student in circle with student next to him or her. Provide each student with two paper plates. Instruct students to place one paper plate approximately six inches in front of right foot and other paper plate six inches to outside of left foot. Use the following dance step instructions to teach students each of the dance sequences. (Note: All dance steps are taught in 8-count sequences.)

<b>"JINGLE BELLS" PAPER PLATE DANCE STEPS</b>	
<p><b>Part 1: <u>Right and Left Stomp</u></b>                      Step 1. Right foot taps right paper plate.                      Step 2. Right foot steps to middle.                      Step 3. Left foot taps left paper plate.                      Step 4. Left foot steps to middle.                       Repeat steps 1-4.</p>	<p><b>Part 2: <u>Slide</u></b>                      Step 1. Right foot stands on right paper plate.                      Step 2. Slide right foot to middle (plate stays with foot).                       Step 3. Left foot stands on left paper plate.                      Step 4. Slide left foot to middle (plate stays with foot).                       Steps 5-6. Slide right.                      Steps 7-8. Slide left.                      Steps 1-2. Slide diagonally forward to right.                      Steps 3-4. Slide diagonally forward to left.                      Step 5. Step off plate with right foot.                      Step 6. Step off plate with left foot.                      Steps 7-8. Pick up plates.</p>

**“JINGLE BELLS” PAPER PLATE DANCE STEPS**

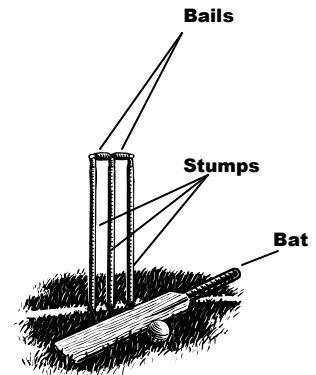
<p><b>Part 3: <u>Plate Clap</u></b>  Steps 1-2. Clap plates at middle level.  Steps 3-4. Clap plates at high level.  Steps 5-6. Clap plates at low level.  Steps 7-8. Clap plates at middle level.</p>	<p><b>Part 4: <u>Partner Clap</u></b>  Steps 1-2. Face partner.  Steps 3-4. Clap plates together.  Step 5. Clap right plate with partner’s right plate.  Step 6. Clap plates together.  Step 7. Clap left plate with partner’s left plate.  Step 8. Clap plates together.</p>
<p><b>Part 5: <u>Plate Pass</u></b>  Steps 1-2. Stack plates together.  Step 3. Pass plates to student on right and take plates from student on left.  Step 4. Switch new plates to right hand.  Step 5. Pass plates to right.  Step 6. Take plates from student on left.  Steps 7-8. Hold plates in hands.</p>	<p><b>Part 6: <u>Crossover</u></b>  Step 1. Cross feet.  Step 2. Turn and face outside of circle.  Steps 3-4. Clap plates together.  Step 5. Clap right plate to left foot (behind back).  Step 6. Clap plates together.  Step 7. Clap left plate to right foot (behind back).  Step 8. Clap plates together.</p>
<p><b>Part 7: <u>Partner Feet Slap</u></b>  Steps 1-2. Face partner (may clap).  Steps 3-4. Clap right plate to partner’s right foot while bending forward at waist.  Steps 5-6. Clap plates together.  Steps 7-8. Clap left plate to partner’s left foot while bending forward at waist.</p>	<p><b>Part 8: <u>Vertical Plate Spin With Hand</u></b>  Steps 1-4. Spin right plate and catch.  Steps 5-8. Spin left plate and catch.</p>
<p><b>Part 9: <u>Plate Clap</u></b>  Steps 1-2. Clap plates at high level.  Steps 3-4. Clap plates at middle level.  Steps 5-6. Clap plates at low level.  Steps 7-8. Place plates on ground and stand up.</p>	<p><b>Part 10: <u>Plate Spin With Feet</u></b>  Steps 1-8. Step right foot to left plate and spin.  Steps 1-8. Step left foot to right plate and spin.</p>
<p><b>Part 11: <u>Skate Right and Left</u></b>  Steps 1-8. With both feet on plates, skate right around circle.  Steps 1-8. With both feet on plates, skate left around circle.</p>	<p><b>Part 12: <u>Freestyle</u></b>  Steps 1-8. Students use choice of dance steps.   Repeat entire sequence.</p>

**Culminating Activity**

Activity: Review

Directions: Regroup students to review dance steps.

<b>Grade Cluster:</b>	Grades 4-5
<b>Week of Instruction:</b>	Week 35 of 36-week pacing guide
<b>Time Allotment:</b>	4-5 days, 30 minutes per day
<b>Lesson Focus:</b>	Fundamental skills related to cricket
<b>Content Standard(s):</b>	4.2, 4.6, 4.11, 4.12, 5.2, 5.6, 5.8, 5.9, 5.10
<b>Objective(s):</b>	To learn about and participate in international games To demonstrate competency in a variety of movement forms To apply movement concepts and principles
<b>Equipment:</b>	Cricket bats Cricket balls (tennis balls may be used for outside play or perforated plastic balls may be used for inside play) Wickets (two for each play area) Play areas with wickets set 30 to 40 feet apart Pinnies (enough for opposing teams to have different colors, or for one team to wear pinnies and other team to wear no pinnies)



**WICKET** consists of three 28-inch long wooden stumps hammered into the ground and topped with two 9-inch long wooden crosspieces (bails) that connect the stumps.

### Introductory Activity

Activity: Agility Run

Directions: Mark a starting and stopping line approximately ten yards apart. Have students, upon teacher signal, to run, skip, or gallop back and forth between the two lines as many times as possible for a designated period of time. Encourage students to challenge themselves by counting the number of times they travel back and forth between the lines.

### Lesson Focus

Activity: Modified Rules for Cricket Game

Directions: Provide students with a brief overview of the game of cricket. Information may include the following:

#### Game Overview

- A cricket match consists of multiple periods called innings.
- During innings, one team plays defense (fielding team); other team plays offense (batting team).
- Teams switch between fielding and batting after each inning.
- All members of fielding team are on field; only two members of batting team (two batsmen) are on field at any given time.
- Field is usually oval with rectangular strip in the center, called the pitch.

### Player Positions

- Two batsmen face each other at opposite ends of the pitch.
- Fielding team stands outside the pitch, spread out across the field.

### Basic Rules of Play

- Behind each batsman is a target called a wicket.
- One member of fielding team, called the bowler, is given a ball and attempts to throw (bowl) ball to batsman.
- Batsman tries to prevent ball from hitting wicket by hitting ball with bat.
- If bowler succeeds in hitting wicket, or if ball after being hit is caught by fielding team before touching ground, batsman is dismissed (out).
- Dismissed (out) batsman must leave field; batsman is replaced by another batsman from batting team.

### Scoring Points

- If batsman is successful in hitting ball away from wicket without ball being caught before hitting ground, the two batsmen may then try to score points (runs) for their team by running across pitch, switching positions.
- Each switch of positions counts as one run.
- Batsmen may attempt multiple runs or they may attempt no runs.
- Dismissal (an out) occurs if fielding team retrieves ball and hits wicket with ball before batsmen are able to switch positions.
- If batsman hits bowled ball over field boundary without ball touching field, batting team scores six runs.
- If ball touches ground and goes over boundary, batting team scores four runs.
- When batsmen have finished attempting runs, ball is returned to bowler to be bowled again, and bowler continues to bowl toward same wicket, regardless of any switch of batsmen's positions.
- After bowler has bowled six times (called an over), another member of fielding team is designated as new bowler.
- New bowler bowls to opposite wicket, and play continues.
- Fielding team members may bowl multiple times during innings, but may not bowl two overs in succession.
- Innings are complete when batting team players have been dismissed or a set number of overs has been played.

### Objective

Objective for each team is to score more runs than other team and to completely dismiss other team.

## **Culminating Activity**

Activity: Modified Cricket Game

Directions: Mark off playing field. Set up wickets and bails. Distribute pinnies to teams. Provide opportunities for all students to participate in game of cricket by having several small teams (maximum of ten students per team) play games using the instructions located below. Designate which teams are fielders and which are batsmen. After play, discuss and review with students the game of cricket.

- Each batsman attempts to hit an equal number of balls bowled by fielders.
- Each bowler bowls an equal number of balls.
- Batsman earns points for runs scored and loses points for outs made.
- Bowler earns points for making outs and loses points for runs allowed.
- Players earn points by catching a fly ball or making or assisting an out.
- Players lose points for dropping a fly ball, missing a fielding and allowing a boundary, or bowling no balls or wide balls.
- Player scoring highest total points as bowler receives the “Best Bowler” title.
- Player scoring highest total points as batsman receives the “Best Batter” title.
- Player with highest combined total points for bowling, batting, and fielding is overall winner and receives “Best Player of Game” title.

<b>Grade Cluster:</b>	Grades 4-5
<b>Week of Instruction:</b>	Week 33 of 36-week pacing guide
<b>Time Allotment:</b>	4-5 days, 30 minutes per day
<b>Lesson Focus:</b>	Fundamental skills related to flying disc games
<b>Content Standard(s):</b>	4.2, 4.6, 5.6, 5.9
<b>Objective(s):</b>	To correctly throw a flying disc To correctly catch a flying disc To apply flying disc skills in game activities
<b>Equipment:</b>	Flying discs (one per student, recommended) "Ultimate Flying Disc" playing fields with side and goal lines Music CD CD player

### Introductory Activity

Activity: "Travel and Freeze"

Directions: Tell students that while music plays they are to travel through general space according to teacher directions. Tell them when music stops they are to freeze in shapes or positions specified by teacher. The following are examples of possible directions for traveling and directions for freeze shapes or positions:

#### Directions for Traveling

- Travel while leaping.
- Travel backward.
- Travel forward while performing high skips as in bounding.
- Travel forward while performing high knee-lifts.

#### Directions for Freeze Shapes or Positions

- Form shape of a bridge.
- Form shape of first letter of student's name.
- Demonstrate a high, medium, and low position.
- Demonstrate with body a symmetrical and an asymmetrical position.

### Lesson Focus

Activity: Skill Set One—Step Throw

Directions: Using demonstration and modeling, instruct students to correctly perform the step throw. Have students practice throwing a flying disc without a partner against a wall or other boundary according to the following steps:

1. Place thumb on top and fingers underneath disc.
2. Place feet along line of intended flight.
3. Position side to target.
4. Place weight on back foot.
5. Turn upper body on backswing.
6. Step toward target on throw.
7. Release smoothly the flying disc.

#### Activity: Skill Set Two—Full Throw

Directions: Using demonstration and modeling, instruct students to correctly perform the full throw. Have students practice throwing a flying disc with a partner according to the following steps:

1. Walk or run up to deliver throw.
2. Move trailing leg in a step-like fashion behind throwing leg while twisting body away from target.
3. Plant foot, rotate leg, rotate shoulder, begin arm movement, release flying disc, and follow through along flight line.

#### Activity: Skill Set Three—Straight Catch

Directions: Using demonstration and modeling, instruct students to correctly perform the straight catch. Have students practice catching a flying disc with a partner according to the following steps:

1. Keep eyes on incoming flying disc.
2. Move body in line of flight.
3. Position hands in front of body as flying disc approaches.
4. Reach for and catch flying disc with fingers on top and thumb underneath if disc is above waist, or with fingers on bottom and thumb on top if disc is below waist.

#### Activity: Skill Set Four—Trick Catches

Directions: Using demonstration and modeling, instruct students to correctly perform trick catches. Have students practice catching a flying disc with a partner according to the following steps:

##### Between-the-Legs (best for catching a low-thrown disc)

1. Face thrower with eyes focused on flying disc.
2. Position body in line with flying disc.
3. Place both feet on ground or lift one leg upon catching.

##### Behind-the-Back

1. Place feet along line of flight with side facing partner.
2. Keep eyes on flying disc all the way to contact with catching hand. (Eventually student will develop ability to blind catch.)

##### Fingertip Catch (good for catching floaters)

1. Give with force of flying disc upon contact.
2. Place finger lightly on underside of flying disc; finger movement must match speed of disc.
3. Spin finger around rim of disc as disc slows.
4. Pick up tip of disc and revolve disc around finger.

## **Culminating Activity**

Activity: "Ultimate Flying Disc"

Directions: Mark field with sidelines and goal lines. Instruct students regarding how to play game according to the rules and procedures listed below. After play, discuss and review game with students.

### Field

Field must be a rectangular shape with end zones at each end. Regulation field is 70 yards long by 40 yards wide, with end zones 25 yards deep.

### Team Play

Regulation game has seven players per team. Play begins with both teams lining up on front line of their respective end zones. Defensive team throws ("pulls") disc to offensive team.

### Scoring

Each time offense completes a pass to end zone of defense, offense scores a point. New play is initiated after each score.

### Movement of Disc

Disc may be advanced in any direction by completing a pass to a teammate. Players may not run with disc. Player with disc ("thrower") has ten seconds to throw disc. Defender guarding thrower ("marker") counts out time.

### Change of Possession

When a pass is not completed (out-of-bounds, dropped, blocked, intercepted), defense immediately takes possession of disc and becomes offense.

### Substitutions

Players not in game may replace players in game after a score or during a timeout for an injury.

### Physical Contact

No physical contact is allowed between players. Picks and screens are also prohibited. A foul occurs when contact is made.

### Fouls

When a player initiates contact on another player, a foul occurs. When a foul disrupts possession, play resumes, and offensive team retains possession. If player committing foul disagrees with foul call, play is repeated.

<b>Grade:</b>	Grade 6
<b>Week of Instruction:</b>	Week 9 of 36-week pacing guide
<b>Time Allotment:</b>	4-5 days, 30 minutes per day
<b>Lesson Topic:</b>	Lacrosse skills
<b>Content Standard(s):</b>	6.3, 6.5, 6.9
<b>Objective(s):</b>	To demonstrate good sportsmanship To identify rules and regulations for a variety of sports
<b>Equipment:</b>	Lacrosse sticks (one per student) Lacrosse balls (one per student) Scrimmage nets, dome markers, or corresponding color cones (four for every two teams if using grids) Sets of four cones (stations) for each square Sets of four task cards indicating lacrosse movement skill to practice (one set per square)

### Introductory Activity

Activity: "Four Corners"

Directions: Mark a large square by placing cones (stations), approximately 20 yards apart, at each corner of the square. (For large classes, more than one square should be marked.) Prepare task cards with each indicating a different lacrosse movement skill to be practiced as students travel from one cone (station) to the next. Attach one of the task cards to each cone. Instruct students to travel around the square from cone (station) to cone (station) on teacher signal. While at station, students must perform skills indicated on task card.



### Lesson Topic

Activity: Basic Lacrosse Skills

Directions: Instruct students regarding basic knowledge and skills for a game of lacrosse. Basic skills may be practiced in a large field or in "grids," either inside or outside. Skills to include during instruction are the following:

- Rake (scoop) ball from ground and into basket while in a stationary position.
- Rake (scoop) ball from ground and into basket while moving.
- Jog, run, and sprint with ball cradled in basket without having ball fall from basket.
- Toss ball underhand with stick held eight to ten inches above head and catch ball in basket. Practice using both left and right hands.
- Use stick to make overhead throw to partner. Partner catches ball in basket and throws ball overhand back to partner. Practice overhead throws to partner according to the following configurations:
  - ✓ Stationary passer to stationary receiver
  - ✓ Stationary passer to moving receiver
  - ✓ Moving passer to stationary receiver
  - ✓ Moving passer to moving receiver

## **Culminating Activity**

Activity: Modified Lacrosse Game

Directions: Mark off play area in form of a grid. Assign students to teams, including position each student will play during game. Determine and explain type of game modification and grid to be used. Discuss with students basic game rules, game objective, and scoring procedure according to the information listed below. After play, discuss and review game with students.

### Grid

Size determined by number of team members—from a 50-foot by 100-foot grid for teams of three players to a 75-foot by 100-foot grid for teams of six players.

### Playing Positions

- Rover – a player who plays entire field
- Offense – a player limited to playing on offensive side of field
- Defense – a player limited to playing on defensive side of field; also protects goal area

### Game Modifications

- 3-on-3 – all members are roving players
- 4-on-4 – members include one offensive, one defensive, and two roving players per team
- 5-on-5 – members include two offensive, two defensive, and one roving player per team
- 6-on-6 – members include two offensive, two defensive, and two roving players per team

### Basic Game Rules

- Ball must be passed over midline of field to a partner.
- No physical contact is allowed; contact can only be made with basket.
- Each team tries to make five consecutive catches with baskets. If team is successful, ball goes to opponent who tries to make five completions. If pass is incomplete, ball goes to opposing team.

### Game Objective

Objective is for each team to score as many points as possible during allotted game time.

### Scoring Procedure

A point can be scored using one of two ways:

- ✓ Pass is completed to a partner who receives pass over the goal line.
- ✓ Ball is thrown into opponent's goal. (If cones are used to designate goal, ball must hit ground before it goes through cones.)

**Grade:** Grade 6  
**Week of Instruction:** Week 17 of 36-week pacing guide  
**Time Allotment:** 2-3 days, 30 minutes per day  
**Lesson Topic:** Basketball skills—shooting correctly within the zone and three to eight feet from basket  
**Content Standard(s):** 6.3, 6.6, 6.9  
**Objective(s):** To correctly receive a pass  
 To correctly square body to basket  
 To shoot using correct form and score two out of three attempts from each spot  
 To understand tactics involved in attacking basket  
 To understand correct shooting form (See “BEEF” cues on following page.)  
**Equipment:** Basketballs at each goal  
 Shooting spots marked at each goal (five per goal area)  
 Stop watch

**Introductory Activity**

Activity: Game One: Modified Basketball

Directions: Divide students into teams of three players each. Using the information in the chart below, instruct students regarding a modified game of basketball, including game objective and game playing rules. Provide time for each group to play a 2 1/2-minute game. Upon completion of game, pose to students the sample questions and use information gathered from student answers to determine areas where additional practice is needed.

<b>GAME ONE: MODIFIED BASKETBALL</b>		
<b>Guidelines</b>	<b>Objective</b>	<b>Rules of Play</b>
<ul style="list-style-type: none"> <li>• 3-on-3 basketball</li> <li>• Half-court or other designated playing area</li> <li>• 2 1/2-minutes of game play</li> </ul>	To score as many points as possible	<ul style="list-style-type: none"> <li>• Move ball by passing; no dribbling.</li> <li>• Before shooting, player must complete 3 consecutive passes.</li> <li>• Score 1 point per attempted shot.</li> <li>• Score 2 points per made shot.</li> <li>• Restart game from area designated as half-court.</li> </ul>

Sample Questions

1. What is the goal of the game? (Possible answer: to score as many points as possible)
2. Is a player more likely to make a shot when close to the basket or far from the basket? (Possible answer: when close to the basket)
3. Why is it better to shoot when near the basket rather than when far from the basket? (Possible answers: more likely to score and higher percentage of making shot when close to the basket)
4. Besides being close to the basket, what other things can be done to increase chances of scoring? (Possible answers: use good shooting form and use the backboard as a target)

## Lesson Topic

Activity: "BEEF"

Directions: To reinforce concept that using good form leads to good skill performance, use the following cues and modeling steps to teach students techniques for making a goal in basketball. After students practice proper shooting techniques, instruct them to remain with original team to complete the basketball drill activities according to the information listed in the chart below. Upon completion of drill activities, pose to students the sample questions and use information gathered from student answers to determine areas where additional practice is needed.

### BEEF Cues

1. **B**alance: Feet planted firmly on floor with ball in hands
2. **E**ye on hoop: Eye focused on goal
3. **E**lbow in: Elbow in at right angle prepared for shot
4. **F**ollow through: Arm up for shot

### Modeling Steps

- *I say, I do:* Teacher says and demonstrates each cue. (Repeat once.)
- *We say, I do:* Students and teacher say each cue while teacher demonstrates cue. (Repeat once.)
- *We say, we do:* Students, without use of a ball, stand up and perform; everyone, including teacher, says and demonstrates each cue. (Repeat once.)
- *You say, you do:* Students say and demonstrate each cue. (Repeat once.)

### Practice

<b>BASKETBALL DRILL ACTIVITIES</b>		
<b>Guidelines</b>	<b>Objectives</b>	<b>Challenge</b>
<ul style="list-style-type: none"><li>• Mark 5 spots, 3 to 8 feet from goal.</li><li>• Players work on correct form, using BEEF techniques.</li><li>• Use the "Basketball Shooting Skills Checklist" on the next page to record student performance for each of the 5 marked spots.</li><li>• Each player shoots 3 shots from the marked spots.</li><li>• Player 1 shoots 3 shots from the first marked spot.</li><li>• Player 2 rebounds ball and passes back.</li><li>• Player 1 rotates to rebounder following 3 shots, and player 2 rotates to shooting line.</li><li>• Players continue until all players shoot 3 times from each of the 5 spots.</li></ul>	<ul style="list-style-type: none"><li>• To use correct shooting form</li><li>• To score as many as points as possible</li></ul>	<p>For additional practice, issue challenge such as:</p> <ul style="list-style-type: none"><li>✓ Try to score 2 of 3 shots at each marked spot.</li></ul>

### Sample Questions

1. Did you shoot using correct form?
2. Could you tell a difference in your accuracy?
3. Did you learn anything else?



## Culminating Activity

Activity: Game Two: Modified Basketball

Directions: Instruct students to remain with original team. Using the information in the chart below, instruct students regarding a modified game of basketball, including game objective and game playing rules. Provide time for each group to play two 5-minute scoring games. Instruct students to remain with team to complete the “BEEF Group Quiz” located below. Upon completion of all parts of activity, pose to students the sample questions and use information gathered from student answers to determine areas where additional practice is needed.

<b>GAME TWO: MODIFIED BASKETBALL</b>		
<b>Guidelines</b>	<b>Objective</b>	<b>Rules of Play</b>
<ul style="list-style-type: none"><li>• 3-on-3 basketball</li><li>• Half-court or other designated playing area</li><li>• Two 5-minute scoring games</li></ul>	To score as many points as possible	<ul style="list-style-type: none"><li>• Move ball by passing, no dribbling.</li><li>• Before shooting, student must complete 3 consecutive passes.</li><li>• Score 1 point per attempted shot.</li><li>• Score 2 points per made shot.</li><li>• Game restarts are from area designated as half-court.</li></ul>

### “BEEF” Group Quiz

Date: \_\_\_\_\_

Student Names: 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

Write an explanation of the following acronym as it relates to correct basketball shooting techniques.

**B** \_\_\_\_\_  
**E** \_\_\_\_\_  
**E** \_\_\_\_\_  
**F** \_\_\_\_\_

### Sample Questions

1. What does “BEEF” represent? (Possible answer: **B**alance, **E**ye on hoop, **E**lbow in, **F**ollow through to target)
2. What actions did you take in game two to increase your scoring percentage? (Possible answers: used good shooting form and used backboard as target)
3. When you did not have the ball, what did you do to help teammates increase their scoring percentage? (Possible answer: made good passes)

<b>Grade:</b>	Grade 7
<b>Week of Instruction:</b>	Week 2 of 36-week pacing guide
<b>Time Allotment:</b>	2-3 days, 30 minutes per day
<b>Lesson Topic:</b>	Volleyball skills—base positions and keeping ball in play on court
<b>Content Standard(s):</b>	7.1, 7.2, 7.11
<b>Objective(s):</b>	To pass to middle of court, in a high and accurate manner, two out of three times To understand techniques utilized in correctly performing the forearm pass
<b>Equipment:</b>	Volleyball nets (one per court) Volleyballs (one per group)

### Introductory Activity

Activity: Game One: Modified Volleyball

Directions: Divide students into groups of three players. Using the information in the chart below, instruct students regarding a modified game of volleyball, including game objective and game playing rules. Provide time for each group to play a 3-minute scoring game. Upon completion of game, pose to students the sample questions and use information gathered from student answers to determine areas where additional practice is needed.

<b>GAME ONE: MODIFIED VOLLEYBALL</b>		
<b>Guidelines</b>	<b>Objective</b>	<b>Rules of Play</b>
<ul style="list-style-type: none"> <li>• 3-on-3 volleyball</li> <li>• Volleyball court or alternate area defined by boundaries</li> <li>• 2-3 minutes of game play and then rotate in next 2 teams</li> </ul>	To set up to attack ball	<ul style="list-style-type: none"> <li>• Make court narrow and short. (This makes it more difficult and helps students recognize need for practice.)</li> <li>• Initiate game from a playable toss such as a toss-in pass.</li> <li>• Alternate passing the ball to each team following each rally.</li> </ul>

### Sample Questions

1. What do you do to contain ball on your side of court? (Possible answers: control ball and hit it high)
2. How do you accomplish this? (Possible answer: with an overhead or forearm pass)
3. Which way is best for receiving a serve? (Possible answer: using forearms)
4. Where is a safe place to pass? (Possible answer: into the middle of the court)

## Lesson Topic

Activity: Volleyball Drill

Directions: To reinforce concept that using good form leads to good skill performance, use the following cues and modeling steps to teach students techniques for volleying a ball. After students practice proper volleying techniques, instruct them to remain with original team to perform the volleyball drill activities according to the information listed in the chart shown below. Upon completion of drill, pose to students sample questions and use information gathered from student answers to determine areas where additional practice is needed.

### Volleying Cues

1. Stance: Medium body posture
2. Feet: Feet to the ball
3. Target: Belly button to target
4. Thumbs: Thumbs together, flat platform (forearms level)

### Modeling Steps

1. *I say, I do:* Teacher says and demonstrates each cue. (Repeat once.)
2. *We say, I do:* Students and teacher say each cue while teacher demonstrates cue. (Repeat once.)
3. *We say, we do:* Students, without use of a ball, stand up and perform; everyone, including teacher, says and demonstrates each cue. (Repeat once.)
4. *You say, you do:* Students say and demonstrate each cue. (Repeat once.)

### Practice

<b>VOLLEYBALL DRILL ACTIVITIES</b>		
<b>Guidelines</b>	<b>Objectives</b>	<b>Challenge</b>
<ul style="list-style-type: none"><li>• Students practice skills of tossing, passing, and setting-up in volleyball.</li><li>• Each student makes 3 attempts at each skill.</li><li>• Use the “Volleyball Passing Skills Checklist” on the next page to record student performance for each of 3 attempts as tosser, passer, and setter. Rate skills according to the following:<ul style="list-style-type: none"><li>✓ Score of 1: Tossor prompts by hitting side of ball and then gives playable toss to passer.</li><li>✓ Score of 2: Passer passes ball to target (setter).</li><li>✓ Score of 3: Setter catches ball and then bounces it back to tosser.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• To pass a playable ball, one that is high and in the middle of the court, so that another player can hit it</li><li>• To focus on medium body posture and flat platform</li></ul>	<p>If players need to continue practicing, issue a challenge such as:</p> <ul style="list-style-type: none"><li>✓ Try to correctly pass ball to setter 2 out of 3 times.</li></ul>

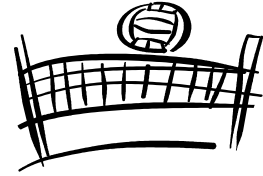
### Sample Questions

1. Is the form that you practiced the same as the form you used in the first game?
2. In which ways did the practice help you?



## Culminating Activity

Activity: Game Two: Modified Volleyball



Directions: Instruct students to remain with original team. Using the information in the chart below, instruct students regarding a modified game of volleyball, including game objectives and game playing rules. Provide time for each group to play a 2-3-minute game. Upon completion of game, pose to students sample questions and use information gathered from student answers to determine areas where additional practice is needed.

<b>GAME TWO: MODIFIED VOLLEYBALL</b>		
<b>Guidelines</b>	<b>Objectives</b>	<b>Rules of Play</b>
<ul style="list-style-type: none"><li>• 3-on-3 volleyball</li><li>• Volleyball court or alternative area defined by boundaries</li><li>• 2-3 minutes of game play and then rotate in next 2 teams</li></ul>	<ul style="list-style-type: none"><li>• To attempt forearm pass as first contact on your side of net</li><li>• To earn 1 point for executing forearm pass to correct person, even if pass is not playable</li></ul>	<ul style="list-style-type: none"><li>• Initiate game from a playable toss.</li><li>• Rally scoring.</li></ul>

### Sample Questions

1. What are the four cues to remember? (Possible answers: medium body posture, feet to ball, belly button to target, and thumbs together)
2. Demonstrate a correct forearm pass. (Possible response: thumbs together and arms in front of body)
3. What actions were taken in the second game to increase scoring? (Possible answer: hitting ball high and in middle of court)
4. How do these activities help you outside of sports? (Possible answer: It helps in getting along with others and in developing teamwork skills and cooperation which is important in everyday life.)

<b>Grade:</b>	Grade 7
<b>Week of Instruction:</b>	Week 28 of 36-week pacing guide
<b>Time Allotment:</b>	2-3 days, 30 minutes per day
<b>Lesson Topic:</b>	Rhythms—the waltz
<b>Content Standard(s):</b>	7.1, 7.3
<b>Objective(s):</b>	To demonstrate knowledge of waltz dance steps To perform waltz dance steps
<b>Equipment:</b>	Waltz music CD CD player Waltz video DVD Television Copies of waltz worksheets (one per student) Porous tape (one roll)

### Introductory Activity

Activity: Warm-Up and Stretch

Directions: Arrange students in rows; for example, boys on right and girls on left. Instruct students regarding warm-up and stretch movements according to the following information. Demonstrate movements and count aloud as needed.

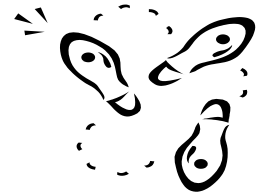
#### Warm-Up

Side Step—Students step in a side-to-side pattern.

1. Step to right, close, and clap.
2. Step to left, close, and clap.
3. Repeat pattern ten times.

Box Step—Students step in a box pattern.

1. Step forward with right foot, close, and clap.
2. Step right, close, and clap.
3. Step backward with right foot, close, and clap.
4. Close box by stepping left, close, and clap.
5. Repeat pattern five times.



#### Stretch

Hamstring—Students stand with feet together and bend forward to touch floor while keeping knees straight.

1. Hold stretch for ten counts.
2. Return to standing position.
3. Repeat for another ten counts.

Quadriceps—Students stand on right foot while bending left leg back toward buttocks.

1. Use left hand to hold left leg in bent position for ten counts.
2. Repeat stretch with right leg.
3. Perform stretch two times with each leg.

Upper Body—Students interlace fingers while holding arms straight out in front of body.

1. Turn palms away from body and slowly raise interlaced hands over head.
2. Hold overhead position for ten counts, then slowly lower hands to starting position.
3. Repeat stretch for ten more counts.

## Lesson Topic

Activity: Waltz

Directions: Tell students they will learn a few basic waltz steps. Provide students with a brief history of the waltz using the dance history information included below. Prior to instruction, apply the porous tape to the floor in the shape of a box. Position students so boys are on right side of box and girls, facing boys, are on left side. After initiating students to the waltz, follow instructions given for teaching waltz dance steps—box step, underarm turn step, and combination steps.

### History

The waltz developed in Europe in the early 1700s. It was the first dance where dancers actually faced each other. At that time, the waltz was considered vulgar and was banned in public ballrooms for many years. The waltz was introduced into the United States in the mid-1800s. The popularity of the waltz has grown tremendously over the years giving it the name “Queen of Ballroom Dance.” The waltz is danced in three-quarter time, counted as 1, 2, 3; 1, 2, 3; . . . .

### Basic Box Step

1. Have students sit while watching a brief video demonstration of the basic box step of the waltz.
2. Model basic box step beginning with boys' part followed by girls' part while having students perform movements on box taped to floor.
  - ✓ Boys (1<sup>st</sup> half-3 counts): Left foot glide forward, right foot glide side, left foot glide close (feet together).
  - ✓ Girls (1<sup>st</sup> half-3 counts): Right foot glide backward, left foot glide side, right foot glide close (feet together).
  - ✓ Boys (2<sup>nd</sup> half-3 counts): Right foot glide backward, left foot glide side, right foot glide close.
  - ✓ Girls (2<sup>nd</sup> half-3 counts): Left foot glide forward, right foot glide side, left foot glide close.
3. Count aloud as students practice as a group without music.
4. Practice with music until students are comfortable with basic steps.
5. Assign boy and girl couples.
6. Have each boy place right hand on girl's waist while girl places left hand on boy's shoulder.
7. Tell pairs to hold hands with free hand out to the side.
8. Count beat aloud, without music, while student pairs perform basic box step.
9. Practice with music when students are more confident.

### Basic Box Underarm Turn Step

1. Have students remain with partners.
2. Model correct underarm turn movement beginning with boys' part followed by girls' part.
  - ✓ Boys: Left foot glide forward, right foot glide side, left foot glide close (3 counts).  
Right foot glide backward while using left hand to raise girl's right hand to initiate six-step turn, left foot glide side, right foot glide close (3 counts).  
Left foot glide forward, right foot glide side, left foot glide close (3 counts).  
Face girl and right foot glide backward, left foot glide side, right foot glide close (3 counts).
  - ✓ Girls: Right foot glide backward, left foot glide side, right foot glide close (3 counts).  
Left foot glide forward while raising right hand to boy's left hand to begin six-step turn, right foot glide forward along circle, left foot glide forward along circle (3 counts).  
Right foot glide forward along circle, left foot glide along circle, right foot glide close to complete circle (3 counts).  
Face boy and left foot glide forward, right foot glide side, left foot glide close (3 counts).
3. Practice movement with students while counting beat aloud until students are comfortable with new movement.
4. Allow students to practice step with music.

### Dance Combinations

1. Have students remain with partners.
2. Model correct movement for the following combination steps using a variety of appropriate musical selections.
3. Have students repeat following dance steps for entirety of musical selection.
  - ✓ Box step (6 counts)
  - ✓ Box step (6 counts)
  - ✓ Underarm turn step (12 counts)
  - ✓ Box step (6 counts)
  - ✓ Underarm turn step (12 counts)
4. While students perform steps to music, observe and record performance on "Waltz Skills Checklist" located below. Score is determined by total number of checkmarks recorded.

<b>WALTZ SKILLS CHECKLIST</b>						
(Use a checkmark (✓) to indicate correctly completed attempt; use a dash (-) to indicate needs work.)						
Student Name				Date		
Skill	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5	Score
Basic box step (1 <sup>st</sup> half)						
Basic box step (2 <sup>nd</sup> half)						
Basic box underarm turn step						
Basic box underarm turn step with partner						

### **Culminating Activity**

Activity: Lesson Review

Directions: Gather students together to review lesson on waltz dance steps. Discussion may include what students learned best, what needs practice, and what they liked and disliked about the dance. Assign students to complete the "Waltz Worksheet" located on the following page and return completed assignment to class on next day.

## WALTZ WORKSHEET

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Answer the following questions about the waltz:

1. Where did the waltz originate?
2. What was unusual about the partners' position when they danced the waltz?
3. Why was the waltz banned from ballrooms in the 1700s?
4. In what time is the waltz danced?
5. How many counts does it take to complete the basic box step?
  - a. 10
  - b. 6
  - c. 3
  - d. 8
6. What are the names of the two basic steps of the waltz?
7. Fill in the missing parts for the basic box step movements.
  - a. Boys (1<sup>st</sup> half): \_\_\_\_\_ forward, right foot \_\_\_\_\_, \_\_\_\_\_ close.
  - b. Girls (1<sup>st</sup> half): \_\_\_\_\_ backward, left foot \_\_\_\_\_, \_\_\_\_\_ close.
  - c. Boys (2<sup>nd</sup> half): \_\_\_\_\_.
  - d. Girls (2<sup>nd</sup> half): \_\_\_\_\_.
8. How does the boy signal for the girl to begin the underarm turn step?
  - a. Tell her.
  - b. Raise her hand.
  - c. Nod his head.

<b>Grade:</b>	Grade 8
<b>Week of Instruction:</b>	Week 16 of 36-week pacing guide
<b>Time Allotment:</b>	2-3 days, 30 minutes per day
<b>Lesson Topic:</b>	Basketball skills—shooting a lay-up with both hands
<b>Content Standard(s):</b>	8.1, 8.4, 8.8
<b>Objective(s):</b>	To shoot a lay-up using right hand and correct form To shoot a lay-up using left hand and correct form To demonstrate correct technique to execute an advanced lay-up To demonstrate correct technique to shoot a lay-up with both hands To identify correct lay-up techniques
<b>Equipment:</b>	Station task cards Basketballs Jump ropes Exercise bike

### Introductory Activity

Activity: Kentucky Full Court Lay-up Drill

Directions: Divide class into two groups with each group lined up under each basketball goal. Provide each group with a basketball. Tell student groups that the objective is to make a certain number of lay-ups within a 2-minute time period. Start with 70 lay-ups as a target goal and increase as goals are met, trying to improve on speed and lay-up techniques. Tell students that when they hear the whistle, they are to begin the following drill:

1. First student in line proceeds to other end of court and shoots a lay-up.
2. When first student reaches half-court, second student proceeds down the court.
3. After lay-up, first student goes to end of group line under goal from which he or she just shot.
4. Repeat as often as possible during allotted time period.



### Lesson Topic

Activity: Fitness Development Stations

Directions: Set up seven stations around gym. Stations should include those listed below. Label each station with a number from one to seven. Place task cards and any necessary equipment for performing tasks at each station. Divide class into seven groups of students. Assign to each group a number from one to seven. Instruct students to proceed to assigned station when they hear whistle signal. Tell them they have a 1-minute time period to perform task indicated on card. On next and subsequent whistles, they are to proceed left and complete the designated task for each station.

- Station One: Jump rope station
- Station Two: Push-up station
- Station Three: Jumping jack station
- Station Four: Arm circle station
- Station Five: Lunge station
- Station Six: Exercise bike station
- Station Seven: Sprint station

## Activity: Lay-Up Drill

Directions: Instruct students to be seated on baseline and under basketball goal. Introduce students to lesson by asking questions such as those listed below in the anticipatory set. To reinforce concept that using good form leads to good skill performance in games, use the cues and modeling steps to teach students techniques for proper lay-ups. After students practice proper lay-up techniques, instruct them to remain with original group of five to practice the basketball drill activities included in the chart on the next page and then to complete the “Lay-Up Cue Group Quiz” located below the chart. Upon completion of all lay-up skill activities, rate student performance using the “Lay-Up Skills Checklist” located on page 102.

### Anticipatory Set

- When you are playing basketball with your friends, do you sometimes wish you had better knowledge of offensive moves so you could score more easily?
- Would you like to learn several new lay-up techniques to help you score in different ways around the basket?
- What do you think might be one of the new types of lay-ups?

### Lay-Up Cues

- Ready position: Place both hands on ball, eyes looking at rim of goal.
- Jump: Jump off using appropriate foot for lay-up being executed.
- Shoot: Shoot lay-up using appropriate hand for lay-up being executed.

### Modeling Steps

1. *I say, I do:* Teacher says and demonstrates each cue. (Repeat once.)
2. *We say, I do:* Students and teacher say each cue while teacher demonstrates cue. (Repeat once.)
3. *We say, we do:* Students, without use of ball, stand up and perform; everyone, including teacher, says and demonstrates each cue. (Repeat once.)
4. *You say, you do:* Students say and demonstrate each cue. (Repeat once.)

<b>BASKETBALL DRILL ACTIVITIES</b>			
<b>Drill</b>	<b>Time Allotted</b>	<b>Type</b>	<b>Cue</b>
<b>Drill 1</b>	10+ minutes	Two-line lay-up drill <ul style="list-style-type: none"> <li>Practicing with right hand</li> </ul>	Shoot with right hand while jumping off left foot.
<b>Drill 2</b>	10+ minutes	Two line lay-up drill <ul style="list-style-type: none"> <li>Practicing with left hand</li> </ul>	Shoot with left hand while jumping off right foot.
<b>Drill 3</b>	10+ minutes	Reverse lay-up with dominant and nondominant hand <ul style="list-style-type: none"> <li>Allowing student a few minutes to practice technique at his or her goal</li> </ul>	Keep eyes on rim of goal.
<b>Drill 4</b>	15+ minutes	Ginóbili lay-up <ul style="list-style-type: none"> <li>Hardest to perform</li> <li>Named after Manu Ginóbili, professional basketball player famous for his lay-ups</li> </ul>	Keep eyes on rim of goal and both hands on ball.
<b>Drill 5</b>	15+ minutes	Competitive lay-up drill using both ends of court <ul style="list-style-type: none"> <li>Starting player's position is exactly the same distance from basket he or she faces.</li> <li>On signal, first player in each line dribble-drives to basket for lay-up.</li> <li>Upon scoring, player must put ball in basket before passing ball back to second player in line. Second player must not leave starting point until ball touches his or her hands.</li> <li>Play continues until one group scores 10 points, with each goal counting 2 points.</li> </ul>	Focus on lay-up, keeping eyes on rim of goal.

### **LAY-UP CUE GROUP QUIZ**

Date: \_\_\_\_\_

Student Names: 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_

Identify and describe cues for correctly shooting a lay-up.

- Cue: \_\_\_\_\_  
Description: \_\_\_\_\_
- Cue: \_\_\_\_\_  
Description: \_\_\_\_\_
- Cue: \_\_\_\_\_  
Description: \_\_\_\_\_

Bonus: Explain the importance of shooting with correct hand while executing a lay-up.

\_\_\_\_\_



## **Culminating Activity**

Activity: 4-on-4 Basketball

Directions: Review with students basketball skills of lay-up, dribble, and pass. Arrange students in teams of five students each. Tell students that playing area will be half-court and all goals will be utilized. Assign each team a goal area and provide teams with basketballs. Instruct students that four students on team will be players and fifth student will be referee. Rules for play are located in bulleted information listed below. After a 2-minute period of play, student referee will exchange places with another team member. This rotation continues throughout play. Upon completion of game, pose to students the sample questions and use information gathered from student answers to determine areas where additional practice is needed.

### Rules

- Points are scored for properly executing a lay-up.
- Referee determines if lay-up is properly executed.

### Sample Questions

1. Can someone tell me the importance of being able to shoot a lay-up with both hands?
2. Why is it important to learn different types of lay-ups?
3. Can someone tell me the correct modeling steps for shooting a traditional lay-up?

<b>Grade:</b>	Grade 8
<b>Week of Instruction:</b>	Week 9 of 36-week pacing guide
<b>Time Allotment:</b>	1-2 days, 30 minutes per day
<b>Lesson Topic:</b>	Golf skills—putting stroke
<b>Content Standard(s):</b>	8.1, 8.4, 8.5, 8.8
<b>Objective(s):</b>	To demonstrate correct putting stroke, scoring at least three out of four points To demonstrate ability to work well with a partner
<b>Equipment:</b>	Yarn or fleece balls (one per student) Putters (one per student) Tape for marking spaces on gym floor Perforated plastic golf balls (50-70 balls) Practice greens Cups or holes

### Introductory Activity

Activity: “Foot Tag” Warm-up

Directions: Give each student a yarn or fleece ball. Have students spread out in playing area in their own self-space. Tell students that on music or whistle signal they must move around in general space while throwing the yarn or fleece ball in an underhand throwing motion at their classmates’ feet. Tell students that object is to hit as many classmates’ feet as possible during time limit. After throwing the ball, students must retrieve ball, return to playing area, and continue to play trying to hit as many different classmates’ feet as possible. Encourage students not to stand still and throw at a best friend’s foot! Instruct students to use movements such as jumping or sliding to avoid someone else’s ball from hitting their feet. Provide positive feedback to students who are practicing good “foot dodges.”

Activity: Stretches

Directions: Provide each student with a putter. Utilize the following information for instructing students to correctly perform stretches using shoulders and triceps, wrists and forearms, legs, and waists.

#### Shoulder and Tricep Stretch

Have students stand in a circle with legs shoulder-width apart. Instruct students to take putters and place them behind their backs by reaching over their shoulders, and with opposite hand, pulling bottom of putter causing elbow of opposite arm to rise. Students should hold position at least ten seconds or longer.

#### Wrist and Forearm Stretch

Have students extend one hand out in front of them with palm facing down and towards body. Instruct students to use opposite hand to stretch wrist downward. Have students repeat stretch starting with opposite hand.

#### Leg Stretch

Have students stand with legs and feet together. Tell students that upon teacher signal they are to touch their right foot with left hand and hold position for ten seconds. Repeat stretch touching their left foot with right hand, holding position for ten seconds. Repeat both stretches.

#### Waist Stretch

Have students, while holding putters, extend both hands in front of and horizontal to body. When instructed, students are to swing arms left, back to center, and then right. Have students slowly perform exercise ten times.

### Activity: Conditioning

Directions: Use the following instructions for conditioning activities. For the agility conditioning activity, tape a grid in a ladder shape on gym floor. For the speed conditioning activity, provide each group with a perforated plastic golf ball.

#### Power Conditioning

1. Instruct students to find a place on a wall in the gym and place their backs against the wall with legs at a 90-degree angle making sure knees are not over ankles.
2. Tell students to hold position for 30 seconds.
3. Repeat activity twice.

#### Agility Conditioning

1. Assign groups of students to one of the ladder grids taped to the gym floor.
2. Instruct each group to perform ladder drill known as "Hop Scotch Drill."
3. Tell students to start with feet hip-width apart at bottom of ladder and then to jump up with both feet and land on left foot only in first square.
4. Have students immediately push off from first square with left foot and then to land with both feet in second square.
5. Have students immediately push off with both feet from second square and then to land on right foot only in third square.
6. Tell students to repeat pattern for full length of ladder.

#### Speed Conditioning

1. Arrange students in groups of four and provide each group with one perforated plastic golf ball.
2. Assign two members of each group to go to half-court and other two members of group to remain at base line.
3. Tell students that they are responsible for relaying as quickly as possible the perforated plastic golf ball back and forth until each student in each group returns to original position.
4. Instruct groups to race to see which group finishes relay first.

## **Lesson Topic**

### Activity: Anticipatory Set

Directions: Use the following information to provide students with a brief history of the game of golf.

#### History

The game of golf has been around for at least 500 years. There is general agreement that the Scots were the earliest fans of golf, but the inventor of the game is still open to debate. Various forms of games resembling golf were played as early as the fourteenth century by sportsmen in Holland, Belgium, and France as well as in Scotland. James II of Scotland, in an Act of Parliament dated March 6, 1457, had both golf and football banned because these sports were taking too much time away from the archery practice needed by the men defending the Scottish realm. Legend has it that even shepherds, bored from tending flocks of sheep, became adept at hitting rounded stones into rabbits' holes with wooden crooks. However, it was Scottish Baron James VI who brought the game to England when he seceded to the English throne in 1603. For many years the game was played on rough terrain without proper greens, including crude holes cut into the ground where the surface was reasonably flat.

## Activity: Golfing Techniques

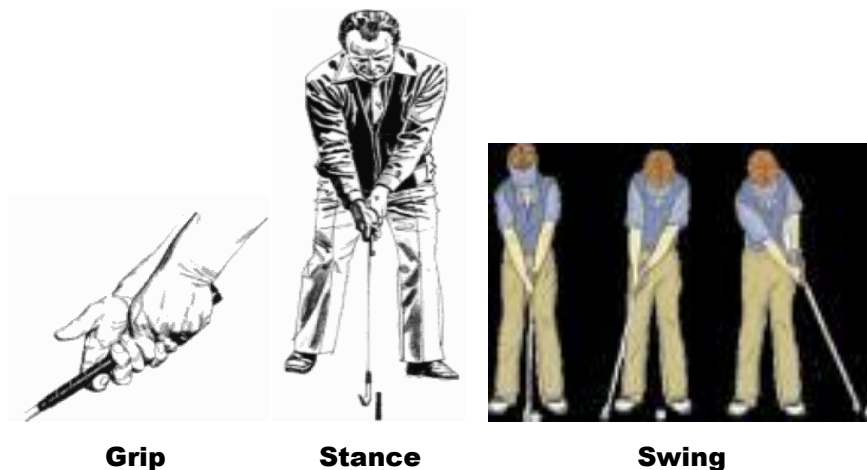
Directions: Use the information located below to provide students with an introduction to the putting stroke, including proper putting form for grip, stance, and swing. Use the performance cues to assist students in making accurate putts. Refer to the following page for instructing students regarding common putting errors to avoid, ways to correct errors, and guidelines for putting drill and practice.

### Putting

- Putting is used when the ball is on or near the green with player trying to roll ball into a cup.
- The putt is the smallest swing; however, it is the most important shot for good scoring.
- Mastery of the putting stroke provides the foundation for every other type of golf swing.
- Most golf putts are not straight, but curve or break as they roll into the cup.
- Starting goal is to hit short, straight putts leading to the ability to hit longer, breaking putts.

### Putting Grip, Stance, Swing

1. Grip putter with firm, locked wrists without squeezing the club too hard.
2. Use pendulum swing motion with equal length and even tempo for backswing and follow-through.
3. Perform follow-through with swing going past front foot, directly on aiming line.
4. Use a swing triangle (both shoulders and gripped hands) to swing without flexing wrists or bending elbows on the swing.
5. Keep club head on aiming line for entire backswing and follow-through.



### Performance Cues

- Grip: Overlapping preferred, but not interlocking acceptable
- Stance: Square, with knees slightly bent (locked), back bent, and nose over ball
- Ball placement: On midline, or slightly forward (one ball width)
- Hand alignment: On midline
- Club face: Square to the hole (perpendicular to aiming line)
- Aiming line: Straight to the middle of the hole
- Swing path: Straight back and forth on aiming line
- Follow-through: Same length as backswing; keeping putter head on aiming line during entire swing

### Common Putting Errors and Corrections

1. **Error** may include punching or hitting ball hard with no follow-through resulting in erratic distance such as very short distance one time, very long distance next time.  
**Correction** involves making backswing and follow-through same length and even speed; having putter follow through past front foot.
2. **Error** may include peeking or lifting head before follow-through is complete resulting in inconsistent errors such as sometimes way right, sometimes way left, sometimes topping the ball.  
**Correction** involves completing follow-through, counting 1, 2, ... and then lifting head.
3. **Error** may include pushing or having club head inside aiming line on backswing, then outside aiming line on follow-through resulting in ball missing away from player's side of hole.  
**Correction** involves keeping club head over correct aiming line, especially on backswing.

### Drill and Practice—Straight Putt

1. Tell students to stand on a line to demonstrate proper performance for putting stroke without hitting ball. (See "Performance Cues," page 106.)
2. Have students locate a place on putting practice area with an open cup that is on a level, flat area so ball will not curve when it rolls. (More than one student may aim at same cup.)
3. Instruct students to hit putts to achieve some level of consistency before trying to achieve mastery criterion.
4. Direct students to distance themselves two feet from hole and make ten consecutive putts; repeat.
5. Next, instruct students to practice putts four feet from hole with target being a holed putt.
6. Finally, tell students to practice putts eight feet from hole with target being a holed putt or stop within one foot of hole from any direction.

### Drill and Practice—Breaking Putt

1. Assign students to groups of two.
2. Instruct students to drop several balls onto green at various distances around the cup.
3. Have students determine direction for each ball, amount of break, and then to compare observations.
4. Have students, from various distances, attempt 25 putts that break to right and 25 putts that break to left, using different speeds from each distance.
5. Tell students they should not be concerned with accuracy, but rather to use putts to learn relationship between slope, distance, and speed on breaking putts.
6. Instruct students to locate a place on putting area with an open cup. (More than one student may aim at same cup.)
7. Tell students to be certain there is some break in putts attempted.
8. Instruct students to hit putts to achieve some level of consistency before trying to reach mastery criterion.

## **Culminating Activity**

Activity: Review and Assessment

Directions: Assess students' putting techniques using various distances with target being a holed putt or stop within one foot of the hole from any direction. Have students practice task in blocks of four putts. Goal is to achieve three out of four putts at least three times. Use the "Golf Score Card" located on the following page to rate student putting performance for grip, stance, swing, and accuracy of shot. Upon conclusion of the assessment, review with students proper putting techniques.



This section of the document addresses sample activities for teaching the Grades K-8 minimum required content contained in the 2009 *Alabama Course of Study: Physical Education*. A chart listing sample activities is provided for each grade level. For directions regarding participation in the games and activities listed in the second column, “Sample Activities,” see Appendix C.

The heading for each chart indicates the targeted grade level. Below the heading are two columns. The first column contains grade-level content standards from the 2009 *Alabama Course of Study: Physical Education*. The second column of the chart contains a list of sample activities for teaching, practicing, or assessing the targeted course of study content standard.

<b>KINDERGARTEN SAMPLE ACTIVITIES</b>	
<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
<b>Skill Development</b>	
1. Travel while changing direction, speed, and pathways to avoid contact with peers.	<ul style="list-style-type: none"> <li>• Walking, marching, jogging, running, galloping, and sliding slowly and quickly in curved, zigzag, and straight pathways and forward, backward, and to-the-side pathways, using combinations of speed, pathway, and direction</li> <li>• Performing creative rhythms</li> </ul>
2. Use correct form while marching and walking.	<ul style="list-style-type: none"> <li>• Walking and marching to a musical beat</li> <li>• Walking and marching in general space; changing directions on signal (See Appendix B, Skill Development.)</li> </ul>
3. Demonstrate the nonlocomotor skills of bending, stretching, twisting, turning, rocking, and swaying.	<ul style="list-style-type: none"> <li>• Forming bridges of various shapes and sizes such as wide and narrow and short and tall</li> <li>• Stretching body parts such as arms, legs, back, and shoulders</li> <li>• Curling body parts such as arms, legs, back, and shoulders</li> <li>• Performing introductory individual stunt activities</li> <li>• Forming shapes, numbers, and letters with the body</li> </ul>
4. Demonstrate throwing and catching skills by throwing a ball overhand and underhand and catching a tossed ball before it bounces twice.	<ul style="list-style-type: none"> <li>• Tossing and catching a beanbag in the air</li> <li>• Tossing and catching a foam rubber ball in the air</li> <li>• Throwing a foam rubber ball against a wall and catching ball as it bounces back from wall</li> <li>• Throwing scarves and fleece balls for distance</li> </ul>
5. Demonstrate individual rope-jumping skills by jumping over a rope lying on the floor, jumping over a swinging rope, and jumping a single rope five consecutive times.	<ul style="list-style-type: none"> <li>• Jumping back and forth over a swinging long rope</li> </ul>
6. Move rhythmically to even and uneven beats in creative dance, aerobic exercises, movement songs, and simple dances.	<ul style="list-style-type: none"> <li>• Performing creative rhythms such as moving like a snake, walking like a bear, galloping like a horse, or pretending to have just won a big prize</li> <li>• Performing Lummi stick activities</li> <li>• Performing dances such as the “Hokey Pokey,” “Chicken Dance,” and “Hamster Dance”</li> <li>• Participating in singing games</li> </ul>

## KINDERGARTEN SAMPLE ACTIVITIES

Course of Study Content Standards	Sample Activities
7. Demonstrate body control skills by balancing on multiple body parts, rolling sideways without hesitation, and landing with control from a jump.	<ul style="list-style-type: none"> <li>• Balancing on one, two, and three body parts</li> <li>• Balancing with the body at high, medium, and low levels</li> <li>• Balancing while moving quickly or slowly using one foot, one foot and two arms, and other combinations</li> <li>• Performing log rolls on a mat; completing two log rolls</li> <li>• Balancing a beanbag on various body parts such as arms, legs, knees, and feet while standing, sitting, and moving</li> <li>• Dismounting from a jump-box or balance beam and landing with control on balls of feet and absorbing shock</li> <li>• Jumping for distance and height while landing with control</li> </ul>
8. Combine fundamental movement skills and concepts in simple games.	<ul style="list-style-type: none"> <li>• Participating in introductory activities and games such as “I See” and “Airplanes”</li> </ul>
Cognitive Development	
9. Apply movement vocabulary to fundamental skills upon teacher direction.	<ul style="list-style-type: none"> <li>• Walking quickly, slowly, forward, and backward around a piece of equipment, under a person’s arm, or beside a wall on command (See Appendix B, Skill Development.)</li> </ul>
Social Development	
10. Apply physical education class rules and procedures for starting and stopping, adhering to safety requirements, using equipment, and entering and exiting an activity.	<ul style="list-style-type: none"> <li>• Explaining and practicing rules and procedures (See “Creating the Learning Environment,” page 4.)</li> </ul>
11. Demonstrate willingness to play with a diverse range of students using sharing skills with equipment and working cooperatively with peers.	<ul style="list-style-type: none"> <li>• Performing partner stunts and activities</li> <li>• Sharing equipment</li> <li>• Working in small groups</li> <li>• Playing a simple game with a partner such as volleying a balloon back and forth</li> </ul>
12. Demonstrate respect for classmates by playing without interfering with others and interacting appropriately with peers.	<ul style="list-style-type: none"> <li>• Following class rules</li> <li>• Participating in station and group activities</li> </ul>
Physical Activity and Health	
13. Describe benefits of regular participation in physical activities.	<ul style="list-style-type: none"> <li>• Performing vigorous activities including running, skipping, hopping, and jumping and then checking heart beat</li> <li>• Discussing exercises that benefit the heart</li> <li>• Discussing benefits of regular exercise such as longer lifespan, healthier life, and reducing risks of injury and disease</li> </ul>

## **KINDERGARTEN SAMPLE ACTIVITIES**

<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
14. Describe the location and function of the heart and lungs.	<ul style="list-style-type: none"><li>• Identifying the heart and lungs from a picture</li></ul>
15. Identify appropriate footwear and clothing for participation in physical activities.	<ul style="list-style-type: none"><li>• Discussing proper footwear and clothing during physical education class orientation (See “Creating the Learning Environment,” page 4.)</li></ul>

## GRADE ONE SAMPLE ACTIVITIES

Course of Study Content Standards	Sample Activities
<b>Skill Development</b>	
1. Demonstrate jumping and landing skills by using one- and two-foot take-off methods, balancing at varying levels on multiple body parts, and forming bridges using different body parts.	<ul style="list-style-type: none"> <li>• Participating in balance station activities using items such as balance boards, balance bricks, bucket walkers, balance beams, and shoes with springs</li> <li>• Balancing the body in a symmetrical and an asymmetrical position</li> <li>• Forming bridges with the body</li> <li>• Performing flight activities such as taking off on two feet and landing on two feet and taking off on one foot and landing on one foot</li> </ul>
2. Apply varied effort and pathways to running, jumping, and throwing.	<ul style="list-style-type: none"> <li>• Running like an elephant, sliding smoothly like an ice skater, moving quickly like a race car, and moving and walking as if on stilts</li> <li>• Throwing balls high and low and hard and soft</li> <li>• Explaining how effort affects distance of long and short throws</li> <li>• Modifying effort while throwing</li> </ul>
3. Demonstrate nonlocomotor skills, including pushing and pulling.	<ul style="list-style-type: none"> <li>• Participating in games such as “Fence Post” with partners facing each other, feet one behind the other, and index fingers locked while pushing or pulling to try to make partner move feet first</li> <li>• Performing scooter activities in which the body is pulled and pushed</li> <li>• Stretching, curling, twisting, and turning various body parts</li> </ul>
4. Demonstrate manipulative skills by catching a bounced ball with hands, volleying a soft object, kicking a stationary object, and throwing a ball underhand with two hands.	<ul style="list-style-type: none"> <li>• Participating in station activities including throwing balls into buckets, volleying balloons as a group or independently, and striking a ball with the foot into a goal</li> <li>• Instructing others how to correctly throw and catch</li> <li>• Tossing and catching a beanbag with and without a partner</li> <li>• Participating in games such as “Keep-It-Up”</li> </ul>
5. Apply rhythmic movement to games, activities, and dances.	<ul style="list-style-type: none"> <li>• Performing dances such as the “Chicken Dance,” “Hokey Pokey,” or “Listen and Move”</li> <li>• Participating in long-rope activities while singing or chanting</li> <li>• Performing Lummi stick routines</li> <li>• Participating in parachute activities</li> </ul>
6. Perform individual and partner stunts.	<ul style="list-style-type: none"> <li>• Performing animal walks such as “Crab Walk,” “Bear Walk,” and “Alligator Walk”</li> <li>• Performing individual stunts such as “Line Walk” and “Jump Turns”</li> <li>• Performing partner stunts such as “Bouncing Ball” and “Roly Poly”</li> </ul>

<b>GRADE ONE SAMPLE ACTIVITIES</b>	
<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
7. Demonstrate manipulative and traveling skills in game situations.	<ul style="list-style-type: none"> <li>Participating in simple games such as “Ball Passing” and “Blindfolded Duck.”</li> </ul>
<b>Cognitive Development</b>	
8. Apply movement vocabulary to fundamental movement skills.	<ul style="list-style-type: none"> <li>Participating in scooter activities such as sitting on a scooter while pushing backward, pulling forward, and spinning around</li> <li>Performing traveling skills on teacher cue, as in fast or slow, free or bound, and graceful or awkward (See Appendix B, Skill Development.)</li> </ul>
9. Identify cue words and terms associated with throwing, catching, running, and kicking.	<ul style="list-style-type: none"> <li>Practicing skills while observing teacher modeling and use of cue words</li> <li>Repeating cue words while participating in individual guided practice (See Appendix B, Skill Development.)</li> </ul>
10. Determine speed and type of movement based on rhythmic beat.	<ul style="list-style-type: none"> <li>Traveling while moving body parts and objects to varying beats such as the beat in music selections made by teacher or student, the beat made by teacher on instruments such as a drum, and the beat found in other music sources</li> </ul>
<b>Social Development</b>	
11. Explain importance of empathy for feelings, concerns, and limitations of peers.	<ul style="list-style-type: none"> <li>Participating in role-play activities that display empathy or lack of empathy for peers</li> <li>Creating drawings depicting empathy</li> </ul>
12. Demonstrate responsibility and cooperative skills in physical activity settings by helping peers, assisting the teacher, and sharing space and equipment.	<ul style="list-style-type: none"> <li>Participating in cooperative activities</li> <li>Working with a partner and sharing equipment</li> </ul>
<b>Physical Activity and Health</b>	
13. Identify appropriate footwear and clothing for participation in physical activities.	<ul style="list-style-type: none"> <li>Discussing proper footwear and clothing during physical education class orientation (See “Creating the Learning Environment,” page 4.)</li> </ul>
14. Explain differences between active and inactive lifestyles.	<ul style="list-style-type: none"> <li>Drawing pictures of favorite physical activities</li> <li>Discussing differences between active and inactive lifestyles</li> <li>Describing healthy and unhealthy lifestyles</li> </ul>
15. Explain effects of smoking, lack of sleep, and poor dietary habits on health and physical performance.	<ul style="list-style-type: none"> <li>Listening to guest speakers or watching videos or demonstrations to enhance learning regarding the importance of maintaining a healthy lifestyle</li> </ul>

<b>GRADE TWO SAMPLE ACTIVITIES</b>	
<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
<b>Skill Development</b>	
1. Demonstrate leaping and jumping skills by transferring and absorbing body weight in different ways.	<ul style="list-style-type: none"> <li>• Jumping and absorbing weight using both feet</li> <li>• Leaping and absorbing weight using one foot</li> </ul>
2. Demonstrate movements that combine shapes, levels, and pathways into simple sequences.	<ul style="list-style-type: none"> <li>• Forming shapes while traveling</li> <li>• Traveling in straight, crooked, curved, and zigzag pathways</li> <li>• Performing creative rhythm activities such as pretending to be a football player on the team just having won the Super Bowl or pretending to be a rocket ship flying through space</li> </ul>
3. Apply body management skills on floor and on apparatus while performing simple individual and partner stunts.	<ul style="list-style-type: none"> <li>• Performing log, side, forward, and backward rolls</li> <li>• Jumping and landing correctly</li> <li>• Balancing on a balance beam, poly spot, or a line on the gym floor</li> <li>• Participating in scooter activities</li> </ul>
4. Demonstrate correct form while hopping, jumping, and sliding.	<ul style="list-style-type: none"> <li>• Hopping in a straight line</li> <li>• Hopping on right and then left foot</li> <li>• Jumping for distance and height</li> <li>• Jumping off and on apparatus such as a jump-box</li> <li>• Jumping over a line</li> <li>• Sliding left and right</li> <li>• Sliding while mirroring a partner (See Appendix B, Skill Development.)</li> </ul>
5. Demonstrate ball-moving skills by passing, dribbling a ball with a dominant hand, kicking a slow-moving ball, and throwing underhand with one arm.	<ul style="list-style-type: none"> <li>• Kicking a playground ball</li> <li>• Dribbling a basketball or soccer ball</li> <li>• Throwing a softball or tennis ball</li> <li>• Tossing and catching a beanbag without a partner</li> </ul>
6. Display basic rope-jumping skills.	<ul style="list-style-type: none"> <li>• Jumping a long rope using front- and back-door techniques</li> <li>• Jumping a turned rope</li> <li>• Jumping quickly and slowly</li> <li>• Jumping while varying patterns</li> <li>• Performing "Chinese Jump Rope"</li> </ul>
7. Demonstrate simple folk, line, and mixer dances.	<ul style="list-style-type: none"> <li>• Performing the "Hippo Line Dance" and "Hamster Dance"</li> </ul>
8. Utilize combinations of the fundamental movement skills of chasing, fleeing, and dodging.	<ul style="list-style-type: none"> <li>• Traveling in general space while approaching classmates and moving as closely as possible and then quickly dodging away</li> <li>• Participating in activities with partners facing each other with one designated as tagger and the other as dodger with dodger maintaining stationary position while trying to avoid being tagged by tagger</li> </ul>

<b>GRADE TWO SAMPLE ACTIVITIES</b>	
<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
<b>Cognitive Development</b>	
9. Identify cue words and terms associated with hopping, galloping, jumping, and sliding.	<ul style="list-style-type: none"> <li>• Performing locomotor skills while repeating cue words</li> <li>• Performing locomotor skills while peer assesses performance using cue words (See Appendix B, Skill Development.)</li> </ul>
<b>Social Development</b>	
10. Explain ways to resolve conflicts during physical activity in a school-approved manner.	<ul style="list-style-type: none"> <li>• Developing group presentations regarding conflict resolution</li> <li>• Participating in role-play conflict resolution scenarios associated with physical education and sport settings</li> <li>• Engaging in debriefing activities as part of cooperative game activities</li> </ul>
11. Demonstrate safety rules for physical education activities, including games that require implements and tag games that have designated boundaries.	<ul style="list-style-type: none"> <li>• Participating in games including chasing, fleeing, dodging, and tagging</li> <li>• Participating in low-level games utilizing throwing and catching implements</li> </ul>
<b>Physical Activity and Health</b>	
12. Describe immediate effect of physical activity on heart rate, breathing rate, and perspiration.	<ul style="list-style-type: none"> <li>• Participating in teacher-led discussions regarding high-, medium-, or low-intensity activities</li> <li>• Completing quizzes, examinations, and homework assignments</li> </ul>
13. Explain how physical activity affects overall health, including heart, lung, and muscular systems.	<ul style="list-style-type: none"> <li>• Participating in group and individual projects regarding the effect of physical activity on overall health</li> <li>• Participating in teacher-led discussions regarding physical activity and overall health</li> <li>• Participating in role-play activities addressing effects of active and inactive lifestyles</li> </ul>
14. Explain ways in which food intake affects body composition and physical performance.	<ul style="list-style-type: none"> <li>• Participating in teacher-led discussions regarding effects of food intake on the body</li> <li>• Playing games involving nutrition concepts</li> </ul>

<b>GRADE THREE SAMPLE ACTIVITIES</b>	
<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
<b>Skill Development</b>	
1. Demonstrate correct form while skipping in general space.	<ul style="list-style-type: none"> <li>• Skipping while moving forward</li> <li>• Skipping while clapping</li> <li>• Skipping while following a partner</li> <li>• Skipping in a curved pathway (See Appendix B, Skill Development.)</li> </ul>
2. Demonstrate ball control while dribbling with hand or foot in a stationary position and while traveling within a group.	<ul style="list-style-type: none"> <li>• Dribbling with right and left hands</li> <li>• Dribbling a soccer ball in general space</li> <li>• Participating in lead-up games such as “Dribble Tag”</li> </ul>
3. Demonstrate skills that require crossing the midline of the body, including hitting a ball off a tee and throwing a ball overhand.	<ul style="list-style-type: none"> <li>• Striking a ball off a tee</li> <li>• Performing cup-stacking activities</li> <li>• Performing the “Wheelbarrow Walk” using crossed hands</li> <li>• Dancing, using ribbon wands</li> </ul>
4. Use correct grip while consistently striking a softly thrown ball with a bat or paddle.	<ul style="list-style-type: none"> <li>• Striking perforated plastic balls or soft balls</li> <li>• Striking tennis balls against a wall</li> <li>• Volleying tennis balls with a partner</li> </ul>
5. Demonstrate long-rope jumping skills by traveling in and out of a long rope without hesitation and executing consecutive jumps.	<ul style="list-style-type: none"> <li>• Jumping rope to chants and activities such as “Going to School”</li> <li>• Running into a moving jump rope using front- and back-door techniques</li> <li>• Participating in “Chinese Jump Rope”</li> </ul>
6. Perform rhythmic movement skills of folk, line, and aerobic dances, including incorporating combinations of locomotor skills and partner mixing.	<ul style="list-style-type: none"> <li>• Performing aerobic routines and line, folk, and circle dances</li> </ul>
7. Demonstrate supporting, lifting, and controlling body weight by transitioning in and out of balanced positions with control.	<ul style="list-style-type: none"> <li>• Participating in wall-climbing activities</li> <li>• Traveling on a balance beam or bench</li> <li>• Performing cartwheels</li> <li>• Transitioning smoothly from one base of support to another</li> </ul>
8. Apply combinations of complex locomotor and manipulative skills by chasing, tagging, dodging, and fleeing.	<ul style="list-style-type: none"> <li>• Participating in invasion games such as “Capture the Flag”</li> </ul>
<b>Cognitive Development</b>	
9. Describe how stability affects skill execution while participating in physical activity.	<ul style="list-style-type: none"> <li>• Engaging in teacher-led discussions regarding stability following participation in body management and gymnastic activities</li> <li>• Engaging in student-led discussions regarding stability following participation in wall-climbing activities</li> <li>• Completing quizzes, examinations, and homework assignments</li> </ul>

<b>GRADE THREE SAMPLE ACTIVITIES</b>	
<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
10. Utilize a variety of locomotor and manipulative skills to create new, or modify existing, games.	<ul style="list-style-type: none"> <li>• Creating or modifying games based on teacher specifications</li> <li>• Creating invasion games that involve using throwing and catching skills</li> <li>• Modifying games of bombardment so participants are not eliminated</li> </ul>
<b>Social Development</b>	
11. Display good sportsmanship.	<ul style="list-style-type: none"> <li>• Discussing and reinforcing the concept of good sportsmanship during orientation and throughout the school year</li> <li>• Sharing equipment, as in taking turns, being respectful, following rules, and using proper etiquette</li> </ul>
12. Apply problem-solving, conflict-resolution, and teamwork strategies to cooperative and group challenges in physical education settings.	<ul style="list-style-type: none"> <li>• Performing group and cooperative activities</li> <li>• Participating in partner cup-stacking activities</li> </ul>
13. Utilize cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for good of group in physical activity settings.	<ul style="list-style-type: none"> <li>• Performing group and cooperative activities</li> </ul>
<b>Physical Activity and Health</b>	
14. Describe how blood supplies oxygen and nutrients to the body.	<ul style="list-style-type: none"> <li>• Participating in teacher-led discussions</li> <li>• Completing quizzes, examinations, and homework assignments</li> </ul>

## GRADE FOUR SAMPLE ACTIVITIES

Course of Study Content Standards	Sample Activities
<b>Skill Development</b>	
1. Demonstrate correct form while leaping.	<ul style="list-style-type: none"> <li>• Participating in mirroring activities that include leaping with a partner</li> <li>• Leaping over lines on the gym floor</li> <li>• Leaping over low-lying objects such as a rope or a small paper bag lying on the ground (See Appendix B, Skill Development.)</li> </ul>
2. Demonstrate throwing, striking, and kicking skills by throwing overhand for distance and accuracy; striking with short- and long-handled implements; and kicking while approaching a moving object.	<ul style="list-style-type: none"> <li>• Participating in softball lead-up games</li> <li>• Throwing to a target</li> <li>• Batting off a tee</li> <li>• Kicking to a target</li> <li>• Volleying a tennis ball against a wall</li> <li>• Dribbling a ball with a paddle or racquet</li> <li>• Volleying a beach ball into the air (See Appendix B, Skill Development.)</li> </ul>
3. Demonstrate short- and long-rope jumping skills, including individual and partner jumping techniques.	<ul style="list-style-type: none"> <li>• Jumping with a partner</li> <li>• Jumping while manipulating a ball or beanbag</li> <li>• Performing long-rope “Egg Beater” jumping</li> <li>• Performing long-rope “Double Dutch” jumping</li> <li>• Jumping short ropes using a variety of steps such as heel-click, skier, and skipping</li> </ul>
4. Perform multicultural rhythmic dances, including introductory square dance.	<ul style="list-style-type: none"> <li>• Performing tinkling, “Chinese Jump Rope,” “Cupid Shuffle,” square dance, and aerobic dances</li> </ul>
5. Demonstrate gymnastic skills while maintaining proper body alignment by transitioning smoothly between sequences and balancing with control on apparatus.	<ul style="list-style-type: none"> <li>• Traveling on a balance beam or bench</li> <li>• Performing balance stunt sequences</li> <li>• Sequencing between traveling and individual stunts such as a run into a round-off</li> </ul>
6. Apply specialized sport skills in combination with fundamental movement skills in a game situation.	<ul style="list-style-type: none"> <li>• Participating in developmentally appropriate lead-up activities such as “Newcomb Volleyball”</li> </ul>
<b>Cognitive Development</b>	
7. Create appropriate physical education activities, including cooperative tasks, group challenges, and games.	<ul style="list-style-type: none"> <li>• Creating or modifying games using teacher-specified equipment</li> </ul>
8. Identify cue words and terms associated with leaping, striking, and kicking.	<ul style="list-style-type: none"> <li>• Modeling skills using cue words followed by independent practice</li> <li>• Assessing peers using cue words (See Appendix B, Skill Development.)</li> </ul>
9. Identify formations and steps associated with dance.	<ul style="list-style-type: none"> <li>• Following and understanding teacher cues in a variety of rhythmic skills such as grapevine, slide, home position, and swing</li> </ul>
10. Demonstrate positive changes in performance based on peer and teacher evaluations.	<ul style="list-style-type: none"> <li>• Modifying skill performance based on self, peer, or teacher assessment</li> </ul>

<b>GRADE FOUR SAMPLE ACTIVITIES</b>	
<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
<b>Social Development</b>	
11. List consequences of compliance and noncompliance with rules and regulations while participating in physical activities and games.	<ul style="list-style-type: none"> <li>• Completing quizzes, examinations, and homework assignments</li> <li>• Participating in teacher-led discussions regarding sport-appropriate etiquette</li> </ul>
12. Explain outcomes of positive versus negative responses to classmates when winning or losing.	<ul style="list-style-type: none"> <li>• Participating in teacher-led discussions regarding the benefits of good sportsmanship</li> <li>• Engaging in role-play activities focusing on positive and negative responses in game situations</li> </ul>
<b>Physical Activity and Health</b>	
13. Analyze varying intensities of exercise for effect on heart rate using manual pulse-checking or heart-rate monitors.	<ul style="list-style-type: none"> <li>• Discussing impact of aerobic and anaerobic activities on heart rate</li> <li>• Measuring heart rate manually or with a monitor</li> <li>• Monitoring heart rate during activities of varying intensity</li> </ul>
14. Identify devices used to measure cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility.	<ul style="list-style-type: none"> <li>• Describing the relationship between state-required fitness testing and health-related fitness</li> <li>• Logging fitness test results in a journal or portfolio</li> </ul>
15. Describe relationships among food intake, physical activity, and weight maintenance.	<ul style="list-style-type: none"> <li>• Discussing the relationship between calorie consumption and gaining, losing, and maintaining weight</li> <li>• Completing quizzes, examinations, and homework assignments</li> </ul>

<b>GRADE FIVE SAMPLE ACTIVITIES</b>	
<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
<b>Skill Development</b>	
1. Demonstrate correct form while sprinting and running for distance.	<ul style="list-style-type: none"> <li>Participating in track and field and running activities (See Appendix B, Skill Development.)</li> </ul>
2. Demonstrate correct form while fielding and punting a ball.	<ul style="list-style-type: none"> <li>Punting a football to a target</li> <li>Punting a football for distance and height</li> <li>Fielding a softball or perforated plastic ball (See Appendix B, Skill Development.)</li> </ul>
3. Execute single and dual long-rope activities and stunts.	<ul style="list-style-type: none"> <li>Jumping with short and long ropes</li> <li>Performing “Egg Beater” and “Double Dutch” jumping</li> <li>Performing jumping routines to music</li> </ul>
4. Demonstrate rhythmic dances, including modern, aerobic, and ethnic.	<ul style="list-style-type: none"> <li>Performing a variety of dance routines</li> </ul>
5. Demonstrate weight transfer and balance on mats and apparatus by smoothly transitioning between combinations of traveling and rolling.	<ul style="list-style-type: none"> <li>Performing combination rolls</li> <li>Leaping and then performing a forward straddle roll</li> <li>Running and then performing a cartwheel or round-off</li> </ul>
6. Apply appropriate skills in sport-modified games.	<ul style="list-style-type: none"> <li>Participating in small-sided games that focus on skill development, strategy, and application such as “Five Passes”</li> </ul>
<b>Cognitive Development</b>	
7. Identify cue words and terms associated with punting and fielding.	<ul style="list-style-type: none"> <li>Performing punting and fielding according to cue words (See Appendix B, Skill Development.)</li> </ul>
8. Describe relationships among strength, flexibility, balance, and coordination in successfully executed physical activities.	<ul style="list-style-type: none"> <li>Making group or individual presentations describing relationships between health- and skill-related fitness components</li> <li>Completing quizzes, examinations, and homework assignments</li> </ul>
9. Identify basic rules, player positions, and offensive and defensive strategies in organized games and in sport-modified games.	<ul style="list-style-type: none"> <li>Participating in lead-up games such as “Bull’s Eye”</li> <li>Completing quizzes, examinations, and homework assignments</li> </ul>
<b>Social Development</b>	
10. Explain good sportsmanship techniques for use in settling disputes.	<ul style="list-style-type: none"> <li>Participating in role-playing activities demonstrating acceptable and unacceptable sportsmanship</li> </ul>
11. Explain physical activity and safety benefits of exercising with a partner.	<ul style="list-style-type: none"> <li>Engaging in teacher-led discussions regarding safety</li> <li>Participating in partner-walking activities</li> <li>Performing strengthening activities with a partner</li> </ul>

<b>GRADE FIVE SAMPLE ACTIVITIES</b>	
<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
<b>Physical Activity and Health</b>	
12. Describe how aerobic exercise affects the efficiency and longevity of the heart and lungs.	<ul style="list-style-type: none"> <li>• Participating in group projects and presentations</li> <li>• Completing quizzes, examinations, and homework assignments</li> </ul>
13. Categorize physical activities according to their most beneficial health-related fitness component.	<ul style="list-style-type: none"> <li>• Participating in small-group or individual projects</li> <li>• Completing quizzes, examinations, and homework assignments</li> </ul>
14. Define the four components of the frequency, intensity, time, and type (FITT) principle as they relate to a successful fitness program.	<ul style="list-style-type: none"> <li>• Designing an individualized fitness plan for cardiorespiratory endurance utilizing pretest fitness results</li> <li>• Completing quizzes, examinations, and homework assignments</li> </ul>

<b>GRADE SIX SAMPLE ACTIVITIES</b>	
<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
<b>Skill Development</b>	
1. Demonstrate rope-jumping and original dance routines that incorporate varying lengths, skill sequences, and musical accompaniments.	<ul style="list-style-type: none"> <li>• Creating and performing dance routines and gymnastic sequences</li> <li>• Participating in rope-jumping routines</li> </ul>
2. Combine a variety of skills into sequenced routines.	<ul style="list-style-type: none"> <li>• Creating and performing dance routines and gymnastic sequences</li> <li>• Participating in a sport routine such as dribbling</li> </ul>
3. Demonstrate dribbling, shooting, and striking skills.	<ul style="list-style-type: none"> <li>• Participating in lead-up activities such as “Basketball Chicken Fights,” “Volley Tennis,” and “Scooter Kickball”</li> </ul>
4. Demonstrate forehand and backhand striking skills.	<ul style="list-style-type: none"> <li>• Participating in badminton, pickle ball, table tennis, and tennis drill and lead-up games</li> </ul>
<b>Cognitive Development</b>	
5. Identify rules and regulations for a variety of sports and lifetime activities.	<ul style="list-style-type: none"> <li>• Participating in lead-up games that incorporate rules of regulation games</li> </ul>
6. Explain the importance of repetition and practice as a means for skill improvement.	<ul style="list-style-type: none"> <li>• Completing exit slips emphasizing the importance of using repetition and practice</li> </ul>
7. Modify physical activities, games, and sports to meet specified criteria.	<ul style="list-style-type: none"> <li>• Creating a game with various pieces of equipment for other students to play</li> <li>• Modifying an existing game in which balls may be thrown only with nondominant hand</li> </ul>
<b>Social Development</b>	
8. Explain sport-specific etiquette and good sportsmanship for team, individual, and dual sports.	<ul style="list-style-type: none"> <li>• Participating in sportsmanship role-play activities</li> <li>• Praising peers who demonstrate good sportsmanship during game play</li> <li>• Recognizing students who display good sportsmanship on a “Hall of Fame” bulletin board</li> </ul>
9. Demonstrate positive social interactions in situations that include members of different genders, cultures, ethnicities, abilities, and disabilities.	<ul style="list-style-type: none"> <li>• Working with a partner or small group in stationary and rhythmic activities</li> </ul>
<b>Physical Activity and Health</b>	
10. Describe progress toward achieving personal fitness goals for each of the health-related fitness components.	<ul style="list-style-type: none"> <li>• Logging pedometer steps and heart rate</li> <li>• Setting fitness goals based on pre-fitness assessment</li> <li>• Tracking personal fitness goal progress throughout the school year</li> </ul>
11. Analyze exercise and heart-rate data to determine adjustments to health fitness plans.	<ul style="list-style-type: none"> <li>• Measuring heart rate during activities of varying intensity</li> <li>• Recording heart rate and charting results on a bar graph</li> </ul>

### **GRADE SIX SAMPLE ACTIVITIES**

<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
12. Identify possible injuries resulting from improper exercise routines.	<ul style="list-style-type: none"><li>• Participating in activities that focus on proper warm-up and cool-down</li><li>• Designing and leading warm-up and cool-down activities</li></ul>
13. Describe structure and function of muscular and skeletal systems as they relate to physical performance.	<ul style="list-style-type: none"><li>• Identifying muscles used during warm-up and cool-down activities</li><li>• Explaining and demonstrating how levers of the body work to improve kicking, throwing, and striking skills</li></ul>

<b>GRADE SEVEN SAMPLE ACTIVITIES</b>	
<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
<b>Skill Development</b>	
1. Apply coordinated movements, strategies, and rules to achieve success in a variety of sports and activities.	<ul style="list-style-type: none"> <li>• Playing “Ultimate Flying Disc”</li> <li>• Participating in team handball</li> </ul>
2. Demonstrate strategic positioning for offense and defense in game situations.	<ul style="list-style-type: none"> <li>• Participating in offensive and defensive plays</li> <li>• Participating in a variety of game and sport activities</li> </ul>
3. Demonstrate dances used for social and recreational enjoyment and physical fitness enhancement.	<ul style="list-style-type: none"> <li>• Participating in social dances including the waltz, cha-cha, and line dances</li> </ul>
4. Demonstrate a sequence of balancing skills by traveling on apparatus while working cooperatively with a partner to create a balance sequence.	<ul style="list-style-type: none"> <li>• Creating and performing, with a partner, balance and gymnastic sequences accompanied by music</li> </ul>
5. Demonstrate relaxation and stress-reduction exercises.	<ul style="list-style-type: none"> <li>• Discussing the importance of daily exercise and the positive impact it has on mental wellness</li> <li>• Selecting and leading the class in relaxation exercises</li> <li>• Practicing stress-reduction exercises by modeling exercises using a digital video disc</li> </ul>
6. Demonstrate offensive skills, including pick, fake, and screen, for a variety of team sports.	<ul style="list-style-type: none"> <li>• Practicing picking, faking, and screening in lead-up games</li> <li>• Demonstrating understanding of pick, fake, and screen skills through assessment</li> </ul>
<b>Cognitive Development</b>	
7. Identify appropriate drills and repetitions to improve performance.	<ul style="list-style-type: none"> <li>• Selecting and participating in appropriate drills to improve skill</li> </ul>
8. Describe concept of effort as it relates to improvement of skill execution.	<ul style="list-style-type: none"> <li>• Defining effort as it relates to how the body moves to time, force, and flow</li> <li>• Describing how a skill can be improved by altering speed or time by which it is performed</li> <li>• Identifying skills that demonstrate free flow such as batter’s swing or tennis smash and bound flow such as pushing a heavy object, pausing during a cartwheel, or rounding-off to hold an upright movement</li> <li>• Demonstrating variance in force while batting a ball off a tee</li> </ul>
9. Analyze peer skill performance for efficiency in sport and recreational activities.	<ul style="list-style-type: none"> <li>• Engaging in peer assessment activities when learning a new skill</li> </ul>
10. Explain differences between legal and illegal behaviors in sports.	<ul style="list-style-type: none"> <li>• Discussing legal and illegal behaviors in sports such as using steroids, participating in blood doping, and gambling</li> </ul>

<b>GRADE SEVEN SAMPLE ACTIVITIES</b>	
<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
<b>Social Development</b>	
11. Apply methods for communicating with confrontational opponents.	<ul style="list-style-type: none"> <li>• Participating in role-play demonstrating both correct and incorrect communication techniques</li> <li>• Discussing techniques for dealing with confrontational opponents</li> </ul>
12. Demonstrate elements, including sport competency, literacy, and enthusiasm needed to accomplish a team goal in competitive and cooperative environments.	<ul style="list-style-type: none"> <li>• Demonstrating skills necessary to accomplish a team goal while participating in a sports education unit</li> <li>• Participating in teacher observations and evaluations during game play</li> </ul>
<b>Physical Activity and Health</b>	
13. Identify factors that can be manipulated to achieve an overload in muscular strength and cardiorespiratory endurance.	<ul style="list-style-type: none"> <li>• Explaining and discussing the principle of overload</li> <li>• Creating and performing workouts that overload cardiovascular or muscular systems</li> </ul>
14. Explain correlations among nutrition, exercise, and rest in the development of a healthy lifestyle.	<ul style="list-style-type: none"> <li>• Evaluating information provided by a guest speaker recovering from bulimia or anorexia</li> <li>• Relating the Centers for Disease Control's (CDC) top ten causes of death to lifestyle choice</li> </ul>

<b>GRADE EIGHT SAMPLE ACTIVITIES</b>	
<b>Course of Content Standards</b>	<b>Sample Activities</b>
<b>Skill Development</b>	
1. Demonstrate skills utilized in lifetime health-enhancing activities.	<ul style="list-style-type: none"> <li>• Pacing oneself while running for distance</li> <li>• Selecting and participating in lifetime activities including walking, golf, and flying disc games</li> </ul>
2. Demonstrate aerobic movement skills and performance of original dance routines.	<ul style="list-style-type: none"> <li>• Participating in teacher-created choreographed routines</li> </ul>
3. Demonstrate combinations of balancing and supporting skills.	<ul style="list-style-type: none"> <li>• Participating in rope-climbing and wall activities and outdoor adventure activities</li> <li>• Exercising with a stability ball</li> </ul>
4. Demonstrate skills used in individual, dual, and team sports.	<ul style="list-style-type: none"> <li>• Participating in bowling, hockey, flag football, lacrosse, soccer, softball, and archery</li> </ul>
5. Demonstrate skills associated with adventure, outdoor, and recreational activities.	<ul style="list-style-type: none"> <li>• Participating in orienteering, walking for fitness, hiking, cycling, and in-line skating</li> </ul>
6. Demonstrate player-to-player defensive strategy skills.	<ul style="list-style-type: none"> <li>• Practicing skills at designated stations that focus on defending a goal and using zone defense</li> <li>• Participating in a tactical sports unit focusing on off-the-ball skills</li> </ul>
<b>Cognitive Development</b>	
7. Identify rules, regulations, tactics, strategies, and rituals utilized in individual, dual, and team sports.	<ul style="list-style-type: none"> <li>• Exhibiting understanding of game regulations while participating in a sports education unit</li> <li>• Participating in a jeopardy game to review rules, regulations, tactics, strategies, and rituals</li> </ul>
8. Apply movement concepts to sport, dance, gymnastics, recreational skill performances, and other physical activities.	<ul style="list-style-type: none"> <li>• Altering skill execution in response to teacher command such as varying the time (speed), force, and flow of a movement</li> </ul>
9. Summarize research findings of at least one local, national, or international game for its history, terminology, rules, and basic skills.	<ul style="list-style-type: none"> <li>• Using Internet or library resources to locate information for portfolio entries, student-made videos, PowerPoint slide presentations, or scrapbooks</li> </ul>
<b>Social Development</b>	
10. Solve problems in physical activity settings by identifying cause and potential solutions.	<ul style="list-style-type: none"> <li>• Describing appropriate and inappropriate responses to unfair calls made by referees or umpires</li> <li>• Participating in role-play scenarios demonstrating appropriate and inappropriate responses</li> <li>• Participating in student-refereed games</li> </ul>
11. Describe how recognizing opposing opinions and priorities, including displaying willingness to compromise, apply to teamwork and goal achievement.	<ul style="list-style-type: none"> <li>• Practicing coaching and officiating skills to become a better team player</li> </ul>
12. Apply positive reinforcement to enhance peer physical performance during physical activity.	<ul style="list-style-type: none"> <li>• Encouraging peers and teammates regarding effort and skill execution during an activity</li> </ul>

<b>GRADE EIGHT SAMPLE ACTIVITIES</b>	
<b>Course of Study Content Standards</b>	<b>Sample Activities</b>
<b>Physical Activity and Health</b>	
13. Explain long-term physiological and psychological benefits resulting from regular participation in physical activity.	<ul style="list-style-type: none"> <li>• Discussing information provided by a credentialed guest speaker such as a medical doctor regarding the relationship between exercise and depression and teen suicide</li> <li>• Discussing the relationship between physical activity and hypokinetic diseases</li> <li>• Sharing individual experiences with classmates concerning family members suffering from hypokinetic diseases</li> </ul>
14. Identify the role of exercise in stress reduction.	<ul style="list-style-type: none"> <li>• Gathering information correlating adolescent stress and physical activity</li> </ul>
15. Apply the frequency, intensity, time, and type (FITT) principle to an individualized fitness plan.	<ul style="list-style-type: none"> <li>• Explaining the FITT principle as it applies to health-related fitness components</li> <li>• Designing a cardiovascular program in accordance with FITT principle components</li> </ul>
16. Design a personalized fitness plan.	<ul style="list-style-type: none"> <li>• Setting fitness goals based on pre-assessment results</li> <li>• Monitoring fitness goal achievement</li> <li>• Working with classmates to determine a reward program for students who improve fitness levels</li> </ul>

# INTEGRATING THE CURRICULUM



## OVERVIEW

Integrating academic content into the physical education classroom has become a popular practice. Physical education instructors are encouraged to teach across the curriculum; however, academic integration must remain a secondary outcome to the minimum required content set forth in the standards contained in the 2009 *Alabama Course of Study: Physical Education*.

While research concerning the effectiveness of integrating academic content into the physical education curriculum is limited, consider the following reasons for including this instructional practice into physical education lessons:

- Integrating academic content into the physical education classroom can serve as a marketing tool for the physical education program.
- Supplementing academic content into the physical education classroom may assist in building good working relationships between physical education and other classroom instructors.
- Teaching across the curriculum may build additional value for the program in the minds of administrators.

There are several models that may be used when planning to integrate the physical education curriculum—individual, partner, group, and schoolwide models. A brief description of each model is provided below.

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### INDIVIDUAL MODEL OF INTEGRATION

In this model, the physical education instructor works individually to integrate academic content into the physical education classroom. For example, the teacher may use terminology such as *prone* and *supine* when instructing students to lie down on stomachs or backs; may explain the concept of *momentum* while teaching students to perform forward rolls; may teach the names of muscles when students are performing stretches, or may have students count by threes when exercising.

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### PARTNER MODEL OF INTEGRATION

When using this model, the physical education instructor collaborates with a classroom teacher to determine the content to be integrated. For example, the classroom teacher may ask the physical education instructor to integrate letter sounds, spelling, or mathematics concepts into physical education lessons.

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### GROUP MODEL OF INTEGRATION

This model requires the physical education teacher to collaborate with a group of teachers, such as all teachers in a particular grade level, to determine content to be integrated. Typically, this type of integration model requires a great deal of planning and is built around a specified theme such as oceans of the world, the Olympics, holidays, or nationalities.

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### SCHOOLWIDE MODEL OF INTEGRATION

The schoolwide model is the most complex integration model and, like the group model, is typically built around a central theme and requires substantial time and planning. The schoolwide integration model unites the entire school and provides students with a rewarding learning experience.

## INDIVIDUAL AND PARTNER INTEGRATION MODELS

This section contains specific examples of ways to integrate the physical education curriculum with other areas of academic content. Examples are included for a variety of academic areas and include targeted grade level, class configuration, space requirements, needed equipment, and instructions for completing the activity.

### ENGLISH LANGUAGE ARTS

#### SPELLING AND LETTER RECOGNITION

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<b>Grade:</b>	Grade 3 and up
<b>Class Configuration:</b>	Individuals or groups assigned by the teacher
<b>Space Requirements:</b>	Gym
<b>Equipment:</b>	Large plastic bottle caps (large sport drink bottle caps work best) with a letter of the alphabet printed on the inside of the cap or old CDs with a letter of the alphabet printed on the nonlabeled side Plastic containers for the bottle caps or CDs <i>Sentence strips with spelling words printed on one side</i>

#### Instructions:

1. Place stacks of sentence strip spelling words in the center of the gym.
2. Place containers with bottle caps or CDs labeled with alphabet letters at one end of the gym or around the perimeter of the gym.
3. Instruct students to perform a locomotor movement toward the center of the gym, retrieve a sentence strip, and return to starting place.
4. Tell students to go to containers of bottle caps or CDs and collect letters needed to correctly spell the sentence strip word.
5. Have students spell as many words as possible during a specified time.

#### LITERACY OR 'BOOK' STATIONS

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<b>Grade:</b>	Grade 2 and up
<b>Class Configuration:</b>	Individuals or groups assigned by the teacher
<b>Space Requirements:</b>	Gym
<b>Equipment:</b>	Stations labeled with titles of appropriate grade-level books Cups for stacking Beach balls Cones Scooters Jumping balls

#### Instructions:

1. Set up stations around the gym based on a specific theme or title of a book.
2. Instruct students to move from station to station where they are to perform a movement reflecting the theme or book title at each station. Examples of Dr. Seuss' book titles and movements are:
  - *Yertle the Turtle and Other Stories* (good for having students perform cup-stacking activities)
  - *Great Day for Up!* (good for having students tap a beach ball back and forth in the air with a partner)
  - *Oh! The Places You'll Go!* (good for having students move around cones on scooters)
  - *Hop on Pop* (good for having students hop around on jumping balls)

## GEOGRAPHY

### GEOGRAPHY ABCs AND FLYING DISC FUN

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<b>Grade:</b>	Grade 3 and up
<b>Class Configuration:</b>	Two or three teams of students assigned by the teacher
<b>Space Requirements:</b>	Outside on pavement or grass for large classes, inside for small classes
<b>Equipment:</b>	Flying discs (one per group)

#### Instructions:

1. Tell students they will be using letters of the alphabet in order from A to Z to name a geographic location that begins with each of the letters.
2. Instruct students to begin play by having one team member throw the flying disc to another team member.
3. Tell team member catching the disc to say “A” and name a corresponding geographic location such as Africa or Alabama.
4. Instruct student to throw flying disc to another team member who says “B” and names a corresponding geographic location such as Bolivia or Boston.
5. Have students continue play until they complete all letters of the alphabet.
6. Tell students if a team member cannot name a geographic location they say “pass,” and the next team member attempts to name a place corresponding to the same letter of the alphabet.
7. Inform students that if a team member does not catch the flying disc, but yells out an answer, then that team must start over at the letter A.

#### Modifications:

- Different equipment may be used such as volleyballs, beach balls, basketballs, or footballs.
- A rule could be implemented requiring students to make a clean catch in order to be able to name a geographic location.



## HEALTH EDUCATION

### BALANCED-MEAL FITNESS FUN GAME

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<b>Grade:</b>	Grade 3 and up
<b>Class Configuration:</b>	Individuals or small groups assigned by the teacher
<b>Space Requirements:</b>	Gym
<b>Equipment:</b>	Paper plates or plastic trays Pictures of foods from each food group or names of foods for older students

#### Instructions:

1. Have students work alone or in small groups in designated area.
2. Provide students with paper plates or plastic trays.
3. Place food pictures or words facedown in a large area of the gym.
4. Tell students that on signal, an individual or one student from the group must perform a locomotor skill to move to food area, retrieve one item, and take item back to their plate or tray.
5. Tell students to continue (individually or with next student if working in groups) until plate or tray contains a healthy, balanced meal.
6. Instruct student or group to signal teacher when their plates or trays are complete. If meal is balanced, student or group receives one point.
7. Students should continue in this manner trying to fill as many plates or trays as possible with healthy, balanced meals.

## HISTORY

### MUSICAL JEOPARDY

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<b>Grade:</b>	Grade 4 and up
<b>Class Configuration:</b>	Two or three groups of students assigned by the teacher
<b>Space Requirements:</b>	Gym or playground
<b>Equipment:</b>	Sets of index cards with a “historical date” or “historical question” written on one side and consecutive numbers beginning with one written on other side (one set per group) Cups containing slips of paper with a number written on one side (Numbers on slips of paper should correspond to numbers written on backs of index cards.) Music CD CD player

#### Instructions:

1. Provide all student groups with identical sets of index cards.
2. Instruct student groups to form a circle.
3. Have student groups place one index card with numbered side facing up on floor in front of each student in group.
4. Tell students that when music begins and upon hearing a word or term naming a locomotor movement, such as *hop*, *skip*, *run*, *gallop*, or *walk*, they are to perform that movement around the circle until music stops.
5. When music stops, a number from the cup containing numbered slips of paper is drawn and called aloud.
6. Instruct student with corresponding number on index card in front of him or her to pick up card, and perform the following:
  - ✓ If card has historical date, student must attempt to ask a question that will elicit corresponding date.
  - ✓ If card has historical question, student must try to correctly answer question.
7. Tell students that one point will be awarded for each correct answer.
8. If playing with multiple teams, award points for correct answers to team; if playing with one team, award points for correct answers to individual students.

## HISTORY WITH A BANG!

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<b>Grade:</b>	Middle school and up
<b>Class Configuration:</b>	Four or five teams with equal number of students assigned by the teacher
<b>Space Requirements:</b>	Gym
<b>Equipment:</b>	Flyswatters (one per team) List of history questions pertaining to the Constitution (or other history-related questions) Sample question: "Which branch of government is the executive branch?" Sample answer: "President" Inflated balloons with answers to history questions written on outside of balloon

### Instructions:

1. Float balloons with answers to history questions over playing area.
2. Instruct student teams to be seated in single file with first student on each team holding a flyswatter.
3. Tell students that when they hear the history question, first student in each team line is to stand up, and using flyswatter, locate and swat balloon with correct answer back to origination line.
  - ✓ If answer is correct, student pops the balloon and returns to end of line.
  - ✓ If answer is not correct, student must return balloon to play area, locate balloon with correct answer, and return to popping line. Repeat until correct balloon is located and popped.
4. One point is awarded for each correct answer. Proceed until all questions have been answered correctly, and all balloons have been popped.

## PRESIDENTIAL JUMP ROPE

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<b>Grade:</b>	Grade 3 and up
<b>Class Configuration:</b>	Groups of six or ten students assigned by the teacher
<b>Space Requirements:</b>	Gym or outside pavement area
<b>Equipment:</b>	Jump ropes (one per group) Sets of index cards containing the name of each President of the United States (one set per group) Large sheets of butcher paper labeled with numbers from 1 to 43 (one sheet of paper per group)

### Instructions:

1. Provide each group with a jump rope, set of index cards, and sheet of butcher paper.
2. Tell students they are to attempt to make as many consecutive jumps as possible with jump rope with a limit of ten consecutive jumps. (Increase number of jumps for older students.)
3. Instruct students that for each five consecutive jumps, students are to select one president from set of index cards and place index card in correctly numbered spot on piece of butcher paper according to order of presidency. (If student has ten consecutive jumps, he or she selects two presidents and places them correctly on piece of paper.)
4. Tell students the goal of the game is to be first team to correctly list, in order of presidency, names of presidents on sheet of butcher paper. If students place a president in incorrect order, next student can choose, after performing five consecutive jumps, to correct the order instead of choosing another index card. First group to have all presidents listed in the correct order wins.



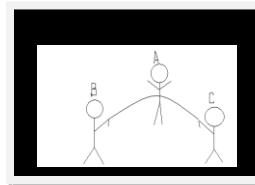
## MATHEMATICS

### SLINGSHOT MATH

<b>Grade:</b>	Grade 3 and up
<b>Class Configuration:</b>	Groups with equal number of students assigned by the teacher
<b>Space Requirements:</b>	Inside play area for small groups, outdoor play area for larger groups
<b>Equipment:</b>	Resistance bands approximately three feet long (one per group) Small tennis or perforated plastic balls (one per group) List of mathematics problems (one list per group)

#### Instructions:

1. Instruct three students in each group to form slingshot with two students (student B and student C) each holding one end of resistance band and third student (student A) holding ball in middle of band. Other students in group are catchers.
2. Arrange catchers in scattered formation facing slingshot.
3. Tell student in middle of band (student A) to place ball into resistance band, pull ball back, and release ball toward catchers. Upon ball being shot, catchers try to catch ball before it hits the ground.
4. Instruct student who catches ball to answer specified mathematics problem from list.
5. Tell student if answer is correct, student rotates to position A, student in position A rotates to position B, student in position B rotates to position C, student in position C rotates to group of catchers.
6. Tell student if answer not correct, shooter gets to slingshot another ball.
7. Continue play until one group has correctly answered all mathematics problems and is determined to be the winner.



#### Modification:

The modified activity is designed to assist students in learning to count money. Play money units needed by each group for the modified activity are coins of 25 cents and 50 cents and paper bills of one dollar and five dollars. Instructions for modification are as follows:

1. Arrange students in groups of six or seven persons.
2. Assign one student in each group to serve as the accountant who distributes and keeps a record of amount of play money earned by each student.
3. Instruct three students in each group to form slingshot with two students (student B and student C) each holding one end of resistance band and third student (student A) holding ball in middle of band. Other students in group are catchers.
4. Arrange catchers in scattered formation facing slingshot.
5. Tell student in middle of band (student A) to place ball into resistance band, pull ball back, and release ball toward catchers. Upon ball being shot, catchers try to catch ball before it hits ground.
  - a. If catcher catches ball before it hits ground, he or she earns one dollar in play money.
  - b. If ball bounces once before being caught, catcher earns 75 cents in play money.
  - c. If ball bounces twice before being caught, catcher earns 50 cents in play money.
  - d. If ball bounces three times before being caught, catcher earns 25 cents in play money.
  - e. If ball bounces more than three times, no play money is earned.
  - f. First student to earn five dollars in play money wins game.
6. Have students operating slingshot to rotate after every ball shot (student A to position B, student B to position C, student C to position A).
7. Tell students when a catcher earns five dollars in play money, catchers, slingshot group, and accountant must assume different roles.

## SCIENCE

### SCOOTER INVENTOR RACE

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<b>Grade:</b>	Grade 3 and up
<b>Class Configuration:</b>	Groups of four students assigned by the teacher
<b>Space Requirements:</b>	Area large enough for scooters
<b>Equipment:</b>	Scooters (one of two per group) Sets of index cards containing descriptions of famous scientific inventions (one set per group) Poster board with list of corresponding famous science inventors (one poster board per group)

#### Instructions:

1. Tell students the goal is to match scientific invention description to corresponding inventor.
2. Place sets of index cards and poster boards for each group at the designated half-court area.
3. Have each group of students seated in single file behind starting line.
4. Assign scooter to first student in each group.
5. Specify how students are to transport themselves on scooters such as on stomach pulling with hands only, on knees pulling with hands, or sitting backward pushing with feet only.
6. Tell students to ride scooters to designated half-court area at which point they are to select an index card containing a description of a famous scientific invention and match the description to the corresponding inventor.
7. Tell students to return to starting line and give scooter to next student in line. Instruct next student to correct previous student's match or select another index card and try to match invention with corresponding inventor.
8. Proceed until all inventions are matched with inventors' names to determine which group has the largest number of correct matches.

## SOCIAL STUDIES

### STATES AND CAPITALS RELAY RACE

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<b>Grade:</b>	Grade 3 and up
<b>Class Configuration:</b>	Groups of five or six students assigned by the teacher
<b>Space Requirements:</b>	Gym
<b>Equipment:</b>	Sets of index cards labeled with names of states (one set per group) Sets of index cards labeled with names of state capitals (one set per group) Plastic bins (two bins per group—one bin for state index cards and one bin for state capital index cards)

#### Instructions:

1. Determine starting line at one area of gym and set plastic bins with state and state capital index cards at other end of gym.
2. Have groups line up in single file behind starting line.
3. Tell students they will be participating in a relay race, the object of which is to determine which group can correctly match the most states to their capitals.
4. Tell students that upon hearing signal, first student in line must quickly run to plastic bins for their group and select one index card from the state plastic bin and one index card from the state capital plastic bin and then run back to starting line.
5. Instruct next student in line to run quickly to plastic bins and retrieve two more index cards from the containers while students remaining behind determine if they have a matching state and state capital.
6. Instruct students to place matches on gym floor near their group.
7. Have students continue until all cards have been taken from plastic bins and groups have matched states to their state capitals.
8. Check for correct matches to determine winning group.

#### Modification:

Consider using half the states and state capitals one day and the other half the next day.

## OLYMPIC STATIONS


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<b>Grade:</b>	Grade 4 and up
<b>Class Configuration:</b>	Individuals, or pairs or groups of students, assigned by the teacher
<b>Space Requirements:</b>	Gym
<b>Equipment:</b>	Cones Appropriate game equipment such as balloons and racquets for tennis, socks for skating or racing, and pool noodles and scooters for rowing Winter or summer Olympic Game activity stations Poster boards displaying Olympic Game symbol (one poster board per game activity station)

### Instructions:

1. Set up activity stations for winter or summer Olympic Games.
2. Label stations with symbols for individual games. (Symbols are available on Olympic Web site.)
3. Use the following examples for game stations and activities.

#### Tennis

1. Display on a sheet of poster board the symbol for tennis () at the tennis station.
2. Instruct students to tap a balloon back and forth with a partner using tennis rackets, either in an open space or over a net or string between two chairs.

#### Ice Skating or Short-Track Racing

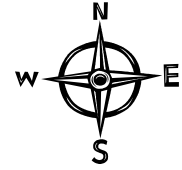
1. Display on a sheet of poster board the symbol for ice skating or short-track racing at the ice skating or short-track racing station.
2. Place cones around gym floor to designate path for student movement.
3. Instruct students to wear socks for activity to allow them to move as if ice skating or racing around other students or around cones.

#### Rowing

1. Display on a sheet of poster board the symbol for rowing at the rowing station.
2. Place cones around gym floor to designate path for student movement.
3. Instruct students to use pool noodles as paddles and scooters for boats to “row” around cones.

## EXPLORER ORIENTEERING EXPEDITION

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<b>Grade:</b>	Grade 3 and up
<b>Class Configuration:</b>	Groups of four or five students assigned by the teacher
<b>Space Requirements:</b>	Large outdoor playing area
<b>Equipment:</b>	Explorer activity stations Sets of index cards containing description of famous explorers (one set per station) Numbered set of orienteering task cards containing written directions and using terms such as <i>north</i> , <i>south</i> , <i>east</i> , and <i>west</i> for guiding students to the explorer activity stations (one set of task cards per group, cards do not have to be same for each group) Pencils (one per group) Paper (one sheet per group)

### Instructions:

1. Instruct groups to proceed to designated starting point.
2. Provide each group with a set of orienteering task cards and a pencil and sheet of paper.
3. Instruct groups to proceed, according to directions on the task card, to station written on their first orienteering task card.
4. Tell groups, upon arriving at station, to read explorer's description, determine explorer's name, and write explorer's name on sheet of paper. (Tell students if they do not know name they may write a few hints on sheet of paper and try to determine name later.)
5. Have groups continue until they have been to all stations indicated on their task cards and have completed the explorer information for each station.
6. When students complete mission, check for correct answers and review explorer information.

## FLAG MATCH

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<b>Grade:</b>	Grade 3 and up
<b>Class Configuration:</b>	Two teams of students for two basketball goals, four teams of students for four basketball goals (teams assigned by the teacher)
<b>Space Requirements:</b>	Gym
<b>Equipment:</b>	Basketballs (two per team) Plastic bins containing sets of index cards with names of countries or names of states in the United States (one set per team) Plastic bins containing sets of pictures of flags of countries or pictures of flags of states in the United States (one set per team) Empty plastic bins (one bin per team)

### Instructions:

1. Display set of pictures of flags on wall behind each basketball goal area.
2. Place empty bin and bin with set of country or state index cards on floor in same area.
3. Provide each team with two basketballs.
4. Tell students the goal is for each team to match country or state name to corresponding country or state flag.
5. Instruct one student from each team to shoot a basketball from any place in shooting area. If student completes shot, he or she is to take one country or state index card and match it to appropriate flag displayed on wall.
6. If match is correct, instruct student to remove flag picture from wall and place both flag picture and index card in empty bin on floor.
7. Determine winning team(s) according to number of correct matches.

### Modification:

Allow one student from each team to shoot from “bonus” area. If student completes shot, he or she may choose two country or state index cards to match to two country or state flag pictures. “Bonus” area should be an area of increased shooting challenge. Consider having more than one bonus area.

## GROUP AND SCHOOLWIDE INTEGRATION MODELS

**Theme:** A “Zoo-tiful” Two Weeks  
**Grade:** Grade 3  
**Description:** A different zoo animal is studied every day of the two-week unit.

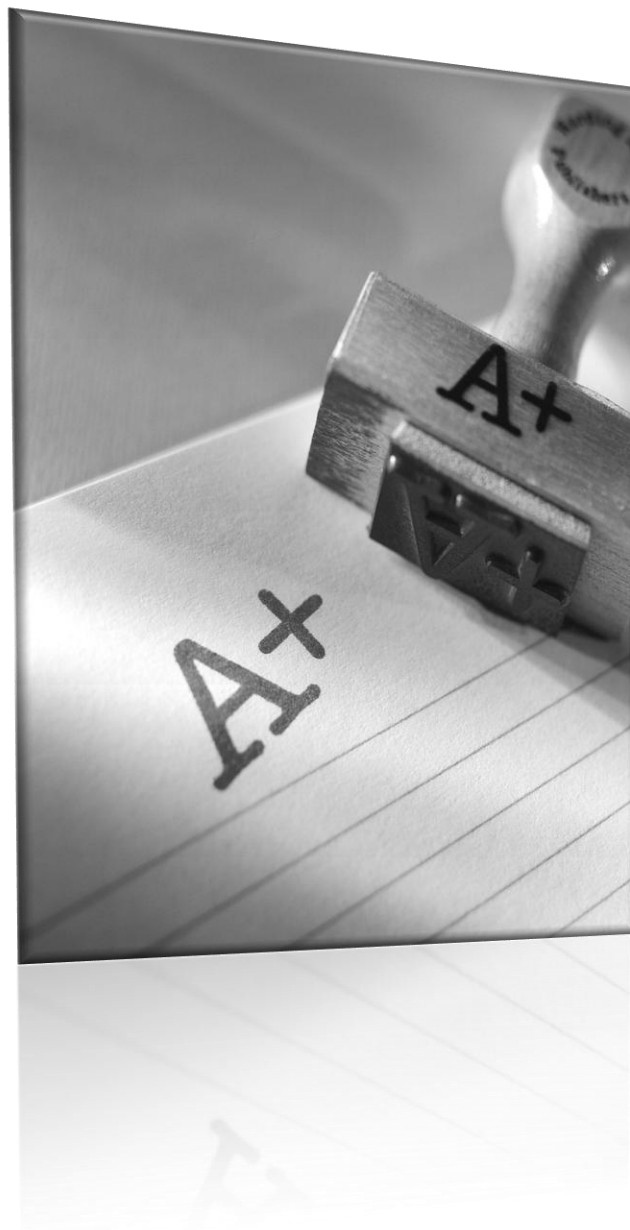
WEEK ONE					
Subject Area	Monday “Lion Day”	Tuesday “Bear Day”	Wednesday “Tiger Day”	Thursday “Monkey Day”	Friday “Zebra Day”
Reading	Students read <i>The Lion and the Mouse</i> by Jerry Pinkney.	Students read <i>Grow! A Book About Bears</i> by Melvin Berger.	Students read <i>101 Facts About Tigers</i> by Julia Barns.	Students read <i>100 Things You Should Know About Monkeys and Apes</i> by Camilla de la Bedoyere.	Students read <i>Zebra</i> by Christina Wilsdon.
Spelling	Students begin PowerPoint presentation to learn about lions. Students use spelling words to describe lions.	Students review previous PowerPoint presentation and view next slide to learn about bears. Students use spelling words to describe bears.	Students review previous PowerPoint presentations and view next slide to learn about tigers. Students use spelling words to describe tigers.	Students review previous slides and view next slide to learn about monkeys. Students use spelling words to describe how monkeys look and the noises they make.	Students review previous slides and view next slide to learn about zebras. Students use spelling words to describe zebras and take a short quiz on week-one zoo animal words.
Art	<u>Lion Mask</u> Materials needed are paper plates; glue; scissors; markers; and brown, yellow, and orange yarn. Each student colors his or her paper plate, glues yarn to outside edges of plate, and cuts two circles in middle of plate for eyes.	<u>Furry Pom-Pom Bears</u> Materials needed are white construction paper shapes, glue, and brown furry pom-poms. Each student glues paper shapes together to resemble a bear and glues pom-poms and other accessories to personalize his or her bear.	<u>Paint-a-Tiger</u> Materials needed are paint and sheets of paper. Each student paints a tiger on his or her sheet of paper.	<u>Origami Monkey</u> Materials needed are sheets of paper. Each student uses sheet of paper to make his or her origami monkey following teacher directions and demonstration.	<u>Zebra Place Cards</u> Materials needed are sheets of white paper, black markers, and clothes pins. Each student cuts sheet of paper in shape of zebra body, draws zebra stripes on body with marker, and attaches two clothes pins to body for zebra legs. Pins hold place card.
English Language Arts	Students read <i>The Lion and the Mosquito</i> by Amy Peters. Students write their own fairy tales using new, challenging words learned from reading the fairy tale.	Students read <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin, Jr. Students draw one thing Brown Bear saw and color it the same color as it was in book.	Students read <i>Tiger on a Tree</i> by Anushka Ravishankar. Students create a tiger mask based on the tiger in story.	Students read <i>Monkey and the Crocodile</i> , folktale retold by Vilma May A. Fuentes, about a monkey who outwits a crocodile. Students sing and dance to song, “Ten Little Monkeys.”	Students read zebra books to learn zebra facts. Students use information to write paragraphs about zebras and make zebra craft items using brown paper bags, construction paper, and crayons.
PE	Students practice chasing and fleeing from prey and play “King of the Jungle.”	Students learn “Bear Walk” and play “Smokey Bear Stop, Drop, and Roll.”	Students learn to pounce and land like a tiger.	Students learn “Walk Like a Monkey” and play “Monkey in the Middle.”	Students participate in a Jungle Safari Scavenger Hunt.
Mathematics	Students color a picture of a lion after adding numbers to determine which colors are needed to color the lion picture.	Students, using colored gummy bears for counting, solve addition problems and write answers on paper. To complete work, students eat bears.	One student in pair guesses how many stripes are on a stuffed toy tiger. Partner counts stripes to determine accuracy of guess.	Students make monkey tails at home and bring to class. In class, students measure length of monkey tails.	One student in pair guesses how many white and how many black stripes are on stuffed toy zebra. Partner counts stripes to determine accuracy of guess.

WEEK TWO					
Subject Area	Monday “Elephant Day”	Tuesday “Parrot Day”	Wednesday “Rhino Day”	Thursday “Hippo Day”	Friday “Flamingo Day”
Reading	Students read <i>10 Things I Know About Elephants</i> by Wendy Wax and Della Rowland.	Students read <i>Learning About Parrots</i> by Lisa Bonforte.	Students read <i>Top 50 Reasons to Care About Rhinos</i> by Mary Firestone.	Students read <i>Hippos</i> by JoAnn Early Macken.	Students read <i>Flamingos</i> by Jean M. Malone.
Spelling	Students begin PowerPoint presentation to learn about elephants. Students use spelling words to describe how elephants look and the noises they make.	Students review previous PowerPoint presentation and view next slide to learn about parrots. Students use spelling words to describe parrot types, colors, and noises.	Students review previous PowerPoint presentations and view next slide to learn about rhinos. Students use spelling words to describe rhinos.	Students review previous slides and view next slide to learn about hippo characteristics. Students use spelling words to describe hippo activities.	Students review previous slides and view next slide to learn about flamingos. Students use spelling words to describe flamingos and take a short quiz on week-two zoo animal words.
Art	<u>Elephant Paper Bag Puppet</u> Materials needed are white paper bags, construction paper, markers, glue, and scissors. Each student cuts shapes from construction paper, glues shapes to paper bag, and uses marker to draw elephant face to complete paper bag puppet.	<u>Fly Parrot Fly!</u> Materials needed are parrot outlines on sheets of colored paper, scissors, feathers, plastic eyes, beak and feet shapes, and pieces of string. Each student cuts out parrot from paper and glues feathers, eyes, beak, and feet to parrot. String is attached and parrot is hung from ceiling.	<u>Rhino Collage</u> Materials needed are rhino outlines on sheets of paper; scissors; glue; gray, red, and white tissue paper; and plastic eyes. Each student cuts out rhino from paper, glues strips of gray tissue to rhino body, red tissue to rhino mouth, white tissue to horns, and plastic eyes to eye area.	<u>Hippo Picture Book</u> Materials needed are sheets of paper and paint. Each student paints a picture of hippo doing an activity on sheet of paper. Student pictures are compiled into a “Hippo Picture Book” and given to students.	<u>Origami Flamingo</u> Materials needed are sheets of pink paper. Each student uses a sheet of paper to make origami flamingo following teacher directions and demonstration.
English Language Arts	Students are assigned parts to read and act out from play, <i>The Elephant’s Child</i> , by Rudyard Kipling.	Students read <i>If You Were A Parrot</i> by Katherine Rawson. Each student draws a picture of himself or herself as a parrot and writes a few facts learned about parrots.	Students view a PBS video on rhinos. Each student imagines himself or herself as a rhino going on a journey into the wild. Students describe experiences in journals.	Class reads poem, “My Hippo Has the Hiccups,” by Kenn Nesbitt. Each student composes a silly hippo poem. Student poems are compiled into a book of silly poems and given to students.	Teacher reads informational book, <i>Wild Flamingos</i> , by Bruce McMillan to students. Each student writes facts learned and draws a picture to go with each fact.
PE	Students learn to walk like an elephant to participate in “Marching Elephants.”	Students participate in partner-parroting (mirroring) activities.	Students learn to walk and charge like a rhino to participate in a jungle obstacle course.	Students learn the “Hippo Dance.” (See Appendix C.)	Students learn stork stand and participate in “Leap the Brook.”
Mathematics	Students raise hands according to those liking or disliking elephants. Students count and record results on chart and discuss ratio of those liking to those disliking elephants.	Students locate pictures of parrots and bring pictures to class. Students display pictures and count different colors they see on parrots.	Students view a picture of a rhino and count rhino horns.	Students view a picture of a hippo and guess how much the hippo eats and weighs.	Students color a picture of an animal after adding numbers to determine which colors are needed to color the animal picture.

### “ZOO-TIFUL” BIG FINALE

Plan a celebration to be held on last day of two-week integration unit by having all third-grade students and teachers assemble in gymnasium to participate in student-selected physical activities learned during unit. Invite other faculty and staff and administrators.

# PERFORMING AND UTILIZING MEANINGFUL ASSESSMENTS



## OVERVIEW

The primary goal of assessment is to strengthen the total curriculum. Quality assessment focuses on the student and must include meaningful tasks intended to measure student skill, cognitive, and social development. However, assessment is not intended to only address student performance, but rather, the entire education process which involves assessment of the program as well as assessment of the instructor. The purpose of this section of the document is to address assessment in each of these three areas—program, instructor, and student.

## PROGRAM ASSESSMENT

Evaluation of the physical education program helps ensure program goals are being met, and that instruction is aligned with the value base, mission, and philosophy of the instructors. Program evaluation is used to determine strengths and weaknesses of the program as well as changes in instructor values and beliefs, instructional procedures, curriculum design, and instructional resources. Below are examples of types of items that might be included in a program evaluation.

AREA OF PROGRAM EVALUATION	Always	At Times	Never
<b>Program values, mission, and philosophy</b>			
<ul style="list-style-type: none"> <li>Classes are taught by qualified physical education instructors.</li> </ul>			
<ul style="list-style-type: none"> <li>Class size is consistent with class size in other content areas.</li> </ul>			
<ul style="list-style-type: none"> <li>Instructors attend and participate in professional development opportunities.</li> </ul>			
<b>Instructional procedures</b>			
<ul style="list-style-type: none"> <li>Assessment criteria are shared with students.</li> </ul>			
<ul style="list-style-type: none"> <li>Students are actively supervised and monitored.</li> </ul>			
<ul style="list-style-type: none"> <li>Student assessment is continuous and ongoing.</li> </ul>			
<b>Curriculum design</b>			
<ul style="list-style-type: none"> <li>Lessons are based on national and state standards.</li> </ul>			
<ul style="list-style-type: none"> <li>Appropriate amount of teaching time is allocated for rhythmic activities.</li> </ul>			
<ul style="list-style-type: none"> <li>Daily opportunities are included for fitness development.</li> </ul>			
<b>Instructional resources</b>			
<ul style="list-style-type: none"> <li>Facilities are appropriate and available to all physical education classes.</li> </ul>			
<ul style="list-style-type: none"> <li>Equipment is sufficient for meeting curricular needs.</li> </ul>			
<ul style="list-style-type: none"> <li>Technology is in working order and available for instructor and student use.</li> </ul>			

# INSTRUCTOR ASSESSMENT

Quality physical education instructors are dedicated to student learning and strive to find ways to improve all aspects of the instructional process. Instructor assessment provides information about which instructional methods, strategies, and management techniques are and are not working. Assessment results assist the instructor in addressing national and state standards and in meeting the skill, cognitive, and social needs of students. The following information describes each of the three types of instructor assessment—personal reflection, administrator observation, and observations by others.

## PERSONAL REFLECTION

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Personal reflection is a form of self-evaluation and includes a continual evaluation of one’s knowledge, value base, management techniques, and instructional methodologies and practices. Sources providing samples of self-evaluation checklists used to assess professional development, communication, and enhancement of student learning are referenced in the Bibliography section of this document.

## ADMINISTRATOR OBSERVATION













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Administrator observation usually includes the use of a formal, written assessment by administrators followed by a conference between the administrator and the teacher. This type of observation provides instructors with an objective evaluation of management techniques and instructional methodologies and practices. Sources providing checklists and other samples of observation assessments are referenced in the Bibliography section of this document.

## OTHER

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Other types of teacher assessment may include the use of written observations completed by students, parents, and department chairpersons. This type of assessment can provide information about how the instructor is perceived by others. The following is an example of a written assessment to be completed by elementary school students.

<b>Circle the face that represents your teacher.</b>		
My teacher cares about me.		
My teacher tells me what I am doing correctly.		
My teacher gives good directions.		
My teacher knows my name.		
My teacher asks questions to see if I understand the lesson.		
My teacher teaches me lots of new activities.		



## SELF-OBSERVATION AND PEER OBSERVATION

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Self-observation can be used to assess skill, cognitive, and social development and physical activity and health. Peer observation is used to assess skill development only. Below is an example of a self-assessment designed to measure student physical activity and health followed by a peer assessment example designed to measure student skill development.

### Example 1. Self-Observation of Personal Physical Activity and Health

<b>KEEPING FIT ALL DAY EVERY DAY!</b>							
(Record for one week the number of times you participate in the following activities.)							
<b>Activity</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
Riding your bicycle							
Walking your dog							
Playing outside with friends							
Participating in sports							
Skating							
Walking or jogging with friends							

### Example 2. Peer Observation of Student Skill Development

<b>VOLLEYBALL SKILLS ASSESSMENT</b>			
(Rate your partner's volleyball skills by placing an X in the column that best describes partner's skill level.)			
<b>Partner's name</b>	<b>Your name</b>		
<b>Skill</b>	<b>Expert!</b>	<b>Doing Well!</b>	<b>Needs Work!</b>
Forearm pass			
Set			
Overhand serve			

Additional student assessments include portfolios, journals or blogs, Web pages, written reports, and presentations using a variety of media, drawings, displays, and video analysis. Many of these assessments provide opportunities for integrating a variety of technological innovations into the physical education curriculum.

## DETERMINING STUDENT GRADES

Many times assessment and grading are used interchangeably. However, there are notable differences. While assessment is a means for determining what students know and are able to do, grading involves the systematic compilation of all pertinent student data. Grading is used to communicate subject-area performance to students, parents, teachers, and administrators.

Assessment involves measurement of student skill, cognitive, and social development. Data from each of these three domains, as well as student knowledge and performance in the area of physical activity and health, should be used for grading purposes. An example of a policy for including all four areas in such a system for grading is provided in the grading policy found below.

### Sample Grades K-5 Grading Policy

- **Skill Development**
  - ✓ 50% of final grade
  - ✓ Data obtained through formative and summative assessment focusing on process
  
- **Cognitive Development**
  - ✓ 30% of final grade
  - ✓ Data obtained through grades received on classroom and homework assignments
  
- **Social Development**
  - ✓ 10% of final grade
  - ✓ Data obtained through checklists measuring behaviors such as observing game rules, cooperating with others, and displaying respect for game officials
  
- **Physical Activity and Health**
  - ✓ 10% of final grade
  - ✓ Data obtained through grades received on use and understanding of relationships between exercise and food intake

It is important to note that only the four above-named areas should be used to determine student grades for physical education classes. While it is important for students to adhere to the physical education requirements for appropriate attire during physical activity, dress should not be considered a factor when assigning student grades.

## GRADES K-12 STANDARDS-BASED REPORT CARDS

The following pages contain examples of standards-based report cards that may be used to report progress for students in Grades K-12 physical education classes. Course of study content standards referenced in the report card are the minimum required content found in the 2009 *Alabama Course of Study: Physical Education*. Report cards indicate reporting date, reporting period, objectives for reporting period, goal score, and student's actual score regarding achievement in the areas of skill development, cognitive development, social development, and physical activity and health.

KINDERGARTEN						
Student Name			Teacher Name			
Report Date	Report Period	Objective	Goal Score	Student Score		
	1 <sup>st</sup> 9-weeks	To <u>attempt all</u> physical education tasks, activities, and expectations stated in standard	15 out of 15	___ out of 15		
	2 <sup>nd</sup> 9-weeks	To <u>perform most</u> physical education tasks, activities, and expectations stated in standard	30 out of 30	___ out of 30		
	3 <sup>rd</sup> 9-weeks	To <u>perform all</u> physical education tasks, activities, and expectations stated in standard	45 out of 45	___ out of 45		
	4 <sup>th</sup> 9-weeks	To <u>master all</u> physical education tasks, activities, and expectations stated in standard	60 out of 60	___ out of 60		
Course of Study Content Standards		1 <sup>st</sup> 9-weeks	2 <sup>nd</sup> 9-weeks	3 <sup>rd</sup> 9-weeks	4 <sup>th</sup> 9-weeks	
		Attempts All (1 point)	Performs Most (2 points)	Performs All (3 points)	Masters All (4 points)	
Skill Development						
1.	Travel while changing direction, speed, and pathways to avoid contact with peers.					
2.	Use correct form while marching and walking.					
3.	Demonstrate the nonlocomotor skills of bending, stretching, twisting, turning, rocking, and swaying.					
4.	Demonstrate throwing and catching skills by throwing a ball overhand and underhand and catching a tossed ball before it bounces twice.					
5.	Demonstrate individual rope-jumping skills by jumping over a rope lying on the floor, jumping over a swinging rope, and jumping over a single rope five consecutive times.					
6.	Move rhythmically to even and uneven beats in creative dance, aerobic exercises, movement songs, and simple dances.					
7.	Demonstrate body control skills by balancing on multiple body parts, rolling sideways without hesitation, and landing with control from a jump.					
8.	Combine fundamental movement skills and concepts in simple games.					
Cognitive Development						
9.	Apply movement vocabulary to fundamental skills upon teacher direction.					

<b>KINDERGARTEN</b>				
<b>Course of Study Content Standards</b>	<b>1<sup>st</sup> 9-weeks</b>	<b>2<sup>nd</sup> 9-weeks</b>	<b>3<sup>rd</sup> 9-weeks</b>	<b>4<sup>th</sup> 9-weeks</b>
	<b>Attempts All (1 point)</b>	<b>Performs Most (2 points)</b>	<b>Performs All (3 points)</b>	<b>Masters All (4 points)</b>
<b>Social Development</b>				
10. Apply physical education class rules and procedures for starting and stopping, adhering to safety requirements, using equipment, and entering and exiting an activity.				
11. Demonstrate willingness to play with a diverse range of students using sharing skills with equipment and working cooperatively with peers.				
12. Demonstrate respect for classmates by playing without interfering with others and interacting appropriately with peers.				
<b>Physical Activity and Health</b>				
13. Describe benefits of regular participation in physical activities.				
14. Describe the location and function of the heart and lungs.				
15. Identify appropriate footwear and clothing for participation in physical activities.				

GRADE ONE					
Student Name		Teacher Name			
Report Date	Report Period	Objective	Goal Score	Student Score	
	1 <sup>st</sup> 9-weeks	To <u>attempt all</u> physical education tasks, activities, and expectations stated in standard	15 out of 15	___ out of 15	
	2 <sup>nd</sup> 9-weeks	To <u>perform most</u> physical education tasks, activities, and expectations stated in standard	30 out of 30	___ out of 30	
	3 <sup>rd</sup> 9-weeks	To <u>perform all</u> physical education tasks, activities, and expectations stated in standard	45 out of 45	___ out of 45	
	4 <sup>th</sup> 9-weeks	To <u>master all</u> physical education tasks, activities, and expectations stated in standard	60 out of 60	___ out of 60	
Course of Study Content Standards		1 <sup>st</sup> 9-weeks	2 <sup>nd</sup> 9-weeks	3 <sup>rd</sup> 9-weeks	4 <sup>th</sup> 9-weeks
		Attempts All (1 point)	Performs Most (2 points)	Performs All (3 points)	Masters All (4 points)
Skill Development					
1.	Demonstrate jumping and landing skills by using one- and two-foot take-off methods, balancing at varying levels on multiple body parts, and forming bridges using different body parts.				
2.	Apply varied effort and pathways to running, jumping, and throwing.				
3.	Demonstrate nonlocomotor skills, including pushing and pulling.				
4.	Demonstrate manipulative skills by catching a bounced ball with hands, volleying a soft object, kicking a stationary object, and throwing a ball underhand with two hands.				
5.	Apply rhythmic movement to games, activities, and dances.				
6.	Perform individual and partner stunts.				
7.	Demonstrate manipulative and traveling skills in game situations.				
Cognitive Development					
8.	Apply movement vocabulary to fundamental movement skills.				
9.	Identify cue words and terms associated with throwing, catching, running, and kicking.				
10.	Determine speed and type of movement based on rhythmic beat.				
Social Development					
11.	Explain the importance of empathy for feelings, concerns, and limitations of peers.				
12.	Demonstrate responsibility and cooperative skills in physical activity settings by helping peers, assisting the teacher, and sharing space and equipment.				

<b>GRADE ONE</b>				
<b>Course of Study Content Standards</b>	<b>1<sup>st</sup> 9-weeks</b>	<b>2<sup>nd</sup> 9-weeks</b>	<b>3<sup>rd</sup> 9-weeks</b>	<b>4<sup>th</sup> 9-weeks</b>
	<b>Attempts All (1 point)</b>	<b>Performs Most (2 points)</b>	<b>Performs All (3 points)</b>	<b>Masters All (4 points)</b>
<b>Physical Activity and Health</b>				
13. Identify appropriate footwear and clothing for participation in physical activities.				
14. Explain differences between active and inactive lifestyles.				
15. Explain effects of smoking, lack of sleep, and poor dietary habits on health and physical performance.				

GRADE TWO					
Student Name		Teacher Name			
Report Date	Report Period	Objective	Goal Score	Student Score	
	1 <sup>st</sup> 9-weeks	To <u>attempt all</u> physical education tasks, activities, and expectations stated in standard	14 out of 14	___ out of 14	
	2 <sup>nd</sup> 9-weeks	To <u>perform most</u> physical education tasks, activities, and expectations stated in standard	28 out of 28	___ out of 28	
	3 <sup>rd</sup> 9-weeks	To <u>perform all</u> physical education tasks, activities, and expectations stated in standard	42 out of 42	___ out of 42	
	4 <sup>th</sup> 9-weeks	To <u>master all</u> physical education tasks, activities, and expectations stated in standard	56 out of 56	___ out of 56	
Course of Study Content Standards		1 <sup>st</sup> 9-weeks	2 <sup>nd</sup> 9-weeks	3 <sup>rd</sup> 9-weeks	4 <sup>th</sup> 9-weeks
		Attempts All (1 point)	Performs Most (2 points)	Performs All (3 points)	Masters All (4 points)
Skill Development					
1.	Demonstrate leaping and jumping skills by transferring and absorbing body weight in different ways.				
2.	Demonstrate movements that combine shapes, levels, and pathways into simple sequences.				
3.	Apply body management skills on the floor and on apparatus while performing simple individual and partner stunts.				
4.	Demonstrate correct form while hopping, jumping, and sliding.				
5.	Demonstrate ball-moving skills by passing, dribbling a ball with a dominant hand, kicking a slow-moving ball, and throwing underhand with one arm.				
6.	Display basic rope-jumping skills.				
7.	Demonstrate simple folk, line, and mixer dances.				
8.	Utilize combinations of the fundamental movement skills of chasing, fleeing, and dodging.				
Cognitive Development					
9.	Identify cue words and terms associated with hopping, galloping, jumping, and sliding.				
Social Development					
10.	Explain ways to resolve conflicts during physical activity in a school-approved manner.				
11.	Demonstrate safety rules for physical education activities, including games that require implements and tag games that have designated boundaries.				

<b>GRADE TWO</b>				
<b>Course of Study Content Standards</b>	<b>1<sup>st</sup> 9-weeks</b>	<b>2<sup>nd</sup> 9-weeks</b>	<b>3<sup>rd</sup> 9-weeks</b>	<b>4<sup>th</sup> 9-weeks</b>
	<b>Attempts All (1 point)</b>	<b>Performs Most (2 points)</b>	<b>Performs All (3 points)</b>	<b>Masters All (4 points)</b>
<b>Physical Activity and Health</b>				
12. Describe the immediate effect of physical activity on heart rate, breathing rate, and perspiration.				
13. Explain how physical activity affects overall health, including the heart, lungs, and muscular system.				
14. Explain ways in which food intake affects body composition and physical performance.				

## GRADE THREE

Student Name		Teacher Name			
Report Date	Report Period	Objective	Goal Score	Student Score	
	1 <sup>st</sup> 9-weeks	To <u>attempt all</u> physical education tasks, activities, and expectations stated in standard	14 out of 14	___ out of 14	
	2 <sup>nd</sup> 9-weeks	To <u>perform most</u> physical education tasks, activities, and expectations stated in standard	28 out of 28	___ out of 28	
	3 <sup>rd</sup> 9-weeks	To <u>perform all</u> physical education tasks, activities, and expectations stated in standard	42 out of 42	___ out of 42	
	4 <sup>th</sup> 9-weeks	To <u>master all</u> physical education tasks, activities, and expectations stated in standard	56 out of 56	___ out of 56	
Course of Study Content Standards		1 <sup>st</sup> 9-weeks	2 <sup>nd</sup> 9-weeks	3 <sup>rd</sup> 9-weeks	4 <sup>th</sup> 9-weeks
		Attempts All (1 point)	Performs Most (2 points)	Performs All (3 points)	Masters All (4 points)
Skill Development					
1.	Demonstrate correct form while skipping in general space.				
2.	Demonstrate ball control while dribbling with the hand or foot in a stationary position and while traveling within a group.				
3.	Demonstrate skills that require crossing the midline of the body, including hitting a ball off a tee and throwing a ball overhand.				
4.	Use correct grip while consistently striking a softly thrown ball with a bat or paddle.				
5.	Demonstrate long-rope jumping skills by traveling in and out of a long rope without hesitation and executing consecutive jumps.				
6.	Perform the rhythmic movement skills of folk, line, and aerobic dances, including incorporating combinations of locomotor skills and partner mixing.				
7.	Demonstrate supporting, lifting, and controlling body weight by transitioning in and out of balanced positions with control.				
8.	Apply combinations of complex locomotor and manipulative skills by chasing, tagging, dodging, and fleeing.				
Cognitive Development					
9.	Describe how stability affects skill execution while participating in physical activity.				
10.	Utilize a variety of locomotor and manipulative skills to create new, or modify existing, games.				

<b>GRADE THREE</b>				
<b>Course of Study Content Standards</b>	<b>1<sup>st</sup> 9-weeks</b>	<b>2<sup>nd</sup> 9-weeks</b>	<b>3<sup>rd</sup> 9-weeks</b>	<b>4<sup>th</sup> 9-weeks</b>
	<b>Attempts All (1 point)</b>	<b>Performs Most (2 points)</b>	<b>Performs All (3 points)</b>	<b>Masters All (4 points)</b>
<b>Social Development</b>				
11. Display good sportsmanship.				
12. Apply problem-solving, conflict resolution, and teamwork strategies to cooperative and group challenges in physical education settings.				
13. Utilize the cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for the good of the group in physical activity settings.				
<b>Physical Activity and Health</b>				
14. Describe how the blood supplies oxygen and nutrients to the body.				

## GRADE FOUR

Student Name		Teacher Name			
Report Date	Report Period	Objective	Goal Score	Student Score	
	1 <sup>st</sup> 9-weeks	To <u>attempt all</u> physical education tasks, activities, and expectations stated in standard	15 out of 15	___ out of 15	
	2 <sup>nd</sup> 9-weeks	To <u>perform most</u> physical education tasks, activities, and expectations stated in standard	30 out of 30	___ out of 30	
	3 <sup>rd</sup> 9-weeks	To <u>perform all</u> physical education tasks, activities, and expectations stated in standard	45 out of 45	___ out of 45	
	4 <sup>th</sup> 9-weeks	To <u>master all</u> physical education tasks, activities, and expectations stated in standard	60 out of 60	___ out of 60	
Course of Study Content Standards		1 <sup>st</sup> 9-weeks	2 <sup>nd</sup> 9-weeks	3 <sup>rd</sup> 9-weeks	4 <sup>th</sup> 9-weeks
		Attempts All (1 point)	Performs Most (2 points)	Performs All (3 points)	Masters All (4 points)
Skill Development					
1. Demonstrate correct form while leaping.					
2. Demonstrate throwing, striking, and kicking skills by throwing overhand for distance and accuracy, striking with short- and long-handled implements, and kicking while approaching a moving object.					
3. Demonstrate short- and long-rope jumping skills, including individual and partner jumping techniques.					
4. Perform multicultural rhythmic dances, including introductory square dance.					
5. Demonstrate gymnastic skills while maintaining proper body alignment by transitioning smoothly between sequences and balancing with control on apparatus.					
6. Apply specialized sport skills in combination with fundamental movement skills in a game situation.					
Cognitive Development					
7. Create appropriate physical education activities, including cooperative tasks, group challenges, and games.					
8. Identify cue words and terms associated with leaping, striking, and kicking.					
9. Identify formations and steps associated with dance.					
10. Demonstrate positive changes in performance based on peer and teacher evaluations.					
Social Development					
11. List consequences of compliance and noncompliance with rules and regulations while participating in physical activities and games.					
12. Explain outcomes of positive versus negative responses to classmates when winning or losing.					

<b>GRADE FOUR</b>				
<b>Course of Study Content Standards</b>	<b>1<sup>st</sup> 9-weeks</b>	<b>2<sup>nd</sup> 9-weeks</b>	<b>3<sup>rd</sup> 9-weeks</b>	<b>4<sup>th</sup> 9-weeks</b>
	<b>Attempts All (1 point)</b>	<b>Performs Most (2 points)</b>	<b>Performs All (3 points)</b>	<b>Masters All (4 points)</b>
<b>Physical Activity and Health</b>				
13. Analyze varying intensities of exercise for effect on heart rate using manual pulse-checking or heart-rate monitors.				
14. Identify devices used to measure cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility.				
15. Describe relationships among food intake, physical activity, and weight maintenance.				

GRADE FIVE					
Student Name		Teacher Name			
Report Date	Report Period	Objective	Goal Score	Student Score	
	1 <sup>st</sup> 9-weeks	To <u>attempt all</u> physical education tasks, activities, and expectations stated in standard	14 out of 14	___ out of 14	
	2 <sup>nd</sup> 9-weeks	To <u>perform most</u> physical education tasks, activities, and expectations stated in standard	28 out of 28	___ out of 28	
	3 <sup>rd</sup> 9-weeks	To <u>perform all</u> physical education tasks, activities, and expectations stated in standard	42 out of 42	___ out of 42	
	4 <sup>th</sup> 9-weeks	To <u>master all</u> physical education tasks, activities, and expectations stated in standard	56 out of 56	___ out of 56	
Course of Study Content Standards		1 <sup>st</sup> 9-weeks	2 <sup>nd</sup> 9-weeks	3 <sup>rd</sup> 9-weeks	4 <sup>th</sup> 9-weeks
		Attempts All (1 point)	Performs Most (2 points)	Performs All (3 points)	Masters All (4 points)
Skill Development					
1.	Demonstrate correct form while sprinting and running for distance.				
2.	Demonstrate correct form while fielding and punting a ball.				
3.	Execute single and dual long-rope activities and stunts.				
4.	Demonstrate rhythmic dances, including modern, aerobic, and ethnic.				
5.	Demonstrate weight transfer and balance on mats and apparatus by smoothly transitioning between combinations of traveling and rolling.				
6.	Apply appropriate skills in sport-modified games.				
Cognitive Development					
7.	Identify cue words and terms associated with punting and fielding.				
8.	Describe relationships among strength, flexibility, balance, and coordination in successfully executing physical activities.				
9.	Identify basic rules, player positions, and offensive and defensive strategies in organized games and in sport-modified games.				
Social Development					
10.	Explain good sportsmanship techniques for use in settling disputes.				
11.	Explain physical activity and safety benefits of exercising with a partner.				
Physical Activity and Health					
12.	Describe how aerobic exercise affects the efficiency and longevity of the heart and lungs.				
13.	Categorize physical activities according to their most beneficial health-related fitness component.				
14.	Define the four components of the frequency, intensity, time, and type (FITT) principle as they relate to a successful fitness program.				

GRADE SIX					
Student Name		Teacher Name			
Report Date	Report Period	Objective	Goal Score	Student Score	
	1 <sup>st</sup> 9-weeks	To <u>attempt all</u> physical education tasks, activities, and expectations stated in standard	13 out of 13	___ out of 13	
	2 <sup>nd</sup> 9-weeks	To <u>perform most</u> physical education tasks, activities, and expectations stated in standard	26 out of 26	___ out of 26	
	3 <sup>rd</sup> 9-weeks	To <u>perform all</u> physical education tasks, activities, and expectations stated in standard	39 out of 39	___ out of 39	
	4 <sup>th</sup> 9-weeks	To <u>master all</u> physical education tasks, activities, and expectations stated in standard	52 out of 52	___ out of 52	
Course of Study Content Standards		1 <sup>st</sup> 9-weeks	2 <sup>nd</sup> 9-weeks	3 <sup>rd</sup> 9-weeks	4 <sup>th</sup> 9-weeks
		Attempts All (1 point)	Performs Most (2 points)	Performs All (3 points)	Masters All (4 points)
Skill Development					
1.	Demonstrate rope-jumping and original dance routines that incorporate varying lengths, skill sequences, and musical accompaniments.				
2.	Combine a variety of skills into sequenced routines.				
3.	Demonstrate dribbling, shooting, and striking skills.				
4.	Demonstrate forehand and backhand striking skills.				
Cognitive Development					
5.	Identify rules and regulations for a variety of sports and lifetime activities.				
6.	Explain the importance of repetition and practice as a means for skill improvement.				
7.	Modify physical activities, games, and sports to meet specified criteria.				
Social Development					
8.	Explain sport-specific etiquette and good sportsmanship for team, individual, and dual sports.				
9.	Demonstrate positive social interactions in situations that include members of different genders, cultures, ethnicities, abilities, and disabilities.				
Physical Activity and Health					
10.	Describe progress toward achieving personal fitness goals for each of the health-related fitness components.				
11.	Analyze exercise and heart-rate data to determine adjustments to health fitness plans.				
12.	Identify possible injuries resulting from improper exercise routines.				
13.	Describe the structure and function of the muscular and skeletal systems as they relate to physical performance.				

GRADE SEVEN					
Student Name			Teacher Name		
Report Date	Report Period	Objective	Goal Score	Student Score	
	1 <sup>st</sup> 9-weeks	To <u>attempt all</u> physical education tasks, activities, and expectations stated in standard	14 out of 14	___ out of 14	
	2 <sup>nd</sup> 9-weeks	To <u>perform most</u> physical education tasks, activities, and expectations stated in standard	28 out of 28	___ out of 28	
	3 <sup>rd</sup> 9-weeks	To <u>perform all</u> physical education tasks, activities, and expectations stated in standard	42 out of 42	___ out of 42	
	4 <sup>th</sup> 9-weeks	To <u>master all</u> physical education tasks, activities, and expectations stated in standard	56 out of 56	___ out of 56	
Course of Study Content Standards		1 <sup>st</sup> 9-weeks	2 <sup>nd</sup> 9-weeks	3 <sup>rd</sup> 9-weeks	4 <sup>th</sup> 9-weeks
		Attempts All (1 point)	Performs Most (2 points)	Performs All (3 points)	Masters All (4 points)
Skill Development					
1.	Apply coordinated movements, strategies, and rules to achieve success in a variety of sports and activities.				
2.	Demonstrate strategic positioning for offense and defense in game situations.				
3.	Demonstrate dances used for social and recreational enjoyment and physical fitness enhancement.				
4.	Demonstrate a sequence of balancing skills by traveling on apparatus while working cooperatively with a partner to create a balance sequence.				
5.	Demonstrate relaxation and stress-reduction exercises.				
6.	Demonstrate offensive skills, including pick, fake, and screen, for a variety of team sports.				
Cognitive Development					
7.	Identify appropriate drills and repetitions to improve performance.				
8.	Describe the concept of effort as it relates to improvement of skill execution.				
9.	Analyze peer skill performance for efficiency in sport and recreational activities.				
10.	Explain differences between legal and illegal behaviors in sports.				
Social Development					
11.	Apply methods for communicating with confrontational opponents.				
12.	Demonstrate elements, including sport competency, literacy, and enthusiasm, needed to accomplish a team goal in competitive and cooperative environments.				

<b>GRADE SEVEN</b>				
<b>Course of Study Content Standards</b>	<b>1<sup>st</sup> 9-weeks</b>	<b>2<sup>nd</sup> 9-weeks</b>	<b>3<sup>rd</sup> 9-weeks</b>	<b>4<sup>th</sup> 9-weeks</b>
	<b>Attempts All (1 point)</b>	<b>Performs Most (2 points)</b>	<b>Performs All (3 points)</b>	<b>Masters All (4 points)</b>
<b>Physical Activity and Health</b>				
13. Identify factors that can be manipulated to achieve an overload in muscular strength and cardiorespiratory endurance.				
14. Explain correlations among nutrition, exercise, and rest in the development of a healthy lifestyle.				

## GRADE EIGHT

Student Name		Teacher Name			
Report Date	Report Period	Objective	Goal Score	Student Score	
	1 <sup>st</sup> 9-weeks	To <u>attempt all</u> physical education tasks, activities, and expectations stated in standard	16 out of 16	___ out of 16	
	2 <sup>nd</sup> 9-weeks	To <u>perform most</u> physical education tasks, activities, and expectations stated in standard	32 out of 32	___ out of 32	
	3 <sup>rd</sup> 9-weeks	To <u>perform all</u> physical education tasks, activities, and expectations stated in standard	48 out of 48	___ out of 48	
	4 <sup>th</sup> 9-weeks	To <u>master all</u> physical education tasks, activities, and expectations stated in standard	64 out of 64	___ out of 64	
Course of Study Content Standards		1 <sup>st</sup> 9-weeks	2 <sup>nd</sup> 9-weeks	3 <sup>rd</sup> 9-weeks	4 <sup>th</sup> 9-weeks
		Attempts All (1 point)	Performs Most (2 points)	Performs All (3 points)	Masters All (4 points)
Skill Development					
1.	Demonstrate skills utilized in lifetime health-enhancing activities.				
2.	Demonstrate aerobic movement skills and the performance of original dance routines.				
3.	Demonstrate combinations of balancing and supporting skills.				
4.	Demonstrate skills used in individual, dual, and team sports.				
5.	Demonstrate skills associated with adventure, outdoor, and recreational activities.				
6.	Demonstrate player-to-player defensive strategy skills.				
Cognitive Development					
7.	Identify rules, regulations, tactics, strategies, and rituals utilized in individual, dual, and team sports.				
8.	Apply movement concepts to sport, dance, gymnastics, recreational skill performances, and other physical activities.				
9.	Summarize research findings of at least one local, national, or international game for its history, terminology, rules, and basic skills.				
Social Development					
10.	Solve problems in physical activity settings by identifying cause and potential solutions.				
11.	Describe how recognizing opposing opinions and priorities, including displaying willingness to compromise, apply to teamwork and goal achievement.				
12.	Apply positive reinforcement to enhance peer physical performance during physical activity.				

<b>GRADE EIGHT</b>				
<b>Course of Study Content Standards</b>	<b>1<sup>st</sup> 9-weeks</b>	<b>2<sup>nd</sup> 9-weeks</b>	<b>3<sup>rd</sup> 9-weeks</b>	<b>4<sup>th</sup> 9-weeks</b>
	<b>Attempts All (1 point)</b>	<b>Performs Most (2 points)</b>	<b>Performs All (3 points)</b>	<b>Masters All (4 points)</b>
<b>Physical Activity and Health</b>				
13. Explain long-term physiological and psychological benefits resulting from regular participation in physical activity.				
14. Identify the role of exercise in stress reduction.				
15. Apply the frequency, intensity, time, and type (FITT) principle to an individualized fitness plan.				
16. Design a personalized fitness plan.				

## GRADES 9-12 LIFE COURSE

Student Name		Teacher Name			
Report Date	Report Period	Objective	Goal Score	Student Score	
	1 <sup>st</sup> 9-weeks	To <u>attempt all</u> physical education tasks, activities, and expectations stated in standard	16 out of 16	___ out of 16	
	2 <sup>nd</sup> 9-weeks	To <u>perform most</u> physical education tasks, activities, and expectations stated in standard	32 out of 32	___ out of 32	
	3 <sup>rd</sup> 9-weeks	To <u>perform all</u> physical education tasks, activities, and expectations stated in standard	48 out of 48	___ out of 48	
	4 <sup>th</sup> 9-weeks	To <u>master all</u> physical education tasks, activities, and expectations stated in standard	64 out of 64	___ out of 64	
Course of Study Content Standards		1 <sup>st</sup> 9-weeks	2 <sup>nd</sup> 9-weeks	3 <sup>rd</sup> 9-weeks	4 <sup>th</sup> 9-weeks
		Attempts All (1 point)	Performs Most (2 points)	Performs All (3 points)	Masters All (4 points)
Skill Development					
1. Demonstrate movement combinations from a variety of physical activities that enhance cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.					
2. Demonstrate complex movement sequences in a variety of physical activities.					
Cognitive Development					
3. Utilize rules and strategies for safe game play and selected lifetime activities.					
4. Identify short- and long-term health-enhancing benefits of physical activity.					
5. Identify requirements for selected careers in physical education, health, and fitness.					
Social Development					
6. Identify strategies for positive behavior modification and for social interaction among diverse populations.					
7. Explain the impact of participating in multicultural physical activities.					
8. Demonstrate responsible personal and social behavior during physical activities.					
9. Demonstrate responsibilities of a leader or a follower to accomplish group goals.					
10. Critique a community service project that involves physical activity by identifying benefits, problems, compromises, and outcomes.					

<b>GRADES 9-12 LIFE COURSE</b>				
<b>Course of Study Content Standards</b>	<b>1<sup>st</sup> 9-weeks</b>	<b>2<sup>nd</sup> 9-weeks</b>	<b>3<sup>rd</sup> 9-weeks</b>	<b>4<sup>th</sup> 9-weeks</b>
	<b>Attempts All (1 point)</b>	<b>Performs Most (2 points)</b>	<b>Performs All (3 points)</b>	<b>Masters All (4 points)</b>
<b>Physical Activity and Health</b>				
11. Utilize health and fitness technologies to develop a healthy lifestyle.				
12. Utilize safe practices when participating in physical activities.				
13. Compare goals for attaining and maintaining fitness.				
14. Construct criteria for evaluation of commercial fitness and health products and services.				
15. Create a nutrition program that targets goals for maintaining energy and recommended body composition.				
16. Design a personal fitness plan that promotes activity for life.				

# DELIVERING EFFECTIVE INSTRUCTION IN DIFFICULT SITUATIONS



## OVERVIEW

On numerous occasions, physical education instructors find themselves dealing with the logistical problems of having too many students in one class or of having a manageable class size with inadequate space for physical education activities. The purpose of this section of the document is to provide some suggestions that may help solve, or at least ease, the problems of what to do about large classes or small spaces.

## STRATEGIES FOR LARGE CLASSES

For teachers faced with challenges such as large class size and shared activity space, the following teaching strategies can help minimize some of the challenges that may be typical with large classes. Keep in mind that some strategies may be more effective with older students than with younger ones. Strategies and examples addressed include use of small-group work, cooperative learning, peer teaching, task stations, small-sided games, curriculum models, individualized instruction, class projects, and assessment techniques.

### SMALL-GROUP WORK

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Small-group work helps students develop an understanding and appreciation for working together as a team as they gain a sense of ownership and responsibility for their own learning. An example of small-group work is the “Jig-Saw” instruction method for teaching a line dance.

Begin by dividing line dance instructions into smaller segments and listing each smaller segment on a sheet of poster board. Divide the class into small groups. Distribute to each group one of the poster boards. Instruct each group to assign a specific section of their dance segment to each student in their group. Have each student in the group learn his or her specific section of the dance segment and then reassemble with group and teach his or her part to the group. Have small groups reassemble with class and have each group teach their dance segment to the whole class. After instruction, the class performs all steps of the line dance together. This process allows each group member to share responsibility for both learning to line dance and for teaching the dance to the whole class.

### COOPERATIVE LEARNING

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Cooperative learning situations enable students to work together as a group to both structure their learning experience as well as reach consensus regarding the final product of the assignment. For older students, a good example of cooperative learning is the use of tarpaulins (tarps) in class. Tarp activities help promote cooperation and problem solving; and tarp activities, with modifications, allow students with disabilities to also participate.

Divide the class into small groups and assign each group to a tarp. Issue various challenges to groups such as performing a task without stepping off the tarp, turning the tarp over, folding the tarp in half, making a diamond or triangle shape with the tarp, or instructing students to use their bodies to cover as much of the tarp as possible.

## PEER TEACHING OR COACHING

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Peer teaching or coaching enables students to exhibit group leadership skills. In addition, students reinforce learning of physical education skills and knowledge as they work to help one another achieve. For example, students can be used as peers to assist small groups in learning skills or can be partnered for assessment tasks involving checklists.

## TASK STATIONS

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Task-station activities involve having students, individually or with a group, move through a series of areas set up for performing a variety of physical education-related tasks such as demonstrating skill and fitness levels or advancing through a game or activity. The incorporation of assessment or “next step” stations provides students with a sense of accomplishment of having mastered an objective and being able to move on to the next skill. Have students maintain written records of performance that may include task sheets or performance statistics.

## SMALL-SIDED GAMES

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Small-sided games are games involving the use of a smaller number of players and a smaller playing area than in a regulation game. This strategy allows for more participation and practice by each student and can be applied to a variety of sports including basketball, soccer, and volleyball.

## CURRICULUM MODELS

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Utilization of various curriculum models can be used as a format for delivering units of instruction. Some very effective models to use with large classes are “Personal and Social Responsibility,” “Sport Education,” and “Teaching Games for Understanding.”

## INDIVIDUALIZED INSTRUCTION

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Individualized instruction involves pre-assessing and identifying student placement in an established sequence of learning tasks in which students can progress at an individual pace with assessment for mastery before moving to the next task. This procedure automatically arranges students in small groups that move through a variety of tasks, each of which may require different equipment and space. Individualized instruction is an excellent way for students to assume responsibility for their own learning.

## CLASS PROJECTS

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When using whole-class projects, students are divided into groups to participate in and be responsible for an activity or area of instruction, the outcome of which is to develop a culminating product. Use of class projects may require multiple instructors and the use of multiple facilities within the school. For example, half of the class may be working in the gymnasium while the other half is in the media center or computer lab working on a project such as a physical education portfolio.

## ASSESSMENT

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To facilitate effective large-group assessment, strategies other than routine assessments may be necessary. Optional strategies may involve videotaping student performance and evaluating performance after class, having students perform self-evaluations or peer evaluations, and increasing the use of task sheets to keep students on task and accountable.

## STRATEGIES FOR SMALL SPACES

Many times physical education instructors find themselves faced with challenging spaces for classroom instruction. However, through careful preplanning, teachers can deliver effective instruction and provide students with challenging activities regardless of inclement weather, unforeseen events, and lack of facilities. The following are examples of lessons and activities that may be used in small spaces in the event of interruptions to the normal routine.

### CAN YOU GUESS, JUDGE?

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<b>Grade Level(s):</b>	Grades 2-5
<b>Targeted Content Standard(s):</b>	2.1, 2.4, 2.9, 2.11 3.1, 3.13 4.1, 4.7, 4.8 5.1
<b>Skill(s):</b>	Locomotor patterns
<b>Intensity:</b>	Low to medium
<b>Equipment:</b>	Chairs Desk Sets of flash cards labeled with a variety of locomotor patterns (one set per group)

#### Directions:

1. Divide students into groups of four.
2. Assign one student in the group to be the judge and other three students to be the jury.
3. Instruct the judge to sit in a chair with his or her back to the jury.
4. Instruct jury members to sit around a desk that is located behind the judge.
5. Display one of the flash cards to the jury, but not in view of the judge.
6. Instruct jury members to perform locomotor pattern written on card while moving around the desk. Locomotor patterns to use may be jumping, walking, skipping, hopping, leaping, sliding, crawling, or other movement patterns.
7. Select one juror to ask, "Can you guess, Judge?"
8. Allow judge ten seconds to guess locomotor pattern being performed by jury.
9. Have judge, if answer is correct, to perform 20 jumping jacks for joy and return to chair. If judge is incorrect, the jury member who asked the question becomes the new judge.

## DEMO SHOW

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<b>Grade Level(s):</b>	Grades 4-8
<b>Targeted Content Standard(s):</b>	4.7, 4.10, 4.13 5.11 6.6, 6.10, 6.11 7.1, 7.8, 7.9, 7.13 8.12, 8.13, 8.14
<b>Skill(s):</b>	Fitness, agility, reaction time
<b>Intensity:</b>	Medium
<b>Equipment:</b>	None

### Directions:

1. Tell students they will perform exercises while singing or reciting the musical scale, “*do-re-mi-fa-so-la-ti-do.*”
2. Practice scale with students.
3. Review with students the following exercises:
  - a. Arm circles, both forward and backward
  - b. Heel raises
  - c. Twists, with knees bent
  - d. Push-ups
  - e. Vertical jumps
4. After review, have students perform exercises while singing or reciting the musical scale.

## EXERCARD BATTLE

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<b>Grade Level(s):</b>	Grades 4-8
<b>Targeted Content Standard(s):</b>	4.7, 4.10, 4.13 5.11 6.6, 6.10, 6.11 7.1, 7.8, 7.9, 7.13 8.12, 8.13, 8.14
<b>Skill(s):</b>	Fitness, locomotor patterns
<b>Intensity:</b>	Medium
<b>Equipment:</b>	Three decks of playing cards Copy of “Exercard Battle” chart located on next page (one large chart for display in classroom or a copy of chart for each pair of students)

### Directions:

1. Assign students to work in pairs.
2. Display “Exercard Battle” chart in classroom or distribute copies of chart to pairs of students.
3. Distribute facedown, five playing cards to each student.
4. Have each pair of students turn one card faceup.
5. Instruct student with highest card to perform appropriate exercise according to directions on “Exercard Battle” chart. Student with highest card takes his or her opponent’s card.
6. Students then turn second card faceup and repeat process until one student in pair has won all of partner’s cards.
7. Gather cards from students, reshuffle cards, and distribute again for a second round of “Exercard Battle.”

Note: “Exercard Battle” exercises may be varied or changed according to student interest or ability level.

# **EXERCARD BATTLE**

<b>High Card</b>	<b>Exercise</b>
<b>2</b>	<b><i>Jog around room once.</i></b>
<b>3</b>	<b><i>Jump around room once.</i></b>
<b>4</b>	<b><i>Hop around room once.</i></b>
<b>5</b>	<b><i>Skip around room once.</i></b>
<b>6</b>	<b><i>Do 20 jumping jacks.</i></b>
<b>7</b>	<b><i>Do 20 arm circles each way.</i></b>
<b>8</b>	<b><i>Do 10 push-ups.</i></b>
<b>9</b>	<b><i>Do 20 crunches.</i></b>
<b>10</b>	<b><i>Gallop around room twice.</i></b>
<b>Jack</b>	<b><i>Do 30 jumping jacks.</i></b>
<b>Queen</b>	<b><i>Do 30 arm circles each way.</i></b>
<b>King</b>	<b><i>Do 25 curl-ups.</i></b>
<b>Ace</b>	<b><i>Perform "Winner's Choice" exercise.</i></b>

## EXERDICE 100



<b>Grade Level(s):</b>	Grades 3-8
<b>Targeted Content Standard(s):</b>	3.1, 3.9, 3.11, 3.12 4.7, 4.10, 4.13 5.11 6.6, 6.10, 6.11 7.1, 7.8, 7.9, 7.13 8.12, 8.13, 8.14
<b>Skill(s):</b>	Fitness, locomotor patterns
<b>Intensity:</b>	Medium
<b>Equipment:</b>	“Exerdice 100” grid Pairs of dice (one pair per pair of students) Pencils (one per pair of students) “Exerdice 100 Score Sheet” (one sheet per pair of students)

### Directions:

1. Display “Exerdice 100” grid (located below) so it may be viewed by all students.
2. Divide students into pairs.
3. Distribute to each pair of students the dice, one “Exerdice 100 Score Sheet” (located on next page), and a pencil.
4. Instruct pairs of students to take turns rolling dice.
5. Tell students when rolling dice they are to perform exercise shown on grid that corresponds to total of numbers thrown on dice.
6. Tell students if exercise is performed properly, they earn total points shown on dice.
7. Have students continue in same manner while recording scores on the score sheet. Winner is first student to earn 100 points.

<b>EXERDICE 100</b>	<b>2</b> Do 20 heel raises.	<b>3</b> Do 10 push-ups.	<b>4</b> Do 20 crunches.
<b>5</b> Do 20 arm circles each way.	<b>6</b> Skip around room twice.	<b>7</b> Do 20 jumping jacks.	<b>8</b> Do 1 crab walk around room.
<b>9</b> Hop backward around room.	<b>10</b> Jog in place for 15 seconds.	<b>11</b> Dance in place for 15 seconds.	<b>12</b> Perform “Winner’s Choice” of exercise.



## FRUIT BASKET UPSET

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<b>Grade Level(s):</b>	Grades K-5
<b>Targeted Content Standard(s):</b>	K.11, K.12 1.12 2.11 3.11, 3.12, 2.13 4.11 5.10
<b>Skill(s):</b>	Reaction time, teamwork, strategy techniques
<b>Intensity:</b>	Medium
<b>Equipment:</b>	Chairs (one per student)

### Directions:

1. Arrange classroom chairs into four groups.
2. Divide students into four groups.
3. Assign each student group to one of the four groups of chairs and instruct students to be seated with their group.
4. Assign each of the four student groups the name of a fruit such as apples, oranges, bananas, or grapes.
5. Say aloud the fruit names of two of the groups.
6. Instruct the two named groups to, upon signal, stand and quickly exchange places and be seated in the chairs of the members of the other named group.
7. Encourage student groups to listen carefully for group name to be called, react quickly, and work together as a team to develop strategies to enable group to be first to be seated.
8. First group to be completely seated in chairs of other group scores one point.
9. Repeat until all groups have had several opportunities to participate and have developed good strategies for working together as a team.

# SERVING STUDENTS WITH DISABILITIES



## OVERVIEW

Educators involved in the planning and implementation of physical education programs must give careful consideration to the unique needs of students with mental, physical, or emotional disabilities. Often, students with unique needs have special requirements detailed in an individualized education program (IEP) or a 504 plan, which cannot be met in the general physical education classroom environment. Of utmost importance in this respect is the need for students with disabilities to be able to safely participate in and to successfully achieve the physical, social, and psychological benefits that a quality physical education program offers.

## INSTRUCTIONAL PROGRAM OPTIONS

Depending upon the plan under which the student is categorized, the student with disabilities has available two types of service delivery for the physical education program. These are the following:

### General Physical Education Program

- Certified physical education teacher serves as instructor.
- Content standards in the 2009 *Alabama Course of Study: Physical Education* mandate program content.
- Class make-up includes general education students and students with disabilities having an IEP or 504 plan.
- Support staff may include a paraeducator.

### Adapted Physical Education Program

- Certified physical education teacher or certified adapted physical educator serves as instructor with assistance from support staff.
- Modified standards in the 2009 *Alabama Course of Study: Physical Education* mandate program content.
- Class make-up may or may not include general education students.
- Support staff may include a paraeducator assigned to individual students, an adapted physical education consultant, or a certified special education teacher.

## INSTRUCTOR CERTIFICATION REQUIREMENTS

No matter the type of service delivery students pursue in the physical education program, all physical education instructors responsible for providing instruction to students must meet **Alabama Grades P-12 Certification in Physical Education** requirements (*Alabama Administrative Code*, Chapter 290-3-3-.33). Certified teachers of physical education are required to teach the minimum required content as described in the 2009 *Alabama Course of Study: Physical Education*. Requirements for teaching classes that include students with disabilities are the following:

- Teach the 2009 *Alabama Course of Study: Physical Education* as written to special education students.
- Teach, with support from an adapted physical educator or paraeducator, the 2009 *Alabama Course of Study: Physical Education* as written, making accommodations or modifications as needed for special education students.

## EDUCATOR ROLES AND RESPONSIBILITIES

The following information is provided as a guide for distinguishing the roles and responsibilities of both the certified physical education teacher and the paraeducator. These must be determined prior to the beginning of the school year and should be the result of a cooperative effort involving the certified physical education teacher and the special education coordinator.

### **Certified physical education teacher role and responsibilities include:**

- Determining the curriculum and all lesson plans according to each student's IEP goals.
- Utilizing information the paraeducator has from working with students on a daily basis.
- Training the paraeducator regarding methods and strategies for implementing lesson plans with the students.
- Working with the paraeducator to identify areas of concern regarding student safety within the physical education setting.

### **Paraeducator role and responsibilities include:**

- Working with students on a daily basis under the direction of the certified physical education teacher.
- Demonstrating knowledge and understanding of each student, including knowledge of IEP goals.
- Assisting in the implementation of lessons, including the use of appropriate methods and strategies.
- Demonstrating awareness of safety concerns of students within the physical education setting.
- Recognizing the importance of wearing appropriate attire when providing student support and services in the physical education environment.

## INDIVIDUALS WITH DISABILITIES EDUCATION ACT

(PUBLIC LAW 108-446; UNITED STATES CONGRESS, 1997)

The Individuals With Disabilities Education Act (IDEA), Public Law 108-446, authorizes federal funding for special education and related services. For states that accept these funds, IDEA sets out principles under which special education related services are to be provided. The requirements are detailed, especially when the regulatory interpretations are considered. The major principles include requirements that mandate the following:

- Each child receiving services must have an individualized education program (IEP) spelling out the specific special education and related services to be provided to meet his or her needs. The parent must be a partner in planning and overseeing the child's special education and related services as a member of the IEP team.
- "To the maximum extent appropriate," children with disabilities must be educated with children who are not disabled, and states and school districts must provide procedural safeguards to children with disabilities and their parents, including a right to a due process hearing, the right to appeal to federal district court and, in some cases, the right to receive attorneys' fees.

Alabama requirements mandate that all students enrolled in Alabama public schools receive instruction in physical education. Related services such as occupational therapy and physical therapy cannot substitute for participation in physical education. Services for students with disabilities must include the development of an IEP plan by the IEP team. The IEP team is responsible for developing the IEP goals for students with disabilities in physical education. It is vital that general physical education teachers and adapted physical education teachers, since they will be responsible for implementing the student's physical education goals, take part in the development of the IEP to ensure that the Grades K-12 minimum required content set forth in the *Alabama Course of Study: Physical Education* is met.

## SECTION 504 OF THE REHABILITATION ACT OF 1973

(PUBLIC LAW 93-112; UNITED STATES CONGRESS, 1973)

Section 504 of the Rehabilitation Act, Public Law 93-112, is a general civil rights law that was enacted primarily to provide individuals with disabilities equal opportunity to participate fully in activities afforded to individuals without disabilities. Section 504 ensures appropriate education services for students with disabilities not covered under the amended Individuals With Disabilities Education Act (IDEA; United States Congress, 1997). Section 504 applies to students who have a disabling condition that does not require specially designed instruction under IDEA, yet who may need accommodations in educational services.

Examples of such conditions include human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), alcohol abuse, substance abuse, asthma, juvenile diabetes, attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD), specific learning disability (SLD), rheumatoid arthritis, morbid obesity, or temporary disabilities such as a broken arm or leg that do not require special education services.

The process for determining student participation in a 504 plan requires the 504 team to assess eligibility and then determine what accommodations or modifications and services a student will need as a result of his or her disability in order to receive a Free and Appropriate Physical Education (FAPE). If a student needs accommodations in physical education to participate in class, the 504 team must provide those accommodations in the 504 plan. Examples of accommodations for physical education classes might include the use of a paraeducator to assist the student in a general physical education class, allotment of extra time to change clothes, or modification of attendance regulations. In addition, students with a 504 plan may receive adapted physical education instruction from either the general physical education teacher or the adapted physical education specialist.

## ACCOMMODATIONS

Accommodations are changes offered to students with disabilities to lessen the impact of the disability in the teaching and learning environment. An accommodation relates to accessing services, reducing limitations, and removing barriers so the student can achieve the same goals as his or her peers. For example, a student may be allowed to demonstrate a decreased number of exercise repetitions during warm-up.

## MODIFICATIONS

Modifications are changes that are made to course content. When course content is **modified** (e.g., criteria altered or lowered), the student is not pursuing the required content standards. The student's IEP should address course content modifications as well as grading and other forms of assessment. The activity is completely changed to meet the unique needs of a student with a disability. For example, a student who is in fifth grade may be working on standards from the fourth-grade section of the 2009 *Alabama Course of Study: Physical Education*.

## CLASSROOM SETTING

There are several possible service delivery options for meeting a student's IEP goals for physical education. Options for the following settings for participation in physical education activities may include:

- Participation in the general physical education setting with no support services.
- Participation in the general physical education setting with partial support services from an adapted physical educator or a special education paraeducator.
- Participation in the general physical education setting with full support services from an adapted physical educator or a special education paraeducator.
- Partial participation in the general physical education setting and partial participation in separate instruction outside the general physical education setting, with support as needed from an adapted physical educator or a special education paraeducator.
- Separate instruction outside the regular physical education setting with instruction from a certified physical educator or a certified adapted physical educator.

## DISABILITY CATEGORIES

The 13 categories of student disabilities listed in the following chart may be accessed from the *Alabama Administrative Code* 290-8-9-.03 and the Individuals With Disabilities Education Act (Public Law 108-446). Refer to the *Alabama Administrative Code* at [www.alsde.edu](http://www.alsde.edu) for special education qualifying characteristics for each classification. For additional physical education considerations, refer to the section entitled “Teaching Physical Education to Students with Disabilities” located on page 188 of this document.

<b>DISABILITY CATEGORIES</b>		
<b>Type</b>	<b>Definition</b>	<b>Physical Education Considerations</b>
<b>Autism</b>	<p>According to the <i>Alabama Administrative Code</i>, a developmental disability that significantly affects verbal and nonverbal communication and social interaction generally evident before age three (3) that adversely affects educational performance. This includes other pervasive developmental disorders. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or changes in daily routines, and unusual responses to sensory experiences.</p>	<ul style="list-style-type: none"> <li>• Know which disorders on autism spectrum student has and research disorder.</li> <li>• Provide a structured routine.</li> <li>• Provide visual boundaries.</li> <li>• Prepare student for transitions.</li> <li>• Focus on one task at a time.</li> <li>• Use strategies implemented in other classes such as picture schedules, calendars, and task cards.</li> <li>• Use caution with group games if social skills are limited.</li> <li>• Eliminate wait time.</li> <li>• Know if student gets incidental learning opportunities. (This could have huge safety implications.)</li> <li>• Provide sense of time during lesson; let student know how much time will be spent on an activity and update student on how much time is left before transitioning to another activity.</li> </ul>
<b>Deaf-Blind</b>	<p>According to the <i>Alabama Administrative Code</i>, a concomitant hearing and visual impairment, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.</p>	<ul style="list-style-type: none"> <li>• Prepare student for transitions.</li> <li>• Focus on one task at a time.</li> <li>• Use strategies implemented in other classes such as times, pictures, picture schedules, calendars, and task cards.</li> <li>• Teach at developmental age of student, not chronological age.</li> <li>• Confer with special education and classroom teachers for appropriate general teaching tips.</li> </ul>

Type	Definition	Physical Education Considerations
<b>Developmentally Delayed</b>	According to the <i>Alabama Administrative Code</i> , a delay that adversely affects daily life and/or educational performance in one or more of the following developmental areas: (a) adaptive, (b) cognitive, (c) communication, (d) social or emotional, and (e) physical. The delays result in the need for special education and related services.	<ul style="list-style-type: none"> <li>• Prepare student for transitions.</li> <li>• Focus on one task at a time.</li> <li>• Use strategies implemented in other classes such as times, pictures, picture schedules, calendars, and task cards.</li> <li>• Teach at developmental age of student, not chronological age.</li> <li>• Confer with special education and classroom teachers for appropriate general teaching tips.</li> </ul>
<b>Emotional Disability</b>	According to the <i>Alabama Administrative Code</i> , a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate type of behavior or feeling under normal circumstances; (d) a general pervasive mood of unhappiness or depression; or (e) a tendency to develop physical symptoms or fears associated with personal or school problems. Emotional disturbance includes schizophrenia. The term does not include children who are socially maladjusted, unless it is determined that they have an emotional disturbance.	<ul style="list-style-type: none"> <li>• Provide a structured routine.</li> <li>• Ease into transitions with verbal prompts.</li> <li>• Prevent chaos.</li> <li>• Use strategies implemented in other classes.</li> <li>• Use caution with group games if social skills are limited.</li> <li>• Make sure physical education environment is positive, supportive, friendly, and helpful while addressing student needs; consider suggestions given elsewhere for disability-awareness activities.</li> <li>• Determine triggers for emotional outbursts such as physical touch, loud noises, and social interactions.</li> <li>• Provide opportunities for learning appropriate for social development.</li> <li>• Predetermine peer partners.</li> <li>• Create leadership and responsibility opportunities when appropriate.</li> <li>• Avoid responding to inappropriate behaviors with highly charged, emotional response.</li> </ul>
<b>Hearing Impairment</b>	According to the <i>Alabama Administrative Code</i> , an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. This term includes both deaf and hard-of-hearing.	<ul style="list-style-type: none"> <li>• Use visuals as needed.</li> <li>• Provide announcements in writing.</li> <li>• Speak normally, but not too fast.</li> <li>• Avoid yelling.</li> <li>• Maintain eye contact while speaking.</li> <li>• Practice safety routines for all physical education teaching areas.</li> </ul>

Type	Definition	Physical Education Considerations
<b>Intellectual Disability</b>	<p>According to the <i>Alabama Administrative Code</i>, a significantly sub-average general intellectual functioning existing concurrently with significant limitations in adaptive behavior and manifested during the developmental period that adversely affects the child's educational performance.</p>	<ul style="list-style-type: none"> <li>• Be literal, not abstract.</li> <li>• Use simple instructions and consistent routines.</li> <li>• Maintain high expectations.</li> <li>• Reduce distractions.</li> <li>• Use demonstration and modeling.</li> <li>• Provide external motivation.</li> <li>• Provide appropriate supports for balance activities.</li> <li>• Allow student time to process communication and respond before repeating or restating.</li> <li>• Teach motor coordination activities at student developmental level.</li> <li>• Utilize Web site information from Special Olympics International and American Association on Intellectual and Developmental Disabilities.</li> <li>• Utilize the following suggestions regarding instruction for a student with Down's syndrome: <ul style="list-style-type: none"> <li>✓ Encourage student, because of joint laxity, to maintain proper body alignment rather than extended range of motion.</li> <li>✓ Avoid forward head rolls and contact sports for students with atlantoaxial instability.</li> <li>✓ Use equipment appropriate for size of student's hands.</li> <li>✓ Use appropriate safety precautions with balance activities for a student with low vision.</li> <li>✓ Know appropriate activities and limitations for student's cardiovascular condition.</li> </ul> </li> </ul>
<b>Orthopedic Impairment</b>	<p>According to the <i>Alabama Administrative Code</i>, a severe impairment that adversely affects a child's educational performance. The term includes impairment caused by a congenital anomaly, impairments caused by disease (e.g. poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures).</p>	<ul style="list-style-type: none"> <li>• Refer to student's health management plan and individualized education program (IEP).</li> <li>• Make allowances for walking patterns by allowing more time to travel from one place to the next.</li> <li>• Learn to use student's assistive technology, incorporating it into instructional process.</li> <li>• Learn to operate mobility aids used by student.</li> <li>• Allow student time to process communication and respond before repeating or restating.</li> <li>• Secure equipment with straps, if needed, to student hands or feet.</li> <li>• Allow for balance support.</li> <li>• Allow student to perform tasks at personal level of independence as in kicking a stationary ball versus running to kick a moving ball.</li> </ul>

Type	Definition	Physical Education Considerations
<b>Orthopedic Impairment: Cerebral Palsy</b>	According to the <i>Alabama Administrative Code</i> , a severe impairment that adversely affects a child's educational performance. The term includes impairment caused by a congenital anomaly, impairments caused by disease (e.g. poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures).	<ul style="list-style-type: none"> <li>• Participate in training opportunities regarding proper student positioning and handling.</li> <li>• Be aware that noise, lights, and overall environment may positively or negatively affect student's muscle tone.</li> <li>• Verify student seizure management plan addresses all teaching areas.</li> <li>• Avoid assumption that student has intellectual delay, no matter number of physical challenges.</li> <li>• Be informed regarding student's specific diagnosis.</li> <li>• Position against primitive reflexes, unless student uses reflex in functional manner.</li> <li>• Avoid sudden or ballistic movements as they increase muscle tone or abnormal reflexive responses; likewise, locomotor skills such as jumping or skipping may be contraindicated.</li> <li>• Provide relaxation techniques such as warm-ups to assist in increasing flexibility and reducing muscle contractures, rigidity, and spasms.</li> </ul>
<b>Orthopedic Impairment: Spina Bifida</b>	According to the <i>Alabama Administrative Code</i> , a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairment caused by a congenital anomaly, impairments caused by disease (e.g. poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures).	<ul style="list-style-type: none"> <li>• Determine if student has coexisting cognitive impairment; if so, refer to section on mental retardation or intellectual disability.</li> <li>• Determine if student has latex allergy.</li> <li>• Determine if student has shunt; if so, observe following recommendations: <ul style="list-style-type: none"> <li>✓ Avoid contact sports and forward head rolls.</li> <li>✓ Be aware of symptoms regarding shunt problems such as lethargy, fever, headache, and flu-like symptoms.</li> </ul> </li> <li>• Collaborate with special education and classroom teachers for appropriate general teaching tips related to the following: <ul style="list-style-type: none"> <li>✓ Motivation</li> <li>✓ Behavior</li> <li>✓ Learning</li> </ul> </li> </ul>
<b>Other Health Impairment</b>	According to the <i>Alabama Administrative Code</i> , an impairment causing limited strength, vitality, or alertness, including heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle-cell anemia, and Tourette's syndrome.	<ul style="list-style-type: none"> <li>• Refer to student's health management plan and IEP.</li> <li>• Provide, as needed, additional time for completing tasks.</li> <li>• Adjust skill instruction into smaller units of time.</li> <li>• Allow brief, but frequent periods of rest.</li> <li>• Allow student using a wheelchair to participate in all aspects of lesson by modifying movement requirements and allowing student to use similar upper-body movements.</li> <li>• Determine all teaching and learning areas to be fully accessible for student if using wheelchair or walker.</li> </ul>

Type	Definition	Physical Education Considerations
<b>Multiple Disabilities</b>	<p>According to the <i>Alabama Administrative Code</i>, concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities do not include deaf-blindness.</p>	<ul style="list-style-type: none"> <li>• Review considerations for the following impairments: <ul style="list-style-type: none"> <li>✓ Mental retardation</li> <li>✓ Hearing impairment</li> <li>✓ Visual impairment</li> <li>✓ Orthopedic impairment</li> </ul> </li> <li>• Confer with special education and classroom teachers about appropriate teaching strategies for student with multiple disabilities according to the following: <ul style="list-style-type: none"> <li>✓ Motivation</li> <li>✓ Behavior</li> <li>✓ Learning</li> </ul> </li> </ul>
<b>Specific Learning Disabilities</b>	<p>According to the <i>Alabama Administrative Code</i>, a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.</p>	<ul style="list-style-type: none"> <li>• Engage assistance of trained peer tutor for student benefit and enjoyment.</li> <li>• Provide adequate processing time when quickly changing modes such as immediately transitioning from offense to defense.</li> <li>• Allow student time to process communication and respond before repeating or restating.</li> <li>• Teach motor coordination activities at student developmental level.</li> <li>• Be aware of possible behavior or social problems that may result from learning challenges.</li> <li>• Provide for verbal or written challenges.</li> <li>• Distinguish between intellectual capacity and academic performance.</li> <li>• Predict problems and solutions regarding motor coordination, especially when multiple movements must be sequenced in order and with rhythm.</li> <li>• Be aware of common problems and utilize appropriate solutions associated with spatial orientation.</li> <li>• Be aware of challenges regarding integration of sensory information from multiple sources and ways to transfer information to appropriate movements.</li> </ul>
<b>Speech or Language Impairment</b>	<p>According to the <i>Alabama Administrative Code</i>, a communication disorder in the area of articulation, voice, fluency, or language that adversely affects a child's educational performance.</p>	<ul style="list-style-type: none"> <li>• Verify if speech is the only existing disability to determine any required modifications.</li> <li>• Refer to information regarding specific disability if in combination with other disabilities when planning for instruction.</li> <li>• Allow adequate time for expression of language.</li> <li>• Confer with special education and classroom teachers regarding appropriate teaching strategies for student with speech or language impairment.</li> </ul>

Type	Definition	Physical Education Considerations
<b>Traumatic Brain Injury</b>	<p>According to the <i>Alabama Administrative Code</i>, an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.</p>	<ul style="list-style-type: none"> <li>• Become knowledgeable of student's degree of cognitive, motor, behavior, and language impairment, including location and severity of injury.</li> <li>• Be aware of any challenges student has regarding language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual abilities, psychosocial behavior, physical functions, information processing, and speech.</li> <li>• Research which areas of brain are affected and review specific functions of those areas; utilize information to determine what and how to teach student and what to expect of student.</li> <li>• Determine if student has seizures and verify seizure management plan addresses all physical education teaching areas.</li> <li>• Simplify directions.</li> <li>• Provide adequate wait time.</li> <li>• Use consistent routines.</li> <li>• Reduce distractions.</li> <li>• Avoid chaos.</li> </ul>

## FREQUENTLY USED TERMS IN SPECIAL EDUCATION

Listed below are common terms, including acronyms, used in special education and other areas related to serving students with disabilities. These terms may appear in government information and regulation documents, professional documents, and similar communications dealing with students with disabilities, including conferences with school staff, parents, and others involved in the student's individual educational program (IEP). Knowledge of these terms enables the physical educator to be a more informed and effective partner in making decisions concerning instruction for students with special needs.

<b>TERM</b>	<b>ACRONYM</b>
Autism Spectrum Disorder	ASD
Behavior Intervention Plan	BIP
Deaf-Blind	DB
Developmental Disability	DD
Emotional Disability	ED
Free and Appropriate Public Education	FAPE
Functional Behavioral Assessment (Behavior Plan)	FBA
Hearing Impairment	HI
Intellectual Disability (preferred over Mental Retardation or MR)	ID
Individuals With Disabilities Education Act	IDEA
Individualized Education Program	IEP
Least Restrictive Environment	LRE
Multiple Disabilities	MD
Orthopedic Impairment such as: <ul style="list-style-type: none"> <li>➤ Cerebral palsy</li> <li>➤ Spina bifida</li> </ul>	OI
Other Health Impairment such as: <ul style="list-style-type: none"> <li>➤ Asthma</li> <li>➤ Cystic fibrosis</li> <li>➤ Diabetes</li> <li>➤ Sickle-cell anemia</li> </ul>	OHI
Orientation and Mobility Specialist (works with students who are visually impaired)	OMS
Occupational Therapy or Occupational Therapist	OT
Problem-Solving Team	PST
Physical Therapy or Physical Therapist	PT
Specific Learning Disability (formally Learning Disability or LD)	SLD
Speech or Language Impairment	SLI
Traumatic Brain Injury	TBI
Visual Impairment	VI
Section 504 of the Rehabilitation Act of 1973 regarding education plans for students needing educational services who are not covered under the IDEA	504 plan

## TEACHING PHYSICAL EDUCATION TO STUDENTS WITH DISABILITIES

Included in this part of the document are tips for teaching physical education to students with disabilities. Tips address areas such as designing instruction, interacting with students, altering physical activities, adapting equipment, and providing accommodations for engaging in a team sport such as basketball. The physical educator should select tips that meet each student's individual needs. Adaptations to lessons should be considered prior to the beginning of a lesson and discussed with co-teachers, paraeducators, and the student.

When planning a general physical education lesson, refer to the student's individualized education program (IEP) goal page and address the same goals during the lesson. For example, a student may have an IEP goal to learn tossing and catching skills. The student may need opportunities to practice various fundamental skills that lead to meeting that goal, such as eye-hand coordination, body awareness, visual tracking, upper body strength, or the student may be ready to address the goal directly by demonstrating how to toss and catch various objects from a range of distances with a partner.

## DESIGNING INSTRUCTION FOR STUDENTS WITH DISABILITIES

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- **Do not assume anything!** Be knowledgeable of students, especially as relates to the following:
  - ✓ Common conditions of disability
  - ✓ Individual characteristics
  - ✓ Medications
  - ✓ Effects of medication as related to physical education
  - ✓ Contraindicated movements as with students with Down's syndrome, especially regarding forward head rolls if atlantoaxial instability is present
  - ✓ Presence of allergic conditions as with students with spina bifida, especially regarding latex intolerance if present
- Make certain if Behavior Intervention Plan (BIP) is part of IEP, that it is used consistently every day.
- Learn how students communicate best, which may be one of the following:
  - ✓ Picture symbols
  - ✓ Social stories
  - ✓ Cue cards
  - ✓ Electronic assistive devices
  - ✓ Basic sign language
  - ✓ Visual summary of lesson plan on a large white board or poster board
- Provide brief and easy-to-understand instructions, emphasizing primary teaching cues and speaking slowly.
- Have students repeat directions to verify understanding.
- Sequence complex skills into smaller parts.
- Utilize demonstrations and modeling.
- Use appropriate starting, stopping, and quiet signals.
- Preselect teams to capitalize on students' strengths rather than emphasize students' disabilities and challenges.
- Understand that progress may occur in small increments over long periods of time.
- Create predictability by consistently using as many familiar routines as possible.
- Be aware that competition can be a dividing line between students with disabilities and students without disabilities.
- Incorporate instruction that affords students with disabilities encouragement to learn activities that provide opportunities for lifetime fitness, recreation, and physical activity.

- Modify instruction only to extent necessary.
- Foster independence.
- Provide adequate time for lead-up activities. Lead-up activities offer additional opportunities for refining skills while applying rules and strategies for actual game participation. Effectively designed lead-up activities provide for maximum participation by all students and are encouraged to be used in place of regulation sports which limit student participation.
- Use brightly colored visual boundaries to define activity space. If using cones, be sure all cones that define activity space are of the same color and are of a contrasting color to floor or ground surface.
- Determine, when placing group of students with disabilities into inclusive high school physical education classes, the best group of students most likely to be a “good fit” for students with disabilities, while keeping in mind the range of ability levels in high school classes.
- Design **meaningful** lessons for all students in the inclusive classroom environment.
- Ensure students are always safe, successful, and challenged.
- Set high expectations and provide structure and consistency.
- Provide positive reinforcement and reward effort.
- Consider using trained peer tutors.
- Ensure the physical education environment is positive, supportive, friendly, and helpful while specifically addressing student needs.
- Allow students using wheelchairs to participate in all aspects of lesson by modifying movement requirements and allowing students to use similar upper-body movements.
- Ensure all teaching and learning areas are fully accessible for students using wheelchairs or walkers.

## INTERACTING WITH STUDENTS WITH DISABILITIES

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- Treat students as individuals.
- Develop and maintain rapport and mutual trust with students.
- Say, when indicating student’s disability, the word “student(s)” first and then say the name of the disability as in “students with Down’s syndrome,” and not “Down’s syndrome students.”
- Capitalize on student abilities and strengths.
- Offer students choices when appropriate and fair to regular education students.
- Speak directly to students rather than to adults or peers accompanying students.
- Question students regarding abilities, challenges, needs, preferences, and desires.
- Avoid using derogatory or paternalistic language.

## ALTERING PHYSICAL ACTIVITIES FOR STUDENTS WITH DISABILITIES

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- Lower equipment height.
- Reduce activity distance.
- Decrease time spent on any one activity.
- Use rest periods of appropriate lengths.
- Eliminate distractions.
- Use frequent rotation in and out of games.
- Teach one position at a time or one type of play at a time.
- Reduce speed of game.
- Consider mobility alternatives.
- Use appropriate group size according to students’ strengths and challenges.

- Decrease overall level of difficulty by:
  - ✓ Adding weight to an object.
  - ✓ Using an object of lesser weight.
  - ✓ Lowering playing net or goal.
- Change type of locomotor activity.
- Allow students to kick or hit a stationary versus a moving ball.
- Allow students to use a bowling ramp instead of striking a ball.
- Alter traditional rules such as providing smaller spaces for play, allowing more opportunities for scoring points, utilizing multiple opportunities for achieving successful serves, allowing options for using a bounce pass, or changing number of players on a team.
- Increase opportunities for students to achieve success by providing support items such as chairs, bars, walls, or partners; incorporate instruction regarding balance techniques; instruct students regarding how to fall safely.

## ADAPTING EQUIPMENT FOR STUDENTS WITH DISABILITIES

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- Increase or decrease, as needed, weight or size of ball or object.
- Shorten length of object when working on object control skills.
- Use deflated balls.
- Change shape or texture of ball.
- Use stationary targets instead of moving targets.
- Tie a string to a ball or balloon for throwing, catching, or striking activities.
- Put a bell inside a ball.
- Place students in front of a wall for catching so wall serves as backdrop.
- Increase or decrease size of target.
- Increase diameter of implement handles by wrapping tape or foam pipe insulation around handles.
- Use a basketball goal made of white plastic pipe.
- Construct a bowling ramp made of white plastic pipe.
- Use striking implements made of white plastic pipe.
- Consider using oversized, and possibly rough-textured, homemade beanbags; vary material put in bags to obtain desired weight.
- Use various sizes of balls made of yarn.
- Attach two-sided interlocking tape to gloves or oven mitts to assist with catching objects such as tennis balls or attach one side of interlocking tape to glove or mitt and other side of tape to object being caught.
- Make scoops from plastic gallon water jugs to use for catching objects.
- Use two-sided interlocking tape to secure rackets to students' hands or forearms.
- Provide accommodations regarding use of fitness equipment, including resistance bands, balls, videos, fitness walking treadmills, elliptical and hand-crank ergometers, and music to provide necessary stimulation, as in calming or exciting.

## PROVIDING ACCOMMODATIONS FOR SPORT GAMES FOR STUDENTS WITH DISABILITIES: BASKETBALL

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### **Dribbling**

- Use larger or smaller balls such as playground balls or soft balls.
- Vary distance required to travel.
- Vary speed required.
- Allow students use of both hands to dribble.
- Allow students to walk while dribbling.
- Allow students who use wheelchairs to hold ball in lap.
- Have peers push students in wheelchairs or assist students in bouncing a ball.
- Attach, for students with visual impairments, a string from a ball to students' wrists for easy retrieval.
- Place a bell or beeper inside the ball.

### **Passing and Catching**

- Use suspended balls.
- Use larger balls.
- Use textured balls.
- Modify distance for passing.
- Have students throw ball at a known trajectory.
- Allow students who use wheelchairs to push ball off laps.
- Allow students with limited upper body strength to use feet or hit ball off a tee.

### **Shooting**

- Vary distance required to shoot.
- Suspend hoop over goal and use as goal.
- Use large box as goal.
- Modify height of goal.
- Allow students with limited upper-body strength to push ball off a ramp into box, push ball off a tee, or kick ball into a large box.
- Suspend bells or place brightly colored streamers from goal for students with visual impairments.
- Allow students to use balls with handprints.
- Allow peers to assist students.

### **Modifying Rules**

- Assign additional players to teams having students with disabilities.
- Match students with disabilities to peers during games.
- Allow for free substitution.
- Place, for shooting purposes, poly spots on floor for students with visual impairments.
- Use brightly colored pinnies and neon balls to assist students with visual impairments.
- Allow students extra time for performing various basketball game skills.

## BASIC SIGN LANGUAGE FOR PHYSICAL EDUCATION CLASS

The following basic signing gestures may be helpful to physical education classroom instructors when providing instruction to students with hearing impairments. Other resources such as teachers with American Sign Language training within the local school or school system may also be available.



## FREQUENTLY ASKED QUESTIONS CONCERNING STUDENTS WITH SPECIAL NEEDS

1. Can a student with an individualized education program (IEP) safely participate within the physical education environment?

Yes. Students with an IEP can participate with no accommodations or modifications; however, some students require accommodations that must be written on the profile page of the IEP. Students who require modifications must have these written into the IEP.

2. Is a physical education teacher required to implement IEP goals for students with disabilities if their certification is not in adapted physical education?

The State Department of Education does not require physical educators to be certified or endorsed in adapted physical education to implement IEP goals for physical education.

3. Is the physical education teacher of the student with special needs required to attend an IEP meeting?

No. The physical education teacher is not required to attend IEP meetings. However, it is recommended that the physical education teacher be present in order to help develop the goals he or she will be responsible for implementing, or he or she can submit suggestions in writing to the case manager. Physical educators must collaborate with the IEP team, and the case manager must collaborate with the physical educator.

4. How can a teacher influence the mindset of nondisabled students regarding students with disabilities in the physical education environment?

This may be accomplished in several ways. First, it is important to model use of person-first terminology when interacting with students. For example, when referencing students with disabilities, say the word “student(s)” first and then say the name of the disability as in “students with Down’s syndrome” and not “Down’s syndrome students.” Second, focus on the student’s ability, rather than on the student’s disability. Third, provide examples of famous individuals with the same diagnosis who are physically active. Finally, consider teaching a disability-awareness unit describing how to work with and be around students with disabilities. (See “Interacting With Students With Disabilities” on page 189.)

5. Is the physical education teacher required to sign the Person’s Responsible for IEP Implementation form?

Yes. All teachers having the responsibility for implementing the IEP or Behavior Intervention Plan (BIP) are required to sign this form.

6. What is an adapted physical education consultant?

Typically, an adapted physical education consultant is an individual who is certified in adapted physical education. The Alabama State Department of Education does not mandate the use of an adapted physical education consultant in school systems; therefore, the duties of the adapted physical education consultant are to be the decision of the local school system. Some systems use adapted physical education consultants to provide services by co-teaching or consulting with the regular physical educator or by teaching adapted physical education to students in a separate classroom.

7. Should an evaluation be administered to determine the need for adapted physical education?

Yes. If it is suspected that specially designed instruction is necessary to meet the unique needs of an individual student in physical education, then an evaluation is needed. Suggested areas to be evaluated include skills leading to physical and motor fitness, fundamental motor skills and patterns, and group games and sports, including intramural and lifetime sports. An evaluation should also be made of the student's abilities to learn new knowledge and skills in the general physical education setting. A comparison of the general physical education curriculum with the student's motor skills and ability to learn in the general education setting is necessary to determine if accommodations or modifications are needed.

8. Who should administer the evaluation?

The general physical education teacher or a certified adapted physical education teacher should evaluate the student's present level of performance to determine physical education strengths and needs. The results of the evaluation will be used to develop adapted physical education goals for the IEP or 504 plan.

9. Who is eligible for adapted physical education?

As stated in a March 2011 letter from Dr. Joseph B. Morton, State Superintendent of Education, eligible students are students who have a documented disability and who are in need of modifications of the physical education curriculum and have an IEP or 504 plan.

10. Can a student with an IEP change to a 504 plan?

Yes. However, in this situation, the student must no longer be eligible for special education and the problem-solving team must refer the student to the 504 plan committee.

# TEACHING ENGLISH LANGUAGE LEARNERS



## OVERVIEW

As communities across the United States are becoming more diverse, many teachers find their responsibilities increasing as they not only must teach subject-area content, but must also teach language skills to English Language Learners (ELLs). Faced with this challenge and in light of the fact that all students are entitled to a quality physical education program, physical education instructors must provide instruction that is understandable, meaningful, and based on the grade-level minimum required content found in the 2009 *Alabama Course of Study: Physical Education*.

To address this concern, information included in this portion of the document is intended to provide physical education instructors with suggestions for ways to best address the specific needs of this group of learners. Information includes student achievement indicators based on amount of time in the United States; the teaching and learning environment; common behaviors resulting from lack of understanding; behaviors exhibited while having difficulty in learning English; and a brief listing of common Spanish words and phrases, including English translations, intended to help physical education instructors working with ELLs.

## ACHIEVEMENT INDICATORS

### Newly arrived with adequate schooling

- Recent arrival with less than five years schooling in the United States
- Adequate schooling in heritage country
- Opportunity for achieving grade-level competency
- Low scores on standardized tests conducted in English

### Newly arrived with limited schooling

- Recent arrival with less than five years schooling in the United States
- Interrupted or limited schooling in heritage country
- Limited heritage language literacy
- Below grade level in mathematics
- Poor overall academic achievement

### Not newly arrived—possible long-term English language learner

- Seven or more years schooling in the United States
- Mismatch between student perception of achievement and actual progress
- Below grade level in reading and writing
- Adequate grades while receiving English as a Second Language (ESL) or bilingual instruction, but no consistency in progress

## TEACHING AND LEARNING ENVIRONMENT

A positive teaching and learning environment must be established in which students feel welcomed and not isolated due to a lack of proficiency in English language skills. In this way, students may be more encouraged to improve physical education skills and knowledge while, at the same time, gaining knowledge and skills in learning English. Positive classroom environments include settings that are designed to:

- Promote openness and healthy exchanges.
- Reduce stress and anxiety.
- Build confidence and trust.
- Encourage respect of all learners.
- Build positive relationships among students.
- Increase empathy for all learners.

## BEHAVIORS RESULTING FROM LACK OF UNDERSTANDING

Students may exhibit the following behaviors when they do not understand a concept being taught, directions for a classroom activity, or even simple classroom routines like answering roll call. If students exhibit these behaviors, strategies such as speaking more slowly, having students repeat instructions, or having students work in small groups while the instructor circulates will help. Possible behaviors due to lack of understanding may cause students to:

- Remain silent.
- Appear to listen while actually translating silently.
- Misinterpret body language or gestures and even directions.
- Experience a psychological “pull” between the English-speaking world and his or her heritage language community.

## BEHAVIORS RESULTING FROM HAVING DIFFICULTIES WHILE LEARNING ENGLISH

It is important for instructors to be aware in advance of some behaviors that may be exhibited while the ELL student is learning English. Common compensations students may exhibit while learning the English language may include:

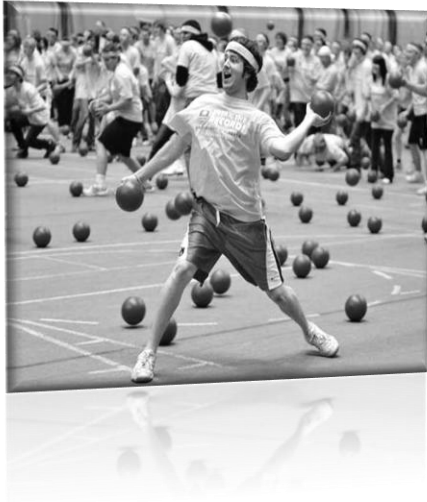
- Making random language errors that lead to misunderstanding.
- Depending on body language, gestures, or paralanguage such as “huh?” “uh–huh,” and “uh–oh” usually accompanied by a quizzical facial expression or gesture.
- Having limited school experiences or outside class activities such as after-school recreational activities.
- Showing extreme behavior, frustration, nervousness, fear, or self-consciousness.
- Choosing frequently to use both languages to communicate.

## COMMON SPANISH WORDS AND PHRASES FOR USE IN THE PHYSICAL EDUCATION CLASSROOM

The following chart contains English words and phrases commonly used in physical education classes as well as the Spanish translation for each word or phrase. These are provided to help facilitate communication between instructors and ELL students. Numerous Web sites are also available that provide Spanish translations of English words as well as guides for pronouncing the Spanish word or phrase.

<b>BODY PARTS</b>		<b>COMMON EXPRESSIONS</b>	
Arm	Brazo	Hello.	Hola.
Leg	Pierna	Good bye.	Adiós.
Hand	Mano	Please.	Por favor.
Finger	Dedo	Thank you.	Gracias.
Stomach	Estómago	<b>VERBAL CUES</b>	
Foot	Pie	Yes	Sí
Hip	Cadera	No	No
Knee	Rodilla	Good	Bueno
Elbow	Codo	Bad	Malo
Head	Cabeza	Right	Correcto
<b>INSTRUCTIONS</b>		Wrong	Incorrecto
Sit down.	Siéntese.	Good job!	¡Bien hecho!
Stand up.	Levántese.	<b>LOCOMOTOR SKILLS</b>	
Watch.	Mire.	Run.	Corra.
Listen.	Escuche.	Walk.	Camine.
Play.	Juegue.	Jump.	Salte.
Start.	Comience.	Kick.	Patee.
Stop.	Pare.	March.	Marche.
Go.	Vaya.	Throw.	Tire.
Do exercises.	Haga ejercicios.	Catch.	Atrape.
<b>MOVEMENT CONCEPTS</b>			
Slow	Lento	Fast	Rápido
To the right	A la derecha	To the left	A la izquierda
Under	Debajo de	Over	Encima de
Outside (of)	Fuera (de)	Inside (of)	Dentro (de)
In front (of)	Delante (de)	Behind	Detrás (de)
Across	Através de	Around	Alrededor de
In	En	Between	Entre

# IDENTIFYING INAPPROPRIATE PRACTICES AND BEHAVIORS



## GAMES, ACTIVITIES, AND EXERCISES

Games, activities, and exercises considered inappropriate for inclusion in Grades K-12 physical education classrooms are described in this section of the document. In some cases, suggestions for modifications of games, activities, and exercises have been provided that are recognized as acceptable for student participation. Inappropriate classroom practices for games, activities, and exercises are also included.

### GAMES AND ACTIVITIES

1. General student games or activities to avoid are those that:
  - Have the potential to embarrass or single out a student in front of class.
  - Focus on eliminating students from participation.
  - Over-emphasize fun with no purpose or objective.
  - Lack emphasis on skill development.
  - Have a high likelihood for danger, injury, or harm.
  - Limit maximum participation by majority of students.
  
2. Specific student games or activities to avoid:
  - Crack the Whip
  - Dodge Ball
  - Doggy Doggy, Where's Your Bone?
  - Duck-Duck-Goose
  - Four Corners
  - Heads-Up, Seven-up
  - Line Soccer
  - Kickball
  - Messy Backyard
  - Musical Chairs
  - Pinball
  - Red Light, Green Light
  - Red Rover
  - Relay races
  - Simon Says
  - Spud
  - Steal the Bacon
  - Tag (See the following page for acceptable modifications for tag games.)

3. Modifications for tag games are listed below:

- Incorporate tag games into lesson only after students have learned how to chase, flee, and dodge.
- Organize tag games so focus is on particular skill being taught in physical education lesson such as running, dodging, fleeing, and chasing.
- Have students who are tagged, instead of being eliminated from game, to participate in skill-enhancing stations for specified time or to perform a number of repetitions of a skill before returning to game.
- Rotate taggers often.
- Incorporate a variety of traveling skills in order to practice a wide range of locomotor movements such as skipping, galloping, and jogging backward to avoid a tag.
- Organize tag stations with instructions for improving skill. Samples of tag stations with steps for participation are the following:

Sample One

1. Within a specified boundary, distribute objects such as standing hoops, chairs, or other large obstacles.
2. Have students move quickly through area, approach objects as quickly as possible without touching them, and then quickly dodge away while looking for another object to approach.

Sample Two

1. Instruct students to face partner with a distance of five feet between each partner.
2. Designate one partner as leader.
3. Tell leader to turn and flee from partner or to approach to tag partner.
4. Instruct other partner to react accordingly.
5. Repeat, having other partner serve as leader.

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## EXERCISES

1. General student exercises to avoid are those that require:

- Exercising outdoors in extreme heat or high humidity.
- Performing strenuous outdoor exercises before acclimating students to weather changes.
- Bouncing or ballistic stretches.
- Bending from waist instead of hips during forward flexion to touch toes with legs in a locked position.
- Performing straight-leg raises from a supine position.
- Performing deep knee bends, such as the “Duck Walk.”
- Hyperextending knees during exercise involving stretching while standing.
- Performing activities that place stress on the neck such as crunches with hands behind head.
- Performing exercises that include excessive back arching such as grabbing ankles with hands from a prone position.
- Performing abdominal exercises that include:
  - ✓ Placing hands behind head.
  - ✓ Placing hands high on neck.
  - ✓ Locking knees or keeping legs straight.
  - ✓ Having another student hold student’s feet on floor.
  - ✓ Lifting buttocks and lumbar area off the floor.

2. Specific student exercises to avoid or modify:

- Back bends
- Ballistic ballet-bar stretch
- Cherry Pickers
- Cobra
- Deep knee bends
- Duck Walk
- Donkey Kicks
- Double leg-lift
- Hurdler stretch
- Neck hypertension
- Spinal rotation moves
- Straight leg sit-up
- Standing toe-touch stretch
- Squat thrust
- Waist circles
- Windmills

3. Modifications for some of the above exercises include:

- Straight leg sit-up
  - ✓ Performing bent-knee sit-up or curl or crunch
- Hurdler stretch
  - ✓ Hamstrings—performing stretch from seated position with one leg straight in front and other leg bent with foot placed in crotch area or flat on ground with knee flexed
  - ✓ Quadriceps—perform standing quadricep stretch with torso upright and one leg slightly flexed while holding ankle of other leg with opposite hand behind back
- Standing toe-touch stretch
  - ✓ Performing stretch from sitting position
- Deep knee bend
  - ✓ Performing squat exercises with thighs parallel to floor and no lower, while ensuring knee does not extend past ankle
- Double leg-lift
  - ✓ Performing reverse curl by lying on back with shoulders and arms on floor and pulling knees to chest while slowly curling and thereby putting work on abdominal muscles

4. Yoga:

In a letter dated June 21, 2006, Dr. Joseph B. Morton, State Superintendent of Education, stated that **yoga is not to be offered** during regular school hours or after school hours to public school students on a public school campus in Alabama.

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## CLASSROOM PRACTICES

In addition to the aforementioned games, activities, and exercises to avoid, it is also important that certain teacher practices regarding games, activities, and exercises be avoided as well. Among these are classroom practices that include:

- Withholding physical education class or recess time for students to complete unfinished school work or as a consequence for misbehavior.
- Forcing students to run laps or perform push-ups because of behavioral infractions such as arriving late to class, talking without permission, or other disruptive behavior.
- Warning students, due to poor behavior, of having no recess or no game time; then removing warning because of good behavior.
- Having students run for losing a game or for poor performance such as missing a foul shot or dropping a football.
- Permitting students to make negative comments about other classmates.
- Allowing students, rather than the teacher, to select teams or groups.

## BULLYING

Bullying is often considered an act of physical aggression towards another student. However, bullying may also manifest itself in other forms. A great deal of bullying takes place during physical education class; therefore, physical education teachers must take an active role in making sure all classes are properly monitored and safe for student participation. Several types of bullying exist—bullying may be physical, verbal, or indirect; it may come in the form of social alienation and intimidation; or it may come via the use of technology, often called cyberbullying.

- **Physical bullying** includes any physical contact that would hurt or injure a person such as hitting, kicking, or punching. Taking something that belongs to someone else and destroying it would also be considered a type of physical bullying. In elementary and middle schools, 30.5 percent of all bullying is physical.
- **Verbal bullying** is name-calling, making offensive remarks, or joking about a person's religion, gender, ethnicity, socioeconomic status, or physical appearance. Verbal aggression is when a bully teases someone. It can also include making verbal threats of violence or aggression against someone's personal property.
- **Indirect bullying** includes spreading rumors or stories about someone, telling others about something that was told in private, and excluding others from groups. This would be indirect bullying. Indirect bullying accounts for 18.5 percent of all bullying.
- **Social alienation** occurs when a bully excludes someone from a group on purpose. It also includes spreading rumors and making fun of someone by pointing out his or her differences.
- **Intimidation** occurs when a bully threatens someone else and frightens that person enough to make him or her do what the bully wants.
- **Cyberbullying** is accomplished by sending messages, pictures, or information using electronic media, computers, including e-mail and instant messages; or cellular telephones, including text messaging and voicemail. This type of bullying is increasing rapidly because of the spread of technology around the world.

Many students who are victims of bullying are not athletically inclined. They may be physically weak, uncoordinated, and unable to defend themselves. For this reason, going to physical education class can be a horrifying part of their day.

Bullies can sense the insecure demeanor of students and will take advantage of this weakness. During physical education, bullies will physically attack their victims. Because of the aggressive nature of some activities, bullies can physically abuse other students without any ramifications. Teachers must be careful when choosing the types of activities in which students participate. By offering organized, nonaggressive activities, physical education teachers can avoid unintentional promotion of bullying and help prevent students from being victimized. Inappropriate teaching practices that must be avoided are the following:

- **Do not** allow students to choose their own teams or groups for an activity. Predetermine teams or groups and assign students accordingly.
- **Do not** select captains who are usually the most athletic or popular students and then allow them to select students they want on their team. Students chosen last feel rejected, hurt, and embarrassed. Predetermine captains, teams, and groups and make assignments based on an array of student skill levels for each team or group.

Verbal abuse during physical education is also a concern. As mentioned earlier, students who are not athletic are at a greater risk of being bullied. Students who are weak, overweight, or uncoordinated are prime targets for verbal abuse during physical education. Sometimes, verbal abuse can be more painful than physical abuse. Being made fun of and teased is an extremely degrading experience for children. By nature, victims of bullying are not very confident. Being teased on a daily basis will only solidify their belief that they are not worthy of respect.

Since verbal abuse is much more covert than physical abuse, it is extremely difficult to detect. Teachers must monitor classes carefully and look for signs of verbal abuse. Students who seem upset or spend a lot of time by themselves may be victims of verbal abuse. Teachers should also pay attention to the different cliques that form. If a student or group of students is suddenly spending time with a student with whom they usually do not spend time, this could also be a sign that bullying is taking place.

All teachers, including physical education teachers, need to be on the lookout for bullying before, during, and after class and in all areas of the school such as hallways, bathrooms, and the cafeteria. Physical education dressing areas are perfect places for bullies to victimize other students. By being vigilant, physical educators can do their part in helping put a stop to bullying.

## STUDENT HARASSMENT PREVENTION ACT

### Code of Alabama 1975 Chapter 28B Student Harassment Prevention Act

#### Section 16-28B-3.

#### Definitions.

The following terms have the following meanings:

- (1) DEPARTMENT. The State Department of Education.
- (2) HARASSMENT. A continuous pattern of intentional behavior that takes place on school property, on a school bus, or at a school-sponsored function including, but not limited to, written, electronic, verbal, or physical acts that are reasonably perceived as being motivated by any characteristic of a student, or by the association of a student with an individual who has a particular characteristic, if the characteristic falls into one of the categories of personal characteristics contained in the model policy adopted by the department or by a local board. To constitute harassment, a pattern of behavior may do any of the following:
  - a. Place a student in reasonable fear of harm to his or her person or damage to his or her property.
  - b. Have the effect of substantially interfering with the educational performance, opportunities, or benefits of a student.
  - c. Have the effect of substantially disrupting or interfering with the orderly operation of the school.
  - d. Have the effect of creating a hostile environment in the school, on school property, on a school bus, or at a school-sponsored function.
  - e. Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student.
- (3) HOSTILE ENVIRONMENT. The perception by an affected student or victim that the conduct of another student constitutes a threat of violence or harassment and that the conduct is objectively severe or pervasive enough that a reasonable person, under the circumstances, would agree that the conduct constitutes harassment, threat of assault, or assault.
- (4) LOCAL BOARD. A city or county board of education.
- (5) SCHOOL. Each public school, grades prekindergarten through 12, the Alabama Institute for the Deaf and Blind, the Alabama High School of Mathematics and Science, and the Alabama School of Fine Arts.
- (6) SCHOOL SYSTEM. The schools under the jurisdiction of a local board.

**(Act 2009-571, p. 1674, §3.)**

**Code of Alabama 1975**  
**Chapter 28B Student Harassment Prevention Act**

**Section 16-28B-4.**

**Prohibited behavior; complaints; school plans or programs.**

- (a) No student shall engage in or be subjected to harassment, intimidation, violence, or threats of violence on school property, on a school bus, or at any school-sponsored function by any other student in his or her school system.
- (b) No person shall engage in reprisal, retaliation, or false accusation against a victim, witness, or other person who has reliable information about an act of harassment, violence, or threat of violence.
- (c) Any student, or parent or guardian of the student, who is the object of harassment may file a complaint outlining the details of the harassment, on a form authorized by the local board, and submit the form to the official designated by the local board to receive complaints at the school.
- (d) Each school shall develop plans or programs, including, but not limited to, peer mediation teams, in an effort to encourage students to report and address incidents of harassment, violence, or threats of violence.

**(Act 2009-571, p. 1674, §4.)**

# TEACHING AND LEARNING IN THE TWENTY-FIRST CENTURY



## TECHNOLOGY-RICH ENVIRONMENT

The physical education classroom provides an optimal environment for creating a technology-rich environment. Often, when this statement is made, teachers respond in disbelief as evidenced by a variety of statements, questions, and concerns such as:

- Why implement technology into physical education?
- How do I implement technology into physical education?
- We do not have computers in the gym.
- What are physical educators supposed to do, substitute real physical activity for virtual physical activity?
- Technology resources are too expensive!
- Who uses technology in physical education?
- I already have too much to do; I can't possibly add anything else!
- I have too many students to take to the computer lab.
- The technology standards don't apply to physical education teachers.
- I don't have a budget for technology.

Typically these comments are made by teachers who have a misunderstanding regarding the purpose of technology in physical education and the many ways in which technology may enrich the physical education program. The following information provides a strong rationale for incorporating technology into physical education instruction.

Contrary to popular belief, technology currently has a powerful influence on physical education. Some of the world's earliest and most innovative uses of technology occurred in the physical activity domain, from the engineering of advanced sport equipment to the design of performance-enhancing athletic shoes, clothing, and gear. These innovations help optimize skill efficiency and proficiency, while reducing, preventing, and repairing athletic injuries. Physical activity trends have been transported into the physical education classroom via audio and video technologies in the forms of exercise, activity, and skills demonstration cassettes, CDs, VHS tapes, DVDs, and video games. Likewise, physical activity has been tracked and assessed through the use of technology-driven instruments including pedometers, heart-rate monitors, and Internet-based health and fitness calculators.

For decades, physical educators have been embracing and applying technological innovations. The current call for twenty-first century learning emboldens physical educators to expand current practices. The purpose of this initiative is not to replace existing best practices, but to enhance the learning environment and provide new and more effective ways to communicate, manage, assess, and instruct. This purpose will be achieved through quality physical education instructors who implement technology resources that complement the learning environment while continuing to focus on student engagement in physical activity.

The National Association for Sport and Physical Education (NASPE) advocates the appropriate use of technology in the physical education classroom and provides guidelines for the use of instructional technology in physical education. The guidelines state that technology be utilized to:

- Increase instructional effectiveness.
- Supplement, rather than substitute for, the design of effective instruction.
- Increase opportunities for participation by all students, versus opportunities for only a few.
- Maintain effectively student data related to standards-based curriculum objectives.

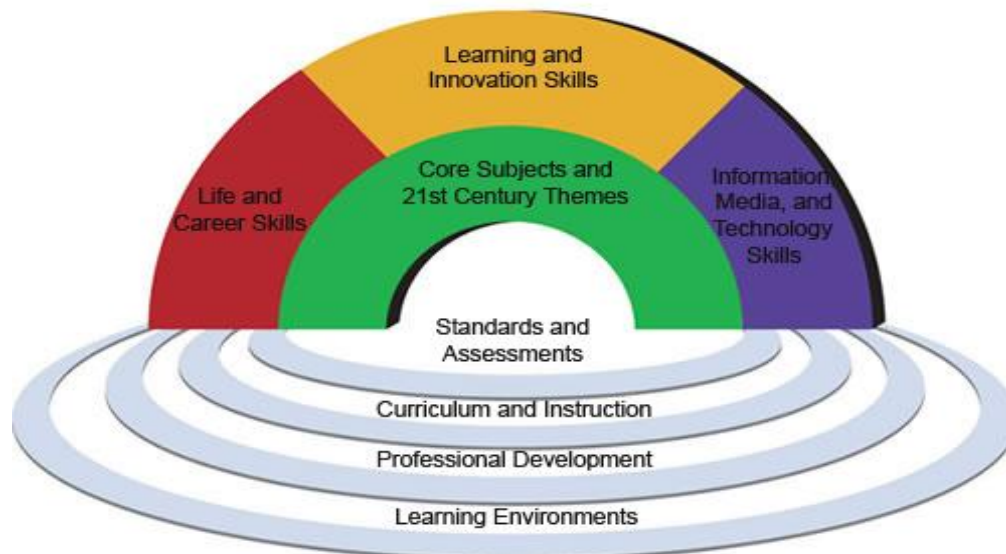
Daily, physical education teachers are faced with the challenge of providing a safe environment for students to participate in physical activity and learn the advantages of having a healthy body and healthy lifestyle. In addition, they must integrate a sense of fitness, well-being, and understanding of the human body along with the skills to participate in a variety of activities into physical education classes. Technology does not replace the teacher or the action of being physically active, but it does enhance the process. By providing twenty-first century learning environments, teachers take advantage of available technologies to reach every student at his or her level, train them for an electronic future, and speak to them in a language they understand and about which they want to learn more.

## TWENTY-FIRST CENTURY TEACHING AND LEARNING

Twenty-first century teaching and learning focus on the importance of a defined set of knowledge and skills indispensable for participation, achievement, and competitiveness in a global community. Educators, business and community leaders, parents, students, and policymakers, in conjunction with the [Partnership for 21<sup>st</sup> Century Skills](#) (P21), have been working to better prepare students for a world in which content mastery and skills such as critical thinking, communication, technology literacy, and collaboration are required for success in college, life, and career.

P21's major contribution has been to establish consensus regarding the definition of twenty-first century student outcomes. The P21 framework for twenty-first century teaching and learning has been refined over a six-year period. The graphic below illustrates the framework for Twenty-First Century Student Outcomes and Support Systems. The framework describes the skills, knowledge, and expertise students must master to succeed in work and life—a blend of content, knowledge, specific skills, expertise, and literacies.

### TWENTY-FIRST CENTURY STUDENT OUTCOMES AND SUPPORT SYSTEMS\*



\*Graphic and materials used with permission by Partnership for 21<sup>st</sup> Century Skills, 1 Massachusetts Avenue NW, Suite 700, Washington, DC 20001.

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## TECHNOLOGY AND INSTRUCTION

A thoughtful and well-planned twenty-first century program of instruction must include appropriate use of technology. Teachers should develop a plan for implementation beginning with a few essential components and expanding from there. A beginning goal in establishing a twenty-first century physical education environment should include a teacher Web site, learning management system, various forms of electronic content, social media network, and e-marketing strategies.

### **Teacher Web Site**

A teacher Web site adds legitimacy to a school's physical education program. Adding the physical education program's mission, goals, conceptual framework, and the teachers' personal philosophies are first steps in creating a teacher Web site. From there, classroom rules, routines, and policies should be included. Yearly curriculum, lesson plans, homework assignments, exceptional student work, and parent and student resources and activities are also appropriate additions.

Every teacher needs to build and maintain a personal Web site. A personal Web site is a group of Web pages created by teachers to contain physical education related content. A teacher Web site enhances communication between the classroom and the home and helps organize information needed to communicate with students and parents, allowing more in-class time to be devoted to instruction. Through the inclusion of an e-mail address, a contact form, or another communication tool, students and their families gain extended access to their teachers. Students who visit a teacher's site will come to see the Internet as a personally relevant extension of school and feel connected to their teacher. Additionally, through exploration of the teacher Web site, students gain experience using digital resources in direct support of learning.

Teachers do not have to be technology geniuses to create personal Web sites, which may be accomplished with little or no expense. Many free Web site sources are available to help teachers design Web sites that include items such as guestbooks, visitor counters, videos, photo albums, interactive widgets, buttons, banners, or talking characters.

### **Learning Management System**

Learning management systems are another easily accessible free resource available for teacher use. A learning management system (LMS) is a software application for the administration, documentation, tracking, and reporting of students, classrooms, and programs. A LMS is also referred to as a course management system (CMS) and a virtual learning environment (VLE).

A typical LMS is designed to provide a learning environment that extends beyond the walls of the classroom. LMSs enable students, parents, and educators to collaborate online by automating many classroom activities such as posting assignments with automatic grading, discussions, media, lesson plans, syllabi, attendance and progress reports, report cards, incident reports, and permission slips. Incorporating LMSs into the learning environment encourages students to learn, share, and collaborate outside the physical education classroom.

## **Electronic Content**

Electronic content comes in a variety of shapes, sizes, and formats, including lecture-capture, virtual classrooms, course-authoring tools, and other multimedia applications. Electronic content resources are plentiful and ever-changing and are often provided free to education personnel.

### Lecture-Capture

Lecture-capture is a term describing any technology that allows instructors to record and make available in digital format what happens in their classrooms. Lecture-capture may include an audio recording (podcast) or may include audio and video recordings of presentations and accompanying slides or other digital resources. While not intended as a replacement for in-class instruction, lecture-capture systems provide an alternative when students are absent from class or need an opportunity for content review. While teachers may choose to create original lecture-capture content, an alternative solution is to use existing resources, which can be located through an Internet search.

### Virtual Classrooms

Invite a guest speaker from China to discuss and demonstrate table tennis techniques, take a field trip to the Olympic Games while sitting in the gym, provide physical education to homebound students, or have students teach a game to another group of students across the world. Virtual classrooms make these opportunities possible because virtual classrooms are not bound by geographic constraints, but rather, provide a flexible venue for teachers and students to meet, learn, and collaborate outside the physical classroom.

### Course-Authoring

Teachers may convert outdated PowerPoint presentations to engaging and interactive electronic presentations through the use of course-authoring tools. Course-authoring tools provide a platform to create highly interactive electronic content. With the click of a button, dynamic and stimulating learning activities like crossword puzzles, simulations, and games can be added to lessons. Teachers with a minimum amount of technological expertise can create interactive learning experiences with course-authoring tools that allow them to devote more time to the development of course content.

### Multimedia

Multimedia includes a combination of text, audio, still images, animation, video, and interactivity content forms. Physical education multimedia content can take many forms depending upon design options, some of which may include:

- Creating exciting and innovative presentations through photo-enhancing software.
- Participating in computer simulation activities.
- Recording digital video for analysis and assessment and filming and sharing using video cameras and mobile devices.
- Broadcasting lecture information, fun facts, and student presentations through podcasts created by and listened to using players or recorders or mobile phone apps.
- Exhibiting student work in digital portfolios, classroom Web sites, and blogs.
- Participating in treasure and scavenger hunts using high-tech resources.
- Projecting dynamic kicking and throwing targets using a digital projector or a digital phone video.
- Creating unique rhythms for physical activity.
- Discussing classroom activities and information online.
- Enhancing personal Web sites, documents, and bulletin boards with “word clouds.”
- Analyzing physical activity using pedometers and heart-rate monitors.
- Calculating body mass index (BMI), calorie consumption and expenditure, and body composition using online health and fitness calculators.
- Gathering information, solving problems, and planning lessons using the Internet.
- Creating collaborative projects using interactive online documents.
- Implementing project-based learning through e-mail, blogs, and wikis.
- Collaborating with peers from home using private chat rooms.

## **Social Media Network**

Every teacher needs a personal learning network (PLN)—a place to connect with other teachers of similar subject and content areas. This is especially critical for teachers in small schools where there may only be one or two teachers in a department. Social networks can also be used to update administrators, parents, and students regarding sports events and student achievements, opportunities for professional development and project collaboration, and ideas for promoting the physical education program.

Blogs and wikis, accessed via the teacher Web site or a LMS, can also effectively be used to take physical education content and learning beyond the gymnasium walls. Various open-source blogs and wikis allow the user to perform an array of networking tasks.

### Blogs enable users to:

- Provide commentary or news on a particular subject.
- Design blog to be utilized as a more personal online diary.
- Combine text, images, and links to other blogs, Web pages, and other media related to a topic.
- Allow readers to leave comments in an interactive format, an important component of many blogs.

### Wikis enable users to:

- Create and edit, in collaboration with others, Web pages using a Web browser.
- Provide a resource for learners to demonstrate understanding by means of developing content via paraphrasing and authoring material on a related topic in a wiki environment.

## **E-Marketing Strategies**

E-marketing, the process of creating, communicating, and delivering information about the physical education program, is one of the best strategies for providing credibility to the physical education program. E-marketing in physical education can be as simple as creating and e-mailing physical education newsletters, progress reports, and announcements. It can also include surveys designed to assess curriculum effectiveness and student enjoyment, as well as a means for gathering research data related to physical activity.

## ELEMENTARY PHYSICAL EDUCATION EQUIPMENT

Effective elementary physical education programs are dependent upon the quantity and quality of equipment provided. Young children, for example, require a large variety of equipment with differing sizes, colors, shapes, and textures. They also need sufficient numbers of items to keep busy throughout a class period without having to wait in line for a turn. Provision should be made for the wide range of activities needed for students to develop skills at the elementary levels. Appropriate equipment allows children to hang, jump, crawl, swing, stretch, bend, and practice basic locomotor movement patterns. Equipment also should be made available for lead-up activities to sports and games to be learned later. A list of appropriate elementary-grade physical education equipment follows. The list is extensive but is not meant to be all-inclusive.

## HIGHLY RECOMMENDED EQUIPMENT

- 
- |                                 |  |   |
|---------------------------------|--|---|
| • Bags to carry balls           | • Deck tennis rings                                | • Parachute—30'                                     |
| • Ball inflator                 | • Equipment cart or buggy                          | • Perforated plastic balls                          |
| • Ball repair kit               | • First-aid kit                                    | • Pinnies, sashes, or vests in three or more colors |
| • Ball repair valve kit         | • Flying discs                                     | • Playground balls—6," 7," 8½"                      |
| • Balloons                      | • Foam or fleece balls                             | • Poly spot markers                                 |
| • Bases                         | • Folding mats                                     | • Pull-up bars                                      |
| • Basketball hoops              | • Footballs made of foam                           | • Scooters  |
| • Bats made of plastic          | • Hockey sticks made of plastic                    | • Short jump ropes—6,' 10'                          |
| • Beach balls                   | • Hoops—36"  | • Sit-and-reach box or V-sit board                  |
| • Beanbags                      | • Jump bands made from elastic                     | • Soccer balls                                      |
| • Bulletin boards               | • Junior basketballs                               | • Stop watch  |
| • Cage balls                    | • Junior footballs                                 | • Tennis balls                                      |
| • CD player                     | • Long jump ropes—12,' 14,' 16'                    | • Volleyball standards—portable                     |
| • Chalk or white board          | • Marking tape                                     | • Volleyball net                                    |
| • Clipboards                    | • Measuring tape—100,' 50'                         | • Volleyballs—trainer                               |
| • Cones of various sizes        | • Music CDs or tapes with various beats and styles |   |
| • Crates or baskets for storage |  |   |

## OPTIONAL EQUIPMENT

- 
- |                           |                     |                                |
|---------------------------|---------------------|--------------------------------|
| • Badminton equipment     | • Foam noodles      | • Paddles made of foam or wood |
| • Badminton set           | • Foam paddles      | • Plastic bowling sets         |
| • Ball racks              | • Horizontal ladder | • Plastic scoops               |
| • Batting tees            | • Inclined mats     | • Tennis rackets               |
| • Carpet squares          | • Juggling scarves  | • Tinikling poles              |
| • Chinese jump ropes      | • Jumping boxes     | • Tug-of-war rope              |
| • Double Dutch jump ropes | • Low balance beam  | • Youth golf clubs             |
| • Flag football belts     | • Lummi sticks      |                                |

## MIDDLE AND HIGH SCHOOL PHYSICAL EDUCATION EQUIPMENT

Effective high school physical education programs are very dependent upon the quantity and quality of equipment provided. A sufficient amount of appropriate equipment prevents students from having to wait in line while practicing skills or participating in various games and activities. A list of appropriate middle and high school physical education equipment follows. The list is extensive but is not meant to be all-inclusive.

### HIGHLY RECOMMENDED EQUIPMENT

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- Archery equipment
- Badminton equipment
- Balance beam
- Balls of various sizes
- Basketballs
- Bats
- Cage balls
- Carts
- Cones made of plastic
- Fitness DVDs or videos
- Folding mats
- Footballs
- Flying discs
- Golf balls
- Golf clubs, 7-iron or putters
- Hand-held weights
- Hockey sticks made of plastic
- Jump ropes–6,' 10'
- Large screen or large white sheet
- Mats or carpet squares
- Measuring tape–50,' 100'
- Perforated plastic golf balls
- Pinnies or pullovers
- Plastic bowling set
- Projector
- Racquetballs
- Racquets
- Resistance bands
- Shuffleboard equipment
- Soccer balls
- Soccer goals or appropriate substitute
- Softball bats
- Softballs gloves
- Sound system or boom box
- Steps or boxes for aerobics
- Stopwatch
- Table tennis table
- Tape measure
- Tennis balls
- Tennis racquets
- Towels
- Volleyball net
- Volleyballs
- Wrestling equipment

### OPTIONAL EQUIPMENT

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- Bocci scoreboard brooms
- Croquet set
- Field hockey equipment
- Flag football equipment
- Hockey set made of plastic or foam
- Horseshoes made of rubber
- Juggling equipment such as scarves or rings
- Pickle ball
- Team handballs
- TV cart
- Video player
- Weight room training equipment

Skill development information provided in this section includes the following:

- Progression for manipulative skill development
- Fundamental movement skills, definitions, and cue words
- Grades K-2 movement concepts
- Grades K-5 skills acquisition table
- Grades 6-8 sport skills acquisition table

## PROGRESSION FOR MANIPULATIVE SKILL DEVELOPMENT

### CATCHING SKILLS

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Begin using two hands and progress to one hand depending on size of object being caught.

1. Catch a rolled ball from a sitting and then standing position.
2. Toss and catch a beach ball.
3. Toss, let bounce, and catch a playground ball.
4. Throw a ball to a wall and catch ball after it bounces.
5. Throw a ball to a wall and catch ball before it bounces.
6. Catch a ball from an experienced tosser.
7. Toss and catch a ball with a partner while in a stationary position.
8. Toss and catch a ball with a partner while moving.

### KICKING SKILLS

---

1. Kick a stationary ball against a wall.
2. Approach a stationary ball and kick it.
3. Kick a stationary ball for distance and then for accuracy to a large target.
4. Kick a slowly rolled ball from a stationary position for distance and then for accuracy to a large target.
5. Kick a ball back and forth with a partner while in a stationary position.
6. Kick a ball back and forth with a partner while traveling.

### STRIKING SKILLS: SHORT-HANDLED IMPLEMENTS

---

1. Balance objects such as pickle balls or tennis balls on rackets or paddles.
2. Strike lightweight objects such as balloons into the air once and then catch object on a racket or paddle while remaining in personal space.
3. Strike lightweight objects such as balloons into the air continuously while remaining in personal space.
4. Strike medium weight objects such as shuttlecocks one time against a wall.
5. Strike heavier objects such as tennis balls or pickle balls continuously into the air without losing control.
6. Strike objects continuously against a wall without losing control.
7. Strike objects such as shuttlecocks, tennis balls, or pickle balls back and forth with a partner.

## STRIKING SKILLS: LONG-HANDLED IMPLEMENTS

---

1. Strike a large stationary object, such as a playground ball off the ground or a large ball off a tee, from a stationary position.
2. Strike small stationary objects, such as a hockey puck off the ground or a small ball off a tee, from a stationary position.
3. Strike large, slow-moving objects, such as a slowly rolled playground ball or a slowly tossed beach ball, from a stationary position.
4. Strike small, slow-moving objects, such as a hockey puck being slowly slid or a perforated plastic ball being tossed slowly, from a stationary position.
5. Strike large, fast-moving objects from a stationary position.
6. Strike small, fast-moving objects from a stationary position.
7. Strike objects, as in passing in hockey, while moving around obstacles or changing directions, pathways, and speeds.
8. Strike objects, as in passing in hockey, with a partner while traveling.
9. Strike objects, as in passing in hockey, against a defender.
10. Strike objects, as in passing in hockey, in a game-like situation.

## THROWING SKILLS

---

1. Throw an object such as a foam ball as hard as possible against a wall without using a specific target.
2. Throw, while focusing on correct form, an object such as a scarf as hard as possible.
3. Throw, while remaining in a stationary position, objects such as beanbags to stationary targets such as hoops or other large targets.
4. Throw, while moving to a stationary target, objects such as foam rubber balls.
5. Throw objects such as foam rubber balls back and forth with a partner, with both partners remaining in stationary positions.
6. Throw, while remaining in a stationary position, objects such as foam rubber balls to a moving target.
7. Throw objects such as foam rubber balls back and forth with a partner, with both partners moving.
8. Throw objects such as foam rubber balls against a defender.

## DRIBBLING SKILLS: FEET

---

1. Dribble a ball with feet from a stationary position.
2. Dribble slowly through general space.
3. Dribble in general space while increasing and changing speeds.
4. Dribble around various obstacles while changing directions, speed, and pathways on signal.
5. Dribble while moving and passing with a partner.
6. Dribble against a defender.
7. Dribble against a defender in a game-like situation.

## DRIBBLING SKILLS: HANDS

---

1. Bounce and catch a ball without a partner.
2. Dribble continuously without losing control.
3. Dribble while walking and then while traveling.
4. Dribble around obstacles while changing directions, speed, and pathways on signal.
5. Dribble against a defender.
6. Dribble against an opponent in a game-like situation.

## VOLLEYING SKILLS

---

1. Volley, continuously without a partner, objects such as balloons or beach balls without losing control.
2. Volley and catch, without a partner, objects such as balloons or beach balls using various body parts.
3. Volley, while remaining in a stationary position, a tossed ball using underhand and overhand volleys.
4. Volley a tossed ball upward to a desired location.
5. Volley while traveling.
6. Volley back and forth with a partner.
7. Volley in game-like situations.

## FUNDAMENTAL MOVEMENT SKILLS, DEFINITIONS, AND CUE WORDS

The following chart provides information regarding two basic movement skills—locomotor and manipulative. Within each movement skill category are related specific skills, definitions of specific skills, and cue words to be used by the instructor for quickly prompting students regarding the steps involved in performing the movement.

<b>FUNDAMENTAL MOVEMENT SKILLS</b>		
<b>LOCOMOTOR SKILLS</b>		
<b>MOVEMENT</b>	<b>DEFINITION</b>	<b>CUE WORDS</b>
<b>Gallop</b>	Moving body forward using a one-count movement with leading foot moving first, quickly followed by other foot in a forward slide	<ul style="list-style-type: none"> <li>• Face forward</li> <li>• Step</li> <li>• Close (slide foot forward)</li> </ul>
<b>Hop</b>	Propelling body up and down on same foot	<ul style="list-style-type: none"> <li>• Toe-push</li> <li>• Land softly</li> </ul>
<b>Jump</b>	Taking off and landing from: <ul style="list-style-type: none"> <li>• Two feet to two feet</li> <li>• One foot to two feet</li> <li>• Two feet to one foot</li> </ul>	<ul style="list-style-type: none"> <li>• Knees bent</li> <li>• Arms back</li> <li>• Jump</li> <li>• Arms swinging forward</li> <li>• Land softly</li> </ul>
<b>Leap</b>	Taking an elongated step (leap) to propel body forward while covering distance or to propel body over low object (typically a combination of running and leaping)	<ul style="list-style-type: none"> <li>• Push off strong</li> <li>• Reach forward (leg with opposite arm)</li> <li>• Land softly</li> </ul>
<b>March</b>	Walking with knees lifted high and arms stiff and swinging in direction opposite that of forward foot	<ul style="list-style-type: none"> <li>• Head up</li> <li>• Shoulders back</li> <li>• Stomach in</li> <li>• Toes forward</li> <li>• Knees high</li> <li>• Arms swinging</li> </ul>
<b>Run</b>	Moving forward rapidly while momentarily both feet are off ground with body leaning forward slightly, knees flexed and lifted, and arms bent at elbows and swinging back and forth in direction opposite that of leading foot	<ul style="list-style-type: none"> <li>• Eyes forward</li> <li>• Stride big</li> <li>• Elbows bent</li> <li>• Arms pumping</li> <li>• Knees high</li> </ul>
<b>Skip</b>	Taking a series of step-hops performed by alternating leading foot and having arms swinging in direction opposite that of leading foot	<ul style="list-style-type: none"> <li>• Step, hop; step, hop</li> <li>• Arms swinging</li> </ul>
<b>Slide</b>	Beginning in bent-knee position and moving to side in a one-count movement with leading foot moving first, quickly followed by other foot using a sideways gallop	<ul style="list-style-type: none"> <li>• Knees bent</li> <li>• Elbows in</li> <li>• Step</li> <li>• Close (slide other foot)</li> </ul>
<b>Sprint</b>	Moving forward rapidly on balls of feet while momentarily both feet are off ground with body leaning forward slightly, knees flexed and lifted, and arms bent at elbows and swinging back and forth in direction opposite that of leading foot	<ul style="list-style-type: none"> <li>• Eyes forward</li> <li>• Stride big</li> <li>• On balls of feet</li> <li>• Elbows bent</li> <li>• Arms pumping</li> <li>• Knees high</li> </ul>
<b>Walk</b>	Stepping forward with leading foot, keeping leading foot in contact with ground before lifting other foot, and having arms swinging forward in direction opposite that of leading foot	<ul style="list-style-type: none"> <li>• Head up</li> <li>• Shoulders back</li> <li>• Stomach in</li> <li>• Toes forward</li> <li>• Arms swinging</li> <li>• Heel-toe movement</li> </ul>

<b>MANIPULATIVE SKILLS</b>		
<b>MOVEMENT</b>	<b>DEFINITION</b>	<b>CUE WORDS</b>
<b>Catch</b>	Tracking an object as it moves through space and then using hands to stop and control object	<ul style="list-style-type: none"> <li>• Eyes on ball or object to catch</li> <li>• Position body</li> <li>• Reach</li> <li>• Catch</li> <li>• Absorb</li> </ul>
<b>Field</b>	Catching a ball in a gloved hand	<ul style="list-style-type: none"> <li>• Eyes on ball</li> <li>• Position body</li> <li>• Reach</li> <li>• Catch</li> <li>• Absorb</li> </ul>
<b>Kick</b>	Striking an object such as a ball with feet with cues varying depending on purpose of kick and type of ball	<ul style="list-style-type: none"> <li>• Eyes on target</li> <li>• Step forward</li> <li>• Kick</li> <li>• Follow through</li> </ul>
<b>Punt</b>	Dropping a ball from hands and kicking it before it touches ground	<ul style="list-style-type: none"> <li>• Eyes on target</li> <li>• Step forward</li> <li>• Release</li> <li>• Kick</li> <li>• Follow through</li> </ul>
<b>Strike</b>	Hitting an object with an implement such as a hand, paddle, racquet, bat, or golf club with cues varying depending on implement	<ul style="list-style-type: none"> <li>• Stance</li> <li>• Eyes on target</li> <li>• Swing</li> <li>• Follow through</li> </ul>
<b>Throw</b>	Propelling an object into space by coordinating hand, arm, and body movements	<ul style="list-style-type: none"> <li>• Side to target</li> <li>• Arm back</li> <li>• Step forward</li> <li>• Rotate hips</li> <li>• Bend arm</li> <li>• Throw</li> <li>• Follow through</li> </ul>

## GRADES K-2 MOVEMENT CONCEPT CATEGORIES

Movement concepts are a focus of the Grades K-2 physical education program. Movement concept categories are body awareness, space awareness, qualities of movement, and relationships. These categories and related performances are described in the information and chart shown below:

- **Body awareness** refers to *what* the body can perform, actions of the whole body and specific body parts, movement of the body, and shapes the body can assume.
- **Space awareness** refers to *where* the body can move, including directions, pathways, levels, planes, and extensions.
- **Qualities of movement** refer to *how* the body moves, including qualities of time, space, force, and flow.
- **Relationships** refer to movement regarding *to whom* or *to what* the body relates, including interactions between body parts and other persons or equipment.

GRADES K-2 MOVEMENT CONCEPT CATEGORIES			
BODY AWARENESS	SPACE AWARENESS	QUALITIES OF MOVEMENT	RELATIONSHIPS
<b>Shapes</b>	<b>Areas</b>	<b>Time or Speed</b>	<b>Body Parts</b>
Wide or narrow	General or personal	Slow, fast, or quick	Above or below
Stretched or curled	<b>Planes</b>	Accelerate or decelerate	Across or around
Crooked or straight	Horizontal	Even or uneven	Between or alongside
Large or small	Vertical	<b>Flow</b>	In front of or behind
Bridges	Diagonal	Rough or jerky	Into or out of
<b>Actions</b>	Level: high	Smooth or free	On or off
Balance	Level: medium	Ongoing or stoppable	On top of or beneath
Flight	Level: low	<b>Force</b>	<b>Other Persons</b>
Support weight	<b>Extensions</b>	Firm or strong	Act or react
Receive weight	Large	Fine or light	Mirror or match
Transfer weight	Small	Sudden or sustained	Contrast
Take weight on hands	<b>Pathways</b>	Heavy	Lead or follow
Apply force	Straight or curved	Soft	
<b>Skills</b>	Zigzag	<b>Space</b>	<b>Equipment</b>
Locomotor	Twisted	Indirect or flexible	Near or far
Nonlocomotor	<b>Directions</b>	Direct or straight	Over or under
Manipulative	Forward or backward		
	Sideways		
	Upward or downward		
	Diagonal		

## GRADES K-5 SKILLS ACQUISITION TABLE

The table below lists skills Grades K-5 students should acquire during physical activity instruction. Activities related to skill development are shown beneath each broad skill area. An asterisk (\*) denotes the appropriate grade level at which the skill should be included for instruction.

<b>GRADES K-5 SKILLS ACQUISITION TABLE</b>						
<b>SKILL OR ACTIVITY</b>	<b>GRADE LEVEL</b>					
	K	1	2	3	4	5
<b>Movement Themes</b>	Included K-2					
Body awareness	*	*	*			
Space awareness	*	*	*			
Quality of movement	*	*	*			
Relationships	*	*	*			
<b>Locomotor Skills</b>	Included Yearly					
Walking, marching	*					
Jogging, running	*	*				
Hopping, galloping, jumping, sliding	*	*	*			
Skipping	*	*	*	*		
Leaping			*	*	*	
Sprinting or running for distance			*	*	*	*
<b>Nonlocomotor Skills</b>	Included Yearly					
Bending, stretching, twisting, turning, rocking, swaying	*					
Pushing, pulling	*	*				
Chasing, fleeing, dodging	*	*	*			
<b>Manipulative Skills</b>	Included Yearly					
Rolling	*					
Throwing	Included Yearly					
Underhand throw—two-handed	*	*	*			
Underhand throw—one-handed	*	*	*			
Underhand throw		*	*	*	*	
Bounce pass, chest pass		*	*			
Dribbling	Included Yearly					
Bouncing and catching with and without a partner	*	*	*			
Dribbling while standing, walking, running	*	*	*			
Dribbling with feet		*	*	*		
Catching	Included Yearly					
Catching a rolled ball	*					
Bouncing and catching a ball with and without a partner	*	*				
Tossing a ball in the air with and without a partner	*	*	*			
Fielding a ground ball or flyer				*	*	*
Volleying a balloon or beach ball	*	*				
Striking with implements	Included Yearly					
Striking with body parts	*	*				
Striking with a short-handled implement			*	*	*	
Striking with a long-handled implement				*	*	
Trapping	Included Yearly					
Kicking	Included Yearly					
Kicking a stationary object	*	*				
Kicking a rolling ball		*	*			
Kicking while running toward an object			*	*	*	
Punting				*	*	*

## GRADES 6-8 SPORT SKILLS ACQUISITION TABLE

This following table is intended to serve as a guide for designing developmentally appropriate Grades 6-8 sport skills content for physical education lessons. An asterisk (\*) denotes the appropriate grade level at which the sport-specific skill should be included for instruction. This table includes sports common to a majority of physical education programs; however, the inclusion of additional sports is encouraged.

<b>GRADES 6-8 SPORT SKILLS ACQUISITION TABLE</b>			
<b>SPORT OR ACTIVITY</b>	<b>GRADE LEVEL</b>		
<b>Basketball</b>	<b>6</b>	<b>7</b>	<b>8</b>
Dominant hand dribble	*		
Pivot	*		
Defensive slides	*		
Nondominant hand, speed, and change-of-pace dribble	*	*	
Crossover and spin dribble	*	*	*
Chest, bounce, overhead, outlet, and flip pass	*	*	
Baseball pass	*	*	*
Set shot and foul shot	*	*	
Dominant hand lay-up and jump shot	*	*	*
Jump stop	*	*	
Turn on rebound	*	*	*
Drop step		*	*
Nondominant hand lay-up			*
Boxing out			*
<b>Field Hockey</b>	<b>6</b>	<b>7</b>	<b>8</b>
Grip	*		
Drive, flick, flat, through, and push pass	*	*	
Drive shot	*	*	
Scoop shot	*	*	*
Flick shot	*	*	*
Group and hand trap	*	*	
Air trap	*	*	*
Forward tackle	*	*	
Side tackle	*	*	*
Dribble	*	*	
Scoop pass		*	*
Come-from-behind tackle		*	*
Reverse stick tackle			*
Goalie clear			*
<b>Flag or Touch Football</b>	<b>6</b>	<b>7</b>	<b>8</b>
Giving and receiving a hand off	*		
Carrying a ball, kicking off, and blocking	*		
Long hike	*	*	
Forward and lateral pass	*	*	
Punt	*	*	*
Over-the-shoulder catch	*	*	*
Above-the-shoulder and below-the-knee catch	*	*	
<b>Lacrosse</b>	<b>6</b>	<b>7</b>	<b>8</b>
Cradle, catch, and scoop		*	*
Underhand and overhand throw		*	*

<b>SPORT OR ACTIVITY</b>	<b>GRADE LEVEL</b>		
<b>Racket Sports</b>	<b>6</b>	<b>7</b>	<b>8</b>
Forehand and backhand grip	*		
Forehand swing and volley	*	*	
Drop serve	*	*	
Backhand swing	*	*	*
Serve		*	*
Lob and smash		*	*
Drop shot			*
<b>Soccer</b>	<b>6</b>	<b>7</b>	<b>8</b>
Instep kick, foot trap, and dribble	*		
Outside and heel kick	*	*	
Flat and through pass	*	*	
Aerial pass	*	*	*
Throw-in	*	*	
Drive shot	*	*	
Chip shot	*	*	*
Body and leg trap	*	*	
Thigh and foot juggle	*	*	*
Punt		*	*
Side tackle		*	*
Come-from-behind tackle		*	*
Goalie throw and goalie hand trap			*
<b>Softball or Baseball</b>	<b>6</b>	<b>7</b>	<b>8</b>
Throwing underhand and overhand from infield	*		
Catching with a glove	*		
Base running	*		
Throwing overhand from outfield	*	*	
Field, ground, and line-driven balls	*	*	
Hitting	*	*	
Pitching	*	*	*
Hitting a pitched ball to predetermined location			*
<b>Track and Field</b>	<b>6</b>	<b>7</b>	<b>8</b>
Sprint, high jump, and relays	*	*	
Triple jump		*	*
Running long jump		*	*
Hurdling and middle distance running		*	*
<b>Volleyball</b>	<b>6</b>	<b>7</b>	<b>8</b>
Underhand serve and forearm pass	*	*	
Set	*	*	*
Dominant hand hit	*	*	*
Overhand serve and forearm pass		*	*
Nondominant hand hit			*

Instructions for activities and games included in this section provide samples for incorporation into daily lesson plans. Activities and games include body management and gymnastic activities, introductory activities, lead-up games and cooperative activities, and sample rhythmic activities.

**SAMPLE BODY MANAGEMENT AND GYMNASTIC ACTIVITIES**

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**ANIMAL WALKS****ALLIGATOR WALK**

Lie on floor facedown with elbows bent, hands close to body, and feet pointed outward while moving along floor like an alligator.

**BEAR WALK**

Bend at waist and put hands on floor. While keeping legs and arms straight, walk forward moving right arm and right leg forward together and then moving left arm and left leg together.

**CRAB WALK**

Squat down and reach back putting both hands on floor without sitting down. Walk around using hands and feet while focusing on keeping body in a straight line.

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**INDIVIDUAL STUNTS****JUMP TURN**

While keeping arms stretched out at sides of body, perform jump turns using quarter- and half-turns to the right and to the left.

**LINE WALK**

From a line on the floor, walk forward and backward on the line using a variety of different walks. Use arms for balance as needed.

**REGULAR WALK**

Move left foot forward and then bring right foot to left heel; repeat. Move right foot forward and then bring left foot to right heel; repeat.

**TIPTOE**

Walk lightly on toes using right and then left foot.

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## **PARTNER AND GROUP STUNTS**

### **BOUNCING BALL**

Students work with partners. One partner, representing the ball, squats while wrapping arms around knees and tucking head into knees. Other partner, representing dribbler, gets into dribbling stance and by patting partner lightly on head pretends to dribble. Partner representing ball pushes off from floor while mimicking movements of a bouncing ball. Students should use hands to push off to perform high bounces.

### **ROLY POLY**

Four or five students lie facedown and side by side on mat. Student at one end of mat does a log roll over other students and then takes his or her place at other end of mat. Students continue until all students return to original positions.

## **SAMPLE INTRODUCTORY ACTIVITIES**

### **AIRPLANES**

1. Establish starting and stopping lines with a distance of 20 to 50 feet between each line.
2. Students assume places on starting line in “push-up” position. Air-traffic controller stands in front of other students and issues the following commands:
  - a. “Airplanes, start your engines!” Students perform push-ups at starting line and make an airplane engine noise.
  - b. “Airplanes, take off! Students fly like airplanes to stopping line.
3. Students land planes and resume push-up positions, facing air-traffic controller.
4. Teacher assigns another student to be new air-traffic controller.
5. While students are flying airplanes, air-traffic controller can yell out a “stormy weather” command such as thunder, lightening, hurricane, or tornado at which point planes must return to original positions by landing on starting line. Air-traffic controller may give weather warning only one time during activity.

### **DRIBBLE TAG**

1. To participate in game, each student needs a basketball or soccer ball or other ball that can be dribbled with hands or feet.
2. Teacher distributes balls to students, designates one tagger per 20 students, and gives each tagger a scarf or other soft object to hold in hands.
3. Students dribble balls, while maintaining control, around a designated area.
4. Taggers try to touch other students with scarf or other soft object.
5. If tagger touches another student, tagger gives other student scarf and other student becomes new tagger.

### **I SEE**

1. Students stand in scattered formation performing activities the teacher “sees.”
2. Activities the teacher may see are “I see snakes slithering in the grass,” “I see birds flying in the sky,” “I see rabbits hopping in the meadow,” or “I see horses galloping in a pasture.”
3. Teacher varies “I See” activities daily.

## LEAD-UP GAMES AND COOPERATIVE ACTIVITIES

### **BASKETBALL CHICKEN FIGHTS**

1. To participate in game, each student needs one ball that bounces.
2. Students dribble balls within designated boundaries.
3. While maintaining control of own ball, students try to knock balls away from other students.
4. When student loses control of own ball, he or she progresses to sideline and participates in choice of basketball-related activities for specified amount of time before returning to game.
5. Game can be played until there is a winner (only one student left with a ball) or for a specified amount of time.

### **BALLOON BALL**

1. To participate in activity, each student needs one balloon.
2. Teacher uses balloon instead of volleyball to demonstrate volleyball skills to students.
3. Students practice volleyball skills using balloons provided.

### **BIRDIES IN A CAGE**

1. To participate in game, each group of students needs one ball.
2. Teacher divides students into groups of 8 to 12, tells groups to form a circle, and distributes balls to groups.
3. Two students stand in center of each circle.
4. Students in circle pass ball around to teammates but may not pass ball to students at their immediate left or right.
5. While other students pass ball, two students in center of circle try to touch ball as it is passed around circle.
6. If one of the students in center of circle touches ball, he or she moves to circle, and student who passed ball moves to center of circle.
7. Continue play for ten minutes or for another designated period of time.

### **CAPTURE THE FLAG**

1. To participate in game, each team of students needs one flag.
2. Teacher divides class into two teams, assigns each team a side of the gym, and distributes flags to teams.
3. Teams place flag, which can be put on top of a cone, at each end line of their side of gym.
4. Object of game is to capture other team's flag.
5. Students scatter around respective sides of half-court line separating two teams.
6. On signal, any player on team may attempt to run through other team's half-court area to capture other team's flag.
7. If any player, while in other team's half-court area, is touched by a member of opposing team, player must return to own team and try again.
8. When a player makes it through opposing team's half-court area and obtains opposing team's flag, team earns one point, flag is replaced, and game starts again.

### **CONE MAZE**

1. To participate in game, each group of students needs one ball that can be dribbled.
2. Teacher divides students into groups of three. One student in group is dribbler, another is number holder, and third student is counter.
3. Teacher places obstacles such as cones, chairs, poly spots, or hoops throughout play area.
4. Objective of game is to encourage student who is dribbling to look up while dribbling to avoid obstacles.
5. Student who is dribbling ball through general space tries to avoid obstacles and maintain control of ball. Student who is number holder moves ahead and to left and right of dribbler while holding a number in view of the dribbler.
6. Student dribbling through general space must say aloud number shown by number holder while continuing to avoid obstacles and maintaining control of ball.
7. Counter records and totals all correct numbers dribbler says aloud.
8. When student who is dribbler reaches predetermined total, players rotate positions.

### **DIAGONAL SOCCER**

1. To participate in game, one soccer ball is needed for play.
2. Teacher divides students into two teams; three students on each team are assigned to be centers and others on each team remain on sidelines as goalies.
3. Center players move to center of playing area and try to score by kicking ball through other team's goal line.
4. Ball must be kept below student shoulder level; only goalies can use hands; goalies cannot make a score.
5. Teacher rotates center players after goal is scored or every one to two minutes.

### **FIVE PASSES**

1. To participate in game, one basketball is needed for play.
2. Teacher divides students into two teams.
3. Students begin play with a jump ball.
4. Students must complete five consecutive passes to make a score for their team.
5. Students may not dribble or move with ball nor pass ball back to a player who has just touched ball.
6. Older students, when a foul is committed, may shoot a free throw to score additional points.

### **FLYING DISC BOWLING**

1. To participate in game, each group of students needs ten plastic bowling pins and one flying disc.
2. Teacher divides students into groups of five to ten players.
3. Students take turns throwing flying disc at bowling pins using two turns as in regular bowling.
4. Students score points based on number of pins knocked down by flying disc.

### **FLYING DISC GOLF**

1. To participate in game, each student in group needs one flying disc; and each group of students needs one score card and a pencil, flags or cones for marking golf hole, and a cone or line to mark a tee-off spot.
2. Teacher divides students into groups.
3. Object of game is to hit flag or cone in least amount of throws, as in golf.
4. Students start from tee line and throw to flag or cone.
5. If student misses, each additional throw is taken where flying disc lands.
6. Score is number of throws taken to hit flag or cone; group with lowest score wins.

## GOALIE HOCKEY

1. To participate in game, each student needs one hockey stick. Also needed are pucks, beanbags, rings, and tape.
2. Teacher divides students into four teams that work together to score points and block opponent shots.
3. Teacher marks a large square playing area with tape. (Existing lines on gym floor may be used such as basketball half-court boundaries.)
4. Teacher, prior to game play, distributes pucks, beanbags, or rings evenly to inside of boundary lines.
5. Object of game is for teams to score points by passing pucks over goal lines while blocking shots of opposing teams.
6. Students stand on boundary lines facing middle of court. Boundary line where students stand is considered their **contact line**, and boundary line opposite is their **goal line**.
7. Team members do not have to remain on same boundary line; best strategy is to have team members on each of boundary lines.
8. All shots must be taken from a contact line, meaning that shots cannot be taken from middle of play area. A goal is scored when a puck is shot from a contact line, passing through middle of square play area and over a goal line. Pucks that end up in middle of playing area must be brought back to contact line or passed to another team member who is on contact line.

## KEEP-IT-UP

1. To participate in game, one giant sports ball is needed.
2. Teacher divides students into four groups with each group assigned to work in one of the four court areas.
3. Students work together to send ball to other three courts.
4. Objective is to keep ball out of team court area.
5. Teams receive a point every time ball lands in their own court; team with least amount of points is winning team.

## MASS BASKETBALL

1. To participate in game, each team needs one set of equipment. Equipment includes one goal, one basketball, five or six pinnies, five or six collectable items such as beanbags or scarves, and five or six basketballs.
2. Teacher divides class into five or six teams with equal number of students on each team, distributes one set of equipment to each team, assigns team members to offensive and defensive positions, and assigns each team a home court.
3. Defensive players are home team and remain at their specified court.
4. Offensive players are visiting team and rotate to other team courts.
5. Offensive and defensive players should rotate regularly.
6. On teacher signal, modified basketball games begin at each team area and teams play for a specified amount of time or until one goal is scored.
7. On teacher signal, game ends, and offensive teams rotate to new playing area.
8. On teacher signal, play begins again.
9. When a team earns a collectable, they must take it to home base before participating in another game.
10. Once a team has earned a collectable from an opposing team, they do not play each other again.
11. First team to get one collectable from each team is winning team.

## **MIXED-UP WALKS**

1. Teacher instructs students to walk in a variety of ways around a designated area.
2. Examples of walk movements include those such as walking backward, sideways, or zigzag; stomping; and tiptoeing while clapping.

## **POPCORN**

1. To participate in activity, each pair of students needs one parachute and lightweight objects such as foam rubber balls, perforated plastic balls, and beanbags.
2. Teacher assigns pairs of students to work together.
3. Teacher instructs one student in pair to hold parachute tightly while other student places objects such as foam rubber balls on the parachute.
4. Students raise and lower parachute quickly in an attempt to propel items into air, catch item, and propel items back into air.
5. Game resembles popping corn.

## **SCOOTER SOCCER**

1. To participate in game, items needed are one scooter per student, two goals per playing area, and one soccer ball per playing area.
2. Teacher defines playing areas.
3. Teacher divides students into teams of five or six players.
4. Teams, while on scooters, play soccer using feet to project ball into goals.

## **WHEN YOU HEAR**

1. Teacher divides class into groups of four to five students.
2. Teacher instructs groups to line up in single file and begin walking around activity area. First student in each line is line leader.
3. Teacher tells students that when they hear a sound like a bird singing or a horn blowing, line leader is to quickly travel to back of his or her line resulting in there being a new line leader.
4. Students continue until everyone has a turn to be line leader or for a predetermined amount of time.

## **SAMPLE RHYTHMIC ACTIVITIES**

### **GOING TO SCHOOL**

1. To participate in activity, long jump ropes are needed.
2. Students try to “graduate” from one grade level to next by completing challenges for each grade.
3. Challenges are the following:
  - Grade K: Run through rope.
  - Grade 1: Run in, jump once, run out of rope.
  - Grade 2: Run in, jump twice, run out of rope.
  - Grade 3: Run in, jump three times, run out of rope.
  - Grades 4-12: Continue in same manner with similar challenges until high school graduation.
4. Student “graduates” from each grade level upon correctly completing challenge.
5. If jump rope hits student or if student does not correctly complete the challenge, student must remain in same grade until next attempt.

## HAMSTER DANCE

1. To participate in dance activity, a “Hamster Dance” music CD is needed.
2. Teacher provides students with the following instructions for the “Hamster Dance.” Between dance stanzas, students should mix doing right- and left-hand swings.

### Part I

- Counts 1-4: Move hamster head to right.
- Counts 5-8: Move hamster head to left.
- Repeat counts 1-8.

### Part II

- Counts 1-4: Perform grapevine step to right (step, cross, step, close).
- Counts 5-8: Perform grapevine step to left (step, cross, step, close).
- Repeat counts 1-8.

### Part III

- Counts 1-2: Clap hands to knees.
- Counts 3-4: Clap hands together.
- Counts 5-6: Pump it up to right and then to left.
- Count 7: Jump right.
- Count 8: Jump left.
- Repeat counts 1-8.

### Part IV

- Repeat counts 1-8, pivoting left with full rotation as hands perform “windshield wiper.”
- Repeat counts 1-8.

### Part V

Students repeat entire sequence (Parts I-IV).

## HIPPO DANCE

1. To participate in dance activity, a “Hippo Dance” music CD is needed.
2. Teacher divides class into groups of ten.
3. Teacher instructs groups of students to line up in single file, assigning best dancers in front and back of each line. Lines of students may face in same direction or in opposite direction. Student in front of line is line leader.
4. Teacher provides students with instructions for the “Hippo Dance” according to dance steps listed below.
5. After instruction and practice, tell students to be ready to immediately begin “Hippo Dance.”
6. Student groups perform all dance parts with student line leaders leading other students around activity area.

### Part I: Tap Right and Left

- Counts 1-2: Tap right foot to side.
- Counts 3-4: Tap right foot in middle.
- Counts 5-6: Tap left foot to side.
- Counts 7-8: Tap left foot in middle.

### Part II: Tap Front and Back

- Repeat Part I, counts 1-8.
- Counts 1-2: Tap right foot to front.
- Counts 3-4: Tap right foot behind.
- Count 5: Step forward with right foot.
- Count 6: Step forward with left foot.
- Counts 7-8: Clap twice.

### Part III: Grapevine Right and Left

- Repeat Part II, counts 1-16.
- Counts 1-4: Perform grapevine step to right.
- Counts 5-8: Perform grapevine step to left.

### Part IV: Twist to Right

- Repeat Part III, counts 1-24.
- Count 1: While moving to right side, twist right with arms in air and fingers snapping.
- Count 2: While moving to left side, twist left with arms in air and fingers snapping.
- Count 3: Repeat count 1.
- Count 4: Repeat count 2.
- Count 5: Repeat count 1.
- Count 6: Repeat count 2.
- Count 7: Repeat count 1.
- Count 8: Repeat count 2.

### Part V: Squat and Clap

- Repeat Part IV, counts 1-32.
- Counts 1-2: Step right foot to right side into squat position with hands on knees.
- Counts 3-4: Step left foot to right side, clap twice.
- Counts 5-6: Step left foot to left side into squat position with hands on knees.
- Counts 7-8: Step right foot to left side, clap twice.

7. Student at end of line comes to front to be new line leader.
8. Teacher instructs students to be ready to immediately begin “Hippo Dance.”
9. Students repeat entire dance sequence, Parts I-V.

### **LISTEN AND MOVE**

1. To participate in activity, appropriate music CD is needed.
2. Teacher instructs students to stand on outside line around gym.
3. Students follow cues on CD as teacher demonstrates movement in center of gym.
4. Students listen to CD instructions and perform movements and sounds according to directions given on CD.

### **LOOBY LOO**

1. To participate in activity, a “Looby Loo” music CD is needed.
2. Teacher instructs students to form a circle holding hands and facing center of circle.
3. Students, while listening to song, follow directions given.
4. Students, on chorus, skip around circle to right.
5. Students, when song says “and turn myself about,” turn all the way around while remaining in place.

Alabama quality teaching standards documents may be used to assist physical education instructors throughout their professional development experiences. The experiences for preservice physical education students begin during the early years and continue into future years as preservice students evolve into accomplished teachers with careers as lifelong learners and teacher leaders. The quality teaching standards documents referenced in this section are EDUCATEAlabama and the Alabama Quality Teaching Standards (AQTS) for Physical Education. Also referenced is the Alabama Educator Code of Ethics, which defines the standards for professional behaviors for educators in Alabama. Each of these three standards documents sets forth high levels of teaching performance and student learning in classrooms throughout the state of Alabama.

**EDUCATEALABAMA**

The EDUCATEAlabama standards are listed in the first column in the chart shown below. The second column provides a reference to the sections of the 2011 *Alabama Physical Education Instructional Guide* that correlate to the EDUCATEAlabama standard.

<b>EDUCATEAlabama</b>	<b>2011 Alabama Physical Education Instructional Guide</b>
<b>Standards</b>	<b>References to Standards</b>
<b>Standard 1: Content Knowledge</b>	
1.1. Demonstrates deep knowledge of subject-matter content and ability to organize related facts, concepts, and skills.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Planning for Instruction</li> <li>• Designing Lessons</li> <li>• Appendix B, Skill Development</li> </ul>
1.2. Activates learners' prior knowledge, experience, and interests and uses this information to plan content and help individual students attain learning goals.	<ul style="list-style-type: none"> <li>• Designing Lessons</li> <li>• Appendix B, Skill Development</li> </ul>
1.3. Connects curriculum to other content areas and real-life settings to promote retention and relevance.	<ul style="list-style-type: none"> <li>• Planning for Instruction</li> <li>• Designing Lessons</li> <li>• Integrating the Curriculum</li> </ul>
1.4. Designs instructional activities based on state content standards.	<ul style="list-style-type: none"> <li>• Planning for Instruction</li> <li>• Designing Lessons</li> </ul>
1.5. Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner.	<ul style="list-style-type: none"> <li>• Delivering Effective Instruction in Difficult Situations</li> <li>• Serving Students with Disabilities</li> <li>• Teaching English Language Learners</li> </ul>
<b>Standard 2: Teaching and Learning</b>	
<b>Standard 2a: Organization and Management of the Learning Environment</b>	
2a.1. Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behavior.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Delivering Effective Instruction in Difficult Situations</li> </ul>
2a.2. Creates a climate that promotes fairness and respect.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Delivering Effective Instruction in Difficult Situations</li> </ul>

Standards	Reference to Standards
2a.3. Creates a safe, orderly, and stimulating learning environment that engages and motivates learners.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Maintaining Safety in Class and Play Settings</li> <li>• Delivering Effective Instruction in Difficult Situations</li> <li>• Identifying Inappropriate Practices and Behaviors</li> </ul>
<b>Standard 2b: Using Instructional Strategies to Engage Learners</b>	
2b.1. Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Planning for Instruction</li> <li>• Designing Lessons</li> </ul>
2b.2. Engages learners in developing monitoring goals for their own learning and behavior.	<ul style="list-style-type: none"> <li>• Performing and Utilizing Meaningful Assessments</li> </ul>
2b.3. Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies.	<ul style="list-style-type: none"> <li>• Planning for Instruction</li> <li>• Designing Lessons</li> </ul>
2b.4. Creates learning activities that optimize each individual's growth and achievement within a supportive environment.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Designing Lessons</li> <li>• Performing and Utilizing Meaningful Assessments</li> </ul>
<b>Standard 2c: Assessment of Learning</b>	
2c.1. Uses formative assessments to provide specific and timely feedback which will assist learners in meeting learning targets and to adjust to instruction.	<ul style="list-style-type: none"> <li>• Performing and Utilizing Meaningful Assessments</li> </ul>
2c.2. Uses summative assessments to measure learner attainment of specified learning targets.	<ul style="list-style-type: none"> <li>• Performing and Utilizing Meaningful Assessments</li> </ul>
2c.3. Maintains evidence and records of learning performance to communicate progress.	<ul style="list-style-type: none"> <li>• Performing and Utilizing Meaningful Assessments</li> </ul>
2c.4. Analyzes and uses disaggregated standardized assessment data to inform planning for individual learners, subgroups, and classes.	<ul style="list-style-type: none"> <li>• Performing and Utilizing Meaningful Assessments</li> </ul>
<b>Standard 3: Literacy</b>	
<b>Standard 3a: Oral and Written Communication</b>	
3a.1. Demonstrates standard oral and written communications and uses appropriate communication strategies.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Designing Lessons</li> <li>• Delivering Effective Instruction in Difficult Situations</li> <li>• Appendix C, Activity and Game Instructions</li> </ul>
3a.2. Fosters and responds effectively to verbal and nonverbal communications during instruction and uses assistive technologies as appropriate.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Teaching and Learning in the Twenty-First Century</li> <li>• Appendix C, Activity and Game Instructions</li> <li>• Appendix F, Physical Education Internet Resources</li> </ul>

Standards	Reference to Standards
<b>Standard 3b: Development of Reading Skills and Accessing K-12 Literacy Resources Applicable to Subject Areas</b>	
3b.1. Uses instructional strategies appropriate to learners and content area to improve learners' skills in fluency, vocabulary, and comprehension.	<ul style="list-style-type: none"> <li>• Designing Lessons</li> <li>• Integrating the Curriculum</li> <li>• Performing and Utilizing Meaningful Assessments</li> </ul>
3b.2. Integrates narrative and expository reading strategies across the curriculum to ensure learner access to content area resources and to motivate learners to widely and independently use reading.	<ul style="list-style-type: none"> <li>• Integrating the Curriculum</li> </ul>
<b>Standard 3c: Development and Application of Mathematical Knowledge and Skills Applicable to Subject Areas</b>	
3c.1. Teaches problem solving which requires mathematical skills within and across subject areas using a variety of strategies to verify and interpret results and draw conclusions.	<ul style="list-style-type: none"> <li>• Integrating the Curriculum</li> </ul>
3c.2. Communicates mathematical concepts, processes, and symbols within the content taught.	<ul style="list-style-type: none"> <li>• Integrating the Curriculum</li> <li>• Teaching and Learning in the Twenty-First Century</li> <li>• Appendix E, LIFE Wellness Assessments</li> </ul>
<b>Standard 3d: Utilizes Technology</b>	
3d.1. Identifies and integrates available emerging technology into the teaching of all content areas.	<ul style="list-style-type: none"> <li>• Teaching and Learning in the Twenty-First Century</li> <li>• Appendix F, Physical Education Internet Resources</li> </ul>
3d.2. Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency.	<ul style="list-style-type: none"> <li>• Performing and Utilizing Meaningful Assessments</li> <li>• Teaching and Learning in the Twenty-First Century</li> </ul>
<b>Standard 4: Diversity</b>	
<b>Standard 4a: Cultural, Ethnic, and Social Diversity</b>	
4a.1. Develops culturally responsive curriculum and instruction in response to differences in individual experiences, cultural, ethnic, gender, linguistic diversity, and socioeconomic status.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Designing Lessons</li> <li>• Teaching English Language Learners</li> <li>• Appendix B, Skill Development</li> </ul>
4a.2. Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and are responsive to different cultural, ethnic, and social needs of communication and participation.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Designing Lessons</li> <li>• Teaching English Language Learners</li> </ul>
4a.3. Demonstrates and applies in his or her own practice an understanding of how cultural biases can affect teaching and learning.	<ul style="list-style-type: none"> <li>• Designing Lessons</li> <li>• Teaching English Language Learners</li> </ul>
<b>Standard 4b: Language Diversity</b>	
4b.1. Enables learners to accelerate language acquisition by utilizing their heritage language and background.	<ul style="list-style-type: none"> <li>• Teaching English Language Learners</li> </ul>

Standards	Reference to Standards
4b.2. Guides second language acquisition and utilizes English Language Development (ELD) strategies to support learning.	<ul style="list-style-type: none"> <li>• Teaching English Language Learners</li> </ul>
4b.3. Differentiates between learner difficulties related to cognitive or skill development and those related to language learning.	<ul style="list-style-type: none"> <li>• Teaching English Language Learners</li> </ul>
<b>Standard 4c: Special Needs</b>	
4c.1. Recognizes characteristics of exceptionality in learning, including physical and mental disabilities, social and emotional disorders, dyslexia, attention deficit disorder, and giftedness; assists in their identification, and provides appropriate interventions.	<ul style="list-style-type: none"> <li>• Serving Students with Disabilities</li> </ul>
4c.2. Develops and maintains inclusive learning environments that address the needs of exceptional learners.	<ul style="list-style-type: none"> <li>• Serving Students with Disabilities</li> </ul>
<b>Standard 4d: Learning Styles</b>	
4d.1. Helps students assess their own learning styles and build upon identified strengths.	<ul style="list-style-type: none"> <li>• Performing and Utilizing Meaningful Assessments</li> </ul>
4d.2. Designs learning experiences that engage learning styles and multiple intelligences.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Planning for Instruction</li> <li>• Designing Lessons</li> <li>• Serving Students with Disabilities</li> </ul>
<b>Standard 5: Professionalism</b>	
5.1. Collaborates with stakeholders to facilitate student learning and well-being.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> </ul>
5.2. Engages in ongoing professional learning to move practice forward.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Teaching and Learning in the Twenty-First Century</li> <li>• Appendix D, Alabama Teaching Standards</li> </ul>
5.3. Participates as a professional learning community member in advancing school improvement initiatives.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Teaching and Learning in the Twenty-First Century</li> <li>• Appendix D, Alabama Teaching Standards</li> </ul>
5.4. Promotes professional ethics and integrity.	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Identifying Inappropriate Practices and Behaviors</li> <li>• Appendix D, Alabama Teaching Standards</li> </ul>
5.5. Complies with local, state, and federal regulations and policies.	<ul style="list-style-type: none"> <li>• Maintaining Safety in Class and Play Situations</li> <li>• Identifying Inappropriate Practices and Behaviors</li> <li>• Serving Students with Disabilities</li> <li>• Appendix D, Alabama Teaching Standards</li> </ul>

ALABAMA QUALITY TEACHING STANDARDS FOR PHYSICAL EDUCATION

Information regarding the Alabama Quality Teaching Standards (AQTs) for Physical Education is provided in the chart shown below. The first column indicates the AQTs standard/rule number. The second column references the AQTs standard in its entirety. The third column and the fourth column provide references to the sections of the 2009 *Alabama Course of Study: Physical Education* and the 2011 *Alabama Physical Education Instructional Guide* that correlate to the AQTs for Physical Education.

ALABAMA QUALITY TEACHING STANDARDS FOR PHYSICAL EDUCATION			
Alabama Standard/Rule 290-3-3-.33	Physical Education Standards 290-3-3-.33	2009 <i>Alabama Course of Study: Physical Education</i>	2011 <i>Alabama Physical Education Instructional Guide</i>
(1)	<b>Rationale.</b> The main goal of these standards is to prepare the teacher candidate with the knowledge and abilities to implement a quality physical education program that develops skillful movers who value lifelong health and well-being. These standards are aligned with the National Association for Sport and Physical Education (NASPE) teacher education standards and the <i>Alabama Course of Study: Physical Education</i> . The standards build upon the Alabama Quality Teaching Standards.		
(2)	Program Curriculum.		
(2)(a)	<b>Content area.</b> Physical education teacher candidates understand physical education content and content from related disciplines essential to the development of a physically educated person. Prior to program completion, prospective teachers of physical education shall demonstrate:		

Alabama Standard/Rule 290-3-3-.33	Physical Education Standards 290-3-3-.33	2009 <i>Alabama Course of Study: Physical Education</i>	2011 <i>Alabama Physical Education Instructional Guide</i>
<b>(2)(a)1.</b>	<u>Knowledge of:</u>		
<b>(2)(a)1.(i)</b>	Life span motor development.	<ul style="list-style-type: none"> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> <li>• Grades K-12 Skill Development Content Standards</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Appendix B, Skill Development</li> </ul>
<b>(2)(a)1.(ii)</b>	Psycho-social dimensions of physical activity.	<ul style="list-style-type: none"> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> <li>• Grades K-12 Social Development Content Standards</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Appendix B, Skill Development</li> </ul>
<b>(2)(a)1.(iii)</b>	The biological, psychological, sociological, experiential, and environmental factors (e.g., neurological development, physique, gender, socio-economic status) that impact developmental readiness to learn and refine movement skills.	<ul style="list-style-type: none"> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> <li>• Grades K-12 Skill, Cognitive, and Social Development Content Standards; and Physical Activity and Health Content Standards</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Appendix B, Skill Development</li> </ul>
<b>(2)(a)1.(iv)</b>	Historical, philosophical, and social perspectives of physical education and related legislation.	<ul style="list-style-type: none"> <li>• Position Statements</li> <li>• Appendix A, Synopsis of Laws, Regulations, and Resolutions Relating to Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining Safety in Class and Play Settings</li> <li>• Serving Students with Disabilities</li> <li>• Teaching English Language Learners</li> <li>• Identifying Inappropriate Practices and Behaviors</li> </ul>
<b>(2)(a)1.(v)</b>	Critical elements of motor skill performance.	<ul style="list-style-type: none"> <li>• Grades K-12 Skill Development Content Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Planning for Instruction</li> <li>• Appendix B, Skill Development</li> </ul>

Alabama Standard/Rule 290-3-3-.33	Physical Education Standards 290-3-3-.33	2009 Alabama Course of Study: Physical Education	2011 Alabama Physical Education Instructional Guide
<b>(2)(a)1.(vi)</b>	Strategies for combining motor skills into appropriate sequences for the purpose of improving learning.	<ul style="list-style-type: none"> <li>• Grades K-12 Skill Development Content Standards</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Planning for Instruction</li> <li>• Appendix B, Skill Development</li> </ul>
<b>(2)(a)1.(vii)</b>	Physiological principles of physical activity, including biological sciences pertaining to the structure and function of the human body, human movement, and wellness (exercise, nutrition, and health-related fitness).	<ul style="list-style-type: none"> <li>• Grades K-12 Physical Activity and Health Content Standards</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Planning for Instruction</li> <li>• Appendix E, LIFE Wellness Assessments</li> </ul>
<b>(2)(a)1.(viii)</b>	Biomechanical principles of physical activity for analyzing movement, motor behavior, and learning.	<ul style="list-style-type: none"> <li>• Grades K-12 Skill, Cognitive, and Social Development Content Standards; and Physical Activity and Health Content Standards</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Planning for Instruction</li> </ul>
<b>(2)(a)1.(ix)</b>	Techniques of instructing and officiating in a variety of activities.	<ul style="list-style-type: none"> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Designing Lessons</li> <li>• Delivering Effective Instruction in Difficult Situations</li> <li>• Appendix F, Physical Education Internet Resources</li> </ul>
<b>(2)(a)1.(x)</b>	Organization, rules, strategies, and safety considerations pertaining to activities taught in a comprehensive physical education program.	<ul style="list-style-type: none"> <li>• Position Statements</li> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> <li>• Grades K-12 Content Standards</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining Safety in Class and Play Settings</li> <li>• Planning for Instruction</li> <li>• Designing Lessons</li> <li>• Delivering Effective Instruction in Difficult Situations</li> <li>• Appendix F, Physical Education Internet Resources</li> </ul>

Alabama Standard/Rule 290-3-3-.33	Physical Education Standards 290-3-3-.33	2009 <i>Alabama Course of Study: Physical Education</i>	2011 <i>Alabama Physical Education Instructional Guide</i>
2)(a)1.(xi)	Techniques for designing co-curricular activities, such as intramurals, field days, and other special events.	<ul style="list-style-type: none"> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> <li>• Grades K-12 Content Standards</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Planning for Instruction</li> <li>• Integrating the Curriculum</li> <li>• Appendix F, Physical Education Internet Resources</li> </ul>
(2)(a)1.(xii)	National standards for physical education, the <i>Alabama Course of Study: Physical Education</i> , and local program goals for physical education.	<ul style="list-style-type: none"> <li>• Conceptual Framework Narrative</li> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Planning for Instruction</li> <li>• Designing Lessons</li> <li>• Appendix F, Physical Education Internet Resources</li> </ul>
(2)(b)	<b><u>Skill- and fitness-based competence.</u></b> Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K-12 standards. Prior to program completion, prospective teachers of physical education must demonstrate <u>ability to:</u>		
(2)(b)1.	Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.		
(2)(b)2.	Achieve and maintain a health-enhancing level of fitness throughout the program.		

Alabama Standard/Rule 290-3-3-.33	Physical Education Standards 290-3-3-.33	2009 <i>Alabama Course of Study: Physical Education</i>	2011 <i>Alabama Physical Education Instructional Guide</i>
(2)(b)3.	Demonstrate performance concepts related to skillful movement in a variety of physical activities.		
(2)(c)	<b><u>Planning and implementation.</u></b> Physical education teacher candidates plan and implement a variety of developmentally appropriate instructional learning experiences aligned with local, state, and national standards to address the diverse needs of all students. Prior to program completion, prospective teachers of physical education shall demonstrate:		
(2)(c)1.	Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:		
(2)(c)1.(i)	AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including instructional strategies.	<ul style="list-style-type: none"> <li>• Position Statements</li> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Planning for Instruction</li> <li>• Designing Lessons</li> <li>• Integrating the Curriculum</li> <li>• Delivering Effective Instruction in Difficult Situations</li> </ul>
(2)(c)1.(ii)	AQTS 3, Literacy, in Rule 290-3-3-.03(3), including oral and written communications and technology.	<ul style="list-style-type: none"> <li>• Grades K-12 Cognitive Development Content Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Teaching and Learning in the Twenty-First Century</li> <li>• Appendix F, Physical Education Internet Resources</li> </ul>

<b>Alabama Standard/Rule 290-3-3-.33</b>	<b>Physical Education Standards 290-3-3-.33</b>	<b>2009 Alabama Course of Study: Physical Education</b>	<b>2011 Alabama Physical Education Instructional Guide</b>
<b>(2)(c)1.(iii)</b>	AQTS 4, Diversity, in Rule 290-3-3-.03(4), including cultural, ethnic, and social diversity; language diversity; special needs; and learning styles.	<ul style="list-style-type: none"> <li>Appendix A, Synopsis of Laws, Regulations, and Resolutions Relating to Physical Education</li> <li>Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>Serving Students with Disabilities</li> <li>Teaching English Language Learners</li> </ul>
<b>(2)(c)2.</b>	<u>Ability to:</u>		
<b>(2)(c)2.(i)</b>	Develop and use appropriate instructional cues and prompts to facilitate competent motor-skill learning.	<ul style="list-style-type: none"> <li>Grades K-12 Skill Development Content Standards</li> </ul>	<ul style="list-style-type: none"> <li>Designing Lessons</li> <li>Appendix B, Skill Development</li> </ul>
<b>(2)(c)2.(ii)</b>	Plan and adapt progressive and sequential instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	<ul style="list-style-type: none"> <li>Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>Planning for Instruction</li> <li>Designing Lessons</li> <li>Serving Students with Disabilities</li> <li>Teaching English Language Learners</li> </ul>
<b>(2)(c)2.(iii)</b>	Implement modified activities for diverse populations to ensure maximum participation and learning.	<ul style="list-style-type: none"> <li>Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>Creating the Learning Environment</li> <li>Designing Lessons</li> <li>Serving Students with Disabilities</li> <li>Teaching English Language Learners</li> </ul>
<b>(2)(c)2.(iv)</b>	Relate physical education to other disciplines and programs within the school and foster an interdisciplinary approach to teaching.	<ul style="list-style-type: none"> <li>Grades K-12 Content Standards</li> <li>Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>Integrating the Curriculum</li> </ul>

Alabama Standard/Rule 290-3-3-.33	Physical Education Standards 290-3-3-.33	2009 <i>Alabama Course of Study: Physical Education</i>	2011 <i>Alabama Physical Education Instructional Guide</i>
(2)(d)	<p><b><u>Instructional delivery and management.</u></b> Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance active engagement in learning, self-motivation, and positive social interaction. Prior to program completion, prospective teachers of physical education shall demonstrate:</p>		
(2)(d)1.	Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including organization and management and learning environment.	<ul style="list-style-type: none"> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Planning for Instruction</li> </ul>
(2)(d)2.	<b>Knowledge of:</b>		
(2)(d)2.(i)	Strategies to motivate students to participate in physical activity to promote lifelong health and fitness habits.	<ul style="list-style-type: none"> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Designing Lessons</li> <li>• Performing and Utilizing Meaningful Assessments</li> <li>• Identifying Inappropriate Practices and Behaviors</li> </ul>
(2)(d)2.(ii)	Potentially dangerous activities, exercises, equipment, and facilities.	<ul style="list-style-type: none"> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining Safety in Class and Play Settings</li> <li>• Serving Students with Disabilities</li> <li>• Identifying Inappropriate Practices and Behaviors</li> </ul>
(2)(d)2.(iii)	Ways to avoid negligence in using facilities, equipment, and supplies.	<ul style="list-style-type: none"> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Maintaining Safety in Class and Play Settings</li> <li>• Serving Students with Disabilities</li> <li>• Identifying Inappropriate Practices and Behaviors</li> </ul>

<b>Alabama Standard/Rule 290-3-3-.33</b>	<b>Physical Education Standards 290-3-3-.33</b>	<b>2009 Alabama Course of Study: Physical Education</b>	<b>2011 Alabama Physical Education Instructional Guide</b>
<b>(2)(d)2.(iv)</b>	Emergency procedures, including first aid and CPR.		<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Maintaining Safety in Class and Play Settings</li> <li>• Serving Students with Disabilities</li> </ul>
<b>(2)(d)3.</b>	<u>Ability to:</u>		
<b>(2)(d)3.(i)</b>	Use effective verbal and nonverbal communication skills across a variety of instructional formats.	<ul style="list-style-type: none"> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Appendix B, Skill Development</li> </ul>
<b>(2)(d)3.(ii)</b>	Implement effective demonstration, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	<ul style="list-style-type: none"> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Designing Lessons</li> <li>• Appendix B, Skill Development</li> </ul>
<b>(2)(d)3.(iii)</b>	Group students appropriately for activity and work effectively with large groups of students.	<ul style="list-style-type: none"> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Designing Lessons</li> <li>• Serving Students with Disabilities</li> <li>• Delivering Effective Instruction in Difficult Situations</li> </ul>
<b>(2)(d)3.(iv)</b>	Use managerial routines and transitions that create safe and smoothly functioning learning experiences and environments.	<ul style="list-style-type: none"> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> </ul>
<b>(2)(d)3.(v)</b>	Analyze and correct critical elements of motor skills and performance concepts and provide effective instructional feedback for skill acquisition, student learning, and motivation.	<ul style="list-style-type: none"> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Designing Lessons</li> <li>• Performing and Utilizing Meaningful Assessments</li> <li>• Appendix B, Skill Development</li> </ul>
<b>(2)(d)3.(vi)</b>	Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.	<ul style="list-style-type: none"> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Performing and Utilizing Meaningful Assessments</li> </ul>

Alabama Standard/Rule 290-3-3-.33	Physical Education Standards 290-3-3-.33	2009 <i>Alabama Course of Study: Physical Education</i>	2011 <i>Alabama Physical Education Instructional Guide</i>
(2)(d)3.(vii)	Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.	<ul style="list-style-type: none"> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> <li>• Grades K-12 Content Standards</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Planning for Instruction</li> <li>• Maintaining Safety in Class and Play Settings</li> <li>• Serving Students with Disabilities</li> <li>• Identifying Inappropriate Practices and Behaviors</li> </ul>
(2)(d)3.(viii)	Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	<ul style="list-style-type: none"> <li>• Grades K-12 Grade-Cluster and Grade-Level Narratives</li> <li>• Grades K-12 Social Development Content Standards</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Designing Lessons</li> <li>• Delivering Effective Instruction in Difficult Situations</li> <li>• Identifying Inappropriate Practices and Behaviors</li> </ul>
(2)(e)	<b>Impact on student learning.</b> Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions. Prior to program completion, prospective teachers of physical education shall demonstrate:		
(2)(e)1.	Meeting the Alabama Quality Teaching Standard 2, Teaching and Learning, in Rule 290-3-3-.03(2), including assessment.		

Alabama Standard/Rule 290-3-3-.33	Physical Education Standards 290-3-3-.33	2009 Alabama Course of Study: Physical Education	2011 Alabama Physical Education Instructional Guide
(2)(e)2.	<u>Ability to:</u>		
(2)(e)2.(i)	Use appropriate assessments to evaluate student learning before, during, and after instruction.	<ul style="list-style-type: none"> <li>Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>Performing and Utilizing Meaningful Assessments</li> </ul>
(2)(e)2.(ii)	Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.	<ul style="list-style-type: none"> <li>Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>Performing and Utilizing Meaningful Assessments</li> </ul>
(2)(f)	<b>Professionalism.</b> Physical education teacher candidates demonstrate professional attributes essential to becoming effective professionals.		
(2)(f)1.	Meeting the Alabama Quality Teaching Standard 5, Professionalism, in Rule 290-3-3-.03(5), including collaboration; continuous, lifelong professional learning; and ethics.		
(2)(f)2.	<u>Knowledge of:</u>		
(2)(f)2.(i)	Strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.	<ul style="list-style-type: none"> <li>Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>Creating the Learning Environment</li> <li>Appendix D, Alabama Teaching Standards</li> </ul>
(2)(f)2.(ii)	Professional organizations (e.g., local, state, and national) for physical education and the broader education field.	<ul style="list-style-type: none"> <li>Position Statements</li> <li>Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>Creating the Learning Environment</li> <li>Appendix D, Alabama Teaching Standards</li> <li>Appendix F, Physical Education Internet Resources</li> </ul>
(2)(f)2.(iii)	Community resources to enhance physical activity opportunities.	<ul style="list-style-type: none"> <li>Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>Creating the Learning Environment</li> <li>Appendix F, Physical Education Internet Resources</li> </ul>

<b>Alabama Standard/Rule 290-3-3-.33</b>	<b>Physical Education Standards 290-3-3-.33</b>	<b>2009 Alabama Course of Study: Physical Education</b>	<b>2011 Alabama Physical Education Instructional Guide</b>
<b>(2)(f)3.</b>	<u>Ability to:</u>		
<b>(2)(f)3.(i)</b>	Display behaviors that are consistent with the belief that all students can become physically educated individuals.	<ul style="list-style-type: none"> <li>• Position Statements</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Serving Students with Disabilities</li> <li>• Teaching English Language Learners</li> </ul>
<b>(2)(f)3.(ii)</b>	Participate in activities that lead to professional growth and development.	<ul style="list-style-type: none"> <li>• Position Statements</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Appendix D, Alabama Teaching Standards</li> </ul>
<b>(2)(f)3.(iii)</b>	Demonstrate behaviors that are consistent with the Alabama Educator Code of Ethics.	<ul style="list-style-type: none"> <li>• Position Statements</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Identifying Inappropriate Practices and Behaviors</li> <li>• Appendix D, Alabama Teaching Standards</li> </ul>
<b>(2)(f)3.(iv)</b>	Communicate in ways that convey respect and sensitivity.	<ul style="list-style-type: none"> <li>• Position Statements</li> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Serving Students with Disabilities</li> <li>• Teaching English Language Learners</li> <li>• Identifying Inappropriate Practices and Behaviors</li> </ul>
<b>(2)(f)3.(v)</b>	Implement change as a result of a critique of teaching performance.	<ul style="list-style-type: none"> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Performing and Utilizing Meaningful Assessments</li> </ul>
<b>(2)(f)3.(vi)</b>	Demonstrate professionalism, including appropriate attire and punctuality.	<ul style="list-style-type: none"> <li>• Appendix C, Developmentally Appropriate Physical Education Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Creating the Learning Environment</li> <li>• Appendix D, Alabama Teaching Standards</li> </ul>

## ALABAMA EDUCATOR CODE OF ETHICS

### **Introduction**

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish this goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety, and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

### **Code of Ethics Standards**

#### *Standard 1: Professional Conduct*

*An educator should demonstrate conduct that follows generally recognized professional standards.*

Ethical conduct includes, but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

*Standard 2: Trustworthiness*

*An educator should exemplify honesty and integrity in the course of professional practice.*

Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

*Standard 3: Unlawful Acts*

*An educator should abide by federal, state, and local laws and statutes.*

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

*Standard 4: Teacher/Student Relationship*

*An educator should always maintain a professional relationship with all students, both in and outside the classroom.*

Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

*Standard 5: Alcohol, Drug, and Tobacco Use or Possession*

*An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.*

Ethical conduct includes, but is not limited to, the following:

- Factually representing the dangers of alcohol, tobacco, and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

*Standard 6: Public Funds and Property*

*An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.*

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Comingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

*Standard 7: Remunerative Conduct*

*An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.*

Ethical conduct includes, but is not limited to, the following:

- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:

- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

**Standard 8: Maintenance of Confidentiality**

*An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.*

Ethical conduct includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing, including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

**Standard 9: Abandonment of Contract**

*An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.*

Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer.
- Refusing to perform services required by the contract.

**Reporting**

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards, or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

**Alabama Administrative Code 290-3-2-.05**

- (1)-5-c Each Superintendent shall submit to the State Superintendent of Education within ten (10) calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or nonrenewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

## **Disciplinary Action**

Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. "Certificate" refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.

*Alabama Administrative Code 290-3-2-.05*

(1) Authority of the State Superintendent of Education

(a) The Superintendent shall have the authority under existing legal standards to:

1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with *Alabama Administrative Code §16-23-5 (1975)*.
2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.
3. Suspend or revoke an individual's certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.
4. Refuse to issue, suspend, or recall a certificate for just cause.

Any of the following grounds shall also be considered cause for disciplinary action:

- Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
- Order from a court of competent jurisdiction.
- Violation of any other laws or rules applicable to the profession.
- Any other good and sufficient cause.

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.

This section contains wellness assessment information for use in the Grades 9-12 Lifelong Individualized Fitness Education (LIFE) course. Assessments are provided for determining fitness levels for a variety of areas such as calculating basal metabolic rate, performing a dietary analysis, and analyzing one's lifestyle to determine overall health.

### BASAL METABOLIC RATE AND WEIGHT LOSS ASSESSMENT

Complete steps 1-3 to determine basic metabolic rate (BMR), caloric expenditure, and calorie intake limit needed to lose weight.

Name \_\_\_\_\_

#### Step One: BMR

- For females, BMR is calculated using the formula:  

$$\text{BMR} = 655 + (4.35 \times \text{your weight in pounds}) + (4.7 \times \text{your height in inches}) - (4.7 \times \text{your age in years}).$$
- For males, BMR is calculated using the formula:  

$$\text{BMR} = 66 + (6.23 \times \text{your weight in pounds}) + (12.7 \times \text{your height in inches}) - (6.8 \times \text{your age in years}).$$
- My BMR is: \_\_\_\_\_.

#### Step Two: Activity Calories

- BMR does not include any caloric expenditure from activity or exercise normally performed throughout the day. These calories are ones intended for basal needs—calories needed *at rest* just to sustain vital functions of the body.
- To approximate your total caloric expenditure in a day, use an online activity calorie calculator to calculate calories you burn in daily activities and exercise. BMR    activity calories    total daily calories expended.

#### Step Three: Calories for Weight Loss

- To lose one pound per week, use the formula:  

$$\text{Total daily calories expended} - 500 \text{ calories} = \text{total calories per day to lose one pound per week}.$$
- To lose two pounds per week, use the formula:  

$$\text{Total daily calories expended} - 1000 \text{ calories} = \text{total calories per day to lose two pounds per week}.$$

## BEHAVIOR CHANGE CONTRACT

The following is a sample behavior change contract that may be used by students wanting to achieve a healthier lifestyle by improving daily physical activity. Students should complete all sections and sign and date the contract. (An optional requirement would be to include the signature of a parent or the teacher.)

<b>SAMPLE STUDENT BEHAVIOR CHANGE CONTRACT</b>		
1. Current behaviors I want to change are:	(a) _____	(b) _____ (c) _____
2. New behaviors I want to learn (to replace the above) are:	(a) _____	(b) _____ (c) _____
3. To help me make these changes, I plan to _____.		
4. If I achieve my goal(s), I will be able to _____.		
5. If I am unable to achieve my goal(s), I will not be able to _____.		
_____	(Printed name)	
_____	(Signature)	
_____	(Date)	

## CARDIORESPIRATORY PROGRAM AND HEART-RATE ASSESSMENT

Use steps 1-2 to calculate information regarding your heart rate. Use the results to complete steps 3-4 for determining personal cardiorespiratory goals and a healthy cardiorespiratory fitness program.

Name \_\_\_\_\_

- When estimating your target heart rate (THR) range, two factors are involved:
  - Your age \_\_\_\_\_
  - Your resting heart rate (RHR) \_\_\_\_\_
- Use the above numbers in the following formulas:
  - $220$  (your age) (your maximum heart rate [MHR]).
  - (Your MHR) (your RHR) (your HR reserve).
  - (Your HR reserve)  $0.60$  (lower intensity) (your RHR) (your lower THR).
  - (Your HR reserve)  $0.80$  (higher intensity) (your RHR) (your higher THR).
  - Target heart rate range is \_\_\_ to \_\_\_ beats per minute.
  - For a quick pulse check during exercise, my THR/10 is \_\_\_ to \_\_\_ beats.
- My cardiorespiratory goal(s) are:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- My cardiorespiratory FITT fitness plans are:
  - Frequency \_\_\_\_\_
  - Intensity \_\_\_\_\_
  - Time \_\_\_\_\_
  - Type \_\_\_\_\_







<b>THREE-DAY DIETARY SUMMARY</b>				
<b>MY TOTAL VALUES</b>	<b>Carbohydrates</b>	<b>Fats</b>	<b>Proteins</b>	<b>Grand Total Calories</b>
Day One total calories				
Day Two total calories				
Day Three total calories				
Combined days total calories				
Average calories per day				
Average percentage per day				

<b>DIETARY EVALUATION</b>	
<p>1. What percentage of the following food sources is recommended as part of a healthy, balanced diet?</p> <ul style="list-style-type: none"> <li>• Carbohydrates _____</li> <li>• Fats _____</li> <li>• Proteins _____</li> </ul>	
<p>2. How did your average percentage per food source compare with recommended percentages?</p> <p>_____</p>	
<p>3. Based on your findings, what changes need to be made to make your diet healthier and more balanced?</p> <p>_____</p>	

## FITNESS ASSESSMENT PRETEST AND POSTTEST

Complete the following Fitness Assessment chart. Be certain to record your score and the date of the pretest and posttest in the appropriate spaces. In addition, list your fitness goals in the spaces provided and, at the end of the semester, complete the evaluation located at the bottom of the Fitness Assessment chart.

<b>FITNESS ASSESSMENT</b>				
(Record your pretest and posttest assessment results and date of assessment in the appropriate column below.)				
<b>Name</b>				
My fitness goals for the semester are:				
_____				
_____				
_____				
Assessment Item:	Pretest	Date	Posttest	Date
1. Resting heart rate				
2. Cardiovascular endurance				
• Test time				
• Exercise pulse				
3. Muscular strength and endurance (both required)				
• Abdominal curls				
• Push-ups				
4. Body girth measurements (optional test item)				
• Hips—biggest part				
• Thigh—1 inch below crotch				
• Chest—nipple line				
• Waist—smallest part				
• Abdominal One				
✓ Halfway between chest and naval				
• Abdominal Two				
✓ Halfway between naval and pubic bone				
5. Body composition (optional test item)				
( ) Female   ( ) Male				
( ) Triceps   ( ) Subscapula				
( ) Iliac   ( ) Thigh				
• Percent body fat				
6. Weight				
7. Height				
8. Waist-to-hip ratio (optional test item)				
9. Flexibility				
• Sit-and-reach				
<b>Evaluation:</b>				
1. Explain the extent to which you reached your fitness goals for the semester.				
_____				
2. If you did not meet your fitness goals, explain why.				
_____				
3. What was the most significant positive outcome from participation in this assessment?				
_____				

## FLEXIBILITY TRAINING PROGRAM

As you progress through a flexibility training program, use the Flexibility Training Exercise chart provided below to record the number of repetitions you are able to perform for each of the exercises listed. After completing the chart, record in the spaces provided your evaluation of the program and the goals you now have in the area of flexibility training as a result of your participation in the program.

<b>FLEXIBILITY TRAINING EXERCISE</b>	
Name	Date
Exercise	
Hamstring stretch	Number of Repetitions
Lower back or hip flexor stretch	
Spinal twist	
Quadriceps stretch	
Calf or Achilles stretch	
Deltoid stretch	
Pectoral stretch	
Triceps stretch	
MY EVALUATION	
<p>I. What are three things you learned about flexibility training by participating in this program?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	
<p>II. What did you learn about personal flexibility levels in different body areas?</p> <p>_____</p>	
<p>III. What did you like or dislike about this type of program?</p> <p>_____</p>	
MY GOALS	
<p>I. My flexibility fitness goals are:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	
<p>II. My flexibility FITT fitness plans are:</p> <p>1. Frequency      _____</p> <p>2. Intensity      _____</p> <p>3. Time            _____</p> <p>4. Type            _____</p>	

## LIFESTYLE ASSESSMENT TOOL

### HEALTHY LIFESTYLE ASSESSMENT INVENTORY

Name \_\_\_\_\_

The purpose of the Healthy Lifestyle Assessment Inventory is to determine if you are aware that you may be at-risk for disease, injury, or, even possibly, premature death. A key point to remember is that you have control over each of the lifestyles listed below. Awareness is the first step in making a change. Complete the inventory by placing a check mark (✓) by each statement that applies to you. Each check mark counts as one point.

**A. Physical Fitness**

- \_\_\_\_\_ I exercise for a minimum of 20 to 30 minutes at least three days per week.
- \_\_\_\_\_ I play sports routinely (two to three times per week).
- \_\_\_\_\_ I walk for 15 to 30 minutes per day (three to seven days per week).

**B. Body Fat**

- \_\_\_\_\_ I find no place on my body where I can pinch more than one inch of fat.
- \_\_\_\_\_ I am satisfied with the way my body appears.

**C. Stress Level**

- \_\_\_\_\_ I find it easy to relax.
- \_\_\_\_\_ I rarely feel tense or anxious.
- \_\_\_\_\_ I am able to cope with daily stresses better than most people.

**D. Car Safety**

- \_\_\_\_\_ I have not had an automobile accident in the past four years.
- \_\_\_\_\_ I always use a seat belt when I drive.
- \_\_\_\_\_ I rarely drive above the speed limit.

**E. Sleep**

- \_\_\_\_\_ I always get seven to nine hours of sleep.
- \_\_\_\_\_ I do not have trouble going to sleep.
- \_\_\_\_\_ I generally do not wake up during the night.

**F. Relationships**

- \_\_\_\_\_ I have a happy relationship with my friends.
- \_\_\_\_\_ I have a lot of close friends.
- \_\_\_\_\_ I have a great deal of family love and support.

**G. Diet**

- \_\_\_\_\_ I generally eat three balanced meals per day.
- \_\_\_\_\_ I rarely overeat.
- \_\_\_\_\_ I rarely eat large quantities of fatty foods or sweets.

**H. Alcohol Use**

- \_\_\_\_\_ I never consume alcoholic beverages.
- \_\_\_\_\_ I drink alcoholic beverages occasionally but never become intoxicated.
- \_\_\_\_\_ I never drink alcoholic beverages and drive.

**I. Tobacco Use**

- \_\_\_\_\_ I never smoke (cigarettes, pipe, cigars, etc.).
- \_\_\_\_\_ I am not exposed to second-hand smoke on a regular basis.
- \_\_\_\_\_ I do not use smokeless tobacco.

**J. Drug Use**

- \_\_\_\_\_ I never use illicit drugs.
- \_\_\_\_\_ I never abuse legal drugs such as diet or sleeping pills.

**K. Total Points**

- \_\_\_\_\_ Total of **22-28** points indicates a very healthy lifestyle; total of **16-21** points indicates an average healthy lifestyle; total of **15 points or below** indicates an unhealthy lifestyle in need of improvement.

## SMART GOALS

A goal is a written statement that describes what you will do to work towards achieving a specific change such as maintaining a healthier lifestyle, accomplishing tasks on time, or improving skills in a particular sport or game. The following information is intended to serve as a guide for helping you set **specific, measurable, attainable, realistic, and time-bound (SMART) goals.**\*

Name \_\_\_\_\_

**S = SPECIFIC** goals are much more likely to be achieved than non-specific goals. Consider the following when setting goals:

- Who is involved in achieving the goal?
- What is involved in achieving the goal?
- Where is the goal to be accomplished?
- When is the goal (or steps during process) to be accomplished?
- Why is the goal being pursued (reason, purpose, benefits of achievement)?

### **M = MEASUREABLE**

Progress towards a goal helps you stay on track, reach your target dates, and experience achievement. Staying on track means setting checkpoints that motivate you to continue to put forth effort toward reaching your goal.

### **A = ATTAINABLE**

At first a goal may seem too overwhelming to achieve. A goal will seem much more attainable if you can break it down into steps. Each step should be something that moves you closer to that goal.

### **R = REALISTIC**

Personal and situational factors may influence your ability to reach your goal. Personal factors to consider are tiredness, physical well-being, and other prior commitments or responsibilities.

### **T = TIME-BOUND**

Starting and ending points should be determined in advance for accomplishing a goal and maintaining commitment to deadlines. Goals without deadlines or schedules for completion tend to be put aside for day-to-day crises that invariably arise in a person's life.

1. Identify your **SMART** goals in terms of the following:

- **S** (specific) \_\_\_\_\_
- **M** (measureable) \_\_\_\_\_
- **A** (attainable) \_\_\_\_\_
- **R** (realistic) \_\_\_\_\_
- **T** (time-bound) \_\_\_\_\_

2. Anticipated obstacles, barriers, or high-risk situations:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Strategies for overcoming obstacles, barriers, or high-risk situations:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## APPENDIX F. PHYSICAL EDUCATION INTERNET RESOURCES

### GENERAL RESOURCES

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Bulletin Board Ideas – <http://www2.mesa.k12.co.us/physed/bboard.htm>  
Field Day Activities – [http://www.hccanet.org/patricks/field\\_day.htm](http://www.hccanet.org/patricks/field_day.htm)  
Field Day Ideas – <http://www2.mesa.k12.co.us/physed/fieldday.htm>  
Free and Inexpensive Equipment – <http://www2.mesa.k12.co.us/physed/Equipdex.htm>  
Girls Health – <http://www.girlshealth.gov/fitness/>  
Integrating Physical Activity Into the School Day –  
<http://www.aahperd.org/naspe/publications/teachingTools/upload/PA-During-School-Day.pdf>  
NASPE Back to School Center – <http://www.aahperd.org/naspe/publications/teachingTools/btstips.cfm>  
NASPE PE 2020 – <http://www.aahperd.org/naspe/about/relatedLinks/pe2020/explore.cfm>  
Shape Up America – <http://www.shapeup.org/>

### GRANT AND FUNDING RESOURCES

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Carol M. White Physical Education Program – <http://www2.ed.gov/programs/whitephysed/index.html>  
NASPE Grants Database – <http://www.aahperd.org/naspe/grants/grants/index.cfm>  
United States Department of Education – <http://www.ed.gov>

### INSTRUCTIONAL RESOURCES

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Action for Healthy Kids – <http://www.actionforhealthykids.org>  
Activities – <http://www.hccanet.org/patricks/activities.htm>  
*Alabama Course of Study: Physical Education, 2009* – <http://www.alsde.edu>  
ALEX Alabama Learning Exchange –  
<http://www.alex.state.al.us/standardAll.php?subject=PE&summary=1>  
Centers for Disease Control and Prevention – <http://www.cdc.gov>  
NASPE Teacher Toolbox – <http://www.aahperd.org/naspe/publications/teachingTools/toolbox/index.cfm>  
PE4life – <http://www.pe4life.org>  
President's Challenge – <http://www.presidentschallenge.org>  
Teaching Tools –  
<http://www.education.alberta.ca/physicaleducationonline/teacherresources/toolbox/actskill.asp>

### PHYSICAL EDUCATION MANAGEMENT RESOURCES

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Physical Activity Used as Punishment or Behavior Management –  
<http://www.aahperd.org/naspe/standards/upload/Physical-Activity-as-Punishment-to-Board-12-10.pdf>

## APPENDIX F. PHYSICAL EDUCATION INTERNET RESOURCES

### PROFESSIONAL ORGANIZATION RESOURCES

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Adapted Physical Education National Standards – <http://www.apens.org>  
Alabama State Association for Health, Physical Education, Recreation, and Dance – <http://www.asahperd.org/>  
American Alliance for Health, Physical Education, Recreation, and Dance – <http://www.aahperd.org/>  
National Association for Health and Fitness – <http://www.physicalfitness.org>  
National Association for Sport and Physical Education – <http://www.aahperd.org/naspe/>  
President’s Council on Fitness, Sports, and Nutrition – <http://www.fitness.gov>  
Southern District Association of the American Alliance for Health, Physical Education, Recreation, and Dance – <http://www.aahperd.org/about/districts/southern/index.cfm>

### SPECIAL EDUCATION RESOURCES

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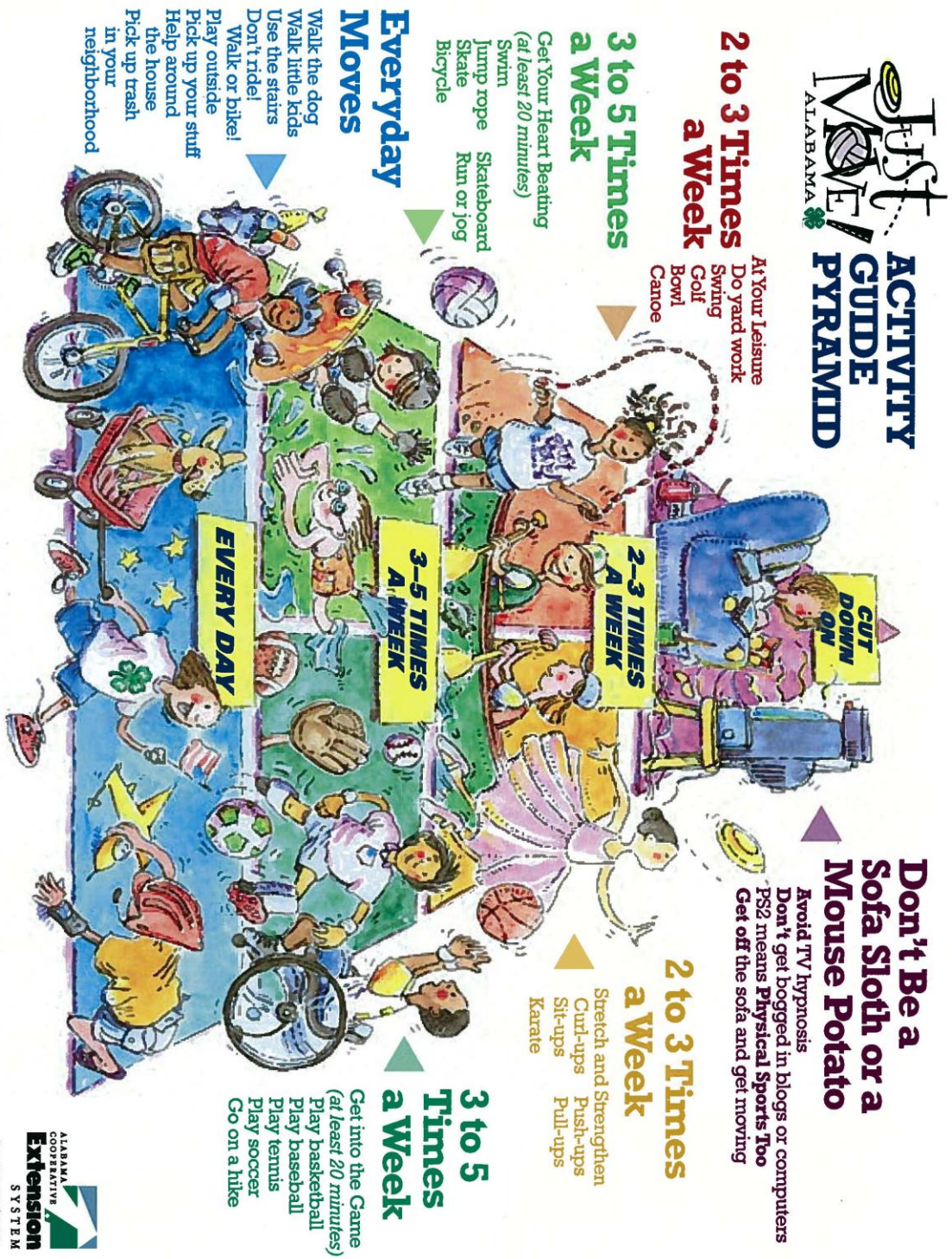
Adapted Physical Education Resource Manual by AAHPERD and AAPAR – <http://www.aahperd.org/aapar/publications/freeresources/upload/APE-Resource-Manual.pdf>  
Eligibility Criteria for Adapted Physical Education Services by AAHPERD’s NASPE and AAPAR – <http://www.aahperd.org/naspe/standards/upload/Eligibility-Criteria-for-Adapted-PE.pdf>  
Individuals With Disabilities Education Improvement Act (2004) – <http://www2.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.pdf>  
International Paralympic Games – <http://www.paralympic.org>  
National Consortium for Physical Education and Recreation for Individuals With Disabilities – <http://www.ncperid.org/>  
Lakeshore Foundation in Birmingham – <http://www.lakeshore.org>  
National Sports Center for the Disabled – <http://www.nscd.org>  
Special Olympics – <http://www.specialolympics.org/>  
Tips for Interacting With Individuals Who Have Disabilities – <http://www.aahperd.org/aapar/publications/freeresources/upload/Disability-Etiquette.pdf>  
Video for Teaching Individuals With Visual Impairments – <http://www.campabilities.org>

### TECHNOLOGY IN PHYSICAL EDUCATION RESOURCES

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NASPE PE Metrics Online – <http://www.aahperd.org/naspe/publications/products/pemetricsonline.cfm>  
Teaching Tools Interactive Videos – <http://www.education.alberta.ca/PhysicalEducationOnline/TeacherResources/ToolBox/interact.asp>  
Use of Computer-Based Technology in Health, Physical Education, Recreation, and Dance – <http://www.ericdigests.org/1996-3/dance.htm>

# APPENDIX G. ACTIVITY PYRAMID



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# APPENDIX H: 504 STUDENTS AND ADAPTED PHYSICAL EDUCATION



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



Joseph B. Morton  
State Superintendent of Education

April 22, 2011

**MEMORANDUM**

**TO:** City and County Superintendents of Education  
City and County Special Education Coordinators  
City and County 504 Coordinators

**FROM:** Joseph B. Morton  
State Superintendent of Education

**RE:** 504 Students and Adapted Physical Education

The purpose of this memorandum is to provide additional guidance for local education agencies (LEAs) in providing adapted physical education to students who have a current 504 Plan. If a student who has a current 504 Plan requires accommodations in order to participate in the physical education program, those accommodations may be provided in the adapted physical education class. In the past, the funding source for the adapted physical education teacher determined the students who comprised the class.

With the reauthorization of the *Individuals With Disabilities Education Act* (IDEA), flexibility has been granted in the use of funds. According to 34 CFR §300.208, "funds provided to an LEA under Part B of the Act may be used for the following activities: (1) *Services and aids that also benefit nondisabled children.* For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services." This permissive use of funds allows a teacher who is paid with IDEA federal funds to serve nondisabled students in the same education setting. This flexibility in funding can specifically be utilized to address the needs of students who have a current 504 Plan and require adapted physical education. It is not necessary to refer the student to special education in order to access adapted physical education services.

This permissive use of funds does not negate CFR §300.202 (*Use of Amounts*), CFR §300.203(a) (*Maintenance of Effort*), and CFR §300.162(b) (*Supplementation of State, Local, and Other Federal Funds*).

If you have questions or need additional information, please contact Mrs. Nancy Ray, Curriculum and Instruction, at (334) 242-8059; Mr. Tom Mock, Prevention and Support Services, at (334) 242-8165; or Ms. Cynthia C. Lester, Special Education Services, at (334) 242-8114.

JBM/CCL/SWR

cc: Dr. Thomas R. Bice  
Mrs. Cynthia C. Brown  
Dr. Mabrey Whetstone  
Mr. Tom Mock

Mrs. Nancy Ray  
Mr. Frank Williamson  
Ms. Cynthia C. Lester

FY11-2089

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