

FARMINGTON PUBLIC SCHOOLS

ELEMENTARY PHYSICAL  
EDUCATION  
CURRICULUM

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Developed and written  
November, 2000



## **Acknowledgments**

The school district and physical education program servicing the community would like to express a heart-felt thank you to the parents, students, teachers, and administrators for providing their wisdom and input on this important document. Their earnest efforts are an integral part of providing a quality educational program.

### **Curriculum Construction Participants**

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## **Farmington Public Schools Physical Education Core Curriculum Process Overview**

In September of 1999, Farmington Public Schools initiated a Physical Education curriculum revision. The process was supervised by Brian Swinehart, Director of Athletics and Physical Education, and directed by Greg Ambrose, Physical Education Department Chair. Farmington Public Schools also engaged Ray Allen, Ph.D. from Michigan State University to guide them through the construction/revision of the curriculum. The revision procedures were conducted and products produced to meet the following criteria:

- the resultant core curriculum is consistent with the Michigan Department of Education Physical Education Core Curriculum Framework;
- the product is consistent with the latest research in physical education curriculum;
- the curriculum takes into account the needs, values and interests of representative stakeholders from within the community;
- the document clearly communicates expected levels of achievement within and across grades,
- the curriculum communicates intended learning in measurable terms, thus facilitating effective assessment and program accountability;
- the curriculum plan allocates sufficient instructional time for students to achieve the core content, given effective instruction and a concerted effort on the part of students;
- the core curriculum focuses on content deemed of highest priority for students to learn;
- the document is written in terms that are interpretable by all stakeholders.

The basic procedures the committee used are consistent with those described by Vogel and Seefeldt's, *Program Design in Physical Education: A Guide to The Development Of Exemplary Programs*. (1988). The procedure is endorsed by The Governors Council on Physical Fitness and Sport's Exemplary Physical Education Awards Ladder. The committee used the following procedure in determining the core curriculum content:

### **1. Content appropriate for physical education programs was identified and prioritized.**

Michigan's Physical Education Core Curriculum Framework was embellished by appropriate program objectives to represent a comprehensive physical education program. Community stakeholders were recruited and convened on November 30, 1999 and January 24, 2000 to obtain community input and establish a consensus on content priorities. Names of those who participated in the content selection appear within the acknowledgements on page 1. Content appropriate for programs of physical education can be divided into two categories. The first are general program objectives representing general skills, knowledge, fitness capacities and personal-social character traits that overarch all physical activity. The second are specific lifelong activities that can be taught within the program, for use in life outside school. A modified Delphi Technique- a consensus building procedure often used in curriculum construction- was used to create consensus on program priorities. Resultant priorities for general

program objectives appear in rank order in Appendix A. Resultant priorities for lifelong activities appear in rank order in Appendix B.

**2. The amount of instructional time available for the physical education core curriculum calculated for each grade.**

The amount of instructional time available for the core curriculum was determined in the following manner:

- 1) The amount of instructional time available for physical education each year was calculated for each grade.
- 2) Ten percent of the physical education instructional time scheduled was reduced to account for lost instruction due to uncontrollable circumstances (e.g., snow days, assemblies, elections);
- 3) Seventy-five percent of the remaining instructional time was allocated for instruction on the core curriculum.

The core curriculum should represent the core skills, knowledge, fitness capacities and affective traits that all students in Farmington Public Schools should acquire. Accordingly, it should consist of the content appropriate for physical education programs deemed of highest importance for students to learn in the eyes of the physical education staff. The remaining 25 percent of the instructional time is left to the discretion of the instructor to meet the unique needs of each class or school.

**3. Grade-appropriate benchmarks were identified for each program objective, and instructional time estimates were calculated.**

A project committee consisting of members of the physical education staff and a limited number of administrators and parents convened at regular intervals during the spring of 2000 to construct a core curriculum that reflected the community's needs, values and interests. Names of the project committee appear in Appendix C. For each program objective, the physical education staff reviewed definitions of competence and teaching-learning progressions supplied by Dr. Allen. After making any modifications necessary to make the material consistent with the local program's unique context, the review committee used this information to determine the following:

- 1) The grade at which instruction should be initiated on each program objective;
- 2) The grade at which, through effective instruction, most students should be expected to achieve competence on the program objective;
- 3) What would be appropriate benchmarks for students to meet at each grade as they progress towards achieving the program objective;
- 4) The amount of instructional time necessary under existing conditions in Farmington Public Schools for most students to achieve the benchmark.

**4. The amount of instructional time available for the physical education core curriculum was matched with the amount of time necessary for students to achieve high priority program objectives.**

The time estimates from step three were entered into a curriculum framework that represented all program objectives that make up the Department of Education's core curriculum document, in priority order determined in step one (i.e., according to the

priorities held by local stakeholders). Benchmarks by grade were included into the core curriculum according to each objective's relative priority until the amount of instructional time needed by students to achieve each objective in each grade matched the amount of instructional time available for the core. The content matrix that resulted from the process appears in Appendix D. Program objectives are listed in order of local priority by each content standard. Those objectives that are included in the core (i.e., all those of highest relative importance that are able to be accomplished under existing conditions in Farmington Public Schools) are listed in rank order. They are accompanied by their overall rank, their mean rating by the stakeholder committee, and with the amount of time allocated for its instruction across each grade in which benchmarks appear. All objectives that appear in gray are not included in the core, due to existing constraints on resources.

# **Farmington Public Schools Physical Education Program Purpose**

## **District Mission Statement**

Farmington Public Schools, together with our community, will provide quality learning experiences empowering each student to become a thoughtful, contributing citizen in a changing world.

## **Physical Education Program's Unique Purpose**

Farmington Public Schools' physical education program will work with the community to provide each student with a programmed sequence of experiences that will facilitate their physical, social and mental development, and equip them with the knowledge, attitudes, skills and capacities to engage in a lifetime of health-related physical activity.

## **Farmington Public Schools Physical Education Student Profile**

In accordance with the National Association of Sport and Physical Education *Outcomes of a Physically Educated Person*, and Michigan's Department of Education Physical Education Core Curriculum, and in consideration of the available instructional resources available to the physical education program, a graduate of Farmington Public School's Physical Education program will:

### Fundamental skills

Master a variety of fundamental motor skills that will facilitate appropriate physical, motor-neural and cognitive development, enhance safe successful participation in a wide spectrum of lifelong physical activity, and facilitate the future acquisition of competence in the games, sports and other lifelong activities as their circumstances and interests change.

### Cognitive concepts

Know the benefits of living an active lifestyle, know how to plan, implement and assess their own physical activity program so as to obtain the documented benefits of living a physically active lifestyle, and know how to engage in lifelong activities common to the culture.

### Fitness Capacities

Engage in health-related physical activity regularly in a fashion that results in achieving and maintaining healthy levels of aerobic fitness, muscular strength and endurance in the trunk, arms and legs, and flexibility in the trunk, arms and legs.

### Affective Character Traits

Demonstrate personal/social character traits that will contribute to their personal success, enhance their ability to contribute to society, and provide access into the wide range of movement cultures they may choose to enter now and as their life circumstances change.

# Farmington Public Schools

## Physical Education Program Goals and Content Standards<sup>1</sup>

**Goal 1: Students will demonstrate competence in selected motor skills.**

**Content Standards:**

- 1 Students will demonstrate competence in selected fundamental locomotor skills.
- 2 Students will demonstrate competence in selected fundamental object control skills.
- 3 Students will demonstrate competence in selected postural and non-locomotor skills.
- 4 Students will demonstrate competence in selected fundamental rhythmical skills

**Goal 2: Students will achieve and maintain health-related standards on selected physical fitness indicators.**

**Content Standards:**

- 5 Students will develop and maintain healthy levels of cardio-respiratory endurance.
- 6 Students will develop and maintain healthy levels of muscular strength and endurance.
- 7 Students will develop and maintain healthy levels of flexibility of selected joints of the body.
- 8 Students will develop and maintain healthy levels of body composition.

**Goal 3: Students will demonstrate competence on cognitive concepts necessary to successfully manage one's own health-related physical activities over their lifetime.**

**Content Standards:**

- 9 Students will apply the concepts of movement to effectively learn and engage in movement activities.
- 10 Students will explain and apply the steps to learning motor skills to facilitate the acquisition of unfamiliar skills throughout life.
- 11 Students will demonstrate knowledge of the potential beneficial and detrimental affects of living an active lifestyle.
- 12 Students will demonstrate the knowledge of how to design, implement and evaluate a personal activity program that maximizes their opportunity to obtain the benefits of living an active lifestyle.

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<sup>1</sup> These Physical Education goals and Content Standards are derived directly from Michigan Department of Education Core Curriculum Framework.

**Goal 4: Students will exhibit appropriate personal-social-attitudinal character traits while participating in physical activity and to assign value to living an active lifestyle.**

**Content Standards:**

- 13 Students will demonstrate appropriate behavior on selected personal character traits and social skills that commonly occur in physical activity settings.
- 14 Students will assign value to physical activity and its contribution to lifelong health and well-being.

**Goal 5: Students will demonstrate competence in selected health-enhancing lifelong leisure activities.**

**Content Standards:**

- 15 Students will demonstrate competence in activities related to developing and maintaining healthy levels of fitness.

# Physical Education K-12 Sequence of Study

## Elementary Physical Education

### Overview/Course Description

The primary focus of the elementary physical education program is to equip students with the fundamental skills, attitudes, and behaviors essential to safe, effective movement and participation in lifelong activity. The program will emphasize selected fundamental motor skills that facilitate development of efficient movement patterns, accommodate neural development, and equip students with basic skills common to a variety of lifelong activities. The program assists students with establishing health-related activity patterns and associated fitness capacities. It provides instruction on cognitive concepts related to assigning value to engaging in regular physical activity, and safe effective participation. Finally, the elementary program addresses developmentally appropriate personal-social skills that are essential to successful participation and meaningful interactions with peers in physically active settings.

### Michigan Department of Education Physical Education K-12 Content Standards

**All students will:**

#### **Motor Skills**

1. Demonstrate selected fundamental locomotor skills.
2. Demonstrate selected fundamental object control skills.
3. Demonstrate selected postural, non-locomotor, and body control skills.
4. Demonstrate selected fundamental rhythmical skills.

#### **Physical Fitness**

5. Participate successfully in selected health-enhancing, lifelong physical activities.
6. Develop and maintain healthy levels of cardiorespiratory endurance.
7. Develop and maintain health levels of muscular strength and endurance.
8. Develop and maintain health levels of flexibility in selected joints of the body.
9. Develop and maintain health levels of body composition.

#### **Cognitive Concepts**

10. Apply concepts of body awareness, time, space, direction and force to movement.
11. Explain and apply essential steps in learning motor skills.
12. describe effects of activity and inactivity and formulate examples of lifestyle choices that results in the development and maintenance of health-related fitness;

#### **Personal and Social Character Traits**

13. Demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context; and
14. Value physical activity and its contribution to lifelong health and well being.

## Units of Study

### **1. Motor Skills**

#### Locomotor skills:

Run  
Skip  
Leap  
Walk/stand  
Slide  
Hop

#### Postural, non-locomotor, body control:

Posture: lift and carry  
Balance: dynamic upright

#### Object control skills:

Throw: overhand  
Jump rope  
Catch: fly balls  
Strike: forehand  
Dribble: with hands  
Dribble: with feet

#### Rhythmical skills:

Even beat  
Tempo

### **2. Physical Fitness**

#### Cardiorespiratory endurance:

Aerobic fitness

#### Muscular strength and endurance:

Strength: abdomen, low back  
Strength: arms  
Strength: shoulders

#### Flexibility:

Flexibility: hip, low back

#### Body composition:

### **3. Cognitive Concepts**

Personal space  
How to learn motor skills

Benefits of physical activity  
Nutrition and PA

### **4. Personal and Social Character Traits**

Cooperation  
Respect for others  
Perseverance  
Self-control  
Follow directions  
Responsibility  
Best effort

Respect for rules  
Compassion for others  
Decision-making  
Competitiveness  
Respect for property  
Leadership  
Value an active lifestyle

## **Description of the Elementary School Grades Curriculum: Program Objectives and Benchmarks**

The following pages describe the content that is addressed in the elementary school program. The document is formatted in the following fashion:

- Program goals are listed in gray boxes;
- Content standards are listed below program goals. They appear as bolded sentences, and categorize each program goal into discrete categories of content.
- Key Concepts state the major idea(s) students are expected to comprehend.
- Program objectives appear under sub-goals. They appear as single words or phrases that convey the general content to be mastered. Program objectives appear under content standards in order of relative importance.
- Benchmarks by grade appear under each program objective. The benchmark represents the level of achievement students will be expected to attain at each grade level. The grade at which it first appears represents the first elements of the objective students should master. Subsequent benchmarks build upon prior benchmarks, culminating in achievement of the objective as described by the last grade in which a benchmark appears.
- When no content appears under a content standard, one of the following conditions exist:
  1. The content is not appropriate for the grade level (elementary, middle, high school) in question;
  2. Constraints on available instructional time, in conjunction with allocating sufficient learning time on content of higher priority, do not allow the physical education program to address it within the core curriculum (refer to Appendix D, for the Content Matrix).
- Assessment tasks are suggested methods students can demonstrate the degree to which they have reached the Benchmarks.
- Opportunities for integration are connections between concepts with the unit and subject matter from related units or disciplines.
- Authentic applications describe how learning within this unit is used in the world outside school.
- Instructional resources are a list of the materials that support the teaching of this unit.

## Unit 1. Motor Skills

**Goal 1: Students will demonstrate competence in selected motor skills.**

**Content Standard 1: Students will demonstrate competence in selected fundamental locomotor skills.**

### Key Concepts:

- Finding a form of exercise that is fun and vigorous enough to build fitness enhances a person's ability to maintain lifelong wellness.
- Lifelong wellness depends upon the acquisition of knowledge, skills and attitudes necessary to lead and maintain an active and healthy lifestyle.
- Movement ability is an essential prerequisite to seeking and obtaining fitness through participation in a broad range of activity.
- Developing specific motor skills makes sports, leisure and fitness activities easier and more enjoyable.
- Individuals who are cognizant of the benefits and effects of physical activity are more likely to be physically fit.

### Benchmarks:

#### Run

##### Kindergarten

Demonstrate a still and correct trunk alignment and head position when running in a straight line at near maximum speed.

##### First Grade

Demonstrate correct foot placement and alignment when running in a straight line at near maximum speed.

##### Second Grade

##### Third Grade

Demonstrate correct leg action and a period of non-support between strides when running in a straight line at near maximum speed.

##### Fourth Grade

Demonstrate correct arm action when running in a straight line at near maximum speed.

##### Fifth Grade

Demonstrate correct form when running a minimum of 30 yards at a high speed (at least 80 percent of maximum).

#### Skip

##### Kindergarten

Demonstrate the step-hop movement pattern embedded in the skip, placing the weight on the ball of the foot while stepping, and pushing off and landing on the balls of the foot while hopping, then repeating the activity with the opposite foot.

**First Grade**

Demonstrate correct form while skipping in various pathways at various tempos (slow, moderate and fast), with and without musical accompaniment.

**Walk****Kindergarten**

Demonstrates correct form when walking at various speeds when engaging in regular physical activity.

**Leap****Second Grade**

Demonstrate correct form when leaping off each foot in the context of walking at a moderate speed, then leaping off one foot and landing on the opposite foot, and then resume walking.

**Third Grade**

Demonstrate correct form when leaping off each foot at least ten inches in the air in the context of jogging at a moderate speed, then leaping off one foot and landing on the opposite foot, then continue jogging.

**Fourth Grade**

Demonstrate correct form when leaping in the context of running at a moderate speed, leaping off each foot and continuing to run off the landing, so as to leap at least 36 inches at a height of at least ten inches.

**Slide****Kindergarten**

Demonstrate the correct foot action while sliding at least four consecutive slides with each foot as the lead foot.

**First Grade**

Demonstrate correct form when sliding at a slow speed at least four consecutive slides with each foot as the lead foot.

**Second Grade**

Demonstrate sliding at slow and then moderate speeds keeping time to verbal cues (slide, together, slide, together) from teacher or musical (drum) beats at a 2:1 rhythmic pattern for eight consecutive attempts, two consecutive times.

**Third Grade**

Demonstrate correct form at a fast tempo for sixteen consecutive slides while reversing directions (and changing the lead foot) after every four slides.

**Fourth Grade**

Demonstrate correct form when sliding in different pathways (straight, curves, zigzags) to music of different tempos (slow, moderate and fast).

**Hop****Kindergarten**

Demonstrate correct form when hopping on each foot at least three consecutive times.

**First Grade**

Demonstrate correct form when hopping on each foot at least five consecutive times.

**Second Grade**

Demonstrate correct form when hopping on each foot at least 10 consecutive times.

**Content Standard 2: Students will demonstrate competence in selected fundamental object control skills.**

**Throw Overhand****First Grade**

Demonstrate correct stance when preparing to throw by standing sideways to the target with proper grip (ball away from the target) in a "T" position and pointing towards the target.

**Second Grade**

Using the first grade throwing position, demonstrate the correct action phase, shifting the weight from back to front foot and throwing the ball at least 25 feet.

**Third Grade**

Demonstrate correct grip, preparation phase, trunk rotation and follow through when throwing a ball at least 30 in the context of starting in a standing position and facing the target.

**Fourth Grade**

Demonstrate correct form when throwing a ball at least 30 in the context of starting in a standing position and facing the target.

**Fifth Grade**

Demonstrate all elements of form when throwing a ball 30 feet, so it hits a 4-foot target centered three feet off the ground.

**Jump Rope****Kindergarten**

Demonstrate correct trunk alignment, and take-off and landing while jumping one to four inches over a rope as it is held at one end by a facilitator and rotated so it travels on a horizontal plane close to the ground.

**First Grade**

Demonstrate correct form when executing a two-foot basic jump over a self-rotated rope three consecutive times.

**Second Grade**

Demonstrate correct form when executing a two-foot basic jump over a self-rotated rope 10 consecutive times.

**Third Grade**

Demonstrate correct form when executing a two-foot basic jump over a self-rotated rope at a moderate speed, 25 consecutive times with no more than three misses.

### **Fourth Grade**

### **Fifth Grade**

Demonstrate correct form when jumping rope 60 consecutive times at a moderate speed (56 - 64 jumps per minute) with no more than two misses.

## **Catch Fly Balls**

### **Kindergarten**

Demonstrate correct body position and hand action, keeping the eyes on the ball, when dropping a playground ball from immediately below the chin and catching the ball at the peak of the bounce.

### **First Grade**

Demonstrate correct body position and hand action, keeping the eyes on the ball, when tossing a playground ball at least eight feet into the air and catching it with the hands.

### **Second Grade**

Demonstrate positioning the hands correctly (i.e., with the thumbs turned in or out, depending upon the flight of the ball) when catching a ball lobbed from a distance of six feet to a height of ten feet.

### **Third Grade**

Demonstrate correct form when catching a soft ball thrown to within three feet from the student from a distance of 15 feet and reaching a height of 10 feet.

### **Fourth Grade**

Demonstrate correct form when catching a soft ball thrown to within five feet from the student from a distance of 20 feet and reaching a height of 10 feet.

### **Fifth Grade**

Demonstrate correct form when catching balls thrown to a height of at least 20 feet from 30 feet away, so that ball falls within 10 feet of the catcher.

## **Strike: Forehand**

### **Second Grade**

Demonstrate correct grip, weight transfer and action phase when execute a forehand strike against air, when starting in a side orientation to the intended target (shoulders, hips and feet perpendicular to the target).

### **Third Grade**

Demonstrate correct grip, weight transfer, action phase and follow through when starting in a side orientation to the intended target (shoulders, hips and feet perpendicular to the target) and striking a ball lobbed 20 feet so it bounces once and comes to near waist height and within two feet of the striker on their forehand side.

### **Fourth Grade**

Demonstrate correct form when striking a ball lobbed 20 feet so it bounces once and comes to near waist height and within two feet of the striker on their forehand side (start facing the target).

### **Fifth Grade**

Demonstrate correct form when striking a ball lobbed 20 feet so it bounces once and comes to near waist height and within five feet of the striker on their forehand side, so it returns to the bouncer in the air on at least two of three attempts.

### **Dribble: Hands**

#### **Kindergarten**

Demonstrate correct stance and hand placement on the ball when holding a basketball, pushing it down firmly with the dribbling hand and catching it with the dribbling hand on top of the ball without taking more than one step, five consecutive times with each hand.

#### **First Grade**

Demonstrate correct body position and arm action when dribbling in stationary position up to five times with each hand without taking more than one step.

#### **Second Grade**

Dribble continuously in a stationary position for 20 seconds, and then walk forward 30 feet while dribbling with one hand without losing control of the ball on more than one of three attempts. Complete the skill with each hand.

#### **Third Grade**

Dribble continuously in a stationary position for 20 seconds while alternating the dominant and non-dominant hands every five seconds, then walking 30 feet while alternating hands every five feet without losing control of the ball on more than one of three attempts.

#### **Fourth Grade**

Demonstrate correct form when dribbling a ball while jogging at least 30 feet without losing control of the ball, with each hand.

#### **Fifth Grade**

Demonstrate correct form when dribbling at moderate speed and incorporating stops and starts, right and left turns and use of the dominant and non-dominant hands.

### **Foot Dribble**

#### **First Grade**

Demonstrate correct form to push the ball back and forth between the feet by making contact with the inside of the foot with the outside of the ball while tapping ball from foot to foot in a stationary position.

#### **Second Grade**

Demonstrate correct form while dribbling a ball with the inside of the feet 40 feet at a slow jog, using both feet to tap the ball at least 8 times and not losing control of the ball on two of three trials.

#### **Third Grade**

Demonstrate correct form while dribbling a ball with the inside of the feet 40 feet at a slow jog, using both feet to tap the ball at least 10 times and not losing control of the ball on two of three trials.

**Fourth Grade**

Demonstrate correct form while dribbling a ball at a moderate speed and incorporating stops and starts and left and right turns on the teacher's signal without losing control of the ball on at least two of four trials.

**Fifth Grade**

Maintain all of the elements of form and dribble a seven- to ten-inch ball 90 feet through a series of four 90 degree turns (changing feet to negotiate two right and two left turns), while completing the course in no more than 30 seconds, on two of three trials.

**Content Standard 3                      Students will demonstrate competence in selected postural and non-locomotor skills.**

**Balance: dynamic upright****Kindergarten**

Demonstrate the ability to walk eight feet forward on a balance beam placed on the floor without falling off.

**First Grade**

Demonstrate the ability to walk eight feet backward on a balance beam placed on the floor without falling off.

**Second Grade**

Demonstrate the ability to walk ten strides forward on a balance beam, then turn 180 degrees on the board and return to the starting position without falling off.

**Third Grade**

Demonstrate the ability to walk ten strides backward on a balance beam, then turn 180 degrees on the board and return to the starting position without falling off.

**Posture: Lift and Carry****Second Grade**

Demonstrate correct form while lifting a five-pound object from the floor to waist height, then lowering it to the floor in response to teacher commands/cues.

**Third Grade**

Demonstrate correct form while lifting a five-pound object off the floor, carrying it at least 20 feet and lowering it to the floor.

**Fourth Grade**

Demonstrate correct form while lifting an object weighing between 10 and 20 percent of one's body weight off the floor, carrying it at least 20 feet and lowering it to the floor.

**Fifth Grade**

Demonstrate correct form when lifting carrying and lowering object objects of appropriate size and weighing no more than 25 percent of one's body weight.

## **Content Standard 4      Students will demonstrate competence in selected fundamental rhythmical skills**

Rhythmical skills will be taught as enabling objectives. Their acquisition will be embedded in the context of teaching rhythmic locomotor movement.

### **Assessment Tasks**

The program's benchmarks were written to represent real-world performances, in outcome terminology and in measurable terms to accommodate authentic assessment. Procedures for assessing student performances will meet the following criteria of good assessment:

1. With regard to valid instruments and procedures, teachers will teach to and assess progress towards the stated benchmark this will insure the assessment:
  - Is matched to intended outcomes of the curriculum (important)
  - Measures what it is intended to measure (accurate)
  - Is closely related to real-world situations and level of performance (authentic)
  - Permits appropriate generalizations on achievement status (generalizable)
2. With regard to reliable instruments and procedures, teachers will use equivalent materials, and identical procedures and scoring rubrics to assess the same content within and across grades. This will:
  - Provide results that will be similar across time/conditions/circumstances
  - Provide similar results among different assessors
3. Teachers will clearly communicate performance expectations on intended outcomes. This will facilitate self-regulated, independent learning and enhance students' motivation to learn.
4. Assessments will be as free from extraneous factors that could confound outcomes as possible, and will maximize cost efficiency and educational significance.

### **Assessment of Psychomotor Skills**

The program will teach fundamental motor skills that facilitate development of efficient movement patterns, accommodate neural development, and equip students with basic skills common to a variety of lifelong activities. While movement patterns will be taught directly, instruction will include application of patterns in daily life. Teachers will develop scoring rubrics for each skill, and assess students as they use these skills in activities common to their lives outside school.

### **Authentic Applications**

Definitions of competence and grade-related benchmarks are written in authentic terms. Teaching to benchmarks then insures the learning is authentic.

## Unit 2. Physical Fitness

<b>Goal 2:</b> <b>Students will achieve and maintain health-related standards on selected physical fitness indicators.</b>
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**Content Standard 5**      **Students will develop and maintain healthy levels of cardio-respiratory endurance.**

### Key Concepts:

- Finding a form of exercise that is fun and vigorous enough to build fitness enhances a person's ability to maintain lifelong wellness.
- Lifelong wellness depends upon the acquisition of knowledge, skills and attitudes necessary to lead and maintain an active and healthy lifestyle.
- Movement ability is an essential prerequisite to seeking and obtaining fitness through participation in a broad range of activity.
- Developing specific motor skills makes sports, leisure and fitness activities easier and more enjoyable.
- Individuals who are cognizant of the benefits and effects of physical activity are more likely to be physically fit.

### Benchmarks:

#### Aerobic Fitness

##### **Kindergarten**

Engage in continuous physical activity at a moderately vigorous level of intensity for at least three minutes.

##### **First Grade**

Engage in continuous physical activity at a moderately vigorous level of intensity for at least four minutes.

##### **Second Grade**

Engage in continuous physical activity at a moderately vigorous level of intensity for at least six minutes.

##### **Third Grade**

Engage in continuous physical activity at a moderately vigorous level of intensity for at least eight minutes.

##### **Fourth Grade**

Engage in continuous physical activity at a moderately vigorous level of intensity for at least ten minutes.

##### **Fifth Grade**

Engage in continuous physical activity at a moderately vigorous level of intensity for at least twelve minutes.

**Content Standard 6          Students will develop and maintain healthy levels of muscular strength and endurance.**

**Strength: abdomen/low back**

**Second Grade**

Execute at least 25 continuous crunches using correct form according to the criteria articulated in Farmington's fitness objectives.

**Third Grade**

Execute at least 27 continuous crunches for females and 28 for males, using correct form according to the criteria articulated in Farmington's fitness objectives.

**Fourth Grade**

Execute at least 30 continuous crunches for females and 32 for males, using correct form according to the criteria articulated in Farmington's fitness objectives.

**Fifth Grade**

Execute at least 32 continuous crunches for females and 35 for males, using correct form according to the criteria articulated in Farmington's fitness objectives.

**Strength: Upper Body**

**Second Grade**

Execute at least nine pushups with correct form, according to the criteria articulated by Farmington's fitness tests.

**Third Grade**

Execute at least 11 pushups with correct form, according to the criteria articulated by Farmington's fitness tests.

**Fourth Grade**

Execute at least 13 pushups with correct form, according to the criteria articulated by Farmington's fitness tests.

**Fifth Grade**

Execute at least 13 pushups for girls and 15 pushups for boys with correct form, according to the criteria articulated by Farmington's fitness tests.

**Content Standard 7          Students will develop and maintain healthy levels of flexibility of selected joints of the body.**

**Flexibility: Hip/Low Back**

**Second Grade**

Reach at least 27 centimeters for females and 25 centimeters for males, when executing the Sit and Reach test with correct form, according to the criteria articulated by Farmington's fitness tests.

**Third Grade**

Reach at least 27 centimeters for females and 25 centimeters for males, when executing the Sit and Reach test with correct form, according to the criteria articulated by Farmington's fitness tests.

**Fourth Grade**

Reach at least 28 centimeters for females and 25 centimeters for males, when executing the Sit and Reach test with correct form, according to the criteria articulated by Farmington's fitness tests.

**Fifth Grade**

Reach at least 29 centimeters for females and 25 centimeters for males, when executing the Sit and Reach test with correct form, according to the criteria articulated by Farmington's fitness tests.

**Content Standard 8      Students will develop and maintain healthy levels of body composition.**

**Assessment Tasks**

The program's benchmarks were written to represent real-world performances, in outcome terminology and in measurable terms to accommodate authentic assessment. Procedures for assessing student performances will meet the following criteria of good assessment:

1. With regard to valid instruments and procedures, teachers will teach to and assess progress towards the stated benchmark this will insure the assessment:
  - Is matched to intended outcomes of the curriculum (important)
  - Measures what it is intended to measure (accurate)
  - Is closely related to real-world situations and level of performance (authentic)
  - Permits appropriate generalizations on achievement status (generalizable)
2. With regard to reliable instruments and procedures, teachers will use equivalent materials, and identical procedures and scoring rubrics to assess the same content within and across grades. This will:
  - Provide results that will be similar across time/conditions/circumstances
  - Provide similar results among different assessors
3. Teachers will clearly communicate performance expectations on intended outcomes. This will facilitate self-regulated, independent learning and enhance students' motivation to learn.
4. Assessments will be as free from extraneous factors that could confound outcomes as possible, and will maximize cost efficiency and educational significance.

**Assessment of Fitness Objectives**

The program assists students with establishing health-related activity patterns and associated fitness capacities. Fitness capacities are important in that they are directly related to reduced incidences of many health anomalies. Rather than fitness train students (where the student is dependent upon the teacher and program), physical education programs' charge is to teach students to adopt lifestyles that develop and maintain fitness capacities outside class.

Students will perform fitness tests periodically throughout the year to assess their current status on fitness indicators, which will be used to inform, educate and motivate students and teachers. Testing protocol is standardized across the program, so teachers can contrast and compare effectiveness of various methodologies.

## **Authentic Applications**

Definitions of competence and grade-related benchmarks are written in authentic terms. Teaching to benchmarks then insures the learning is authentic.

### **Unit 3. Cognitive Concepts**

**Goal 3: Students will demonstrate competence on cognitive concepts necessary to manage one's own health-related physical activities over their lifetime.**

**Content Standard 9** Students will apply the concepts of movement to effectively learn and engage in movement activities.

#### **Key Concepts:**

- Finding a form of exercise that is fun and vigorous enough to build fitness enhances a person's ability to maintain lifelong wellness.
- Lifelong wellness depends upon the acquisition of knowledge, skills and attitudes necessary to lead and maintain an active and healthy lifestyle.
- Movement ability is an essential prerequisite to seeking and obtaining fitness through participation in a broad range of activity.
- Developing specific motor skills makes sports, leisure and fitness activities easier and more enjoyable.
- Individuals who are cognizant of the benefits and effects of physical activity are more likely to be physically fit.

#### **Benchmarks:**

##### **Use of space**

###### **Kindergarten**

Knows what personal space is and demonstrates the ability to find their own personal space when requested by the teacher.

###### **First Grade**

Maintains their own personal space when engaging in activities within physical education classes.

###### **Second Grade**

Knows what general space is, and demonstrates the ability to stay within general space identified by teachers in the context of participating in physical education sessions.

###### **Third Grade**

Establishes and maintains appropriate personal and general space when preparing for and participating in physical activity.

**Content Standard 10** Students will explain and apply the steps to learning motor skills to facilitate the acquisition of unfamiliar skills throughout life.

### **How to Learn Motor Skills**

#### **Second Grade**

Knows that time-on-task, combined with instructional feedback, is the most efficient way to learn a motor skill.

#### **Third Grade**

Knows that any motor skill consists of a preparatory, force production, force dissipation phase, that motor skills are easier to learn when broken down into its three phases, and can identify all three phases when presented with an example of a body being projected or an object being projected.

#### **Fourth Grade**

Divides the skill into its three phases in preparation for learning it, knows that attaching names to movements in each phase and using them when practicing facilitates learning the motor skills, and assigns key words to each phase and uses them in preparing for and practicing an unfamiliar motor skill.

#### **Fifth Grade**

Knows the difference between internal feedback and feedback from others and why using both is important, and knows that error correction involves correcting only one error at a time and that the starting point is usually at the base of support.

**Content Standard 11** Students will demonstrate knowledge of the potential beneficial and detrimental affects of living an active lifestyle.

### **Benefits of Physical Activity**

#### **First Grade**

Knows that regular physical activity can result in a stronger heart and lungs.

#### **Second Grade**

Knows that regular physical activity can reduce the chance of acquiring some diseases, such as heart disease and some cancers.

#### **Third Grade**

Knows that regular physical activity can result in stronger muscles and power that can improve physical performance.

#### **Fourth Grade**

Knows that regular physical activity can contribute to more lean mass and less fat mass.

#### **Fifth Grade**

Demonstrates knowledge of the documented affective benefits of engaging in physical activity by correctly identifying at least two of the items listed among the affective criteria.

## **Potential Detrimental Affects of Physical Activity**

### **Fifth Grade**

Explains the possibility that engaging in physical activity could result in sudden death from heart attack, musculo-skeletal injury, delayed onset muscle soreness, acute muscle soreness, or heat injury (cramps, exhaustion, stroke), and identifies ways to minimize the chance of the potential immediate outcomes of engaging in physical activity from occurring.

**Content Standard 12** Students will demonstrate the knowledge of how to design, implement and evaluate a personal activity program that maximizes their opportunity to obtain the benefits of living an active lifestyle.

## **Nutrition and Physical Activity**

### **Third Grade**

Demonstrate an understanding of the food pyramid, its dietary recommendations, and how adherence to its principles assists individuals in obtaining the essential vitamins and minerals, and the potential benefits of participating in physical activity.

### **Fourth Grade**

Demonstrate an understanding of the importance of ingesting sufficient amounts of water and recommended levels of intake necessary to obtain the potential benefits of participating in physical activity.

## **Design a Personal Activity Program**

### **Fifth Grade**

Knows what warm-ups and cool-downs are, how they should be implemented to be effective, and how proper implementation could enhance a person's ability to achieve/maintain personal health.

## **Assessment Tasks**

The program's benchmarks were written to represent real-world performances, in outcome terminology and in measurable terms to accommodate authentic assessment. Procedures for assessing student performances will meet the following criteria of good assessment:

1. With regard to valid instruments and procedures, teachers will teach to and assess progress towards the stated benchmark this will insure the assessment:
  - Is matched to intended outcomes of the curriculum (important)
  - Measures what it is intended to measure (accurate)
  - Is closely related to real-world situations and level of performance (authentic)
  - Permits appropriate generalizations on achievement status (generalizable)
2. With regard to reliable instruments and procedures, teachers will use equivalent materials, and identical procedures and scoring rubrics to assess the same content within and across grades. This will:
  - Provide results that will be similar across time/conditions/circumstances

- Provide similar results among different assessors
3. Teachers will clearly communicate performance expectations on intended outcomes. This will facilitate self-regulated, independent learning and enhance students' motivation to learn.
  4. Assessments will be as free from extraneous factors that could confound outcomes as possible, and will maximize cost efficiency and educational significance.

### **Assessment of Cognitive Concepts**

The physical education curriculum provides instruction on cognitive concepts related to assigning value to engaging in regular physical activity, and safe effective participation. Formal assessment of cognitive concepts will begin in third grade, when students are able to read and write at an appropriate level. Teachers will use similar written tests to determine what content students acquire and retain.

### **Authentic Applications**

Definitions of competence and grade-related benchmarks are written in authentic terms. Teaching to benchmarks then insures the learning is authentic.

## **Unit 4. Personal and Social Character Traits**

**Goal 4: Students will exhibit appropriate personal-social-attitudinal character traits while participating in physical activity and to assign value to living an active lifestyle.**

**Content Standard 13** Students will demonstrate appropriate behavior on selected personal character traits and social skills that commonly occur in physical activity settings.

### **Key Concepts:**

- Physical Education provides a unique setting where students can foster positive personal/social attitudes.
- Participating in physical activities can provide opportunities for social and emotional growth as well as the physical development of the individuals involved.
- Participating in physical activities can prepare students to deal with the group dynamics they may encounter in other environments.

### **Benchmarks: Cooperation**

#### **Kindergarten**

Describe what it means to cooperate and why cooperation is valuable.

**First Grade**

Describes the first two indicators (takes turns without disrupting and shares materials, equipment and space) demonstrating cooperative behavior and potential outcomes that result.

**Second Grade**

Describes the first four indicators (works with peers without disruption, and listens, participates and contributes) demonstrating cooperative behavior and potential outcomes that result.

**Third Grade**

Describes all six indicators demonstrating cooperative behavior (encourages peers to participate, and changes undesirable personal behavior as a result of input) and potential outcomes that result, and displays cooperative behavior at least some of the time while under direct supervision

**Fourth Grade**

Displays cooperative behaviors frequently while under direct supervision.

**Fifth Grade**

Displays cooperative behavior nearly all the time while under direct supervision.

**Respect Others****Kindergarten**

Describes what it means to show respect for others and why it is important.

**First Grade**

Describes the first two indicators that demonstrate respect for others and the positive outcomes that could occur as a result of those behaviors.

**Second Grade**

Describes the first four indicators that demonstrate respect for others and the positive outcomes that could occur as a result of those behaviors.

**Third Grade**

Describes the six indicators that demonstrate respect for others the positive outcomes that could occur as a result of those behaviors, and displays respect for others frequently while under direct supervision.

**Fourth Grade**

Displays respect for others at least some of the time while under general supervision.

**Fifth Grade**

Displays respect for others most of the time while under general supervision.

**Perseverance****First Grade**

Describes what it perseverance means and why perseverance is valuable.

**Second Grade**

Describes the first three indicators demonstrating perseverance and potential outcomes that result.

**Third Grade**

Describes the final indicators demonstrating perseverance and potential outcomes that result, and displays perseverance at least some of the time while under direct supervision.

**Fourth Grade**

Displays perseverance at least some of the time while under general supervision.

**Fifth Grade**

Displays perseverance nearly all the time while under general supervision.

**Self-control****Kindergarten**

Describes what it means to behave with self-control and why it is important, and describes the first two indicators that demonstrate self-control and the positive outcomes that could occur as a result of those behaviors.

**First Grade**

Describes the first four indicators that demonstrate self-control and the positive outcomes that could occur as a result of those behaviors.

**Second Grade**

Describes the final three indicators that demonstrate self-control and the positive outcomes that could occur as a result of those behaviors and displays self-control at least some of the time (10-29 percent of the time) while under direct supervision.

**Third Grade**

Displays self-control at least some of the time (10-29 percent of the time) while under general supervision.

**Fourth Grade**

Display self-control behavior nearly always (at least 90 percent of the time) while under general supervision.

**Follow Directions****Kindergarten**

Describes what it means to follow directions and why following directions is important.

**First Grade**

Describes all six actions that reflect the ability to follow directions and state what happens when you do follow directions and what happens when you do not, and follows directions at least some of the time (30% of the time) while supervised.

**Second Grade**

Displays following direction behaviors at frequently while supervised.

**Third Grade**

Displays following direction behaviors some of the time while under general supervision.

**Fourth Grade**

Displays following direction behaviors frequently while under general supervision.

**Fifth Grade**

Displays following direction behaviors nearly always while under general supervision.

**Responsibility****Kindergarten**

Describe what it means to be responsible and why responsible behavior is valuable, and displays responsible behavior at least some of the time while under direct supervision.

**First Grade**

Describes the first three indicators demonstrating responsible behavior and potential outcomes that result from displaying it, and displays responsible behavior most of the time while under direct supervision.

**Second Grade**

Displays responsible behavior nearly always while under direct supervision.

**Third Grade**

Display responsible behavior at least some of the time while under general supervision.

**Fourth Grade**

Displays responsible behavior frequently while under general supervision.

**Fifth Grade**

Display responsible behavior nearly always while under general supervision.

**Best Effort****Kindergarten**

Display one's best effort at least some of the time while supervised.

**First Grade**

Provides an accurate definition of best effort, describes the first three indicators reflective of giving one's best effort and potential outcomes, and displays one's best effort frequently while supervised.

**Second Grade**

Describes the final three indicators reflective of giving one's best effort and potential outcomes, and displays one's best effort nearly all the time while supervised.

**Third Grade**

Display one's best effort at least some of the time while unsupervised.

**Fourth Grade**

Display one's best effort frequently while unsupervised.

**Fifth Grade**

Display one's best effort nearly all the time while unsupervised.

## **Respect for Rules**

### **Kindergarten**

Display respect for rules at least some of the time while supervised.

### **First Grade**

Describes what respect for rules means, describes the first three indicators demonstrating respect for rules and potential outcomes that result, and displays respect for rules frequently while supervised.

### **Second Grade**

Describes the final indicators demonstrating respect for rules and potential outcomes that result, and displays respect for rules nearly all the time while supervised.

### **Third Grade**

Displays respect for rules at least some of the time while under general supervision.

### **Fourth Grade**

Displays respect for rules frequently while under general supervision.

### **Fifth Grade**

Displays respect for rules nearly all the time while under general supervision.

## **Compassion**

### **Second Grade**

Describes what it means to show compassion for others and why such behavior is valuable, and demonstrates compassionate behavior to others at least some of the time while supervised.

### **Third Grade**

Describes the first three indicators reflective of showing compassion to others and potential results, and demonstrates compassionate behavior frequently while supervised.

### **Fourth Grade**

Describes the six indicators reflective of showing compassion to others and potential results, and displays compassionate behavior at least some of the time while under general supervision.

### **Fifth Grade**

Displays compassionate behavior nearly all the time while under general supervision.

## **Decision-Making**

### **Kindergarten**

Describe what decision-making means and why decision-making is valuable, describe the first two indicators demonstrating decision-making and potential outcomes that result, and display decision-making frequently while supervised.

### **First Grade**

Describe the all four indicators demonstrating decision-making and potential outcomes that result, and display decision-making frequently while supervised.

**Second Grade**

Display decision-making behavior at least some of the time while under general supervision.

**Third Grade**

Display decision-making behaviors frequently while under general supervision.

**Fourth Grade**

Display decision-making behavior nearly all the time while under general supervision.

**Competition****Kindergarten**

Describes what competitive behavior is and why demonstrating appropriate competitive behavior is important

**First Grade**

Describe the first three indicators of appropriate competitive behavior, and state what happens when you do and do not demonstrate appropriate behaviors.

**Second Grade**

Displays appropriate competitive behaviors some of the time (10-29 percent of the time) while under direct supervision.

**Third Grade**

Displays appropriate competitive behaviors some of the time (10-29 percent of the time) while under general supervision.

**Fourth Grade**

Describes all six indicators of appropriate competitive behavior and states what happens when you do and do not demonstrate appropriate behaviors, and displays appropriate competitive behaviors frequently (30-69 percent of the time) while under general supervision.

**Fifth Grade**

Displays appropriate competitive behaviors nearly always (at least 90 percent of the time) while under general supervision.

**Respect Property****First Grade**

Describes what it means to respect property, why respect for property is valuable, Describes the first three indicators demonstrating respect for property and potential outcomes that result, and displays respect for property at least some of the time while supervised.

**Second Grade**

Describes the four indicators demonstrating respect for property and the potential outcomes that result from respect for property, and displays respect for property most of the time while supervised.

**Third Grade**

Displays respect for property most of the time while supervised and most of the time while under general supervision.

**Fourth Grade**

Displays respect for property nearly always while under general supervision.

**Leadership**

**Second Grade**

Describes what leadership means and why leadership is valuable.

**Third Grade**

Describes the first four indicators demonstrating and potential outcomes that result, and Displays leadership at least some of the time while supervised.

**Fourth Grade**

Describes all seven indicators demonstrating leadership and potential outcomes that result, and Displays leadership frequently while supervised and some of the time while under general supervision.

**Fifth Grade**

Displays leadership nearly all the time while supervised and frequently when under general supervision.

**Content Standard 14** Students will assign value to physical activity and its contribution to lifelong health and well being.

**Value an Active Lifestyle**

**Fourth Grade**

Demonstrates a valuing of regular physical activity as a deterrent of injuries through improved posture, flexibility, body balance and body control.

**Goal 5: Students will demonstrate competence in selected health-enhancing lifelong leisure activities.**

**Content Standard 15** Students will demonstrate competence in activities related to developing and maintaining healthy levels of fitness.

These activities will be addressed explicitly during the middle and high school years. The elementary program’s contribution to this goal area will be through the acquisition of fundamental motor skills that will contribute to successful participation in lifelong activity, fitness capacities that will enable safe participation, and personal character traits necessary to succeed. Instruction on all these objectives will be applied to movement activities that are indigenous to the students’ current movement cultures.

## **Assessment Tasks**

The program's benchmarks were written to represent real-world performances, in outcome terminology and in measurable terms to accommodate authentic assessment. Procedures for assessing student performances will meet the following criteria of good assessment:

1. With regard to valid instruments and procedures, teachers will teach to and assess progress towards the stated benchmark this will insure the assessment:
  - Is matched to intended outcomes of the curriculum (important)
  - Measures what it is intended to measure (accurate)
  - Is closely related to real-world situations and level of performance (authentic)
  - Permits appropriate generalizations on achievement status (generalizable)
2. With regard to reliable instruments and procedures, teachers will use equivalent materials, and identical procedures and scoring rubrics to assess the same content within and across grades. This will:
  - Provide results that will be similar across time/conditions/circumstances
  - Provide similar results among different assessors
3. Teachers will clearly communicate performance expectations on intended outcomes. This will facilitate self-regulated, independent learning and enhance students' motivation to learn.
4. Assessments will be as free from extraneous factors that could confound outcomes as possible, and will maximize cost efficiency and educational significance.

## **Assessment of Affective Traits**

The elementary physical education program addresses developmentally appropriate personal-social skills that are essential to successful participation and meaningful interactions with peers in physically active settings. Enduring personal-social behavior is dependent upon foundational knowledge of the objective as well as personally gratifying application of the trait in real-world contexts. Assessment of the cognitive component will parallel other cognitive testing. Students will self-assess, and teachers will assess student behavior according to pre-established rubrics on a regular basis.

## **Integration with Related Disciplines**

Benefits of physical activity, effects of nutrition, and how the body responds to physical activity are concepts directly related to health and science concepts.

Teaching and assessing cognitive concepts is a rich field for utilizing and fostering content literacy. Students' interests in physical activities provide a medium through which multiple objectives from multiple disciplines can be addressed.

Students will learn to quantify their practice and performance on a daily basis. This will tie in directly to math concepts.

Learning and applying personal-social concepts extends across all classrooms and disciplines. Physical activity is an ideal medium by which to teach these skills.

## **Authentic Applications**

Definitions of competence and grade-related benchmarks are written in authentic terms. Teaching to benchmarks then insures the learning is authentic.

## **Instructional Resources**

Web sites:

PE Central - [www.pecentral.vt.edu](http://www.pecentral.vt.edu)

Sports Media - [www.sports-media.org](http://www.sports-media.org)

American Alliance of Health, Physical Education Recreation and Dance -  
[www.aahperd.org/index.html](http://www.aahperd.org/index.html)

PELinks4U - [www.pelinks4u.org](http://www.pelinks4u.org)

National Association of Sport and Physical Education -  
[www.aahperd.org/naspe/naspe-main.html](http://www.aahperd.org/naspe/naspe-main.html)

Ayden Elementary School Physical Education -  
[www.schools.eastnet.ecu.edu/pitt/ayden/physed8.htm](http://www.schools.eastnet.ecu.edu/pitt/ayden/physed8.htm)

*Teaching Elementary Physical Education*, Human Kinetics. This is a journal dedicated to elementary physical education programs. Requires yearly subscription fee of \$84 for an institution.

*Michigan Exemplary Physical Education Curriculum*, Governor's Council on Physical Fitness, Health and Sports. These resources are available through the Governor's Council and acquiring the resources would entail attending various training sessions in the materials. Staff would need to attend the training and cost for training sessions (K-5) is \$549 per person.

All staff would be encouraged to become a member of the Michigan Association for Health, Physical Education, Recreation and Dance (MAHPERD) and attend the annual conference. Cost is \$40.00 per year for membership.