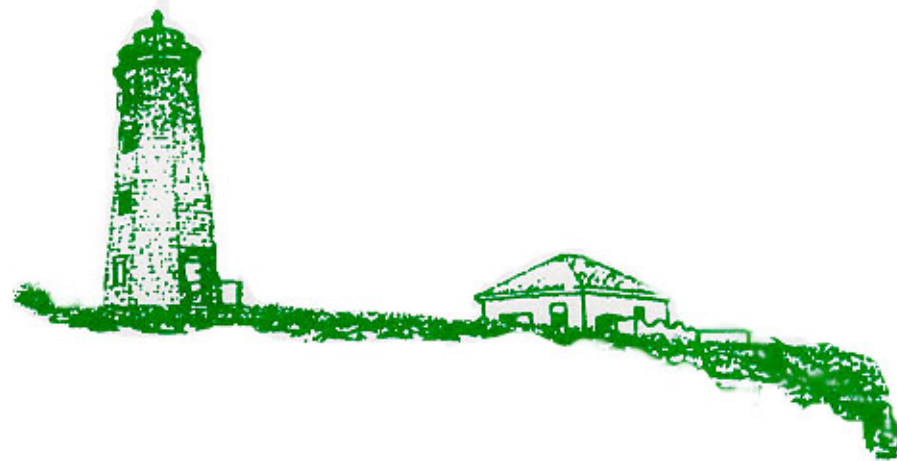


Guilford Public Schools



Physical Education Curriculum Grades K-8

September 2005

Guilford Public Schools Physical Education Curriculum

Introduction

In 2000, the Connecticut State Department of Education provided the district with a *Guide to K-12 Program Development in Physical Education*. The guide presents goals and standards for student learning in physical education and includes a consensus of best practice in curriculum and instruction for physical education. One important focus in the guide is the necessary change in perception of what a physical education program should be. Physical Education may not look like what parents and teachers participated in when they were children. Current research, theory and practical experience have provided evidence to support the need for quality programs in physical education that will give children the knowledge, skills and attitudes needed to develop an active and healthy lifestyle. Effective physical education programs must be an integral part of every child's formal education experiences so that each child develops basic skills, positive attitudes and habits of exercise and activity that will continue into adulthood.

The Guilford K-12 physical education teachers working together have used this guide as a reference as they reviewed and revised the document. This revised curriculum emphasizes enjoyable participation in lifetime physical activity, such as walking and dancing, not just competitive sports. It is designed to help students develop the knowledge, attitudes and skills they need to adopt and maintain a physically healthy lifestyle.

Through their participation in Guilford Public School's K-12 physical education program, the physical education teachers expect that students will:

- form a foundation of motor skills appropriate for everyday physical activity;
- learn information and skills in order to enhance performance and participate effectively in physical activity;
- acquire the skill, knowledge and attitude necessary for maintaining an active healthy lifestyle;
- initiate behaviors that promote personal and group success in active settings;
- develop respect and appreciation for cultural and individual similarities and differences;
- express themselves through physical activities and enjoy increased physical competencies.

Upon completion of Guilford Public School's K-12 physical education program, it is the expectation that every child will be a *physically educated person*, one who fits the definition developed in 1992 by the National Association for Sport and Physical Education.

A physically educated person is one who:

Has learned the skills necessary to perform a variety of activities;

Does participate regularly in physical activity;

Is physically fit;

Knows the implications of and the benefits from involvement in physical activities; and

Values physical activity and its contribution to a healthy lifestyle.

Guilford Public Schools Physical Education Curriculum

Overview



The curriculum guide is divided into two sections. Section One contains the curriculum arranged according to the six Content Standards defined in the Connecticut State Framework. For each Content Standard, the Performance Standard (the more focused set of skills and knowledge needed to achieve the Content Standard) is defined; an explanation of what students should know and be able to do (concepts and skills) is provided. Also in this section, suggested instructional strategies and assessments are provided. The curriculum is arranged by grade. It reflects the idea that students' experience in physical education is a spiraling process of learning and applying a diverse set of skills and knowledge needed to meet each standard. The expectation is that students will have multiple experiences that become increasingly more complex and/or sophisticated in thinking and/or in application as they work to meet the standards.

Section Two contains Sample Assessment Tools provided as models.



The Guilford Public Schools teachers who were members of the curriculum committee for physical education are:

Richard Bello- Guilford Lakes Elementary Schools
Betsy Christensen- Baldwin Middle School
James Ford- Baldwin Middle School
Debra Golembeski- Calvin Leete Elementary School and Baldwin Middle School
Phyllis Hobson- Guilford Lakes Elementary School
Joe Maher- Melissa Jones Elementary School
Tammy Marszalek- Adams Middle School
Charles Phillips- Adams Middle School
Judith Soprano- A.W. Cox Elementary School
Marilynn Sturgess, Special Assignment- Guilford Public Schools



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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade K CONTENT STANDARD 1: Physical Activity</p> <p><i>Students will become competent in a variety of, and proficient in a few, physical activities</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation</p> 	<p>The student will be able to:</p> <p>Demonstrate a variety of basic locomotor movements such as running, skipping, hopping, galloping, and sliding.</p> <p>Demonstrate a variety of basic non-locomotor skills such as bending, twisting, stretching, turning, and lifting.</p> <p>Demonstrate a variety of basic object control skills such as underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike.</p> <p>Demonstrate the ability to travel forward and sideways using a variety of patterns and change direction quickly in response to a signal.</p> <p>Walk and run using developmentally appropriate form.</p> <p>Roll sideways without hesitating or stopping.</p> <p>Toss a ball and catch it before it bounces twice.</p> <p>Kick a ball using a smooth continuous running step.</p> <p>Maintain momentary stillness bearing weight on a variety of body parts.</p>	<p>Modeling, peer modeling, group play</p> 

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade K CONTENT STANDARD 2: Human Movement</p> <p><i>Students will understand and apply principles of human movement to the learning and development of motor skills.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p style="text-align: center;">Observation</p> 	<p>The student will be able to:</p> <p>Understand a vocabulary of basic movement concepts such as personal space/general space, high/low levels, fast/slow speeds, light/heavy weights, balance, and twist.</p> <p>Walk, run, hop and skip in different pathways and directions and change speed quickly in response to a signal.</p> <p>Identify and use a variety of relationships with objects such as over/under, behind, beside, and through.</p> <p>Identify and begin to use the techniques used to soften the landing in a jump (leg flexion).</p>	<p style="text-align: center;">Modeling, discussion, guided discovery, group play</p> 

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade K CONTENT STANDARD 3: Fitness</p> <p><i>Students will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation, peer assessment</p> 	<p>The student will be able to:</p> <p>Engage in basic activities that cause cardio-respiratory exertion such as running, galloping, skipping and hopping.</p> <p>Sustain moderate to vigorous physical activity for several minutes.</p> <p>Be aware that his/her heart beats fast during physical activity.</p> <p>Demonstrate proper technique for sit-ups (curl-up).</p> <p>Demonstrate sit and reach stretch.</p>	<p>Modeling, group play, peer integration, peer modeling</p> 

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade K CONTENT STANDARD 4: Responsible Behavior</p> <p><i>Students will exhibit responsible personal and social behaviors in physical activity settings.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p style="text-align: center;">Observation</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Follow rules and procedures (playground, classroom and gymnasium) with teacher reinforcement.</p> <p>Respond to teacher's signals for attention.</p> <p>Use equipment and space safely and properly, such as taking turns using equipment and putting equipment away when not in use.</p>	<p style="text-align: center;">Modeling, discussion</p> <p style="text-align: center;">↓</p>



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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade K CONTENT STANDARD 5: Respect for Differences</p> <p><i>Students will exhibit an understanding of and respect for differences among people in physical activity settings.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Work in a group setting in cooperation with others.</p> <p>Participate with others readily and with enjoyment.</p> <p>Choose playmates without regard to personal differences, such as race, gender, and disability.</p>	<p>Group play</p> <p style="text-align: center;">↓</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade K CONTENT STANDARD 6: Benefits of Physical Activity</p> <p><i>Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation, oral feedback</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Experience enjoyment while participating alone and with others.</p> <p>Respond positively to physical activities.</p> <p>Identify and express the positive personal qualities and positive behaviors (character pillars*) that result from participation in physical activity.</p> <p style="text-align: center;">* See Part Two for the complete list of Character Pillars</p>	<p>Group play, discussion</p> <p style="text-align: center;">↓</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 1 CONTENT STANDARD 1: Physical Activity</p> <p><i>Students will become competent in a variety of, and proficient in a few, physical activities</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation, skills checklist, peer assessment</p> 	<p>The student will be able to:</p> <p>Demonstrate a variety of basic locomotor movements such as running, skipping, hopping, galloping, and sliding.</p> <p>Demonstrate a variety of basic non-locomotor skills such as bending, twisting, stretching, turning and lifting.</p> <p>Demonstrate a variety of basic object control skills such as underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike.</p> <p>Demonstrate clear contrast between slow and fast moving while traveling.</p> <p>Demonstrate the ability to travel forward and sideways using a variety of patterns and change directions quickly in response to a signal.</p> <p>Walk and run using developmentally appropriate form.</p> <p>Roll sideways without hesitating or stopping.</p> <p>Toss a ball and catch it before it bounces twice.</p> <p>Kick a stationary ball using a smooth continuous running step.</p> <p>Maintain momentary stillness bearing weight on a variety of body parts.</p>	<p>Modeling, guided discovery, peer integration, group play, peer modeling</p> 



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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 1 CONTENT STANDARD 2: Human Movement</p> <p><i>Students will understand and apply principles of human movement to the learning and development of motor skills.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p style="text-align: center;">Observation</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Skills checklist</p>	<p>The student will be able to:</p> <p>Use concepts of space awareness and movement control with a variety of basic skills such as running, hopping and skipping, while interacting with others.</p> <p>Understand the critical elements of a variety of basic movement patterns such as throwing (the ready position, arm preparation, step with leg opposite throwing arm, follow-through, accuracy of throw).</p> <p>Identify and demonstrate three characteristics of proper throwing technique.</p>	<p style="text-align: center;">Modeling, discussion, peer modeling, guided practice, group play</p> <p style="text-align: center;">↓</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 1 CONTENT STANDARD 3: Fitness</p> <p><i>Students will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p style="text-align: center;">Observation</p> <p style="text-align: center;">↓</p> <p>Observation, task sheet, peer assessment</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Engage in moderate to vigorous physical activities for longer periods of time.</p> <p>Engage in activities that develop muscular strength and endurance, such as: climbing, hanging, and taking weight on hands.)</p> <p>Engage in activities that require flexibility such as stretching toward the toes while in the sit and reach position and moving each joint through its full range of motion.</p> <p>Understand and demonstrate how to measure cardio-respiratory fitness by listening to heartbeat and counting pulse rate.</p> <p>Understand and identify the physiological indicators that accompany moderate to vigorous physical activity: perspiration, increased heart and breathing rate.</p> <p>Understand and describe the benefits of regular daily fitness.</p>	<p>Modeling, group play, guided discovery, peer integration, peer modeling</p> <p style="text-align: center;">↓</p> <p>Task sheet, self-monitoring using technology, peer assessment</p> <p>Discussion</p> <p>Discussion</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 1 CONTENT STANDARD 4: Responsible Behavior</p> <p><i>Students will exhibit responsible personal and social behaviors in physical activity settings.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p style="text-align: center;">Observation</p> 	<p>The student will be able to:</p> <p>Follow rules and procedures (playground, classroom and gymnasium) with little teacher reinforcement.</p> <p>Follow directions given to the class for an all-class activity.</p> <p>Respond to teacher's signals for attention.</p> <p>Use equipment and space safely and properly.</p> <p>Understand the purpose of rules in a game.</p> <p>Understand the social components of physical activity such as learning to cooperate and interacting with others.</p>	<p>Modeling, discussion, guided practice, cooperative problem-solving</p> 



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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 1 CONTENT STANDARD 5: Respect for Differences</p> <p><i>Students will exhibit an understanding of and respect for differences among people in physical activity settings.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Work and play cooperatively with others regardless of personal differences such as gender, ethnicity, or disability.</p> <p>Participate readily with others.</p> <p>Display consideration for others in physical activity settings.</p>	<p>Modeling, group play</p> <p style="text-align: center;">↓</p>



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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 1 CONTENT STANDARD 6: Benefits of Physical Activity</p> <p><i>Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation, peer assessment</p> <p style="text-align: center;">↓</p> <p>Self-assessment, oral feedback</p>	<p>The student will be able to:</p> <p>Demonstrate a willingness to participate in all activities.</p> <p>Respond positively to physical activities.</p> <p>Use physical activity and movement to express feelings creatively.</p> <p>Identify and express the positive personal qualities and positive behaviors (character pillars*) that result from participation in physical activity.</p> <p> </p> <p>* See Part Two for the complete list of Character Pillars.</p>	<p>Discussion, group play, guided discovery</p> <p style="text-align: center;">↓</p>

**Guilford Public Schools
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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 2 CONTENT STANDARD 1: Physical Activity</p> <p><i>Students will become competent in a variety of, and proficient in a few, physical activities</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation, skills checklist</p> 	<p>The student will be able to:</p> <p>Demonstrate skills of chasing, fleeing and dodging to avoid others.</p> <p>Combine locomotor patterns in time to music.</p> <p>Demonstrate control in travel for a variety of body parts (travel in backward direction and change direction quickly and safely without falling; change speed and direction in response to various rhythms; combine traveling patterns to music)</p> <p>Demonstrate smooth transitions between sequential motor skills such as running into a jump.</p> <p>Demonstrate locomotor skills in rhythmical patterns such as even, uneven, fast and slow.</p> <p>Demonstrate momentary stillness while balancing in symmetrical and non-symmetrical shapes using various body parts.</p> <p>Receive and send an object in a continuous motion.</p>	<p>Modeling, guided practice, group play, peer modeling</p> 

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 2 CONTENT STANDARD 2: Human Movement</p> <p><i>Students will understand and apply principles of human movement to the learning and development of motor skills.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation, skills checklist, task sheet</p> 	<p>The student will be able to:</p> <p>Use concepts of space awareness and movement control to run, hop and skip in different ways in a large group without bumping into others or falling.</p> <p>Identify and demonstrate the major characteristics of walking, running, hopping and skipping.</p> <p>Identify and demonstrate four characteristics of proper throwing techniques.</p> <p>Demonstrate fundamental skills of throwing, catching, striking, kicking and bouncing.</p> <p>Use feedback to improve performance.</p> <p>Understand the importance of practice in learning skills.</p>	<p>Modeling, group play</p> <p>Discussion, demonstration</p>  <p>Peer assessment</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 2 CONTENT STANDARD 3: Fitness</p> <p><i>Students will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p style="text-align: center;">Observation</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Journal, poster, group project</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Observation, task sheets</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Regularly participate in physical activity for the purpose of developing a healthy lifestyle.</p> <p>Sustain moderate to vigorous physical activity for a specified time (building toward the state standard for grade 4).</p> <p>Describe healthful benefits that result from regular and appropriate participation in physical activity.</p> <p>Identify changes in the body during vigorous physical activity such as fast heart rate and heavy breathing.</p> <p>Support body weight for climbing, hanging and momentarily taking weight on hands.</p> <p>Understand the components of health-related physical fitness.</p> <p>Demonstrate several activities related to each component of health-related fitness such as run/walk a mile, sit-ups, push-ups, and sit and reach.</p>	<p>Modeling, discussion, peer modeling, guided discovery, video</p> <p style="text-align: center;">↓</p> <p>Task sheets</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 2 CONTENT STANDARD 4: Responsible Behavior</p> <p><i>Students will exhibit responsible personal and social behaviors in physical activity settings.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation</p> <p style="text-align: center;">↓</p> <p>Peer assessment</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Use equipment and space safely and properly.</p> <p>Respond positively to an occasional reminder about a rule infraction.</p> <p>Practice specific skills assigned until the teacher signals the end of practice.</p> <p>Stop activity immediately at the signal to do so.</p> <p>Work cooperatively with another student to complete an assigned task (take turns, support or assist a partner).</p> <p>Invite a peer to take a turn at a piece of apparatus before repeating a turn.</p>	<p>Modeling, peer integration</p> <p style="text-align: center;">↓</p> <p>Cooperative problem-solving, group play</p> <p style="text-align: center;">↓</p>



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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 2 CONTENT STANDARD 5: Respect for Differences</p> <p><i>Students will exhibit an understanding of and respect for differences among people in physical activity settings.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation</p> <p>Journal, report, poster</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Display consideration for others in physical activity settings.</p> <p>Describe the benefits that accompany cooperation and sharing.</p> <p>Describe and practice the elements of socially acceptable conflict resolution.</p>	<p>Modeling, discussion</p> <p>Group play, peer modeling, peer integration</p> <p style="text-align: center;">↓</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 2 CONTENT STANDARD 6: Benefits of Physical Activity</p> <p><i>Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Journals, posters, reports</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Observation</p> <p>Self-assessment, oral feedback</p>	<p>The student will be able to:</p> <p>Identify and appreciate the benefits that accompany cooperation and sharing.</p> <p>Identify and express the feelings resulting from challenges, successes and failures in physical activity.</p> <p>Demonstrate a willingness to try new activities.</p> <p>Identify and express the positive personal qualities and positive behaviors (character pillars*) that result from participation in physical activity.</p> <p>* See Part Two for the complete list of Character Pillars</p>	<p>Discussion, group play, guided discovery</p> <p style="text-align: center;">↓</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 3 CONTENT STANDARD 1: Physical Activity</p> <p><i>Students will become competent in a variety of, and proficient in a few, physical activities</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation, skills checklist, peer assessment</p> 	<p>The student will be able to:</p> <p>Demonstrate mature forms of basic locomotor patterns (running, skipping, hopping, galloping and sliding).</p> <p>Use object control skills such as overhand and underhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, and pass in a variety of physical activities.</p> <p>Use basic sport-specific skills in a variety of physical activities such as basketball chest pass, soccer dribble, and fielding a softball with a glove.</p> <p>Dribble a basketball with preferred hand.</p> <p>Execute a chest and bounce pass.</p> <p>Combine three gymnastic stunts into a routine.</p> <p>Demonstrate low hurdle jumps.</p>	<p>Modeling, video, guided practice, group play, peer modeling</p> 

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<p>Observation, skills checklist</p> <p>Peer assessment</p> <p>Observation</p>	<p>The student will be able to:</p> <p>Identify and demonstrate the critical elements of a variety of fundamental and selected specialized motor skills such as throwing, catching, dribbling, and striking.</p> <p>Observe partners' performance of fundamental and selected specialized motor skills and practice providing feedback to improve performance.</p> <p>Learn a variety of warm-up and cool-down techniques.</p>	<p>Modeling, discussion, demonstration</p> <p>Peer assessment, peer integration</p> <p>Modeling, video</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 3 CONTENT STANDARD 3: Fitness</p> <p><i>Students will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation</p> <p>Journal, poster, group project, report</p> <p style="text-align: center;">↓</p> <p>Task sheet, observation</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Engage in appropriate activity that results in the enhancement of muscular strength, endurance and flexibility.</p> <p>Understand and describe the effects of physical activity and nutrition on body composition.</p> <p>Identify the components of health-related fitness.</p> <p>Identify many physical activities that elicit a faster heartbeat.</p> <p>Perform the one-mile walk/run.</p> <p>Perform sit-ups demonstrating proper technique.</p> <p>Perform the sit and reach test.</p>	<p>Modeling, discussion, peer modeling,</p> <p>Guided discovery, video</p> <p style="text-align: center;">↓</p> <p>Demonstration, task sheets</p> <p style="text-align: center;">↓</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 3 CONTENT STANDARD 4: Responsible Behavior</p> <p><i>Students will exhibit responsible personal and social behaviors in physical activity settings.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p style="text-align: center;">Observation</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Group project</p>	<p>The student will be able to:</p> <p>Develop rules, procedures and etiquette that are safe for specific activity situations.</p> <p>Work on assigned tasks in a productive manner and stop activity when signaled.</p> <p>Develop and use cooperative skills while working with a partner or in small groups to complete an assigned task.</p> <p>Follow directions with little or no reinforcement.</p>	<p>Discussion, modeling</p> <p>Cooperative problem-solving, group play</p> <p style="text-align: center;">↓</p>



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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 3 CONTENT STANDARD 5: Respect for Differences</p> <p><i>Students will exhibit an understanding of and respect for differences among people in physical activity settings.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Demonstrate the elements of socially acceptable conflict resolution.</p> <p>Recognize and accept differences and similarities in others while participating in activities.</p> <p>Participate in selected activities from different national, cultural and ethnic origins.</p>	<p>Modeling, discussion</p> <p>Group play, video</p> <p style="text-align: center;">↓</p>

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Physical Education Curriculum**

<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 3 CONTENT STANDARD 6: Benefits of Physical Activity</p> <p><i>Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Journal, self-assessment, poster, project</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Periodically evaluate his/her experiences in physical activity.</p> <p>Express his/her feelings through physical activity.</p> <p>Identify personal likes and dislikes among activities.</p> <p>Actively seek out physical activities he/she enjoys.</p> <p>Identify and express the positive personal qualities and positive behaviors (character pillars*) that result from participation in physical activity.</p> <p>* See Part Two for the complete list of Character Pillars</p>	<p>Discussion, group play, guided discovery</p> <p style="text-align: center;">↓</p>

**Guilford Public Schools
Physical Education Curriculum**

<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 4 CONTENT STANDARD 1: Physical Activity</p> <p><i>Students will become competent in a variety of, and proficient in a few, physical activities</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p style="text-align: center;">Observation</p> 	<p>The student will be able to:</p> <p>Demonstrate competency in throwing, catching and kicking skills.</p> <p>Dribble and pass a basketball to a moving receiver.</p> <p>Demonstrate the underhand serve in volleyball to a partner.</p> <p>Balance with control on a variety of objects such as balance board, large apparatus, and skates.</p> <p>Develop and perform a gymnastic sequence that includes smooth transition(s).</p> <p>Develop and perform a creative dance sequence that includes a recognizable pattern.</p> <p>Jump and land for height/distance.</p>	<p>Modeling, peer modeling, guided practice</p>  <p>Video, modeling</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 4 CONTENT STANDARD 2: Human Movement</p> <p><i>Students will understand and apply principles of human movement to the learning and development of motor skills.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation</p> <p>Peer assessment</p> <p>Observation, skills checklist</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Transfer weight from feet to hand at fast and slow speeds using large extensions such as mule kick, handstand, and cartwheel.</p> <p>Accurately recognize the critical elements of various sports skills as performed by a fellow student and provide feedback to that student.</p> <p>Demonstrate proper warm-up and cool-down techniques.</p> <p>Recognize and apply the elements of time, space, force and flow in developing movement sequences and strategies such as consistently striking a soft thrown ball with a bat or paddle or jumping a turned rope five times.</p> <p>Understand that appropriate practice improves performance.</p>	<p>Modeling, guided practice</p> <p>Peer integration, peer assessment</p> <p>Modeling, peer modeling, guided practice</p> <p style="text-align: center;">↓</p> <p>Discussion</p>




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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 4 CONTENT STANDARD 3: Fitness</p> <p><i>Students will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p style="text-align: center;">Observation</p> <p style="text-align: center;">↓</p> <p>CT Fitness Assessment</p> <p style="text-align: center;">Task sheet</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Engage in appropriate activity that results in the development of muscular strength, endurance and flexibility.</p> <p>Regularly participate in physical activity for the purpose of improving physical fitness.</p> <p>Maintain continuous aerobic activity for a specified time and/or activity.</p> <p>Meet the standards prescribed by the Connecticut Health-related Fitness Assessment in the performance of the mile walk/run, sit-ups, push-ups, sit and reach and body fat test.</p> <p>Monitor intensity of exercise (heart rate, breathing rate, recovery rate).</p> <p>Identify and describe the characteristics of a healthy lifestyle.</p>	<p style="text-align: center;">Modeling, group play</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Demonstration, guided practice, task sheet, discussion</p> <p style="text-align: center;">↓</p>



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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 4 CONTENT STANDARD 4: Responsible Behavior</p> <p><i>Students will exhibit responsible personal and social behaviors in physical activity settings.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p style="text-align: center;">Observation</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Group/partner project</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Arrange physical education equipment safely in a manner appropriate to the task when given the opportunity.</p> <p>Teach an activity or skill to classmates, taking his/her role seriously.</p> <p>Work productively with a partner to improve overhand throw pattern for distance by using the critical elements of the process.</p> <p>Demonstrate the spotting technique for gymnastics with a partner.</p> <p>Follow, with few reminders, activity-specific safe practices, rules, procedures and etiquette.</p> <p>Develop and practice skills needed for resolving conflict.</p>	<p style="text-align: center;">Modeling</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Cooperative problem-solving, group/partner play</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Discussion, guided practice</p>



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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 4 CONTENT STANDARD 5: Respect for Differences</p> <p><i>Students will exhibit an understanding of and respect for differences among people in physical activity settings.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation</p> 	<p>The student will be able to:</p> <p>Participate in a variety of multicultural games and physical activities.</p> <p>Recognize and accept differences and similarities in others' physical activity.</p> <p>Indicate respect for persons with cultural differences and the significance they contribute to various games, dances and physical activities.</p> <p>Demonstrate acceptance of the skills and abilities of others through verbal and non-verbal behavior.</p>	<p>Modeling, discussion</p>  <p>Video, discussion</p> 

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 4 CONTENT STANDARD 6: Benefits of Physical Activity</p> <p><i>Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.</i></p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Journal, self-assessment, project, poster</p> 	<p>The student will be able to:</p> <p>Understand that success and improvement are attributed to effort and practice.</p> <p>Celebrate personal success and achievement as well as that of others.</p> <p>Design games, gymnastics and dance sequences that are personally interesting.</p> <p>Identify and express positive feelings as a result of involvement in physical activity.</p> <p>Identify and express the positive personal qualities and positive behaviors (character pillars*) that result from participation in physical activity.</p> <p>* See Part Two for the complete list of Character Pillars</p>	<p>Discussion, guided discovery, group play, cooperative problem-solving</p> 




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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 5 Content Standard 1: Physical Activity</p> <p>Students will become competent in a variety of, and proficient in a few physical activities.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation, formal skills test</p> <p>Observation, peer assessment, formal skills test</p> <p>Observation</p> <p>Formal skills test, peer assessment</p> 	<p>The student will be able to:</p> <p>Demonstrate competency in locomotor, nonlocomotor, and selected isolated manipulative skills such as throwing, catching and striking.</p> <p>Demonstrate mature form and appropriate sequence in combinations of fundamental locomotor, object control, and rhythmical skills that are components of selected modified games, sports, and dances such as combining steps to perform certain dances; combining running, stopping, throwing, shooting and kicking for sideline soccer.</p> <p>Participate in a variety of physical activities focusing on refining basic sport specific skills such as shooting a basketball, handing off and receiving a football, and hitting a pitched ball.</p> <p>Demonstrate proper underhand technique while serving the volleyball over the net.</p> <p>Execute a cartwheel with correct form.</p> <p>Demonstrate correct technique for passing the baton.</p>	<p>Modeling, guided practice, group play</p> 

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 5 Content Standard 2: Human Movement</p> <p>The student will understand and apply principles of human movement to the learning and development of motor skills.</p>	<p>The teacher will use appropriate instructional strategies and/or approaches <u>based on the needs of the student.</u></p>
<p>Observation</p> <p>Video, self-assessment, peer assessment, observation</p> <p>Group project, student reports</p> <p>Discussion</p>	<p>The student will be able to:</p> <p>Recognize errors in personal movement patterns.</p> <p>Use information from a variety of internal and external sources to improve performance.</p> <p>Explore basic offensive and defensive strategies in unstructured game environments such as limited rules, modified equipment and small numbers of participants.</p> <p>Understand the importance of proper warm-up and cool-down techniques.</p>	<p>Guided discovery, peer assessment</p> <p>Videos, group projects, self-assessment, teacher/peer review</p> <p>Guided discovery, cooperation problem-solving</p> <p>Modeling, guided practice</p>


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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 5 Content Standard 3: Fitness</p> <p>The student will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Portfolio, CT Health Related Fitness Assessment</p>  <p>Student reports on individual activities</p>	<p>The student will be able to:</p> <p>Engage in activities that develop and maintain cardio respiratory endurance such as timed or distance walk/run and other endurance activities at a specified heart rate.</p> <p>Engage in activities that develop and maintain muscular strength such as push-ups, sit-ups, isometric strength activities and jump rope.</p> <p>Engage in activities that develop and maintain flexibility of the major joints such as sit and reach, trunk twists, and arm-shoulder stretches.</p> <p>Participate in a variety of health-related fitness activities in both school and non-school settings.</p> <p>Strive to meet and/or show improvement in all components of the health-related fitness standards.</p> <p>Use information from fitness assessments to improve selected fitness components such as cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition.</p>	<p>Guided discovery, task sheets, peer assessment</p>  <p>Task sheet, self-assessment, peer assessment, guided discovery</p> 

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 5 Content Standard 4: Responsible Behavior</p> <p>The student will exhibit responsible personal and social behaviors in physical activity settings.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Group project, observation</p> <p>Observation, skills checklist</p> <p>Group/partner project</p> <p>Observation</p>	<p>The student will be able to:</p> <p>Develop and follow rules, procedures, and etiquette that are safe and effective for specific activity situations.</p> <p>Work independently and productively with close teacher monitoring when practicing selected sport skills such as shooting a basketball, punting a soccer ball, and throwing a football.</p> <p>Work with a partner and/or in a small group to accomplish a set goal in both cooperative and competitive activities.</p> <p>Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.</p>	<p>Cooperative problem-solving</p> <p>Modeling, guided discovery</p> <p>Group/partner play Cooperative problem-solving Peer assessment</p> <p>Modeling Peer modeling</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 5 Content Standard 5: Respect for Differences</p> <p>The student will exhibit an understanding of and respect for differences among people in physical activity settings.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation</p> <p>Student reports on individual activities, group project/poster</p>  <p>Observation</p> <p>Observation</p>	<p>The student will be able to:</p> <p>Participate in a variety of multicultural games and physical activities.</p> <p>Understand the role of physical activities in learning more about others of like and different backgrounds such as gender, culture, ethnicity, and disability.</p> <p>Understand the physical challenges faced by people with disabilities such as playing wheelchair basketball and dancing with a hearing disability.</p> <p>Explore the cultural heritage of their own families as well as that of their classmates.</p> <p>Work cooperatively with and show respect for persons of like and different skill levels.</p> <p>Work cooperatively with disabled peers and those of different genders, races, and ethnicities</p>	<p>Group play</p> <p>Video</p> <p>Guided discovery Video</p> <p>Task sheets</p> <p>Cooperative problem-solving Peer Integration</p> <p>Cooperative problem-solving Peer Integration</p>

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Physical Education Curriculum**

<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 5 Content Standard 6: Benefits of Physical Activity</p> <p>The students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation</p> <p>Group project</p> <p>Discussion</p> <p>Observation</p> <p>Self-assessment, oral feedback</p>	<p>The student will be able to:</p> <p>Enjoy practicing activities to increase skill performance.</p> <p>Create games, gymnastics routines, and dance sequences that are personally interesting, working alone, with a partner, or in a small group.</p> <p>Express positive feelings and describe emotions experienced during physical activity.</p> <p>Interact positively with peers while participating in group activities.</p> <p>Identify and express the positive personal qualities and positive behaviors (character pillars*) that result from participation in physical activity.</p> <p>* See Part Two for the complete list of Character Pillars</p>	<p>Guided discovery</p> <p>Group play Cooperative problem-solving</p> <p>Task sheets</p> <p>Peer integration</p>


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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 6 Content Standard 1: Physical Activity</p> <p>The student will become competent in a variety of, and proficient in a few physical activities.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Formal skills test, observation</p> <p style="text-align: center;">↓</p> <p>Observation</p> <p>Observation, peer assessment</p>	<p>The student will be able to:</p> <p>Throw a variety of objects (e.g. basketball, football, Frisbee) demonstrating both accuracy and force.</p> <p>Hand-dribble and foot-dribble while preventing an opponent from stealing the ball.</p> <p>Perform gymnastics and dance sequences with changes in direction, speed and flow</p> <p>Keep an object moving continuously with a partner using appropriate specialized skills such as dribbling and passing the basketball or soccer ball and volleying a tennis ball.</p>	<p>Modeling, peer modeling</p> <p style="text-align: center;">↓</p> <p>Modeling, video, guided discovery</p> <p>Modeling, cooperative problem-solving, group play</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 6 Content Standard 2: Human Movement</p> <p>The student will understand and apply principles of human movement to the learning and development of motor skills.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation ↓ Peer assessment Observation Student reports on individual activities ↓ Observation</p>	<p>The student will be able to:</p> <p>Detect, analyze and correct errors in personal movement patterns.</p> <p>Learn increasingly more complex concepts of movement performance.</p> <p>Analyze a classmate performing sports skills and identify the critical elements of those skills.</p> <p>Recognize similarities and differences between movement skills that use similar patterns and transfer appropriate concepts from one to the other.</p> <p>Identify proper warm-up and cool-down techniques and reasons for using them.</p> <p>Identify basic practices and conditioning principles that enhance performance.</p> <p>Apply the terminology and safety measures while involved in activities.</p>	<p>Guided discovery</p> <p>Modeling, video</p> <p>Peer assessment</p> <p>Guided discovery</p> <p>Task sheets ↓ Group play</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 6 Content Standard 3: Fitness</p> <p>The student will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Portfolio</p> <p>Observation</p> <p>Observation, portfolio, task sheet</p> 	<p>The student will be able to:</p> <p>Keep a record of heart rate before, during, and after vigorous physical activity.</p> <p>Engage in physical activity at the target heart rate for a minimum of 20 minutes.</p> <p>Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory functioning, and proper body composition.</p> <p>Participate in fitness-enhancing physical activities outside of school (e.g. gymnastics club, community-sponsored youth sports, personal exercise regimes).</p>	<p>Task sheet, technology</p> <p>Group play</p> <p>Peer modeling, task sheets technology</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 6 Content Standard 4: Responsible Behavior</p> <p>The student will exhibit responsible personal and social behaviors in physical activity settings.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Observation ↓ Student reports on individual activities Group project Individual/group project Observation, journal ↓</p>	<p>The student will be able to:</p> <p>Make responsible decisions about using time, applying rules, and following through with the decisions made.</p> <p>Use time wisely when given the opportunity to practice and improve performance.</p> <p>Include concerns for safety in self-designed activities.</p> <p>Work in groups and create a list of characteristics that illustrate social responsibility.</p> <p>Design a game for all members of his/her group using his/her choice of equipment.</p> <p>Choose a partner that they can work with productively.</p> <p>Make suggestions for modification in a game or activity that can improve the game.</p> <p>Distinguish between acts of courage and recklessness.</p>	<p>Guided discovery ↓ Task sheet Cooperative problem-solving ↓ Discussion, group play, cooperative problem-solving ↓</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 6 Content Standard 5: Respect for Differences</p> <p>The student will exhibit an understanding of and respect for differences among people in physical activity settings.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Student reports on individual activities</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Observation</p> <p style="text-align: center;">↓</p>	<p>The student will be able to:</p> <p>Recognize the role of games, sports and dance in getting to know and understand others of like and different backgrounds.</p> <p>Recognize the importance of his/her personal heritage.</p> <p>Demonstrate cooperation with peers of different gender, race, and ethnicity in a physical activity setting, through verbal and non-verbal behavior.</p> <p>Seek out, participate with, and show respect for persons of like skill levels.</p>	<p>Guided discovery, video</p> <p>Guided discovery</p> <p>Group play</p> <p style="text-align: center;">↓</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grade 6 Content Standard 6: Benefits of Physical Activity</p> <p>The student will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Posters, student reports on individual activities, projects</p> <p style="text-align: center;">↓</p> <p>Self-assessment, oral feedback</p>	<p>The student will be able to:</p> <p>Recognize the role of games, sports and dance in getting to know and understand themselves and others.</p> <p>Identify benefits resulting from participation in different forms of physical activities.</p> <p>Describe ways to use the body and movement activities to communicate ideas and feelings.</p> <p>Seek physical activity in informal settings that uses skills and knowledge gained in physical education class.</p> <p>Identify and express the positive personal qualities and positive behaviors (character pillars*) that result from participation in physical activity.</p> <p>* See Part Two for the complete list of Character Pillars.</p>	<p>Guided discovery, discussion</p> <p style="text-align: center;">↓</p> <p>Peer modeling, demonstration</p> <p>Guided discovery</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grades 7 and 8 Content Standard 1: Physical Activity</p> <p>The student will become competent in a variety of, and proficient in a few physical activities.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Formal Skills Test – assessing skills such as speed, spot shooting, passing, control, serving, dribbling, and defensive movement</p> <p>Group Project</p> <p>Teacher observation, observational record, skills checklist</p>	<p>The student will be able to:</p> <p>Use basic offensive and defensive strategies in a modified version of team and individual sports such as tennis, volleyball, and basketball.</p> <p>Develop and perform a variety of sequences and patterns of movement for gymnastics and rope jumping activities.</p> <p>Demonstrate the intermediate skills and safety procedures to participate in outdoor activities such as golf, soccer and lacrosse.</p>	<p>Modeling, group play</p> <p>Cooperative practice, peer modeling, peer feedback</p> <p>Modeling, partner play, group play</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grades 7 and 8 Content Standard 2: Human Movement</p> <p>The student will be able to understand and apply principles of human movement to the learning and development of motor skills.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Peer Observations – observational recording of offensive and defensive strategies used in various activities.</p> <p>Teacher observation of student demonstration</p> <p>Peer group leader observation of gymnastic floor exercise activities.</p> <p>Student reports on skills, training and conditioning in a specific physical activity.</p> <p>Peer Observations – observational recording of offensive and defensive strategies used in various activities.</p>	<p>The student will be able to:</p> <p>Understand and apply more advanced movement and game strategies in both offense and defense in activities such as tennis, basketball and soccer.</p> <p>Identify and demonstrate the key elements in the execution of more advanced movement skills such as block pick-up in shuttle run.</p> <p>Identify the characteristics of highly skilled performance in a few movement forms.</p> <p>Understand and transfer more advanced discipline specific knowledge to a new activity.</p> <p>Identify strengths and weaknesses of performance accurately.</p>	<p>Modeling, group play</p> <p>Guided practice</p> <p>Group play, partner play</p> <p>Video, guided discovery</p> <p>Video, partner feedback, guided discovery</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grades 7 and 8 Content Standard 3: Fitness</p> <p>The student will be able to use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Student Log – students maintain a log of their physical activity for seven days.</p> <p>Student report – describing the physiological response to exercise, providing personal heart rate information as a basis for illustrating the body's response to a minimum of three different activities.</p> <p>Student Project –students a variety of personal fitness data to develop a plan for improving their fitness level on their weakest component.</p> <p style="text-align: center;">↓</p> <p>Formal testing – Presidential Physical Fitness Test</p>	<p>The student will be able to:</p> <p>Participate in a variety of health-related fitness activities in school and non-school settings that promote muscular strength, flexibility and cardio-respiratory endurance.</p> <p>Assess physiological indicators of exercise during and after physical activity, including taking his/her pulse and monitoring his/her heart rate before, during and immediately following a variety of physical activities.</p> <p>Understand and apply basic principles of training to improve physical fitness.</p> <p>Interpret results of physical fitness assessments.</p> <p>Use the results of the fall fitness test to begin to develop personal fitness goals independently.</p> <p>Meet the health-related standards as defined by the Presidential Physical Fitness Program</p>	<p>Discussion, modeling, guided discovery, student log</p> <p>Modeling, personal fitness log, peer discussion, technology</p> <p>Discussion, demonstration, guided discovery, peer feedback, video, journal</p> <p style="text-align: center;">↓</p> <p>Modeling, guided practice</p>

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<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grades 7 and 8 Content Standard 4: Responsible Behavior</p> <p>The student will exhibit responsible personal and social behaviors in physical activity settings.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Teacher observation, peer observational record (during a team game a designated student scores both the game points and "behavior points.")</p> <p>Student journal –record personal examples of good sportsmanship and lack of good sportsmanship; behavioral choices and decisions.</p> <p style="text-align: center;">↓</p> <p>Student project</p>	<p>The student will be able to:</p> <p>Recognize the positive and negative impact of peer behavior.</p> <p>Solve problems by analyzing causes and potential solutions.</p> <p>Analyze potential consequences when confronted with a behavior choice arising from: conflict with peers, language, preparation, promptness, safety and support for others</p> <p>Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings by creating and analyzing a list of actions, both positive and negative, observed during his/her involvement in physical activity over the past week.</p>	<p>Modeling, discussion</p> <p>Role play, peer feedback, cooperative problem solving, personal journal</p> <p style="text-align: center;">↓</p> <p>Guided discovery, group play, discussion, cooperative problem-solving</p>

**Guilford Public Schools
Physical Education Curriculum**

<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grades 7 and 8 Content Standard 5: Respect for Differences</p> <p>The student will demonstrate understanding and respect for differences among people in physical activity settings.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Student project – students are asked to identify the minority populations in their school, local community, or state. Based on this information, students are requested to learn a game or dance native to one of these populations.</p> <p>Student journal –observe physical activity during physical education class and record instances of perceived exclusionary behavior; suggest strategies for maximizing inclusion in physical activity settings.</p> <p>Observation</p>	<p>The student will be able to:</p> <p>Recognize the role of sports, games, and dance in modern culture.</p> <p>Identify behaviors that are supportive and inclusive in physical activity settings such as methods used to choose teams, exclusionary behavior like failing to pass to less skilled players in a basketball game, or exclusion related to gender or cultural/ethnic differences.</p> <p>Willingly join others of diverse culture, ethnicity, and race during physical activity.</p>	<p>Video, discussion, role play, group play</p> <p style="text-align: center;">↓</p> <p>Discussion, guided discovery, student journal, role play</p> <p>Group play, partner play</p>

**Guilford Public Schools
Physical Education Curriculum**

<p>The teacher will assess the student's ability by collecting evidence of student achievement.</p>	<p>Grades 7 and 8 Content Standard 6: Benefits of Physical Activity)</p> <p>The student will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.</p>	<p>The teacher will use appropriate instructional strategies/approaches <u>based on the needs of the student.</u></p>
<p>Student Report – after participating in both a team and individual sport activity, students write an essay discussing the differences in opportunities for social interaction in each activity</p> <p>Project/Essay – students are asked to write an essay that describes the value of exercise in relieving stress, and identify activities that may be more stress reducing than others.</p> <p>Self-assessment, oral feedback</p>	<p>The student will be able to:</p> <p>Enjoy participation in physical activity.</p> <p>Recognize the social benefits of participation in physical activity.</p> <p>Try new and challenging activities.</p> <p>Recognize physical activity as a vehicle for self-expression</p> <p>Identify and express the positive personal qualities and positive behaviors (character pillars*) that result from participation in physical activity.</p> <p>* See Part Two for the complete list of Character Pillars.</p>	<p>Modeling</p> <p>Discussion, group play</p> <p>Guided discovery</p>