

Zealand Public Schools Physical Education Curriculum Guide



**Gary L. Feenstra
Superintendent**

**Chris Guimond-Cairns
Assistant Superintendent of Instruction**

Rewrite 2006

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INTRODUCTION

K-5

Component Elements of the Program Guidelines

The Guidelines for Physical Education Programs are based on the 5-point definition of the Physically Educated Person (see p. 3), developed by the National Association for Sport and Physical Education (NASPE) Outcomes Committee. The standards were designed to reflect broad areas of development and understanding which result from quality programs in Physical Education. It is the belief of the Physical Education Department that the standards provide specific, grade-appropriate statements that are consistent with the NASPE definition of a physically educated person.

For each of the standards, objectives related to psychomotor, cognitive and/or affective behavior have been identified for grades K-5. These behavioral objectives represent a second-order level of specificity. As such, they reflect possible areas of curricular content, by grade level, that relate directly to the achievement of the general Physical Education Standards.

Purpose of the Program Guidelines

The standard statements are intended to serve as standards for quality Physical Education programs, grades K-5. It is the position of the Physical Education Department that these standards reflect essential areas of development and knowledge, resulting from an instructional program in Physical Education.

The behavior objectives related to each standard, by grade level, are designed to further define and/or specify the Physical Education standards by identifying areas of psychomotor, cognitive, and/or affective content related to each of the standards. As such, the objectives are intended as suggestive of general curricular content, rather than as prescriptive of a standard curriculum. It is hoped that these objectives will be useful to those individuals currently teaching and new teachers arriving in the district.

Definition of Terms

The behavioral objectives are designed to provide content progressions both within a specific grade and across sequential grades. Four specific terms are used to denote a progressive sequence of skill development as follows:

Attempt - Implies that the skill will be taught but the child will not master or show competency in the skill. This is a first level progression.

Demonstrate - Implies that the child will demonstrate competency in the skill. This is a second level progression.

Explore - Implies that the child has demonstrated competency in the skill and will explore variations of the movement. This is a third level progression. Sometimes explore is used at the sample activity level to imply a movement exploration or guided discovery approach to the teaching of the skill or concept.

Review - Implies the continual review of the skill and serves as a developmental checkpoint.

Skill Sequence

In addition to this K-5 curriculum is a skill sequence designed to provide specific unit content. The sample activities are intended to illustrate tasks that can serve as behavioral criteria relative to the accomplishment of the objectives for a particular grade level.

DEFINITION OF A PHYSICALLY EDUCATED PERSON (NASPE) AND STANDARDS OF A PHYSICAL EDUCATION PROGRAM, GRADES K-5

A Physically Educated Person:

1. HAS learned skills necessary to perform a variety of physical activities

- A. The learner will develop body, spatial and temporal awareness.
- B. The learner will develop locomotor, manipulative and nonlocomotor skills.
- C. The learner will combine locomotor, nonlocomotor and manipulative skills in movement, dance, games and sports.

2. IS physically fit

3. DOES participate regularly in physical activity

- D. The learner will understand the benefits of regular physical activity and its relationship to lifetime fitness.

4. KNOWS the implications of and the benefits from involvement in physical activities

- E. The learner will develop listening skills and safety awareness.
- F. The learner will understand, appreciate and apply rules, regulations, strategies, and etiquette for movement, dance, games and sport.
- G. The learner will appreciate the aesthetic and creative qualities of movement.

5. VALUES physical activity and its contributions to a healthful lifestyle

- H. The learner will develop self-confidence and interpersonal skills.

REFERENCE LIST

Eastern District of the American Alliance for Health, Physical Education, Recreation and Dance (1991). Physical Education Program Guidelines, Grades K-5. EDAAHPERD.

Report from the Surgeon General of the United States (1996). Physical Activity and Health.

AAHPERD Content Standards K-12 Curriculum Guidelines (1995).

Zeeland Public Schools
K - 5 Physical Education Program Standards

Kindergarten
(Music and Motion)

<p><i>Standard 1:</i> <i>The learner will develop body, spatial and temporal awareness.</i></p>

1. The learner will demonstrate common body positions.
 - a) Perform the four body positions of tuck, pike, lay-out and straddle.
 - b) Explore various shapes.
2. The learner will explore general and personal space.
 - a) Explore personal space through the use of hula hoops, bags or ropes.
 - b) Explore personal space by varying body positions and levels.
 - c) Explore general space by changing direction quickly to a signal.
 - d) Explore moving from general space back to personal space upon command.
 - e) Explore moving by varying the size of general space from large/small or small/large.
3. The learner will demonstrate the concepts of directionality and laterality.
 - a) Move front/back, side/side and in/out.
 - b) Move up/down and under/over.
 - c) Explore moving left/right.
 - d) Explore moving in opposition and alternately.
 - e) Explore moving in synchrony.
 - f) Participate in activities such as Simon Says.
4. The learner will demonstrate moving to various rhythms.
 - a) Explore moving with even/uneven rhythms.
 - b) Perform exercises, songs and simple dances to the rhythm of the music.
5. The learner will demonstrate forward rotational skills.
 - a) Perform the log, egg, and shoulder rolls.
6. The learner will demonstrate moving at various levels.
 - a) Explore moving at high, medium, and low levels.
 - b) Participate in fleeing and chasing activities while varying the levels.
7. The learner will explore variations in force/effort.
 - a) Explore such activities as walking, running, jumping by varying force/effort.
 - b) Explore throwing and striking activities by varying force/effort.
 - c) Explore such activities as twisting, turning, bending and stretching by varying force/effort.

Standard 2:***The learner will develop locomotor, manipulative and nonlocomotor skills.***

1. The learner will demonstrate walking, running, jogging, sliding, and jumping.
 - a) Travel varying direction, pathway and effort.
 - b) Jump from various heights and over various obstacles.
 - c) Change speeds to music.
2. The learner will attempt the locomotor skills of skipping, hopping, leaping, and galloping.
 - a) Attempt galloping forward and backward with either foot leading.
 - b) Attempt continuous jumping, leaping and hopping in all directions with varying effort.
 - c) Explore different approaches to traveling over lines and ropes.
 - d) Explore moving to a variety of images in poems or stories.
 - e) Participate in chasing and fleeing activities.
3. The learner will demonstrate turning in a stationary position.
 - a) Explore turning by varying speed, level and direction.
 - b) Explore turning using different shapes and position.
 - c) Explore turning to various tempos.
4. The learner will integrate turning with locomotor skills.
 - a) Explore turning by varying speed, level and direction.
 - b) Explore turning by using various locomotive patterns.
 - c) Explore turning using various tempos.
 - d) Spin on one foot and maintain balance.
 - e) Jump using a turn.
5. The learner will demonstrate kicking.
 - a) Kick a large stationary ball.
 - b) Kick a large stationary ball while running forward.
 - c) Kick a large ball dropped out of her/his hands.
 - d) Attempt kicking a moving ball.
 - e) Explore kicking using strong and light effort.
 - f) Explore kicking with different parts of the foot.
6. The learner will demonstrate throwing.
 - a) Throw an object with an overhand and underhand motion.
 - b) Attempt throwing an object toward a target.
 - c) Attempt throwing an object using various speeds, effort, levels, and directions.
 - d) Explore throwing motions to various tempos.
7. The learner will attempt catching.
 - a) Stop a rolling object with various body parts.
 - b) Catch a large object with her/his hands.
 - c) Catch a large object from a rebound with hands.
 - d) Explore the concept of giving with a movement and collapsing.
 - e) Explore catching from a self-toss.
 - f) Participate in pre-juggling activities with scarves.
8. The learner will attempt striking.
 - a) Strike a large stationary object without and with an implement.
 - b) Strike a large moving object without and with an implement.

- c) Explore striking by varying effort and force.
 - d) Explore striking with different body parts and in different directions.
9. The learner will demonstrate the nonlocomotor skills of stretching, twisting, curling, bending, holding, lifting, swaying and swinging.
- a) Perform nonlocomotor skills in combination.
 - b) Lift and hold equipment used in the activity.
 - c) Explore nonlocomotor skills varying speed and level.
 - d) Explore nonlocomotor skills varying shape.
 - e) Participate in parachute activities.
10. The learner will attempt swinging, pushing, and pulling.
- a) Explore swinging from various body parts.
 - b) Push and pull equipment used in the activity.
 - c) Explore swinging, pushing and pulling with varying effort.
 - d) Participate in scooter activities and obstacle courses.

Standard 3:
The learner will combine locomotor, nonlocomotor and manipulative skills in movement, dance, games and sports.

- 1. The learner will demonstrate nonlocomotor and manipulative skills in combination.
 - a) Explore manipulation of such objects as balloons, feathers, bean bags, yarn balls, foam paddles/bats and ribbons.
 - b) Explore self-tossing and catching activities.
- 2. The learner will demonstrate locomotor and manipulative skills in combination.
 - a) Explore various locomotor movements while manipulating ribbons, feathers or ropes.
 - b) Explore self-tossing and catching activities in combination with walking and jogging.
 - c) Explore striking objects such as balloons, beach balls and playground balls.

Standard 4:
The learner will understand the benefits of regular physical activity and its relationship to lifetime fitness.

- 1. The learner will have the opportunity to develop cardiovascular endurance.
 - a) Participate in 20 minutes of class movement, dance, and/or games without undue cardiovascular fatigue.
- 2. The learner will have the opportunity to develop strength/endurance.
 - a) Hang by arms and legs from an elevated bar.
 - b) Explore climbing and swinging activities on apparatus.
 - c) Participate in activities such as seal walks, crab walks and mule kicks.
- 3. The learner will have the opportunity to develop flexibility.
 - a) Stretch specific muscle groups.
 - b) Participate in movement songs and rhymes.
 - c) Perform a sequence of shapes that represent stretching, bending and twisting.
 - d) Perform activities such as see-saws, rolls and animal mimicry.
- 4. The learner will demonstrate exercises that increase cardiovascular endurance, muscular strength/endurance and flexibility.
 - a) Demonstrate an exercise for each fitness component.

Standard 5:

The learner will develop listening skills and safety awareness.

1. The learner will be able to start and stop on command.
 - a) Start and stop on an auditory or visual signal.
2. The learner will be able to maintain her/his personal space.
 - a) Participate in activities without colliding with other students.

Standard 6:

The learner will understand the general function and structure of the body.

1. The learner will locate the major parts of the body.
 - a) On command, point to a specified body part on self or a partner.
 - b) Move specified body parts.
 - c) Participate in activities such as Head, Shoulders, Knees and Toes.

Standard 7:

The learner will understand, appreciate and apply rules, regulations, strategies, and appropriate etiquette for movement, dance, games and sports.

1. The learner will follow simple directions.
 - a) On command, start and stop.
 - b) On command, go over, under, through and around objects.
 - c) Solve simple movement challenges.
 - d) Participate in parachute play.
2. The learner will follow a series of instructions for the activity.
 - a) On command, sequence two or more locomotor movements.
 - b) Create a movement sequence following guidelines provided by the teacher.
3. The learner will participate in the activity without arguing.

Standard 8:

The learner will appreciate the aesthetic and creative qualities of movement.

1. The learner will create a sequence of nonlocomotor movements.
 - a) Develop an original sequence within given parameters.
2. The learner will demonstrate a movement in terms of level and tempo.
 - a) Differentiate between high, medium, and low levels.
 - b) Differentiate between fast/slow movements.

Standard 9:

The learner will develop self-confidence and interpersonal skills.

1. The learner will explore her/his physical limits.
 - a) Participate in personal movement challenges such as “How high can you jump?” or “How far can you throw?”
 - b) Participate in informal fitness assessment.

2. The learner will solve movement related problems.
 - a) Solve movement problems such as “Can you balance on three body parts?”
 - b) Explore concepts of force and effort as they relate to throwing and striking.
3. The learner will accept responsibility when asked by the teacher.
 - a) Pick up and put away equipment.
 - b) Use equipment properly.
4. The learner will demonstrate respect for individuals.
 - a) Ask and answer questions in a clear manner.
 - b) Speak at appropriate times.
5. The learner will demonstrate cooperative skills.
 - a) Share equipment with a partner.
 - b) Solve movement problems with a partner.

Skill Sequence Kindergarten

LOCOMOTOR & NON-LOCOMOTOR MOVEMENTS

posture	walk	jog	run
gallop	hop	jump	skip
march	crawl	creep	side step
turn	walk on toes	walk on heels	dodge
slide	twist on toes	twist	swing
sway	bend		

MOVEMENT CONCEPTS

Locatives:	in beside over bottom	out front through	top back under
Spatial Awareness:	small turn body parts & function	shape wide curved	twisted narrow long
Level:	high	medium	low
Direction:	forward up	backward down	sideways diagonal
Pathway:	straight	curve	zig zag
Speed:	fast	medium	slow
Beat:	steady		
Effort:	hard continuous	soft	jerk

DANCE

tap	bounce	clap	hop
jog	side step	stop	twist
skip	jump	walk	stomp
forward & backward	march	turn	circle

BALL SKILLS

dribble	roll	roll & catch	underhand throw
overhand throw	catch (self)	foot stop	foot dribble
kick	punt	2 handed overthrow	trapping

IMPLEMENT

Scooters:	sitting legs backward turn with legs twist	sitting legs forward turn with arms double push with legs	kneeling both hands double pull with legs
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GYMNASTICS

landing from jump	rocker-no-hands	roll	log roll
egg roll	balance	mule kick	bridge

BEAM

stand	walk forward	walk backward	walk side
balance skills	crawl		

HULA HOOPS

side jump in	side jump out	forward jump	back jump out
walk the dog	beat w/hoop	underhand throw	waist
turn forward	turn away	bounce	catch
back spin	top spin	locomotion	space in hoop
circle body	twirl backward	twirl step through	roll

BEAN BAGS

bean bag handling	dribble bean bag	carry bean bag	hopscotch
balance bean bag			
Directional:	around waist	around head	both legs
	one leg	figure 8	

APPLICATION OF SKILLS

CREATIVE DRAMATICS:

Animals:	bird	lion	frog
	snake	monkey	penguin
	elephant	donkey	puppy

Mechanical:	airplane	car	rocket
	robot		

Holidays:	seasons	nature	
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JUMP ROPE SINGLE

twirl	twirl & step through	jump	land the shot
jump the shot			
line jumping:	side to side	over & back	apart together

LONG JUMP ROPE

twirl w/one holding	lulu bells		
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Zeeland Public Schools
K - 5 Physical Education Program Standards

Grade One

Standard 1:
The learner will develop body, spatial and temporal awareness.

1. The learner will explore different body positions while jumping.
 - a) Explore different body positions when jumping from an elevation.
 - b) Mimic different sport jumping skills.
2. The learner will demonstrate an understanding of general and personal space.
 - a) Explore general space by varying speed and direction.
3. The learner will share personal space.
 - a) Share a hula hoop with a partner and explore general space in the hula hoop.
 - b) While attached to a partner, explore the boundaries of shared space.
4. The learner will demonstrate the concepts of directionality and laterality.
 - a) Move left/right.
 - b) Move in opposition and alternatively.
5. The learner will demonstrate moving to various rhythms.
 - a) Demonstrate even/uneven rhythms.
 - b) Explore rhythmical movements by responding to various instruments.
 - c) Explore moving to a range of musical rhythms and styles.
 - d) Perform a singing dance in a group.
6. The learner will explore rotational skills.
 - a) Explore rolling movements.
 - b) Explore rolling movements in combinations.
7. The learner will explore balance.
 - a) Explore balance at different levels on different body parts.
 - b) Explore static and dynamic balance.
8. The learner will demonstrate climbing, supporting and balancing skills on various apparatus.
 - a) Balance on one body part.
 - b) Alternately support weight on one body part.
9. The learner will demonstrate variations in force/effort.
 - a) Vary force and effort while running, jumping and throwing.
 - b) Mimic various animal movements while changing the purpose of the movements.

Standard 2:
The learner will develop locomotor, manipulative and nonlocomotor skills.

1. The learner will review walking, running, jogging, sliding and jumping.

2. The learner will demonstrate hopping, skipping, jumping and galloping.
 - a) Hop on one foot.
 - b) Jump backward.
 - c) Jump up onto a piece of apparatus.
 - d) Gallop forward and backward with either foot leading.
3. The learner will attempt skipping, leaping and turning.
 - a) Explore leaping over objects on the floor.
 - b) Explore combining leaping and running.
 - c) Explore jumping and turning.
 - d) Explore combinations of two or three locomotor movements in succession.
4. The learner will demonstrate kicking.
 - a) Kick a large moving ball.
 - b) Attempt running and kicking a moving ball.
 - c) Attempt kicking a ball at different levels.
5. The learner will demonstrate throwing.
 - a) Throw a small object toward a target.
 - b) Throw a small object using various speeds.
 - c) Throw a small object with an overhand motion demonstrating weight transfer, stepping in opposition and using the entire arm.
6. The learner will demonstrate catching.
 - a) Catch a small object from a rebound.
 - b) Catch a large object from a kick/strike.
7. The learner will demonstrate striking.
 - a) Strike a large stationary ball without and with an implement.
 - b) Strike a large moving ball without and with an implement.
8. The learner will review the nonlocomotor skills of stretching, twisting, curling, bending, holding, lifting and swaying.
 - a) Demonstrate stillness at various levels using various shapes.
9. The learner will demonstrate swinging, pushing and pulling.
 - a) Move across an apparatus with a hand to hand motion.
 - b) Push and pull using scooters.
 - c) Participate in obstacle course activities.

Standard 3:

The learner will combine locomotor, nonlocomotor and manipulative skills in movement, dance, games and sports.

1. The learner will demonstrate nonlocomotor and manipulative skills in combination.
 - a) Explore movements with implements such as hula hoops.
 - b) Participate in self-toss and catch activities.
 - c) Juggle scarves.
 - d) Participate in games requiring striking, rolling and throwing.
2. The learner will demonstrate locomotor and manipulative skills in combination.
 - a) Explore running, catching and throwing.
 - b) Participate in jump rope activities.
 - c) Explore striking and running or jumping.
 - d) Participate in activities and games that will lead up to skills in soccer, volleyball and basketball.

Standard 4:

The learner will understand the benefits of regular physical activity and will enhance personal fitness.

1. The learner will have the opportunity to develop cardiovascular endurance.
 - a) Participate in 30 minutes of movement, dance, and/or games featuring cardiovascular endurance.
2. The learner will have the opportunity to develop muscular strength/endurance.
 - a) Attempt to support her/his body weight in a variety of positions.
 - b) Hang by arms or legs from an elevated bar.
 - c) Support a portion of a partner's body weight.
3. The learner will have the opportunity to develop flexibility.
 - a) Participate in activities such as bridges or toe touches.
 - b) Participate in flexibility warm-up exercises.

Standard 5:

The learner will develop listening skills and safety awareness.

1. The learner will utilize personal and general space appropriately.
 - a) On command, stop and start.
 - b) Participate in games and activities without bumping into others.
 - c) Maintain proper spacing when utilizing apparatus or equipment.
2. The learner will recite safety rules for the activity and area he/she is using.
3. The learner will listen and follow instructions.
 - a) On command, combine movement sequences.
 - b) Participate in activities such as Simon Says.

Standard 6:

The learner will understand the general function and structure of the body.

1. The learner will identify the major parts of the body.
 - a) Move various body parts.
 - b) Point to various body parts.

Standard 7:

The learner will understand, appreciate and apply rules, regulations, strategies, and appropriate etiquette for movement, dance, games and sports.

1. The learner will follow the rules of the activity.
 - a) Given parameters, perform a sequence of movements.
 - b) Given parameters, perform a short dance sequence.
 - c) Follow the rules for simple games.

Standard 8:

The learner will appreciate the aesthetic and creative qualities of movement.

1. The learner will create a sequence of locomotor movements.
 - a) Develop an original sequence within given parameters.
2. The learner will compare movements in terms of level and tempo.
 - a) Contrast high/low levels.
 - b) Contrast slow/fast tempos.

Standard 9:

The learner will develop self-confidence and interpersonal skills.

1. The learner will explore her/his physical limits.
 - a) Participate in various self-testing activities.
 - b) Participate in creative play.
2. The learner will solve movement related problems.
 - a) Participate in movement exploration and educational gymnastics.
3. The learner will accept responsibility when asked by the teacher.
 - a) Help put away and take out equipment.
 - b) Help another student.
4. The learner will accept constructive criticism when delivered by the instructor.
5. The learner will demonstrate acceptance of individual differences by cooperating with classmates.
 - a) Work with different partners in throwing activities.
 - b) Problem-solve with other students.
6. The learner will demonstrate cooperative skills.
 - a) Share equipment.
 - b) Work with a partner to spot a third person.
 - c) Participate in a squad.
 - d) Participate with a partner in cooperative problem solving activities.

Skill Sequence First Grade

LOCOMOTOR & NON-LOCOMOTOR MOVEMENTS

walk	posture	gallop	run
hop	leap	jump	skip
march	walk on toes	twist on toes	twist
crab walk	slide	walk on heels	creep
swing	turn	bend	sway
side step	dodging (tag)		

MOVEMENT CONCEPTS

Locatives:	in beside over bottom	out front through	top back under
Spatial Awareness:	shape wide directionality small	twisted narrow laterality	curved long body parts & function
Level:	high	medium	low
Direction:	forward up	backward down	sideways diagonal
Pathway:	straight	curve	zig zag
Speed:	fast	medium	slow
Beat:	even	uneven	
Effort:	hard continuous	soft	jerk

DANCE/RHYTHM

honors	do sa do	swing	promenade
clap	circle left & right	skip	tap
bounce	twist	mixer	side jump
walk	hand jive	bleking	parachute
paper plates	forming square	maneuvering square	4 forward 4 backward
chairs			

BALL SKILLS

dribble - hand	1-handed catch	drop kick	figure 8
ball to knee	kick	bowling	foot dribble
catch	roll	roll & catch	trapping
underhand throw	overhand throw	underhand strike	2-handed overhead throw
side arm strike			

IMPLEMENT

Scooters:	push & pull turning arms both hands one knee	sitting backward kneeling figure 8's	sitting forward stomach turning legs
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Scoops:	self-catch scoop off ground catch roll	drop/catch underhand throw	overhand throw underhand roll
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Prejuggling:	blow & catch catch up & down	two scarves	one scarf
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GYMNASTICS

landing from tuck bridge layout egg roll tuck	roll slap knee fall pike log roll back rocker	Swedish fall mule kick scale rocks & bridges (over & under)	forward roll straddle knee scale land forward roll
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BEAM

walk forward 1 foot balance	walk backward knee scale	walk side non foot loco	dip walk turn
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VAULT

wolf/thief on	squat on	squat over	
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BARS

sit on bar mixed grip scale	overhand grip swing dismount	underhand grip hand walk	front support straddle travel
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JUMP ROPE

Long:	run through jump the shot	twirling land on the shot	jump ladder
Short:	twirl twirl-jump	twirl step through	twirl step over

Rope on the floor:	bell forward straddle	skier	side straddle
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HULA HOOPS

side jump in side jump out forward jump in backward jump out circle body-directional top spin	turn toward beat w/hoop pivot underhand throw turn away arm hula	bounce & catch catch locomotion space in hoop waist hula neck hula	roll back spin twirl step thru twirl forward (jump rope) twirl backward (jump rope)
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FITNESS

warm-up	peak work	strength	cool down
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TRAVERSING

Feet:	inside edging smearing	outside edging foot switch/same hold	front-pointing
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Hands:	crimp grip	open hand	
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CALISTHENICS

½ jumping jacks
jumping jacks

wall push ups
arm circles

jog in place
sit and reach

half curls
mountain climber

CREATIVE DRAMATICS

Animals:

bird
monkey
puppy
donkey

lion
penguin
fish

frog
elephant
snake

Mechanical:

car
airplane
pump

robot
bicycle

big foot
rocket

holidays
seasons
texture

form
shape
nature

words
ocean
emotions

substance
rhythming

RACKETS

2-hand grip
hit up
dribble down

dribble up
hit forward
choke grip

hit backward
hit down

1-hand grip
overhead hit

Zeeland Public Schools
K - 5 Physical Education Program Standards

Grade Two

Standard 1:
The learner will develop body, spatial and temporal awareness.

1. The learner will demonstrate different body positions while jumping.
 - a) Jump off an object using different body positions.
 - b) Imitate jumping patterns of animals.
 - c) Jump with a half turn and full turn.
2. The learner will review directionality and laterality.
 - a) Move forward and backward using walk, run, skip, hop and gallop.
 - b) Identify left and right on self and partner.
 - c) Slide left and right and move up and down stretching, reaching and bending.
 - d) Identify the concept of same/opposite in movement.
 - e) Move in opposition and alternately.
 - f) Gallop diagonally, alternating lead foot.
3. The learner will demonstrate moving to various rhythms.
 - a) Perform a singing game/dance in a group.
 - b) Select a rhythm and demonstrate it through a movement.
 - c) Clap to tempos led by teacher.
4. The learner will demonstrate rotational skills.
 - a) Attempt backward roll.
 - b) Explore forward/backward rolling movements in various body positions.
 - c) Explore combination of rotational skills
 - d) Roll down an inclined plane.
 - e) Perform a log roll.
5. The learner will demonstrate balancing skills.
 - a) Stand on one foot for 15 seconds.
 - b) Explore balancing objects on various body parts.
 - c) Explore dynamic balancing skills on lines or low beams/benches.

Standard 2:
The learner will develop locomotor, manipulative and nonlocomotor skills.

1. The learner will review walking, running, jogging, sliding, galloping, jumping and hopping.
2. The learner will demonstrate skipping, leaping and turning.
 - a) Leap over objects on the floor.
 - b) Skip backwards.
 - c) Participate in activities such as tag games or relays using skipping, leaping and turning.
3. The learner will demonstrate kicking with either foot.
 - a) Kick a large moving ball several times with each foot.
 - b) Run and kick a moving ball.

- c) Kick a ball toward various targets at different levels.
 - d) Kick a large ball dropped out of her/his hands.
4. The learner will demonstrate throwing with either arm.
 - a) Throw a small object both underhand and overarm using various speeds and levels.
 - b) Throw a small object with an overhand motion demonstrating weight transfer, stepping in opposition and using the entire arm.
 - c) Attempt throwing a small object on the move.
 - d) Throw a small object toward a target with each hand.
 - e) Participate in simple throwing games with a partner.
 5. The learner will review catching.
 - a) Catch an object from a rebound.
 - b) Catch an object from a strike/kick.
 - c) Attempt to catch an object while on the move using both hands.
 - d) Catch various shaped objects such as balloons, bean bags and nerf footballs.
 - e) Catch an object with a scoop.
 6. The learner will demonstrate striking with either hand.
 - a) Strike a ball held in hand.
 - b) Strike a moving ball without and with an implement.
 - c) Strike a moving ball from a rebound without and with an implement.
 - d) While moving, attempt striking a moving ball without and with an implement.
 - e) Attempt to consecutively strike a rolling ball.
 - f) Participate in activities using small paddles with balloons/nerf balls.
 7. The learner will stop a moving object with various body parts.
 - a) Allow nerf ball to strike various parts of the body and drop to the ground.
 - b) Attempt to stop a kicked ball using a trapping motion of foot and leg.
 8. The learner will review the nonlocomotor skills of stretching, twisting, curling, bending, holding, lifting, swaying, swinging, pushing and pulling.
 - a) Combine several of these skills into a pattern.
 - b) Contrast movements such as curling/twisting and pushing/pulling.

Standard 3:

The learner will combine locomotor, nonlocomotor and manipulative skills in movement, dance, games and sports.

1. The learner will demonstrate nonlocomotor and manipulative skills in combination.
 - a) Roll ball around waist, chest, knees while standing.
 - b) Toss ball, turn and catch.
 - c) Toss ball and catch while standing, kneeling, sitting and lying.
2. The learner will demonstrate locomotor and manipulative skills in combination.
 - a) Toss ball from one hand to other and vary locomotor activity.
 - b) Roll a hoop.
 - c) Participate in activities and games that will lead up to sports' skills.

Standard 4:

The learner will understand the benefits of regular physical activity and its relationship to lifetime fitness.

1. The learner will have the opportunity to develop cardiovascular endurance.
 - a) Participate in 30 minutes of movement, dance, and/or games without undue cardiovascular fatigue.
 - b) Participate in a one mile walk/jog without undue cardiovascular fatigue.
2. The learner will have the opportunity to develop strength/endurance.
 - a) Attempt to support her/his body weight in a variety of positions.
 - b) Hang by arms and legs from an elevated bar.
 - c) Hold head and shoulders off mat in a curl for 10 seconds.
 - d) Participate in activities involving scooters.
3. The learner will have the opportunity to develop flexibility.
 - a) Participate in activities such as bridges or toe touches.
 - b) Participate in flexibility warm-up exercises.
4. The learner will be introduced to lifetime fitness activities.
 - a) Participate in activities such as rollerskating, walking and jogging.

Standard 5:

The learner will develop listening skills and safety awareness.

1. The learner will maintain personal space while using an implement.
 - a) Participate in activities involving an implement without contacting another individual.
2. The learner will recite safety rules for the activity and the area he/she is using.
3. The learner will listen and follow directions.
 - a) Interpret and follow directions for various games or singing activities.

Standard 6:

The learner will understand, appreciate, and apply rules, regulations, strategies, and appropriate etiquette for movement, dance, games and sports.

1. The learner will identify the purpose of rules for the activity.
2. The learner will follow the rules of the activity.
 - a) Participate in a variety of folk dances and singing games.
 - b) Participate in a variety of games of low organization.
3. The learner will demonstrate proper etiquette and regard for others.
 - a) State "Excuse me" if he/she contacts someone.
 - b) Show concern for others in activities.

Standard 7:

The learner will appreciate the aesthetic and creative qualities of movement.

1. The learner will create a sequence utilizing locomotor, nonlocomotor and manipulative movements.
 - a) Develop an original sequence within given parameters.

2. The learner will describe the shape and flow of a movement.
 - a) Create various shapes through movement and dance.
 - b) Identify things in nature which have flowing movements.
 - c) Perform flowing movements using imagery such as flowing trees or flowing water.

<p><i>Standard 8:</i> <i>The learner will develop self-confidence and interpersonal skills.</i></p>

1. The learner will explore her/his physical limits.
 - a) Participate in self-testing activities.
 - b) Move through an obstacle course.
2. The learner will accept responsibility when asked by the teacher.
 - a) Demonstrate a movement.
 - b) Carry equipment, set it up and collect it.
3. The learner will accept constructive criticism when delivered by the instructor.
4. The learner will demonstrate cooperative skills.
 - a) Share equipment with more than one person.
 - b) Work with a partner to spot a third person.
 - c) Participate with partners in cooperative problem solving activities.
 - d) Work with a partner in throwing and catching activities.

Skill Sequence Second Grade

LOCOMOTOR & NON-LOCOMOTOR MOVEMENTS

walk	leap	posture	jump
jog	bound	crab walk	bend
run	slide	walk on heels	turn
march	hop	walk on toes	dodging (tag)
crawl	gallop	twist on toes	swing
skip	balance	twist	sway

MOVEMENT CONCEPTS

Locatives:	in bottom back through	out beside under	top front over
Spatial Awareness:	body parts curved narrow directionality	shape turn long laterality	twisted wide small
Level:	high	medium	low
Direction:	forward diagonal	backward up	sideways down
Pathway:	straight	curve	zig zag
Speed:	fast	medium	slow
Beat:	even		
Effort:	hard continuous	soft	jerk

DANCE/RHYTHM

honors	do sa do	swing	promenade
clap	forming square	maneuvering square	tap
circle left & right	star left & right	walk	hand jive
mixer	jump	contra	parachute
skip	paper plates	bleking	slide
chairs			

BALL SKILLS

dribble	throw overhead	self-catch	underhand throw
partner catch	1-hand catch	bounce pass	chest pass
ball to knee	foot dribble	bowling	punt
kick	trapping	roll	foot catch
underhand strike	sidearm strike	overhand strike	bump
2-hand overhead			

IMPLEMENT

Scoters:	sitting backward turning hands spin both hands relay	sitting forward kneeling glide one knee	turning legs stomach push & pull
Scoops:	self-catch underhand underhand throw	scoop off ground overhand throw	partner catch underhand
Prejuggling:	blow & catch catch up & down	two scarves	one scarf

SKATING

lacing forward skulling forward stroking	2 foot glide one foot stroking toe stop	pump circles backward skulling	1 foot glide backward skating
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GYMNASTICS

landing from jump roll slap rocks & bridges land forward roll straddle pike	tuck bridge layout Swedish fall knee fall rocker	frog hops egg roll forward roll straddle roll backward roll log roll	tripod handstand mule kick knee scale scale
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BEAM

walk forward walk backward walk side	cross over no foot locomotion egg seat	scale turn dip walk	jump dismount tuck dismount v-seat
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VAULT

wolf/thief squat on	flank squat over	wolf on	straddle on/off
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BARS

overhand grip underhand grip front support	scale one leg squat hand walk	swing dismount straight arm support	swing straddle travel
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BEAN BAG

balance bean bag hand handling bean bags (small ball):	dribble bean bag figure 8 front back toss around head	hopscotch around both legs cross toss	around one leg around waist
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JUMP ROPE

Long:	land the shot jump the shot	run in/jump/out run through	twirl
Short:	twirl over/back twirl-jump	twirl-step through rebound	one jump straddle

HULA HOOPS

side jump in	waist hula	top spin	twirl backward
side jump out	turn toward	pivot	twirl step thru
forward jump in	turn away	locomotion	roll
backward jump in	bounce	space in hoop	neck hula
beat w/hoop	catch	circle body parts	arm switch hula
underhand throw	back spin	twirl forward	arm hula

FITNESS

warm-up	cool down	lifetime sports	circuit training
peak work	relaxation	muscular strength	

TRAVERSING

Feet:	inside edging smearing	outside edging foot switch/same hold	front-pointing
Hands:	crimp grip	open hand	

CALISTHENICS

jumping jacks	half curls	mountain climber	jog in place
wall push ups	push ups		

CREATIVE DRAMATICS

Animals:	frog snake monkey bird	donkey elephant donkey lion	puppy fish
Mechanical:	airplane robot pump	car rocket	bicycle big foot
holidays shape rhythming	seasons words nature	texture ocean emotions	form substance

RACKETS

2-hand grip	dribble up	hit backward	1-hand grip
dribble down	hit up	hit forward	hit down
overhead hit	choke grip		

SNOWSHOES

Identify parts of a shoe:	binding decking	crampon	frame
Demonstrate attaching snowshoes to boots		Stopping and starting	Walk with good balance
Walk forward and avoid others		Walk with a partner	Stepping over objects
Walk with different speeds		Small group games	

Zeeland Public Schools
K - 5 Physical Education Program Standards

Grade Three

Standard 1:
The learner will develop body, spatial and temporal awareness.

1. The learner will demonstrate moving to various rhythms.
 - a) Jump rope to various tempos.
 - b) Toss and catch a ball with a partner to music.
 - c) Combine bouncing, tossing, and catching to music.
2. The learner will demonstrate rotational skills.
 - a) Perform forward and backward, log, and shoulder rolls with variations.
 - b) Combine two or more rotational skills.
3. The learner will demonstrate inverted skills.
 - a) Attempt inverted skills such as tripod and headstand.
 - b) Attempt inverted skills such as mule kicks, handstands and cartwheels.
4. The learner will demonstrate supporting, and balancing skills on various apparatus.
 - a) Participate in a gymnastic unit.

Standard 2:
The learner will develop locomotor, nonlocomotor and manipulative skills.

1. The learner will explore locomotor skills by varying force/effort.
 - a) Participate in movement challenges.
 - b) Attempt to control various weighted balls in a keep-away situation.
2. The learner will explore nonlocomotor skills by varying the location of the center of gravity.
 - a) Participate in movement challenges by varying level and/or base of support.
3. The learner will explore kicking a ball using different parts of her/his foot and variations in force/effort.
 - a) Compare kicking a ball with flexed or extended knee.
 - b) Pass a ball to a partner using the inside/outside of the foot varying speed or distance.
 - c) Pass a ball to a partner using the instep of the foot varying speed or distance.
4. The learner will attempt dribbling a ball using her/his feet.
 - a) Dribble a ball using the inside and outside of the foot.
 - b) Dribble at different speeds.
5. The learner will attempt trapping.
 - a) Trap a ball from a roll, kick and rebound.
6. The learner will demonstrate throwing with two arms.
 - a) Self toss to music using an underhand motion.
 - b) Throw a ball to a spot on the wall with an overhand motion.
 - c) Pass a ball overhand to a partner using different levels.

7. The learner will attempt shooting a ball from a stationary position.
 - a) Shoot a ball with two hands at targets of various heights.
 - b) Shoot a ball with one hand at targets of various heights.
8. The learner will review catching.
 - a) Catch balls of various shapes and sizes.
 - b) Catch a ball in a stationary position and while moving.
9. The learner will review striking the ball with either hand.
 - a) Bat/strike a ball from a stationary position.
 - b) Bat/strike a ball that is thrown by a partner.
 - c) Bat a ball with a modified implement.
10. The learner will explore dribbling using her/his hand(s).
 - a) Dribble a ball using one hand or alternate hands.
 - b) Dribble a ball while changing directions, speeds, or levels.
 - c) Dribble a ball while executing fundamental locomotor skills such as walking, running, hopping and skipping.

Standard 3:

The learner will combine locomotor, nonlocomotor and manipulative skills in movement, dance, games and sports.

1. The learner will demonstrate nonlocomotor and manipulative skills in combination.
 - a) Participate in activities such as juggling and striking.
2. The learner will demonstrate locomotor and manipulative skills in combination
 - a) Participate in activities using floor hockey sticks, rackets and Frisbees with varying locomotor skills.
3. The learner will participate in lead-up activities for basketball, hockey, soccer and volleyball.
 - a) Participate in modified lead-up activities.

Standard 4:

The learner will understand the benefits of regular physical activity and its relationship to lifetime fitness.

1. The learner will have the opportunity to develop cardiovascular endurance.
 - a) Participate in aerobic activities and workouts.
2. The learner will have the opportunity to develop muscular/strength endurance.
 - a) Participate on apparatus such as parallel/uneven bars and vaulting mats/horse.
 - b) Participate in a fitness circuit.
3. The learner will have the opportunity to develop flexibility.
 - a) Stretch specific muscle groups.
 - b) Participate in tumbling activities.
4. The learner will be introduced to lifetime fitness activities.
 - a) Participate in activities such as rollerskating, biking, walking and jogging.

Standard 5:

The learner will develop listening skills and safety awareness.

1. The learner will listen and follow directions.
2. The learner will be able to identify safety rules for the activity and the area he/she is using.

Standard 6:

The learner will understand, appreciate, and apply rules, regulations, strategies, and appropriate etiquette for movement, dance, games and sports.

1. The learner, with the help of the teacher, will modify rules of an activity.
 - a) Modify an activity/game to maximize participation.
2. The learner will explore strategies for movement, dance, games and/or sports.
 - a) Describe a strategy for a game or sport.
3. The learner will demonstrate positive behavior and language in a winning or losing situation.
 - a) Identify the positive happenings during an activity.
 - b) Congratulate partner, opponent or team upon conclusion of game or activity.

Standard 7:

The learner will develop self-confidence and interpersonal skills.

1. The learner will demonstrate leadership skills.
 - a) Lead a warm-up or cool-down activity.
2. The learner will accept and give constructive criticism.
 - a) Participate in simple reciprocal teaching activities.
 - b) Attempt to identify correct technique or sequencing with a peer.
3. The learner will encourage and support peers.
 - a) Praise peers for effort and accomplishments during movement, dance, games or sports.
4. The learner will participate in a cooperative problem-solving activity.

Skill Sequence Grade Three

DANCE/RHYTHM

honors	swing	line of dance	promenade
forming square	circle right & left	star right & left	grand right & left
shoot the star	allemande left	bleking	heel toe
slide	contra	hand jive	paper plates
grapevine	star promenade	mixer	forward & backward 4 count
chairs	sashay	do sa do	clap
maneuvering square	twist		

BALL SKILLS

Basketball:	overhand throw	chest pass	bounce pass
	dribble – variation	catch (partner)	2 handed overhead
	figure 8	catch (self)	underhand throw
	1 handed catch		
Soccer:	foot dribble	foot stop pivot	sidearm throw
	foot roll up	kick	2 handed overhead
	foot catch	drop kick	head
	ball to knee	knee dribble	
Volleyball:	set	bump	overhand serve
	underarm serve	sidearm serve	
Football:	hand off	punt	centering
	receiving	passing	place kick

IMPLEMENT SKILLS

Hockey:	dribble	push pass	stop
	area defense	shooting	goal tending
	area offense		
Tball/Softball/ Kickball:	stance	swing	strike
	base running	force out	fielding
	tag out	follow through	safe

SKATING

skulling forward	forward stroking	toe stop	front pump circle
back skating	back pump circle	two foot turn	step turn
front cross over	two foot glide	one foot glide	lacing
back skulling			

BIKING

bike fit	helmet fit	signals	coaster brakes
hand brakes	pedaling up	toe clips	

GYMNASTICS

tuck	pike	layout	landing from jump
Swedish fall	knee fall	1 leg bridge	mule kick
roll slap	land forward	backbend	tip up
tripod	handstand snap down	cartwheel	handstand
headstand	backward roll	forward roll	scale
dive roll	v sit	forward straddle roll	handstand arch over
straddle	bridge		

BEAM

walk forward	walk backward	walk cross over	dip walk
turn	egg seat	jump dismount	locomotion not on feet
scale	knee scale	scale turn	v seat
walk side	tuck dismount	crouch turn	

VAULT

squat on thief/wolf on	squat over thief/wolf over	straddle over flank - right or left	flank straddle on/off
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BARS

overhand grip hand walk scale	underhand grip swing dismount straddle travel	mixed grip one leg squat	hip back pull over mount straight arm support
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JUMP ROPE

Single:	jog step skier rebound cross over hop left	hop right side swing scissors jump	twirling back jump straddle bell
Long:	jump	front doors run through ladders	back doors run through
Pairs:	ins and outs	two foot front to front	side by side

FITNESS

lifetime sports warm-up peak work running form	relaxation heart rate cool down	circuit training muscular strength flexibility	cardio-vascular endurance muscular endurance risk factors
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TRAVERSING

Feet:	inside edging smearing	outside edging foot switch/same hold	front-pointing
Hands:	crimp grip	open hand	
Body positions:	mantle		

CALISTHENICS

jumping jacks jog in place	mountain climber push ups	half curls	wall push ups
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JUGGLING

one scarf cascade pattern (3 scarves)	two scarves black belt	one scarf on side	one scarf in the middle
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RACKETS

2-hand grip dribble up hit backward forehand	dribble down hit forward choke grip	hit down rally bounce hit up	overhand serve overhead hit 1-hand grip
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SNOWSHOES

Identify parts of a shoe:	binding decking	crampon	frame
Demonstrate attaching snowshoes to boots		Stopping and starting	Walk with good balance
Walk forward and avoid others		Walk with a partner	Stepping over objects
Walk with different speeds		Small group games	

Zeeland Public Schools
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Grade Four

Standard 1:
The learner will develop body, spatial, and temporal awareness.

1. The learner will demonstrate moving to various rhythms.
 - a) Perform various forms of dances such as folk, square and creative.
 - b) Jump rope to various tempos.
2. The learner will demonstrate rotational skills.
 - a) Perform the backward roll in the tucked position.
 - b) Perform the forward roll in the tucked and straddle position.
3. The learner will demonstrate inverted skills.
 - a) Perform inverted skills such as tripod, mule kick, headstand, handstand and cartwheel.

Standard 2:
The learner will develop locomotor, nonlocomotor and manipulative skills.

1. The learner will demonstrate throwing and catching in combination with lead-up sport activities.
 - a) Participate in individual and team juggling activities.
 - b) Participate in individual, partner, and team basketball, soccer and volleyball activities.
2. The learner will demonstrate catching and kicking skills in combination with lead-up sport activities.
 - a) Participate in individual, partner, and team soccer and kickball activities.
3. The learner will demonstrate dribbling with the hands.
 - a) Dribble a ball using one hand or alternate hand without looking at the ball.
 - b) Dribble a ball at different levels, speeds and while changing directions.
 - c) Dribble a ball while being defended.
4. The learner will demonstrate striking with a short implement.
 - a) Bounce a ball in the air using a paddle.
 - b) Dribble a ball with a paddle.
 - c) Alternate bouncing a ball in the air and on the floor with a paddle.
 - d) Scoop a ball from the floor with a paddle.
 - e) Roll a ball and scoop it from the floor with a paddle.
 - f) Bounce a ball continuously off a paddle into the air.
 - g) Bounce a ball back and forth with a partner using a paddle.
 - h) Introduction to basic knowledge on racket ground strokes.

Standard 3:
The learner will combine locomotor, nonlocomotor and manipulative skills in movement, dance, games and sports.

1. The learner will participate in lead-up activities for basketball, hockey, soccer and volleyball.

Standard 4:***The learner will understand the benefits of regular physical activity and its relationship to lifetime fitness.***

1. The learner will have the opportunity to develop cardiovascular endurance.
 - a) Participate in forms of interval training.
2. The learner will have the opportunity to develop muscular strength/endurance.
 - a) Participate in circuit training.
3. The learner will have the opportunity to develop flexibility.
 - a) Stretch specific muscle groups.
 - b) Participate in tumbling activities.
4. The learner will differentiate between strength and endurance.
 - a) Demonstrate an activity that develops strength.
 - b) Demonstrate an activity that develops endurance.
5. The learner will be introduced to lifetime fitness activities.
 - a) Participate in activities such as rollerskating, biking, walking and jogging.

Standard 5:***The learner will develop listening skills and safety awareness.***

1. The learner will move efficiently to a sequence of auditory cues.
 - a) Follow directions for modified games.
2. The learner will listen and follow directions.
3. The learner will be able to identify safety rules for the activity and the area he/she is using.

Standard 6:***The learner will understand, appreciate, and apply rules, regulations, strategies, and appropriate etiquette for movement, dance, games and sports.***

1. The learner will demonstrate an understanding of strategies for movement, dance, games or sports.
 - a) Solve movement problems with the most efficient pattern.
 - b) Combine dance steps in a logical sequence.
 - c) Compare strategies for various games or sports.
2. The learner will demonstrate appropriate etiquette for dance, games and sports.
 - a) Ask a partner to dance.
 - b) Congratulate classmates for a well-executed movements.

Standard 7:***The learner will develop self-confidence and interpersonal skills.***

1. The learner will demonstrate leadership skills.
2. The learner will accept and give constructive criticism.
3. The learner will encourage and support peers.
4. The learner will participate in cooperative problem-solving activities.

Skills Sequence Fourth Grade

DANCE/RHYTHM

honors	allemande left	right & left thru	grapevine
do sa do	grand right & left	skip	hand jive
swing	grand square	shuffle	mixer
promenade	star right & left	star promenade	contra
4 steps forward	courtesy turn	side step	slide
line of dance	sashay	underarm turn	step kick
circle right & left	bump si daisy	bleking	twist
maneuvering square	shoot the star	parachute skills	paper plates
4 steps backward	ladies chain	heel toe	chairs

BALL SKILLS

Basketball:	dribble right & left	figure 8	cross catch
	chest pass	bounce pass	player defense
	catch	shoot-jump layup	team work
	set shot	2-hand overhead	
	Rules: traveling, double dribble, fouling, out of bounds		
	Ball handling: lying down, sitting, under legs stand, around waist, around head, around both legs, around 1 leg		

Soccer:	dribble	stop	pass
	knee dribble	head	shoot
	drop kick	goalie skills	player defense
	instep kick	sole trap	knee trap
	Rules: out of bounds, foul, obstruction, use of hands		

Volleyball:	underarm serve	set	sidearm serve
	bump	overhand serve	beach balls
	balloons	spike	

Football:	passing	hand off	receiving
	punt	place kick	centering (hike)

IMPLEMENT SKILLS

Hockey:	dribble	push pass	stop
	lunge	team play	shoot
	pass	goal tending	

T-ball/Softball/Kickball:	stance	swing	strike
	follow through	force out	base running
	fielding	covering overthrow	relay from outfield
	safe	tag out	

SKATING

skulling forward	forward stroking	back skulling	front pump circle
back skating	front cross over	back pump circle	two foot turn
step turn	lacing	shoot the duck	scale
toe stop			

BIKING

bike fit
hand brakes
how a bike works

helmet fit
pedaling up

signals
toe clips

coaster brakes
hills standing up

GYMNASTICS

tuck
pike
straddle
layout
log roll
roll slap
landing from jump

knee fall
land forward roll
forward pike roll
dive roll
tripod
tip up

handstand
handstand snap down
handstand arch over
forward roll
backward roll
front scale

Swedish fall
cartwheel
bridge
back bend
headstand
round off

BEAM

walk forward
dip walk
tuck dismount
front scale

walk backward
turn
jump dismount
v sit

walk side
egg seat
scale
straddle dismount

cross over
locomotion not on feet
knee scale

VAULT

squat through
squat on
thief on

straddle over
squat off
thief off

flank
straddle off

straddle on
thief

BARS

overhead grip

rear support
hand walks
straddle traveling

underhand grip

straight arm support
swing
front support

mixed grip

one leg squat
swing dismount

back hip pull over mount
HB
shoot over low bar from HB
single leg swing up mount

JUMP ROPE

Single:

twirling
jump
scissors
step through
cross over
back jog
step kick

basic step
bell
swing
straddle
side swing
rocker
under one leg

jog step
skier
double swing
cross motion
back jump
rebound
combinations

Long:

jump shot
run through
high/low water
team jump

double jump
revolving doors
ladders
team through

double Irish
progressive through
skier
double Dutch

Pairs:

two foot
front to front

ins and outs
back to back

side by side
opposites

FITNESS

flexibility
proper weight
peak work
heart rate

CV endurance
risk factors
cool down
recovery

muscular endurance
lifetime sports
relaxation
circuit training

muscular strength
warm-up
nutrition
running form

TRAVERSING

Feet:	inside edging smearing	outside edging foot switch/same hold	front-pointing
Hands:	crimp grip	open hand	
Body positions:	mantle pushing	laybacking DINO	drop-knee climbing w/feet

CALISTHENICS

jumping jacks	arm circles	wall push ups	push ups
jog in place	lift off shelf	mountain climber	lift off ground
pull ups	curl ups	lift & carry posture	

JUGGLING

one scarf	one scarf in the middle	bean bags	cascade pattern (3 scarves)
two scarves	interactive	one scarf on side	one hand behind back
black belt			

RACKETS

2-hand grip	dribble up	hit backward	1-hand grip
dribble down	hit up	choke grip	hit forward
hit down	ralley bounce	overhead hit	forehand
overhand serve	backhand	interactive	

SNOWSHOES

Identify parts of a shoe:	binding decking	crampon	frame
Demonstrate attaching snowshoes to boots		Stopping and starting	Walk with good balance
Walk forward and avoid others		Walk with a partner	Stepping over objects
Walk with different speeds		Small group games	Striding
		Stamping	Turning

Swimming Fourth Grade

Lesson 1

General pool rules
Expectations
Pretest
Free time

Lesson 4

Diving board safety
Bobs
Breath-holding
Rhythmic breathing on wall
Breathing/blowing with board,
with kicking
Arm breath, arm blow on wall
Arm breath, arm blow
Kicking on side
Whole stroke
Free time

Lesson 7

Bobs
Backstroke kick-no board
Backstroke arms on wall
Single arm with board
“Thumb-pinkie”
Backstroke, whole stroke
Free, back
Change direction
Free time

Lesson 10

Diving safety
Sit dive
Kneel dive
Standing dive
Dive/underwater swimming
Practice survival skills
Free time

Lesson 13

Testing day

Lesson 2

Divide into groups
Blow bubbles
Face in water
Bobs
Breath-holding
Prone float/glide
Flutter kick on wall
Flutter kick with board
Flutter kick with prone glide
Free time

Lesson 5

Bobs
Breath-holding
“Arm breath, arm blow”
Kick on side
Whole stroke
Back float
Back glide
Kick while hugging kick board
Free time

Lesson 8

Safety day
Elementary backstroke
Whip kick in water, hands at side,
glide
Whole stroke on pool deck
Whole stroke in water-- count
strokes
Free time

Lesson 11

Testing: survival skills
Front survival float
Back survival float
Treading water
Free time

Lesson 14

Parents day

Lesson 3

Bobs
Breath-holding
Flutter kick with board
Kicking with no board
“Big arms,” “Pet the fish,”
“Wave to the birds”
Rhythmic breathing on wall
Rhythmic breathing with board
On wall arm breath, arm blow
Free time

Lesson 6

Bobs
Freestyle
Back glide
Kick with board
Kick “toes up”
Back stroke on wall, arms
Single arm with board
Free time

Lesson 9

Review elementary backstroke
on deck
Kick only with board
Kick only with no board
Whole stroke--count strokes,
emphasize gliding
Free time

Lesson 12

Review day: strokes
Freestyle
Backstroke
Elementary backstroke
Diving
Free time

Zeeland Public Schools
K - 5 Physical Education Program Standards

Grade Five

Standard 1:
The learner will develop body, spatial, and temporal awareness.

1. The learner will demonstrate various body positions while in the air.
 - a) Jump from a mini-tramp in tuck, pike and straddle positions.
2. The learner will demonstrate moving to various rhythms.
 - a) Perform square/folk/creative dances.
 - b) Perform jump rope skills to music.
3. The learner will demonstrate rotational and inverted skills.
 - a) Perform skills such as cartwheel, roundoff, handstand, tripod, headstand, or mule kick.

Standard 2:
The learner will develop locomotor, nonlocomotor and manipulative skills.

1. The learner will demonstrate mechanically efficient patterns of throwing and catching.
 - a) Participate in individual and team juggling activities.
 - b) Participate in individual, partner, and team basketball, soccer and volleyball activities.
2. The learner will demonstrate mechanically efficient patterns of striking without and with an implement.
 - a) Participate in individual, partner, and team volleyball and racket activities.
3. The learner will demonstrate mechanically efficient patterns of kicking.
 - a) Participate in individual, partner, and team soccer and kickball activities.

Standard 3:
The learner will combine locomotor, nonlocomotor and manipulative skills in movement, dance, games and sports.

1. The learner will demonstrate basic competence in modified forms of basketball, hockey, soccer and volleyball.
2. The learner will demonstrate basic competence in dance.

Standard 4:
The learner will understand the benefits of regular physical activity and its relationship to lifetime fitness.

1. The learner will have the opportunity to develop cardiovascular endurance.
 - a) Participate in aerobic activities and workouts.
 - b) Participate in forms of interval training.

2. The learner will have the opportunity to develop muscular strength/endurance.
 - a) Participate in circuit training.
 - b) Participate in gymnastics apparatus activities.
3. The learner will have the opportunity to develop flexibility.
 - a) Stretch specific muscle groups.
 - b) Participate in tumbling activities.
4. The learner will be introduced to lifetime fitness activities.
 - a) Participate in activities such as rollerskating, biking, walking and jogging.

Standard 5:
The learner will develop listening skills and safety awareness.

1. The learner will listen and follow directions.
2. The learner will be able to identify safety skills for the activity and the area he/she is using.

Standard 6:
The learner will understand, appreciate and apply rules, regulations, strategies and appropriate etiquette for movement, dance, games and sports.

1. The learner will officiate an activity, game or sport.
 - a) Make line calls while participating in games or sports.
2. The learner will display respect for the person who is officiating.
 - a) Refrain from arguing with the official.

Standard 7:
The learner will develop self-confidence and interpersonal skills.

1. The learner will demonstrate leadership skills.
2. The learner will accept and give constructive criticism.
3. The learner will demonstrate acceptance of teammates' skill levels.
 - a) Participate with assigned partner(s) or teammates without complaint.
4. The learner will participate with a group in cooperative problem-solving activities.

Skill Sequence Fifth Grade

DANCE/RHYTHM

line of dance	honors	do sa do	swing
promenade	forward & backward	circle left & right	allemande left
grand right & left	courtesy turn	grand square	star right & left
ladies chain	right & left thru	square thru 4 hand	shuffle
chairs	paper plates	clap	schottische
bump si daisy	heel toe	step kick	shoot the star
balance	side step	contra	skip
hand jive	mixer	grapevine	underarm turn
slide	step hop	bleking	parachute skills
sashay	star promenade		

BALL SKILLS

Basketball:	dribble right & left	figure 8	cross catch
	front back catch	bounce pass	chest pass
	triple threat	shoot jump	pivot
	2-hand overhead	set shot	catch
	team play		
	Rules: traveling, double dribble, fouling, out of bounds, lay up, player defense		
	Ball handling: lying down, sitting, under legs sitting, around waist, around head, around both legs, around 1 leg		

Soccer:	dribble	drop kick	shoot for goal
	player defense	instep kick	heading
	knee trap	knee dribble	goalie skills
	sole trap	pass	team play
	use of hands	stop	instep trap
	goalie skills	sole trap	
	Rules: out of bounds, foul, use of hands		

Volleyball:	underarm serve	set	sidearm serve
	bump	overhand serve	beach balls
	balloons	spike	

Football:	passing	hand off	receiving
	punt	place kick	centering (hike)

IMPLEMENT SKILLS

Hockey:	dribble	push pass	stop
	shoot	lunge	team play
	tackle	officiating	sportsmanship
	goal tending		

T-ball/Softball/Kickball:	stance	swing	strike
	follow through	force out	base running
	fielding	covering overthrow	relay from outfield
	safe	tag out	catching a fly
	fly out		

SKATING

skulling forward
back stroking
step turn
3 turn
back cross over

forward stroking
front cross over
back skating
toe stop
edging/one foot glide

back skulling
back pump circle
shoot the duck
t stop
waltz jump

front pump circle
two foot turn
lunge
mohawk

BIKING

bike fit
hand brakes
how a bike works

helmet fit
pedaling up
curbs

signals
toe clips
ankling

coaster brakes
hills standing up

GYMNASTICS

tuck
knee scale
mule kick
dive roll
land forward roll
round off
backward roll

rocker
pike
handstand snap down
scale
tripod
layout
headstand

roll slap
tip up
forward roll
straddle
bridge
landing from jump
cartwheel

monkey roll
Swedish fall
backbend
handstand
handstand archover down
forward straddle roll

BEAM

walk forward
dip walk
v sit
jump dismount

walk backward
turn
scale
tuck dismount

walk side
locomotion not on feet
front scale
straddle dismount

walk crossover
egg seat
knee scale

VAULT

squat over
thief on
squat on

straddle over
thief off
straddle off

flank right or left
handspring
straddle on

thief
squat off

BARS

overhand grip
rear support
hand walk
straddle traveling

underhand grip
straight arm support
swing
front support

mixed grip
one leg squat
swing dismount
hip circle

back hip pull over mount LB
back hip pull over mount
single leg swing up mount

JUMP ROPE

Single:

twirling
back jump
rocker
swing
hop
double cross over
straddle
back jog

basic
cross motion
grapevine
jog step
cross over
4 square
rebound
side swing

bell
knee hops
under 1 leg
skier
step kick
step through
scissors
combinations

Long:

jump shot
double Dutch
high/low water
egg beater

double Irish
revolving doors
team through
double rope
ins and outs
back to back

run through
progressive through
team jump

Pairs:

two foot
front to front

side by side
underarm turn

JUGGLING

one scarf interactive bean bags	two scarves one hand behind back	black belt cascade pattern (3 scarves)	one scarf in the middle one scarf on the side
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FITNESS

flexibility proper weight CPR (discussion) lifetime sports nutrition	CV endurance risk factors cool down relaxation running form	muscular strength heart rate peak work circuit training	muscular endurance recovery warm up calories
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TRAVERSING

Feet:	inside edging smearing	outside edging foot switch/same hold	front-pointing
Hands:	crimp grip	open hand	
Body positions:	mantle pushing	laybacking DINO	drop-knee climbing w/feet

RACKETS

2-hand grip volley (no bounce) interactive overhead hit	1-hand grip dribble up hit backward hit down	choke grip dribble down hit up	ralley (bounce) hit forward forehand overhand serve low to high
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CALISTHENICS

jumping jacks jog in place pull ups	arm circles lift off shelf curl ups	wall push ups mountain climber lift & carry posture	push ups lift off ground
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SNOWSHOES

Identify parts of a shoe:	binding decking	crampon	frame
Demonstrate attaching snowshoes to boots Walk forward and avoid others Walk with different speeds		Stopping and starting Walk with a partner Small group games Stamping	Walk with good balance Stepping over objects Striding Turning

Swimming Fifth Grade

Lesson 1

General pool rules
Expectations
Pretest
Free time

Lesson 2

Divide into groups
Blow bubbles
Face in water
Bobbling
Breath holding
Prone float/glide
Flutter kick (on wall, with board,
with prone glide)
Free time

Lesson 3

Bobs
Breath holding
Flutter kick with board
Kicking with no board
“Big arms,” “Pet the fish,”
“Wave to the birds”
Rhythmic breathing on wall
Rhythmic breathing with board
“Arm breath, arm blow”
Free time

Lesson 4

Bobs
Breath holding
Breathing and blowing with
board/kicking

Lesson 5

Bobs
Freestyle
Back float/glide
Kick with no board (unless lower
level)
“One arm at a time” with board
“Thumb-pinkie”
Free time

Lesson 6

Bobs
Freestyle
Back kick, no board
Backstroke arms with board
“Thumb-pinkie”
Whole stroke
½ free, ½ back
Change directions
Free time

Lesson 7

Safety day
Elementary backstroke
Whip kick in water, hands at side
glide
Whole stroke on pool deck
Whole stroke in water, count
strokes
Free time

Lesson 8

Review elementary backstroke on
deck
Kick only
Whole stroke--count, glide
Breaststroke kick with board
glide
On deck--arms--“Scoop the
bowl”
Whole stroke--reach and glide
Free time

Lesson 9

Review breaststroke
Breaststroke kick with board
Whole stroke
Diving--safety
Sit dive
Kneel dive
Standing dive
Dive and underwater swimming
Free time

Lesson 10

Side stroke --scissors kick on
deck
Arm on board on side with kick
only
On deck, “Pick an apple, put it in
basket”
Whole stroke, glide
Treading water practice
Free time

Lesson 11

Survival skills:
Front survival float
Back survival float
Treading water
Free time

Lesson 12

Review day:
Freestyle
Backstroke
Elementary backstroke
Breaststroke
Diving
Free time

Lesson 13

Testing day

Lesson 14

Parents Day

Evaluation

K-5

Student performance and skill acquisition are evaluated through task analysis and the use of rubrics. Motor skills are evaluated through the breakdown of skill parts and referenced by criteria. These criteria are skill-specific and are directed by the sequences given in the teacher's manual. The sequence of lists represents various levels of skill attainment in the major curricular content areas. These areas are commensurate with the units or content represented by grade level on the elementary report cards.

INTRODUCTION

Grades 6-12

Component Elements of the Program Guidelines

The Guidelines for Physical Education Programs are based on the 4-point definition of the Physically Educated Person (see p. 28), developed by the NASPE Outcomes Committee. The standards were designed to reflect broad areas of development and understanding which result from quality programs in Physical Education. It is the belief of the Physical Education Department that the standards provide specific statements that are consistent with the NASPE definition of a physically educated person.

For each of the standards, objectives related to psychomotor, cognitive and/or affective behavior have been identified for grades 6-12. These behavioral objectives represent a second-order level of specificity. As such, they reflect possible areas of curricular content that relate directly to the achievement of the general Physical Education Standards.

Purpose of the Program Guidelines

The standard statements are intended to serve as standards for quality Physical Education programs, grades 6 -12. It is the position of the Physical Education Department that these standards reflect essential areas of development and knowledge, resulting from an instructional program in Physical Education.

**DEFINITION OF A PHYSICALLY EDUCATED PERSON (NASPE) AND
STANDARDS OF A PHYSICAL EDUCATION PROGRAM, GRADES 6-12**

A Physically Educated Person:

- 1. IS physically fit - actively participates**
- 2. DOES participate regularly in physical activity**

The learner will understand the benefits of regular physical activity and its relationship to lifetime fitness.

- 3. VALUES physical activity and its contributions to a healthful lifestyle.**
- 4. Will have the KNOWLEDGE to be able to continue a healthy, active lifestyle after high school.**

Zeeland Public Schools Physical Education Program Standards

Grade Six

All areas of the Zeeland area 6th Grade Physical Education Curriculum are aligned with the Curriculum and the National Standards for Physical Education developed by the National Association for Sport and Physical Education (NASPE). All students will actively demonstrate skills in both team and individual lifetime activities. (see activity list)

Motor Skills/Standard I

All students will demonstrate motor patterns, now having evolved into specialized skills, that are used in increasingly complex movement activities.

1. All students will demonstrate the following motor skills:
Leap, balance, transfer weight, volley, hand and foot dribble, and strike a ball with a paddle, using a mature motor pattern.
Perform dance sequences that combine traveling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction speed and flow.
Consistently throw and catch a ball.
Throw a variety of objects demonstrating accuracy (e.g. Frisbees, deck tennis rings, footballs).
Continuously strike a ball to all or a partner with a paddle or racquet using both forehand and backhand strokes.
In a small group, keep an object continuously in the air without catching it (e.g. ball, volleyball).
Play small group games that involve cooperating with others to keep an object away from opponents, using basic offensive and defensive strategy (e.g. by throwing, kicking, and/or dribbling a ball).

Learning Concepts/Standard II

All students will identify and apply to movement patterns to enhance performance.

1. All students will detect, analyze, and correct error in personal movement patterns.
2. All students will identify proper warm-up, conditioning, and cool-down techniques and the reasons for using them.
3. All students will understand the time and effort needed to be given to practice if skill improvement and fitness benefits are to be realized.

Active Lifestyle/Standard III

All students will be able to identify critical aspects of a healthy lifestyle and participate regularly in some form of vigorous activity.

1. All students will identify opportunities for regular participation in physical activity.
2. Students will be encouraged to incorporate physical activity into a healthy lifestyle.
3. All students will identify benefits resulting from participation in different forms of physical activities.

Physically Fit/Standard IV

All students will maintain or improve their level of physical fitness in the five health related components and be able to set goals for each component.

1. All students will monitor heart rate before, during, and after activity.
2. All students will participate in vigorous activity for a sustained period of time while maintaining a target heart rate.
3. All students will correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, and cardiorespiratory functioning.
4. All students will learn to pace themselves during an extended workout.

Personal and Social Skills/Standard V

All students will demonstrate responsibility and cooperation to accomplish group or team goals in both cooperative and competitive activities.

1. All students will accept and respect the decisions made by game officials, whether they are fellow students or teachers.

Diversity/Standard VI

All students will demonstrate cooperation in physical activity settings, regardless of personal differences.

1. All students will recognize the role of games, sports, and dance in getting to know and understand others of like and different cultures.
2. All students will seek out, participate with, and show respect for persons of like and different skill levels.

Values Physical Activity/Standard VII

All students will recognize the social benefits of participation in physical activity and choose to participate in those activities in which they experience success.

1. All students will describe ways to use the body and movement activities to communicate feelings, i.e. stress, conflict management, etc.
2. All students will choose to exercise at home for personal enjoyment and benefit.

Zeeland Public Schools Physical Education Program Standards

Grades Seven and Eight

All areas of the Zeeland 7th and 8th Grade Physical Education Curriculum are aligned with the National Standards for Physical Education developed by the National Association for Sport and Physical Education (NASPE).

Psychomotor Development/Standard I

All students will demonstrate motor skills appropriate to increasing complex movement activities.

1. All students will actively demonstrate skills in both team and individual lifetime activities. (see activity list)
2. All students will demonstrate the following cognitive concepts:
 - a) Offensive/defensive strategies
 - b) Rules of the team and individual sports/activities
3. All students will perform aerobic activity, including aerobics, step aerobics, rhythmic activity, and dance movements.

Learning Concepts/Standard II

All students will apply concepts of movement in various activities.

1. All students will practice in ways that are appropriate for helping them learn new skills or sports on their own.

Active Lifestyle/Standard III

All students will identify the value of a healthy lifestyle.

1. All students will seek to find activities outside of physical education class that will promote a healthy lifestyle.
2. All students will recognize the physical and social benefits of participating in lifetime activities.

Fitness/Standard IV

All students will maintain or improve their level of physical fitness.

1. All students will be exposed to different levels of fitness through biking, mile run, circuit training may include free weights and nautilus equipment, rollerblading, cross country skiing, jump rope, step aerobics, and swimming.
2. Students will be tested in the five areas of physical fitness based on standards from President's Council of Physical Fitness. (flexibility, endurance, upper body strength, abdominal strength, agility)
3. All students will be able to self-assess their heart rate in conjunction with aerobic activities.
4. All students will gain a working knowledge of resistance training.

Personal and Social Skills/Standard V

All students will demonstrate responsibility, cooperation, positive attitude, and teamwork in activities.

1. All students will work with cooperation as a group to reach goals regardless of ability level.

Diversity/Standard VI

All students will demonstrate cooperative interaction in diverse groups in a physical activity setting..

1. All students will demonstrate positive interaction in diverse groups during physical activities.
2. All students will exhibit respect and support for others while participating in learning activities.

Activity List

6th grade

1. Taebo
2. Aerobics
3. Step aerobics
4. Volleyball
5. Soccer
6. Basketball
7. Floor hockey
8. Tennis
9. Racquets
10. Frisbee
11. Adapted/innovative games
12. Team challenges
13. Rollerblading
14. Team handball
15. Fitness/circuit training
16. President's Fitness Challenge
17. Swimming
18. Flag football
19. Dance
20. Bowling

7th grade

1. Taebo
2. Aerobics
3. Step aerobics
4. Volleyball
5. Soccer
6. Basketball
7. Floor hockey
8. Tennis
9. Badminton
10. Frisbee
11. Adaptive/innovative games
12. Team challenges
13. Rollerblading
14. Team handball
15. Fitness/circuit training
16. President's Fitness Challenge
17. Aerobic swimming
18. Lacrosse
19. Dance
20. Bowling
21. Biking
22. Softball
23. Cross country ski
24. Table Tennis

8th grade

1. Taebo
2. Aerobics
3. Step aerobics
4. Volleyball
5. Soccer
6. Basketball
7. Floor hockey
8. Tennis
9. Badminton
10. Frisbee
11. Adapted/innovative games
12. Team Challenges
13. Rollerblading
14. Team handball
15. Fitness/circuit training
16. President's Fitness Challenge
17. Aerobic swim
18. Lacrosse
19. Dance
20. Bowling
21. Biking
22. Softball
23. Cross country ski
24. Table Tennis
25. Pickleball
26. Golf

Skill Sequence

BASKETBALL: 6th - 8th grade

control dribble	chest pass	overhead pass	catching
set shot	lay up	pivot	rebounding
pick & roll	rules	quick stop	defensive slide
speed dribble	3 on 3	5 on 5	person-to-person defense
free throw shooting	bounce pass	crossover dribble	written quiz
safety	triple threat		

VOLLEYBALL: 6th - 8th grade

underhand serve	overhand serve	forearm pass (bump)	overhead pass (set)
spike	tip	dig	blocking
rules	scoring	terminology	strategy
equipment	written quiz	safety	

SOCCER: 6th - 8th grade

instep kick	inside of foot kick	outside of foot kick	inside of foot (trapping)
sole of foot trap	outside of foot	thigh receptions	chest receptions
heading	dribbling	throw in	goal keeping
play off the ball	defensemnen position	midfielder position	forward position
rules of play	punting	passing (skill & strategy)	written quiz
safety	drop kick	team play	

FLOOR HOCKEY: 6th - 8th grade

dribbling	passing	positions	shooting
goal tending	rules	scoring	terminology
written quiz	safety	grip	one timer
catching	forehand/backhand		

SOFTBALL: 7th -8th grade

throwing	infield throw	fielding flys	fielding grounders: backhand
fielding grounders	hitting	slow pitching	force out
running to first	rounding bases	hitting strategy	base running strategy
safety/rules	ready position	infield play	outfield play
written quiz			

FLAG FOOTBALL: 6th grade

forward pass	stance	rules	catching
place kicking	punt	offensive positioning	defensive positioning
safety	center snap	ball carrying	lateral - pitch
terminology	blocking	offensive strategy	defensive strategy
hand off	routes	written quiz	

TENNIS: 6th - 8th grade

forehand	backhand	two-handed backhand	serve
volley	lob	overhead smash	rules
scoring	terminology	etiquette	strategy & positioning
equipment	grip and stance		

BADMINTON: 7th - 8th grade

grip	rules	forehand	backhand
scoring	safety	low short serve	high long serve
drop shot or hairpin shot	overhead smash	overhead clear	equipment use/care
strategy	terminology	volley	position

FRISBEE: 6th - 8th grade

grips	catches	throwing	Frisbee golf
ultimate Frisbee	scoring and strategy	safety	

LACROSSE: 7th - 8th grade

grip and stance	throwing	cradling	catching
scooping	safety	rules and strategy	

TABLE TENNIS: 7th - 8th grade

serve	forehand	backhand	scoring rules
equipment care			

TEAM HANDBALL: 6th - 8th grade

passing	dribbling	shooting	defensive skills
goalkeeping	rules	scoring	terminology
written quiz	safety	instructional video	

ECLIPSE BALL: 8th grade

underhand serve	overhand hit	underhand hit	volley
block	rules	scoring	terminology
safety			

PICKLE BALL: 8th grade

underhand serve	volley	ground stroke	forehand
backhand	smash	rules	scoring
terminology			

COOPERATIVE TEAM GAMES: 6th - 8th grade

Capture the Flag	Speed Ball	Flicker Ball	Crab Soccer
Earth Ball	Netless Beach Volleyball	Broom Ball	Kickball
Team Handball			

BOWLING: 6th - 8th grade

approach	release	follow through	scoring
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GOLF: 8th grade

putting	iron shots	wood shots	grip
stance	etiquette	equipment	safety
field trip (golf course)			

DANCE: 6th -8th grade

line of dance	promenade	grand right & left	ladies chain
hand jive	slide	sashay	forward & backward
right & left thru	heel toe	side step	mixer
step hop	cast off	do sa do	circle left & right
grand square	clap	step kick	contra
grape vine	swing	allemande left	shuffle
skip	underarm turn		

TAEBO: 6th - 8th grade

front kick	side kick	upper cut	speed bag
back kick	punch left & right	bob & weave	

AEROBICS: 6th - 8th grade

jumping jacks	box step	grape vine	hop scotch
high knees	step kick	pogo stick	skier

STEP AEROBICS: 6th - 8th grade

basic step	rocking horse	step touch	T step
L step	U step	straddle	reverse turn
over the top	diagonal step	march	tick tock
shuffle across			

ROLLERBLADING: 6th - 8th grade

stop	safety	road rules	cross-over
turns	skulling	backwards skate	

PRESIDENT'S CHALLENGE FITNESS TESTING: 6th - 8th grade

curl-ups	shuttle run	flexed arm hang	pull ups
mile-run	sit and reach		

BIKING: 7th - 8th grade

safety	rules of road	braking	changing gears
hand signals	communication	courtesy	

TEAM CHALLENGES: 6th - 8th grade

The Rock	Island Escape	Toxic Waste Transfer	The Black Hole
The River Crossing	Tire Bridge	Stepping Stones	Teamwork Walk
The Whole World In Your Hands		Bridge Over The Raging River	
Thieves Relay			

SWIMMING: 6th - 8th grade

aerobics	breast stroke	free style	back stroke
side stroke	elementary back stroke	diving	surface dives
float	tread water	endurance	water polo

FITNESS: 6th - 8th grade

flexibility	lifetime sports	nutrition	CV endurance
cool down	relaxation	circuit training	muscular strength
heart rate	peak work	pace	muscular endurance
recovery	warm-up		

CROSS COUNTRY SKIING: 7th - 8th grade

stride/glide	use of poles	herringbone	proper dress
equipment care	getting up after fall		

Zeeland Public Schools
Physical Education Program Standards

High School Required Physical Education Course

All areas of the Zeeland Physical Education Curriculum are aligned with the National Standards for Physical Education developed by the National Association for Sport and Physical Education (NASPE). This course is designed to provide adolescents with knowledge and skills needed to engage in a physically active, healthy lifestyle throughout life. Emphasis is on physical fitness components and health awareness. Active participation is a requirement.

Motor Skills/Standard I

All students will demonstrate the skills necessary to participate in a wide variety of sports.

1. All students will demonstrate basic competence in catching, dribbling with hands and feet, kicking, striking, throwing, volleying, balancing, and rhythm.
2. All students will combine skills competently to participate in:
Aerobics
Strength and Conditioning
Jogging/Running
Rhythms/Dance (Square Dance and Country Line Dance)
Rollerblading
Individual Sports: Aerobics, Golf, Fitness Testing, Swimming, Bowling, Rollerblading, Tennis, Rollerskating, Running, Rock Climbing, Ice Skating, Cross Country Skiing,
Team Sports: Football, Soccer, Basketball, Volleyball, Speedball, Softball, Floor Hockey, Lacross, Kickball, Ultimate Frisbee
3. All students will calculate and utilize target heart rate and perceived exertion during cardiovascular exercise.
4. All students will utilize heart monitors during exertion to achieve target heart rate.

Learning Concepts/Standard II

All students will identify and apply concepts which affect the quality of performance.

1. All students will practice ways that are appropriate to help improve motor skills, lifetime activities, and sports.
2. All students will develop awareness of safety factors that affect lifetime physical activity, health and wellness.
3. All students will detect, analyze and correct errors in personal movement patterns.
4. All students will demonstrate motor skill movements while varying different concepts of space, effort, and relationships to enhance quality.

Active Lifestyle/Standard III

All students will be able to identify a variety of opportunities for vigorous physical activity and will participate outside of physical education class.

1. All students will develop an awareness of a variety of opportunities of physical activity outside of physical education class.
2. All students will understand the need for physical activity five times a week for 30 minutes or longer for lifetime fitness.

Physically Fit/Standard IV

All students will be able to take personal responsibility for an appropriate personal fitness program that enables them to achieve desired levels of fitness.

1. All students will be able to self-test, understand, and interpret personal fitness status related to cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
2. All students will be able to participate in a personal fitness program which enables them to achieve and/or maintain desired levels of fitness (with all five of the Health Related Components of Fitness and the FIT formula).
3. All students will demonstrate life-long fitness awareness through the following activities:
 - Swimming
 - Aerobics
 - Strength and Conditioning
 - Jogging/ Running/Walking (cardiovascular activities)
 - Rhythms/Dance
 - Individual Sports
 - Team Sports
 - Agility
 - Flexibility
 - Muscular Endurance
 - Fitness Workouts

Personal and Social Skills/Standard V

All students will demonstrate responsible behavior in physical activity settings, both independently and with others.

1. All students will demonstrate self-discipline and responsible behavior, function independently, and positively influence the behavior of others in activities during class.
2. All students will apply appropriate etiquette in all physical activity settings.
3. All students will identify, clarify and attempt to solve individual/group problems or situations.
4. All students will apply rules and cooperative learning in physical activities.
5. All students will demonstrate effective use of personal and social skills to enhance health/fitness behavior.

Diversity/Standard VI

All students will demonstrate cooperative interaction in diverse groups in a physical activity setting.

1. All students will demonstrate positive interaction in diverse groups during physical activities.
2. All students will exhibit respect and support for others while participating in learning activities.

Values Physical Activity/Standard VII

All students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

1. All students will identify the positive factors through health lesson discussions and journaling, and long-term physiological, psychological, cultural, and social benefits which are gained from participating in a sport or physical fitness activity.
2. All students willingly participate in games, sports, outdoor pursuits, and other physical fitness activities which contribute to the attainment of personal goals and the maintenance of wellness.

Zeeland Public Schools Physical Education Standards

Lifeguard Training

All areas of the Zeeland Physical Education Curriculum are aligned with the National Standards for Physical Education developed by the National Association for Sport and Physical Education (NASPE). Lifeguard Training is an elective activity class in which the emphasis is placed on improvement of swimming skills and possible lifeguard training certification. The course may include water safety, CPR for the professional, first aid, waterfront lifeguard training and head lifeguard training.

Motor Skills/Standard I

All students will demonstrate competency in aquatic activities that develop the students' health-related fitness and aquatic knowledge and skills.

1. All students will achieve the American Red Cross Level 5 Water Skills Certification.
2. All students will complete the skills required for American Red Cross Lifeguarding Training Certification.
3. All students will complete the skills required for the American Red Cross Professional CPR Certification.
4. All students will complete the skills required for the American Red Cross First Aid Certification.

Learning Concepts/Standard II

All students will identify and apply concepts which affect the quality of performance.

1. All students will practice ways that are appropriate for helping them learn new aquatic skills and to improve endurance.
2. All students will develop knowledge and expertise in water safety.
3. All students will detect, analyze and correct errors in aquatic and first aid skills.

Active Lifestyle/Standard III

All students will be able to identify and engage in a variety of aquatic opportunities for vigorous physical activity.

1. All students will develop a positive attitude toward regular sustained physical activity outside the physical education class.
2. All students will develop an awareness of the many and varied aquatic opportunities outside of the physical education class.

Physically Fit/Standard IV

All students will understand how aquatic activities can fit into a self-designed personal fitness program.

1. All students will demonstrate appropriate fitness/endurance levels to perform aquatic skills.

Personal and Social Skills/Standard V

All students will demonstrate responsible and safe behavior in the aquatic setting, both independently and with others.

1. All students will demonstrate responsible behavior, function independently and positively influence the behavior of others in activities during class.
2. All students will demonstrate self-discipline, safety, and responsibility while actively participating in class.

Diversity/Standard VI

All students will demonstrate cooperative interaction in diverse groups in a physical activity setting.

1. All students will demonstrate positive interaction in diverse groups during physical activities.
2. All students will exhibit respect and support for others while participating in learning activities.

Values Physical Activity/Standard VII

All students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

1. All students will identify the positive factors which are gained from participating in an aquatics-related activity.
2. All students will identify the health and skill related benefits of participation in aquatic activities.

Zeeland Public Schools Physical Education Program Standards

Lifetime Sports

All areas of the Zeeland Physical Education Curriculum are aligned with the National Standards for Physical Education developed by the National Association for Sport and Physical Education (NASPE). Lifetime Sports is an elective activity class in which students will participate in skill development, lead-up games and lifetime sports with an emphasis on individual and group activities. Lifetime Individual Programs include basketball, volleyball, aerobics, soccer, football, cross-country and softball. Lifetime Group Programs include touch football, softball, tennis, basketball, volleyball, soccer, speedball, rollerblading, distance running, bowling, kickball, wiffleball, rock climbing, golf, ultimate Frisbee, roller-skating, water polo and swimming.

Motor Skills/Standard I

All students will demonstrate competency in a variety of lifetime activities and sports.

1. All students will demonstrate basic skills, strategies and rules of a variety of lifetime activities to a degree that makes the activity enjoyable.

Learning Concepts/Standard II

All students will identify and apply concepts which affect the quality of performance.

1. All students will apply and understand complex discipline-specific information to their own performances.
2. All students will design and practice ways that are appropriate to help improve motor skills of individual and group sports.
3. All students will develop awareness of safety factors that affect lifetime physical activities.
4. All students will detect, analyze and correct errors in personal movement patterns.

Active Lifestyle/Standard III

All students will be able to identify a variety of opportunities for continued participation in individual and group sports outside of the physical education class.

1. All students will develop an awareness of the many and varied opportunities outside of physical education class for participation in an individual and/or group sport.
2. All students will participate on a regular basis in lifetime activity outside of physical education that will be health-enhancing and personally rewarding.

Physically Fit/Standard IV

All students will understand how lifetime activities can fit into a self-designed personal fitness program.

1. All students will be able to design an appropriate personal fitness program which includes individual and/or group sports.
2. All students will demonstrate appropriate health and skill related fitness to participate in individual and/or group sports.

Personal and Social Skills/Standard V

All students will demonstrate responsible behavior in physical activity settings, both independently and with others.

1. All students will demonstrate self-discipline and sportsmanship, both independently and with others.
2. All students will apply appropriate etiquette in all physical activity settings.

Diversity/Standard VI

All students will demonstrate cooperative interaction in diverse groups in a physical activity setting.

1. All students will demonstrate positive interaction in diverse groups during physical activities.
2. All students will exhibit respect and support for others while participating in learning activities.

Values Physical Activity/Standard VII

All students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

1. All students will develop an understanding and appreciation for lifelong fitness and wellness.
2. All students will make a commitment to physical activity as an important part of one's lifestyle.

**Zeeland Public Schools
Physical Education Program Standards**

C.P.R. and More

Standard I

All students will apply health promotion and disease prevention concepts to personal, family and community health and wellness issues.

1. Analyze the potential impact of common risk behaviors on the quality of life.
2. Explain the relationship of physical, emotional and social health as it relates to wellness.
3. Chronicle the historical impact of disease on contemporary health practices.
4. Analyze the impact of personal health behaviors on body systems.

Standard II

All students will analyze health issues by evaluating information from resources and processes this information to formulate an opinion.

1. Compare conflicting information regarding a health issue.
2. Formulate a hypothesis regarding a health issue.

Standard III

All students will recognize health risks and practice health enhancing behaviors.

1. Evaluate personal health risks.
2. Analyze the role of individual responsibility regarding risk behaviors.
3. Demonstrate the ability to maintain positive health behaviors.
4. Demonstrate strategies to improve personal, family, peer and community health.

Standard IV

All students will identify health issues and problems and make health enhancing decisions and demonstrate effective communication skills for remaining abstinent in situations.

1. Demonstrate the ability to make positive decisions related to injury, tobacco, alcohol, drugs, nutrition, fitness, and stress.
2. Analyze how a variety of influences impact health related decisions.
3. Analyze how harassment issues impact health.
4. Demonstrate the ability to identify signs of a person contemplating suicide.

Standard V

All students will use a variety of methods to effectively communicate health information and ideas.

1. Demonstrate oral and written communication methods to produce effective health information and ideas.
2. Effectively express feelings and opinions on health issues.

Standard VI

All students will establish priorities and set achievable goals for personal, family and community health.

1. Evaluate personal strengths and weaknesses as part of the process of achieving health goals.
2. Establish goals for reducing potential home, school, and community environmental hazards.
3. Develop an effective plan for lifelong health promotion and disease prevention.

Assessment: Students will write summary articles on current health issues; disease project; drug/alcohol project; group discussion participation.

Standard VII

All students will demonstrate skill and knowledge in CPR and First Aid.

1. Adult CPR
2. Child/Infant CPR
3. First Aid

Assessment: Skill testing and written tests.

Zeeland Public Schools

Physical Education Program Standards

Aerobics

All areas of the Zeeland Physical Education Curriculum are aligned with the National Standards for Sport and Physical Education (NASPE). Aerobics is an elective activity class in which the emphasis is on physical conditioning. It is designed to develop the students' health-related emphasis and to increase the students' knowledge of selected fitness concepts. The activities may include as per class decision high impact aerobics, step aerobics, rock climbing, rollerblading, rollerskating, cardio kick, bowling, jazz exercise, flexibility, jog/walking, slide aerobics, water aerobics, spinning aerobics, weight training, biking, and pilates.

Motor Skills/Standard I

All students will demonstrate competency in aerobic activities that develop the students' health-related fitness and knowledge.

1. All students will perform correctly a variety of locomotor and non-locomotor patterns and direction changes in response to a signal during Freestyle, Add-On, and Routine aerobics routines.
2. All students will combine locomotor and non-locomotor patterns in time to music.
3. All students will follow, develop and refine sequences into repeatable patterns.
4. All students will demonstrate proper body alignment and proper movement transitions.
5. All students will utilize heart monitors during exertion to achieve target heart rate.

Learning Concepts/Standard II

All students will identify and apply concepts which affect the quality of performance.

1. All students will calculate and utilize target heart rate and perceived exertion during aerobic exercise.
2. All students will distinguish between safe and unsafe exercises and practices.
3. All students will practice in ways that are appropriate for helping them learn new aerobic skills and to improve fitness levels.
4. All students will accept the differences between personal characteristics and the idealized body images and elite performance levels portrayed by the media.
5. Through journal entries, formulate strategies to improve social, physical and mental health.

Active Lifestyle/Standard III

All students will be able to identify many varied opportunities for continued participation in aerobic activities after the class experience.

1. All students will analyze time, cost, and accessibility factors related to regular participation in physical activities that can be pursued in the community.
2. All students will identify personal behavior that supports and does not support a healthy lifestyle.
3. All students will be empowered to maintain and improve physical fitness, motor skills, and knowledge about physical activity.
4. All students will understand the ways in which personal characteristics, performance styles, lifestyles, and activity preferences will change over the life span.

Physically Fit/Standard IV

All students will be able to design, develop, and take personal responsibility for an appropriate personal fitness program that enables them to achieve desired levels of fitness.

1. All students will use and understand the results of fitness assessments to guide changes in his or her personal program of physical activity.
2. All students will analyze and evaluate personal fitness profiles regularly.
3. All students will assess personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.
4. All students will sustain an aerobic workout for a minimum of 20 minutes.
5. All students will set personal goals and work toward their achievement.
6. Evaluate personal health risks.
7. Demonstrate the ability to maintain health behaviors.

Personal and Social Skills/Standard V

All students will demonstrate responsible behavior in physical activity settings, both independently and with others.

1. All students will demonstrate self-discipline and responsible behavior, function independently, and positively influence the behavior of others in activities during class.
2. All students will identify, clarify and attempt to solve individual/group problems or situations.
3. All students will apply appropriate etiquette in all physical activity settings.

Diversity/Standard VI

All students will demonstrate responsible behavior in physical activity settings, both independently and with others.

1. All students will exhibit respect and support for others while participating in learning activities.
2. All students will demonstrate satisfaction of meeting and cooperating with others of diverse backgrounds during physical activity.
3. All students will identify the effects of age, gender, race, ethnicity, socioeconomic status, and culture upon physical activity preferences and participation.
4. All students will respect the physical limitations of self and others.

Values Physical Activity/Standard VII

All students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

1. All students will develop an understanding and appreciation of lifelong fitness and wellness.
2. All students will make a commitment to physical activity as an important part of one's lifestyle.
3. All students will be exposed to opportunities in the community (kickbox, pilates, wall climbing)

Zeeland Public Schools
Physical Education Program Standards

Strength and Conditioning

All areas of the Zeeland Physical Education Curriculum are aligned with the National Standards for Physical Education developed by the National Association for Sport and Physical Education (NASPE). Strength and Conditioning is an elective activity class in which students will participate in strength training, conditioning, body mechanics, plyometrics, flexibility, and nutrition.

Motor Skills/Standard I

All students will demonstrate competency in strength and conditioning.

1. All students will demonstrate proper techniques for a lifetime of strength training, conditioning, and body mechanics.

Learning Concepts/Standard II

All students will identify and apply concepts which affect the quality of performance.

1. All students will participate in strength, conditioning, and body mechanics appropriate to help improve motor skills of individual and/or group sports.
2. All students will develop awareness of proper lifting, stretching, and flexibility that affect healthy physical activities.

Active Lifestyle/Standard III

All students will be able to identify a variety of opportunities in strength and conditioning outside of the physical education class.

1. All students will be exposed to the many and varied opportunities in strength and conditioning.
2. All students will recognize health risks and practice health enhancing behaviors.

Physically Fit/Standard IV

All students will understand how strength and conditioning activities can fit into a self-designed personal fitness program.

1. All students will participate in a designed strength and conditioning program.
2. All students will demonstrate, design, and develop a strength and conditioning program specific to their individual goals.

Writing Component

The goal of the writing component is to expose students to the latest nutrition, health, and fitness information through bi-monthly articles and reaction papers. Once every two weeks students will receive an article on a health and/or fitness topic. The students will be required to write a one page reaction to the article giving feedback on how the article relates to their personal health & fitness.

Zeeland Public Schools
Physical Education Program Standards

Basic Athletic Training

Semester Course
Credit: 1
Grades: 10-12
Prerequisites: None

I. COURSE DESCRIPTION

Basic Athletic Training is a class offered to students that will give them the opportunity to recognize and assist in injury situations. This class is for students interested in the medical field. They will be able to demonstrate the knowledge gained through various methods including, research papers, lab situations, and written tests.

II. COURSE BENCHMARKS

- A. Develop a medical vocabulary in terminology related to injury.
- B. Create an understanding of Human Anatomy
- C. Evaluate mechanisms of injury.
- D. Implement rehabilitation techniques for trauma and injury.
- E. Apply subject matter acquired from professional journals.
- F. Practice decision-making skills.
- G. Create a plan to manage problems and crisis.
- H. Practice individual responsibilities for health as it relates to social, emotional, and physical well being.
- I. Demonstrate use of technologies to improve health in others.

III. COURSE OUTLINE

- A. We will be using a text book entitled “ESSENTIALS OF ATHLETIC TRAINING” By: Daniel D. Arnheim. Typically, the class will be able to get through one chapter per two weeks.
- B. Each day students will need to acquire information through note taking and/reading materials through various forms of research.
- C. Lab Days: Every week, we will spend one block in the athletic training room to tape body parts related to injuries discussed. Evaluations of injury will also be done in the lab.

IV. STUDENT ASSESSMENTS

- A. Each student will be responsible for completing a compendium style handbook. This will involve terms from each chapter or lesson and keeping this in a notebook that will be graded periodically.
- B. Each student will be required to participate in lab sessions. There will be points accumulated while in the lab.
- C. Each student will write a research paper on a specific injury.
- D. Tests: Students will take tests that will consist of multiple choice, fill in the blank, true/false and essay style questions. Lab tests will require taping, wrapping and assessing a partner's "injury."

**Zeeland Public Schools
Physical Education**

Fitness and Nutrition

Semester Course
Credit: 1
Grades: 10 - 12 girls
Prerequisites: None

Interdisciplinary Class
PE & FCS Team Instructors

I. COURSE DESCRIPTION

Fitness and Nutrition is an experiential course offered to empower young women individually and collectively, to be the best that they can be – confident, physically fit, and emotionally well balanced. Girls will learn skills to increase their self-esteem, and to be able to demonstrate effective self-presentation in their personal as well as business environment. Teens will learn how to develop positive interpersonal and social skills. Emphasis will focus on nutrition and exercise, as well as various women’s health issues.

Students will develop a personal portfolio, collecting health and fitness fact sheets, charting and reflecting personal goals and organizing their materials.

II. COURSE BENCHMARKS

- A. Perform assessments of individual growth and development.
- B. Practice implementing an individual plan of action.
- C. Apply food pyramid in food decision-making.
- D. Plan on individual exercise program for health and stress management.
- E. Practice stress management skills necessary to manage conflict resolution among multiple adult roles.
- F. Analyze the impact of healthful behavior on life goals.
- G. Internalize expectations of self.
- H. Evaluate standards for appropriate use of community resources.
- I. Develop a comprehensive plan for making decisions.
- J. Practice decision-making skills.
- K. Demonstrate skills necessary in the physical, social, and emotional care and nurturing self.
- L. Create a plan to manage problems and crisis.
- M. Demonstrate use of technologies to improve individual, work and community life.
- N. Practice individual responsibilities for health as it relates to social, emotional, and physical well being.
- O. Evaluate the influence and impact of various decisions on individual lifestyles.
- P. Propose criteria for a safe and healthy environment.
- Q. Practice independent decision-making.
- R. Assess individual aptitudes, interests, and abilities.

- S. Assess the effect of non-nutritional food choices on individual wellness.
- T. Employ responsibility in the practice of personal, work and community decision-making responsibilities.
- U. Demonstrate responsible attitudes and actions when caring for self.
- V. Develop strategies to overcome cultural pressures.
- W. Investigate how conflicts or work, home, family, and other pursuits create stress for individuals.
- X. Analyze an individual decision.

III. SPECIFIC STUDENT BENCHMARKS

- A. Be able to develop a plan to track and evaluate specific personal goals.
- B. Understand basics of nutrition.
- C. Evaluate cultural expectations as well as individual's self-concepts of body image.
- D. Understand impact of eating disorders.
- E. Be able to develop skills necessary to improve appearance, health and stress management.
- F. Be able to identify women's issues in Reproductive Health (i.e., breast and uterine cancer, first pelvic exam and toxic shock).
- G. Understand connection between nutrition, exercise, and life style habits.

IV. COURSE OUTLINE

- A. Speed Day: Student portfolio and short topics (mini-lessons)
 - 1. Sports nutrition
 - 2. Calories
 - 3. Fat grams
 - 4. Emotional eating
 - 5. Social eating
 - 6. Menu planning
 - 7. Fluids (plus beverages)
 - 8. Assign fad diet topics
 - 9. Stress management
 - 10. Sleep requirements and disorders
 - 11. Etiquette
 - 12. Skin care
 - 13. Hair care
 - 14. Communication skills
 - 15. Goal setting
 - 16. Tobacco abuse
 - 17. Skin cancer
 - 18. Cosmetics/nail/skin/hygiene
 - 19. Stress management
- B. Lab Day Outline
 - 1. One lab per week: power muscle step (exercise day)
 - 2. One lab per week: women's issues
 - a) history and design

- b) your ideal silhouette for women (computerized program)
- c) general nutrition
 - 1) food pyramid
 - 2) servings sizes
 - 3) requirements
- d) exercise connection (benefits hormones, metabolism, stress)
- e) visit Hope College - fat tank
- f) follow up - self-evaluation and body fat
- g) fad diet presentation
- h) food preparation demonstrations (8 demonstrations on various food groups and sports nutrition)
- i) women's reproductive health issues
 - 1) breast and uterine cancer
 - 2) first pelvic exam
 - 3) toxic shock
- j) body image and eating disorders
- k) stress management

V. STUDENT ASSESSMENT

- A. Student portfolio tracking goals, reflections and fact sheets
- B. Student evaluation of peer food demonstrations
- C. Guest speaker reports
- D. Computer program "Weight Calc" "Dine Right" and "Body Image"
- E. Video reports
- F. Quizzes/projects

VI. RESOURCES, MATERIALS AND FACILITIES

- A. Facilities
 - 1. Our class would require two rooms in our current 96th Avenue campus. We would need both the multi-purpose room and LME Food/Demonstration room.
 - 2. We would be doing a combination of lectures and exercising. Both rooms need to be assigned for the entire block and duration of the course. We want to maintain flexibility in our scheduling of activities and presentations.
 - 3. Co-scheduling these two rooms together is mandatory for the implementation of this activity-based class. In the future, should this course gain popularity, the school system would need to consider adding an aerobics/food lab, multi-use facility for the high school. Both the LME lab and multi-purpose room are currently high demand areas.
- B. Resource materials
 - 1. Exercise equipment to purchase:
 - a) head microphone set for instructor
 - b) CD/tape deck
 - c) 32 each of steps, handweights (2 lb. and 5 lb.), long exercise bands, short exercise bands
 - 2. Nutrition needs:
 - a) money for food (\$1,000.00 per class)
 - b) teaching aids:
 - 1) nutrition aids
 - 2) fat/muscle/food replicas
 - 3) flip charts
 - 4) skin fold calipers for fat

- 5) 3D food pyramid
 - 6) sports nutrition cook books
 - 7) breast cancer models
 - 8) pelvic exam models
 - 9) toxic shock model
 - 10) flip charts on various topics
 - 11) tobacco model
- c) computer programs
- 1) nutrition - "Dine Healthy" personal nutritional profile
 - 2) fashion design - "Your Silhouette" body shape and fashion design
- d) various videos
- 1) eating disorders
 - 2) stress management
 - 3) tobacco abuse

Zeeland Public School
Physical Education Program Standards

Advanced Strength - Speed & Power

All areas of the Zeeland Physical Education Curriculum are aligned with the National Standards for Physical Education developed by the National Association for Sport and Physical Education (NASPE). Strength and Conditioning is an elective activity class in which students will participate in strength training, conditioning, body mechanics, plyometrics, flexibility, and nutrition.

Motor Skills/Standard I

All students will demonstrate competency in strength and conditioning.

1. All students will demonstrate proper techniques for a lifetime of strength training, conditioning, and body mechanics.
2. All students will be exposed to advanced strength and speed programs.

Learning Concepts/Standard II

All students will identify and apply concepts which affect the quality of performance.

1. All students will participate in strength, conditioning, and body mechanics appropriate to help improve motor skills of individual and/or group sports.
2. All students will develop awareness of proper lifting, stretching, and flexibility that affect healthy physical activities.

Active Lifestyle/Standard III

All students will be able to identify a variety of opportunities in strength and conditioning outside of the physical education class.

1. All students will be exposed to upper level agility, speed, strength and explosive movements.
2. All students will recognize health risks and practice health enhancing behaviors.

Physically Fit/Standard IV

All students will understand how strength and conditioning activities can fit into a self-designed personal fitness program.

1. All students will participate in a designed strength and conditioning program.
2. All students will demonstrate and develop a strength and conditioning program specific to their individual goals.

Writing Component

The writing component for advanced strength will consist of a weekly journal. Students will reflect on their progress and provide feedback to the instructor. Students will be asked to comment on the effectiveness of the agility, speed, strength, and explosive activities that will be performed daily. More importantly students will be providing the instructor with continual feedback regarding their speed and strength gains, as well as the needs the individual student may have. Individual programs will be written by the students and reviewed regularly with the instructor.