

Jonake Huffman Academy



Name
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Philosophy of Education: Public School

It is our belief that students need a healthy learning environment that will promote the students, emotional, physical, cognitive, and social growth. It is our goal that the overall curriculum is designed to nurture, support, and educate each individual student according to their own personal needs and abilities.

We will provide students with equal opportunities in education that will enable them to reach their fullest potential as members of their community. It is our desire that each student develops their own personal philosophy of life which coincides with ethical and moral values.

Philosophy of Education: Christian School

It is our purpose as created being to glorify God in all we do. This is the foundation of our educational philosophy. According to II Timothy 3:16-17, all scripture is God-breathed. Our goal is to incorporate scripture into everything that we teach.

It is our desire to create a Christ centered environment that will promote social, emotional, physical, cognitive, and spiritual growth among the students. We strive to lead students in active, personal relationships with Christ so that they may be well equipped to be salt and light in and outside of school walls. Believing that God created all men in His image, we will establish equal opportunities regardless of age, race, gender, and socioeconomic status.

We will provide the students with the means to create a personal Biblical worldview that will allow them to become valuable members of society. Through a Biblically integrated curriculum and a focus on prayer, we will encourage our students to maintain a Christ-centered life.

Physical Education Philosophy: Public School

We believe that physical education is essential to the general education of the students. The physical education classes will include a holistic approach to physical fitness including psychomotor, cognitive, and affective domains. The students will develop a desire for life-long fitness through participating regularly in physical activity. The students will learn to value physical education as a part of their every day lives. The physical education program will include sports, fitness, and health related issues and activities.

We will hold to the NASPE standards as the foundation of our physical education program. The students will be assessed according to a standards based curriculum using the NASPE standards. The standards are as follows:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible, personal, and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Physical Education Philosophy: Christian School

We believe that physical education is essential to the general education of the students. As Christians it is important to teach students to be stewards of their God given bodies (I Corinthians 6:19-20). We desire to educate students about the importance of caring for their bodies and glorifying God with a healthy life style. Our physical education classes will include a holistic approach to physical fitness including the psychomotor domain, cognitive domain, affective domain, and also a spiritual domain. In I Timothy 4:8 it reads, "For physical training is of some value, but godliness has value for all things, holding promise for both the present life and the life to come." Physical training and exercise is very important, but we desire our students to value God above all else.

In our physical education programs the students will develop a desire for life-long fitness through participating regularly in physical activity. The students will learn to value physical education as a part of their every day lives. The physical education program will include sports, fitness, and health related issues and activities. This program will teach students how to serve God by living a healthy, physically active life style.

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Program Goals

Psychomotor

1. To perform fundamental motor skills and patterns.
2. To increase muscle strength and endurance, cardiovascular fitness, and flexibility.
3. To develop and master sport-related and recreational skills.
4. To enhance lifetime activity skills such as outdoor adventure, leisure activities, cycling, survival aquatics, and dance.
5. To develop health-related fitness, physical well-being, and adequate physical activity.
6. To provide all students with diverse abilities an equal opportunity to achieve success.

Cognitive

1. To develop basic understanding of key fitness concepts and personal awareness of individual fitness status.
2. To gain knowledge of game rules, safety measure, and etiquette.
3. To understand the use of strategies and techniques involved in organized activities and game play.
4. To develop a basic understanding of how the body functions and its relationship to physical activity.
5. To gain an understanding of growth and development.
6. To increase each student's ability to solve developmental problems through movement.

Affective

1. To gain group interaction skills based on concepts of partner, teammate, group goal, captain, game rules, and sharing.
2. To develop positive attitudes toward physical education growing out of intense involvement in meaningful and enjoyable physical activities.
3. To develop socialization leading to individual concern for other, cooperative group skills, team involvement, and increased cultural understanding.
4. To guide each individual in seeking personal meaning in movement, increased awareness and expressiveness, and the pursuit of high adventure in accordance with individual preferences and potentialities.
5. To develop an attitude that reflects good moral character.
6. To increase student's ability to make judgments in group situations and communicate with others.

* Freese, Kathy. Curriculum Class Notes. Fall 2005.

CHARACTERISTICS, NEEDS, AND INTERESTS OF STUDENTS

Characteristics/Interest	Needs
Ages 6-8	
Physical	
Growth is relatively slow during this period as compared to the early period. Large muscles of the trunk, legs, and arms are more developed than the smaller muscles.	To experience many kinds of vigorous activities involving many parts of the body. This will increase heart action and respiration and help build endurance. To improve skills of body control- speed, stopping, starting, dodging, turning, and balancing
Hand- eye coordination is incomplete, but developing. Eyes are slow to focus and usually farsighted as start of this period.	To experiment with many kinds of movement. To catch, throw, and run
Bones are hardening. Heart and lungs are small in proportion to body weight and height.	Relaxation periods to follow periods of physical activity
Endurance may be poor	Continues emphasis on proper body mechanics and posture in all school activities.
Fatigue is “enemy of childhood”, but recuperation from fatigue is usually good.	To receive instruction in swimming skills To have approximately 12 hours of sleep at night
Reaction time is about half that of an adult.	To know how to play safely
Accidents are leading cause of death, especially for boys	To have the chance to express himself through numerous activities that stimulate physical, social, and mental-emotional growth.
Become restless when he cannot be active	To engage in a number of physical education activities, all of short duration.
Mental-Emotional- Social	
Individualistic and possessive; egocentric after age six	To learn to share with others, to play alone and with small groups, and to play as an individual in larger groups. Needs recognition for his personal abilities and to shift gradually to more group activities
Dramatic, imaginative, and highly active imitative. Curious about thing in general	
Wide variety of emotional reactions	To create and explore, perform new things, and identify with persons and things

<p>When approaching age 8, he wants a chance to act on his own and is sometimes annoyed with conformity. More sensitive to judgment of other children with a slowly decreasing concern for adult opinion.</p>	<p>To receive guidance in social developments through game experiences</p>
<p>Generally eager to learn new physical education skills and please the instructor</p>	<p>To win without boasting and to lose without an ability to respond to rhythmic sounds such as drums, rattles, musical beats, voice, etc.</p>
<p>Boys and girls tend to form separate play groups</p>	<p>To cooperate at school and home in play and other group activities</p> <p>To participate in some co recreational games and dance to foster a degree</p>

Ages 9 - 11	
Physical	
Muscular strength is behind physical growth; postural habits vary	To have instruction in body mechanics, causes of fatigue, nutrition, and factors influencing growth in height and weight
A noticeable growth spurt takes place at the end of period, which continues into adolescence. This differs with individual levels of maturity.	To engage in strenuous activity that taxes the muscles, heart, and lungs, and other organs to the limit of healthy fatigue.
Sex differences appear, with girls more mature and taller. Rough and tumble activities highly enjoyed, often by girls	To engage in wholesome core creation and coeducational relationships, both in class and on the playing field
A few girls begin menstruation by ages eleven and twelve	To participate in those physical skills that properly utilize elements of roughness to build motor skills and physical fitness
Some girls may be more developed in motor skills than boys	To be recognized as different individuals
Coordination is good. Many physical skills are now automatic. Reaction time is improved	To have a chance to appraise self through self testing activities. To relate success in motor skills to personal well-being and health habits
Interest in food and appearance increases	To discuss personal grooming and the nature of physical fitness
Mental – Emotional - Social	
Longer span of attention and greater interests in a wide variety of activities	To take part in a wide range of physical activities involving several methods of presentation and teaching aids
Noticeable craving for recognition; a strong sense of rivalry	To experience success in a number of physical activities - and to do so with some degree of cooperative effort
An increasing attitude of independence coupled with a desire to help	To have a chance to formally plan, lead, and carry out certain projects and to check progress made. To assist the instructor with supplies, record, etc.
Sex antagonisms gradually appear. Sexual modesty is observed	To gain respect and approval of others. To engage in activities in which achievement is recognized by one's peers.
Strong sense of loyalty to groups, teams, or clicks. Greater concern over group approval than teacher approval	To compete fairly with others, obtaining an understanding of the place of personal cooperation in process
Enjoy competition, whether physical or essentially mental, but may become angry when tired, or easily discouraged	To work coeducationally in the physical activities that broaden social relationships and obtains answers to questions about opposite sex

Interest in opposite sex indicated by teasing, hitting, chasing, etc.	Become aware of games and sports from other lands and what they mean in everyday living
Interests shifting from the immediate environment to the wider world.	Take part in challenging physical education activities.

Ages 12 – 14	
Physical	
Growth rapid and uneven; long bones of arms and legs grow rapid	Frequent health examinations and physical fitness screening tests with effective follow-up
Rapid muscular development	Activities to develop strength and flexibility
Acnes period may begin	
Boys	
Stronger than girls	Environment of supervision to avoid bone and joint injuries
Growth spurt us width of shoulder girdle	
Ossification of skeletal system still incomplete. I injuries to growth plates may occur	Opportunity to appreciate variations in growth among boys and girls
Voice changes in pubic hair on average of about 13.5 years of age.	To participate in activities that do not call attention to awkwardness
Sexual maturity reached in most cases	
Girls	
About 1.5 to 2 years ahead of boys in maturation	Chance to talk about figures and appearance
Height increases rapidly, size increases, and secondary sex characteristics develop	Opportunity to appreciate growth variation in sexes
Mental – Emotional – Social	
Desire for independence. Adults are seen as old fashioned. May rebel against parental and school authority.	Opportunity for the development of s sense of responsibility and qualities of leadership.
Great loyalty to group leaders.	Need and want many friends. Need varied activities so that they can discover at least one sphere in which they can achieve.

Ages 15 – 18	
Physical	
Improvement in motor coordination	Continues vigorous physical activity, especially in communities where early sophistication tends to limit physical expression
Boys continue to grow muscularly; girls taper off	
Pupils relatively free from infection	
As period progresses, the bones complete cost of their growth, coordination is refined, the puberty cycle is completed, and birth boys and girls know how to handle personal grooming.	Stress on forma and skill in sport activities, especially those of a carry-over variety
Mental – Emotional – Social	
Intensely emotional and complex	Experience in accepting defeat and victory in a wholesome manner
Sensitive to limitations in early years	Experiences in working on many committees to plan social activities
Dating becomes common	Experience in activities that one may enjoy alone or with a few friends
Boys	
Mild to strong interest in girls	To participate in mixed activities and acknowledge the masculine and feminine roles as social circles are broadened
Fighting tendency is strong in some boys	To learn to understand the opposite sex
Emerge from a short period of roughness and rudeness of all females to a period of overt interest in girls	To learn and take apart in combative activities under supervision
Girls	
Strong interest in boys	Chance to develop skill in activities they prefer. To develop poise grace, and skillful use of body in a number of common situations
Narrowing interest in sports, with a trend toward specialization	
Strong interest in personal appearance	

**Stillwell, Jim L. and Carl E. Willgoose. The Physical Education Curriculum. Illinois: Waveland Press, Inc. 2002, 5th edition.*

Elementary Teaching Methods

Command Style

This is a teacher controlled style that uses explanation, demonstration, and practice. Students are evaluated by the teacher who has standards set for performance.

Task Style

The teacher sets lesson objectives, activities, and the steps to achieve the objectives. A task is given to students verbally or written and then the students work on the task at their own pace. When one task is completed, the teacher then assigns another task.

Individualized Style

Students' needs are assessed, and a program is designed to meet those needs. Students work on tasks assigned until they can perform them. After performance is achieved, students go to the teacher to be evaluated. Students can set their own pace, and they should be required to learn the cognitive factors of the skill before doing the psychomotor skill.

Mastery Learning Style

The task or skill is broken down into parts which the students focus on. Students are tested over each part which they must master before they move on. Students will go at their own pace, and this style often focuses more on psychomotor skills than cognitive skills.

Problem-Solving Style

Students are presented with a problem for them to solve. Students must brainstorm, explore, and experiment in order to come up with a solution.

Limited Exploration Style

The teacher chooses the subject, prepares the lessons, and determines general direction of responses. Students try different ways to perform a task. This style is best suited for teaching movements, skills, and movement patterns.

Guided Discovery Style

Teachers have a choice or result that they want the students to end up with. This style allows students to explore certain situations with little help.

Unlimited Exploration Style

Students select a movement or piece of equipment which they work with and use creatively. The teacher does not use demonstrations, and the teacher moves throughout the class encouraging creativity and answering questions.

**Freese, Kathy. Teaching Methods Class Notes. Fall 2005.*

Secondary Teaching Methods

Direct Instruction

The teacher gives instruction, and the teacher makes goals and provides sufficient time for practice. There are ample opportunities that are given to meet the goals. The teacher supervises and gives feedback.

Task/Station Teaching

Teaching creates different tasks for students to practice. Students progress through stations by time limits or completion of task.

Reciprocal/Group Teaching

Students are put into pairs or small groups. Students provide instruction for one another, provide feedback, and help one another improve.

Contracting

Contracting is a model in which students agree to complete a certain task. The level of performance and means to achieve that level are agreed upon by the teacher and the students.

PSI/Master Learning

PSI is a personalized system of instruction.

Contingency Management

This is a system in which specific rewards are tied into instructional goals. Students are provided clearly with objectives to be accomplished. Each step that is working towards a goal is worth a certain amount of a reward.

**Freese, Kathy. Teaching Methods Class Notes. Fall 2005.*

Evaluation Tools

Elementary Evaluation Tools

Psychomotor

- Checklists
- Skills Tests
- Fitness Tests
 - Presidential Fitness Test
 - FitnessGram Test
- Teacher Observation
- Rating Scales

Cognitive

- Written examinations
- Rubrics
- Verbal Questioning
- Teacher Observation
- Checklists

Affective

- Checklists
- Teacher Observation
- Reflective Questionnaires

Secondary Evaluation Tools

Psychomotor

- Checklists
- Skills Tests
- Fitness Tests
 - Presidential Fitness Test
 - FitnessGram Test
- Peer Assessment
- Teacher Observation
- Self Checklists
- Rating Scales

Cognitive

- Written Tests
- Papers
- Checklists
- Teacher Observations
- Verbal Questioning
- Personal Activity Logs

Affective

- Checklists
- Reflective Papers
- Reflective Questionnaires

Equipment

Elementary Equipment:

Ball inflator pump (2)
Ball repair kit (1)
Tape measure (1, 100 – ft.)
Floor tape (various colors)
Chalk (10 boxes, assorted colors)
Whistles (6)
Gym mats (10)
Ball targets (skill specific)
Rubber footprints (30)
Pinnies (various colors)
Wands (30)
Batons (10)
Tin-can stilts (12 pairs)
Twister sets (10)
Trampoline (2)
Wood blocks (30)
Rings (30)
Beanbags (40)
Frisbees (30)
Beach balls (20)
Rubber playground balls (20)
Yarn balls (25)
Whiffle balls (20)

Equipment and ball bags (as needed)
Storage/equipment bins (as needed)
First-aid kit (4)
Carpet squares (20)
Stopwatches (6)
Cassette/CD player (2)
Music (various)
Drums (4)
Tambourines (4)
Parachute (2, 28-ft.)
Tug-of-war ropes (8)
Long and short jump ropes (30 each)
Lummi sticks (25 pairs)
Scooters (30)
Scoops (30)
Hula hoops (40)
Cones (40)
Medicine balls (8)

Balloons (unlimited reserve)
Sponge balls (30)
Fleece balls (20)
Whiffle ball bats (8)

Elementary and Secondary (Activity Specific):

Basketball hoops (6 in each gym)
Men's basketballs (20)
Women's basketballs (20)
Flip scorecards (4)
Ladder (2)
Floor hockey sets (3)
Hockey nets (4)
Street hockey sets (3)
Face masks (20)
Regular footballs (12)
Sponge footballs (12)
Junior footballs (12)
Football flags (20 each of two different colors)
Kicking tees (8)
Soccer balls (20)
Soccer goals (4)
Baseball/softball bats (6)
Softballs (20)
Baseballs (20)
Fielding gloves (25)
Bases (4 sets)
Fungo bat (2)
Batting tees (4)
Catcher's equipment (4 sets)
Batting helmets (12)
Pitching machine (1)
Volleyballs (20)
Large, lightweight volleyballs (12)
Volleyball nets and poles (6)
Batting tees (3)

Individual & Dual Sports

Badminton racquets (30)
Shuttlecocks (30)
Badminton nets/poles (6 courts each gym)
Bowling pins (elementary)
Bowling balls (10 rubber)
Bowling equipment (via local bowling ally)

Bowling score-sheets (unlimited)
Plastic golf clubs (30)
Golf clubs (via local golf course)
Golf balls (via local golf course)
Golf tees (10 packs)
Racquetballs (20)
Racquetball racquets (30)
Racquetball goggles (30)
Tennis balls (60)
Tennis racquets (25)
Tennis nets (6)
Tennis ball machines (2)
Starting blocks (12)
Batons (16)
Hurdles (22)
Long jump pit
Girl's shot put (8)
Boy's shot put (10)
Shot put pit
Discuss (16)
Discuss field (area)
High jump bar (2)
Rollerblades (via local skating rink)

Aquatics (via YMCA)

Kick boards
Lane markers
Life preservers
Buoys
Flotation devices
Goggles
Nose plugs
Diving boards
Masks
Fins
Snorkels
Water basketball net
Water volleyball and net
Balls (that can get wet)
Rescue equipment

Fitness

Basketball hoops
Jungle gym

Stationary bikes
Isokinetic equipment
Heart monitors
Blood pressure monitors
Skin calipers
Treadmills
Universal weight machines
Free Weights
Jump ropes

Gymnastics/Tumbling

Mats
Crash pads
Balance beam
Parallel bars
Rings
Safety belts
Pommel horse
Chalk
Whistles
Tumbling mats
Uneven bars
Vault
Springboard

Audio/Visuals

Chalkboards
Erasable marker boards
TV/VCR/DVD
Computers
Overheads

Playground Equipment

Swings
Slides
Seesaws
Monkey Bars
Obstacle course

**Bassett, Amanda, Rachel Shellenbarger, David Terrill, Travis Allen, and Ashley Smith.
Herbert Adsitt School District. November 2003.*

Factors Which Define or Limit the Program

1. Type of Community – Location/Size

The Belleman Academy is located in Pennsylvania in a suburban, middle class community with a population of 20,000. The topography of the area is in the hills of western Pennsylvania with a forest surrounding the area and a small lake also in the area. The school district is also on the outskirts of a small city. This curriculum can be adapted to other areas.

2. The Needs and Interest of the Students

The students in this area are involved with individual, dual, and team sports with a great emphasis on the affective needs of each student. Team sport activities are popular with both the guys and girls, and most students show are involved with intramural and recreational activities. Weight training and gymnastics are fairly new to the students, but the students seem interested and excited in becoming involved. Outdoor facilities allow us to take advantage of outdoor team and individual sport activities, as well as, recreational activities... particularly with the middle school and high school students.

3. Parental Support

The parents are encouraging supporters of the physical education curriculum and seem very pleased with the direction our physical education curriculum is going with respect to their children's physical fitness and knowledge of life-long physical activity.

4. Facility and Equipment – Facility Space

Elementary (K-5)

2 Schools
2 Teachers
1 Gym
2 Playgrounds (for each school)

Middle School

1 School
1 Teacher
1 Gym
Outside fields for any activity

High School

1 School
1 Teacher
1 Gym
1 Football field with an outdoor track
1 Baseball field
1 Softball field
5 Tennis courts
1 Classroom

Community

Bowling alley
YMCA
1 Indoor pool
1 Outdoor pool
Racquetball courts
Complete fitness center (with free weight room, weight machines, exercise machines, etc.)
Park with walking/jogging trails, paved paths, and an ice skating pond
A state park is within 30 minutes with a small lake

5. Scheduling and Class Size

Elementary K-5th Grade = 204 students for each elementary school (408 total)
Middle School 6-8th Grade = 168 students
High School 9-12th Grade = 220 students

6. Development of the Class

Your curriculum may be modified depending on the development of the students in your class. Some students may be ready for team sports at an earlier age, or some junior high students may need more time in development of their skills. The “I, D, and R” rubrics can be changed depending on the student’s development.

7. Budget and Funding

- a. Physical education budget
- b. Taxes
- c. Fees
- d. Community faculty fees
- e. Equipment costs: purchasing new equipment, and maintaining old equipment
- f. Funding from outside organizations
- g. School or program Fundraising
- h. Maintenance of outdoor facilities

8. Administrative Support

It is the administration that makes or breaks a program's success. The administration has a variety of jobs, which include:

- Knowing the needs and interest of the students
- Implementing physical education into the school's schedule
- Planning
- Providing funding and doing the budget
- Approval of the curriculum
- Leadership
- Organizing and approving extracurricular related to health and physical education
- Teacher evaluations
- Program evaluations
- Coordination and organization
- Cooperating with the school board, parents, teachers, and community members
- Also will be fair to each and every student, parent, teacher, and community member at all cost

9. Community Interest

The community interest is bound to change from one community to the next. When using this curriculum, you must adapt the scope and sequence to meet the needs and interest of your community.

10. Climate and Seasons

- Semester 1 = Fall (9 weeks)
- Semester 2 = Fall/Winter (9 weeks)
- Semester 3 = Winter/Spring (9 weeks)
- Semester 4 = Spring (9 weeks)

11. Laws and Requirements – Legal Ramifications

Each state and district has its own laws and requirements that need to be followed in the physical education curriculum. Laws and requirements must be met on the state and national levels. Meeting these laws and requirements allows our curriculum to meet its fullest potential for each and every student.

12. Qualifications of the Teachers

When using this curriculum, it is a necessity to use teachers who are equipped to teach the variety of activities covered in the scope and sequence of the program.

Adapted Physical Education Program

The adapted physical education program desires to include the students with severe special needs and disabilities in the regular classroom. We long to mainstream the students as much as possible. This will be accomplished by game, activity, evaluation and objective modification. The modifications will allow the students to have the opportunity to participate in activities and games in class.

Ways of Modification and Adaptation

- Change boundary lines
- Change number of players
- Change individual goals/objectives
- Modify/ change rules
- Change length of activity or periods
- Change classroom set up
- Change group formation
- Grade/evaluate using different scale
- Give extra time for learning or completing tasks
- Give more individual assistance
- Allow students to use body parts other than normal to achieve their goal
- Modify equipment (Use appropriate equipment)
 - Larger, softer, lighter, easier to grip. Etc.
 - Use special equipment

Program Objectives

1. Demonstrate proficiency in a variety of motor skills that is appropriate for the individual's potential
2. Demonstrate an understanding of basic movement principles
3. Display a physically active life leading to health and fitness
4. Recognized and respects differences among individuals at varying levels of abilities and needs
5. Learns to adapt to and accept personal disability, and experience success at individual goals.

Yearly Plan: Elementary School

	Kindergarten					1 st Quarter					2 nd Quarter							
Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Locomotor	X	X																
Non- Locomotor			X	X														
Manipulative Movement Awareness					X	X			X	X	X							
Roller- Skating										X	X	X						
Tumbling Fitness													X	X	X		X	X

	Kindergarten					3 rd Quarter					4 th Quarter							
Activity	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Rythmics Games	X	X																
Multi- Activity/Lead- up			X	X		X	X											
Soccer							X	X	X									
Basketball										X	X	X						
Bowling													X	X	X			
Swimming																X	X	X

	1 st Grade				1 st Quarter					2 nd Quarter								
Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Locomotor	X	X																
Non- Locomotor			X	X														
Manipulative Movement Awareness					X	X			X	X	X							
Roller- Skating										X	X	X						
Tumbling Fitness													X	X	X		X	X

1st Grade

3rd Quarter

4th Quarter

Activity	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Rythmics	X	X																
Games			X	X														
Multi-Activity/Lead-up					X	X												
Soccer							X	X	X									
Basketball										X	X	X						
Bowling													X	X	X			
Swimming																X	X	X

2nd Grade 1st Quarter 2nd Quarter

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Locomotor	X	X																
Non-Locomotor			X	X														
Manipulative					X	X												
Movement Awareness							X	X	X									
Roller-Skating										X	X	X						
Tumbling													X	X	X			
Fitness																X	X	X

2nd Grade 3rd Quarter 4th Quarter

Activity	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	18
Rythmics	X	X																
Games			X	X														
Multi-Activity/Lead-up					X	X												
Soccer							X	X	X									
Basketball										X	X	X						
Bowling													X	X	X			
Swimming																X	X	X

	3 rd Grade				1 st Quarter					2 nd Quarter								
Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Locomotor Non- Locomotor Manipulative Movement Awareness Roller- Skating Tumbling Fitness	X	X																
			X	X														
					X	X												
							X	X	X									
										X	X	X						
													X	X	X			
																X	X	X

	3 rd Grade				3 rd Quarter					4 th Quarter								
Activity	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Rythmics Games Multi- Activity/Lead- up Soccer Basketball Bowling Swimming	X	X																
			X	X														
					X	X												
							X	X	X									
										X	X	X						
													X	X	X			
																X	X	X

	4 th Grade				1 st Quarter					2 nd Quarter								
Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Locomotor Non- Locomotor Manipulative Movement Awareness Roller- Skating Tumbling Fitness	X	X																
			X	X														
					X	X												
							X	X	X									
										X	X	X						
													X	X	X			
																X	X	X

	4 th Grade		3 rd Quarter							4 th Quarter								
Activity	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Rythmics	X	X																
Games			X	X														
Multi-Activity/Lead-up					X	X												
Soccer							X	X	X									
Basketball										X	X	X						
Bowling													X	X	X			
Swimming																X	X	X

	5 th Grade				1 st Quarter					2 nd Quarter								
Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Locomotor	X	X																
Non-Locomotor			X	X														
Manipulative					X	X												
Movement Awareness							X	X	X									
Roller-Skating										X	X	X						
Tumbling													X	X	X			
Fitness																X	X	X

	5 th Grade				3 rd Quarter							4 th Quarter								
Activity	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
Rythmics	X	X																		
Games			X	X																
Multi-Activity/Lead-up					X	X														
Soccer							X	X	X											
Basketball										X	X	X								
Bowling													X	X	X					
Swimming																X	X	X		

Yearly Plan: Junior High School

Activity	6 th Grade			1 st Quarter						2 nd Quarter								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Soccer	X	X	X															
Golf				X														
Swimming/Water Activities					X	X												
Speedball							X	X										
Flag Football									X	X	X							
Archery												X						
Volleyball													X	X	X			
Fitness																X	X	X

Activity	3 rd Quarter						4 th Quarter											
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Dance/Rhythmics	X	X	X															
Basketball				X	X	X												
Floor Hockey							X											
Badminton								X	X									
Weight Training										X	X							
Bowling												X	X					
Gymnastics														X				
Tennis															X	X		
Softball																	X	X

Activity	7 th Grade			1 st Quarter						2 nd Quarter								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Soccer	X	X	X															
Golf				X														
Swimming/Water Activities					X	X												
Speedball							X	X										
Flag Football									X	X	X							
Archery												X						
Field Hockey													X					
Volleyball														X	X			
Fitness																X	X	X

	3 rd Quarter												4 th Quarter					
Activity	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Dance/Rhythmics	X	X	X															
Basketball				X	X	X												
Floor Hockey							X											
Badminton								X	X									
Weight Training										X	X							
Bowling												X	X					
Gymnastics														X				
Tennis															X	X		
Softball																	X	X

	8 th Grade			1 st Quarter								2 nd Quarter						
Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Soccer	X	X	X															
Golf				X														
Swimming/Water Activities					X	X												
Speedball							X	X										
Flag Football									X	X	X							
Archery												X						
Speedball													X					
Volleyball														X	X			
Fitness																X	X	X

	3 rd Quarter												4 th Quarter					
Activity	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Dance/Rhythmics	X	X	X															
Basketball				X	X	X												
Floor Hockey							X											
Badminton								X	X									
Weight Training										X	X							
Bowling												X	X					
Gymnastics														X				
Tennis															X	X		
Softball																	X	X

Yearly Plan: High School

	9 th Grade			1 st Quarter						2 nd Quarter								
Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Soccer	X	X	X															
Golf				X														
Swimming/Water Activities					X	X												
Speedball							X	X										
Flag Football									X	X	X							
Archery												X						
Volleyball													X	X	X			
Fitness																X	X	X

	3 rd Quarter						4 th Quarter											
Activity	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Dance/Rhythmics	X	X	X															
Basketball				X	X	X												
Floor Hockey							X											
Badminton								X	X									
Weight Training										X	X							
Bowling												X	X					
Gymnastics														X				
Tennis															X	X		
Softball																	X	X

	10 th Grade			1 st Quarter						2 nd Quarter								
Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Soccer	X	X	X															
Golf				X														
Swimming/Water Activities					X	X												
Speedball							X	X										
Flag Football									X	X	X							
Archery												X						
Field Hockey													X					
Volleyball														X	X			
Fitness																X	X	X

3rd Quarter 4th Quarter

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Soccer	X	X	X															
Golf				X														
Swimming/Water Activities					X	X												
Speedball							X	X										
Flag Football									X	X	X							
Archery												X						
Volleyball													X	X	X			
Fitness																X	X	X

3rd Quarter

4th Quarter

Activity	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Dance/Rhythmics	X	X	X															
Basketball				X	X	X												
Floor Hockey							X											
Badminton								X	X									
Weight Training										X	X							
Bowling												X	X					
Gymnastics														X				
Tennis															X	X		
Softball																	X	X

12th Grade

1st Quarter

2nd Quarter

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Soccer	X	X	X															
Golf				X														
Swimming/Water Activities					X	X												
Speedball							X	X										
Flag Football									X	X	X							
Archery												X						
Field Hockey													X					
Volleyball														X	X			
Fitness																X	X	X

3rd Quarter

4th Quarter

Activity	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	18
Dance/Rhythmics	X	X	X															
Basketball				X	X	X												
Floor Hockey							X											
Badminton								X	X									
Weight Training										X	X							
Bowling												X	X					
Gymnastics														X				
Tennis															X	X		
Softball																	X	X

Activity	K	1	2	3	4	5
Locomotor						
Walking	I	D	R	R	R	R
Running	I	D	D	R	R	R

Hopping	I	D	D	R	R	R
Jumping	I	D	D	R	R	R
Sliding	I	D	D	R	R	R
Skipping	I	D	D	R	R	R
Galloping	I	D	D	R	R	R
Lateral Movements	I	D	D	R	R	R
Crawling	D	D	R			
Non-locomotor						
Bending	I	D	D	R	R	R
Rocking/Swaying	I	D	D	R	R	R
Swinging	I	D	D	R	R	R
Turning	I	D	D	R	R	R
Twisting	I	D	D	R	R	R
Stretching	I	D	D	R	R	R
Pushing	I	D	D	R	R	R
Pulling	I	D	D	R	R	R
Fleeing/Chasing/Dodging	I	D	D	R	R	R
Manipulative						
Catching		I	D	D	D	D
Kicking		I	D	D	D	D
Striking		I	D	D	D	D
Throwing		I	D	D	D	D
Jump Roping		I	D	D	D	D
Bouncing/Dribbling		I	D	D	D	D
Juggling		I	D	D	D	D
Scooters		I	D	D	D	R
Parachute						
Circle Sitting	I	D	R	R	R	R
Exercise	I	D	R	R	R	R
Dome Activities	I	D	R	R	R	R
Activities with Equipment		I	D	R	R	R
Other	I	D	R	R	R	R
Activity	K	1	2	3	4	5
Movement Awareness						
Space Awareness						

General Space	I	D	D	R	R	R
Personal Space	I	D	D	R	R	R
Levels	I	D	D	R	R	R
Planes	I	D	D	R	R	R
Pathways	I	D	D	R	R	R
Body Awareness						
Shapes	I	D	D	R	R	R
Balance	I	D	D	R	R	R
Transfer Body Weight	I	D	D	R	R	R
Flight	I	D	D	R	R	R
Quality of Movement						
Time (Speed)	I	D	D	R	R	R
Force	I	D	D	R	R	R
Flow	I	D	D	R	R	R
Relationships						
Body parts	I	D	D	R	R	R
Objects	I	D	D	R	R	R
People	I	D	D	R	R	R
Roller-skating						
Safety			I	D	D	R
Stopping			I	D	D	R
Turning			I	D	D	R
Forward Movement			I	D	D	R
Backward Movement			I	D	D	D
Games			I	D	D	D
Tumbling						
Log Roll	I	D	D	R	R	R
Forward Roll	I	D	D	R	R	R
Backward Roll	I	D	D	R	R	R
Tri-pod		I	D	D	R	R
Handstand				I	D	D
Headstand				I	D	D
Cartwheel				I	D	D
Activity	K	1	2	3	4	5
Fitness						
Presidential Fitness	I	D	D	D	D	D

Cardiovascular						
Running	I	D	D	D	R	R
Jogging	I	D	D	D	R	R
Walking	I	D	R	R		
Muscular						
Push-up			I	D	D	D
Sit-up	I	D	D	D	R	R
Pull-up					I	D
Aerobics					I	D
Rhythmics						
Fundamental	I	D	D	D	R	R
Creative	I	D	D	R	R	R
Folk Dance		I	D	D	R	R
Square Dance				I	D	D
Musical Games	I	D	D	R	R	R
Games						
Kickball				I	D	D
Tee Ball			I	I	D	D
Crab Soccer				I	D	D
Matt Ball				I	D	D
Multi-Activity/ Lead-up						
Volleyball						
History					I	D
Rules					I	D
Movement Skills						
Run Forward			I	D	D	R
Run Backwards			I	D	D	R
Shuffle			I	D	D	R
Jumping	I	D	D	D	D	R
Serve						
Underhand					I	D
Overhand					I	D
Activity	K	1	2	3	4	5
Forearm Passing					I	D
Overhead Passing					I	D

Soccer						
History					I	D
Rules					I	D
Safety					I	D
Kicking						
Inside Foot Push Pass					I	D
Instep					I	D
Trapping						
Sole of Foot						
Inside of Foot				I	D	D
Chest					I	D
Dribbling					I	D
Heading					I	D
Throw-ins					I	D
Goalkeeping						
Catch-rolling ball					I	D
Catch- waist high					I	D
Catch- Above head					I	D
Basketball						
History					I	D
Rules					I	D
Safety					I	D
Pivoting					I	D
Catching and Holding ball					I	D
Passing						
Chest					I	D
Bounce					I	D
Overhead					I	D
Dribbling						
High Speed					I	D
Low Control				I	D	D
Shooting						
Form					I	D
Activity	K	1	2	3	4	5
Set Shot					I	D
Lay - Up					I	D

Rebounding						
Position/boxing out					I	D
Defense						
Individual and Dual						
Bowling						
History				I	D	D
Safety				I	D	D
Equipment				I	D	D
Strategies				I	D	D
Rules				I	D	D
Terminology				I	D	D
Choosing a Ball				I	D	D
Stance				I	D	D
Approach				I	D	D
Rolling				I	D	D
Straight Ball				I	D	D
Hook Ball				I	D	D
Scoring				I	D	D
Swimming						
Rules					I	D
Safety					I	D
Basic Skills						
Treading Water					I	D
Rhythmic Breathing					I	D
Basic Strokes						
Front Crawl					I	D
Back Crawl					I	D
Elementary Back Stroke					I	D
Breast Stroke					I	I
Side Stroke					I	D
Diving						
Forward					I	I
Backward					I	I

Activity	6	7	8
Team Sports			
Volleyball			

Rules	D	D	R
Strategy		I	D
Movement Skills			
Run Forward	D	R	R
Run Backward	D	R	R
Shuffle Laterally	D	R	R
Jumping	D	R	R
Serve			
Underhand	D	R	R
Overhand	D	D	R
Forearm Pass			
Serve Reception	I	D	R
Free Ball Pass	D	R	R
Footwork	D	R	R
Ready Position	D	R	R
Overhead Pass			
Forward Set	I	D	D
Free Ball Pass	I	D	D
Footwork	I	D	R
Attack			
Approach		I	D
Arm Swing		I	D
Defensive Systems		I	D
Offensive Systems		I	D
Speedball			
History		I	D
Rules		I	D
Strategies		I	D
Safety		I	D
Passing			
Soccer Style*		I	D
Basketball Style*		I	D
Football Style*		I	D
Drop Kick		I	D
Catching			
Activity	6	7	8
Soccer Style Trap*		I	D
Basketball*		I	D

Football*		I	D
Dribbling			
Soccer Style*		I	D
Aerial Dribble		I	D
Defense			
Soccer Style*		I	D
Basketball Style*		I	D
Football Style*		I	D
Aerial Conversion			
Roll-up		I	D
Two-foot Lift		I	D
One-foot Lift		I	D
Goalkeeping			
Soccer Style*		I	D
* See specific sport for these skills			
Field Hockey			
History		I	D
Rules		I	D
Strategy		I	D
Equipment		I	D
Field Position		I	D
Safety		I	D
Grip			
Fundamental Grip		I	D
Indian Dribble Grip		I	D
Defensive Grip		I	D
Dribbling			
Indian Dribble		I	D
Open Field Dribble		I	D
Close Dribble		I	D
Reverse Stick Dribble		I	D
Trapping/Receiving			
Body Position		I	D
Stick Position		I	D
Activity	6	7	8
Grip		I	D
Passing			

Push Pass		I	D
Flat Passes		I	D
Through Passes		I	D
Shooting			
Flick		I	D
Scoop		I	D
Drive		I	D
Hits			
Free Hits		I	D
Penalty Stroke		I	D
Dodging			
Non-Stick Dodge		I	D
Reverse Stick Dodge		I	D
Pull to Left		I	D
Tackling		I	D
Softball			
Safety	D	D	R
Rules	D	D	R
Strategy	D	D	R
Catching	D	D	R
Throwing			
Grip on Ball	D	D	R
Arm Motion	D	D	R
Body Movement	D	D	R
Fielding			
Ground Balls	D	D	R
Fly Balls	D	D	R
Batting			
Grip on Bat	D	D	R
Stance	D	D	R
Base Running			
Rounding Bases	D	D	R
Sliding	D	D	R
Pitching			
Arm Movement	D	D	R
Activity	6	7	8
Feet Positioning	D	D	R

Instep	D	R	R
Inside of Foot	D	R	R
Heading			
Standing	D	D	D
Jumping	I	D	D
Throw-In			
Standing	D	D	R
Running	D	D	R
Goalkeeping			
Catch – Rolling Ball	D	D	R
Catch – Waist High	D	D	R
Catch – Above Head	D	D	R
Tip		I	D
Throwing Ball - Overhead		I	D
Punt	D	D	R
Floor Hockey			
History	I	D	R
Rules	I	D	R
Safety	I	D	R
Passing			
Stationary	I	D	R
Moving	I	D	R
Stick Handling	I	D	R
Shooting			
Wrist Shot	I	D	R
Backhand	I	D	R
Goaltending	I	D	D
Positioning			
Offensive	I	D	R
Defensive	I	D	R
Basketball			
Rules/Safety	D	R	R
History	D	D	R
Strategy	D	D	D
Activity	6	7	8
Pivoting	D	D	D
Catching and Holding the Ball	D	R	R

History	I	I	D
Rules	I	I	D
Safety	I	I	D
Etiquette	I	I	D
Equipment	I	I	D
Course Identification	I	I	D
Pre-swing Fundamentals	I	I	D
Grips			
Overlapping	I	I	D
Interlocking	I	I	D
Ten Finger	I	I	D
Swing	I	I	D
Shots			
Driving	I	I	D
Putting	I	I	D
Chipping	I	I	D
Pitching	I	I	D
Sand/bunker Shot	I	I	D
Scoring			
Strategies & Competition	I	I	D
Archery			
Equipment			
Parts of the bow	I	D	D
Parts of the arrow	I	D	D
Safety	I	D	D
Techniques			
Stance	I	D	D
Stringing the Bow	I	D	D
Knocking the Arrow	I	D	D
Setting the Hook	I	D	D
Holding the Bow	I	D	D
Raising the Head	I	D	D
Raising the Head	I	D	D
Raising the Unit	I	D	D
Drawing the Anchoring	I	D	D
Activity	6	7	8
Aiming & Holding	I	D	D
Releasing	I	D	D

Follow-through	I	D	D
Badminton			
History	I	D	D
Equipment	I	D	D
Court Identification			
Singles	I	D	D
Doubles	I	D	D
Rules	I	D	D
Terms	I	D	D
Safety	I	D	D
Etiquette	I	D	D
Grip			
Forehand	I	D	D
Backhand	I	D	D
Serves			
Long Serve	I	D	D
Short Serve	I	D	D
Strokes			
Clears	I	D	D
Overhead Clear	I	D	D
Forehand Net Clear	I	D	D
Backhand Net Clear	I	D	D
Around-the-head Clear	I	D	D
Smashes			
Forehand	I	D	D
Around-the-head	I	D	D
Scoring	I	D	D
Strategies	I	D	D
Tournaments	I	D	D
Tennis			
History	I	I	D
Safety	I	I	D
Equipment	I	I	D
Rules	I	I	D
Activity	6	7	8
Terminology	I	I	D
Grip			

Anaerobic fitness			I
(weight training would fall under this)			
Aerobic fitness			
Cycling	I	D	D
Ta Bo	I	D	D
Pilates	I	D	D
Yoga (focus on stretching/flexibility)	I	D	D
Presidential Fitness Testing	R	R	R
Walking/running	R	R	R
Dance/Rhythmics			
Folk	D	D	D
Square	D	D	D
Line	D	D	D
Classic	D	D	D
Weight Training			
Benefits			I
Safety			I
Upper Body			
Bench press			I
Incline press			I
Bicep Dumbbell Curls			I
Military press (shoulders)			I
Triceps			I
Lower Body			
Squat/Leg press			I
Leg extensions			I
Leg curls			I
Calf raisers			I
Gymnastics			
Safety/spotting	D	R	R
Tumbling			
Rolls			
Forward	R	R	R
Activity	6	7	8
Backward	R	R	R
Judo roll	R	R	R

Cartwheels			
One handed	I	D	R
Two handed	D	D	R
Round off	D	D	R
Cartwheel flip	I	I	I
Other Activities			
Front walkover	I	D	D
Back walkover	I	D	D
Back handspring	I	I	I
Front handspring	I	I	I
Headspring	I	I	I
Balances			
Tripod	R	R	R
Forearm balance	I	I	D
Elbow balance	I	I	D
Teeter totter	I	I	D
Swimming			
Rules	R	R	R
Safety	R	R	R
Basic Skills			
Treading Water	D	R	R
Sculling	I	D	D
Rhythmic Breathing	I	D	D
Advanced Skills			
Butterfly			I
Basic Strokes			
Front Crawl	I	D	D
Back Crawl	I	D	D
Elementary Back Stroke	D	R	R
Breast Stroke	I	D	D
Side Stroke	I	D	D
Diving			
Forward	I	I	D
Backward			I
Survival Skills	I	D	D
Activity	6	7	8
Water Activities			
Snorkeling		I	D

Basketball	D	D	D
Water Aerobics	I	D	D
Water Polo		I	D
Synchronized Swimming		I	D
Scuba Diving		I	D

Activity	9	10	11	12
Team Sports				
Volleyball				

Rules	D	R	R	R
Strategy	D	R	R	R
Movement Skills				
Run Forward	R	R	R	R
Run Backward	R	R	R	R
Shuffle Laterally	R	R	R	R
Footwork Skills	R	R	R	R
Jumping	R	R	R	R
Serve				
Underhand	R	R	R	R
Jump Serve		I	D	R
Overhand	R	R	R	R
Forearm Pass				
Serve Reception				
Free Ball Pass	R	R	R	R
Overhead Pass				
Forward Set	D	D	R	R
Backward Set		I	D	R
Free Ball Pass	D	R	R	R
Attack				
Approach	D	R	R	R
Arm Swing	I	D	D	R
Roll Shot		I	D	R
Defense				
Defensive Stance	R	R	R	R
Rotation	I	D	D	R
Perimeter	I	D	D	R
Man-up	I	D	D	R
Offensive Strategy	I	D	D	R
Flag Football				
History	D	R	R	R
Rules	D	R	R	R
Strategy				
Man-to-Man Defense	I	D	D	R
Zone Defense	I	D	D	R
Activity	9	10	11	12
Safety	R	R	R	R
Ball Carrying	D	D	R	R

Passing				
Lateral Pass	I	D	D	R
Receiving	D	D	R	R
Kicking				
Punting	R	R	R	R
Kick-off	I	D	D	R
Place Kick/Field Goals	I	D	D	R
Blocking				
Three-point Stance	I	D	D	R
Flag Detachment	R	R	R	R
Defense Stance	D	D	R	R
Speedball				
History	I	D	R	R
Rules	I	D	R	R
Strategies	I	D	R	R
Safety	I	D	R	R
Passing				
Soccer Style*	D	R	R	R
Basketball Style*	D	R	R	R
Football Style*	D	D	R	R
Drop Kick	I	D	D	R
Catching				
Soccer Style Trap*	D	R	R	R
Basketball*	D	R	R	R
Football*	D	D	R	R
Dribbling				
Soccer Style*	D	R	R	R
Aerial Dribble	I	D	D	R
Defense				
Soccer Style*	D	D	R	R
Basketball Style*	D	D	R	R
Football Style*	I	D	D	R
Aerial Conversion				
Roll-up	I	D	D	R
Two-foot Lift	I	D	D	R
Activity	9	10	11	12
One-foot Lift	I	D	D	R
Goalkeeping				

Soccer Style*	D	D	R	R
* See specific sport for these skills				
Softball				
Safety	R	R	R	R
Rules	D	D	R	R
Strategy				
Roles of each position	I	D	R	R
Catching	R	R	R	R
Throwing				
Grip on Ball	D	D	R	R
Arm Motion	D	D	R	R
Body Movement	D	D	R	R
Fielding				
Ground Balls	D	D	R	R
Fly Balls	D	D	R	R
Batting				
Grip on Bat	I	D	R	R
Stance	I	D	R	R
Base Running				
Rounding Bases	I	D	R	R
Sliding	I	D	R	R
Leadoff/Stealing	I	D	R	R
Pitching				
Arm Movement	I	D	R	R
Feet Positioning	I	D	R	R
Various Pitches (curve, splitter, slider, etc.)		I	D	R
Soccer				
History	D	R	R	R
Rules	R	R	R	R
Strategy	D	R	R	R
Safety	R	R	R	R
Dribbling				
Inside of Foot	D	R	R	R
Activity	9	10	11	12
Outside of Foot	D	R	R	R
Passing				

Inside of Foot	D	R	R	R
Instep	I	D	D	R
Loft	I	D	D	R
Trapping				
Sole of Foot	D	R	R	R
Inside of Foot	D	R	R	R
Chest	D	R	R	R
Thigh	D	R	R	R
Shooting				
Instep	D	R	R	R
Inside of Foot	D	R	R	R
Heading				
Standing	D	R	R	R
Jumping	D	R	R	R
Throw-In				
Standing	D	D	R	R
Running	D	D	D	R
Goalkeeping				
Catch – Rolling Ball	D	D	R	R
Catch – Waist High	D	D	D	R
Catch – Above Head	I	D	D	D
Throwing Ball - Overhead	I	D	D	R
Punt	D	D	R	R
Floor Hockey				
History	D	R	R	R
Rules	D	R	R	R
Safety	R	R	R	R
Passing				
Stationary	D	D	R	R
Moving	I	D	D	R
Stick Handling				
Shooting				
Wrist Shot	D	D	R	R
Backhand	I	D	D	R
Goaltending	I	D	D	R
Activity	9	10	11	12
Positioning				
Offensive	I	D	D	R

Defensive	I	D	D	R
Basketball				
Rules	R	R	R	R
Safety	R	R	R	R
Strategy	D	D	R	R
Pivoting	D	R	R	R
Catching and Holding the Ball	R	R	R	R
Passing				
Chest	D	R	R	R
Bounce	D	R	R	R
Overhead	I	D	D	R
One-hand Bounce	I	D	D	R
Baseball		I	D	D
Dribbling				
High Speed	D	D	R	R
Low Control	D	R	R	R
Crossover	I	D	D	R
Behind the Back	I	D	D	D
Spin		I	D	D
Stutter Step	I	D	D	R
Shooting				
Set Shot	R	R	R	R
Lay-up	R	R	R	R
Free Throw	R	R	R	R
Jump Shot	D	D	R	R
Rebounding				
Position	D	R	R	R
Jumping	D	R	R	R
Blocking Out	D	D	R	R
Outlet	I	D	D	R
Defenses				
Basic Stance and Movement	I	D	D	R
On-Ball Guarding	I	D	D	R
Off-Ball Guarding	I	D	D	R
Zone Defenses	I	D	D	D
Activity	9	10	11	12
Field Hockey				
History	D	D	R	R

Rules	D	R	R	R
Strategy	D	D	R	R
Equipment	D	D	R	R
Field Position	D	D	R	R
Safety	D	D	R	R
Grip				
Fundamental Grip	D	D	R	R
Indian Dribble Grip	D	D	R	R
Defensive Grip	D	D	R	R
Dribbling				
Indian Dribble	D	D	R	R
Open Field Dribble	D	D	R	R
Close Dribble	D	D	R	R
Reverse Stick Dribble	D	D	R	R
Trapping/Receiving				
Body Position	D	D	R	R
Stick Position	D	D	R	R
Grip	D	D	R	R
Passing				
Push Pass	D	D	R	R
Flat Passes	D	D	R	R
Through Passes	D	D	R	R
Shooting				
Flick	D	D	R	R
Scoop	D	D	R	R
Drive	D	D	R	R
Hits				
Free Hits	D	D	R	R
Penalty Stroke	D	D	R	R
Dodging				
Non-Stick Dodge	D	D	R	R
Reverse Stick Dodge	D	D	R	R
Pull to Left	D	D	R	R
Tackling	D	D	R	R
Activity	9	10	11	12
Individual and Dual				
Racquetball				

History	I	D	R	R
Safety	I	D	R	R
Etiquette	I	D	R	R
Equipment	I	D	R	R
Rules	I	D	R	R
Terminology	I	D	R	R
Grip				
Forehand	I	D	R	R
Backhand	I	D	R	R
Serving				
Drive	I	D	R	R
Lob	I	D	R	R
Z	I	D	R	R
Shots				
Forehand	I	D	R	R
Backhand	I	D	R	R
Passing	I	D	R	R
Around-the-wall	I	D	R	R
Z	I	D	R	R
Back Wall	I	D	R	R
Front Wall Kill	I	D	R	R
Pinch	I	D	R	R
Corner Kill	I	D	R	R
Forehand Drop	I	D	R	R
Backhand Drop	I	D	R	R
Scoring	I	D	R	R
Strategies	I	D	R	R
Tournaments	I	D	R	R
Badminton				
History	D	R	R	R
Equipment	D	R	R	R
Court Identification				
Singles	D	R	R	R
Doubles	D	R	R	R
Rules	D	R	R	R
Activity	9	10	11	12
Terms	D	R	R	R
Safety	D	R	R	R

Etiquette	D	R	R	R
Grip				
Forehand	D	R	R	R
Backhand	D	R	R	R
Serves				
Long Serve	D	R	R	R
Short Serve	D	R	R	R
Strokes				
Clears	D	R	R	R
Overhead Clear	D	R	R	R
Forehand Net Clear	D	R	R	R
Backhand Net Clear	D	R	R	R
Around-the-head Clear	D	R	R	R
Drops				
Overhead Drop	D	R	R	R
Forehand Net Drop	D	R	R	R
Backhand Net Drop	D	R	R	R
Blocks				
Forehand	D	R	R	R
Backhand	D	R	R	R
Smashes				
Forehand	D	R	R	R
Around-the-head	D	R	R	R
Scoring	D	R	R	R
Strategies				
Singles	D	R	R	R
Doubles	D	R	R	R
Tournaments	D	R	R	R
Golf				
History	D	D	R	R
Rules	D	D	R	R
Safety	D	D	R	R
Etiquette	D	D	R	R
Equipment	D	D	R	R
Course Identification	D	D	R	R
Activity	9	10	11	12
Pre-swing Fundamentals	D	D	R	R
Grips				

Overlapping	D	D	R	R
Interlocking	D	D	R	R
Ten Finger	D	D	R	R
Swing	D	D	R	R
Shots				
Driving	D	D	R	R
Putting	D	D	R	R
Chipping	D	D	R	R
Pitching	D	D	R	R
Sand/Bunker Shot	D	D	R	R
Scoring				
Strategies & Competition	D	D	R	R
Archery				
Equipment				
Parts of the Bow	D	D	R	R
Parts of the Arrow	D	D	R	R
Safety	D	D	R	R
Techniques				
Stance	D	D	R	R
Stringing the Bow	D	D	R	R
Kocking the Arrow	D	D	R	R
Setting the Hook	D	D	R	R
Holding the Bow	D	D	R	R
Raising the Head	D	D	R	R
Raising the Head	D	D	R	R
Raising the Unit	D	D	R	R
Drawing the Anchoring	D	D	R	R
Aiming & Holding	D	D	R	R
Releasing	D	D	R	R
Follow-Through	D	D	R	R
Swimming				
Rules	R	R	R	R
Safety	R	R	R	R
Basic Skills				
Activity	9	10	11	12
Treading Water	D	R	R	R
Sculling	D	R	R	R

Rhythmic Breathing	D	R	R	R
Advanced Skills				
Butterfly	I	D	D	R
Basic Strokes				
Front Crawl	D	R	R	R
Back Crawl	D	R	R	R
Elementary Back Stroke	R	R	R	R
Breast Stroke	D	R	R	R
Side Stroke	D	R	R	R
Diving				
Forward	D	R	R	R
Backward	D	R	R	R
Survival Skills	D	D	R	R
WSI Training	D	D	R	R
Water Activities				
Snorkeling	D	R	R	R
Basketball	D	R	R	R
Water Aerobics	D	R	R	R
Water Polo	D	R	R	R
Synchronized Swimming	D	R	R	R
Scuba Diving	D	R	R	R
Weight Training				
Benefits	I	D	D	R
Safety	I	D	D	R
Upper Body				
Bench Press	I	D	D	R
Incline Press	I	D	D	R
Bicep Dumbbell Curls	I	D	D	R
Military Press (Shoulders)	I	D	D	R
Triceps	I	D	D	R
Lower Body				
Squat/Leg Press	I	D	D	R
Leg Extensions	I	D	D	R
Leg Curls	I	D	D	R
Calf Raisers	I	D	D	R
Activity	9	10	11	12
Dead Leg Lifts	I	D	D	R
Cleans	I	D	D	R

Fitness				
Anaerobic Fitness	I	D	D	R
(Weight Training Would Fall Under This)				
Aerobic Fitness				
Cycling	D	R	R	R
Ta Bo	D	R	R	R
Pilates	D	R	R	R
Yoga (Focus on Stretching/Flexibility)	D	R	R	R
Presidential Fitness Testing	R	R	R	R
Walking/Running	R	R	R	R
Dance/Rhythmics				
Folk	D	R	R	R
Square	D	R	R	R
Line	D	R	R	R
Classic	D	R	R	R
Gymnastics				
Safety/Spotting	R	R	R	R
Tumbling				
Rolls				
Forward	R	R	R	R
Backward	R	R	R	R
Judo Roll	R	R	R	R
Cartwheels				
One Handed	R	R	R	R
Two Handed	R	R	R	R
Round Off	R	R	R	R
Cartwheel flip	I	D	D	D
Other Activities				
Front Walkover	I	I	D	D
Back Walkover	I	I	D	D
Back Handspring	I	I	D	D
Front Handspring	I	I	D	D
Headspring	I	I	D	D
Activity	9	10	11	12
Balances				
Tripod	R	R	R	R

Forearm balance	D	D	D	R
Elbow balance	D	D	D	R
Teeter Totter	D	D	D	R

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