



Charter Schools Institute
State University of New York

BUFFALO UNITED CHARTER SCHOOL

FINAL CHARTERED AGREEMENT
Section 2852(5) Submission to the Board of Regents

Volume 9 of 9

REDACTED APPLICATION

Appendix A: Claims that can be Made as a Result of the Curriculum Revision Process

1. **The curriculum is consistent with the latest research concerning effectively equipping students to stay “fit for life.”**
The product is consistent with material found in :
 - the Surgeon General’s Report on Physical Activity and Health
 - the Center for Disease Control and Prevention Initiatives
 - The National Association for Sport and Physical Education Content Standards.
2. **The curriculum is tailored to meet the needs of the local school district.**
The amount of content included in the core curriculum is matched to constraints on available instructional time. The content selection process takes into account the values, needs and interests of the local constituency and includes the best thinking of representatives from the physical education staff.
3. **The curriculum provides clear learning objectives.**
The program focuses on what students learn, in contrast to what teachers teach. Intended outcomes of the program are articulated in terms that are easy to communicate, understand and measure. This results in a better understanding of the program by all stakeholders essential to creating advocacy, and facilitates program evaluation and improvement.
4. **The curriculum content is logically sequenced within and across grades.**
Benchmarks are placed across grades mapping out a progressive pathway from inability to mastery on each objective. The progressive learning steps accommodate clear communication of intended learning and guide instruction consistent with the professional literature on effective instruction and student motivation. This facilitates constant progress by all students, thus enhancing program effectiveness.
5. **The curriculum is clearly programmatic in nature.**
The scope and sequence, based on high priority content matched to local constraints on resources, articulates common competencies and experiences for all students in each grade. This results in the shared responsibility and accountability of the K-12 physical education staff to provide their important contribution to the students’ overall education, reducing program redundancy and increasing program effectiveness.
6. **The core curriculum provides the structure to help the district/schools document program effectiveness.**
Intended instructional outcomes are described in measurable terms, allowing for constant evaluation and program revision which results in increased effectiveness and efficiency, and an increase in the status of physical education as an integral part of the total education of individuals in Berkley.
7. **The curriculum provides a framework that supports student tracking of progress across grades and a reporting of student progress to parents and others.**
This information will be critical for curriculum revision and identifying and planning professional development needs that further enhance program effectiveness.

National Heritage Academies Content/Time Matrix - Appendix B

Curriculum Content, Priorities, Grade Placements and Estimates of Instructional Time Needed to Achieve Permanent Change in Student Outcomes

	Curriculum Level								
	K	1	2	3	4	5	6	7	8
Goal 1: To demonstrate competence in selected motor skills.									
Content Standard 1: Demonstrate competence in selected fundamental motor skills.									
Locomotor Skills									
Run	60	60	60	60	60				
Skip	60	60	60						
Jump : Vertical	60	60	60	60					
Hop	30	80	60	60					
Jump : Horizontal		60	60	60	60				
Slide	60	60	60	60					
Gallop		60	60						
Walk									
Leap									
Object Control Skills									
Dribble : With Hands	60	80	80	100	75	80			
Catch : Fly Balls	60	100	100	60	100	100			
Jump Rope	60	70	60	90	90	90			
Dribble : With Feet		60	100	100	75	100			
Kick : Instep		60	60	80	60	100			
Bat	60	60	100	100	100	100			
Pass : Chest									
Strike : Forehand		100	60	60	60	60			
Kick : Toe									
Throw : Overhand		100	60	60	60	60			
Throw : Underhand		75	75	60	60	60			
Punt									
Strike : Underhand		100	100						
Strike : Overhand									
Catch : Rolling Balls			100						
Strike : Backhand									
Roll A Ball									
Pass : Overhead									
Content Standard 2: Demonstrate competence in selected postural skills.									
Posture : Lift and Carry				70	70	70			
Posture : Push and Pull									
Posture : Sit									

	Curriculum Level								Appendix B	
	K	1	2	3	4	5	6	7		8
Content Standard 3: Demonstrate competence in selected body control.										
Balance : Dynamic Upright	70	70	70	70	70					
Relaxation										
Shoulder Roll : Forward		70	70	70						
Balance : Static Upright		70	70	70						
Land From a Horizontal Fall										
Shoulder Roll : Backward										
Balance : Inverted										
Vault										
Climb a Rope Ladder										
Content Standard 4: Demonstrate competence in selected rhythmical skills.										
Tempo		100	50							
Even Beat		<i>rhythmical skills are embedded into the teaching of motor skills</i>								
Accent										
Uneven Beat										
Content Standard 5: Demonstrate competence on selected health-enhancing lifelong Activities.										
<i>Prioritization of lifelong physical activities is addressed as a separate instrument.</i>										
Goal 2: Demonstrate the ability to assess, achieve and maintain health-related levels of physical fitness										
Content Standard 6: To develop and maintain healthy levels of cardiovascular fitness.										
Aerobic Fitness				100	100	100	180	180		
Content Standard 7: To develop and maintain healthy levels of muscular strength										
Strength: Abdomen Low Back			75	75	75	75	75	75	75	
Strength: Arms			75							
Strength: Legs			75	75	75	75	75	75	75	
Strength: Shoulders										
Strength: Neck										
Content Standard 9: To develop and maintain health levels of flexibility of selected joints of the body.										
Flexibility: Hip Low Back			60	60	60	60	60	60	60	
Flexibility: Trunk										
Flexibility: Shoulder										
Flexibility: Ankle										
Flexibility: Neck										
Content Standard 9: To develop and maintain healthy levels of lean and fat tissue.										
Lean Fat Ratio										

Goal 3: Demonstrate the ability to apply cognitive concepts in making wise lifestyle choices

	Curriculum Level								
	K	1	2	3	4	5	6	7	8
Content Standard 10: To know and apply movement concepts to movement.									
Use of Force		90	90						
Body Actions	15	15	15						
Personal Space	15	15	15	15					
Twist / Rotate									
Positions in Space	15	15	15	15		included in personal space			
Body Parts	15	15	15						
Boundaries of Space	15	15	15	15		included in personal space			
Directions in Space									
Levels of Space									
Shapes									
Size									
Use of Flow									
Use of Time									
Turn									
Body Planes	15	15	15						
Content Standard 11: Knowledge of how to learn a motor skill.									
How to Learn Motor Skills				60	60	45	45	45	60
Content Standard 12: Knowledge of the beneficial and detrimental effects of activity.									
Benefits of Physical Activity					45	45	45	45	45
Detrimental Affects of Physical Activity						45	60	60	60
Content Standard 13: Know how to design, implement and evaluate a personal program.									
Nutritional Habits			45	45	60	45	45	45	60
Assess Status on Health									
Related Fitness Indicators					50	45	45	60	
Program				30	60	60	60	60	60
Prevent Injuries					30	45	45	45	45
Care for Common Athletic									
Injuries embedded in injury prevention									
Effects of Selected									
Performance Modifiers									

Goal 4: Exhibit appropriate personal-social-attitudinal character traits while participating in physical activity and to assign value to living an active lifestyle. 1596

	Curriculum Level							
	K	1	2	3	4	5	6	7

Content Standard 14: Demonstrate appropriate behavior on selected personal character traits and social skills that commonly occur in physical activity settings.

Self-Control	45	45	45	45	45	45			
Follow Directions	45	45	45	45	45	45			
Cooperation			45	45	45	45	45	45	45
Best Effort	45	45	45	45	45	45			
Respect for Rules			45	45	45	45	45	45	45
Perseverance			45	45	45	45	45	45	45
Respect for Others		45	45	45	45	45			
Competitiveness		45	45	45	45	45			
Leadership				45	45	45			
Compassion for Others									
Decision-Making									
Responsibility									
Respect for Property									
Courage									
Initiative									
Realistic Perception of Ability									

Content Standard 16: Value physical activity and its contribution to lifelong health and well-being.

Value of Active Lifestyle									
Appreciation of Fitness									
Enjoyment of Movement									
Appreciation of Skilled Performance									

Goal 5: Demonstrate competence in a selected number of lifelong physical activities and exposure level competence in a selected number of others. Demonstrate competence while participating in physical activity and to assign value to living an active lifestyle.

	Curriculum Level								
	K	1	2	3	4	5	6	7	8
1. Jogging/Powerwalking									
benefits of cardiovascular training							25	25	40
factors affecting cardiovascular training							25	30	40
principles of cardiovascular training							20	25	40
safety practices and procedures							25	25	40
designing a personal program							30	45	90
jogging/powerwalking form							20	20	20
2. Strength Training									
benefits of strength training							25	25	40
factors affecting strength training							25	30	40
principles of strength training							20	25	40
safety practices and procedures							25	25	40
designing a personal program							40	45	90
strength training exercises							70	150	150
3. Swimming									
4. Softball									
vocabulary							25	25	25
throwing							60	60	60
batting							75	90	90
catching					75	75	75	90	90
rules							45	45	45
5. Golf									
vocabulary							45	20	20
etiquette							45	20	20
swing								120	120
putting and chipping							100	100	100
rules							45	30	30
6. Basketball									
control dribble									
set shot					60	60			
lay-up					60	60			
jump shot									
rebounding									
one-on-one offense									
offensive strategy									
defensive position									

	K	1	2	3	4	5	6	7	8	
time (minutes) expended	605	1960	0	2305	2260	2250	2135	2155	2360	2380

45 Minutes Per Week, Grades 1 - 5

Instructional time available	729	1093.5	1094	1093.5	1093.5	1093.5	1093.5	1093.5	2430	2430			
time discrepancy	-76	-1.5	0	49	-16.5	0	-126.5	0	-11.5	-566.5	0	550	380

Objectives by Grade:

Locomotion	5	5	4	3	1	0	0	0	0
Object Control	4	6	3	3	3	3	0	0	0
Postural, Rhythmic, Body Control	1	1	1	1	1	0	0	0	0
Fitness	0	0	2	3	3	3	3	3	3
Cognitive	6	6	4	2	6	7	7	-	6
Personal/Social	3	3	6	6	6	6	3	3	3
Lifelong Activities	0	0	0	0	0	0	21 0	22	21
Totals:	19	21 0	20	18 0	20 0	19	34 0	35	34

50 Minutes Per Week, Grades 1 - 5: Additional Content Shaded in Gray

Instructional time available	729	1458	1458	1458	1458	1458	1458	2430	2430
time discrepancy	-76	263	-12	-62	-92	-22	-972	70	50

Objectives by Grade:

Locomotion	5	5 0	5	4 0	1 0	0	0 0	0	0
Object Control	4	6 0	6	6 0	6 0	6	0 0	0	0
Postural, Rhythmic, Body Control	1	2 0	2	1 0	1 0	0	0 0	0	0
Fitness	0	0 0	2	4 0	4 0	4	5 0	5	4
Cognitive	6	6 0	7	5 0	6 0	7	7 0	7	6
Personal/Social	3	3 0	6	6 0	6 0	6	3 0	3	3
Lifelong Activities	0	0 0	0	0 0	0 0	0	28 0	29	30
Totals:	19	22 0	28 0	26 0	24 0	23	43 0	44	43

90 Minutes Per Week, Grades 1 - 5: Additional Content Bolded in Blue

Elementary time available	729	2187	2187	2187	2187	2187	2187	2430	2430
time discrepancy	-76	227 0	-118	-73 0	-63 0	52	32 0	70	50

Objectives by Grade:

Locomotion	5	7	7	5	2	0	0	0	0
Object Control	4	10	11	9	9	9	0	0	0
Postural, Rhythmic, Body Control	1	4	4	4	2	1	0	0	0
Fitness	0	0	2	5	5	5	5	5	4
Cognitive	6	7	8	6	6	7	7	7	6
Personal/Social	3	5	8	9	9	9	3	3	3
Lifelong Activities	0	0	0	0	0	0	28 0	29	30
Totals:	19	33 0	40	38 0	33 0	31	43 0	44	43

Minutes By School - Appendix B

School Name	Kindergarten	1	2	3	4	5	6	7	8
Burton Glen	20	90	90	90	90	90	45		
Paramount	60	60	60	60	60	60	50 days	90 days	90 days
North Saginaw	80	50	50	50	50	50			
Ridge Park	35	90	90	90	90	90	90		
Excel	45	45	45	45	45	45	45	45 days	45 days
Canton	30	90	90	90	90	90	90		
Paragon									
South Arbor	30	60	60	60	45	45	60	60	
Windemere Park	45	90	90	90	90	90			
Walker	35	45	90	45	45	45	45	45	45
Eagle Crest	30	60	60	60	60	60			
Vanguard	30	60	60	60	60	60	50	50	50

	K	1	2	3	4	5	6	7	8
30 Minutes	7	0	0	0	0	0	0	0	0
45 Minutes	2	3	2	3	4	4	4	1	1
60 Minutes	1	4	4	4	3	3	1	1	0
90 Minutes	1	4	5	4	4	4	2	0	0
Total		11	11	11	11	11	7	2	1

Lifelong Activities

Appendix C

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Activity	Round 2 Rank	Round 2 Mean	Round 2 Std. Dev.	Round 1 Rank	Round 1 Mean	Round 1 Std. Dev.	Rank Difference	Mean Difference	Standard Dev. Diff.
Jogging / Powerwalking	1	4.667	1.188	1	3.944	1.626	0	0.72	(2.81)
Weight Training	2	4.556	0.616	6	2.611	2.062	-4	1.94	(2.68)
Swimming	3	4.167	1.295	3	3.167	1.886	0	1.00	(3.18)
Softball	4	3.333	1.138	2	3.278	1.742	2	0.06	(2.88)
Golf	5	3.278	1.274	8	2.167	1.581	-3	1.11	(2.86)
Basketball	6	3.278	1.602	4	3.111	2.193	2	0.17	(3.79)
Volleyball	7	2.278	1.487	7	2.444	1.653	0	(0.17)	(3.14)
Soccer	8	1.944	1.731	5	2.611	2.033	3	(0.67)	(3.76)
Cycling	9	1.944	1.798	15	0.889	1.568	-6	1.06	(3.37)
Tennis	10	1.556	1.338	9	2.056	1.830	1	(0.50)	(3.17)
Frisbee: Skills / Games	11	1.556	1.464	13	1.111	1.451	-2	0.44	(2.91)
Dance: Aerobic	12	1.556	1.917	16	0.889	1.641	-4	0.67	(3.56)
Bowling	13	1.167	0.985	10	1.389	1.461	3	(0.22)	(2.45)
Rope Jumping	14	1.056	1.514	14	1.000	1.847	0	0.06	(3.36)
Skating: Inline	15	0.889	1.323	17	0.833	1.425	-2	0.06	(2.75)
Gymnastics: Tumbling / Floor Exer	16	0.833	1.505	21	0.722	1.487	-5	0.11	(2.99)
Football: Flag / Touch	17	0.778	1.215	11	1.222	1.734	6	(0.44)	(2.95)
Camping	18	0.778	1.396	29	0.278	0.752	-11	0.50	(2.15)
Racquetball	19	0.667	1.283	22	0.556	1.149	-3	0.11	(2.43)
Hockey: Ice / Inline / Floor	20	0.500	0.857	12	1.167	1.581	8	(0.67)	(2.44)
Badminton	21	0.500	0.924	19	0.778	1.396	2	(0.28)	(2.32)
Dance: Social	22	0.444	0.856	20	0.722	1.406	2	(0.28)	(2.26)
Skiing: Cross Country	23	0.389	0.979	23	0.444	0.856	0	(0.06)	(1.83)
Skiing: Downhill	24	0.167	0.514	30	0.278	0.826	-6	(0.11)	(1.34)
Climbing (rock)	25	0.111	0.471	35	0.167	0.514	-10	(0.06)	(0.99)
Table Tennis	26	0.111	0.471	26	0.333	0.840	0	(0.22)	(1.31)
Archery	27	0.056	0.236	27	0.278	0.575	0	(0.22)	(0.81)
Handball	28	0.056	0.236	64	-	-	-36	0.06	(0.24)
Hiking	29	0.056	0.236	28	0.278	0.575	1	(0.22)	(0.81)
Aerial Darts	30	-	-	46	-	-	-16	-	-
Back Packing	31	-	-	47	-	-	-16	-	-
Bocce Ball	32	-	-	40	0.111	0.323	-8	(0.11)	(0.32)
Canoeing	33	-	-	34	0.167	0.383	-1	(0.17)	(0.38)
Crew	34	-	-	48	-	-	-14	-	-
Croquet	35	-	-	49	-	-	-14	-	-
Dance: Ballet	36	-	-	50	-	-	-14	-	-
Dance: Creative	37	-	-	52	-	-	-15	-	-
Dance: Folk / Ethnic	38	-	-	53	-	-	-15	-	-
Dance: Jazz	39	-	-	54	-	-	-15	-	-
Dance: Line	40	-	-	51	-	-	-11	-	-
Dance: Modern	41	-	-	41	0.111	0.471	0	(0.11)	(0.47)
Dance: Square	42	-	-	55	-	-	-13	-	-
Dance: Tap	43	-	-	56	-	-	-13	-	-
Diving: SCUBA	44	-	-	58	-	-	-14	-	-
Diving: Skin	45	-	-	59	-	-	-14	-	-
Diving: Spnnngboard	46	-	-	57	-	-	-11	-	-
Fencing	47	-	-	60	-	-	-13	-	-
Fishing: Baitcasting	48	-	-	61	-	-	-13	-	-
Fishing: Flycasting	49	-	-	62	-	-	-13	-	-
Fishing: Spincasting	50	-	-	36	0.167	0.514	14	(0.17)	(0.51)
Frisbee: Ultimate	51	-	-	32	0.222	0.943	19	(0.22)	(0.94)
Gymnastics: Apparatus	52	-	-	63	-	-	-11	-	-
Gymnastics: Rhythmic	53	-	-	33	0.222	0.943	20	(0.22)	(0.94)

Lifelong Activities

cont.

Appendix C

Activity	Round 2 Rank	Round 2 Mean	Round 2 Std. Dev.	Round 1 Rank	Round 1 Mean	Round 1 Std. Dev.	Rank Difference	Mean Difference	Standard Dev. Diff.
Hockey	54	-	-	65	-	-	-11	-	-
Hockey: Field	55	-	-	66	-	-	-11	-	-
Horseback Riding	56	-	-	43	0.056	0.236	13	(0.06)	(0.24)
Horseshoes	57	-	-	67	-	-	-10	-	-
Kayaking	58	-	-	68	-	-	-10	-	-
Korfball	59	-	-	69	-	-	-10	-	-
Lacrosse	60	-	-	38	0.167	0.707	22	(0.17)	(0.71)
Martial Arts: Judo	61	-	-	70	-	-	-9	-	-
Martial Arts: Karate	62	-	-	71	-	-	-9	-	-
Martial Arts: Others	63	-	-	39	0.167	0.707	24	(0.17)	(0.71)
Orienteering	64	-	-	25	0.333	0.767	39	(0.33)	(0.77)
Other(1)	65	-	-	90	-	-	-25	-	-
Other(2)	66	-	-	91	-	-	-25	-	-
Other(3)	67	-	-	92	-	-	-25	-	-
Paddleball	68	-	-	72	-	-	-4	-	-
Pickle Ball	69	-	-	44	0.056	0.236	25	(0.06)	(0.24)
Rugby (modified)	70	-	-	73	-	-	-3	-	-
Sailing	71	-	-	74	-	-	-3	-	-
Shooting: Clays / Trap	72	-	-	76	-	-	-4	-	-
Shooting: Other	73	-	-	77	-	-	-4	-	-
Shooting: Riflery	74	-	-	75	-	-	-1	-	-
Shuffleboard	75	-	-	78	-	-	-3	-	-
Skating: Ice	76	-	-	31	0.222	0.732	45	(0.22)	(0.73)
Skating: Roller	77	-	-	79	-	-	-2	-	-
Skiing: Water	78	-	-	80	-	-	-2	-	-
Speedball	79	-	-	45	0.056	0.236	34	(0.06)	(0.24)
Squash	80	-	-	81	-	-	-1	-	-
Swimming: Life Saving	81	-	-	37	0.167	0.514	44	(0.17)	(0.51)
Swimming: Synchronized	82	-	-	82	-	-	0	-	-
Swimming: Water Safety Instructio	83	-	-	83	-	-	0	-	-
Tai-chi	84	-	-	42	0.111	0.471	42	(0.11)	(0.47)
Team Handball	85	-	-	84	-	-	1	-	-
Tennis: Platform	86	-	-	85	-	-	1	-	-
Tetherball	87	-	-	86	-	-	1	-	-
Track: Field	88	-	-	24	0.333	0.686	64	(0.33)	(0.69)
Track: Running	89	-	-	18	0.833	1.689	71	(0.83)	(1.69)
Walking: Race	90	-	-	87	-	-	3	-	-
Water Polo	91	-	-	88	-	-	3	-	-
Wrestling	92	-	-	89	-	-	3	-	-
							0	-	-
							0	-	-
							0	-	-
							0	-	-
							0	-	-
							0	-	-
							0	-	-
							0	-	-

Objectives

Appendix D

Objectives	Round 2 Rank	Round 2 Mean	Standard Dev.	Round 1 Rank	Round 1 Mean	Standard Dev.	Rank Difference	Mean Difference	Standard Dev. Diff.
Aerobic Fitness	1	4.692	0.855	1	4.063	1.340	0	0.63	(2.19)
Benefits of Physical Activity	2	4.462	1.330	2	4.063	1.436	0	0.40	(2.77)
Self-Control	3	4.308	1.702	7	3.188	2.228	-4	1.12	(3.93)
Follow Directions	4	4.000	1.683	15	2.688	2.024	-11	1.31	(3.71)
How to Learn Motor Skills	5	3.923	1.605	9	3.125	1.784	-4	0.80	(3.39)
Dribble : With Hands	6	3.692	0.480	16	2.625	1.586	-10	1.07	(2.07)
Abdomen Low Back	7	3.692	1.377	8	3.125	1.628	-1	0.57	(3.01)
Cooperation	8	3.615	1.557	5	3.375	1.708	3	0.24	(3.26)
Catch : Fly Balls	9	3.615	1.261	14	2.688	1.887	-5	0.93	(3.15)
Best Effort	10	3.615	1.758	11	3.125	2.029	-1	0.49	(3.79)
Run	11	3.462	1.761	4	3.375	1.708	7	0.09	(3.47)
Nutritional Habits	12	3.462	1.898	10	3.125	1.784	2	0.34	(3.68)
Assess Status on Health Related Fitness	13	3.154	1.772	33	1.813	1.905	-20	1.34	(3.68)
Respect for Rules	14	3.077	1.847	18	2.375	1.857	-4	0.70	(3.70)
Jump Rope	15	3.077	1.553	32	1.813	1.870	-17	1.26	(3.42)
Detrimental Affects of Physical Activity	16	2.923	2.100	19	2.313	2.056	-3	0.61	(4.16)
Skip	17	2.769	1.878	12	2.875	1.857	5	(0.11)	(3.74)
Design a Personal Activity Program	18	2.769	1.833	20	2.313	2.152	-2	0.46	(3.98)
Hip Low Back	19	2.692	1.377	26	2.063	1.569	-7	0.63	(2.95)
Perseverance	20	2.538	1.984	53	1.375	1.962	-33	1.16	(3.95)
Dribble : With Feet	21	2.308	1.182	37	1.688	1.662	-16	0.62	(2.84)
Balance : Dynamic Upright	22	2.308	1.494	25	2.125	1.668	-3	0.18	(3.16)
Respect for Others	23	2.308	1.888	17	2.563	1.825	6	(0.25)	(3.71)
Jump : Vertical	24	2.308	1.548	39	1.688	1.991	-15	0.62	(3.54)
Kick : Instep	25	2.154	1.573	28	1.875	1.668	-3	0.28	(3.24)
Use of Force	26	2.154	1.519	35	1.750	1.807	-9	0.40	(3.33)
Competitiveness	27	2.154	1.573	36	1.750	1.880	-9	0.40	(3.45)
Bat	28	2.154	1.725	21	2.250	2.017	7	(0.10)	(3.74)
Leadership	29	2.077	1.977	76	0.750	1.483	-47	1.33	(3.46)
Hop	30	2.077	1.553	22	2.188	1.559	8	(0.11)	(3.11)
Value of Active Lifestyle	31	2.077	2.253	3	3.438	1.896	28	(1.36)	(4.15)
Body Actions	32	2.000	1.871	60	1.188	1.377	-28	0.81	(3.25)
Prevent Injures	33	2.000	1.826	42	1.625	1.857	-9	0.38	(3.68)
Compassion for Others	34	2.000	1.780	27	1.938	1.982	7	0.06	(3.76)
Personal Space	35	1.923	1.847	41	1.625	1.708	-6	0.30	(3.55)
Arms	36	1.846	1.345	31	1.813	1.559	5	0.03	(2.90)
Legs	37	1.769	1.166	30	1.813	1.515	7	(0.04)	(2.68)
Decision-Making	38	1.615	1.710	52	1.375	1.628	-14	0.24	(3.34)
Appreciation of Fitness	39	1.615	2.364	6	3.250	1.949	33	(1.63)	(4.31)
Pass : Chest	40	1.462	1.266	54	1.313	1.250	-14	0.15	(2.52)
Strike : Forehand	41	1.385	1.446	58	1.250	1.438	-17	0.13	(2.88)
Jump : Horizontal	42	1.231	1.301	57	1.250	1.438	-15	(0.02)	(2.74)
Twist / Rotate	43	1.231	1.641	56	1.313	1.778	-13	(0.08)	(3.42)
Slide	44	1.154	1.573	63	1.125	1.500	-19	0.03	(3.07)
Relaxation	45	1.154	1.772	66	0.938	1.652	-21	0.22	(3.42)
Shoulder Roll : Forward	46	1.077	1.038	70	0.875	1.500	-24	0.20	(2.54)
Positions in Space	47	1.000	1.472	50	1.375	1.500	-3	(0.38)	(2.97)
Kick : Toe	48	1.000	1.225	40	1.688	2.024	8	(0.69)	(3.25)
Care for Common Athletic Injuries	49	0.923	1.115	61	1.188	1.601	-12	(0.26)	(2.72)
Enjoyment of Movement	50	0.923	1.656	29	1.875	2.094	21	(0.95)	(3.75)
Balance : Static Upright	51	0.846	1.214	51	1.375	1.628	0	(0.53)	(2.84)
Trunk	52	0.846	1.463	55	1.313	1.740	-3	(0.47)	(3.20)
Responsibility	53	0.846	1.463	13	2.750	1.844	40	(1.90)	(3.31)
Gallop	54	0.846	1.214	44	1.500	1.862	10	(0.65)	(3.08)
Throw : Overhand	55	0.846	1.214	45	1.500	1.862	10	(0.65)	(3.08)

Objectives cont.

Appendix D

Objectives	Round 2 Rank	Round 2 Mean	Standard Dev.	Round 1 Rank	Round 1 Mean	Standard Dev.	Rank Difference	Mean Difference	Standard Dev. Diff.
Throw : Underhand	56	0.846	1.214	46	1.500	1.862	10	(0.65)	(3.08)
Posture : Lift and Carry	57	0.846	1.214	47	1.500	1.862	10	(0.65)	(3.08)
Posture : Push and Pull	58	0.846	1.214	48	1.500	1.862	10	(0.65)	(3.08)
Posture : Sit	59	0.846	1.214	49	1.500	1.862	10	(0.65)	(3.08)
Body Parts	60	0.846	1.463	24	2.188	2.007	36	(1.34)	(3.47)
Punt	61	0.769	1.166	71	0.813	1.047	-10	(0.04)	(2.21)
Boundries of Space	62	0.769	1.481	67	0.938	1.769	-5	(0.17)	(3.25)
Lean / Fat Ratio	63	0.692	1.182	43	1.500	1.713	20	(0.81)	(2.89)
Posture : Walk / Stand	64	0.692	1.032	23	2.188	1.905	41	(1.50)	(2.94)
Strike : Underhand	65	0.615	1.044	72	0.750	1.238	-7	(0.13)	(2.28)
Tempo	66	0.615	1.044	34	1.750	1.438	32	(1.13)	(2.48)
Directions in Space	67	0.615	1.387	77	0.688	1.537	-10	(0.07)	(2.92)
Even Beat	68	0.538	1.050	62	1.125	1.088	6	(0.59)	(2.14)
Strike : Overhand	69	0.538	1.391	86	0.563	1.315	-17	(0.02)	(2.71)
Respect for Property	70	0.538	1.127	38	1.688	1.852	32	(1.15)	(2.98)
Catch : Rolling Balls	71	0.462	0.967	84	0.563	1.094	-13	(0.10)	(2.06)
Levels of Space	72	0.462	1.391	74	0.750	1.438	-2	(0.29)	(2.83)
Leap	73	0.462	0.967	68	0.875	1.455	5	(0.41)	(2.42)
Strike : Backhand	74	0.462	0.967	69	0.875	1.455	5	(0.41)	(2.42)
Courage	75	0.462	0.967	75	0.750	1.483	0	(0.29)	(2.45)
Roll A Ball	76	0.385	0.870	78	0.625	0.885	-2	(0.24)	(1.75)
Shapes	77	0.385	1.387	87	0.563	1.365	-10	(0.18)	(2.75)
Shoulders	78	0.385	0.768	59	1.250	1.438	19	(0.87)	(2.21)
Size	79	0.385	1.387	82	0.625	1.455	-3	(0.24)	(2.84)
Use of Flow	80	0.385	1.387	83	0.625	1.708	-3	(0.24)	(3.09)
Use of Time	81	0.308	0.630	88	0.375	0.885	-7	(0.07)	(1.52)
Shoulder	82	0.308	0.630	64	1.000	1.211	18	(0.69)	(1.84)
Turn	83	0.308	1.109	81	0.625	1.408	2	(0.32)	(2.52)
Land From a Horizontal Fall	84	0.231	0.832	65	0.938	1.389	19	(0.71)	(2.22)
Shoulder Roll : Backward	85	0.154	0.555	89	0.313	0.873	-4	(0.16)	(1.43)
Pass : Overhead	86	0.154	0.555	79	0.625	1.360	7	(0.47)	(1.91)
Body Planes	87	0.077	0.277	98	0.063	0.250	-11	0.01	(0.53)
Effects of Selected Performance Modifier	88	0.077	0.277	92	0.188	0.544	-4	(0.11)	(0.82)
Appreciation of Skilled Performance	89	0.077	0.277	80	0.625	1.360	9	(0.55)	(1.64)
Ankle	90	-	-	99	-	-	-9	-	-
Balance : Inverted	96	-	-	96	0.063	0.250	0	(0.06)	(0.25)
Vault	97	-	-	97	0.063	0.250	0	(0.06)	(0.25)
Accent	98	-	-	93	0.125	0.342	5	(0.13)	(0.34)
Uneven Beat	99	-	-	94	0.125	0.342	5	(0.13)	(0.34)
Initiative	100	-	-	95	0.125	0.500	5	(0.13)	(0.50)
Neck	101	-	-	91	0.188	0.544	10	(0.19)	(0.54)
Climb a Rope Ladder	102	-	-	90	0.250	0.775	12	(0.25)	(0.77)
Neck	103	-	-	85	0.563	1.094	18	(0.56)	(1.09)
Realistic Perception of Ability	104	-	-	73	0.750	1.390	31	(0.75)	(1.39)

Locomotor Skills: 45 minutes per week

	Run	Skip	Jump Vertical	Hop	Slide
Kindergarten	Demonstrate a still and correct trunk alignment and head position when running in a straight line at near maximum speed.	Demonstrate correct swinging action of the arms and non-support leg while skipping in time to teaching cues at slow, then moderate speeds.	Demonstrate a correct stance and preparation phase when jumping vertically.	Demonstrate correct form while executing four continuous hops on each foot, using a wall or partner for balance.	Demonstrate correct form when sliding at moderate speeds in one direction, keeping time to verbal cues (slide, together, slide, together) from teacher or musical (drum) beats.
First Grade	Demonstrate correct foot placement and alignment when running in a straight line at near maximum speed.	Demonstrate initiating and maintaining slow, then moderate skipping speeds while maintaining correct skipping form, without a teacher's assistance in establishing the speed.	Demonstrate a correct stance, preparation, and completion phase, jumping vertically and landing relatively softly on the surface.	Demonstrate correct form while hopping on each foot for eight continuous hops.	Demonstrate correct form when sliding at moderate speeds in both directions, keeping time to verbal cues (slide, together, slide, together) from teacher or musical (drum) beats, and changing directions at the teacher's cue.
Second Grade	Demonstrate correct leg action and a period of non-support between strides when running in a straight line at near maximum speed.	Demonstrate correct form while skipping in various pathways at various tempos (slow, moderate and fast), with or without musical accompaniment.	From a standing position, incorporate with all elements of the stance, preparation, action and completion phases.	Demonstrate correct form while hopping at a moderate tempo for four continuous hops on one foot and then four continuous hops on the other foot without pausing, changing directions after every four hops	
Third Grade	Demonstrate correct arm action when running in a straight line at near maximum speed.		Demonstrate correct form when jumping at least six inches in the air in the context of age-appropriate games and activities.	Demonstrate correct form while hopping continuously, changing feet and directions to the left and right in time to music of slow, moderate and fast tempos.	
Fourth Grade	Demonstrate all the elements of form while running at slow speeds for at least two minutes and moderate speeds for at least one minute.				

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Locomotor Skills: 60 minutes per week

	Run	Skip	Jump Vertical	Hop	Slide
Kindergarten	Demonstrate a still and correct trunk alignment and head position when running in a straight line at near maximum speed.	Demonstrate correct swinging action of the arms and non-support leg while skipping in time to teaching cues at slow, then moderate speeds.	Demonstrate a correct stance and preparation phase when jumping vertically.	Demonstrate correct form while executing four continuous hops on each foot, using a wall or partner for balance.	Demonstrate correct form when sliding at moderate speeds in one direction, keeping time to verbal cues (slide, together, slide, together) from teacher or musical (drum) beats.
First Grade	Demonstrate correct foot placement and alignment when running in a straight line at near maximum speed.	Demonstrate initiating and maintaining slow, then moderate skipping speeds while maintaining correct skipping form, without a teacher's assistance in establishing the speed.	Demonstrate a correct stance, preparation, and completion phase, jumping vertically and landing relatively softly on the surface.	Demonstrate correct form while hopping on each foot for eight continuous hops.	Demonstrate correct form when sliding at moderate speeds in both directions, keeping time to verbal cues (slide, together, slide, together) from teacher or musical (drum) beats, and changing directions at the teacher's cue.
Second Grade	Demonstrate correct leg action and a period of non-support between strides when running in a straight line at near maximum speed.	Demonstrate correct form while skipping in various pathways at various tempos (slow, moderate and fast), with or without musical accompaniment.	From a standing position, incorporate with all elements of the stance, preparation, action and completion phases.	Demonstrate correct form while hopping at a moderate tempo for four continuous hops on one foot and then four continuous hops on the other foot without pausing, changing directions after every four hops	Demonstrate correct form when sliding along different pathways (straight, curves, zigzags) to music of different tempos (slow, moderate and fast).
Third Grade	Demonstrate correct arm action when running in a straight line at near maximum speed.		Demonstrate correct form when jumping at least six inches in the air in the context of age-appropriate games and activities.	Demonstrate correct form while hopping continuously, changing feet and directions to the left and right in time to music of slow, moderate and fast tempos.	Slide with correct form in time to music with various tempos and in games and activities.
Fourth Grade	Demonstrate all the elements of form while running at slow speeds for at least two minutes and moderate speeds for at least one minute.				

Locomotor Skills: 90 minutes per week

	Run	Skip	Jump Vertical	Hop
Kindergarten	Demonstrate a still and correct trunk alignment and head position when running in a straight line at near maximum speed.	Demonstrate correct swinging action of the arms and non-support leg while skipping in time to teaching cues at slow, then moderate speeds.	Demonstrate a correct stance and preparation phase when jumping vertically.	Demonstrate correct form while executing four continuous hops on each foot, using a wall or partner for balance.
First Grade	Demonstrate correct foot placement and alignment when running in a straight line at near maximum speed.	Demonstrate initiating and maintaining slow, then moderate skipping speeds while maintaining correct skipping form, without a teacher's assistance in establishing the speed.	Demonstrate a correct stance, preparation, and completion phase, jumping vertically and landing relatively softly on the surface.	Demonstrate correct form while hopping on each foot for eight continuous hops.
Second Grade	Demonstrate correct leg action when running in a straight line at near maximum speed.	Demonstrate correct form while skipping in various pathways at various tempos (slow, moderate and fast), with or without musical accompaniment.	From a standing position, incorporate with all elements of the stance, preparation, action and completion phases.	Hop with correct form at a moderate tempo for four continuous hops on one foot and then four continuous hops on the other foot without pausing.
Third Grade	Demonstrate correct arm action when running in a straight line at near maximum speed.		Demonstrate correct form when jumping at least six inches in the air in the context of age-appropriate games and activities.	Hop continuously with correct form, changing feet and directions in time to music of slow, moderate and fast tempos.
Fourth Grade	Run with correct form at slow speeds for at least two minutes and moderate speeds for at least one minute.			

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Locomotor Skills: 90 minutes per week (continued)

	Slide	Jump Horizontal	Gallop
Kindergarten	Slide with correct form at moderate speeds, keeping time to verbal cues (slide, together, slide, together) from teacher or musical (drum) beats.		
First Grade	Slide with correct form at moderate speeds in both directions, keeping time to verbal cues from teacher or musical (drum) beats, and changing directions at the teacher's cue.	Demonstrate correct form when preparing for and landing from a horizontal jump in which the student takes off and lands on two feet.	Demonstrate correct form when galloping at moderate speeds with each leg leading, keeping time to verbal cues from teacher or musical (drum) beats.
Second Grade	Demonstrate correct form when sliding along different pathways (straight, curves, zigzags) to music of different tempos (slow, moderate and fast).	Execute correct preparation, action and landing phases of a horizontal jump in which the student takes off and lands on two feet.	Gallop with correct form along different pathways (straight, curves, zigzags) to music of different tempos (slow, moderate and fast).
Third Grade	Slide with correct form in time to music with various tempos and in games and activities.	Demonstrate correct form when executing a horizontal jump in which the student takes off from one foot while jogging and lands on two feet.	
Fourth Grade		Execute a horizontal jump with correct form when taking off from one foot while running and landing on two feet.	

Object Control Skills: 45 minutes per week

	Dribble: Hands	Catch Fly Balls	Jump Rope
Kindergarten	Hold a basketball with the dribbling hand on top, push it down firmly with the dribbling hand and catch it with the dribbling hand on top of the ball without taking more than one step, five consecutive times with each hand.	Demonstrate correct body position and hand action when dropping a playground ball from immediately below the chin and catching the ball at the peak of the bounce	Demonstrate correct trunk alignment, and take-off and landing while jumping one to four inches over a rope as it is held at one end and rotated so it travels close to the ground
First Grade	Dribble continuously in a stationary position, then dribble forward 30 feet with one hand without losing control of the ball on more than one of three attempts. Complete the skill with each hand.	Demonstrate correct body position and hand action, when tossing a playground ball at least eight feet into the air and catching it with the hands.	Jump over a long rope with correct form as it is started from the ground next to the jumper's feet and turned over the jumper at a slow speed by two facilitators.
Second Grade	Dribble in stationary position with correct body position and arm action five times with each hand taking no more than one step.	Catch a ball lobbed 10 feet high from at least six feet away with correct body position and preparation phase.	Demonstrate correct form when executing a two-foot basic jump over a self-rotated rope three consecutive times.
Third Grade	Dribble a ball at least 30 feet while alternating hands every five feet without losing control of the ball.	Position the hands correctly (thumbs in or out) when catching a ball lobbed from six feet away to a height of ten feet.	Demonstrate correct form when executing a two-foot basic jump over a self-rotated rope 10 consecutive times.
Fourth Grade	Demonstrate correct form when dribbling a ball while jogging at least 30 feet without losing control of the ball, with each hand	Catch a soft ball with correct form, thrown to within five feet of the student from 30 feet away and 10 feet high.	Use a two-foot jump over a self-rotated rope at a moderate speed, 25 times with no more than three misses.
Fifth Grade	Demonstrate correct form when dribbling at moderate speed and incorporating stops and starts while weaving through six cones and using the dominant and non-dominant hands.	Demonstrate correct form when catching a soft ball thrown to within five feet from the student from 30 feet away and reaching a height of 10 feet.	Demonstrate correct form when jumping rope 60 consecutive times at a moderate speed with no more than two misses.

Object Control Skills: 45 minutes per week (Continued)

	Dribble: Feet	Kick: Instep	Bat
Kindergarten			Demonstrate the correct body alignment relative to the tee and direction of the target, and hand placement on the bat when preparing to hit a ball off a tee.
First Grade	Push the ball back and forth between the feet, contacting the inside of the foot with the outside of the ball while stationary and tapping ball from foot to foot.	Take a final elongated stride to land beside the ball simultaneous with a correct backswing of the kicking leg, then a correct kicking action resulting in contacting the ball with the instep, while kicking a stationary inflated ball.	Demonstrate the correct batting stance, body alignment and grip when preparing to hit a soft ball off a batting tee.

Object Control Skills: 60 minutes per week

	Dribble: Hands	Catch Fly Balls	Jump Rope
Kindergarten	Hold a basketball with the dribbling hand on top, push it down firmly with the dribbling hand and catch it with the dribbling hand on top of the ball without taking more than one step, five consecutive times with each hand.	Demonstrate correct body position and hand action when dropping a playground ball from immediately below the chin and catching the ball at the peak of the bounce	Demonstrate correct trunk alignment, and take-off and landing while jumping one to four inches over a rope as it is held at one end and rotated so it travels close to the ground
First Grade	Dribble continuously in a stationary position, then dribble forward 30 feet with one hand without losing control of the ball on more than one of three attempts. Complete the skill with each hand.	Demonstrate correct body position and hand action, when tossing a playground ball at least eight feet into the air and catching it with the hands.	Jump over a long rope with correct form as it is started from the ground next to the jumper's feet and turned over the jumper at a slow speed by two facilitators.
Second Grade	Dribble in stationary position with correct body position and arm action five times with each hand taking no more than one step.	Catch a ball lobbed 10 feet high from at least six feet away with correct body position and preparation phase.	Demonstrate correct form when executing a two-foot basic jump over a self-rotated rope three consecutive times.
Third Grade	Dribble a ball at least 30 feet while alternating hands every five feet without losing control of the ball.	Position the hands correctly (thumbs in or out) when catching a ball lobbed from six feet away to a height of ten feet.	Demonstrate correct form when executing a two-foot basic jump over a self-rotated rope 10 consecutive times.
Fourth Grade	Demonstrate correct form when dribbling a ball while jogging at least 30 feet without losing control of the ball, with each hand	Catch a soft ball with correct form, thrown to within five feet of the student from 30 feet away and 10 feet high.	Use a two-foot jump over a self-rotated rope at a moderate speed, 25 times with no more than three misses.
Fifth Grade	Demonstrate correct form when dribbling at moderate speed and incorporating stops and starts while weaving through six cones and using the dominant and non-dominant hands.	Demonstrate correct form when catching a soft ball thrown to within five feet from the student from 30 feet away and reaching a height of 10 feet.	Demonstrate correct form when jumping rope 60 consecutive times at a moderate speed with no more than two misses.

Object Control Skills: 60 minutes per week (Continued)

	Dribble: Feet	Kick: Instep	Bat
Kindergarten			Demonstrate the correct body alignment relative to the tee and direction of the target, and hand placement on the bat when preparing to hit a ball off a tee.
First Grade	Push the ball back and forth between the feet, contacting the inside of the foot with the outside of the ball while stationary and tapping ball from foot to foot.	Take a final elongated stride to land beside the ball simultaneous with a correct backswing of the kicking leg, then a correct kicking action resulting in contacting the ball with the instep, while kicking a stationary inflated ball.	Demonstrate the correct batting stance, body alignment and grip when preparing to hit a soft ball off a batting tee.
Second Grade	Dribble a ball with correct form with the inside of the feet 40 feet at a slow jog, tapping the ball at least 8 times and not losing control of the ball on 2 of 3 trials.	Demonstrate correct posture and arm action while kicking a stationary inflated ball.	Demonstrate correct weight transfer and trunk rotation, keeping the head still, in combination with all prior elements of form when hitting a ball off a batting tee.
Third Grade	Dribble a ball with the inside of the feet 40 feet at a slow jog, tapping the ball at least 10 times and not losing control of the ball on two of three trials.	Demonstrate correct form while kicking a stationary inflated ball.	Demonstrate correct form at least 75 percent of the time and bat the ball at least 50 percent of the time, when batting a soft ball lobbed into the strike zone from 10 feet away
Fourth Grade	Dribble a ball at a moderate speed, incorporating stops, starts and left and right turns on the teacher's signal without losing control of the ball on at least 2 of 4 trials.	Demonstrate correct form when running towards a stationary inflated ball a moderate speed and kicking it, so it travels 40 feet and hits a target 15 feet wide by 10 feet high	Demonstrate correct form at least 75 percent of the time and bat the ball at least 50 percent of the time, when batting a soft ball lobbed into the strike zone from 25 feet away
Fifth Grade	Dribble a ball at a moderate speed, incorporating stops, starts and left and right turns when playing a game or activity without losing control of the ball on at least 2 of 4 trials.	Demonstrate correct form when kicking an inflated ball as it is rolling towards the kicker at a moderate speed, so it travels 40 feet and hits a target 15 feet wide by 10 feet high.	Demonstrate correct form and hit the ball at on least 50 percent of the swings, when batting a soft ball lobbed into the strike zone from 35 feet away.

Object Control Skills: 90 minutes per week

	Dribble: Hands	Catch Fly Balls	Dribble: Feet	Kick: Instep
Kindergarten	Hold a basketball with the dribbling hand on top, push it down firmly with the dribbling hand and catch it with the dribbling hand on top of the ball without taking more than one step, five consecutive times with each hand.	Demonstrate correct body position and hand action when dropping a playground ball from immediately below the chin and catching the ball at the peak of the bounce		
First Grade	Dribble continuously in a stationary position, then dribble forward 30 feet with one hand without losing control of the ball on more than one of three attempts. Complete the skill with each hand.	Demonstrate correct body position and hand action, when tossing a playground ball at least eight feet into the air and catching it with the hands.	Push the ball back and forth between the feet, contacting the inside of the foot with the outside of the ball while stationary and tapping ball from foot to foot.	Take a final elongated stride to land beside the ball during a correct backswing of the kicking leg, then a correct kicking action resulting in contacting the ball with the instep, while kicking a stationary inflated ball.
Second Grade	Dribble in stationary position with correct body position and arm action five times with each hand taking no more than one step.	Catch a ball lobbed 10 feet high from at least six feet away with correct body position and preparation phase.	Dribble a ball with correct form with the inside of the feet 40 feet at a slow jog, tapping the ball at least 8 times and not losing control of the ball on 2 of 3 trials.	Demonstrate correct posture and arm action while kicking a stationary inflated ball.
Third Grade	Dribble a ball at least 30 feet while alternating hands every five feet without losing control of the ball.	Position the hands correctly (thumbs in or out) when catching a ball lobbed from six feet away to a height of ten feet.	Dribble a ball with the inside of the feet 40 feet at a slow jog, tapping the ball at least 10 times and not losing control of the ball on two of three trials.	Demonstrate correct form while kicking a stationary inflated ball.
Fourth Grade	Demonstrate correct form when dribbling a ball while jogging at least 30 feet without losing control of the ball, with each hand	Catch a soft ball with correct form, thrown to within five feet of the student from 30 feet away and 10 feet high.	Dribble a ball at a moderate speed, incorporating stops, starts and left and right turns on the teacher's signal without losing control of the ball on at least 2 of 4 trials.	Demonstrate correct form when running towards a stationary inflated ball a moderate speed and kicking it, so it travels 40 feet and hits a target 15 feet wide by 10 feet high
Fifth Grade	Demonstrate correct form when dribbling at moderate speed and incorporating stops and starts while weaving through six cones and using the dominant and non-dominant hands.	Demonstrate correct form when catching a soft ball thrown to within five feet from the student from 30 feet away and reaching a height of 10 feet.	Dribble a ball at a moderate speed, incorporating stops, starts and left and right turns when playing a game or activity without losing control of the ball on at least 2 of 4 trials.	Demonstrate correct form when kicking an inflated ball as it is rolling towards the kicker at a moderate speed, so it travels 40 feet and hits a target 15 feet wide by 10 feet high.

Object Control Skills: 90 minutes per week (Continued)

	Jump Rope	Bat	Strike: Forehand
Kindergarten	Demonstrate correct trunk alignment, and take-off and landing while jumping one to four inches over a rope as it is held at one end and rotated so it travels close to the ground	Demonstrate the correct body alignment relative to the tee and direction of the target, and hand placement on the bat when preparing to hit a ball off a tee.	
First Grade	Jump over a long rope with correct form as it is started from the ground next to the jumper's feet and turned over the jumper at a slow speed by two facilitators.	Demonstrate the correct batting stance, body alignment and grip when preparing to hit a soft ball off a batting tee.	Demonstrate correct grip and trunk rotation when striking a balloon with a forehand motion with a paddle, starting in a side orientation to the intended target (shoulders, hips and feet perpendicular to the target).
Second Grade	Demonstrate correct form when executing a two-foot basic jump over a self-rotated rope three consecutive times.	Demonstrate correct weight transfer and trunk rotation, keeping the head still, in combination with all prior elements of form when hitting a ball off a batting tee.	Demonstrate correct grip, windup, trunk rotation and follow through when striking a balloon with a forehand motion with a paddle, starting in a position facing the balloon.
Third Grade	Demonstrate correct form when executing a two-foot basic jump over a self-rotated rope 10 consecutive times.	Demonstrate correct form at least 75 percent of the time and bat the ball at least 50 percent of the time, when batting a soft ball lobbed into the strike zone from 10 feet away	Demonstrate correct grip, weight transfer and action phase of a forehand strike when starting in a side orientation to the intended target (shoulders, hips and feet perpendicular to the target) and striking a ball that is dropped vertically on the striker's forehand side.
Fourth Grade	Use a two-foot jump over a self-rotated rope at a moderate speed, 25 times with no more than three misses.	Demonstrate correct form at least 75 percent of the time and bat the ball at least 50 percent of the time, when batting a soft ball lobbed into the strike zone from 25 feet away	Demonstrate correct form when starting in a side orientation to the intended target (shoulders, hips and feet perpendicular to the target) and striking a ball lobbed 20 feet, so it bounces once and comes to near waist height and within two feet of the striker on their forehand side.
Fifth Grade	Demonstrate correct form when jumping rope 60 consecutive times at a moderate speed with no more than two misses.	Demonstrate correct form and hit the ball at on least 50 percent of the swings, when batting a soft ball lobbed into the strike zone from 35 feet away.	Demonstrate correct form when striking a ball lobbed 20 feet so it bounces once and comes to near waist height and within five feet of the striker on their forehand side, so it returns to the bouncer in the air on at least two of three attempts.

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Object Control Skills: 90 minutes per week (Continued)

	Throw: Overhand	Throw Underhand	Strike Underhand	Catch Rolling Balls
First Grade	Demonstrate correct grip, trunk rotation and follow through when throwing a ball at least 20 feet when starting in a "T" position with the feet, hips and shoulders aligned with the target.	Demonstrate correct grip and stance when preparing to execute an underhand throw.	Demonstrate correct stance and arm action when striking a soft ball with the underhand strike.	
Second Grade	Demonstrate correct grip, preparation phase, trunk rotation and follow through when throwing a ball at least 25 feet when starting by with the hips and shoulders aligned with the target and hands to the side.	Demonstrate correct striding action and arm swing after assuming a correct grip and stance when throwing a ball underhanded at least 15 feet.	Demonstrate correct stance and arm action and proper weight transfer when striking a soft ball with the underhand strike.	Assume a good stance, bend at the waist and hips to lower the body and keep the eyes on the ball when catching a ball rolled directly at the receiver.
Third Grade	Demonstrate correct grip, preparation phase, trunk rotation and follow through when throwing a ball at least 30 feet in the context of starting in a standing position and facing the target.	Demonstrate a correct release and follow through after executing a correct grip and stance, stride and arm action, when throwing a ball underhanded at least 15 feet.		
Fourth Grade	Demonstrate all elements of form when throwing at least 30 feet, so it hits a 4-foot target centered three feet off the ground.	Demonstrate correct form when throwing a ball underhanded at least 20 feet.		Assume a good stance, bend at the waist and hips to lower the body and keep the eyes on the ball when catching a ball rolled directly at the receiver.
Fifth Grade	Demonstrate all elements of form when throwing at least 40 feet, so it hits a 4-foot target centered three feet off the ground.	Demonstrate correct form when throwing a ball so as to hit a four-foot square target centered three feet above the ground from a distance of at least 20 feet.		Slide sideways to align with the rolling ball, assume a good stance, bend at the waist and hips to lower the body and keep the eyes on the ball, then reach out in front of the body with the fingers near the ground when catching a ball rolled directly at the receiver.

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Postural, Non-locomotor and Rhythmical Skills: 45 and 60 minutes per week

	Balance: Dynamic Upright	Tempo
Kindergarten	Walk forward and backward on a straight line on the floor.	
First Grade	Walk eight feet forward on a balance beam placed on the floor without falling off.	Demonstrate the ability to keep time with slow and moderate tempos by clapping and walking in time to beats provided by the instructor.
Second Grade	Walk eight feet backward on a balance beam placed on the floor without falling off	Demonstrate the ability to execute various gates (e.g., walk, gallop, hop, skip, run) in time with slow and moderate tempos provided by the instructor.
Third Grade	Walk ten strides forward on a balance beam, then turn 180 degrees on the board and return to the starting position without falling off.	
Fourth Grade	Walk ten strides backward on a balance beam, then turn 180 degrees on the board and return to the starting position without falling off.	

Postural, Non-locomotor and Rhythmical Skills: 90 minutes per week

	Balance: Dynamic Upright	Tempo	Posture: Lift and Carry	Shoulder Roll: Forward	Balance: Static Upright
Kindergarten	Walk forward and backward on a straight line on the floor.				
First Grade	Walk eight feet forward on a balance beam placed on the floor without falling off.	Demonstrate the ability to keep time with slow and moderate tempos by clapping and walking in time to beats provided by the instructor.		Demonstrate a shoulder roll with correct form when starting from a squatting position with both hands on the floor and the knees and hips bent so that the chest is against the thighs.	Stand on each foot one at a time for at least 5 seconds.
Second Grade	Walk eight feet backward on a balance beam placed on the floor without falling off	Execute various gates (e.g., walk, gallop, hop, skip, run) in time with slow and moderate tempos provided by the instructor.		Start in a standing position and execute a forward shoulder roll with correct form, so as to complete the roll in a standing position.	Demonstrate one of the balances (standing scale, lunge, knee scale) for at least three seconds.
Third Grade	Walk ten strides forward on a balance beam, then turn 180 degrees on the board and return to the start without falling.		Lift and lower a five-pound object from the floor to waist height, with correct form on a teachers commands/cues	Execute a shoulder roll with correct form with each shoulder while walking at a slow speed.	Demonstrate two of the balances (standing scale, lunge, knee scale) for at least three seconds.
Fourth Grade	Walk ten strides backward on a balance beam, then turn 180 degrees on the board and return to the starting position without falling off.		Demonstrate correct form while lifting a five-pound object off the floor, carrying it at least 20 feet and lowering it to the floor.		
Fifth Grade			Lift an object weighing between 10 and 20 percent of one's body weight off the floor, carrying it at least 20 feet and lowering it to the floor with good form.		

Fitness Objectives: 45 Minutes Per Week

	Aerobic Fitness	Hip/Low Back Flexibility	Abdominal Strength
Second Grade		Touch the toes with the fingertips when executing a seated hamstring stretch with correct form.	Execute at least ten abdominal curls with correct form.
Third Grade	Demonstrates the capacity to move continuously at a moderate rate for at least five minutes.	Touch the toes with the fingertips when executing a seated hamstring stretch with correct form, on three separate occasions.	Execute at least 26 continuous sit-ups according to the criteria described by the Physical Best battery in no more than 60 seconds.
Fourth Grade	Demonstrates the capacity to move continuously at a moderate rate for at least 10 minutes.	Curl the fingers on both hands over the toes when executing a seated hamstring stretch with correct form, on three separate occasions.	Execute at least 30 (if male) or 28 (if female) continuous sit-ups according to the criteria described by the Physical Best battery in no more than 60 seconds.
Fifth Grade	Demonstrates the capacity to move continuously at a moderate rate for at least 12 minutes.	Curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form, on three separate occasions.	Execute at least 34 (if male) or 30 (if female) continuous sit-ups according to the criteria described by the Physical Best battery in no more than 60 seconds.
Sixth Grade	Maintain a heart rate within the target heart rate zone (70 - 85 percent of maximum) for at least 12 minutes.	Curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form, on three separate occasions.	Execute at least 36 (if male) or 33 (if female) continuous sit-ups according to the criteria described by the Physical Best battery in no more than 60 seconds.
Seventh Grade	Maintain a heart rate within the target heart rate zone (70 - 85 percent of maximum) for at least 15 minutes.	Curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form, on three separate occasions.	Execute at least 38 (if male) or 33 (if female) continuous sit-ups according to the criteria described by the Physical Best battery in no more than 60 seconds.
Eighth Grade	Maintain a heart rate within the target heart rate zone (70 - 85 percent of maximum) for at least 20 minutes.	Curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form, on three separate occasions.	Execute at least 40 (if male) or 33 (if female) continuous sit-ups according to the criteria described by the Physical Best battery in no more than 60 seconds.

Fitness Objectives: 60 Minutes Per Week

	Acrobic Fitness	Abdominal Strength	Hip/Low Back Flexibility	Upper Body Strength	Lower Body Strength
Second Grade		Execute at least ten abdominal curls with correct form.	Touch the toes with the fingertips when executing a seated hamstring stretch with correct form.		
Third Grade	Move continuously at a moderate rate for at least five minutes.	Execute at least 26 continuous sit-ups using Physical Best's criteria in no more than 60 seconds.	Touch the toes with the fingertips when executing a seated hamstring stretch with correct form, on three separate occasions.	Execute at least five continuous push-ups with correct form.	
Fourth Grade	Demonstrates the capacity to move continuously at a moderate rate for at least 10 minutes.	Execute at least 30 (if male) or 28 (if female) continuous sit-ups using Physical Best's criteria in no more than 60 seconds.	Curl the fingers on both hands over the toes when executing a seated hamstring stretch with correct form.	Execute at least 12 continuous push-ups with correct form.	
Fifth Grade	Demonstrates the capacity to move continuously at a moderate rate for at least 12 minutes.	Execute at least 34 (if male) or 30 (if female) continuous sit-ups using Physical Best's criteria in no more than 60 seconds.	Curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form.	Execute at least 15 continuous push-ups with correct form.	
Sixth Grade	Maintain a heart rate within the target heart rate zone (70 - 85 percent of maximum) for at least 12 minutes.	Execute at least 36 (if male) or 33 (if female) continuous sit-ups using Physical Best's criteria in no more than 60 seconds.	Curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form, on three separate occasions.	Execute at least 17 of continuous push-ups with correct form.	Execute a leg press with a weight at least equivalent to one's body weight 10 continuous times with correct form.
Seventh Grade	Maintain a heart rate within the target heart rate zone (70 - 85 percent of maximum) for at least 15 minutes.	Execute at least 38 (if male) or 33 (if female) continuous sit-ups using Physical Best's criteria in no more than 60 seconds.	Curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form, on three separate occasions.	Execute at least 20 of continuous push-ups with correct form.	Execute a leg press with a weight at least equivalent to one's body weight with correct form continuous times.
Eighth Grade	Maintain a heart rate within the target heart rate zone (70 - 85 percent of maximum) for at least 20 minutes.	Execute at least 40 (if male) or 33 (if female) continuous sit-ups using Physical Best's criteria in no more than 60 seconds.	Curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form, on three separate occasions.	Execute at least 25 of continuous push-ups with correct form.	Leg press at least 150 percent of one's body weight with correct form eight continuous times.

Fitness Objectives: 90 Minutes Per Week
Aerobic Fitness

Abdominal Strength

Hip/Low Back
Flexibility

Upper Body Strength

Lower Body Strength

	Aerobic Fitness	Abdominal Strength	Hip/Low Back Flexibility	Upper Body Strength	Lower Body Strength
Second Grade		Execute at least ten abdominal curls with correct form.	Touch the toes with the fingertips when executing a seated hamstring stretch with correct form.		
Third Grade	Move continuously at a moderate rate for at least five minutes.	Execute at least 26 continuous sit-ups using Physical Best's criteria in no more than 60 seconds.	Touch the toes with the fingertips when executing a seated hamstring stretch with correct form, on three separate occasions.	Execute at least five continuous push-ups with correct form.	Demonstrate correct form when executing nine partner squats.
Fourth Grade	Demonstrates the capacity to move continuously at a moderate rate for at least 10 minutes.	Execute at least 30 (if male) or 28 (if female) continuous sit-ups using Physical Best's criteria in no more than 60 seconds.	Curl the fingers on both hands over the toes when executing a seated hamstring stretch with correct form.	Execute at least 12 continuous push-ups with correct form.	Demonstrate correct form when executing twelve partner squats.
Fifth Grade	Demonstrates the capacity to move continuously at a moderate rate for at least 12 minutes.	Execute at least 34 (if male) or 30 (if female) continuous sit-ups using Physical Best's criteria in no more than 60 seconds.	Curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form.	Execute at least 15 continuous push-ups with correct form.	Demonstrate correct form when executing fourteen partner squats.
Sixth Grade	Maintain a heart rate within the target heart rate zone (70 – 85 percent of maximum) for at least 12 minutes.	Execute at least 36 (if male) or 33 (if female) continuous sit-ups using Physical Best's criteria in no more than 60 seconds.	Curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form, on three separate occasions.	Execute at least 17 of continuous push-ups with correct form.	Execute a leg press with a weight at least equivalent to one's body weight 10 continuous times with correct form.
Seventh Grade	Maintain a heart rate within the target heart rate zone (70 – 85 percent of maximum) for at least 15 minutes.	Execute at least 38 (if male) or 33 (if female) continuous sit-ups using Physical Best's criteria in no more than 60 seconds.	Curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form, on three separate occasions.	Execute at least 20 of continuous push-ups with correct form.	Execute a leg press with a weight at least equivalent to one's body weight with correct form continuous times.
Eighth Grade	Maintain a heart rate within the target heart rate zone (70 – 85 percent of maximum) for at least 20 minutes.	Execute at least 40 (if male) or 33 (if female) continuous sit-ups using Physical Best's criteria in no more than 60 seconds.	Curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form, on three separate occasions.	Execute at least 25 of continuous push-ups with correct form.	Leg press at least 150 percent of one's body weight with correct form eight continuous times.

Movement Concepts: 45 Minutes Per Week

	Body Parts, Planes and Actions	Use of Space
Kindergarten	Correctly identify all planes of the body (e.g., front, back, sides, top, bottom) and body parts (e.g., head, eyes, nose, mouth, hands, knees, feet, arms, legs, chin, neck, shoulders, fingers, back, buttocks [seat/bottom], toes, chest, wrists, thighs, calves, shins, instep, forehead, waist [stomach/tummy], palms, elbows, ears and ankles).	Moves within the boundaries of personal space when directed to by an instructor supplying instructions.
First Grade	Demonstrate understanding of non-locomotor actions by using them in conjunction with selected body parts.	Establish and maintain boundaries of personal space of self and others while moving across the gym floor (general space) in both non-random and random context.
Second Grade	Correctly apply the concepts of body parts, planes and actions within the context of communicating with classmates while preparing for and/or participating in physical activity nearly all the time.	

Movement Concepts: 60 Minutes Per Week

	Body Parts, Planes and Actions	Use of Space
Kindergarten	Correctly identify all planes of the body (e.g., front, back, sides, top, bottom) and body parts (e.g., head, eyes, nose, mouth, hands, knees, feet, arms, legs, chin, neck, shoulders, fingers, back, buttocks [seat/bottom], toes, chest, wrists, thighs, calves, shins, instep, forehead, waist [stomach/tummy], palms, elbows, ears and ankles).	Moves within the boundaries of personal space when directed to by an instructor supplying instructions.
First Grade	Demonstrate understanding of non-locomotor actions by using them in conjunction with selected body parts.	Establish and maintain boundaries of personal space of self and others while moving across the gym floor (general space) in both non-random and random context.
Second Grade	Correctly apply the concepts of body parts, planes and actions within the context of communicating with classmates while preparing for and/or participating in physical activity nearly all the time.	Apply the concepts of personal and general space within the context of following directions given by the teacher for the purpose of organizing, directing, teaching, providing feedback or managing the instructional environment.
Third Grade		Correctly apply the concepts of personal and general space within the contexts of using equipment such as projectiles and rackets alone or with peers while participating in physical activity.

Movement Concepts: 90 Minutes Per Week

	Body Parts, Planes and Actions	Use of Space	Use of Force
Kindergarten	Correctly identify all planes of the body (e.g., front, back, sides, top, bottom) and body parts (e.g., head, eyes, nose, mouth, hands, knees, feet, arms, legs, chin, neck, shoulders, fingers, back, buttocks [seat/bottom], toes, chest, wrists, thighs, calves, shins, instep, forehead, waist [stomach/tummy], palms, elbows, ears and ankles).	Moves within the boundaries of personal space when directed to by an instructor supplying instructions.	
First Grade	Demonstrate understanding of non-locomotor actions by using them in conjunction with selected body parts.	Establish and maintain boundaries of personal space of self and others while moving across the gym floor (general space) in both non-random and random context.	Demonstrates the difference between executing heavy and light forces manually when pushing, pulling and/or moving objects.
Second Grade	Correctly apply the concepts of body parts, planes and actions within the context of communicating with classmates while preparing for and/or participating in physical activity nearly all the time.	Apply the concepts of personal and general space within the context of following directions given by the teacher for the purpose of organizing, directing, teaching, providing feedback or managing the instructional environment.	Demonstrates the ability to propel objects with appropriate degrees of force when playing catch with peers at varying distances.
Third Grade		Correctly apply the concepts of personal and general space within the contexts of using equipment such as projectiles and rackets alone or with peers while participating in physical activity.	

Activity-Related Knowledge: 45 Minutes Per Week

	How to Learn Motor Skills	Design a Personal Program	Beneficial Effects of Activity	Detrimental Affects of Activity
Third Grade	Correctly subdivides a motor skill into its three phases when preparing to learn it.			
Fourth Grade	Applies verbal descriptors to each phase of a specified motor skill by identifying key words for each phase and utilizing those words in preparing for, and practicing, an unfamiliar motor skill.	Explains what is meant by each letter of FITT and provides correct illustrations of applying each term to accommodate selected and specific physiological adaptations	Demonstrates in writing knowledge of the documented physical benefits of engaging in physical activity by correctly identifying at least four of the items listed in the criteria.	
Fifth Grade	Uses and correctly defends the advantage of maximizing time-on-task, combined with instructional feedback, as the most efficient way to learn a motor skill.	Demonstrate the ability to correctly define Progression and Specificity, and explain the roles that manipulating each plays in creating desired physiological adaptations	Demonstrates in writing knowledge of the documented health-related benefits of engaging in physical activity by correctly identifying at least five of the items listed in the criteria.	Knows that physical activity could result in sudden death, musculo-skeletal injury, delayed onset muscle soreness, acute muscle soreness, or heat injury (cramps, exhaustion, stroke), and identifies ways to minimize the chance of these immediate outcomes occurring.
Sixth Grade	Approaches the practice of motor skill by identifying and correcting only one error at a time and usually starting at the base of support.	Demonstrates the ability to apply the principles to planning an effective intervention for developing and maintaining a specified level of aerobic fitness.	Demonstrates in writing knowledge of the documented affective benefits of engaging in physical activity by correctly identifying at least two of the items listed in the criteria.	Explains how excessive physical activity over time could result in sports anemia, increased risk of infection and gastrointestinal problems and identifies ways to minimize the chance of these long term effects from occurring.
Seventh Grade	Defines intrinsic and augmented feedback correctly, describes the difference between the two, and knows that learning a motor skill is enhanced when both forms are used when practicing.	Applies the principles to planning an effective intervention for developing and maintaining a specified level of muscular strength in selected regions of the body.	Demonstrates in writing knowledge of the documented psychological benefits of engaging in physical activity by correctly identifying at least two of the items listed in the criteria.	Knows that engaging in physical activity over time could result in osteo-arthritis, overuse injury and accumulation of micro-trauma due to chronic exposure to contraindicated activity.
Eighth Grade	Knows that blocked trials in massed practice are most effective in early learning, but that random trials in distributed practice are most effective for long-term retention of a motor skill.	Design a personal activity program that correctly applies the training principles to personal status on the fitness variables in a way that would result in prescribed intended personal fitness outcomes.	Demonstrates in writing knowledge of the documented mental benefits of engaging in physical activity by correctly identifying at least three of the items listed in the criteria.	Identifies ways to minimize the chance of the potential outcomes excessive participation in physical activity from occurring.

Activity-Related Knowledge: 45 Minutes Per Week (Continued)

	Effects of Nutrition	Assess Fitness Indicators	Injury Prevention and Care
Second Grade	Knows the categories that make up the food pyramid, and that daily consumption from each category aids in successful participation in physical activity.		
Third Grade	Knows the food pyramid's dietary recommendations, and following it assists individuals in obtaining the potential benefits of participating in physical activity.		
Fourth Grade	Knows the importance of ingesting sufficient amounts of water and minerals, and recommended levels of intake necessary to obtain the potential benefits of participating in physical activity.	Know that the most common indicators of health-related fitness include lean/fat ratio, flexibility, muscular strength and endurance, and aerobic fitness.	Explains the RICE Principle (rest, ice, compression, elevation) and describes how to apply it to caring for a common activity-related injury.
Fifth Grade	Explains the importance of ingesting a sufficient number of calories over regular intervals (e.g., at least three meals per day), and recommended levels of intake to obtain the potential benefits of participating in physical activity.	Correctly identify at least one method of measuring each of the following fitness indicators, and know health-related ranges: lean/fat ratio, flexibility, muscular strength and endurance, and aerobic fitness.	Explains how using equipment and supplies in the manner they are intended can enhance a person's ability to achieve/maintain personal health by minimizing their opportunity for injury.
Sixth Grade	Explains the importance of ingesting the right kinds and amounts of fat to obtaining the potential benefits of participating in physical activity.	Identify at least two methods of assessing personal status on each health related fitness indicator, including one appropriate for day-to-day assessment.	Explains how having and using proper personal equipment (e.g., selection, fit, care), can enhance a person's ability to maintain personal health.
Seventh Grade	Correctly analyzes examples of daily diets in terms of its sufficiency in providing proper nutrition relative to prescribed activity levels.	Demonstrate competence in assessing personal health-related fitness by correctly using at least one measure of each indicator of health related fitness and generate a personal profile of health related physical fitness.	Explains how to engage in high-intensity muscle activities, and long-duration aerobic activities in a manner that minimizes the chance of injury, and the importance appropriate form plays in minimizing their opportunity for injury when executing motor movements.
Eighth Grade	Demonstrate knowledge of the effects of selected nutritional habits on physical activity by correctly identifying necessary changes in dietary needs when presented with sample alterations in physical activity levels.		Explains what contraindicated exercises are how prior conditioning can effect safe participation in physical activities; provide examples of each using common physical activities, and explain how knowing this information can enhance a person's ability to maintain personal health.

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Personal/Social Skills: 45 Minutes Per Week

	Self-control	Follow Directions	Best Effort
Kindergarten	Describes what it means to behave with self-control and why it is important.	Describes what it means to follow directions and why it is important.	Defines best effort and explains why giving one's best is important.
First Grade	Describes three indicators that demonstrate self-control and the positive outcomes that could occur as a result of those behaviors.	Describes three actions that reflect following directions and describe the benefits in displaying them.	Describes three indicators reflective of giving one's best effort and potential outcomes that result.
Second Grade	Describes the six indicators that demonstrate self-control and the positive outcomes that could occur as a result of those behaviors.	Describes five actions that reflect following directions and describe the benefits in displaying them.	Describes six indicators reflective of giving one's best effort and potential outcomes.
Third Grade	Displays self-control most (at least 75%) of the time while under direct supervision.	Follows directions most (at least 75%) of the time while under direct supervision.	Displays best effort most (at least 75%) of the time while supervised.
Fourth Grade	Displays self-control nearly always (at least 90%) while under direct supervision.	Follows directions nearly always (at least 90%) while under direct supervision.	Displays best effort at least some (at least 50%) of the time while under general supervision.
Fifth Grade	Displays self-control behavior nearly always (at least 90%) while under general supervision.	Follows directions nearly always (at least 90%) while under general supervision.	Displays best effort nearly all (at least 90%) the time while under general supervision.
	Cooperation	Respect for Rules	Perseverance
Second Grade	Describes what it means to cooperate and why cooperation is valuable.	Describes what respect for rules means and why respect for rules is valuable.	Describes what it perseverance means and why perseverance is valuable.
Third Grade	Describes three indicators demonstrating cooperative behavior and potential outcomes that result.	Describes three indicators demonstrating respect for rules and potential outcomes that result.	Describes three indicators demonstrating perseverance and potential outcomes that result.
Fourth Grade	Describes six indicators demonstrating cooperative behavior and potential outcomes that result.	Describes five indicators demonstrating respect for rules and potential outcomes that result.	Describes six indicators demonstrating perseverance and potential outcomes that result.
Fifth Grade	Displays cooperative behavior most (at least 75%) of the time while under direct supervision.	Displays respect for rules most (at least 75%) of the time while supervised.	Displays perseverance most (at least 75%) of the time while under direct supervision.
Sixth Grade	Displays cooperative behavior nearly all (at least 90%) the time while under direct supervision.	Displays respect for rules nearly all (at least 90%) the time while supervised.	Displays perseverance nearly all (at least 90%) the time while under direct supervision.
Seventh Grade	Displays cooperative behavior most (at least 75%) of the time while under general supervision.	Displays respect for rules most (at least 75%) of the time while under general supervision.	Displays perseverance most (at least 75%) of the time while under general supervision.
Eighth Grade	Displays cooperative behavior nearly all (at least 90%) the time while under general supervision.	Displays respect for rules nearly all (at least 90%) the time while under general supervision.	Displays perseverance nearly all (at least 90%) the time while under general supervision.

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Personal/Social Skills: 90 Minutes Per Week

	Self-control	Follow Directions	Best Effort	Respect Others	Competitiveness
Kindergarten	Describes what it means to behave with self-control and why it is important.	Describes what it means to follow directions and why it is important.	Defines best effort and explains why giving one's best is important.		
First Grade	Describes three indicators that demonstrate self-control and the positive outcomes that could occur as a result of those behaviors.	Describes three actions that reflect following directions and describe the benefits in displaying them.	Describes three indicators reflective of giving one's best effort and potential outcomes that result.	Describes what it means to show respect for others and why it is important.	Describes what competitive behavior is and why demonstrating appropriate competitive behavior is important.
Second Grade	Describes the six indicators that demonstrate self-control and the positive outcomes that could occur as a result of those behaviors.	Describes five actions that reflect following directions and describe the benefits in displaying them.	Describes six indicators reflective of giving one's best effort and potential outcomes.	Describes six indicators that demonstrate respect for others and the positive outcomes that could occur as a result of those behaviors.	Describes the first three indicators of appropriate competitive behavior, and states what happens when you do and do not demonstrate appropriate behaviors.
Third Grade	Displays self-control most (at least 75%) of the time while under direct supervision.	Follows directions most (at least 75%) of the time while under direct supervision.	Displays best effort most (at least 75%) of the time while supervised.	Displays respect for others most of the time (75 percent of the time) while under direct supervision.	Describes six indicators of appropriate competitive behavior, and states what happens when you do and do not demonstrate appropriate behaviors.
Fourth Grade	Displays self-control nearly always (at least 90%) while under direct supervision.	Follows directions nearly always (at least 90%) while under direct supervision.	Displays best effort at least some (at least 50%) of the time while under general supervision.	Displays respect for others most of the time (75 percent of the time) while under general supervision.	Displays appropriate competitive behaviors most of the time (75 percent of the time) while under direct supervision.
Fifth Grade	Displays self-control behavior nearly always (at least 90%) while under general supervision.	Follows directions nearly always (at least 90%) while under general supervision.	Displays best effort nearly all (at least 90%) the time while under general supervision.	Displays respect for others nearly always (90 percent of the time) while under general supervision.	Displays appropriate competitive behaviors nearly always (at least 90 percent of the time) while under direct supervision.

Personal/Social Skills: 90 Minutes Per Week

	Cooperation	Respect for Rules	Perseverance	Leadership
Second Grade	Describes what it means to cooperate and why cooperation is valuable.	Describes what respect for rules means and why respect for rules is valuable.	Describes what it perseverance means and why perseverance is valuable.	
Third Grade	Describes three indicators demonstrating cooperative behavior and potential outcomes that result.	Describes three indicators demonstrating respect for rules and potential outcomes that result.	Describes three indicators demonstrating perseverance and potential outcomes that result.	Describes what leadership means and why leadership is valuable, and identifies four leadership behaviors and potential outcomes that result.
Fourth Grade	Describes six indicators demonstrating cooperative behavior and potential outcomes that result.	Describes five indicators demonstrating respect for rules and potential outcomes that result.	Describes six indicators demonstrating perseverance and potential outcomes that result.	Describes the final indicators demonstrating leadership and potential outcomes that result, and displays leadership at least some of the time (50 percent of the time) while supervised.
Fifth Grade	Displays cooperative behavior most (at least 75%) of the time while under direct supervision.	Displays respect for rules most (at least 75%) of the time while supervised.	Displays perseverance most (at least 75%) of the time while under direct supervision.	Displays leadership most of the time (75 percent of the time) while supervised.
Sixth Grade	Displays cooperative behavior nearly all (at least 90%) the time while under direct supervision.	Displays respect for rules nearly all (at least 90%) the time while supervised.	Displays perseverance nearly all (at least 90%) the time while under direct supervision.	
Seventh Grade	Displays cooperative behavior most (at least 75%) of the time while under general supervision.	Displays respect for rules most (at least 75%) of the time while under general supervision.	Displays perseverance most (at least 75%) of the time while under general supervision.	
Eighth Grade	Displays cooperative behavior nearly all (at least 90%) the time while under general supervision.	Displays respect for rules nearly all (at least 90%) the time while under general supervision.	Displays perseverance nearly all (at least 90%) the time while under general supervision.	

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Jogging: 45 Minutes Per Week

	Benefits	Factors Affecting Jogging	Principles of Training	Safety Practices	Design a Personal Program	Jogging/Powerwalking Form
Sixth Grade	Know what cardiovascular endurance is and how jogging/powerwalking can enhance physical capacity and physical appearance.	Knows how inadequate nutritional habits, insufficient rest, and high levels of daily stress can affect jogging exercise output and the acquisition of cardiovascular adaptations.	Explains the overload principle, and it applies to using jogging/powerwalking to alter aerobic performance, anaerobic performance and body composition.	Explains what warm-ups and cool-downs are, their importance in participating in physical activity, and how to execute them when jogging or powerwalking.	Explains each component of the FITT principle (frequency, intensity, duration, type) and how to apply it to changing levels of cardiovascular fitness and body composition.	Maintains correct form for at least 15 minutes of continuous jogging or powerwalking as a means of engaging in vigorous physical activity.
Seventh Grade	Know what cardiovascular endurance is and how and how jogging/powerwalking can enhance metabolic function and athletic performance, and deter common injuries.	Identifies common performance enhancers, their potential impact on jogging/powerwalking performance, and their potential long and short-term affects on overall health and well being.	Explains the principle of specificity of training and how engaging in various activities will affect the performance of other activities (e.g., jogging, swimming and/or cycling).	Describes the importance of maintaining functional flexibility in terms of safe participation in physical activity, and how to execute common flexibility exercises safely.	Identifies the essential components of a health-related activity program (warm-ups and cool-downs, exercise order, range of motion, repetitive exercise and FITT).	Maintains correct form for at least 15 minutes of continuous jogging or powerwalking as a means of engaging in vigorous physical activity.
Eighth Grade	Know how various levels of jogging/powerwalking can affect physical capacity, metabolic function, athletic performance, potential of incurring common injuries, and physical appearance.	Predict how changes in the following variables might impact progress in a regular jogging program: nutrition, rest, levels of daily stress, training experience and performance enhancers.	Explains the principles of progression and reversibility and provides examples of how each can potentially impact desired aerobic or anaerobic outcomes and changes in body composition.	Describes the importance of using correct techniques and proper equipment and attire when jogging/powerwalking, in terms of safe participation in physical activity.	Constructs an activity plan that implements all the components of a safe, effective jogging/powerwalking program.	Maintains correct form for at least 15 minutes of continuous jogging or powerwalking as a means of engaging in vigorous physical activity.

**Strength Training : 45 Minutes Per Week
Benefits**

	Benefits	Factors Affecting Strength Training	Principles of Strength Training	Safety Practices	Design a Personal Program
Sixth Grade	Explain what muscular strength and endurance are and how their development can enhance physical capacity and physical appearance.	Explain how gender, age, and training experience can affect the amount of exercise output and acquisition of muscular strength and endurance.	Define the overload principle and how the principle applies to altering muscular strength and endurance.	Explain what warm-ups and cool-downs are, how to execute them when engaging in strenuous muscular activity, and their importance in terms of safe participation in strenuous muscular activities.	Explain the importance of proper general and specific warm-ups and cool-downs, how they should be implemented, and when they are appropriate when engaging in strength-training activity.
Seventh Grade	Explain what muscular strength and endurance are, and how their development can enhance metabolic function and athletic performance, and deter common injuries.	Explain how inadequate nutritional habits, insufficient rest, and high levels of daily stress can affect the amount of exercise output and acquisition of muscular strength and endurance.	Define the principle of specificity of training correctly and provide examples of how various exercises (e.g., lifting on machines or lifting at slow speeds) will affect the performance of other activities (e.g., lifting on free weights or lifting at fast speeds).	Describe the importance of maintaining functional flexibility, how to execute common flexibility exercises safely as part of a strength-training regimen, and its importance in terms of safe participation and acquisition of long term benefits of physical activity.	Explain each component of the FIT principle (frequency, intensity, duration) and explain how to apply it to altering and maintaining specified levels of muscular strength, muscular endurance, and cardiovascular endurance.
Eighth Grade	Explain how regular participation in a strength training program and the termination of a strength training program, can affect physical capacity, metabolic function, athletic performance, susceptibility to common injuries, and physical appearance.	Identify common performance enhancers and explain how they affect the acquisition of muscular strength and endurance, and their potential long and short term effects on overall health and well-being.	Explain the principles of progression and reversibility correctly and provide examples of how each can potentially impact desired changes in muscular strength and endurance.	Describe the importance of utilizing correct exercise techniques and proper equipment and attire when engaging in strength-training activity, in terms of safe participation and acquisition of long term benefits of physical activity.	Explain the essential components of a strength-training program (warm-ups and cool-downs, exercise order, range of motion, repetitive exercise and FITT) and construct a plan that implements all the components.

Strength Training : 45 Minutes Per Week**Strength Training Exercises**

Sixth Grade	Demonstrate correct form when using strength-training equipment to exercise the following body parts at no more than 50% of maximum strength: shoulders, upper back, lower back, chest, abdomen, biceps, triceps, hips, thighs, hamstrings, and calves
Seventh Grade	Demonstrate correct form when executing at least one exercise or activity independent of exercise equipment that can be used effectively to develop and/or maintain muscular strength and endurance in each of the following body areas: shoulders, lower back, chest, abdomen, biceps, triceps, hips, thighs, and calves.
Eighth Grade	Demonstrate correct form when using strength-training equipment to exercise the following body parts at 50% to 75% of maximum strength: neck, shoulders, upper back, lower back, chest, abdomen, biceps, triceps, hips, thighs, hamstrings, and calves

Softball: 45 Minutes Per Week

	Vocabulary	Throwing	Batting	Catching	Rules
Sixth Grade	Demonstrate knowledge of the terms common to the game of softball by defining at least 75 percent of the terms correctly on a worksheet.	Demonstrate correct footwork and arm action when playing catch with another student from at least 30 feet apart, so the ball travels to within one stride's length of the catcher in the air at least three out of four times.	Demonstrate correct form when batting a softball tossed from 25 feet away to a height of four to seven feet, making contact on at least one of three swings, two consecutive times.	Catch a softball at least one-third of the time when playing catch with another student from at least 30 feet away.	Demonstrate a knowledge of softball rules by answering at least 60 percent of the questions on a worksheet correctly, pertaining to playing softball.
Seventh Grade	Demonstrate knowledge of the terms common to the game of softball by defining at least 90 percent of the terms correctly on a worksheet.	Demonstrate correct footwork and arm when throwing to a team mate no more than 40 feet away, in the context of playing a modified or lead-up game of softball.	Demonstrate batting a softball lobbed from 30 feet away into fair territory on at least one out of three swings, making contact on at least one of three swings in the context of playing a modified game of slowpitch softball.	Catch balls thrown by teammates in the air at least 30 percent of the time and ground balls directly at them at least one-third of the time in the context of playing a modified game of slowpitch softball.	Demonstrate a knowledge of softball rules by answering at least 80 percent of the questions on a worksheet correctly, pertaining to playing softball.
Eighth Grade	Demonstrate knowledge of terms common to the game of softball by using at least 75 percent of the terms when engaging in a regulation or modified game of slowpitch softball.	Demonstrate correct footwork and arm action when throwing to a team mate covering a base in the context of playing a modified game of softball.	Demonstrate batting a legally pitched ball in fair territory without striking out at least 50 percent of the time in the context of playing a modified or regulation game of slowpitch softball.	Demonstrate catching balls thrown by teammates in the air at least 60 percent of the time, and rolling balls (either thrown or batted) at least 50 percent of the time in the context of playing a modified or regulation game of slowpitch softball.	Demonstrate knowledge of the basic rules of slowpitch softball by executing them correctly in the context of playing a modified or regulation game.

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Golf: 45 Minutes Per Week

	Vocabulary	Etiquette	Golf Swing	Putting and Chipping	Rules
Sixth Grade	Demonstrates knowledge of the golf terms pertaining to putting and chipping by defining at least 80 percent of them correctly on a worksheet.	Demonstrates the rules of etiquette pertaining to chipping and putting at least 80 percent of the time in the context of practicing chipping and putting in physical education classes.		Demonstrate correct form when putting a ball three consecutive times in the context of practicing during physical education class.	Define in writing the terms associated with scoring a regulation game of golf.
Seventh Grade	Demonstrates knowledge of the golf terms pertaining to hitting irons and woods, and teeing off by defining at least 80 percent of them correctly on a worksheet.	Demonstrates the rules of etiquette pertaining to hitting irons and woods at least 80 percent of the time in the context of practicing in physical education classes.	Demonstrate correct form when striking a golf ball with an iron, so the ball travels in the air at least 25 percent of the time, when practicing the golf swing in physical education classes.	Demonstrate correct form when putting and chipping a ball three consecutive times in the context of practicing during physical education class.	Answer at least 80 percent of the questions on a worksheet correctly, pertaining to playing and scoring a modified game of golf.
Eighth Grade	Demonstrates knowledge of the terms commonly used by golf participants by defining at least 80 percent of them correctly on a worksheet.	Demonstrate knowledge of the rules of etiquette by explaining at least 90 percent of them correctly on a worksheet.	Demonstrate correct form when striking a golf ball with a wood or iron, so the ball travels in the air at least 50 percent of the time, when practicing the golf swing in physical education classes.	Demonstrate correct form when putting a ball, so the ball comes to rest less than half the distance from the cup than where it was struck in three out of four attempts, in the context of practicing during physical education class.	Correctly score a regulation or modified game of golf.

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Basketball: 60 Minutes Per Week

	Control Dribble	Set Shot	Lay-Up	Jump Shot
Sixth Grade	Demonstrate correct form when dribbling in a stationary position, dribbling forward with one hand 20 feet at a moderate jog, then returning to a stationary dribble without losing control of the ball, two consecutive times with each hand.	Demonstrate correct form when shooting a set shot six feet from, and at various angles to a 10-foot basket.	Demonstrate correct form when shooting a lay-up with the dominant hand while dribbling at a slow speed.	
Seventh Grade	Demonstrate correct form when dribbling a basketball at least 30 feet while executing two cross-over dribbles (one in each direction) without losing control of the ball, two consecutive times.	Demonstrate correct form when shooting a set shot ten feet from, and at various angles to a 10-foot basket.	Demonstrate correct form when shooting a lay-up from each side of the basket while dribbling at a slow speed.	
Eighth Grade	Demonstrate correct form while dribbling a basketball at least 50 feet against moderate defensive pressure ¹ , incorporating at least one cross over dribble in each direction (two changes in direction), without losing control of the ball on at least two out of three trials.	Demonstrate correct form when shooting a basketball from the free throw line three out of four times.	Demonstrate correct form when shooting a lay-up from each side of the basket and making at least two baskets from each side, when dribbling the ball at a moderate speed.	Demonstrate correct form when shooting a jump from each block of a 10-foot basket.

¹ Moderate defensive pressure is defined by a defensive player maintaining a position in front of the ball without impeding the dribbler's forward progress, and using their hands to deflect the ball if the opportunity arises.

Basketball: 60 Minutes Per Week (Continued)

	Rebounding	One-on-One Offense	Offensive Strategy	Defensive Position
Sixth Grade	Demonstrate correct form when standing three feet from a basket and rebounding a ball shot from six feet away so as to carom softly off the top of the rim.	Assume a triple threat position, jab step at the basket with the outside foot, then dribble drive to the basket and execute a lay-up without traveling from each side of the basket.	Execute a give-and-go without turning over the ball when engaging in drills with two or more offensive and defensive players.	Demonstrate correct stance and position relative to the basket when preparing to defend a player with the ball in a half-court situation.
Seventh Grade	Demonstrate correct form when boxing out an opponent standing within arm's length in preparation to rebound the ball.	Assume a triple threat position, jab step at the basket with the outside foot, then dribble drive to the basket and execute a jump stop and shot without traveling from each side of the basket.	Execute a legal screen off the ball without turning over the ball when engaging in drills with three or more offensive and defensive players.	Assume and maintain a correct stance and position relative to the basket when defending against a player dribbling the ball the length of the court at half speed
Eighth Grade	Demonstrate correct form when standing within six feet of the basket and boxing out an opponent standing within arm's length and rebounding a basketball shot from nine feet away.	Demonstrate correct form when executing 1-on-1 moves in response to predetermined reactions to the jab step by a defender, three out of four times from each side of the basket.	Execute a legal pick and roll on the ball without turning over the ball when engaging in drills with three or more offensive and defensive players.	Demonstrate correct stance and position when defending players without the ball in half-court scrimmage situations.

Basketball: 90 Minutes Per Week

	Control Dribble	Set Shot	Lay-Up	Jump Shot
Fourth Grade		Assume a correct base of support with the hand underneath the ball when shooting a basketball from within six feet of the basket.	Jump off the correct foot and elevate the ball from the correct side when taking three strides and shooting a lay-up at a slow speed. ¹	
Fifth Grade		Assume a correct base of support with the hand underneath the ball when turning to face the basket and shooting from within six feet of the basket.	Jump off the correct foot and elevate the ball from the correct side when taking three strides and shooting a lay-up at a moderate speed.	
Sixth Grade	Demonstrate correct form when dribbling in a stationary position, dribbling forward with one hand 20 feet at a moderate jog, then returning to a stationary dribble without losing control of the ball, two consecutive times with each hand.	Demonstrate correct form when shooting a set shot six feet from, and at various angles to a 10-foot basket.	Demonstrate correct form when shooting a lay-up with the dominant hand while dribbling at a slow speed.	
Seventh Grade	Demonstrate correct form when dribbling a basketball at least 30 feet while executing two cross-over dribbles (one in each direction) without losing control of the ball, two consecutive times.	Demonstrate correct form when shooting a set shot ten feet from, and at various angles to a 10-foot basket.	Demonstrate correct form when shooting a lay-up from each side of the basket while dribbling at a slow speed.	
Eighth Grade	Demonstrate correct form while dribbling a basketball at least 50 feet against moderate defensive pressure ² , incorporating at least one cross over dribble in each direction (two changes in direction), without losing control of the ball on at least two out of three trials.	Demonstrate correct form when shooting a basketball from the free throw line three out of four times.	Demonstrate correct form when shooting a lay-up from each side of the basket and making at least two baskets from each side, when dribbling the ball at a moderate speed.	Demonstrate correct form when shooting a jump from each block of a 10-foot basket.

² Moderate defensive pressure is defined by a defensive player maintaining a position in front of the ball without impeding the dribbler's forward progress, and using their hands to deflect the ball if the opportunity arises.

Basketball: 90 Minutes Per Week (Continued)

	Rebounding	One-on-One Offense	Offensive Strategy	Defensive Position
Sixth Grade	Demonstrate correct form when standing three feet from a basket and rebounding a ball shot from six feet away so as to carom softly off the top of the rim.	Assume a triple threat position, jab step at the basket with the outside foot, then dribble drive to the basket and execute a lay-up without traveling from each side of the basket.	Execute a give-and-go without turning over the ball when engaging in drills with two or more offensive and defensive players.	Demonstrate correct stance and position relative to the basket when preparing to defend a player with the ball in a half-court situation.
Seventh Grade	Demonstrate correct form when boxing out an opponent standing within arm's length in preparation to rebound the ball.	Assume a triple threat position, jab step at the basket with the outside foot, then dribble drive to the basket and execute a jump stop and shot without traveling from each side of the basket.	Execute a legal screen off the ball without turning over the ball when engaging in drills with three or more offensive and defensive players.	Assume and maintain a correct stance and position relative to the basket when defending against a player dribbling the ball the length of the court at half speed
Eighth Grade	Demonstrate correct form when standing within six feet of the basket and boxing out an opponent standing within arm's length and rebounding a basketball shot from nine feet away.	Demonstrate correct form when executing 1-on-1 moves in response to predetermined reactions to the jab step by a defender, three out of four times from each side of the basket.	Execute a legal pick and roll on the ball without turning over the ball when engaging in drills with three or more offensive and defensive players.	Demonstrate correct stance and position when defending players without the ball in half-court scrimmage situations.

Spanish Curriculum
Grades 1-8
National Heritage Academies
Piloted at the Vanderbilt Campus, Holland, MI
1999-2000 School-year
By Melissa D. Manchester

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Mission

This program was designed to introduce the students of NHA to the Spanish language. At the dawning of this new millennium, it is imperative that our students are prepared to participate in our ever-expanding global economy. With Spanish being the second most widely spoken language in the United States, it seems only fitting that our students should be learning Spanish right along with their other subjects. Not only will this enable our students to live and work with native Spanish-speakers, it will create a bridge that could bring about a more positive atmosphere in our communities.

Rationale

Recent neurological research has confirmed that children who learn a second language at a young age are more capable of becoming fluent than a high school student beginning their study in the ninth grade. Connections in the brain are closed off as a child gets older and second language acquisition becomes more difficult. If we are able to lay a framework of basic Spanish in our students' minds, it will become increasingly easier for our students to attain fluency as they grow older.

Overview of Instructional Objectives

For obvious reasons, trying to run a uniform program in a school district such as NHA with over 20 schools in several states, is somewhat idealistic. Because of this, there must be a certain degree of flexibility within each school according to each teachers' style and level of comfort.

It is our goal that our students will be prepared for the second year of high school Spanish after completing 8 years in our program. In order to achieve this, the students need to be familiar with all facets of the language, including **listening, speaking, reading, and writing**. For this reason, and the rationale that all students have different learning styles, we implement these four teaching styles from the very beginning with a heavy emphasis on pronunciation.

Time Guidelines for Teachers

This aspect of our program will vary greatly from school to school, depending on time allotted for specials, staff support, and a variety of other factors. The original program began with every elementary class meeting once a week for 45 minutes and the middle school meeting every day. Ideally, the lower grades should be meeting 2-3 times a week with the middle school remaining every day.

1 class per week:

If you are only able to meet once a week with your students, use the first part of your class time to review using TPR (Total Physical Response) and Call and Response. Ask the students questions in Spanish and have them give one word answers in Spanish.

i.e. "Que color es la camisa de Mary?"

Then, proceed with your new material, using picture cards, class participation, games, and songs. At the end of your time, try to tie the new material in with the previously learned material.

2-3 classes per week:

If you are fortunate enough to meet with each class 2-3 times a week, you may want to use your time differently. Begin the week with your new material and focus on mastery. Toward the end of your week, in your second or third class session, integrate the new vocabulary with the previously learned material and work solely on review. This will be advantageous to all of your students.

1st Grade

In first grade, we rely heavily on Total Physical Response(TPR) as well as a large amount of whole-class participation. At the first grade level, we are not looking for the students to be reading or writing so much as we are expecting them to become familiar with a basis of vocabulary that they will be able to draw from for the continuation of their studies. For these new learners, we use a great deal of flash cards, songs, and speaking games to spark their interest and to help move the newly acquired information from their short-term memories to their long-term memories.

Texts Used:

1. Sight Words in Spanish. Spann, Mary Beth; Scholastic, Inc. New York, NY. 1999.
2. Spanish Elementary Level 1. Bragg, Eliza, Venicia Lizarraburu, and Christina McCoy. Frank Schaffer Publications. Torrance, CA. 1997
3. Hispanic Games and Rhymes. Downs, Cynthia, and Gloria Ericson; TS Denison. Grand Rapids, MI. 1996

Supplemental Literature:

- Gracias the Thanksgiving Turkey. Cowley, Joy. Scholastic Inc. New York, NY. 1996.
Carlos and the Squash Plant. Stevens, Jan Romero. Northland Publishing Company. Flagstaff, AZ. 1993.
Say Hola to Spanish Otra Vez. Elya, Susan Middleton. Lee & Low Books. New York, NY. 1997.

Materials Used:

Flashcards for vocabulary reinforcement(may be purchased or hand made)

1st Card Marking Expectations

- 1)Basic Greetings(Hola, Como estas?, bien, mal, asi-asi, adios)
 - 2)Colors(rojo, azul, amarillo, verde, rosado, anaranjado, violeta, blanco, negro)
 - 3)Numbers 1-20
 - "Spanish math"
- *Song- to the tune of *Are you sleeping?*

*Buenos días, Buenos días,
 Como estas? Como estas?
 Muy bien y gracias, Muy bien y gracias.
 Y Usted? Y Usted?*

*Buenas tardes....
 Buenas noches...*

2nd Card Marking Expectations:

- 1)Clothing (pantalones, camisa, chaqueta, sueter, zapatos, botas)
- 2)More salutations(gracias, por favor, de nada)

- 3) Dia de Gracias- Read Gracias the Thanksgiving Turkey and introduce the song "Diez Pavitos" to the tune of "Ten Little Children."
- 4) Concentrate on numbers 11-20

3rd Card Marking Expectations:

- 1) Family (abuelo, abuela, madre, padre, hermana, hermano, hijo, hija)
- 2) Farm Animals (cerdo, caballo, oveja, vaca, gallina)
- 3) Weather (hace frio, hace sol, hace calor, hace viento)

4th Card Marking Expectations:

- 1) Classroom Objects (papel, lapiz, libro, borrador, bandera)
- 2) Spring Vocabulary (huevos, nido, pollito, flores, lluvia, paraguas)
- 3) Number Review with song "Uno, dos, tres ninitos"

*"Uno, dos, tres ninitos,
Cuatro, cinco, seis ninitos,
Siete, ocho, nueve ninitos,
Diez ninitos son!"*

*"Diez, nueve, ocho ninitos,
Siete, seis, cinco ninitos,
Cuatro, tres, dos ninitos,
Un ninito es!"*

- 4) Introduction to food if time permits (leche, sandwich, sopa, fruta, pan, etc...)
- 5) Review of greetings

2nd Grade

In the second grade, our students take more responsibility in their learning and are expected to have a vocabulary of at least 75 words by the end of the year. This is a year of broadening and reinforcing vocabulary, as well as stressing correct pronunciation.

Texts/Supplements Used:

1. Teach Them Spanish: Grade 2: Waltzer-Hackett, Winnie; Instructional Fair-TS Denison; Grand Rapids, MI. 1999.
2. Spanish Elementary(100 Reproducible Activities): Thomas, Rose; Instructional Fair Inc., Grand Rapids, MI.
3. Spanish Elementary Level 1: Bragg, Eliza, Venicia Lizarraburu, and Christina McCoy. Frank Schaffer Publications. Torrence, CA. 1997.
4. Sight Words in Spanish. Spann, Mary Beth. Scholastic Inc. New York, NY. 1999.

Supplemental Literature:

- The Legend of the Poinsettia. Tommie dePaola. G. P. Putnam's Sons. New York, NY. 1994.
- Carlos and the Cornfield. Stevens, Jan Romero. Rising Moon Publications. Flagstaff, AZ. 1995.
- Say Hola to Spanish Otra Vez. Elya, Susan Middleton. Lee & Low Books. New York, NY. 1997.

Web Sites Used:

www.bahasa.com

1st Card Marking Expectations:

- 1) Basic Greetings reinforced (Hola, Como estas, bien, mal, asi-asi, por favor, gracias, de nada, buenos dias, buenas noches, buenas tardes)
- 2) Review numbers 1-20 paying close attention to 10-20
- 3) Review colors (blanco, negro, azul, violeta, rojo, amarillo, anaranjado, verde, cafe, rosado)
- 4) Weather (Hace sol, hace frio, hace viento, hace calor)
- 5) Differences between TU and USTED

2nd Card Marking Expectations

- 1) Parts of the body (mano, cabeza, ojos, boca, brazo, estomago, orejas, piernas, pies)
- 2) Sports (futbol, baloncesto, tenis, futbol americano, beisbol)
- 3) Classroom Objects (lapis, papel, libro, pluma, puerta, borrador, silla, ventana, escritorio, mesa, cuaderno, tijeras)
- 4) La Navidad-Cultural study of the flor Nochebuena, or Poinsettia
- 5) Numbers 10-100 by 10's

3rd Card Marking Expectations

- 1) Clothing (ropa, camisa, pantalones, sueter, chaqueta, blusa, zapatos, botas, guantes, bufanda)

- 2) Days of the week(lunes, martes, miercoles, jueves, viernes, sabado, domingo)
- 3) Animals(tortuga, cerdo, vaca, caballo, gallina, oveja, gato, dinosaurio, perro, oso, rana, pez, abeja, pajaro)
- 4) Family(abuelo, abuela, madre, padre, tio, tia, primo, prima, hermano, hermana, hijo, hija)
- 5) Basic conversational questions and responses(Como te llamas?, Me llamo..., Cuantos anos tienes?, Yo tengo ___ anos)

4th Card Marking

- 1) More animals(girafa, leon, tigre, elefante, mono, camelo)
- 2) Classroom Commands(sientense, levantense, parense, corten, peguen, abran, cierren, pinten, canten, dibujen)
- 3) Food(queso, leche, papa, pan, jugo, pollo, ensalada, fruta, vegetales, naranja, sopa, agua, sandwich, manzana, carne, platano)
- 4) Nature(arbol, cielo, sol, bosque, roca, rio, nubes, flores,)
- 5) Adjectives(bonita, feo, grande, pequeno, limpio, sucio, viejo, nuevo, alegre, triste)

3rd Grade

In the third grade, our students continue to take more responsibility in their learning and are expanding their vocabulary from previous years. This is a year of increasing vocabulary and oral comprehension. Students will begin to recognize and imitate basic sentence structure.

Texts/Supplements Used:

1. Teach Them Spanish: Grade 3: Waltzer-Hackett, Winnie; Instructional Fair-TS Denison; Grand Rapids, MI. 1999.
2. Spanish Elementary: Thomas, Rose; Instructional Fair Inc., Grand Rapids, MI.
3. Spanish-Elementary Level I: Bragg, Eliza, Venecia Lizarzaburu, and Christina McCoy. Frank Schaffer Publications. Torrance, CA. 1997.

Supplemental Literature:

- Carlos and the Skunk. Stevens, Jan Romero. Rising Moon Publications. Flagstaff, AZ. 1997.
The Lizard and the Sun. Ada, Alma Flor. Random House Publications. New York, NY. 1997.

Web Sites Used:

www.bahasa.com

1st Card Marking Expectations:

- 1) Basic Greetings reinforced (Hola, Como estas, bien, mal, asi-asi, por favor, gracias, de nada, buenos dias, buenas noches, buenas tardes, que pasa, no mucho, que tal)
- 2) Review numbers 1-20 and begin to work on 10's to 100
- 3) Review and introduce new classroom objects (maestra, pizarra, cuaderno, regla, reloj, ventana)
- 4) Review weather and introduce vocab (Esta ventoso, soleado, lluvioso, nevado, nublado, brumoso, hace calor, hace frio, hace frio, hace fresco)
- 5) Introduce the Spanish Alphabet

2nd Card Marking Expectations

- 1) Review and introduce parts of the body (mano, cabeza, ojos, boca, brazo, estomago, orejas, piernas, pies, pelo, dientes, hombros, pecho, codo)
- 2) Sports (futbol, baloncesto, tenis, futbol americano, beisbol, golf, hockey, natacion, boliche,)
- 3) Food (leche, queso, carne, pollo, pescado, vegetales, pan, jugo, ensalada, sopa, agua, fruta, naranja, manzana, papa, platano)
 *Cual es tu comida favorita? Mi comida favorita es...
- 4) La Navidad-Cultural study of the Luminarias (Christmas project)

3rd Card Marking Expectations

- 1) Clothing (ropa, camisa, pantalones, sueter, chaqueta, blusa, zapatos, botas, abrigo, bufanda, guantes, sombrero, gorra, falda,)

- 2) Months of the year(enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre)
- 3) Review Animals(tortuga, cerdo, vaca, caballo, gallina, oveja, gato, dinosaurio, perro, leon, elefante, camelo, tigre, mono,)
- 4) Review Family(abuelo, abuela, madre, padre, tio, tia, primo, prima, hermano, hermana, hijo, hija)
- 5)The Community- Introduce and implement new vocab(escuela, iglesia, parque, apartamento, granja, campo, restaurante, ciudad, biblioteca, museo, zoologico, tienda, casa, cine)

4th Card Marking

- 1) Occupations(medico, enfermera, mecanico, plomero, maestra, abogado, piloto, carter, cantante, chofer)
- 2) Work on numbers 1-100
- 3) Basic sentence structure combining previously learned elements and introducing third person form of ser(es)
i.e. Mi madre es maestra.
Mi abuela es enfermera.
- 4) Adjectives(alegre, limpio, alto, grande, sucio, bajo, nuevo, bonito, abierto, pequeno, triste, cerrado, feo, viejo, rico, pobre)
- 5) Introduce summer vocabulary(sol, traje de bano, arena, helado)
- 6) Review Classroom Commands

4th Grade

In the 4th grade we will begin to focus more on the importance of correct spelling and grammar than in previous years, in addition to vocabulary expansion. Our 4th graders now have a strong vocabulary background and will be exploring how to use what they already have learned in previous years.

Texts used:

1. Teach Them Spanish: Grade 4. Waltzer-Hackett, Winnie; Instructional Fair-TS Denison; Grand Rapids, MI, 1999.
2. Spanish-Elementary; Thomas, Rose; Instructional Fair, Inc., Grand Rapids, MI
3. Spanish Puzzles and Games. Ramsay-Verzariu, Elizabeth. Hayes School Publishing Co., Inc. Pittsburgh, PA. 1997.

Supplemental Literature:

- Carlos and the Carnival. Stevens, Jan Romero. Rising Moon Publications. Flagstaff, AZ. 1999.
Colors of Mexico. Olawsky, Lynn Ainsworth. Carolrhoda Books, Inc. Minneapolis, MN. 1997.

Web Sites used:

- www.bahasa.com
www.quia.spanish.com

1st Card Marking Expectations:

- 1) Numbers by 10's to 100
- 2) Parts of the body (cabeza, nariz, ojos, orejas, boca, dientes, hombros, estomago, pierna, pie, mano, codo, brazo, pecho)
- 3) Colors (morado, azul, rojo, amarillo, anaranjado, blanco, negro, rosa, gris, cafe, verde, plata)
- 4) Days of the Week (lunes, martes, miercoles, jueves, viernes, sabado, domingo)
- 5) Alphabet (Review sounds and letters)
- 6) Thanksgiving

2nd Card Marking Expectations:

- 1) Sports (futbol, tenis, futbol americano, baloncesto, beisbol...)
- 2) Family (abuelo, abuela, padre, madre, tio, tia, primo, prima, hermano, hermana, hijo, hija, amigo, amiga)
- 3) Seasons and Weather (primavera, verano, otono, invierno, hace sol, hace calor, hace frio, hace fresco, hace viento)
- 4) Clothing (camisa, pantalones, falda, vestido, chaqueta, calcetines, zapatos, botas, abrigo, bufanda, guantes, blusa)
- 5) Christmas in Latin America

3rd Card Marking Expectations:

- 1) Classroom Objects(lapiz, papel, libro, cuaderno, pluma, borrador, mapa, reloj, globo, ventana, puerta)
- 2) Community(iglesia, escuela, casa, parque, tienda, apartamento, restaurante, zoológico, biblioteca)
- 3) South American Countries and Capitals
- 4) Food(leche, sandwich, sopa, queso, carne, fruta, vegetales, pan, pescado, huevos)
- 5) Months of the year(enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre)

4th Card Marking Expectations:

- 1) Adjectives(grande, pequeño, bajo, alto, feo, bonita, gordo, delgado)
- 2) More body parts
- 3) Transportation(avion, coche, helicoptero, ferry, tren, globo, bicicleta, motocicleta, autobus, submarino)
- 4) Cinco de Mayo festivities and history
- 5) En la Casa (techo, suelo, ventana, puerta, cortinas, escalera, alfombra, pared,)
- 6) Review Greetings(Buenos dias, Buenas tardes, Buenas noches, Como estas?, bien, mal, asi-asi, Como te llamas?, Me llamo..., Cuantos anos tienes?, Tengo ___ anos, etc...
- 7) Introduce facets of Time(Que hora es, es las dos, menos cuarto, y media, de la tarde, de la mañana, de la noche,)

5th Grade

In the 5th grade we will focus more of our class time on the basic workings of Spanish grammar. Students will be introduced to simple forms of ser and ir. They will also work with noun-adjective agreement and definite articles.

Texts used:

1. Teach Them Spanish: Grade 5. Waltzer-Hackett, Winnie; Instructional Fair-TS Denison; Grand Rapids, MI, 1999.
2. Spanish-Elementary; Thomas, Rose; Instructional Fair, Inc., Grand Rapids, MI.
3. Spanish Puzzles and Games. Ramsay-Verzarin, Elizabeth. Hayes School Publishing Co., Inc. Pittsburgh, PA. 1997

Web Sites used:

- www.bahasa.com
www.quia.com

1st Card Marking Expectations:

- 1) Numbers 1-100
- 2) Review parts of the body (cabeza, nariz, ojos, orejas, boca, dientes, hombros, estomago, pierna, pie, mano, codo, brazo, pecho)
- 3) Review greetings and simple conversation starters (buenos dias, buenas tardes, buenas noches, como estas, que pasa, cuantos anos tienes, etc...)
- 4) Review months of the year and continue with numbers so that the students will be able to say and write the current date.
- 5) Introduce simple spelling tests.

*These will not cover new vocabulary, but the words that the students are already familiar with. Review the Spanish alphabet and discuss differences between the English and Spanish alphabet.

- 6) Thanksgiving-Map words that students are thankful for and then write a paragraph. i.e. Estoy agradecido por...

2nd Card Marking Expectations:

- 1) Sports (futbol, tenis, futbol americano, baloncesto, beisbol, boliche, hockey, natacion, equitacion, lucha libre, golf)
- 2) Review family and intruduce new vocab (abuelo, abuela, padre, madre, tio, tia, primo, prima, hermano, hermana,, hijo, hija, amigo, amiga, nieto, nieta, sobrina, sobrino)
- 3) Seasons and Weather (primavera, verano, otono, invierno, hace sol, hace calor, hace frio, hace fresco, hace viento)
- 4) Clothing (camisa, pantalones, falda, vestido, chaqueta, calcetines, zapatos, botas, abrigo, bufanda, guantes, blusa)
- 5) Christmas in Latin America
- 6) Continue working with Time

3rd Card Marking Expectations:

- 1) Classroom Objects(lapiz, papel, libro, cuaderno, pluma, borrador, mapa, reloj, globo, ventana, puerta)
- 2) Community(iglesia, escuela, casa, parque, tienda, apartamento, restaurante, zoológico, biblioteca, cartero, banco, aeropuerto,)
- 3) Review South American Countries and Capitals with more emphasis on individual geographies and cultures)
- 4) Food(leche, sandwich, sopa, queso, carne, fruta, vegetales, pan, pescado, huevos, galleta, torta, papas, manzana, naranja, platano,)
- 5) Numbers 100-1,000 (cien, doscientos, trescientos, cuatrocientos, quinientos, seiscientos, setecientos, ochocientos, novecientos, mil)
- 6) Explanation of definite articles (el, la, los, las)

4th Card Marking Expectations:

- 1) Adjectives(grande, pequeño, bajo, alto, feo, bonita, gordo, delgado)
- 2) More body parts(ceja, pestaña, muñeca, cerebro, corazón, mejilla, barbilla, labios, lengua, tobillo, pantorrilla, frente, pelo,)
- 3) Transportation(avión, coche, helicóptero, ferry, tren, globo, bicicleta, motocicleta, autobús, submarino,)
- 4) Cinco de Mayo festivities and history
- 5) Introduce 1st and 3rd person forms of Ser and Ir(soy, es, voy, va)
- 6) Begin construction of simple sentences
 - i.e. Yo soy alta.
 - El es guapo.
 - Yo voy a escuela.

6th Grade

In the 6th grade, the students will begin a much more focused study of grammar than in their previous years. As the first year of middle school, we will still need to work heavily on new vocabulary retention, but the students will also begin to implement basic rules of Spanish Grammar. By the end of their 6th grade year, the students will be able to follow the writing process and compose short essays entirely in Spanish.

*The following is an outline for teachers who are not using a specific text to teach from. If a text can be found, it would be beneficial to both the teacher and the students.

Texts used:

1. Teach Them Spanish: Grade 5. Waltzer-Hackett, Winnie; Instructional Fair-TS Denison; Grand Rapids, MI, 1999. (For review purposes only)
2. Spanish-Middle/High School. Thomas, Rose; Instructional Fair, Inc., Grand Rapids, MI.
3. Spanish Puzzles and Games. Ramsay-Verzarian, Elizabeth. Hayes School Publishing Co., Inc. Pittsburgh, PA. 1997

Web Sites used:

www.bahasa.com
www.quia.com

Supplementary Materials:

- Spanish dictionaries
- Bingo Cards w/ Vis-a-vis markers

1st Card Marking Expectations:

- 1) Create vocabulary notebooks. These could be store-bought, or made from construction paper and ample writing paper. These will be used for any class notes, or for any new vocabulary.
- 2) Continue to review existing vocabulary
- 3) Review time and numbers
- 4) Review/Introduce the basic forms of SER and ESTAR
 - *Discuss the characteristics of each verb and the rules for when to use them.
- 5) Introduce Latin American computer project.
 - *In middle school, the students should be on the computer at least once a week, either to practice their Spanish using the websites listed above, or to complete a worksheet on a specific Latin American country. Having studied the geography of Latin America in 4th and 5th grades, the students will begin to take a more in-depth look at the cultures that speak the language they are learning. Every week, the class studies a different

country, its culture, geography, and economy. For the first year at Vanderbilt, I used Microsoft's Encarta on-line encyclopedia for these activities. I'm sure that there are many other appropriate resources for such an exercise.

6) Work with possession using DE and DEL

2nd Card Marking Expectations:

- 1) Continue vocabulary review with intense TPR as well as call and response.
- 2) Introduce/Review the present tenses of IR
- 3) Work on sentences with Ir+A+Infinitive
i.e. Yo voy a estudiar.
- 4) Keep working with the alphabet and the different sounds that each letter makes.
- 5) Review Noun-Adjective agreement

3rd Card Marking Expectations:

- 1) Review numbers 1-1000
- 2) Set up format for conjugating regular -AR verbs.
- 3) Conjugate all of the -AR verbs that have been learned and begin to form sentences.
- 4) Review the differences of the infinitive and conjugated verb.
- 5) Begin to map different subjects for writing. Model how to use correct sentence structure and verb form.

4th Card Marking Expectations:

- 1) Practice the pronunciation of more complex Spanish words to enforce correct accents and review phonetic sounds of the Spanish alphabet.
- 2) Continue to map ideas for essays, i.e. summer vacation, autobiographies, stories about family, etc...
- 3) Review forms of SER and ESTAR and their uses.
- 4) The students will map and draft copies of their essays. They will then read them to each other and conference with the teacher. If they know what they are writing in English and Spanish, then they will be able to write their final draft.
- 5) Continue review of vocabulary. Increase the number of infinitive verbs that they are learning.

7th Grade

In the 7th grade, the students have had several years of vocabulary acquisition along with some of the workings of Spanish grammar learned in the 6th grade. The students will be becoming more independent as Spanish learners and will be increasingly proficient as beginning writers and speakers of the language. This year, we will focus heavily on the retention and expansion of -AR, -IR, and -ER verbs. In addition, the students will be conjugating these verbs so as to broaden their writing abilities. By the end of this year, the students should be able to conjugate all regular -AR, -IR, and -ER verbs as well as 5-10 irregular verbs to be determined by the teacher.

*The following is an outline for teachers who are not using a specific text to teach from. If a text can be found, it would be beneficial to both the teacher and the students.

Texts used:

1. Teach Them Spanish: Grade 5. Waltzer-Hackett, Winnie; Instructional Fair-TS Denison; Grand Rapids, MI, 1999. (For review purposes only)
2. Spanish-Middle/High School. Thomas, Rose; Instructional Fair, Inc., Grand Rapids, MI .
3. Spanish Puzzles and Games. Ramsay-Verzaria, Elizabeth. Hayes School Publishing Co., Inc. Pittsburgh, PA. 1997

Web Sites used:

www.bahasa.com
www.quia.spanish.com

Supplementary Materials:

- Spanish dictionaries
- Bingo Cards w/ Vis-a-vis markers

1st Card Marking Expectations:

- 1) Create vocabulary notebooks. These could be store-bought, or made from construction paper and ample writing paper. These will be used for any class notes, or for any new vocabulary. These are the same notebooks used in 6th grade, and may either be re-made, or kept at the school over the summer for safe keeping. Because of student turn-over and schedule changes from year to year, it might be prudent to make new notebooks every year.
- 2) Continue to review existing vocabulary. Use the first few weeks of school for extensive TPR and oral review. Try to get as much vocabulary review into each session and gauge when the students are ready to move on.
- 3) Review SER, ESTAR, and IR. Make sure that the students have captured the full conjugations of each verb before moving on.

4) Review the -AR verbs learned from the previous year. Take enough time for mastery here. The students need to understand what the infinitive form of the verb is and when to use it.

5) Introduce Latin American Country Project.

*In the 7th grade, the students will have a general knowledge of Latin American countries and culture. In 4th and 5th grade, they studied the geography in class and in 6th grade they took virtual tours of each country on the computer every week. In 7th grade, they will be responsible for completing a research project on an individual Spanish-speaking country. The students will either choose a country, or given a designated one. It is their responsibility to use their computer/library time once a week to obtain information on their country. Each student will be given a folder at the beginning of the project to keep their information in. In the last 1-2 months of school, the students will begin to write their reports. The projects must include information on geography, culture, economy, maps, pictures from magazines or the Internet, and any other additional items the students find throughout the year.

2nd Card Marking Expectations:

- 1) Continue vocabulary review with intense TPR as well as call and response.
- 2) Introduce -IR verbs and relevant vocabulary.
- 3) Review sentences with Ir+A+Infinitive
i.e. Yo voy a estudiar..
- 4) Review Noun-Adjective agreement
- 5) Work with conjugations of -ER and -IR verbs.
- 6) Introduce conversations as part of the weekly routine. i.e. Have students break up into pairs and create conversations of 5-10 sentences using recently learned vocabulary and verb conjugations.

3rd Card Marking Expectations:

- 1) Continue to work on Latin American Country projects.
- 2) Reinforce proper format for conjugating -AR and -IR verbs.
- 3) Conjugate all of the verbs that have been learned and begin to form sentences. Take 2 or 3 a day to keep the pattern fresh in their minds.
- 4) Introduce a topic and map ideas for writing as a class in Spanish.
- 5) The students will take 1-2 weeks to draft, write, and conference for their given topic. The final draft will be due at the end of the 3rd quarter.

4th Card Marking Expectations:

- 1) Continue to practice with correct pronunciation and conversation. This may be achieved through oral presentation/conversations, spelling bees in Spanish, or whole-class call and response exercises.
- 2) Complete the research end of the project and begin to map out the final project. This may be written in English. If the student so chooses, he or she may write part of their report in Spanish. The students will be given their time once a week to work on the project, and any additional time that the teacher deems necessary.
- 3) Introduce the irregular verbs TENER, DAR, HACER, QUERER, JUGAR, etc... Discuss the differences between regular and irregular verbs.
- 4) Practice conjugating irregular verbs in sentences. Have the students begin to use them in their writing.
- 5) Continue review of vocabulary. Reinforce all of the verbs learned throughout the year.

8th Grade

In the 8th grade, we will be heavily reviewing the conjugations of -AR, -IR, and -ER verbs. This will be a year of preparation for the transition to high school. Students will be asked to identify all of the vocabulary previously learned during their time in and NHA school, both written and oral, and will be held accountable for their learning thus far. Depending on the rate at which the class is moving, the students may venture into the exciting world of the past(preterit) and future tenses of the verbs that they have mastered.

*The following is an outline for teachers who are not using a specific text to teach from. If a text can be found, it would be beneficial to both the teacher and the students.

Texts used:

1. Teach Them Spanish: Grade 5. Waltzer-Hackett, Winnie; Instructional Fair-TS Denison; Grand Rapids, MI, 1999. (For review purposes only)
2. Spanish-Middle/High School. Thomas, Rose; Instructional Fair, Inc., Grand Rapids, MI .
3. Spanish Puzzles and Games. Ramsay-Verzarin, Elizabeth. Hayes School Publishing Co., Inc. Pittsburgh, PA. 1997

Web Sites used:

- www.bahasa.com
- www.quia.spanish.com

Supplementary Materials:

- Spanish dictionaries
- Bingo Cards w/ Vis-a-vis markers

1st Card Marking Expectations:

- 1) Create vocabulary notebooks. These could be store-bought, or made from construction paper and ample writing paper. These will be used for any class notes, or for any new vocabulary. These are the same notebooks used in 6th grade, and may either be re-made, or kept at the school over the summer for safe keeping. Because of student turn-over and schedule changes from year to year, it might be prudent to make new notebooks every year.
- 2) Continue to review existing vocabulary. Use the first few weeks of school for extensive TPR and oral review. Try to get as much vocabulary review into each session and gauge when the students are ready to move on.
- 3) Review regular infinitive forms of the verbs learned during the previous year. Take as much time as needed for this, as the students will be lost if they do not yet know their verbs in the infinitive form.
- 4) Once the teacher has deemed the class ready to move on, review the formats for conjugating regular verbs. Again, the students have seen this before, but it can

be a confusing topic and refreshers can be tremendously helpful down the line.

5) Introduce Latin American Travel Project.

*By 8th grade, our students should have a good appreciation of the Latin American world and how fascinating it is. They will have studied the geography and culture of each country, as well as completed a large project on one country in particular. As a fun and informative project, the 8th graders will be planning mock trips to these countries. Each student will have a partner and they will be asked to create an itinerary of a trip to their specific country. They will need to plan their wardrobe, currency change, destinations, air travel, hotels, activities, etc. This will give the students an opportunity to have fun as well as take a strong interest in a Latin American country that they may someday be able to actually visit. This project will only last until the third quarter and the students should be interspersing their project planning with their study time on the computer.

2nd Card Marking Expectations:

- 1) Continue vocabulary review with intense TPR as well as call and response.
- 2) Continue review of regular verbs. Introduce new verbs along with relevant vocabulary.
- 3) Keep working on conversational practice, possibly implementing whole class conversations in Spanish.
- 4) Practice writing sentences paying special attention to noun-adjective agreement.
- 5) Weekly writing assignments. Students will be responsible for writing one paragraph a week. This may be worked on during class time, or as homework.
- 6) La Navidad- Have the students research how the people in the country they are "traveling" to celebrate Christmas and give a short, informal presentation to the class.

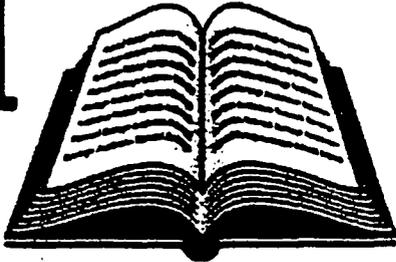
3rd Card Marking Expectations:

- 1) Wrap-up work on Latin American Travel projects.
- 2) Reinforce proper format for conjugating -AR, -ER, -IR verbs.
- 3) Introduce the preterit form of -AR verbs. Weekly assignments should contain newly acquired preterit tenses.
- 4) Using the same format, introduce the preterit form of -ER and -IR verbs. Have students conjugate several verbs at a time into the preterit tense using the standard conjugation format. This is going to take some time and may not even be feasible at this point in the year. Please assess your students' comprehension and proceed at your discretion.
- 5) Continue to review basic vocab as these conjugation exercises can become tedious.

4th Card Marking Expectations:

- 1) Continue to practice with correct pronunciation and conversation. This may be achieved through oral presentation/conversations, spelling bees in Spanish, or whole-class call and response exercises.
- 2) Review regular and irregular verbs.
- 3) Spend a good portion of your last quarter in review and comprehension of vocabulary so that the students will have the opportunity to test out of their first year of Spanish in high school.

National Heritage Academies™



MISSION

Challenging children to achieve their greatest potential.

VISION

Our shared vision is to build a national organization of over 200 charter schools that become the finest K-8 schools in the country. Using a partnership with parents as our foundation, we will achieve this by combining rigorous, "back-to-basics" academics, strong moral development, and a universal commitment to all children.

PHILOSOPHY

National Heritage is guided by a few key principles that guide us in all our program decisions. First, we believe that a school environment with high academic and social expectations is necessary for students to thrive. Second, the company believes that parents have the ultimate responsibility for their children's education and, thus, will choose what is best for their children. Third, we believe that a school should support and reinforce the moral guidance a child receives at home. And, finally, we believe that a child's self-esteem is developed through diligence and achievement.

**The NHA Curriculum Handbooks are dedicated
to the 2001-2002 Teacher Presenter Team**

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School

Greensboro
Paramount
Vista
Greensboro
Walker
Eagle Crest
Chandler Woods
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North Saginaw
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Forsyth
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Greensboro
Linden
Vista
Ridge Park
Cross Creek
Paramount
Walker
Endeavor
Forsyth
Cross Creek
Endeavor
Cross Creek
Excel
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Specials Curriculum Handbook

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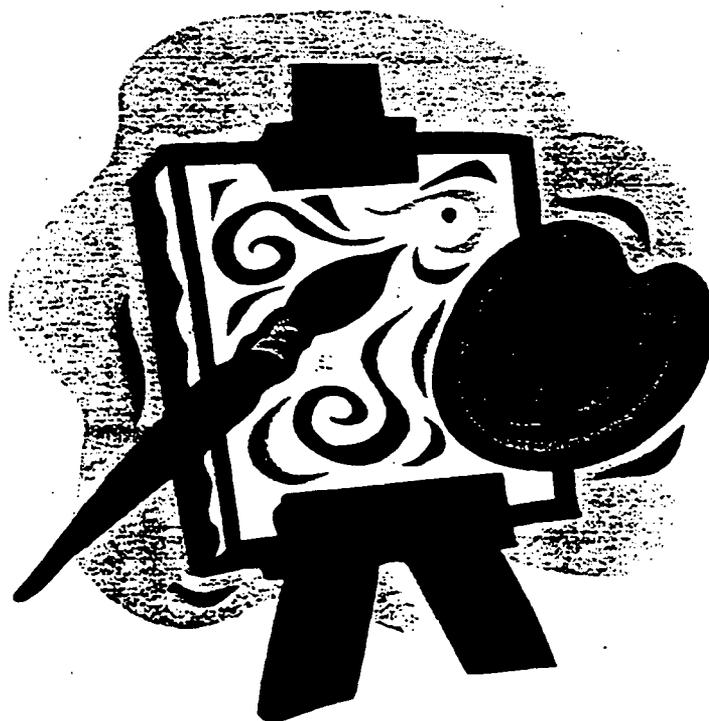
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VISUAL ARTS KINDERGARTEN

**Mission Statement
NHA Visual Arts Education
Grade Level Content Standards
And Objectives**

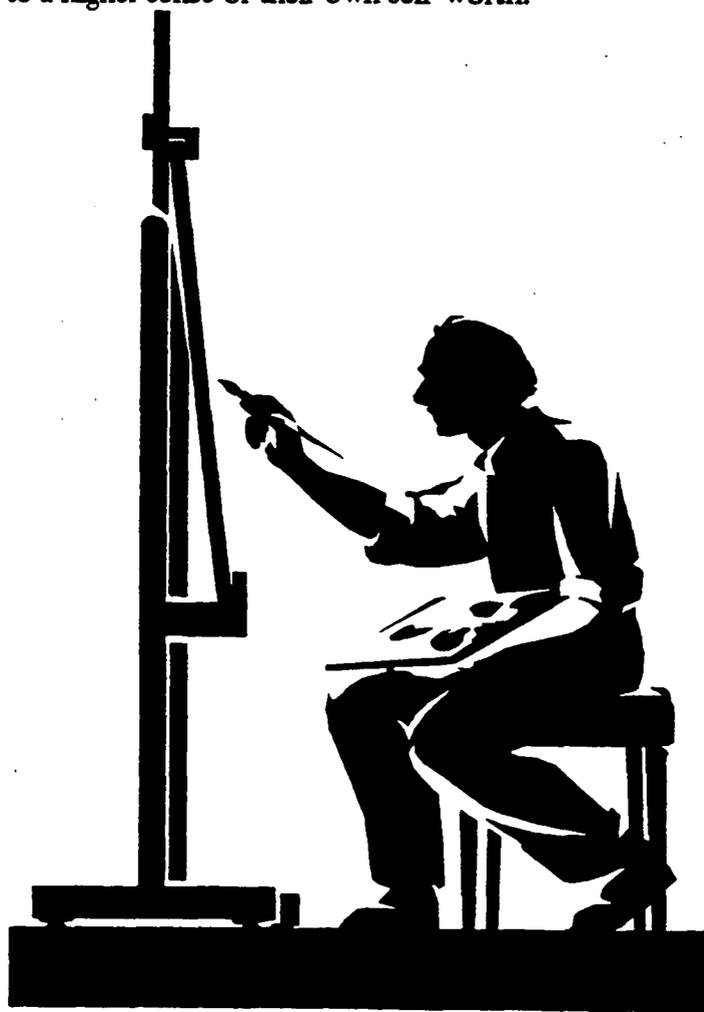


Visual Arts Mission Statement National Heritage Academies

In teaching the visual arts, we seek to provide the student with the tools to understand the significant role the visual arts play in our lives with their power to express ideas throughout history. The visual arts are an essential means of communication in our society and we seek to enable the child to use the visual arts to express his or her own unique ideas.

The visual arts curriculum will equip the learner with a philosophical, intellectual, physical, emotional, and moral foundation in the visual arts. From this foundation, we seek to enhance the critical thinking and problem-solving skills of the student through creativity and self-expression.

We believe the visual arts are essential to a child's education and provide an opportunity for each child to become a valuable and contributing member of our society, ultimately leading to a higher sense of their own self-worth.



<p style="text-align: center;">NATIONAL HERITAGE ACADEMIES VISUAL ARTS EDUCATION</p>

Art History

The study of art history will enable students to appreciate and understand artworks and artists from various cultures past and present.

Aesthetics

Aesthetics in art education helps form the foundation of a student's understanding of the arts as a unique and important human experience. The study of aesthetics will enable the student to view, appreciate, interpret and evaluate works of art.

Art Production

Students will use various mediums and techniques to produce works of art that express personal thoughts, feelings, and perceptions.

Art Criticism

Art criticism is an effort to fully understand works of art by precisely describing them, analyzing their components, interpreting them and making judgments about the content or form according to established standards.

Integration

Integrating art into the classroom curriculum helps the student understand the correlation between the two areas of study.

Visual Arts: Kindergarten

Content Standards
Kindergarten students will:
1. Investigate the meaning in works of art
2. Identify formal qualities in works of art
3. Recognize variety in global works of art
4. Create artwork expressing personal ideas and observations, using varied media, independently and in groups
5. Tell classmates about own artwork

I. Elements of Art

A. COLOR

- Observe how colors can create different feelings and how certain colors can seem "warm" (red, orange, yellow) or "cool" (blue, green, purple)
- Observe the use of color in
 - Pieter Bruegel, *The Hunters in the Snow*
 - Helen Frankenthaler, *Blue Atmosphere*
 - Paul Gauguin, *Tahitian Landscape*
 - Pablo Picasso, *Le Gourmet*

B. LINE

- Identify and use different lines: straight, zigzag, curved, wavy, thick, thin
- Observe different kinds of lines in
 - Katsushika Hokusai, *Turning the Sails*
 - Henri Matisse, *The Purple Robe*
 - Joan Miró, *People and Dog in the Sun*

II. Sculpture

- Recognize and discuss the following as sculptures
Northwest American Indian totem pole
Statue of Liberty
- Mobiles: Alexander Calder's *Lobster Trap and Fish Tail*

III. Looking at and Talking about Works of Art

- Observe and talk about
Pieter Bruegel, *Children's Game*
Mary Cassatt, *The Bath*
Winslow Homer, *Snap the Whip*
Diego Rivera, *Mother's Helper*
Henry O. Tanner, *The Barjo Lesson*

VISUAL ARTS FIRST GRADE

**Mission Statement
NHA Visual Arts Education
Grade Level Content Standards
And Objectives**

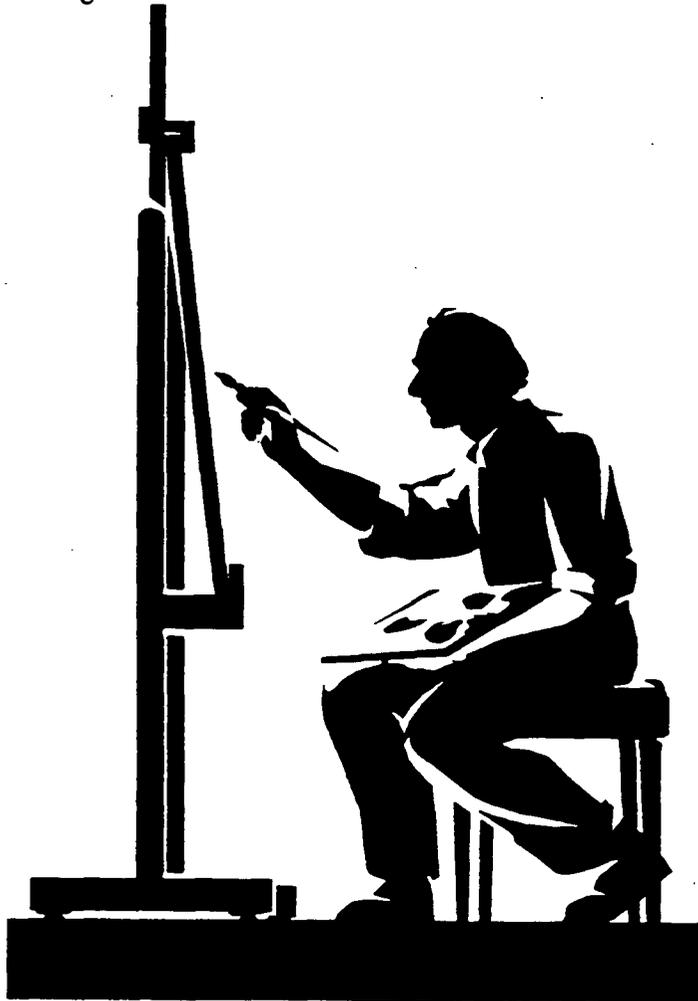


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Art History

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Aesthetics

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Art Production

Students will use various mediums and techniques to produce works of art that express personal thoughts, feelings, and perceptions.

Art Criticism

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Integration

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Visual Arts: Grade 1

Content Standards
First Grade students will:
1. Contemplate meaning in works of art
2. Discuss formal qualities in works of art
3. Connect works of art with historical/cultural context
4. Create artwork expressing personal ideas and observations, working alone and in groups
5. Describe own artwork using art vocabulary

I. Art from Long Ago

- Look at and discuss
 - Cave paintings
 - Art of Ancient Egypt
 - Great Sphinx
 - Mummy cases: Tutankhamen's coffin
 - Bust of Queen Nefertiti

II. Elements of Art

A. COLOR

- Know red, yellow, and blue are commonly referred to as the "primary colors," and that
 - blue + yellow = green
 - blue + red = purple
 - red + yellow = orange
 - mixing equal parts of red, yellow, and blue produces black
- Observe the use of color in
 - Claude Monet, *Tulips in Holland*
 - James A. McNeill Whistler, *Arrangement in Black and Gray* (also known as *Whistler's Mother*)
 - Diego Rivera, *Pirata*

B. LINE

- Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin
- Observe how different lines are used in
Jacob Lawrence, *Parade*
Henri, Matisse, *The Swain*
Georgia O'Keefe, one of her *Shell* paintings

C. SHAPE

- Recognize basic geometric shapes--square, rectangle, triangle, circle, oval--in nature, manmade objects, and artworks, including
Jacob Lawrence, *Parade*
Grant Wood, *Stone City, Iowa*

D. TEXTURE

- Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.) in
American Indian Masks
Edgar Degas, *Little Fourteen-Year-old Dancer* (also known as *Dressed Ballet Dancer*)
Albrecht Dürer, *Young Hare*

III. Kinds of Pictures: Portrait and Still Life

- Recognize as a portrait or self-portrait
Leonardo da Vinci, *Mona Lisa*
Francisco Goya, *Don Manuel Osorio Marrique de Zuñiga*
Vincent van Gogh, *Self-portrait (1889)*
- Recognize as a still life
Vincent van Gogh, *Iris*
Paul Cézanne, studies with fruit, such as *Apples and Oranges*
- Recognize as a mural (a painting on a wall)
Diego Rivera, *The History of Medicine in Mexico*

VISUAL ARTS SECOND GRADE

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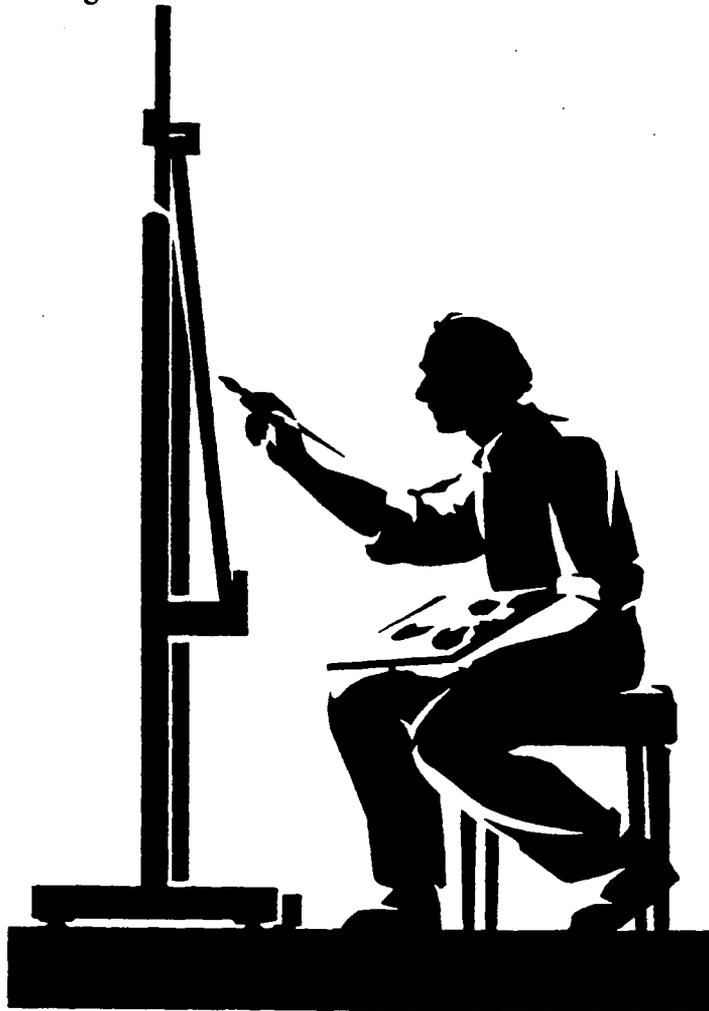


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Visual Arts: Grade 2

Content Standards
Second Grade students will:
1. Explain the meaning in works of art
2. Distinguish formal qualities in works of art
3. Connect works of art with historical/cultural context
4. Create expressive artwork in varied media, alone and in groups
5. Discuss own artwork using art vocabulary

I. Elements of Art

- Recognize lines as horizontal, vertical, or diagonal
- Observe the use of line in
Pablo Picasso, Mother and Child
Katsushika Hokusai, The Great Wave at Kanagawa Narri-Uni from
Thirty-Six Views of Mt. Fuji

II. Sculpture

- Observe shape, mass, and line in sculptures, including
The Discus Thrower
Flying Horse (from Wu-Wei, China)
Auguste Rodin, The Thinker

III. Kinds of Pictures: Landscapes

- Recognize as landscapes and discuss
 Thomas Cole, *The Oxbow* (also known as *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm*)
 El Greco, *View of Toledo* (also known as *Toledo in a Storm*)
 Henri Rousseau, *Virgin Forest*
 Vincent van Gogh, *The Starry Night*

IV. Abstract Art

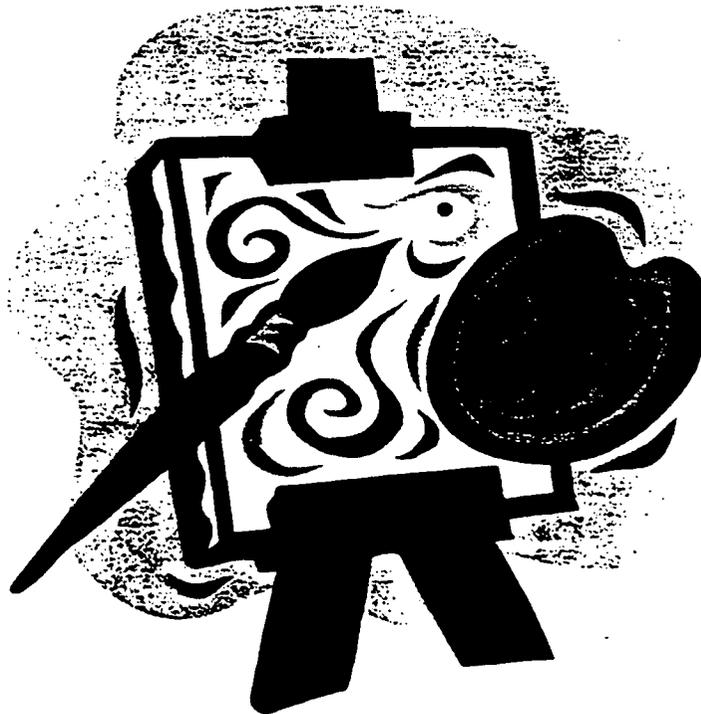
- Compare lifelike and abstract animals, including
 Paintings of birds by John James Audubon
 Albrecht Dürer, *Young Hare*
 Paul Klee, *Cat and Bird*
 Pablo Picasso, *Bull's Head* (made from bicycle seat handlebars)
 Henri Matisse, *The Snail* (also known as *Chromatic Composition*)
- Observe and discuss examples of abstract painting and sculptures, including
 Marc Chagall, *I and the Village*
 Constantin Brancusi, *Bird in Space*

V. Architecture

- Understand architecture as the art of designing buildings
- Understand symmetry and a line of symmetry, and observe symmetry in the design of some buildings (such as the Parthenon)
- Noting line, shape, and special features (such as columns and domes), look at
 The Parthenon
 Great Stupa (Buddhist temple in Sanchi, India)
 Himeji Castle (also known as "White Heron Castle," Japan)
 The Guggenheim Museum (New York City)

VISUAL ARTS THIRD GRADE

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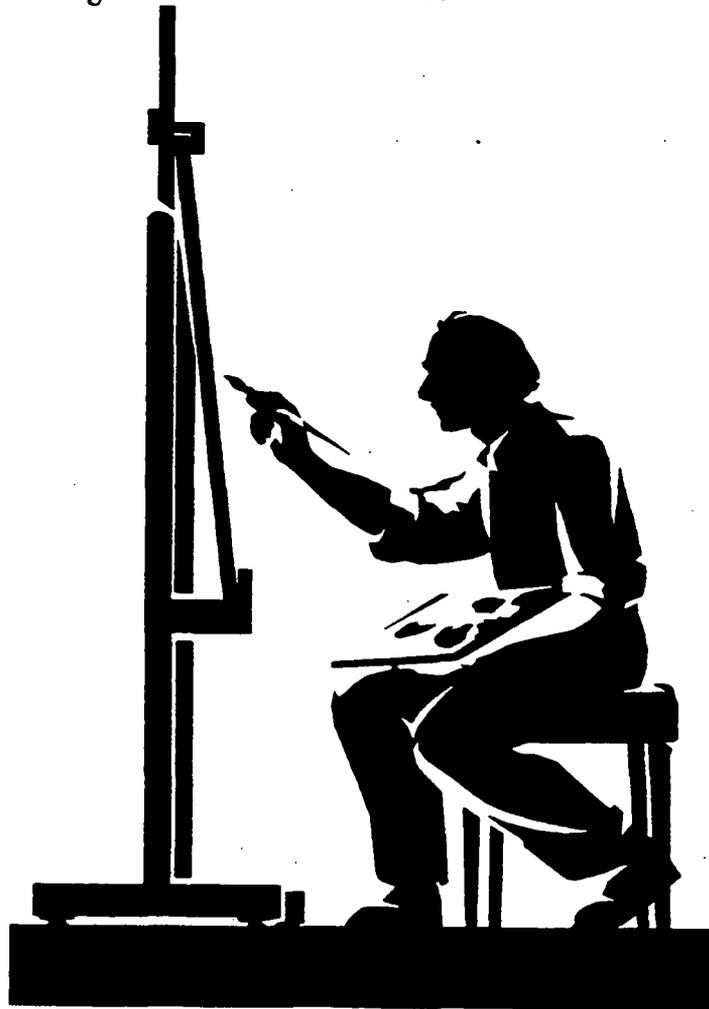


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Visual Arts: Grade 3

Content Standards
Third Grade students will:
1. Draw conclusions regarding meaning in works of art
2. Analyze formal qualities in works of art
3. Examine global works of art in historical/cultural context
4. Create expressive artwork in varied media, independently, and in collaborative groups
5. Explain own artwork using art criticism process and vocabulary

I. Elements of Art

A. LIGHT

- Observe how artists use light and shadow (to focus our attention, affect our emotions, etc.) in
James Chapin, *Ruby Green Singing*
Jan Vermeer, *Millmaid*

B. SPACE IN ARTWORKS

- Understand the following terms: two-dimensional (height, width) and three-dimensional (height, width, depth)
- Observe relationship between two-dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder
- Observe how artists can make two-dimensional look three-dimensional by creating an illusion of depth, and examine the foreground, middle ground, and background in paintings including
Jean Millet, *The Gleaners*
Pieter Brueghel, *Peasant Wedding*

C. DESIGN: HOW THE ELEMENTS OF ART WORK TOGETHER

- Become familiar with how these terms are used in discussing works of art
 - Figure and ground
 - Pattern
 - Balance and Symmetry
- Examine design--how the elements of art work together--in
 - Rosa Bonheur, *The Horse Fair*
 - Mary Cassatt, *The Bath*
 - Early American Quilts
 - Edward Hicks, *The Peaceable Kingdom*
 - Henri Matisse, cut-outs: *Icons*
 - Edvard Munch, *The Scream*
 - Horace Pippin, *Victorian Interior*
 - Faith Ringgold, *Tar Beach*

II. American Indian Art

- Become familiar with American Indian works, including
 - Kachina dolls (Hopi, Zuni)
 - Navajo (Dine) blankets and rugs, sand paintings
 - Masks

III. Art of Ancient and Byzantine Civilization

- Become familiar with artwork of ancient Roman and Byzantine civilization including
 - Le Pont du Gard
 - The Pantheon
 - Byzantine mosaics
 - Hagia Sophia

VISUAL ARTS FOURTH GRADE

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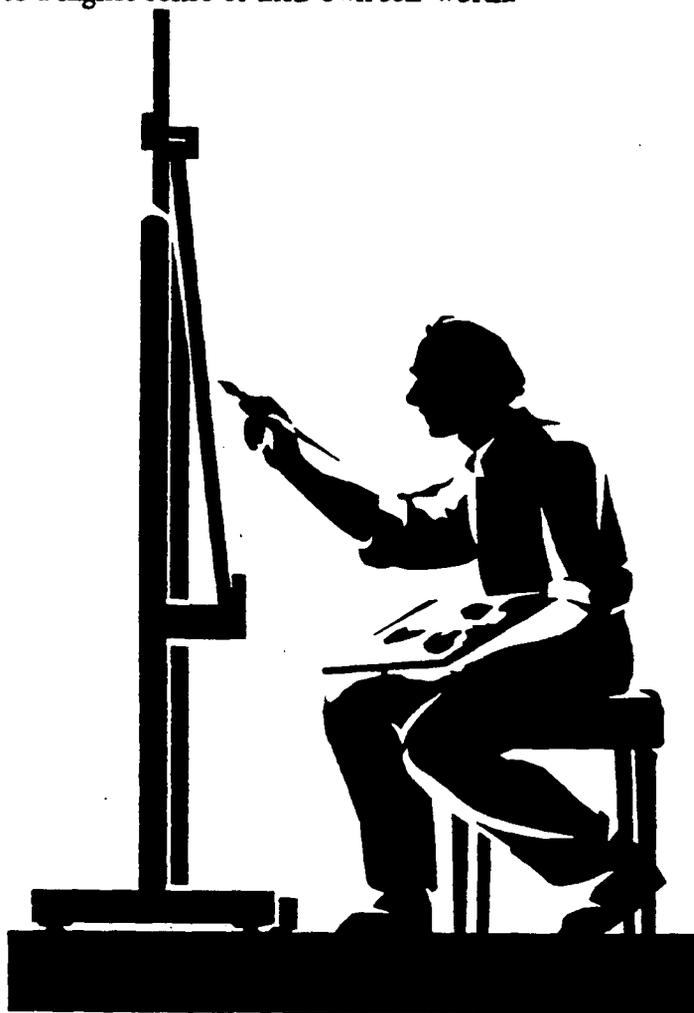


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Art Production

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Integration

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Visual Arts: Grade 4

Content Standards
Fourth Grade students will:
1. Interpret meaning in works of art
2. Analyze formal qualities in works of art
3. Discuss global works of art in historical/cultural context
4. Create expressive artwork in varied media, independently, and in collaborative groups
5. Critique own artwork using methods and vocabulary of aesthetics and art criticism

I. Art of the Middle Ages in Europe

- Note the generally religious nature of European art in the Middle Ages, including
 - Examples of medieval Madonnas (such as *Madonna and Child on a Curved Throne*- 13th century Byzantine)
 - Illuminated manuscripts (such as *The Book of Kells*)
 - Tapestries (such as the Unicorn tapestries)
- Become familiar with feature of Gothic architecture (spires, pointed arches, flying buttresses, rose windows, gargoyles and statues) and famous cathedrals, including Notre Dame (Paris)

II. Islamic Art and Architecture

- Become familiar with examples of Islamic art, including illuminated manuscript and illumination of the Qur'an (Koran)
- Note characteristic features of Islamic architecture, such as domes and minarets, in Dome of the Rock (Mosque of Omar), Jerusalem
 - Alhambra Palace, Spain
 - Taj Mahal, India

III. The Art of Africa

- Note the spiritual purposes and significance of many African works of art, such as masks used in ceremonies for planting, harvesting, or hunting
- Become familiar with examples of art from specific regions and peoples in Africa, such as
 - Antelope headdresses of Mali
 - Sculptures by Yoruba artists in the city of Ife
 - Ivory carvings and bronze sculptures of Benin

IV. The Art of China

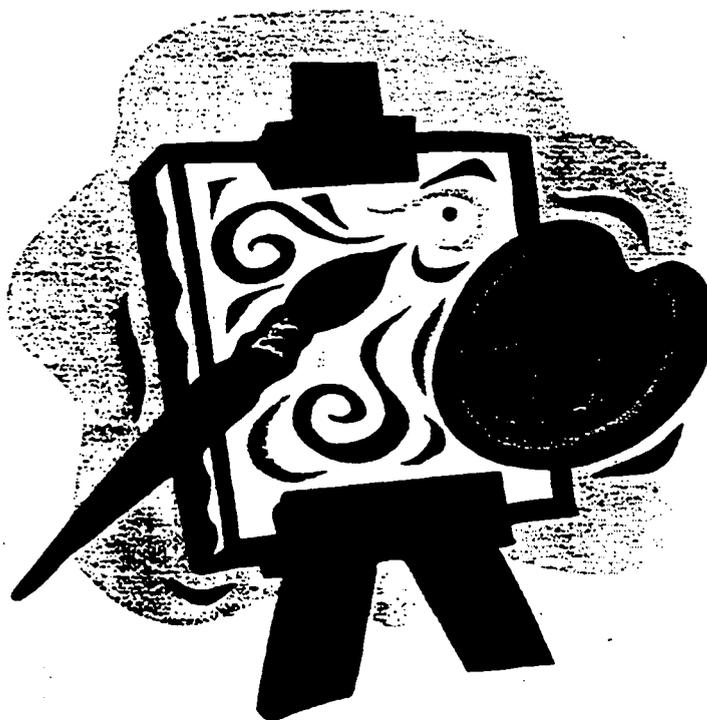
- Become familiar with examples of Chinese art, including
 - Silk scrolls
 - Calligraphy (the brush writing and painting)
 - Porcelain

V. The Art of a New Nation: The United States

- Become familiar with famous portraits and paintings, including
 - John Singleton Copley, *Paul Revere*
 - Gilbert Stuart, *George Washington*
 - Washington Crossing the Delaware*
- Become familiar with the architecture of Thomas Jefferson's Monticello

VISUAL ARTS FIFTH GRADE

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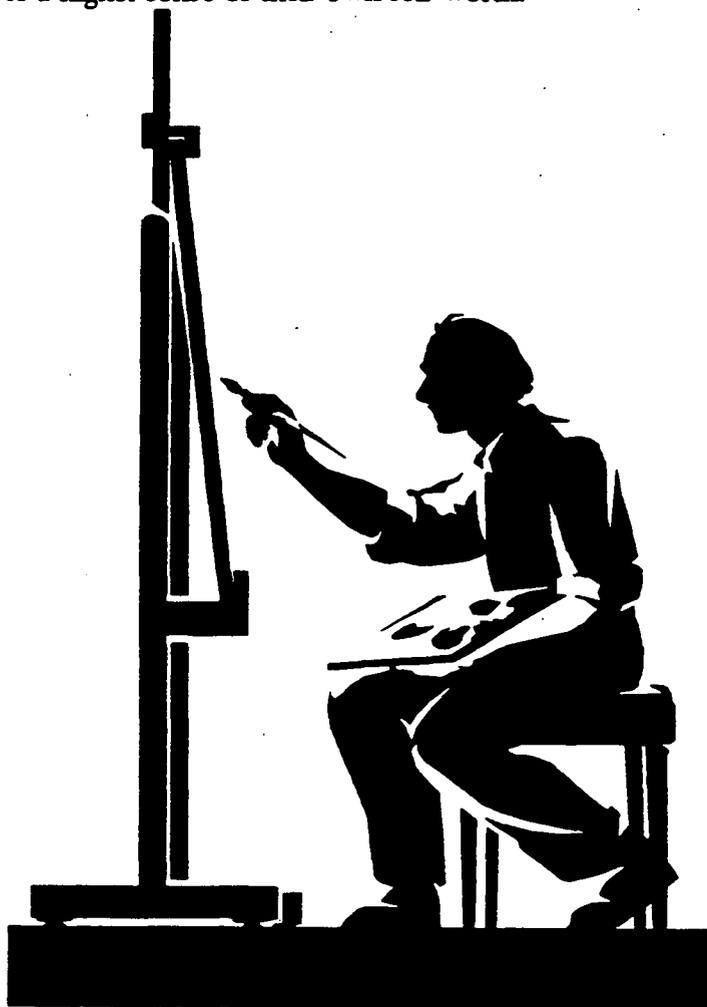


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Visual Arts: Grade 5

Content Standards
Fifth Grade students will:
1. Formulate a position regarding meaning in works of art
2. Compare formal qualities in works of art
3. Understand the role of historical/cultural context for works of art
4. Create expressive artwork in varied media, independently, and in collaborative groups
5. Judge own artwork using methods and vocabulary of aesthetics and art criticism

I. Art of the Renaissance

- The shift in world view from medieval to Renaissance art, a new emphasis on humanity and the natural world
- The influence of Greek and Roman art on Renaissance artists (classical subject matter, idealization of human form, balance and proportion)
- The development of linear perspective during the Italian Renaissance
 - The vantage point or point-of-view of the viewer
 - Convergence of parallel lines toward a vanishing point, the horizon line
- Observe and discuss works in different genres--such as portrait, fresco, Madonna --by Italian Renaissance artists, including
 - Sandro Botticelli, *The Birth of Venus*
 - Leonardo da Vinci, *The Proportions of Man, Mona Lisa, The Last Supper*
 - Michelangelo, Ceiling of the Sistene Chapel, especially the detail known as *The Creation of Adam*
 - Raphael, *The Marriage of the Virgin*, examples of his Madonnas (such as *Madonna and Child with the Infant St. John, The Alba Madonna, or The Small Cowper Madonna*)
- Become familiar with Renaissance sculpture, including:
 - Donatello, *Saint George*
 - Michelangelo, *David*

- Become familiar with Renaissance architecture, including
The Florence Cathedral dome designed by Filippo Brunelleschi
St. Peter's in Rome
- Observe and discuss paintings of the Northern Renaissance, including
Pieter Brueghel, *Peasant Wedding*
Albrecht Dürer, *Self-Portrait* (such as from 1498 or 1500)
Jan van Eyck, *Giouanni Arnolfini and His Wife* (also known as *Arnolfini Wedding*)

II. American Art: Nineteenth-Century United States

- Become familiar with the Hudson River School of landscape painting, including
Thomas Cole, *The Oxbow (The Connecticut River Near Northampton)*
(also known as *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm*)
Albert Bierstadt, *Rocky Mountains, Lander's Peak*
- Become familiar with genre paintings, including
George Caleb Bingham, *Fur Traders Descending the Missouri*
William Sidney Mount, *Eel Spearing at Setauket*
- Become familiar with art related to the Civil War, including
Civil War Photography of Matthew Brady and his colleagues
The Shaw Memorial sculpture of Augustus Saint-Gaudens
- Become familiar with popular prints by Currier and Ives

III. Art of Japan

- Become familiar with:
The Great Buddha (also known as the Kamakura Buddha)
Landscape gardens

VISUAL ARTS SIXTH GRADE

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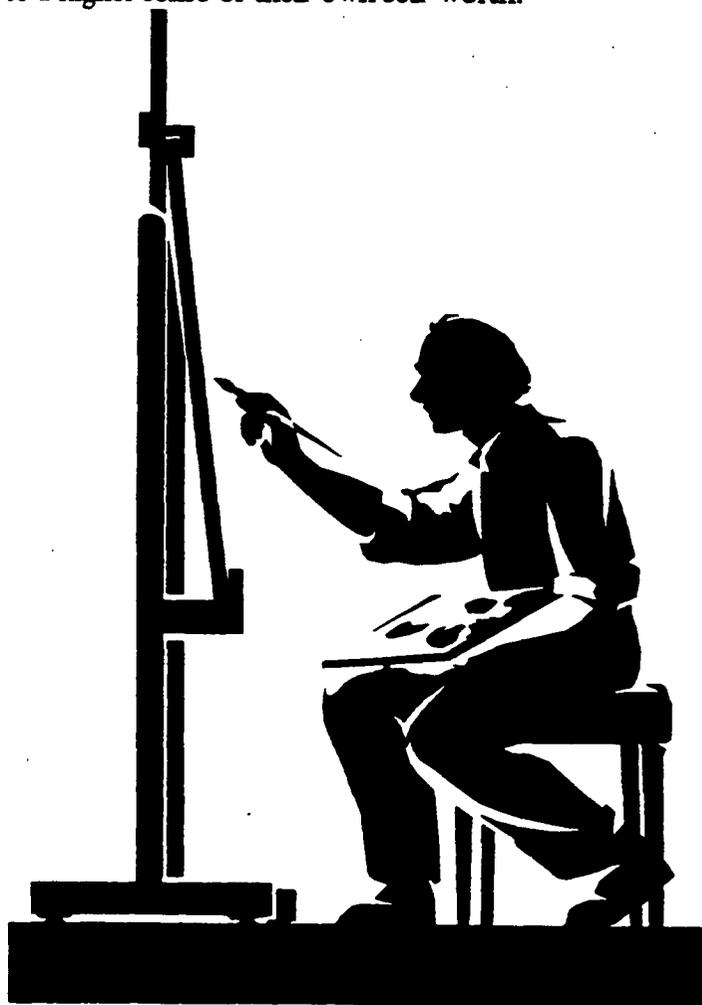


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Visual Arts: Grade 6

Content Standards
Sixth Grade students will:
1. Formulate a position regarding meaning in works of art
2. Compare formal qualities in works of art
3. Understand the role of historical/cultural context for works of art
4. Create expressive artwork in varied media, independently, and in collaborative groups
5. Judge own artwork using methods and vocabulary of aesthetics and art criticism

I. Art History: Periods and Schools

A. CLASSICAL ART: THE ART OF ANCIENT GREECE AND ROME

- Observe characteristics considered "classic"--emphasis on balance and proportion, idealization of human form--in
 The Parthenon and the Pantheon
 The Discus Thrower and *Apollo Belvedere*

B. GOTHIC ART (ca. 12th century)

- Briefly review the religious inspiration and characteristic features of Gothic cathedrals

C. THE RENAISSANCE (ca. 1350 - 1600)

- Briefly review main features of Renaissance art (revival of classical subjects and techniques, emphasis on humanity, discovery of perspective) and examine representative works, including
 Raphael, *The School of Athens*
 Michelangelo, *David* (review from grade 5)

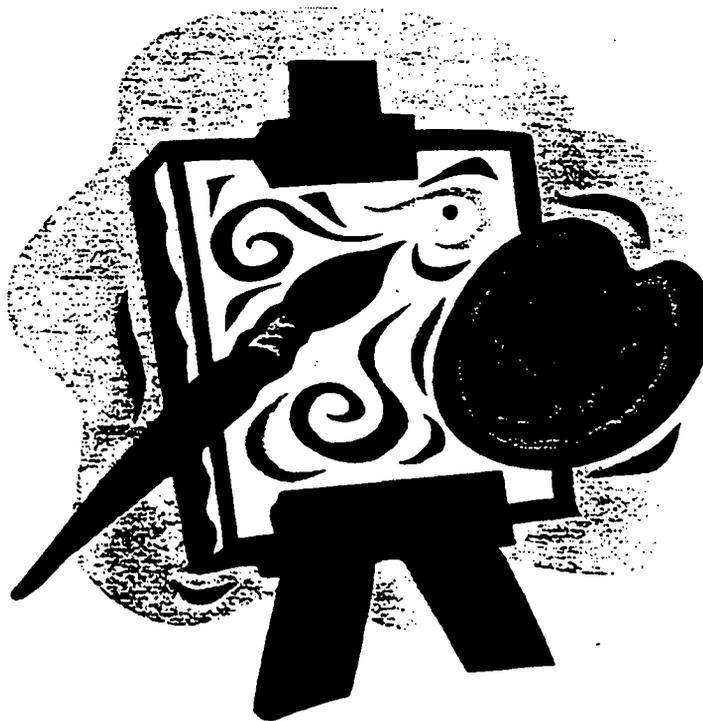
D. BAROQUE (ca. 17th century)

- Note the dramatic use of light and shade, turbulent compositions, and vivid emotional expression in
 El Greco, *View of Toledo* (also known as *Toledo in a Storm*)
 Rembrandt: a self-portrait, such as *Self-Portrait, 1659*

- E. ROCCOCO (ca. mid to late 1700s)**
- Note the decorative and "pretty" nature of Rococo art, the use of soft pastel colors, and the refined, sentimental, or playful subjects in Jean Honoré Fragonard, *The Swing*
- F. NEOCLASSICAL (ca. late 18th - early 19th centuries)**
- Note as characteristic of Neoclassical art the reaction against Baroque and Rococo, the revival of classical forms and subjects, belief in high moral purpose of art, and balanced, clearly articulated forms in Jacques Louis David, *Oath of the Horatii*
- G. ROMANTIC (ca. late 18th - 19th centuries)**
- Note how Romantic art is in part a reaction against Neoclassicism, with a bold, expressive, emotional style, and a characteristic interest in the exotic or in powerful forces in nature, in
Francisco Goya, *The Bullfight*
Eugene Delacroix, *Liberty Leading the People*
Caspar David Friedrich, *The Chalk Cliff of Rugen*
- H. REALISM (ca. mid to late 19th century)**
- Note the Realist's characteristic belief that art should represent ordinary people and activities, that art does not have to be uplifting, edifying, or beautiful in
Jean Millet, *The Gleaners*
Gustave Courbet, *The Stone Breakers*
 - Become familiar with examples of American realism, including
Winslow Homer, *Norwester*
Thomas Eakins, *The Gross Clinic*
Henry O. Tanner, *The Barrio Lesson*

VISUAL ARTS SEVENTH GRADE

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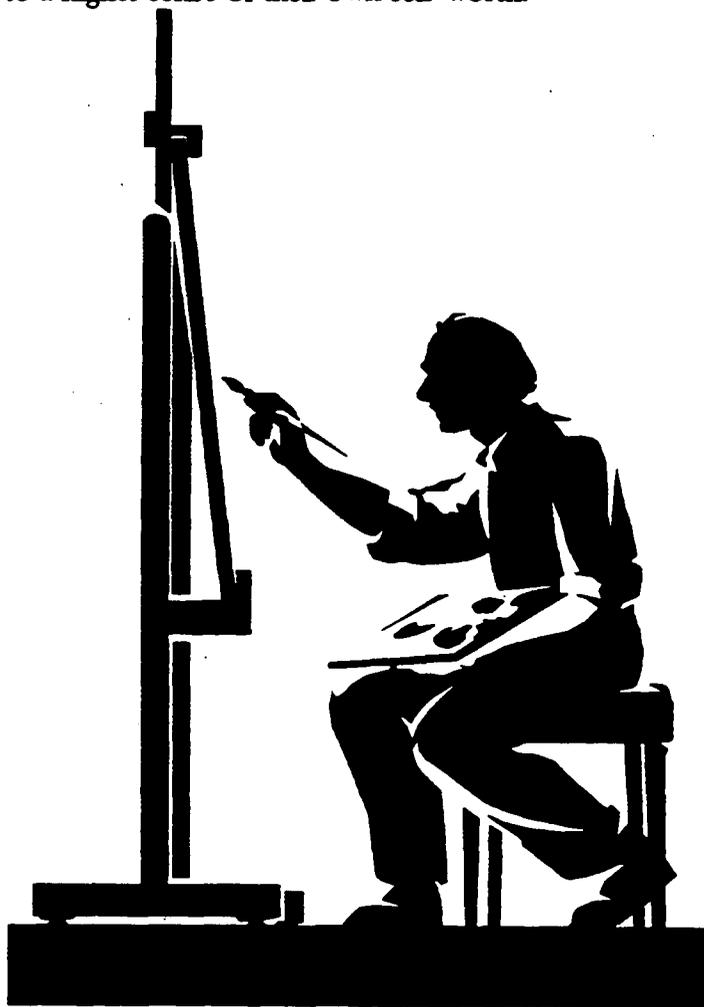


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Visual Arts: Grade 7

Content Standards
Seventh Grade students will:
1. Formulate a position regarding meaning in works of art
2. Compare formal qualities in works of art
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5. Judge own artwork using methods and vocabulary of aesthetics and art criticism

I. Art History: Periods and Schools

A. IMPRESSIONISM

- Examine characteristics of Impressionism in
 Claude Monet, *Impression: Sunrise*, *Bridge Over a Pool of Lilies*
 Pierre Auguste Renoir, *Luncheon of the Boating Party*
 Edgar Degas, a ballet painting such as *Dancing Class*
 Mary Casset, *The Boating Party*

B. POST-IMPRESSIONISM

- Examine characteristics of Post-Impressionism in
 Paul Cezanne: a still life such as *Apples and Oranges*, a version of
Mont Sainte-Victoire, *The Card Players*
 Georges Seurat and pointillism: *Sunday Afternoon on the
 Island of the Grand Jatte*
 Vincent van Gogh: *The Starry Night*, one of his
Sunflowers; a self-portrait such as *Self-Portrait (1889)*
 Paul Gauguin: *Vision After the Sermon, Hail Mary (la
 Orona Maria)*
 Henri Toulouse-Lautrec, *At the Moulin Rouge*
 Art Nouveau as a pervasive style of decoration

C. EXPRESSIONISM AND ABSTRACTION

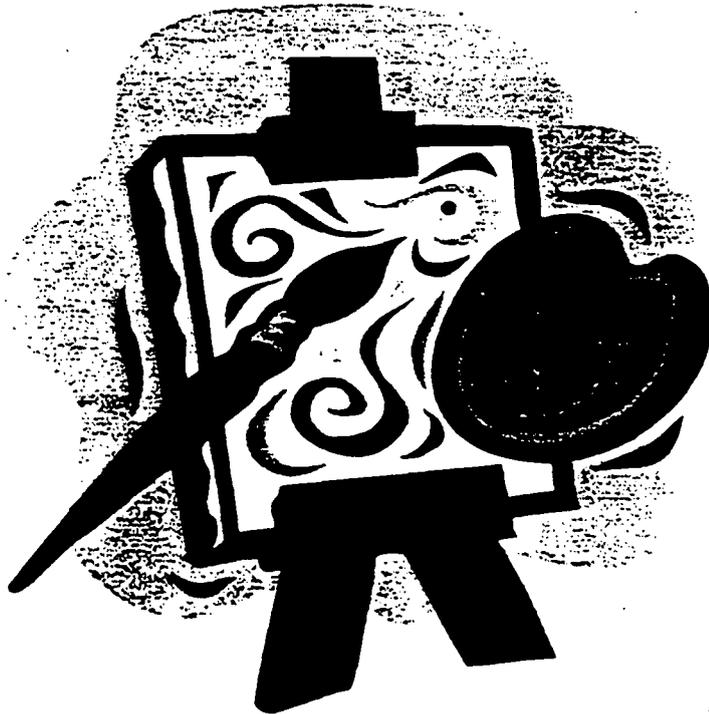
- Examine representative artists and works, including
 - Henri Matisse: *Madame Matisse*, *The Red Room*, cutouts such as *Beasts of the Sea*
 - Edvard Munch, *The Scream*
 - Marc Chagall, *I and the Village*
 - Pablo Picasso's early works, including *Family of Saltimbanques*
- Cubism
 - Pablo Picasso, *Les Femelles d'Alger*
 - Marcel Duchamp, *Nude Descending a Staircase*
- Picasso after Cubism: *Girl before a Mirror*, *Guernica*
- Other developers of abstraction
 - Vassily Kandinsky, *Improvisation 31 (Sea Battle)*
 - Paul Klee, *Senecio* (also known as *Head of a Man*)
 - Piet Mondrain, *Braachury Boogie Woogie*
 - Salvador Dali and surrealism: *The Persistence of Memory*

D. MODERN AMERICAN PAINTING

- Examine representative artists and works, including
 - Edward Hopper, *Nighthawks*
 - Andrew Wyeth, *Christina's World*
 - Georgia O'Keeffe, *Red Poppies*
- Regionalists, social realists, and genre painters
 - Grant Wood, *American Gothic*
 - Diego Rivera (Mexican), *Detroit Industry*
 - Norman Rockwell, *Triple Self-Portrait*

VISUAL ARTS EIGHTH GRADE

**Mission Statement
NHA Visual Arts Education
Grade Level Content Standards
and Objectives**

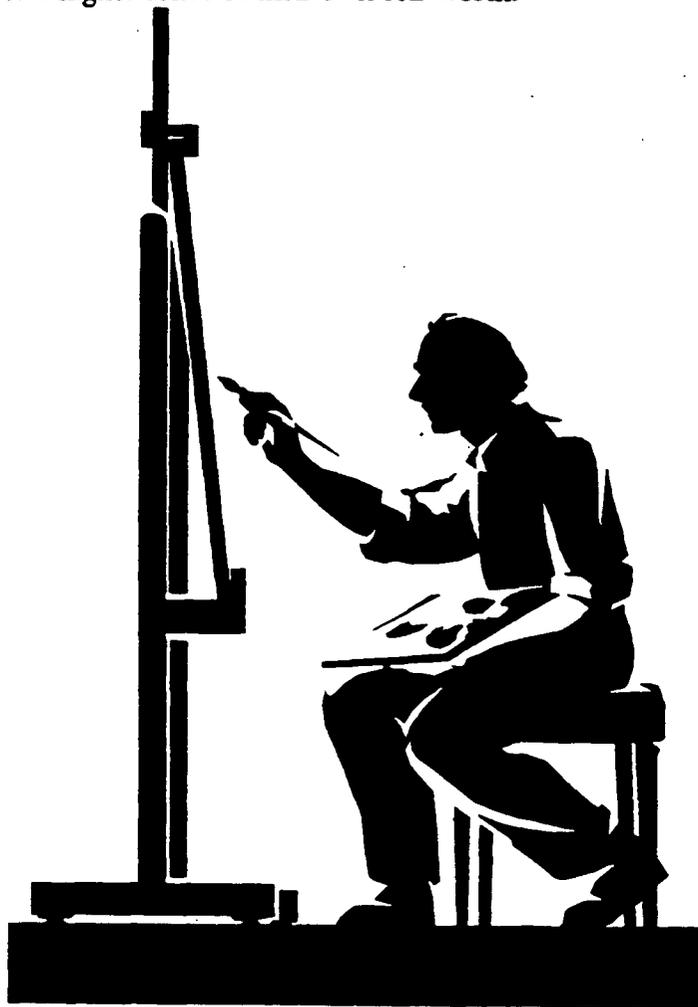


Visual Arts Mission Statement National Heritage Academies

In teaching the visual arts, we seek to provide the student with the tools to understand the significant role the visual arts play in our lives with their power to express ideas throughout history. The visual arts are an essential means of communication in our society and we seek to enable the child to use the visual arts to express his or her own unique ideas.

The visual arts curriculum will equip the learner with a philosophical, intellectual, physical, emotional, and moral foundation in the visual arts. From this foundation, we seek to enhance the critical thinking and problem-solving skills of the student through creativity and self-expression.

We believe the visual arts are essential to a child's education and provide an opportunity for each child to become a valuable and contributing member of our society, ultimately leading to a higher sense of their own self-worth.



NATIONAL HERITAGE ACADEMIES VISUAL ARTS EDUCATION
--

Art History

The study of art history will enable students to appreciate and understand artworks and artists from various cultures past and present.

Aesthetics

Aesthetics in art education helps form the foundation of a student's understanding of the arts as a unique and important human experience. The study of aesthetics will enable the student to view, appreciate, interpret and evaluate works of art.

Art Production

Students will use various mediums and techniques to produce works of art that express personal thoughts, feelings, and perceptions.

Art Criticism

Art criticism is an effort to fully understand works of art by precisely describing them, analyzing their components, interpreting them and making judgments about the content or form according to established standards.

Integration

Integrating art into the classroom curriculum helps the student understand the correlation between the two areas of study.

Visual Arts: Grade 8

Content Standards
Eighth Grade students will:
1. Formulate a position regarding meaning in works of art
2. Compare formal qualities in works of art
3. Understand the role of historical/cultural context for works of art
4. Create expressive artwork in varied media, independently, and in collaborative groups
5. Judge own artwork using methods and vocabulary of aesthetics and art criticism

I. Art History: Periods and Schools

A. PAINTING SINCE WORLD WAR II

- Examine representative artists and works, including
 - Jackson Pollock and Abstract Expressionism: *Painting 1948*
 - Willen de Kooning, *Woman and Bicycle*
 - Mark Rothko, *Orange and Yellow*
 - Helen Frankenthaler, *Wales*
 - Andy Warhol and Pop Art: *Campbell's Soup Cans, Marilyn*
 - Roy Lichtenstein, *Whaam*
 - Romare Bearden, *She-Be*
 - Jacob Lawrence, a work from his *Builder* series or *Migration of Negroes* series

B. PHOTOGRAPHY

- Examine representative artists and works including:
Edward Steichen, *Rodin with His Sculptures "Victor Hugo" and "The Thinker"*
Alfred Steiglitz, *The Steerage*
Dorothea Lange, *Migrant Mother, California*
Margaret Bourke-White, *Fort Peck Dam*
Ansel Adams, *Moonrise, Hernandez, New Mexico*
Henri Cartier-Bresson, *The Berlin Wall*

C. 20th CENTURY SCULPTURE

- Examine representative artists and works, including
Auguste Rodin, *The Thinker, Monument to Balzac*
Constantin Brancusi, *Bird in Space*
Pablo Picasso, *Bull's Head*
Henry Moore, *Two Forms*
Alexander Calder, *Lobster Trap and Fish Tail*
Louise Nevelson, *Black Wall*
Claes Oldenburg, *Clothespin*
Maya Lin, *Vietnam Veterans Memorial*

II. Architecture Since the Industrial Revolution

- Demonstrations of metal structure: Crystal Palace, Eiffel Tower
- First skyscrapers: "Form follows function"
Louis Sullivan: Wainwright Building
Famous skyscrapers: Chrysler Building, Empire State Building
- Frank Lloyd Wright: Fallingwater, Guggenheim Museum
- The International Style
Walter Gropius, Bauhaus Shop Block
Le Corbusier: Villa Savoye, Unite d'Habitation, Notre Dame du Haut
Ludwig Mies van der Rohe and Philip Johnson: Seagram Building

NHA MUSIC PHILOSOPHY

Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and analytical skills, and have outperformed non-music students on achievement tests in reading and math. The study of music enhances self-discipline, self-confidence, team skills, and self-motivation.



**MUSIC
KINDERGARTEN**

**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade K - 2000**



KINDERGARTEN CONTENT STANDARDS

The Student will:
A. Recognize and begin to play a steady beat
B. Recognize that some beats are stressed
C. Move responsively to music
D. Recognize short and long sounds
E. Discriminate between fast and slow
F. Discriminate between obvious differences in pitch
G. Discriminate between loud and soft
H. Recognize like and unlike phrases
I. Sing unaccompanied, accompanied, and in unison
J. Echo short rhythms and melodic patterns
K. Create simple melodies, rhythms, and movement through improvisation
L. Discriminate between speaking and singing voice
M. Develop listening skills and beginning of music appreciation through exposure to various kinds of music



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

C.D./Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum (see attached)

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Speciality Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page #89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue #6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade K - 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Daniieldale Road, Desoto, Texas 75115, www.mhschool.com

*** Music Teachers are able to place orders with other vendors due to availability**

0-02-295366-3	Big Book	330.00	_____	_____
0-02-295386-8	Teacher's Edition (with Piano Accompaniment)	111.00	_____	_____
0-02-295375-2	Teacher's Edition	72.00	_____	_____
0-02-295413-9	Teacher's Resource Package	96.00	_____	_____
0-02-295422-8	Teacher's Resource Masters	23.70	_____	_____
0-02-295431-7	Signing for Primary Grades, Gr. K-2	12.00	_____	_____
0-02-295494-5	Listening Map Transparencies	45.00	_____	_____
0-02-295435-X	Compact Discs	348.00	_____	_____

ADDITIONAL COMPONENTS

0-02-295444-9	Musica para todos for primary Grades, K-2	5.22	_____	_____
0-02-295364-7	Share World Music: Sings from Asia and Oceania, Gr. K-6	5.22	_____	_____
0-02-295365-5	Share World Music: Songs From Asia and Oceania Compact Discs, Gr. K-6	48.00	_____	_____

VIDEO PACKAGES

0-02-295479-1	Signing Videotape for Primary Grades, Gr. K-2	36.99	_____	_____
0-02-295481-3	Instrument Sounds Videotape, Gr. K-3	36.99	_____	_____
0-02-295482-1	Music and Movement Videotape, Gr. K-3	36.99	_____	_____

**MUSIC
FIRST GRADE**

**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 1-2000**



NHA MUSIC PHILOSOPHY

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Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and analytical skills, and have outperformed non-music students on achievement tests in reading and math. The study of music enhances self-discipline, self-confidence, team skills, and self-motivation.



First Grade Content Standards

The Student Will:
A. Recognize a steady beat; moving to a beat; play a steady beat, recognize accents
B. Move responsively to music
C. Recognize short and long sounds
D. Discriminate between fast and slow
E. Discriminate between obvious (high and low) differences in pitch
F. Discriminate between loud and soft
G. Understand that melody can move up and down
H. Hum the melody while listening to music
I. Echo short rhythms and melodic patterns
J. Play simple rhythms and melodies
K. Recognize like and unlike phrases
L. Recognize that music has timbre or tone color
M. Sing unaccompanied, accompanied, and in unison
N. Understand the following notation: quarter note; paired eighth notes; quarter rest
O. Develop improvisation skills
P. Identify and imitate mi, sol, and la pitches
Q. Write simple rhythmic and melodic dictation
R. Develop listening skills and appreciation in accordance with grade level objectives
S. Begin to develop an understanding of music in historical, social, and cultural context as well as its connection to other disciplines



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

C.D./Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum (see attached)

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Speciality Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page #89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue #6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade 1 - 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Daniieldale Road, Desoto, Texas 75115, www.mhschool.com.

*** Music Teachers are able to place orders with other vendors due to availability**

0-02-295384-1	Big Book	360.00	_____	_____
0-02-295367-1	Pupil Edition	38.07	_____	_____
0-02-295387-6	Teacher's Edition (with Piano Accompaniment)	111.00	_____	_____
0-02-295376-0	Teacher's Edition	72.00	_____	_____
0-02-295414-7	Teacher's Resource Package	96.00	_____	_____
0-02-295423-6	Teacher's Resource Masters	17.25	_____	_____
0-02-295431-7	Signing for Primary Grades, Gr. K-2	12.00	_____	_____
0-02-295407-4	Orchestrations for Orff Instruments	9.00	_____	_____
0-02-295495-3	Listening Map Transparencies	45.00	_____	_____
0-02-295436-8	Compact Discs	399.00	_____	_____

ADDITIONAL COMPONENTS

0-02-295444-9	Musica para todos for Primary Grades, Gr. K-2	5.22	_____	_____
0-02-295364-7	Share World Music: Songs from Asia and Oceania, Gr. K-6	5.22	_____	_____
0-02-295365-5	Share World Music: Songs from Asia and Oceania Compact Discs, Gr. K-6	48.00	_____	_____

VIDEOTAPE PACKAGES

0-02-295479-1	Signing Videotape for Primary Grades, Gr. K-2	36.99	_____	_____
0-02-295481-3	Instrument Sounds Videotape, Gr. K-3	36.99	_____	_____
0-02-295481-3	Music and Movement Videotape, Gr. K-3	36.99	_____	_____
0-02-295488-0	The Mariachi Tradition Videotape, Gr. 1-8	38.49	_____	_____

TECHNOLOGY

MUSIC WITH MIDI

0-02-295458-9	Standard Package	88.08	_____	_____
0-02-295464-3	Site License Package	333.00	_____	_____
0-02-295470-8	District License Package	828.00	_____	_____

MIDISAURUS CD-ROM

0-02-295528-3	MiDisaurus CD-ROM (Hybrid Mac/Win), Gr. 1-3	79.95	_____	_____
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**MUSIC
SECOND GRADE**

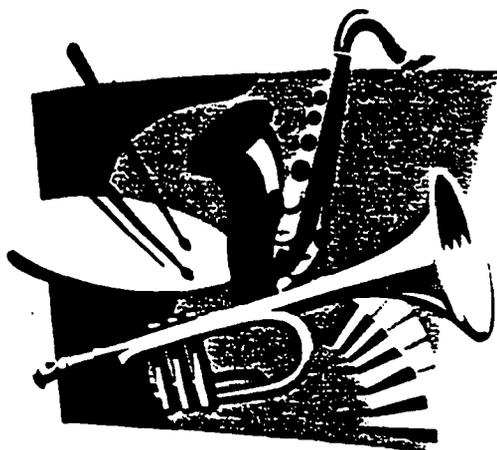
**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 2-2000**



NHA MUSIC PHILOSOPHY

Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and analytical skills, and have outperformed non-music students on achievement tests in reading and math. The study of music enhances self-discipline, self-confidence, team skills, and self-motivation.



Second Grade Content Standards

The Student Will:
A. Recognize a steady beat, accents, and the downbeat, playing a steady beat
B. Move responsively to music
C. Recognize short and long sounds
D. Discriminate between fast and slow; gradually slowing down and getting faster
E. Discriminate between differences in pitch: high and low
F. Discriminate between loud and quiet; gradually increasing and decreasing volume
G. Understand that melody can move up and down
H. Hum the melody while listening to music
I. Echo short rhythms and melodic patterns
J. Play simple rhythms and melodies
K. Recognize like and unlike phrases
L. Recognize timbre (one tone)
M. Sing unaccompanied, accompanied, and in unison
N. Recognize verse and refrain.
O. Recognize that musical notes have names
P. Recognize a scale as a series of notes
Q. Sing the pentatonic scale using do, re, mi, fa, sol
R. Understand the following notation; repeat signs, staff, bar lines, double bar lines measure, meter, quarter note, paired eighth notes, half notes, quarter rest, and dynamic levels of piano (soft) and forte (loud)
S. Develop an awareness of different sounds that occur together through simple canons
T. Notate simple rhythms and beat patterns
U. Develop listening skills and appreciation in accordance with grade level objectives
V. Develop an understanding of music in historical, social, and cultural context as well as its connection to other disciplines



**Supplies and Curriculum
for
Start-up Charter Schools**

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

CD/Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum (see attached)

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Speciality Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page #89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue #6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade 2 - 2000

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*** Music Teachers are able to place orders with other vendors due to availability**

0-02-295385-X	Big Book	498.00	_____	_____
0-02-295368-X	Pupil Edition	40.65	_____	_____
0-02-295388-4	Teacher's Edition (with Piano Accompaniment)	123.00	_____	_____
0-02-295377-9	Teacher's Edition	78.00	_____	_____
0-02-295414-5	Teacher's Resource Package	96.00	_____	_____
0-02-295415-5	Teacher's Resource Masters	17.25	_____	_____
0-02-295431-7	Signing for Primary Grades, Gr. K-2	12.00	_____	_____
0-02-295408-2	Orchestrations for Orff Instruments	9.00	_____	_____
0-02-295496-1	Listening Map Transparencies	45.00	_____	_____
0-02-295437-6	Compact Discs	435.00	_____	_____

ADDITIONAL COMPONENTS

0-02-295444-9	Musica para todos for Primary Grades, Gr. K-2	5.22	_____	_____
0-02-295364-7	Share World Music: Songs from Asia and Oceania, Gr. K-6	5.22	_____	_____
0-02-295365-5	Share World Music: Songs from Asia and Oceania Compact Discs, Gr. K-6	48.00	_____	_____

VIDEOTAPE PACKAGES

0-02-295479-1	Signing Videotape for Primary Grades, Gr. K-2	36.99	_____	_____
0-02-295481-3	Instrument Sounds Videotape, Gr. K-3	36.99	_____	_____
0-02-295481-3	Music and Movement Videotape, Gr. K-3	36.99	_____	_____
0-02-295488-0	The Mariachi Tradition Videotape, Gr. 1-8	38.49	_____	_____

TECHNOLOGY

MUSIC WITH MIDI

0-02-295458-9	Standard Package	88.08	_____	_____
0-02-295464-3	Site License Package	333.00	_____	_____
0-02-295470-8	District License Package	828.00	_____	_____

MIDISAURUS CD-ROM

0-02-295528-3	MiDisaurus CD-ROM (Hybrid Mac/Win), Gr. 1-3	79.95	_____	_____
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**MUSIC
THIRD GRADE**

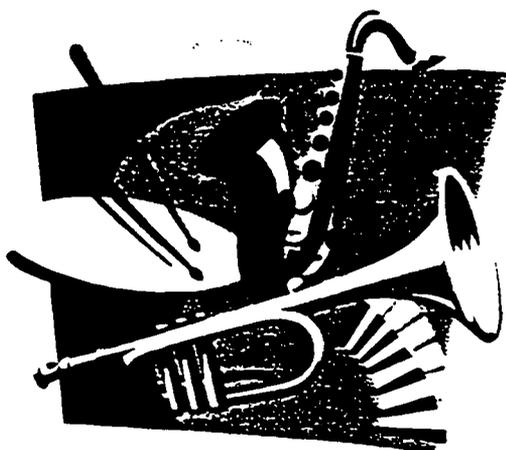
**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 3-2000**



NHA MUSIC PHILOSOPHY

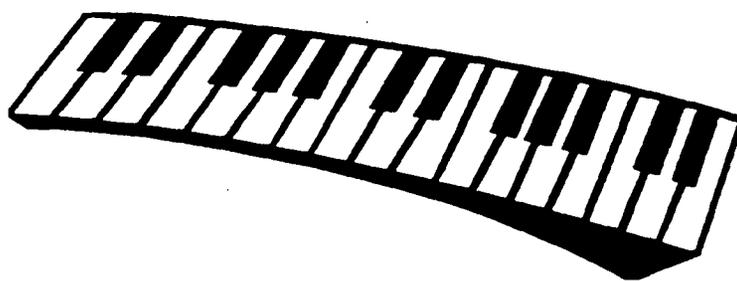
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Third Grade Content Standards

The Student Will:
A. Recognize a steady beat, accents, and the downbeat; playing a steady beat
B. Move responsively to music.
C. Recognize short and long sound
D. Discriminate between fast and slow; gradually slowing down (<i>ritardando</i>) or getting faster (<i>accelerando</i>)
E. Discriminate between differences in pitch; high and low
F. Discriminate between loud and soft; gradually increasing or decreasing volume
G. Understand that melody can move up and down
H. Hum the melody while listening to music.
I. Perform short rhythms and melodic patterns and ostinati
J. Play simple rhythms and melodies
K. Sing unaccompanied, accompanied, and in unison
L. Recognize harmony; sing rounds
M. Recognize verse and refrain, introduction, and coda
N. continue work with timbre and phrasing
O. Recognize theme and variations
P. Review names of musical notes; scale as a series of notes
Q. Understand and use the following notation: names of notes on staff; treble clef sign; bar line, meter and time signature; double bar line; measure; repeat sign; quarter note and rest; eighth note; half note and rest; whole note and rest; dynamics <i>f</i> (forte, loud), <i>mf</i> (mezzo forte, moderately loud), <i>p</i> (piano, soft), <i>mp</i> (mezzo piano, moderately soft)
R. Identify major and minor melody lines
S. Develop listening skills and appreciation in accordance with grade level objectives
T. Develop an understanding of music in historical, social, and cultural context as well as its connection to other disciplines
U. Identify all major instruments of the orchestra by their sound
V. Identify soprano, alto, tenor, and bass voices
W. Identify some music selections and the composers
X. Identify which instruments are playing by listening
Y. Identify simple styles of music



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

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Curriculum:

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2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page #89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue #6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade 3 - 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Daniieldale Road, Desoto, Texas 75115, www.mhschool.com

*** Music Teachers are able to place orders with other vendors due to availability**

0-02-295369-8	Pupil Edition	40.65	_____	_____
0-02-295389-2	Teacher's Edition (with Piano Accompaniment)	123.00	_____	_____
0-02-295378-7	Teacher's Edition	78.00	_____	_____
0-02-295416-3	Teacher's Resource Package	96.00	_____	_____
0-02-295425-2	Teacher's Resource Masters	17.25	_____	_____
0-02-295432-5	Signing for Intermediate Grades, Gr. 3-6	12.00	_____	_____
0-02-295409-0	Orchestrations for Orff Instruments	9.00	_____	_____
0-02-295402-3	Playing the Recorder	8.28	_____	_____
0-02-295497-X	Listening Map Transparencies	45.00	_____	_____
0-02-295438-4	Compact Discs	450.00	_____	_____

ADDITIONAL COMPONENTS

0-02-295444-9	Musica para todos for Primary Grades, Gr. K-2	5.22	_____	_____
0-02-295364-7	Share World Music: Songs from Asia and Oceania, Gr. K-6	5.22	_____	_____
0-02-295365-5	Share World Music: Songs from Asia and Oceania Compact Discs, Gr. K-6	48.00	_____	_____

VIDEOTAPE PACKAGES

0-02-295480-5	Signing Videotape for Intermediate Grades, Gr. 3-6	36.99	_____	_____
0-02-295480-5	Instrument Sounds Videotape, Gr. K-3	36.99	_____	_____
0-02-295482-1	Music and Movement Videotape, Gr. K-3	36.99	_____	_____
0-02-295483-X	Musical Expression Videotape, Gr. K-3	36.99	_____	_____
0-02-295484-8	Creating Musical Moods Videotape, Gr. 3-6	36.99	_____	_____
0-02-295488-0	The Mariachi Tradition Videotape, Gr. 1-8	38.49	_____	_____
0-02-295492-9	Introduction to the Computer in Music Videotape, Gr. 3-8	36.72	_____	_____

TECHNOLOGY

MUSIC WITH MIDI

0-02-295460-0	Standard Package	88.08	_____	_____
0-02-295466-X	Site License Package	333.00	_____	_____
0-02-295472-4	District License Package	828.00	_____	_____

MIDISAURUS CD-ROM

0-02-295528-3	MiDisaurus CD-ROM (Hybrid Mac/Win) Gr. 1-3	79.95	_____	_____
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MCGRAW-HILL INTERACTIVE RECORDER CD-ROM

0-02-295529-1	McGraw-Hill Interactive Recorder	79.95	_____	_____
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**MUSIC
FORTH GRADE**

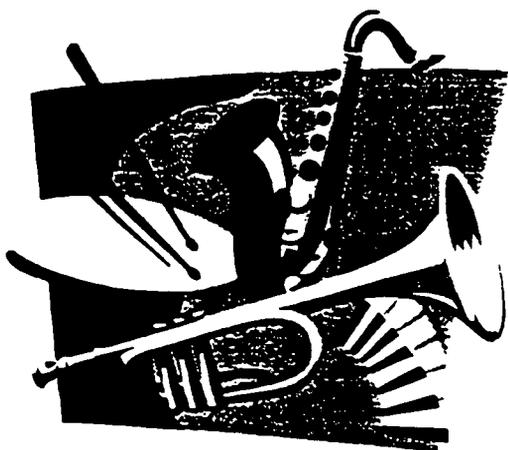
**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 4-2000**



NHA MUSIC PHILOSOPHY

Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and analytical skills, and have outperformed non-music students on achievement tests in reading and math. The study of music enhances self-discipline, self-confidence, team skills, and self-motivation.



Fourth Grade Content Standards

The Student Will:
A. Recognize a steady beat, accents, and the downbeat; play a steady beat, a simple rhythm pattern, and simultaneous rhythm patterns
B. Discriminate between fast and slow; accelerando and ritardando
C. Discriminate between differences in pitch as small as a half step higher or lower
D. Discriminate between loud and soft; crescendo and decrescendo
E. Understand legato (smoothly flowing progression of notes) and staccato (crisp, separated notes)
F. Sing unaccompanied, accompanied, and in unison
G. Recognize and sing harmony (consonance and dissonance); sing simple rounds and canons; recognize I, IV, and V chords
H. Recognize verse and refrain, introduction and coda, ABA and rondo (ABACA) form
I. Continue work with timbre and phrasing
J. Recognize theme and variations
K. Name the ledger lines and spaces of the treble clef
L. Sing or play simple melodies while reading scores
M. Understand the following notation: quarter note and rest; eighth note; half note and rest; whole note and rest; tied notes and dotted notes; sharps and flats; D.C. al Fine (da capo al fine); meter signatures (4/4, 2/4, 3/4); dynamics pp , p , mp , mf , f , ff
N. Play recorder on simple melodic and ostinati patterns
O. Conduct a piece by listening to it
P. Develop listening skills and appreciation in accordance with grade level objectives
Q. Develop an understanding of music in historical, social, and cultural context as well as its connection to other disciplines



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

C.D./Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Speciality Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page #89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue #6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade 4 - 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Daniieldale Road, Desoto, Texas 75115, www.mhschool.com

* Music Teachers are able to place orders with other vendors due to availability

0-02-295379-5	Pupil Edition	40.65	_____	_____
0-02-295390-6	Teacher's Edition (with Piano Accompaniment)	123.00	_____	_____
0-02-295379-5	Teacher's Edition	78.00	_____	_____
0-02-295417-1	Teacher's Resource Package	96.00	_____	_____
0-02-295426-0	Teacher's Resource Masters	17.25	_____	_____
0-02-295432-5	Signing for Intermediate Grades, Gr. 3-6	12.00	_____	_____
0-02-295410-4	Orchestrations for Orff Instruments	12.00	_____	_____
0-02-295403-1	Playing the Recorder	8.28	_____	_____
0-02-295498-8	Listening Map Transparencies	45.00	_____	_____
0-02-295439-2	Compact Discs	468.00	_____	_____

ADDITIONAL COMPONENTS

0-02-295445-7	Musica para todos for Intermediate Grades, Gr. 3-6	5.22	_____	_____
0-02-295364-7	Share World Music: Songs form Asia and Oceania, Gr. K-6	5.22	_____	_____
0-02-295365-5	Share World Music: Songs form Asia and Oceania Compact Discs, Gr. K-6	48.00	_____	_____

VIDEOTAPE PACKAGES

0-02-295480-5	Signing Videotape for Intermediate Grades, Gr. 3-6	36.99	_____	_____
0-02-295483-X	Musical Expression Videotape, Gr. 3-6	36.99	_____	_____
0-02-295484-8	Creating Musical Moods Videotape, Gr. 3-6	36.99	_____	_____
0-02-295485-6	Sounds of Percussion Videotape, Gr. 4-8	36.99	_____	_____
0-02-295486-4	Blending Musical Styles Videotape, Gr. 4-8	36.99	_____	_____
0-02-295487-2	Making a Music Video Videotape, Gr. 4-8	36.99	_____	_____
0-02-295488-0	The Mariachi Tradition Videotape, Gr. 1-8	38.49	_____	_____
0-02-295492-9	Introduction to the Computer in Music Videotape, Gr. 3-9	36.72	_____	_____

TECHNOLOGY

MUSIC WITH MIDI

0-02-295461-9	Standard Package	88.08	_____	_____
0-02-295467-8	Site License Package	333.00	_____	_____
0-02-295473-2	District License Package	828.00	_____	_____

**MUSIC
FIFTH GRADE**

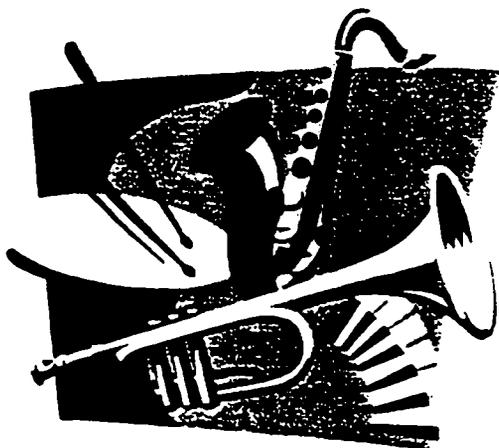
**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 5-2000**



NHA MUSIC PHILOSOPHY

Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and analytical skills, and have outperformed non-music students on achievement tests in reading and math. The study of music enhances self-discipline, self-confidence, team skills, and self-motivation.



Fifth Grade Content Standards

The Student Will:
A. Recognize a steady beat, accents, and the downbeat; playing a steady beat, a simple rhythm pattern, simultaneous rhythm patterns, and syncopation patterns
B. Discriminate between fast and slow; gradually slowing down and getting faster (ritardando and accelerando)
C. Discriminate between differences in pitch less than half step (intonation)
D. Discriminate between loud and soft; crescendo and decrescendo
E. Understand legato (smoothly flowing progression of notes) and staccato (crisp, separated notes)
F. Sing accompanied, unaccompanied, and in unison
G. Recognize harmony; singing in rounds and canons; 2 and 3-part singing
H. Recognize introduction, interlude, and coda in musical selections
I. Recognize verse and refrain introduction and coda
J. Continue work with timbre and phrasing
K. Recognize, listen and chart theme and variations, and ABA and ABAC form
L. Name the ledger lines and spaces of the treble clef staff
M. Sing or play simple melodies while reading scores
N. Recognize chords: I (tonic), IV (subdominant), V (dominant) and intervals of thirds, fourths, fifths
O. Recognize the term "octave"
P. Understand the following notation: grouped sixteenth notes, quarter notes and rests, eighth notes, half notes and rests, whole notes and rests, tied notes and dotted notes, sharps and flats, D.C. al fine, meter signatures, and dynamics
Q. Develop an understanding of music in historical, social, and cultural context as well as its connection to other disciplines



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

CD./Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Specialty Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page #89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue #6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade 5 - 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Daniel Dale Road, Desoto, Texas 75115, www.mhschool.com

* Music Teachers are able to place orders with other vendors due to availability

0-02-295371-X Pupil Edition	42.99	_____	_____
0-02-295391-4 Teacher's Edition (with Piano Accompaniment)	126.00	_____	_____
0-02-295380-9 Teacher's Edition	84.00	_____	_____
0-02-295418-X Teacher's Resource Package	96.00	_____	_____
0-02-295427-9 Teacher's Resource Masters	17.25	_____	_____
0-02-295432-5 Signing for Intermediate Grades, Gr. 3-6	12.00	_____	_____
0-02-295411-2 Ochestrations of Orff Instruments	12.00	_____	_____
0-02-295404-X Playing the Recorder	8.28	_____	_____
0-02-295499-6 Listening Map transparencies	45.00	_____	_____
0-02-295440-6 Compact Discs	468.00	_____	_____

ADDITIONAL COMPONENTS

0-02-295445-7 Musica para todos for Intermediate Grades, Gr. 3-6	5.22	_____	_____
0-02-295364-7 Share World Music: Songs form Asia and Oceania, Gr. K-6	5.22	_____	_____
0-02-295365-5 Share World Music: Songs form Asia and Oceania Compact Discs, Gr. K-6	48.00	_____	_____

VIDEOTAPE PACKAGES

0-02-295480-5 Signing Videotape for Intermediate Grades, Gr. 3-6	36.99	_____	_____
0-02-295484-8 Musical Expression Videotape, Gr. 3-6	36.99	_____	_____
0-02-295484-8 Creating Musical Moods Videotape, Gr. 3-6	36.99	_____	_____
0-02-295485-6 Sounds of Percussion Videotape, Gr. 4-8	36.99	_____	_____
0-02-295486-4 Blending Musical Styles Videotape, Gr. 4-8	36.99	_____	_____
0-02-295487-2 The Mariachi Tradition Videotape, Gr. 1-8	38.49	_____	_____
0-02-295492-9 Introduction to the Computer in Music Videotape, Gr. 3-8	36.72	_____	_____
0-02-295493-7 Composing Made Easy Videotape, Gr. 5-8	36.99	_____	_____

TECHNOLOGY

MUSIC WITH MIDI

0-02-295462-7 Standard Package	88.08	_____	_____
0-02-295468-6 Site License Package	333.00	_____	_____
0-02-295474-0 District License Package	828.00	_____	_____

**MUSIC
SIXTH GRADE**

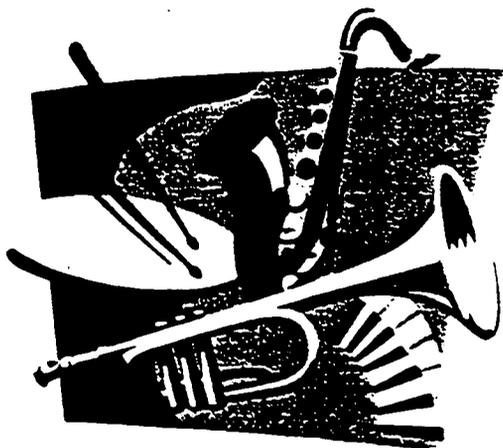
**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 6-2000**



NHA MUSIC PHILOSOPHY

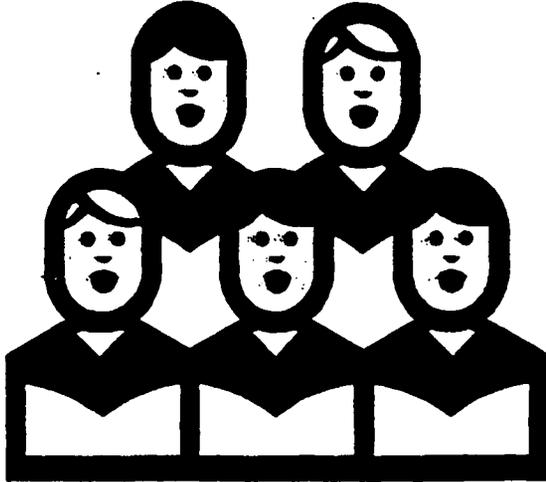
Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and analytical skills, and have outperformed non-music students on achievement tests in reading and math. The study of music enhances self-discipline, self-confidence, team skills, and self-motivation.



MIDDLE SCHOOL MUSIC
GRADES 6, 7, and 8

Grade 6 - Music Required - Choices
Choir, Band, or Orchestra



Grade 7 - Music Required - Choices
Choir, Band, or Orchestra



Grade 8 - Music Elective (Optional) - Choir, Band, Orchestra



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

C.D./Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum (see attached)

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Speciality Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page #89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue #6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade 6 - 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Daniel Dale Road, Desoto, Texas 75115, www.mhschool.com

*** Music Teachers are able to place orders with other vendors due to availability**

0-02-295372-8	Pupil Edition	42.99	_____	_____
0-02-295392-2	Teacher's Edition (with Piano Accompaniment)	138.00	_____	_____
0-02-295381-7	Teacher's Edition	87.00	_____	_____
0-02-295419-8	Teacher's Resource Package	96.00	_____	_____
0-02-295428-7	Teacher's Resource Masters	17.25	_____	_____
0-02-295432-5	Signing for Intermediate Grades, Gr. 3-6	12.00	_____	_____
0-02-295412-0	Orchestrations for Orff Instruments	12.00	_____	_____
0-02-295405-8	Playing the Recorder	8.28	_____	_____
0-02-295406-6	Playing the Guitar	10.77	_____	_____
0-02-295500-3	Listening Map Transparencies	45.00	_____	_____
0-02-295441-4	Compact Discs	498.00	_____	_____

ADDITIONAL COMPONENTS

0-02-295445-7	Musica para todos for Intermediate Grades, Gr. 3-6	5.22	_____	_____
0-02-295364-7	Share World Music: Songs form Asia and Oceania, Gr. K-6	5.22	_____	_____
0-02-295365-5	Share World Music: Songs form Asia and Oceania Compact Discs, Gr. K-6	48.00	_____	_____

VIDEOTAPE PACKAGES

0-02-295480-5	Signing Videotape for Intermediate Grades, Gr. 3-6	36.99	_____	_____
0-02-295484-8	Musical Expression Videotape, Gr. 3-6	36.99	_____	_____
0-02-295484-8	Creating Musical Moods Videotape, Gr. 3-6	36.99	_____	_____
0-02-295485-6	Sounds of Percussion Videotape, Gr. 4-8	36.99	_____	_____
0-02-295486-4	Blending Musical Styles Videotape, Gr. 4-8	36.99	_____	_____
0-02-295487-2	The Mariachi Tradition Videotape, Gr. 1-8	38.49	_____	_____
0-02-295492-9	Introduction to the Computer in Music Videotape, Gr. 3-8	36.72	_____	_____
0-02-295493-7	Composing Made Easy Videotape, Gr. 5-8	36.99	_____	_____

TECHNOLOGY

MUSIC WITH MIDI

0-02-295463-5	Standard Packages	88.08	_____	_____
0-02-295469-4	Site License Packages	333.00	_____	_____
0-02-295475-9	District License Package	828.00	_____	_____

GUITAR 101: THE FENDER METHOD CD-ROM

0-02-295532-1	Guitar 101: The Fender Method CD-ROM (win)	29.99	_____	_____
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G-VOX GUITAR CD-ROM

0-02-295533-X	G-VOX Guitar CD-ROM (win)	99.00	_____	_____
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**MUSIC
SEVENTH GRADE**

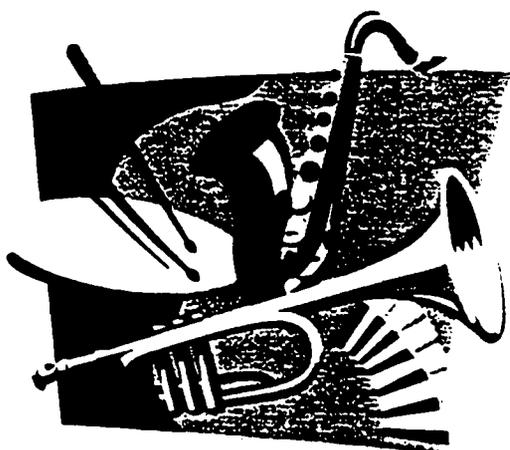
**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 7-2000**



NHA MUSIC PHILOSOPHY

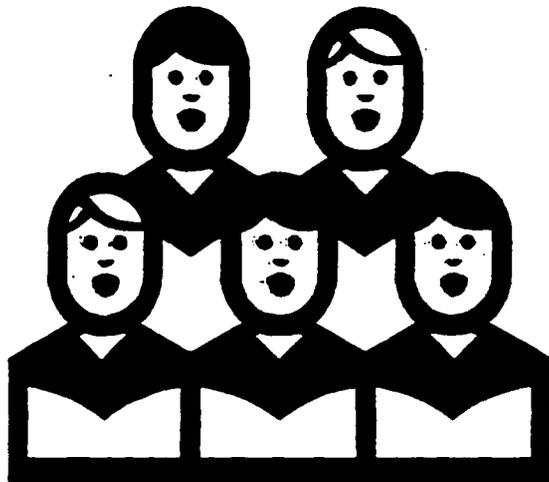
Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

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MIDDLE SCHOOL MUSIC
GRADES 6, 7, and 8

Grade 6 - Music Required - Choices
Choir, Band, or Orchestra



Grade 7 - Music Required - Choices
Choir, Band, or Orchestra



Grade 8 - Music Elective (Optional) - Choir, Band, Orchestra



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

C.D./Cassette player with split trax capabilities

Curriculum:

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24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page #89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue #6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade 7 - 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Daniieldale Road, Desoto, Texas 75115, www.mhschool.com

*** Music Teachers are able to place orders with other vendors due to availability**

0-02-295373-6	Pupil Edition	48.00	_____	_____
0-02-295393-0	Teacher's Edition (with Piano Accompaniment)	141.00	_____	_____
0-02-295382-5	Teacher's Edition	84.00	_____	_____
0-02-295420-1	Teacher's Resource Package	96.00	_____	_____
0-02-295429-5	Teacher's Resource Masters	17.25	_____	_____
0-02-295442-2	Compact Discs	507.00	_____	_____

VIDEOTAPE PACKAGES

0-02-295485-6	Sounds of Percussion Videotape, Gr. 4-8	36.99	_____	_____
0-02-295486-4	Blending Musical Styles Videotape, Gr. 4-8	36.99	_____	_____
0-02-295487-2	Making a Music Videotape, Gr. 4-8	36.99	_____	_____
0-02-295488-0	The Mariachi Tradition Videotape, Gr. 1-8	38.49	_____	_____
0-02-295492-9	Introduction to the Computer in Music Videotape Gr. 3-8	36.72	_____	_____
0-02-295493-7	Composing Made Easy Videotape, Gr. 5-8	36.99	_____	_____

TECHNOLOGY

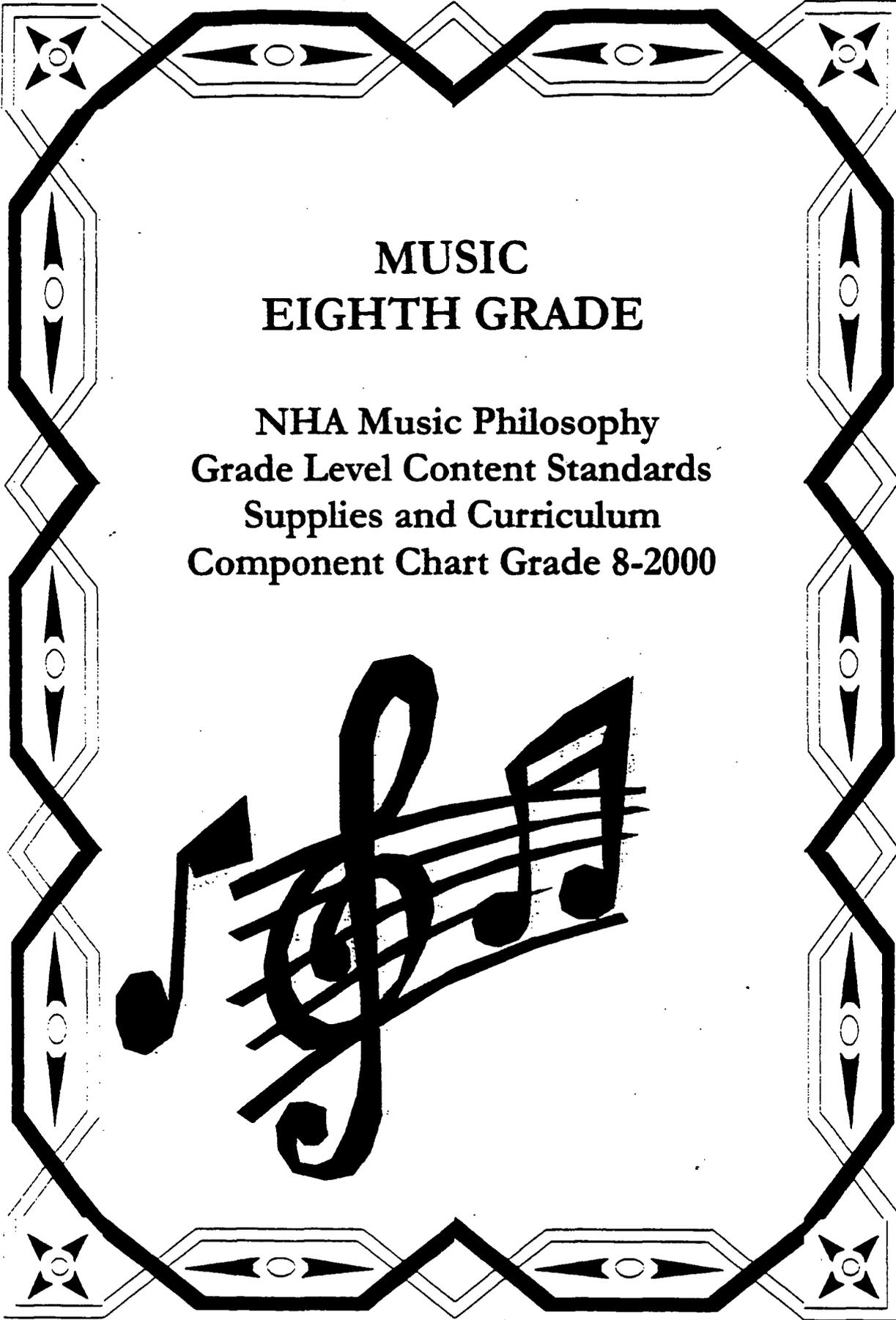
0-02-295231-4	Standard Package	88.08	_____	_____
0-02-295237-3	Site License Package	333.00	_____	_____
0-02-295298-5	District License Package	828.00	_____	_____

GUITAR 101: THE FENDER METHOD CD-ROM

0-02-295532-1	Guitar 101: The Fender Method CD-ROM (win)	29.99	_____	_____
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G-VOX GUITAR CD-ROM

0-02-295533-X	G-VOX Guitar CD-ROM (win)	99.00	_____	_____
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**MUSIC
EIGHTH GRADE**

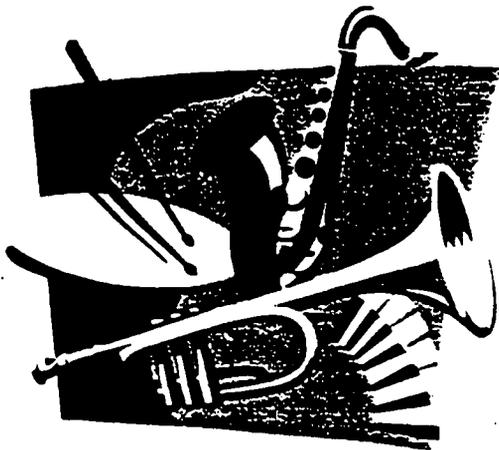
**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 8-2000**



NHA MUSIC PHILOSOPHY

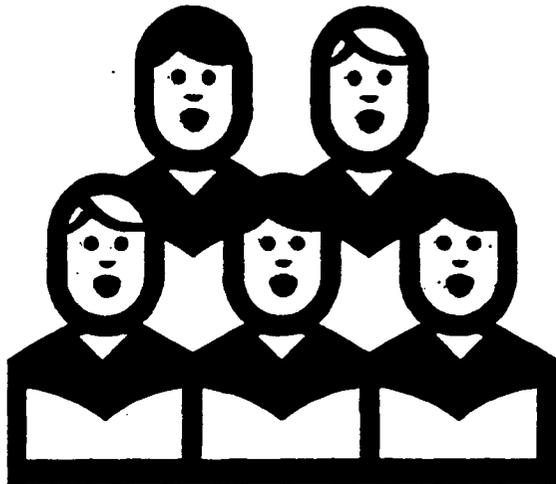
Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and analytical skills, and have outperformed non-music students on achievement tests in reading and math. The study of music enhances self-discipline, self-confidence, team skills, and self-motivation.



MIDDLE SCHOOL MUSIC
GRADES 6, 7, and 8

Grade 6 - Music Required - Choices
Choir, Band, or Orchestra



Grade 7 - Music Required - Choices
Choir, Band, or Orchestra



Grade 8 - Music Elective (Optional) - Choir, Band, Orchestra



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

C.D./Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Speciality Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page #89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue #6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

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0-02-295374-4 Pupil Edition	48.00	_____	_____
0-02-295394-9 Teacher's Edition (with Piano Accompaniment)	141.00	_____	_____
0-02-295383-3 Teacher's Edition	84.00	_____	_____
0-02-295421-X Teacher's Resource Package	96.00	_____	_____
0-02-295430-9 Teacher's Resource Masters	17.25	_____	_____
0-02-295443-0 Compact Discs	507.00	_____	_____

VIDEOTAPE

0-02-295485-6 Sounds of Percussion Videotape, Gr. 4-8	36.99	_____	_____
0-02-295486-4 Blending Musical Styles Videotape, Gr. 4-8	36.99	_____	_____
0-02-295487-2 Making a Music Video Videotape, Gr. 4-8	36.99	_____	_____
0-02-295488-0 The Mariachi Tradition Videotape, Gr. 1-8	38.49	_____	_____
0-02-295492-9 Introduction to the Computer in Music Videotape Gr. 3-8	38.49	_____	_____
0-02-295493-7 Composing Made Easy Videotape, Gr. 5-8	36.99	_____	_____

TECHNOLOGY

MUSIC WITH MIDI

0-02-295232-2 Standard Package	88.08	_____	_____
0-02-295238-1 Site License Package	333.00	_____	_____
0-02-295299-3 District License Package	828.00	_____	_____

GUITAR 101: THE FENDER METHOD CD-ROM

0-02-295532-1 Guitar 101: The Fender Method CD-ROM (win)	29.99	_____	_____
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G-VOX GUITAR CD-ROM

0-02-295533-X G-VOX Guitar CD-ROM (win)	99.00	_____	_____
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TECHNOLOGY COMPONENTS (GR. K-8)

VIDEOTAPE PACKAGES

0-02-295479-1 Signing Videotape for Primary Grades, Gr. K-2	36.99	_____	_____
0-02-295480-5 Signing Videotape for Intermediate Grades, Gr. 3-6	36.99	_____	_____
0-02-295481-3 Instrument Sounds Videotape, Gr. K-3	36.99	_____	_____
0-02-295482-1 Music and Movement Videotape, Gr. K-3	36.99	_____	_____
0-02-295483-X Musical Expression Videotape, Gr. 3-6	36.99	_____	_____
0-02-295484-8 Creating Musical Moods Videotape, Gr. 3-6	36.99	_____	_____
0-02-295485-6 Sounds of Percussion Videotape, Gr. 4-8	36.99	_____	_____
0-02-295486-4 Blending Musical Styles Videotape, Gr. 4-8	36.99	_____	_____
0-02-295487-2 Making a Music Video Videotape, Gr. 1-8	36.99	_____	_____
0-02-295488-0 The Mariachi Tradition Videotape, Gr. 3-8	38.49	_____	_____

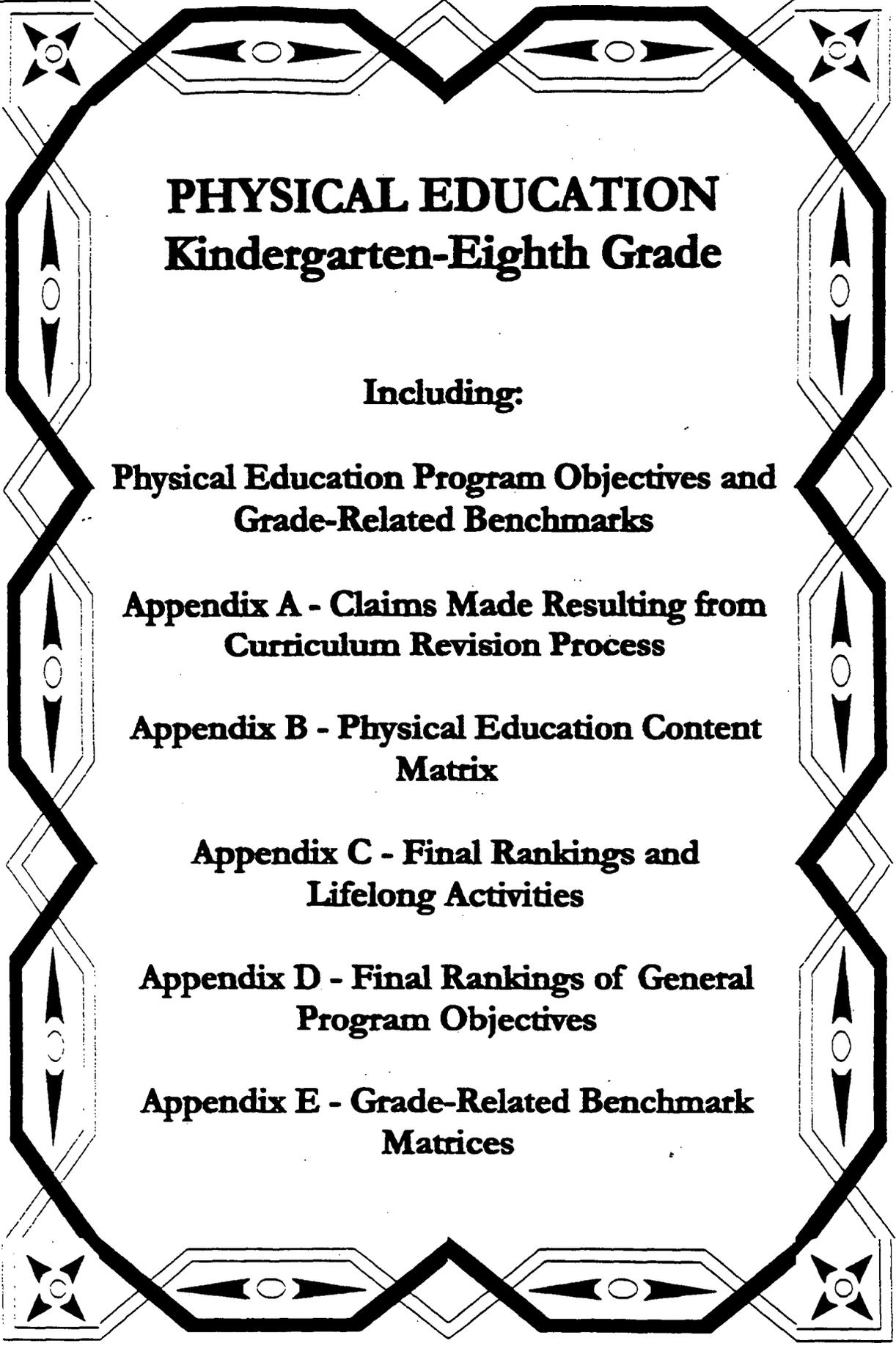
0-02-295492-9	Introduction to the Computer in Music Videotape, Gr. 3-8	36.72	_____	_____
0-02-295493-7	Composing Made Easy Videotape, Gr. 5-8	36.99	_____	_____

MUSIC TIME

0-02-295243-8	Music Time (Mac)	79.95	_____	_____
0-02-295245-4	Music Time (Win)	79.95	_____	_____
0-02-295244-6	Music Time Lab Pack (Mac) (5 packages)	241.50	_____	_____
0-02-295246-2	Music Time Lab Pack (Win) (5 packages)	241.50	_____	_____

MUSIC ACE AND MUSIC ACE 2

0-02-295318-3	Music Ace CD-ROM (Hybrid Mac/Win)	79.95	_____	_____
0-02-295333-7	Music Ace 2 CD-ROM (Hybrid Mac/Win)	79.95	_____	_____
0-02-295248-9	Music Ace Lab Pack (Mac) (5 packages)	167.97	_____	_____
0-02-295249-7	Music Ace Lab Pack (Mac) (10 Packages)	293.97	_____	_____
0-02-295319-1	Music Ace CD-ROM (Hybrid Mac/Win) 5-Computer Site License	159.96	_____	_____
0-02-295320-5	Music Ace CD-ROM (Hybrid Mac/Win) 10-Computer Site License	279.96	_____	_____
0-02-295334-5	Music Ace 2 CD-ROM (Hybrid Mac/Win) 5-Computer Site License	159.96	_____	_____
0-02-295335-3	Music Ace 2 CD-ROM (Hybrid Mac/Win) 10-Computer Site License	279.96	_____	_____



PHYSICAL EDUCATION Kindergarten-Eighth Grade

Including:

**Physical Education Program Objectives and
Grade-Related Benchmarks**

**Appendix A - Claims Made Resulting from
Curriculum Revision Process**

**Appendix B - Physical Education Content
Matrix**

**Appendix C - Final Rankings and
Lifelong Activities**

**Appendix D - Final Rankings of General
Program Objectives**

**Appendix E - Grade-Related Benchmark
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Appendix A: Claims that Can be Made as a Result of the Curriculum Revision Process

Appendix B: Physical Education Content Matrix

Appendix C: Final Rankings and Lifelong Activities

Appendix D: Final Rankings of General Program Objectives

Appendix E: Grade Related Benchmark Matrices

<p>CURRICULUM CONSTRUCTION PROCESS National Heritage Academies Physical Education Core Curriculum</p>
--

In January of 2001, Cindy Covell of the National Heritage Academies and academy parent Dr. Steve Smith of Holland, Michigan met with Dr. Ray Allen from Michigan State University to consider collaborating on the revision of the physical education curriculum. As a result of that meeting, the Academy's Physical Education staff collaborated with Dr. Allen during the spring of 2001 with the Academy's assistance to construct a curriculum that met the following criteria (see Appendix A, Claims that Can be Made as a Result of the Curriculum Revision Process):

- The curriculum was consistent with the latest research in physical education curriculum;
- The curriculum focused on content deemed of highest priority for students to learn by the physical education staff;
- The document was written in terms that are interpretable by all stakeholders;
- The document clearly communicated expected outcomes within and across grades,
- The curriculum communicated intended learning in measurable terms;
- The curriculum plan allocated sufficient instructional time for students to achieve the core content, given effective instruction and a concerted effort on the part of students.

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

1. The physical education staff met on April 26, 2001 to establish relative priorities on content they desired students to learn in physical education.
 - The staff used procedures described in Allen's, *Content Priorities among Representative Stakeholder Groups for Physical Education Programs in Michigan: a Delphi Study* (1998) to reach consensus on the relative importance of potential program content.
 - The staff considered all program objectives appropriate for physical education programs, and determined their order of importance for students from communities that attend National Heritage Academies.
 - The data were aggregated to represent the Academy's priorities. Resultant rankings of lifelong activities and program objectives appear in Appendix C and D, respectively.

3. Benchmarks were established across grades, and estimates of instructional time necessary to achieve the intended benchmarks were made.
 - Drafts of program objectives were posted in the National Heritage's Website for teachers to review. Dr. Allen or EPEC developed the objectives and progressions.
 - The physical education staff were given opportunities to review and recommend revisions of both the objectives and progressions.
 - The staff used the objectives and progressions to decide the following:

1. at what grade instruction should be initiated on each program objective;
 2. at what grade, through effective instruction, most students should be expected to achieve the program objective;
 3. what would be appropriate benchmarks for students to meet at each grade as they progress towards achieving the program objective; and
 4. how much instructional time would be necessary for most students to achieve the benchmark.
4. The amount of instructional time available for the core curriculum was determined in the following manner:
- The amount of instructional time scheduled per year for each grade was calculated;
 - Ten percent of the physical education instructional time scheduled was reduced to account for lost instruction due to uncontrollable circumstances (e.g., snow days, assemblies, elections);
 - Seventy-five percent of the remaining instructional time was allocated for instruction on the core curriculum. The remaining 25 percent of the instructional time is left to the discretion of the instructor to meet the unique needs of each class or school.
5. The core curriculum content was selected
- The core curriculum was defined as the skills, knowledge, fitness capacities and affective traits that all students attending a National Heritage Academy school should acquire through the physical education program, given the amount of time and resources available.
 - Content deemed of highest importance to the physical education staff was inserted into the curriculum as available instructional time permitted.
 - Content was systematically added to the core curriculum according to relative importance, until available instructional time in each grade was fully consumed.
 - The core curriculum document includes as many of the most important program objectives as the physical education staff can accommodate effectively, within the existing instructional time frames.

Philosophical Position Regarding K-12 Physical Education

The benefits of engaging in regular bouts of moderate physical activity are well documented. A high quality physical education program should enable all its students to acquire the potential benefits of being physically active as they grow and develop. It should also instill in them the knowledge, skills, attitudes and behaviors necessary to maintain physically active lifestyles upon graduation.

A quality physical education program provides young students with instruction in movement skills and patterns that facilitates optimal neural development and body control. It focuses on the development of efficient movement patterns, and fitness capacities that maximize opportunities for safe, effective participation in physical activities.

Quality programs shift their early emphasis on locomotion and body control to the manipulation of objects and socialization in later elementary grades. As the students' energy pathways begin maturing in the later elementary grades, the program begins to prepare them to engage in fitness-oriented activities. These activities promote the development of appropriate energy pathways and prepare them to engage in fitness-oriented activities in safe, efficient ways.

During adolescent years, quality programs focus on refining motor skills necessary for successful participation in common movement cultures, and providing them with the knowledge, attitudes and experiences essential for adapting and maintaining patterns of regular physical activity. In the secondary school years, this includes the knowledge necessary to monitor and manage their own health related physical activity and be wise consumers of health related products, and the ability to perform effectively in a variety of lifelong activities common to the culture.

Quality programs are able to articulate clear outcomes that are important in the lives of those they serve, and they are able to provide evidence that students are achieving those outcomes. Quality programs result in a measurable difference in students' knowledge, skills, behaviors, attitudes and physical capacities. Most importantly, quality programs prepare its students for life outside school. Accordingly, while they facilitate learning in their classrooms, their programs focus on impacting behaviors outside school and after graduation.

National Standards

In 1995, a task force representing the National Association for Sport and Physical Education (NASPE) released a set of standards appropriate for programs of physical education.

According to NASPE, a physically educated person:

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal and social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunity for enjoyment, challenge, self-expression, and social interaction.

Program Goals

These national standards, and NASPE's earlier publication of Outcomes of a Quality Physical Education Program serve as a framework for this curriculum document. As a result, this document is framed by the following program goals:

- Goal 1: Students will demonstrate competence in selected motor skills.**
- Goal 2: Students will achieve and maintain health-related standards on selected physical fitness indicators.**
- Goal 3: Students will demonstrate competence on cognitive concepts necessary to successfully manage one's own health-related physical activity over their lifetime.**
- Goal 4: Students will exhibit appropriate personal-social-attitudinal character traits while participating in physical activity and to assign value to living an active lifestyle.**
- Goal 5: Students will demonstrate competence in selected health-enhancing lifelong leisure activities and entry-level performances on others.**

National Heritage Academy Instructions for Using the Core Curriculum Document
--

This document represents the Academy's core curriculum content for programs of Physical Education. The core curriculum by definition implies that it provides that content that all students attending Academy schools should master as a result of participating in the physical education program. It is the local physical education teacher's responsibility to plan instructional calendars that account for all objectives that appear in the core, and to help students achieve the related benchmarks. The core content accounts for approximately 75 percent of the instructional time available in each school. The remaining 25 percent of instructional time is available to local instructors for:

1. Remediating core content if students need additional instruction
 2. Including content or instruction that meets the unique needs of the local population
 3. Using teaching/learning moments to address content not included in the core
- Grade-related benchmarks are articulated for each grade. Performance benchmarks are descriptions of performances that would indicate students are making appropriate progress towards the intended objective. They serve as instructional "targets" each year, that assists teachers in planning instruction and students in monitoring their own learning. The amount of time allocated in each grade for each objective is intended to provide students opportunities to reach the benchmark.

The amount of time students receive physical education instruction varies across National Heritage Academy schools. If students are to be provided with the opportunity to learn program content, the amount of content attended to by the physical education program should vary proportionally. Programs with 30 minutes of physical education per week should focus on half as much content as programs with 60 minutes of instruction per week. In each case, every school should focus on those fundamental skills deemed of highest priority that can be accomplished in the amount of time available.

Accordingly, the core content in this document is tiered by goal area, to account for differences in instructional time. The first set of objectives within each goal should be addressed in all programs. All teachers with 60 minutes or more of instruction per week should include the second tier of content under each goal area with the first set. Instructors with 90 or more minutes of instruction per week should address the third tier of content, and essentially address all the content in the document.

The document is formatted in the following fashion:

- Program goals are listed in gray boxes;
- Sub-goals are listed below program goals. They appear as bolded sentences, and categorize each program goal into discrete categories of content.
- Program objectives appear under sub-goals. They appear as single words or phrases that convey the general content to be mastered.
- Benchmarks by grade appear under each program objective. The benchmark represents the level of achievement students will be expected to attain at each grade level. The grade at which it first appears represents the first elements of the objective students should master. Subsequent benchmarks build upon prior benchmarks, culminating in achievement of the objective as described by the last grade in which a benchmark appears.