



Charter Schools Institute
State University of New York

BROOKLYN EXCELSIOR CHARTER SCHOOL

FINAL CHARTERED AGREEMENT

Sec. 2852(5) Submission to the Board of Trustees

VOLUME 9 OF 9

REDACTED COPY

**MUSIC
FIFTH GRADE**

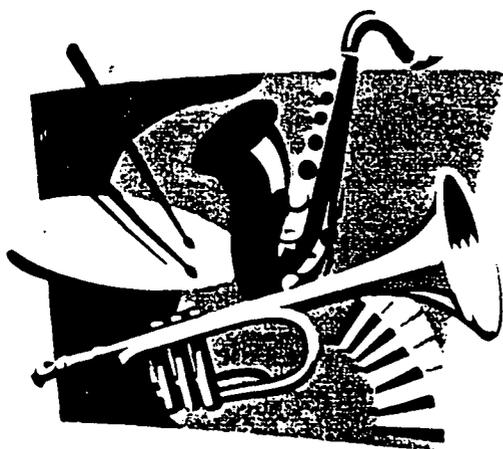
**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 5-2000**



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)

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 5 - 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Danieldale 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	_____	_____

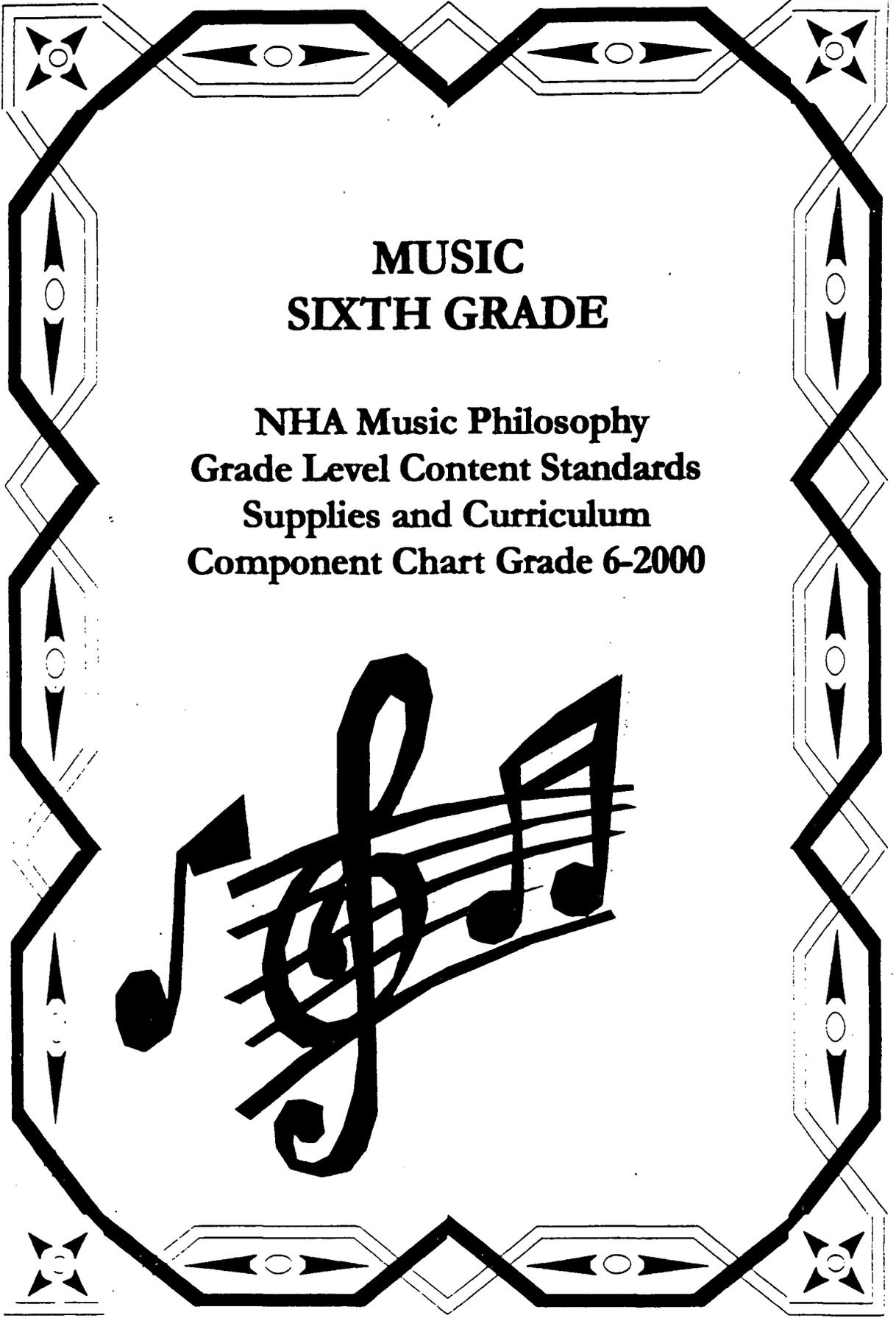
VIDEOTAPE PACKAGES

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**

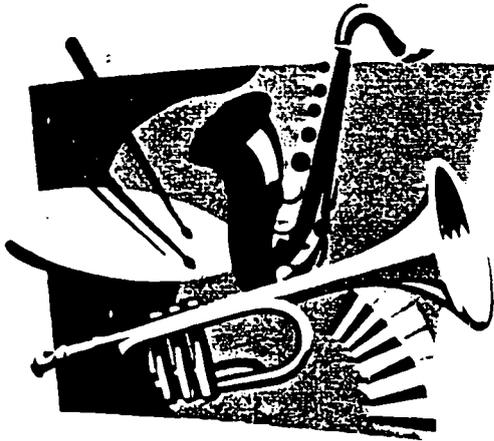
**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 6-2000**



NHA MUSIC PHILOSOPHY

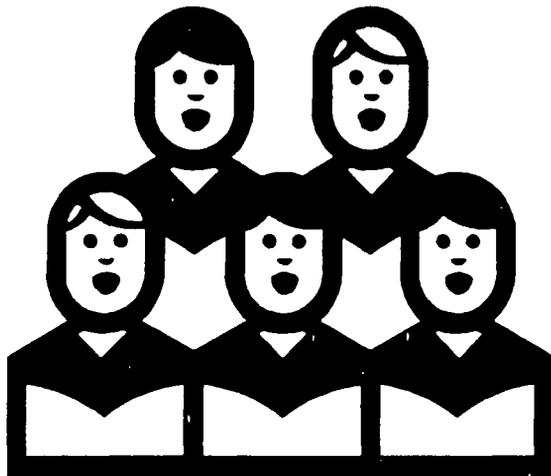
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Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and 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.



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 Musica! 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**

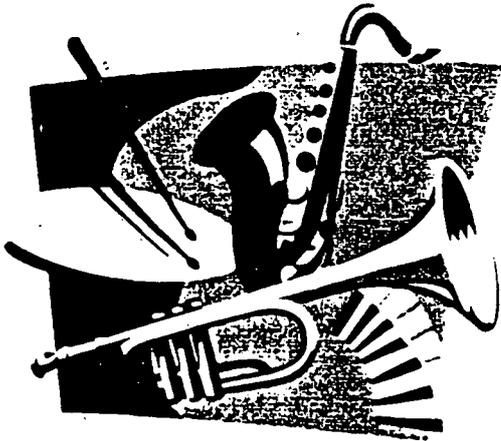
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Component Chart Grade 7-2000**



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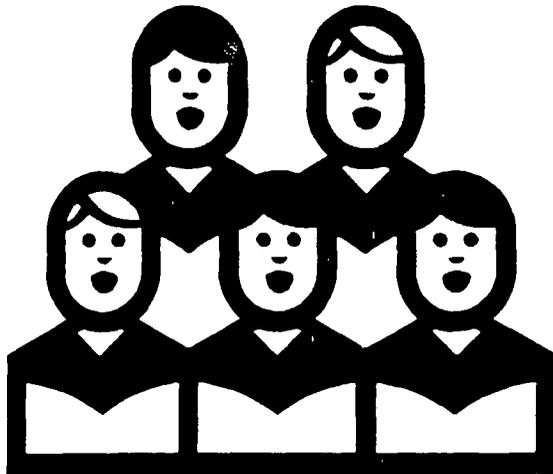
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0-02-295373-6	Pupil Edition	48.00	_____	_____
0-02-295393-0	Teacher's Edition (with Piano Accompaniment)	141.00	_____	_____
0-02-295382-5	Teacher's Edition	84.00	_____	_____
0-02-295420-1	Teacher's Resource Package	96.00	_____	_____
0-02-295429-5	Teacher's 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**

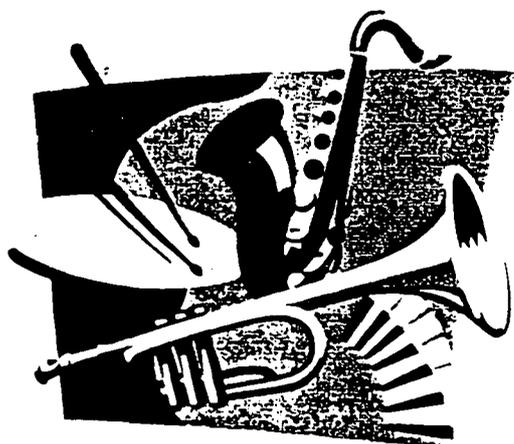
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NHA MUSIC PHILOSOPHY

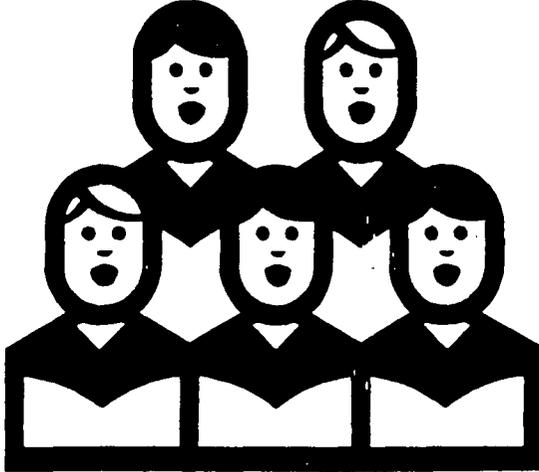
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0-02-295374-4	Pupil Edition	48.00	_____	_____
0-02-295394-9	Teacher's Edition (with Piano Accompaniment)	141.00	_____	_____
0-02-295383-3	Teacher's Edition	84.00	_____	_____
0-02-295421-X	Teacher's Resource Package	96.00	_____	_____
0-02-295430-9	Teacher's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

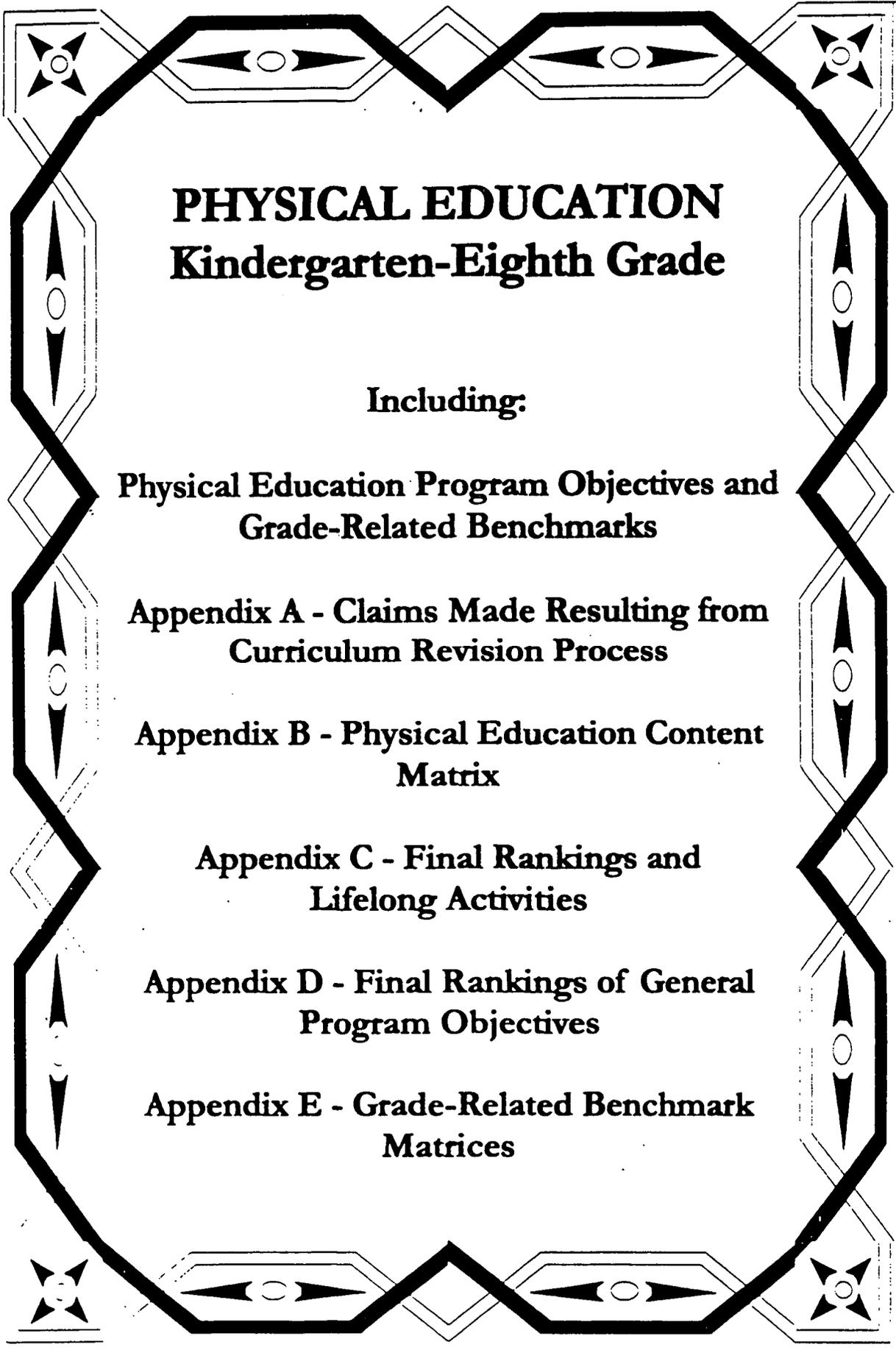
0-02-295492-9	Introduction to the Computer in Music Videotape, Gr. 3-8	36.72	_____	_____
0-02-295493-7	Composing Made Easy Videotape, Gr. 5-8	36.99	_____	_____

MUSIC TIME

0-02-295243-8	Music Time (Mac)	79.95	_____	_____
0-02-295245-4	Music Time (Win)	79.95	_____	_____
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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
Matrices**

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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</p> <p>National Heritage Academies</p> <p>Physical Education Core Curriculum</p>
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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.**

<p>National Heritage Academy Instructions for Using the Core Curriculum Document</p>

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

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

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

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

All Programs:

Run

Kindergarten

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

First Grade

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

Second Grade

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

Third Grade

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

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.

Skip

Kindergarten

Demonstrate correct swinging action of the arms and non-support leg while skipping in time to teaching cues at slow, then moderate speeds

First Grade

Demonstrate initiating and maintaining slow, then moderate skipping speeds while maintaining correct skipping form, without a teacher's assistance in establishing the speed.

Second Grade

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

Jump Vertical

Kindergarten

Demonstrate a correct stance and preparation phase when jumping vertically.

First Grade

Demonstrate a correct stance, preparation, and completion phase, jumping vertically and landing relatively softly on the surface.

Second Grade

From a standing position, incorporate with all elements of the stance, preparation, action and completion phases.

Third Grade

Demonstrate correct form when jumping at least six inches in the air in the context of age-appropriate games and activities.

Hop**Kindergarten**

Demonstrate correct form while executing four continuous hops on each foot, using a wall or partner for balance.

First Grade

Demonstrate correct form while hopping on each foot for eight continuous hops.

Second Grade

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 form while hopping continuously, changing feet and directions to the left and right in time to music of slow, moderate and fast tempos.

Slide**Kindergarten**

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 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.

Programs With At Least 60 Minutes Per Week:**Slide****Second Grade**

Demonstrate correct form when sliding 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.

Programs With 90 Minutes Or More Per Week:**Jump Horizontal****First Grade**

Demonstrate correct form when preparing for and landing from a horizontal jump in which the student takes off and lands on two feet.

Second Grade

Demonstrate correct form when executing preparation, action and landing phases of a horizontal jump in which the student takes off and lands on two feet.

Third Grade

Demonstrate correct form when executing preparation, action and landing phases of a horizontal jump in which the student takes off from one foot while jogging and lands on two feet.

Fourth Grade

Demonstrate correct form when executing preparation, action and landing phases of a horizontal jump in which the student takes off from one foot while running and lands on two feet.

Gallop**First Grade**

Demonstrate correct form when galloping at moderate speeds with each leg leading, keeping time to verbal cues (slide, together, slide, together) from teacher or musical (drum) beats.

Second Grade

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

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

All Programs:**Dribble: Hands****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.

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.

Second Grade

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

Third Grade

Dribble a ball at least 30 feet while alternating hands every five feet without losing control of the 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

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.

Catch Fly Balls**Kindergarten**

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

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.

Second Grade

Demonstrate correct body position and preparation phase when catching a ball lobbed 10 feet high from at least six feet away.

Third Grade

Demonstrate positioning the hands correctly (thumbs in or out) when catching a ball lobbed from six feet away to a height of ten feet.

Fourth Grade

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.

Fifth Grade

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.

Jump Rope**Kindergarten**

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

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.

Second Grade

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

Third Grade

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

Fourth Grade

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

Fifth Grade

Demonstrate correct form when jumping rope 60 consecutive times at a moderate speed with no more than two misses.

Dribble: Feet**First Grade**

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

Kick: Instep**First Grade**

Demonstrate taking 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.

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 batting tee.

First Grade

Demonstrate the correct batting stance, body alignment and grip when preparing to hit a soft ball off a batting tee.

Programs With At Least 60 Minutes Per Week:**Dribble: Feet****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.

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.

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.

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.

Kick: Instep**Second Grade**

Demonstrate correct posture and arm action while kicking a stationary inflated ball.

Third Grade

Demonstrate correct form while kicking a stationary inflated ball.

Fourth Grade

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 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.

Bat**Second Grade**

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

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

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

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.

Programs With 90 Minutes Or More Per Week:**Strike: Forehand****First Grade**

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 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 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

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 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.

Throw: Overhand**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.

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.

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.

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.

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.

Throw Underhand**First Grade**

Demonstrate correct grip and stance when preparing to execute an underhand throw.

Second Grade

Demonstrate correct striding action and arm swing after assuming a correct grip and stance when throwing a ball underhanded at least 15 feet.

Third Grade

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 correct form when throwing a ball underhanded at least 20 feet.

Fifth Grade

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.

Strike Underhand**First Grade**

Demonstrate correct stance and arm action when striking a soft ball with the underhand strike.

Second Grade

Demonstrate correct stance and arm action and proper weight transfer when striking a soft ball with the underhand strike.

Catch Rolling Balls**Second Grade**

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.

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

All Programs:**Balance: Dynamic 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.

Second Grade

Walk eight feet backward on a balance beam placed on the floor without falling off.

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.

Programs With 90 Minutes Or More Per Week:**Posture: Lift and Carry****Third Grade**

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

Fourth Grade

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

Fifth Grade

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

Shoulder Roll: Forward**First Grade**

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.

Second Grade

Start in a standing position and execute a forward shoulder roll with correct form, so as to complete the roll in a standing position.

Third Grade

Execute a shoulder roll with correct form with each shoulder while walking at a slow speed.

Balance: Static Upright**First Grade**

Stand on each foot one at a time for at least 5 seconds.

Second Grade

Demonstrate one of the balances (standing scale, lunge, knee scale) for at least three seconds.

Third Grade

Demonstrate two of the balances (standing scale, lunge, knee scale) for at least three seconds.

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

Programs With At Least 60 Minutes Per Week:

Tempo

First Grade

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

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.

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

Content Standard 5 *Students will develop and maintain healthy levels of cardio-respiratory endurance.*

All Programs:

Aerobic Fitness

Grade Three

Demonstrates the capacity to move continuously at a moderate rate for at least five minutes.

Grade Four

Demonstrates the capacity to move continuously at a moderate rate for at least 10 minutes.

Grade Five

Demonstrates the capacity to move continuously at a moderate rate for at least 12 minutes.

Grade Six

Maintain a heart rate within the target heart rate zone (70 – 85 percent of maximum) for at least 12 minutes.

Grade Seven

Maintain a heart rate within the target heart rate zone (70 – 85 percent of maximum) for at least 15 minutes.

Grade Eight

Maintain a heart rate within the target heart rate zone (70 – 85 percent of maximum) for at least 20 minutes.

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

All Programs:

Abdominal Strength

Grade Two

Execute at least ten abdominal curls with correct form.

Grade Three

Execute at least 26 continuous sit-ups according to the criteria described by the Physical Best battery in no more than 60 seconds.

Grade Four

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.

Grade Five

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.

Grade Six

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.

Grade Seven

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.

Grade Eight

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.

Programs With At Least 60 Minutes Per Week:**Upper Body Strength****Third Grade**

Execute at least five continuous push-ups with correct form.

Fourth Grade

Execute at least 12 continuous push-ups with correct form.

Fifth Grade

Execute at least 15 continuous push-ups with correct form.

Sixth Grade

Execute at least 17 of continuous push-ups with correct form.

Seventh Grade

Execute at least 20 of continuous push-ups with correct form.

Eighth Grade

Execute at least 25 of continuous push-ups with correct form.

Lower Body Strength**Sixth Grade**

Demonstrate correct form when executing a leg press with a weight at least equivalent to one's body weight 10 continuous times.

Seventh Grade

Demonstrate correct form when executing a leg press with a weight at least equivalent to one's body weight 14 continuous times.

Eighth Grade

Demonstrate correct form when executing a leg press with a weight at least equivalent to 150 percent of one's body weight eight continuous times.

Programs With 90 Minutes Or More Per Week:**Lower Body Strength****Third Grade**

Demonstrate correct form when executing nine partner squats.

Fourth Grade

Demonstrate correct form when executing twelve partner squats.

Fifth Grade

Demonstrate correct form when executing fourteen partner squats.

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

All Programs:**Hip/Low Back Flexibility****Grade Two**

Demonstrate the ability to touch the toes with the fingertips when executing a seated hamstring stretch with correct form.

Third Grade

Demonstrate the ability to touch the toes with the fingertips when executing a seated hamstring stretch with correct form, on three separate occasions.

Fourth Grade

Demonstrate the ability to curl the fingers on both hands over the toes when executing a seated hamstring stretch with correct form, on three separate occasions.

Fifth Grade

Demonstrate the ability to 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.

Sixth Grade

Demonstrate the ability to 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.

Seventh Grade

Demonstrate the ability to 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.

Eighth Grade

Demonstrate the ability to 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.

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

Due to the complex nature of body composition and the number of variables affecting it, students' body fat will not be measured individually. Rather, it will be addressed in terms of engaging in regular physical activity and supplementing it with proper nutrition.

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

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

All Programs:

Body Parts, Planes and Actions

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).

First Grade

Demonstrate understanding of non-locomotor actions by using them in conjunction with selected body parts.

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.

Use of Space

Kindergarten

Moves within the boundaries of personal space when directed to by an instructor supplying instructions.

First Grade

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.

Programs With At Least 60 Minutes Per Week:

Use of Space

Second Grade

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.

Programs With 90 Minutes Or More Per Week:

Use of Force

First Grade

Demonstrates the difference between executing heavy and light forces manually when pushing, pulling and/or moving objects.

Second Grade

Demonstrates the ability to propel objects with appropriate degrees of force when playing catch with peers at varying distances.

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

All Programs:**How to Learn Motor Skills****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.

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.

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.

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.

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.

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

All Programs:**Beneficial Effects of Activity****Fourth Grade**

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

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.

Sixth Grade

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.

Seventh Grade

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.

Eighth Grade

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.

Detrimental Affects of Activity**Fifth Grade**

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

Sixth Grade

Explains the possibility that engaging in 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 the potential long term effects of engaging in physical activity from occurring.

Seventh Grade

Understands that engaging in physical activity over time could result in osteoarthritis, overuse injury and accumulation of micro-trauma due to chronic exposure to contraindicated activity.

Eighth Grade

Identifies ways to minimize the chance of the potential outcomes excessive participation in physical activity from occurring.

Content Standard 12

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

All Programs:**Effects of Nutrition on Physical Activity****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.

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.

Sixth Grade

Explains the importance of ingesting the right kinds and amounts of fat to obtaining the potential benefits of participating in physical activity.

Seventh Grade

Correctly analyzes examples of daily diets in terms of its sufficiency in providing proper nutrition relative to prescribed activity levels.

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.

Assess Status on Fitness Indicators**Fourth Grade**

Know that the most common indicators of health-related fitness include lean/fat ratio, flexibility, muscular strength and endurance, and aerobic fitness.

Fifth Grade

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.

Sixth Grade

Identify at least two methods of assessing personal status on each health related fitness indicator, including one appropriate for day-to-day assessment.

Seventh Grade

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.

Design a Personal Activity Program**Fourth Grade**

Demonstrate knowledge of the FITT principle by correctly explaining what is meant by each term and provide correct illustrations of applying each term to accommodate selected and specific physiological adaptations.

Fifth Grade

Demonstrate the ability to correctly define Progression and Specificity, and explain the roles that manipulating each plays in creating desired physiological adaptations

Sixth Grade

Demonstrates the ability to apply the principles to planning an effective intervention for developing and maintaining a specified level of aerobic fitness.

Seventh Grade

Demonstrates the ability to apply the principles to planning an effective intervention for developing and maintaining a specified level of muscular strength in selected regions of the body.

Eighth Grade

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.

Injury Prevention and Care**Fourth Grade**

Explains the RICE Principle (rest, ice, compression, elevation) and describe how to apply the principle to caring for a common activity-related injury.

Fifth Grade

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 how having and using proper personal equipment (e.g., selection, fit, care), can enhance a person's ability to achieve/maintain personal health by minimizing their opportunity for injury.

Seventh Grade

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

Explains what contraindicated exercises are and 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 achieve/maintain personal health by minimizing their opportunity for injury.

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

Content Standard 13

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

All Programs:**Self-control****Kindergarten**

Describes what it means to behave with self-control and why it is important.

First Grade

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

Second Grade

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

Third Grade

Displays self-control most (at least 75%) of the time while under direct supervision.

Fourth Grade

Displays self-control nearly always (at least 90%) while under direct supervision.

Fifth Grade

Displays self-control behavior nearly always (at least 90%) while under general supervision.

Follow Directions**Kindergarten**

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

First Grade

Describes three actions that reflect following directions and describe the benefits in displaying them.

Second Grade

Describes five actions that reflect following directions and describe the benefits in displaying them.

Third Grade

Follows directions most (at least 75%) of the time while under direct supervision.

Fourth Grade

Follows directions nearly always (at least 90%) while under direct supervision.

Fifth Grade

Follows directions nearly always (at least 90%) while under general supervision.

Cooperation**Second Grade**

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

Third Grade

Describes three indicators demonstrating cooperative behavior and potential outcomes that result.

Fourth Grade

Describes six indicators demonstrating cooperative behavior and potential outcomes that result.

Fifth Grade

Displays cooperative behavior 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.

Seventh Grade

Displays cooperative behavior 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.

Best Effort**Kindergarten**

Defines best effort and explains why giving one's best is important.

First Grade

Describes three indicators reflective of giving one's best effort and potential outcomes that result.

Second Grade

Describes six indicators reflective of giving one's best effort and potential outcomes.

Third Grade

Displays best effort most (at least 75%) of the time while supervised.

Fourth Grade

Displays best effort at least some (at least 50%) of the time while under general supervision.

Fifth Grade

Displays best effort nearly all (at least 90%) the time while under general supervision.

Respect for Rules**Second Grade**

Describes what respect for rules means and why respect for rules is valuable.

Third Grade

Describes three indicators demonstrating respect for rules and potential outcomes that result.

Fourth Grade

Describes five indicators demonstrating respect for rules and potential outcomes that result.

Fifth Grade

Displays respect for rules most (at least 75%) of the time while supervised.

Sixth Grade

Displays respect for rules nearly all (at least 90%) the time while supervised.

Seventh Grade

Displays respect for rules most (at least 75%) of the time while under general supervision.

Eighth Grade

Displays respect for rules nearly all (at least 90%) the time while under general supervision.

Perseverance**Second Grade**

Describes what it perseverance means and why perseverance is valuable.

Third Grade

Describes three indicators demonstrating perseverance and potential outcomes that result.

Fourth Grade

Describes six indicators demonstrating perseverance and potential outcomes that result.

Fifth Grade

Displays perseverance most (at least 75%) of the time while under direct supervision.

Sixth Grade

Displays perseverance nearly all (at least 90%) the time while under direct supervision.

Seventh Grade

Displays perseverance most (at least 75%) of the time while under general supervision.

Eighth Grade

Displays perseverance nearly all (at least 90%) the time while under general supervision.

Programs With 90 Minutes Or More Per Week:**Respect Others****First Grade**

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

Second Grade

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

Third Grade

Displays respect for others most of the time (75 percent of the time) while under direct supervision.

Fourth Grade

Displays respect for others most of the time (75 percent of the time) while under general supervision.

Fifth Grade

Displays respect for others nearly always (90 percent of the time) while under general supervision.

Competitiveness**First Grade**

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

Second Grade

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

Third Grade

Describes six indicators of appropriate competitive behavior, and states what happens when you do and do not demonstrate appropriate behaviors.

Fourth Grade

Displays appropriate competitive behaviors most of the time (75 percent of the time) while under direct supervision.

Fifth Grade

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

Leadership**Third Grade**

Describes what leadership means and why leadership is valuable, and identifies four leadership behaviors and potential outcomes that result.

Fourth Grade

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 leadership most of the time (75 percent of the time) while supervised.

Goal 5: Students will demonstrate competence in selected health-enhancing lifelong leisure activities and entry-level performances on others.
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The primary purpose of a quality physical education program is intended to provide students with the fundamental knowledge, fitness levels, and skills necessary to successfully engage in lifetime activities. The content can be thought of as the "ABC's" of physical movement and activity. Games and activities used in elementary programs are not an end in themselves, but primarily tools that allow students to apply specific content in ways that connect to their understanding of the world.

As time permits in the upper elementary grades, lead-up activities associated with the program's intended competence in lifelong activities are introduced. These activities again are used as a means of addressing skills specific to those lifelong activities.

Jogging/Powerwalking

All Programs:

Benefits of Jogging/Powerwalking

Sixth Grade

Know what cardiovascular endurance is and how jogging/powerwalking can enhance physical capacity and physical appearance.

Seventh Grade

Know what cardiovascular endurance is and how and how jogging/powerwalking can enhance metabolic function and athletic performance, and deter common injuries.

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.

Factors Affecting Effects of Jogging/Powerwalking

Sixth Grade

Knows how inadequate nutritional habits, insufficient rest, and high levels of daily stress can affect jogging exercise output and the acquisition of cardiovascular adaptations.

Seventh Grade

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.

Eighth Grade

Correctly predict the potential impact of variations of the following variables to attaining desired potential effects of a regular jogging program: nutritional habits, rest, levels of daily stress, training experience and use of performance enhancers.

Principles of Jogging/Powerwalking Training

Sixth Grade

Explains the overload principle, and it applies to using jogging/powerwalking to alter aerobic performance, anaerobic performance and body composition.

Seventh Grade

Explains the principle of specificity of training and how various engaging in various activities at various intensities will affect the performance of other activities (e.g., jogging, swimming and/or cycling).

Eighth Grade

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.

Safety Practices and Procedures

Sixth Grade

Explains what warm-ups and cool-downs are, their importance in terms of safe participation and acquisition of long term benefits of physical activity, and how to execute them when jogging/powerwalking.

Seventh Grade

Describes the importance of maintaining functional flexibility, its importance in terms of safe participation and acquisition of long term benefits of physical activity, and how to execute common flexibility exercises safely.

Eighth Grade

Describes the importance of utilizing correct techniques and proper equipment and attire when jogging/powerwalking, in terms of safe participation and acquisition of long term benefits of physical activity.

Design a Personal Program**Sixth Grade**

Explains each component of the FITT principle (frequency, intensity, duration, type) and explain how to apply it to altering and maintaining specified levels of cardiovascular fitness and body composition.

Seventh Grade

Identifies the essential components of a health-related activity program (warm-ups and cool-downs, exercise order, range of motion, repetitive exercise and FITT).

Eighth Grade

Constructs an activity plan that implements all the components of a safe, effective jogging/powerwalking program.

Jogging/Powerwalking Form**Sixth Grade**

Maintains correct form for at least 15 minutes of continuous jogging or powerwalking as a means of engaging in vigorous physical activity.

Seventh Grade

Maintains correct form for at least 15 minutes of continuous jogging or powerwalking as a means of engaging in vigorous physical activity.

Eighth Grade

Maintains correct form for at least 15 minutes of continuous jogging or powerwalking as a means of engaging in vigorous physical activity.

Strength Training

All Programs:

Benefits of Strength Training

Sixth Grade

Explain what muscular strength and endurance are and how their development can enhance physical capacity and physical appearance.

Seventh Grade

Explain what muscular strength and endurance are, and how their development can enhance metabolic function and athletic performance, and deter common injuries.

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.

Factors affecting Strength Training

Sixth Grade

Explain how gender, age, and training experience can affect the amount of exercise output and acquisition of muscular strength and endurance.

Seventh Grade

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.

Eighth Grade

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.

Principles of Strength Training

Sixth Grade

Define the overload principle and how the principle applies to altering muscular strength and endurance.

Seventh Grade

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).

Eighth Grade

Explain the principles of progression and reversibility correctly and provide examples of how each can potentially impact desired changes in muscular strength and endurance.

Safety Practices and Procedures

Sixth Grade

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.

Seventh Grade

Describe the importance of maintaining functional flexibility, how to execute common flexibility exercises safely, and its importance in terms of safe participation and acquisition of long term benefits of physical activity.

Eighth Grade

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.

Designing a Personal Program**Sixth Grade**

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 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 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 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**All Programs:****Vocabulary****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.

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.

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.

Throwing**Sixth Grade**

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.

Seventh Grade

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.

Eighth Grade

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.

Batting**Sixth Grade**

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.

Seventh Grade

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.

Eighth Grade

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.

Catching**Sixth Grade**

Catch a softball at least one-third of the time when playing catch with another student from at least 30 feet away.

Seventh Grade

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.

Eighth Grade

Demonstrate catching balls thrown by team mates 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.

Rules**Sixth Grade**

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 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 the basic rules of slow pitch softball by executing them correctly in the context of playing a modified or regulation game.

Programs With 90 Minutes Or More Per Week:**Catching****Fourth Grade**

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

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.

Golf**All Programs:****Vocabulary****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.

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.

Eighth Grade

Demonstrates knowledge of the terms commonly used by golf participants by defining at least 80 percent of them correctly on a worksheet.

Etiquette**Sixth Grade**

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.

Seventh Grade

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.

Eighth Grade

Demonstrate knowledge of the rules of etiquette by explaining at least 90 percent of them correctly on a worksheet.

Golf Swing**Sixth Grade**

[Not a benchmark for sixth grade. Students can be introduced to golf in sixth grade by putting and chipping.]

Seventh Grade

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.

Eighth Grade

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.

Putting and Chipping**Sixth Grade**

Demonstrate correct form when putting a ball three consecutive times in the context of practicing during physical education class.

Seventh Grade

Demonstrate correct form when putting and chipping a ball three consecutive times in the context of practicing during physical education class.

Eighth Grade

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.

Rules**Sixth Grade**

Define in writing the terms associated with scoring a regulation game of golf.

Seventh Grade

Answer at least 80 percent of the questions on a worksheet correctly, pertaining to playing and scoring a modified game of golf.

Eighth Grade

Correctly score a regulation or modified game of golf.

Basketball**Programs With At Least 60 Minutes Per Week:****Control Dribble****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.

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.

Eighth Grade

Demonstrate correct form while dribbling a basketball at least 50 feet against moderate defensive pressure¹, 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.

Set Shot**Sixth Grade**

Demonstrate correct form when shooting a set shot six feet from, and at various angles to a 10-foot basket.

Seventh Grade

Demonstrate correct form when shooting a set shot ten feet from, and at various angles to a 10-foot basket.

Eighth Grade

Demonstrate correct form when shooting a basketball from the free throw line three out of four times.

Lay-Up**Sixth Grade**

Demonstrate correct form when shooting a lay-up with the dominant hand while dribbling at a slow speed.

Seventh Grade

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 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.

Jump Shot**Eighth Grade**

Demonstrate correct form when shooting a jump from each block of a 10-foot basket.

Rebounding**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.

Seventh Grade

Demonstrate correct form when boxing out an opponent standing within arm's length in preparation to rebound the ball.

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.

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.

One-on-One Offense**Sixth Grade**

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.

Seventh Grade

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.

Eighth Grade

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.

Offensive Strategy**Sixth Grade**

Execute a give-and-go without turning over the ball when engaging in drills with two or more offensive and defensive players.

Seventh Grade

Execute a legal screen off the ball without turning over the ball when engaging in drills with three or more offensive and defensive players.

Eighth Grade

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.

Defensive Position**Sixth Grade**

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

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 stance and position when defending players without the ball in half-court scrimmage situations.

Programs With 90 Minutes Or More Per Week:**Set 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.

Fifth Grade

Assume a correct base of support with the hand underneath the ball when turning to face the basket and shooting a basketball from within six feet of the basket.

Lay-up**Fourth Grade**

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.

Fifth Grade

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.

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	80	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	80						
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.

Prioritization of lifelong physical activities is addressed as a separate instrument.

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: Shoulders									
Flexibility: Ankle									
Flexibility: Wrist									

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						
Boundries 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.

	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
battling							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	45	30
6. Basketball									
vocab. & dictonary							60	60	45
offense					60	60	60	60	60
defense					60	60	45	45	45
fund. skills									30
rule book							45	45	45
use in one offense							45	45	45
defensive strategy							30	30	45
defensive position							60	45	45
Total	1000	1093.5	1094	1093.5	1093.5	1093.5	1093.5	1093	1380

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	74	15.0	40	15.5	126.5	0	11.5	566.5	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	7	6
Personal/Social	3	3	6	6	6	6	3	3	3
Lifelong Activities	0	0	0	0	0	0	21	22	22
Totals:	19	21	20	18	20	19	34	35	34

60 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	5	4	1	0	0	0	0
Object Control	4	6	6	6	6	6	0	0	0
Postural, Rhythmic, Body Control	1	2	2	1	1	0	0	0	0
Fitness	0	0	2	4	4	4	5	5	4
Cognitive	6	6	7	5	6	7	7	7	6
Personal/Social	3	3	6	6	6	6	3	3	3
Lifelong Activities	0	0	0	0	0	0	28	29	30
Totals:	19	22	28	26	24	23	43	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	-118	-73	-63	52	32	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	29	30
Totals:	19	33	40	38	33	31	43	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	11	7	2	1

Lifelong Activities

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.
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 Springboard	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)

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 Injures	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.				

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.				

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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.			

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.

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.

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..		

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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

	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.	
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.

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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 FIT 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.

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.

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.

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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 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	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.

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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 team mates 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 slow pitch 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.

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.	
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 Lizarzaburu, 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 dias, Buenos dias,
 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 Lizarzaburu, 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. Tomie 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 (lapiz, 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 1: 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 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, cartera, 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, Lyun 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-Verzariu, Elizabeth. Hayes School Publishing Co., Inc. Pittsburgh, PA. 1997

Web Sites used:

- www.bahasa.com
www.quia.spanish.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, plátano,)
- 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-Verzariu, 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.
- 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 DÉ 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-Verzariu, 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-Verzariu, Elizabeth. Hayes School Publishing Co., Inc. Pittsburgh, PA. 1997

Web Sites used:

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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.