ABSTRACT

Two self-contained sections within the document (one for grades 7-8, the other for grades 9-12) present the Washington Small Schools secondary physical education curriculum. Activities are written to supplement or extend a basic text by presenting a game, simulation or activity to carry out a learning objective. Identical introductory materials describe the organization of Small Schools materials, relationship to Washington's Student Learning Objectives (SLO) Law, format of the curriculum guide, definitions of format terms, Goals for the Washington Common Schools, and Physical Education Program Goals. The grades 7-8 curriculum presents objectives, activities, monitoring procedures and resources for 12 team sports, 24 individual/dual sports, 6 New Games, 4 cooperative games, 7 dance (rhythms) categories and 9 aspects of physical fitness. The entire scope of the grade 7-8 curriculum (with the exception of the New Games) is repeated in the grade 9-12 curriculum with advanced and additional experiences to build on the students' knowledge, skills and values. Additions to the grades 9-12 curriculum include circus skills, hiking and outdoor survival in the individual/dual sports category and the New Games of Aura, Bone, Dho-Dho-Dho, Islands, People Pass and People Pyramids. (NEC)
SMALL SCHOOLS
CURRICULUM

PHYSICAL EDUCATION
7-12

Dr. Frank B. Brouillet, State Superintendent of Public Instruction
Tumwater, WA 98504

1981
SMALL SCHOOLS

PHYSICAL EDUCATION CURRICULUM

Grades 7-8

PHYSICAL EDUCATION

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INTRODUCTION

The Small Schools Project Objectives and Curriculum for Physical Education were developed during the 1980-81 school year through the cooperative efforts of three levels of educational organization; six King and Pierce County school districts; Educational Service District 189 and the State Office of Public Instruction. Funds were provided through Title IV C with ESD 189 providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in Physical Education to serve as a basis for a goal-based curriculum. A cadre of teachers from the six consortium schools (Carbonado, Eatonville, Lower Snoqualmie, Orting, Steilacoom Historical, and White River) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and classroom teachers. The third phase involved the classroom teachers writing activities to accompany the objectives. This curriculum will be published in separate curriculum guides, i.e., K-3, 4-6, 7-8, 9-12.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading—green, Language Arts—yellow, Mathematics—blue, Social Studies—buff, Science—pink, and Physical Education—orange. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See pages vii and viii of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.
RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981. School districts are required by 1986 to have developed student learning objectives for all other courses of study. *The Superintendent of Public Instruction developed a timeline for the orderly development and implementation of Student Learning Objectives to carry out the law. The timeline shows that physical education and social studies are to be implemented by 1983.)

The approach of the Small Schools Project Consortium was first to develop a curriculum, K-12 Physical Education and 4-12 in Social Studies, using a goal base model. Thus, the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline. Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

PHYSICAL EDUCATION CURRICULUM ACTIVITIES
Grades K-12

Users of the Small Schools Physical Education Curriculum guides grades K-12 should note that the activities are written by teachers representing small school districts. The activities are written with the idea of not duplicating a text but rather to present a game, simulation or an activity to carry out the objective. This is done with the premise that schools normally have a basic text and the activities are merely to supplement or extend the text.

Only a few activities were written with the hope they would stimulate teachers to create additional activities. Also, the activities were written over a space of only a few months in order to meet a state deadline for printing purposes.

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to assist districts in personalizing the curriculum to meet their own educational program needs.

The format pages contained within this book list the sequence of student learning objectives in the specific curriculum area of social studies. On each page broad grade placements have been recommended indicating where the objectives should be taught, i.e. 4-6, 7-8, and 9-12. Grade recommendations are made with the understanding that they apply to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the local district curriculum. The columns may also be used to indicate where an objective is introduced (I), practiced (P), reinforced (R), or mastered (M) within a district curriculum. An objective may be deleted by striking it from the list or another objective may be added by writing it directly on the sequenced objective page.

<table>
<thead>
<tr>
<th>SMALL SCHOOLS PROJECT</th>
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<tr>
<td>SUBJECT: Physical Education</td>
</tr>
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<td>SPECIFIC AREA: Rhythms</td>
</tr>
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<td>Square Dance</td>
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<td>Page</td>
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<tr>
<td>7-8</td>
</tr>
</tbody>
</table>

The student knows:

- how to form a square.
- the various square dance terminology.

The student is able to:

- participate as a partner in a square dance.
- demonstrate correctly a variety of step maneuvers in teacher and student selections.
- perform steps and maneuvers in time with music.

The student values:

- square dance as a leisure activity.
- the social worth of square dance.
On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

<table>
<thead>
<tr>
<th>Student Learning Objective(s)</th>
<th>Suggested Objective Placement</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student knows how to form a square.</td>
<td>7-8</td>
<td>7, 8</td>
<td>Teacher observation.</td>
<td>District Resources</td>
</tr>
<tr>
<td>B. The student is able to participate as a partner in a square dance.</td>
<td></td>
<td></td>
<td>Teacher explanation.</td>
<td>Square dance record sets</td>
</tr>
<tr>
<td>D. The student values the social worth of square dance.</td>
<td></td>
<td></td>
<td></td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Related Area(s)</th>
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<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
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<tbody>
<tr>
<td>Title: Forming a Square</td>
<td>Group size: entire class</td>
<td></td>
<td>Teacher observation.</td>
<td></td>
</tr>
<tr>
<td>Materials: record player, square dance records</td>
<td></td>
<td>Teacher explanation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure(s):</td>
<td></td>
<td>Record caller.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher may be used as a caller to set up and describe how to form a basic square, e.g. home position, couple 1, 2, 3, 4, head couples, side couples, corner lady, right hand lady, opposite lady.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once the class is in squares, teacher can go through the basic elements of a square, e.g. home position, couple 1, 2, 3, 4, head couples, side couples, corner lady, right hand lady, opposite lady.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the four parts of a square dance: i.e. introduction, main figure, trimmings or full-ins and ending.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slowly, with the entire class of their squares, go through home basic dance maneuvers and steps: e.g. honor your partner, all join hands and circle wide, home you go and swing, first and third go forward and back.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variation:</td>
<td>Have each square develop their own maneuvers and steps and demonstrate to class.</td>
<td></td>
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<td></td>
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</tbody>
</table>
DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject, area. Program goals are used as a basis for defining the outcome of an entire area of instruction as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principles and laws, simple generalizations, similarities and differences, etc.

An example of a Knowledge Student Learning Objective is "The student knows guide words in a dictionary indicate the first and last words on the page."
Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."
SMALL SCHOOLS PROJECT

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgement and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.
1. The student has an appreciation of the need to participate in regular physical activity and to apply desirable health knowledge to maintain fitness for everyday living throughout life.

2. The student develops knowledge and understanding of factors necessary to analyze and perform functional and expressive movement.

3. The student will acquire safety skills, habits, and develop awareness regarding safety for themselves and for others.

4. The student will be stimulated through physical education to seek participation in and derive enjoyment from wholesome recreation during leisure time.

5. The student values the personal qualities of self control, self confidence, good sportsmanship and respect for others that enable him/her to work and play with others for common goals.

6. The student knows rules and is able to apply strategies in a variety of physical education activities and sports.

7. The student is able to exhibit neuromuscular coordination techniques, agility, balance, and flexibility in a variety of physical education activities and sports.
### PHYSICAL EDUCATION SCOPE

**SCOPE**

(7-8)

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<td>209 - 211</td>
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</table>
SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Basketball

The student knows:

- that basketball is a team sport that involves the skills of dribbling, passing, shooting, guarding, pivoting and rebounding.
- the basic rules of basketball sufficiently to play and officiate.

The student is able to:

- dribble the basketball with control with the right and left hands.
- pass the basketball accurately to a stationary or moving team mate using a chest, bounce, overhead or baseball pass.
- use proper form in executing a set shot and lay-up.
- apply the skills of dribbling, passing, shooting, pivoting, rebounding and guarding to a game situation.
- execute legal pivot in both a front and reverse direction.
- perform proper guarding techniques in executing a one on one defense.

The student values:

- the skills learned to play the game of basketball.
- basketball as a leisure activity.
- cooperation required for success in basketball games.
### Student Learning Objective(s)

1. The student knows that basketball is a team sport that involves the skills of dribbling, passing, shooting, guarding, pivoting and rebounding.
2. The student is able to dribble the basketball with control with the right and left hands.
3. The student values the skills learned to play the game of basketball.

### Suggested Objective Placement

<table>
<thead>
<tr>
<th></th>
<th>Grade(s)</th>
<th>State Goal</th>
<th>District Goal</th>
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<tr>
<td></td>
<td>7-8</td>
<td>2,9</td>
<td>4,5,6</td>
</tr>
</tbody>
</table>

### Related Area(s)

### Suggested Activities: Grade(s) 7-8

<table>
<thead>
<tr>
<th>Title:</th>
<th>Dribble Tag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>small group/entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>basketball</td>
</tr>
</tbody>
</table>

#### Procedure(s):

- Set up boundaries (eg. 1/2 court.
- 1 ball for each participant.
- Designate a tagger.
- Designate dribbling hand (eg. R.)
- Designate tagging hand (eg. L.)
- The dribbler who is tagged becomes "It".
- Explanation of rules for dribbling (eg. continuous dribbling).

#### Variations:

- Play one on one.
- Players are frozen when tagged.
- All tagged players become taggers.

#### Suggested Monitoring Procedures

- Teacher observation.
- Skills test.

#### Possible Resources

### Suggested Objective Placement

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

### Student Learning Objective(s)

**A.** The student knows that basketball is a team sport that involves the skills of dribbling, passing, shooting, guarding, pivoting and rebounding.

**B.** The student is able to pass the basketball accurately to a stationary or moving team mate using a chest, bounce, overhead or baseball pass.

### Related Area(s)

| 4, 5, 6 |

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birdie in the Cage</td>
<td>8-15</td>
<td>Teacher observation.</td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

- Teacher observation.
- Skills test.

### Possible Resources


### Procedure:

**Game:** Birdie in the Cage

- **Group size:** 8-15
- **Materials:** 1 ball per group

1. Circle with one player in the center.
2. The center player tries to touch the ball as it is being passed by the circle players.
3. The player who threw the pass that was touched goes to the center.
4. If a player causes the ball to leave the circle they go to the center.
5. Players may not pass to the person right next to them.

### Variations:

- Use a variety of passes.
- More than one player in the center.
- Designate one type of pass.
- Triangle drill; use only 4 people.
- 3-Person ball snatch; 3 in a line, keep away from center.
Student Learning Objective(s)  A. The student knows that basketball is a team sport that involves the skills of dribbling, passing, shooting, guarding, pivoting and rebounding. B. The student is able to use proper form in executing a set shot and lay-up. C. The student values the skills learned to play the game of basketball.

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Shooting Drills</td>
<td>Teacher observation.</td>
<td></td>
</tr>
<tr>
<td><strong>Group size:</strong> small groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> basketballs and baskets</td>
<td></td>
<td>Skills test.</td>
</tr>
</tbody>
</table>

Procedure(s):

**Lay-in drill:**
- Players line up behind the foul line.
- Player shoots as many lay-ins as possible within a specified time limit (e.g., 30 sec./60 sec.).
- Players return to free throw line between each shot.

Variations:
- Designate hand for shooting.

**Set shot drill:**
- Designate shooting spots on floor to shoot from.
- Players take turns shooting from the spots.

Variations:
- Rotate when they make a basket.
- Make a certain number.
- Team competition.
Student Learning Objective(s)  
A. The student knows that basketball is a team sport that involves the skills of dribbling, passing, shooting, guarding, pivoting, and rebounding.  
B. The student is able to use proper form in executing a set shot and lay-up.  
C. The student values the skills learned to play the game of basketball.

Related Area(s)  

Suggested Objective Placement  
7-8

<table>
<thead>
<tr>
<th>Suggested Objective Placement</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>2.2</td>
<td></td>
<td>4,5,6</td>
</tr>
</tbody>
</table>

Suggested Activities: Grade(s)  

<table>
<thead>
<tr>
<th>Title: Shooting Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials: basketballs and baskets</td>
</tr>
</tbody>
</table>

Suggested Monitoring Procedures  
Teacher observation.  
Skills test.

Possible Resources  

District Resources
### Student Learning Objective(s)

1. The student is able to execute legal pivot in both front and reverse direction.
2. The student is able to perform proper guarding techniques in executing one-on-one defense.

### State Goal

2.9

### District Goal

- 4.5.6

### Program Goal


### Related Areas


### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Passing, Guarding and Pivoting Drill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: small</td>
</tr>
<tr>
<td>Materials: basketball</td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

- Teacher observation.
- Skills test.

### Possible Resources

- Selected Basketball Articles
  - American Association for Health, Physical Education and Recreation, Washington D.C. 1971
  - Pg. 43

### Diagram

**Figure 7**

Passing, Guarding, and Pivoting Drill:

Ball starts with 2 who passes to 1 as the latter runs out to meet the pass. Then goes to the end of line 3. Meanwhile 3 comes out to guard 1. 3 pivots and passes to the next 2. 1 goes to the end of line 2, and 3 goes to the end of line 1. See figure 8.
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Student Learning Objective(s)

A. The student knows that basketball is a team sport that involves the skills of dribbling, passing, shooting, guarding, pivoting and rebounding.

B. The student knows the basic rules of basketball sufficiently to play and officiate.

C. The student is able to apply the skills of dribbling, passing, shooting, pivoting, rebounding and guarding in a game situation.

D. The student values the skills learned to play the game of basketball.

E. The student values basketball as a leisure activity.

F. The student values cooperation required for success in basketball games.

Suggested Objective Placement

State Goal 2,9
District Goal
Program Goal 4,5,6

Suggested Activities: Grade(s)

Title: 3 on 3 Scrimmage
Group size: groups of 3
Materials: basketballs, pinnies

Procedure(s):
- Teams of three; at least two teams at a basketball hoop.
- Regular basketball rules are used for play.
- Person to person defense.
- Half court boundaries.

Variations:
- If offensive team scores, it remains on the floor and the defensive team rotates out.
- Team scoring a set number of points first stays on and loser rotates out.
- 4 on 4.
- 5 on 5.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

The student knows:

- the basic rules of field hockey.
- strategies.
- the skills and strategies for the various offensive and defensive positions.

The student is able to:

- successfully participate in the game of field hockey.
- apply offensive and defensive strategies in the game of field hockey.
- use the hockey stick to pass, receive, shoot and guard with appropriate body mechanics and form.

The student values:

- playing by the rules for fun and safety.
- cooperation required for success in field hockey games.
### Suggested Objective Placement

- **Grade(s):** 7-8

- **State Goal:** 2, 9, 10

- **District Goal:**

- **Program Goal:** 3, 4, 5

### Suggested Monitoring Procedures

- Observation that students are using the basic rules and are successful in playing the game.

### Possible Resources

- Barnes, Fox, Loeffler, and Scott

- **Field Hockey Rule guide**

### Activities:

- **Title:** Official Field Hockey Game

- **Group size:** 2 teams of 11 & subs

- **Materials:** field hockey field w/goals & lines, ball, sticks, goalie pads and kickers.

- **Team(s):**
  - Forwards: L. wing, L. inner, center, R.I.,
  - Fullbacks: L.F., R.F.

- **Possible Resources:**
  - Field Hockey Rule guide
Suggested Objective Placement 7-8

Learning Objective(s)  
A. The student knows strategies.  
B. The student knows the strategies for the various offensive and defensive positions.  
C. The student is able to apply offensive and defensive strategies in the game of field hockey.

State Goal 2.9  
District Goal  
Program Goal 3.4.6

<table>
<thead>
<tr>
<th>Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Controlled Scrimmage</td>
<td>Observe to see that students are positioning correctly.</td>
<td></td>
</tr>
<tr>
<td><strong>Group size:</strong> Two teams i.e. 22 players</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> field, 2 goal cages, 1 ball, sticks for everyone, goalie equipment for two.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Area(s):</strong> plain positioning and place both teams in their position locations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Whenever more than 1 player from the same team on the ball, the official blows the whistle and the other team gains possession of the ball at that spot.  
A point is awarded whenever there are 2 complete passes in a row.  
A point is awarded to the team when a player makes a good tackle or steal.
A point for a goal.  
A point for a good clear by the goalie.  

<table>
<thead>
<tr>
<th>District Resources</th>
<th></th>
</tr>
</thead>
</table>
Suggested Objective Placement: 7-8

<table>
<thead>
<tr>
<th>Learning Objective(s)</th>
<th>Suggested Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student is able to use the hockey stick to pass, receive, and guard with appropriate body mechanics form.</td>
<td></td>
</tr>
</tbody>
</table>

State Goal: 2, 9
District Goal: 
Program Goal: 3, 4, 6

<table>
<thead>
<tr>
<th>Activities</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: 3 on 3</td>
<td>7-8</td>
<td>Teacher observation.</td>
<td></td>
</tr>
<tr>
<td>Group size: groups of 3</td>
<td></td>
<td>Skills test.</td>
<td></td>
</tr>
<tr>
<td>Materials: hockey sticks, balls, field &amp; cage, goalie pads &amp; kickers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(s): Players line up on the 25 yard line in 3 lines; left wing, center, left wing. The remains on defense while others will rotate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designate 2 players to play the position of backs (defense).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ball starts in the center at the 25 yard or 50 yard line and these 3 players pass the ball and shoot for a goal. Defensive players try to clear the ball.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The defense clears the ball out of the game, the play is over.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two outside players rotate to defense, and center returns back to another line.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

35
SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Flicker Ball

The student knows:

- the basic rules of flicker ball.
- that flicker ball is a team sport played with a football, and involves the skills of passing, receiving, and defending.

The student is able to:

- successfully participate in a flicker ball game.

The student values:

- flicker ball as a vigorous leisure game.
- cooperation required for success in flicker ball games.
Suggested Objective Placement

State Goal 7-8

District Goal

Program Goal

Student Learning Objective(s)

A. The student knows the basic rules of flicker ball. B. The student knows that flicker ball is a team sport played with a football and involves the skills of passing, receiving, and defending. C. The student is able to successfully participate in a flicker ball game. D. The student values flicker ball as a vigorous leisure game.

Related Area(s)

Suggested Activities: Grade(s) 7-8

<table>
<thead>
<tr>
<th>Title:</th>
<th>Flicker Ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>two teams of 5-11 each</td>
</tr>
<tr>
<td>Materials:</td>
<td>target shirts and football</td>
</tr>
</tbody>
</table>

Procedure(s):

- Identify the playing boundaries and goals.
- Identify teams and assign target shirts to all members of one team.
- Determine the goal each team will defend.
- Have students take positions on the field and play the game in accordance with official rules.

Variations:

- Substitute goal area if official goal is not available.
- Use boar football to enhance success with passing and receiving skills.

Suggested Monitoring Procedures

Teacher observation of noting student knowledge of the rules and specific skill development.

Possible Resources


District Resources
Student Learning Objective(s)

A. The student knows the basic rules of flicker ball.
B. The student values cooperation required for success in flicker ball games.

Suggested Objective Placement

7-8

State Goal

2,9

District Goal

Program Goal

4,5,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Flicker Ball Rules Presentation
Group size: entire class
Materials: handouts, chalkboard or transparencies & overhead projector.

Procedure(s):
- Diagram a flicker ball field and goals.
- Designate playing positions for starting the game.
- Describe the objectives of the game and methods of scoring.
- Define the rules for both offensive and defensive players.
- Stress safety rules and considerations.
- Demonstrate skills and maneuvers for clarity and understanding.

Suggested Monitoring Procedures

Written quiz.

Possible Resources


District Resources
## Subject: Physical Education

### Specific Area: Team Sports - Football

<table>
<thead>
<tr>
<th>The student knows:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>that football is a team sport that involves the skills of passing, catching, kicking, defending, blocking, centering and carrying the football.</td>
<td></td>
</tr>
<tr>
<td>the basic rules of touch or flag football.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student is able to:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>execute a spiral pass to a stationary or moving partner.</td>
<td></td>
</tr>
<tr>
<td>center a football between the legs.</td>
<td></td>
</tr>
<tr>
<td>catch a football while standing or running.</td>
<td></td>
</tr>
<tr>
<td>place kick a football to a pre-selected target area.</td>
<td></td>
</tr>
<tr>
<td>punt a football.</td>
<td></td>
</tr>
<tr>
<td>change a football from hand to hand while running.</td>
<td></td>
</tr>
<tr>
<td>defend a pass receiver.</td>
<td></td>
</tr>
<tr>
<td>execute a legal flag or tag.</td>
<td></td>
</tr>
<tr>
<td>execute legal screening and blocking technique.</td>
<td></td>
</tr>
<tr>
<td>play a flag or touch football game using official rules.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student values:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>the skills learned to play the game of football.</td>
<td></td>
</tr>
<tr>
<td>football as a leisure activity.</td>
<td></td>
</tr>
<tr>
<td>cooperation required for success in football games.</td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Objective(s)  
A. The student is able to execute a spiral pass to a stationary or moving partner.  
B. The student is able to center a football between the legs.  
C. The student is able to catch a football while standing or running.  
D. The student is able to defend a pass receiver.  

<table>
<thead>
<tr>
<th>Suggested Objective Placement</th>
<th>7-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal</td>
<td>2.9</td>
</tr>
<tr>
<td>District Goal</td>
<td></td>
</tr>
<tr>
<td>Program Goal</td>
<td>3.4,5</td>
</tr>
</tbody>
</table>

**Related Area(s)**  

**Suggested Activities: Grade(s) 7-8**  
- Title: Passball  
- Group size: 6-10 people  
- Materials: football  

**Procedure(s):**  
- Two teams of equal size, one on offense the other on defense.  
- Ball is hiked to passer, everyone goes out for pass.  
- Offense keeps the ball as long as the pass is complete. If incomplete or intercepted, the offense goes to defense.  
- Starting point remains the same.  
- Scoring: one point short pass, two points long pass, one point interception.  
- Play to set amount of points.  

**Suggested Monitoring Procedures**  
- Observation.  

**Possible Resources**  
- Individual skills test.  

---

<table>
<thead>
<tr>
<th>District Resources</th>
<th>44</th>
</tr>
</thead>
</table>
### Student Learning Objective(s)
- A. The student is able to punt a football.
- B. The student is able to catch a football while standing or running.
- C. The student values the skills learned to play the game of football.

### Related Area(s)

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title</th>
<th>Kickover</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size</td>
<td>2 people or more</td>
</tr>
<tr>
<td>Materials</td>
<td>Footballs</td>
</tr>
</tbody>
</table>

**Procedure(s):**
- Player A punts the ball to player B.
- If B catches the ball in the air he takes three steps and returns the punt.
- If B does not catch the ball in the air he returns the punt from the point of retrieval.
- Set predetermined goals. The game continues until one player has to retreat behind his goal.

**Variation:**
- Play with teams instead of individual players.

### Suggested Monitoring Procedures
- Observation.
- Individual skills test.

### Possible Resources

### District Resources
**Student Learning Objective(s)**

A. The student is able to place kick a football to a pre-selected target area.

B. The student values the skills learned to play the game of football.

**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>State Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Goal</td>
</tr>
<tr>
<td>Program Goal</td>
</tr>
<tr>
<td>3,4,5</td>
</tr>
</tbody>
</table>

**Related Area(s)**

---

**Suggested Activities:** Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Place Kicking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>individual</td>
</tr>
<tr>
<td>Materials:</td>
<td>footballs &amp; tees</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Place kick the football down a line.
- Measure the length of the kick and subtract the distance away from the line.
- Mark off specific areas on the field and have students kick to the designated area.

**Suggested Monitoring Procedures:**

Observation of students kicking techniques.

**Possible Resources**

---

**District Resources**
Student Learning Objective(s)

A. The student is able to change a football from hand to hand while running.
B. The student values the skills learned to play the game of football.

Related Area(s)

Suggested Activities: Grade(s)

Title: Football Relay
Group size: class
Materials: footballs

Procedure(s):
- Divide class into equal teams.
- Each team lines up with members about 5 yards apart.
- First person weaves in and out changing the ball from hand to hand.
- Upon completion of the run he hands the ball to the next person and takes his spot.
- First team with everyone finished wins.

Suggested Monitoring Procedures

Observation of individual students noting their ability to change a football from one hand to another while running.

Possible Resources

District Resources
### Suggested Objective(s)

<table>
<thead>
<tr>
<th>Objective</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student knows the basic rules of touch or flag football.</td>
<td>7-8</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>B. The student is able to play a flag or touch football game using official rules.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. The student values the skills learned to play the game of football.</td>
<td>7-8</td>
<td></td>
<td>3,4,5</td>
</tr>
<tr>
<td>D. The student values football as a leisure activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. The student values cooperation required for success in football games.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Related Area(s)

#### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Flag or Touch Football</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: 11 per team</td>
<td>Observation</td>
<td>District Resources</td>
</tr>
<tr>
<td>Materials: football, flags</td>
<td>Written test</td>
<td></td>
</tr>
</tbody>
</table>

#### Procedure(s):

- Rules are outlined to both teams.
- Participate in a game using regulation rules.
Student Learning Objective(s)

A. The student is able to execute legal screening and blocking technique.

B. The student knows that football is a team sport involving the skills of passing, catching, kicking, defending, blocking, centering and carrying the football.

Suggested Objective Placement: 7-8

State Goal: 2, 9

District Goal: 3

Program Goal: 4, 5

Related Area(s): 7

Suggested Activities: Grade(s):

Title: Fleetball

Group size: 11 per team or less

Materials: football

Procedure(s):
- Rules of football unless otherwise stated.
- The ball may be passed at anytime from anywhere.
- More than one pass may be completed on any given play.
- If incomplete, the ball goes back to the point where it was thrown.

Suggested Monitoring Procedures: Observation.

Possible Resources:

District Resources
**SUBJECT:** Physical Education  

**SPECIFIC AREA:** Team Sports  

<table>
<thead>
<tr>
<th>Frisbee</th>
<th>7-8 7 8 9</th>
</tr>
</thead>
</table>

The student knows:
- the basic rules of a variety of team frisbee games.
- the basic strategies used in a variety of team frisbee games.
- the skills involved in team frisbee games; e.g., tossing and catching.

The student is able to:
- successfully participate in a variety of team frisbee games.
- apply offensive and defensive strategies in team frisbee games.

The student values:
- team frisbee games as leisure activities.
- cooperation required for success in team frisbee games.
Student Learning Objective(s)

A. The student knows skills involved in team frisbee games, e.g. tossing and catching.
B. The student knows the basic strategies used in a variety of team frisbee games.
C. The student is able to apply offensive and defensive strategies in team frisbee games.
D. The student values cooperation required for success in team frisbee games.

Related Area(s)

Suggested Activities:  Grade(s)  7-12

<table>
<thead>
<tr>
<th>Title</th>
<th>Frisbee Football</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>groups of six</td>
</tr>
<tr>
<td>Materials:</td>
<td>football flags, frisbees</td>
</tr>
</tbody>
</table>

Procedure(s):
- Regular flag football rules apply modified for frisbee, e.g. scoring, centering, playing area.
- Two groups of six play against each other in a specified playing area.
- Team with the most points at end of playing time wins.

Variations:
- 3 on 3
- 4 on 4
- Pass and catch contests.

Suggested Monitoring Procedures

Teacher observation.
Written and skills test.

Possible Resources

Flag Football Rules and Strategies.

District Resources
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Student Learning Objective(s)

A. The student knows the basic rules of a variety of team frisbee games.
B. The student knows the skills involved in team frisbee games, e.g., tossing and catching.
C. The student is able to successfully participate in a variety of team frisbee games.

The student values team frisbee games as leisure activities.

Related Area(s)

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Ultimate Frisbee</th>
<th>Grade:</th>
<th>Suggested Monitoring Procedures: Teacher observation, Peer observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: groups of seven</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: frisbees, pinnies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure(s):

- Ultimate frisbee is a fast moving competitive, non-contact sport involving basically basketball and football skills.
- The object of ultimate frisbee is to gain points by scoring goals, i.e., catching the frisbee in the end zone.
- The frisbee may only be passed.
- The defensive team gains possession whenever the offensive team's pass is incomplete, intercepted, knocked down or goes out-of-bounds.
- When a foul occurs, play stops and an opponent player gains possession at the point of infraction.
- Substitutions can be made only:
  1. After a goal and before the ensuing throw-off.
  2. To replace an injured player.
  3. After periods of play.

Possible Resources: Bud Turner, Seattle School District.

District Resources
## SMALL SCHOOLS PROJECT

### SUBJECT: Physical Education

### SPECIFIC AREA: Team Sports

#### Gym Hockey

<table>
<thead>
<tr>
<th>The student knows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>that gym hockey is a team sport that involves the skills of stick handling, passing, checking and goal tending.</td>
</tr>
<tr>
<td>the basic rules of gym hockey.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>handle the hockey stick correctly while passing or receiving.</td>
</tr>
<tr>
<td>pass the puck accurately to a stationary or moving partner.</td>
</tr>
<tr>
<td>receive a puck from a partner while stationary or moving.</td>
</tr>
<tr>
<td>perform basic goal keeping skills.</td>
</tr>
<tr>
<td>perform legal checking skills.</td>
</tr>
<tr>
<td>successfully participate in the game of gym hockey.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student values:</th>
</tr>
</thead>
<tbody>
<tr>
<td>skills learned that are necessary to play hockey effectively.</td>
</tr>
<tr>
<td>hockey as a leisure activity.</td>
</tr>
<tr>
<td>cooperation required for success in gym hockey games.</td>
</tr>
</tbody>
</table>
Student Learning Objective(s)  A. The student knows that gym hockey is a team sport that involves the skills of checking.  B. The student is able to perform legal checking skills.  C. The student values skills learned that are necessary to play hockey effectively.

Related Area(s)  

Title: Steal the Bacon  
Group size: small  
Materials: hockey stick for each student  

Procedure(s):  Line participants up on each side of the gym and give a number to each.  Call out one number.  A player from each team runs to the middle (where the puck is) and tries to take it to the opposite side (over a designated line) with the puck on their stick.  

Variations:  Call 2 or 3 numbers.

Possible Resources: District Resources
Student Learning Objective(s)

A. The student is able to perform basic goal keeping skills.
B. The student knows that gym hockey is a team sport that involves the skills of stick handling, passing, checking and goal tending.
C. The student values skills learned that are necessary to play hockey effectively.
D. The student values hockey as a leisure activity.
E. The student is able to handle the hockey stick correctly while passing or receiving.
F. The student is able to pass the puck accurately to a stationary or moving partner.
G. The student is able to receive a puck from a partner while stationary or moving.

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: 3 on 2 Scrimmage</td>
<td>Skills tests.</td>
<td></td>
</tr>
<tr>
<td>Group size: small</td>
<td>Game situation.</td>
<td>Teacher evaluation.</td>
</tr>
<tr>
<td>Materials: hockey sticks, pucks, goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggested Activities:</td>
<td>Grade(s)</td>
<td>Suggested Monitoring Procedures</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Title:</strong> Obstacle Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group size:</strong> small</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> hockey sticks and pucks</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Form teams and lay out courses according to your group size.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use cones or chairs to dribble around.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Set up a goal cage at the end for shooting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pass to wall, receive it on the stick and pass it back.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Variations:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use partners and pass back and forth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- One plays offense, one defense; dribble and guard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Team competition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Individual contest (time).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Objective(s)

1. The student knows the basic rules of gym hockey.
2. The student is able to successfully participate in the game of gym hockey.
3. The student values cooperation required for success in gym hockey games.

Related Area(s)

Suggested Activities

Title: Gym Hockey Game
Group size: 10-22, teams of 5-11
Materials: hockey sticks, puck goal area or cage

Procedure(s):
- Define boundaries, allow puck to be played off the wall where workable.
- Designate offense and defense players. (They must stay on their 1/2 of the court.)
- Begin with a face off in center court (players facing each other and sidelines) on the whistle.
- Sticks must be kept below the knee, cannot kick the puck, foul another player or go off-side.
- Free hits are given to the opposite team when a rule is violated.
- One point for each goal.

Suggested Monitoring Procedures

Observe to see that basic rules are followed.

Possible Resources

District Resources
### Physical Education

**SPECIFIC AREA:** Team Sports

**Hockey**

<table>
<thead>
<tr>
<th>Suggested Grade Placement</th>
<th>District Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>7 8 9</td>
</tr>
</tbody>
</table>

**The student knows:**

- the basic rules of hockey.
- that hockey is a team sport that involves the combined skills of basketball and soccer.

**The student is able to:**

- successfully participate in the game of hockey.

**The student values:**

- hockey as a vigorous leisure activity.
- cooperation required for success in hockey games.
**Student Learning Objective(s)**

- The student knows the basic rules of hockey.
- The student knows that hockey is a team sport that involves the combined skills of basketball and soccer.
- The student values cooperation required for success in hockey games.

**Related Area(s)**

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Hocker Rules Presentation,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>handouts, chalkboard, or transparencies and overhead projector</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Diagram a hockey court complete with goals.
- Design playing positions for starting the game.
- Describe the objectives of the game and methods of scoring.
- Define the rules for both offensive and defensive players.
- Demonstrate skills and maneuvers for clarity and understanding.
- Stress safety rules and considerations.

**Suggested Monitoring Procedures**

- Written quiz covering the basic rules of hockey.

**Possible Resources**
### Learning Objective(s)

A. The student knows the basic rules of hocky.
B. The student suggests Objective Placement that hocky is a team sport that involves the combined skills of basketball and soccer.
C. The student is able to successfully participate in the game of hocky.
D. The student states Goal.

### Area(s)

- Program Goal
- Grade(s): 7-8

### Suggested Objective Placement

- State Goal: 2.9
- District Goal: 4.6

### Activities: Group size

- teams of 5-11 players

### Materials:
- target shirts
- playground

### Suggested Monitoring Procedures

Teacher observation of students to determine if they know basic rules and to evaluate their skills.

### Possible Resources

- District Resources

### Title

- Hocky

<table>
<thead>
<tr>
<th>Area(s)</th>
<th>Suggested Monitoring Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the playing boundaries and goals.</td>
<td>Teacher observation of students to determine if they know basic rules and to evaluate their skills.</td>
</tr>
<tr>
<td>Identify teams and assign target shirts to all members of one team.</td>
<td></td>
</tr>
<tr>
<td>Determine the goal each team will defend.</td>
<td></td>
</tr>
<tr>
<td>Assign positions on the field or court and play the game in accordance with official rules.</td>
<td></td>
</tr>
<tr>
<td>Variations:</td>
<td>Play the game in a gym.</td>
</tr>
<tr>
<td>Vary the number of players on each team.</td>
<td></td>
</tr>
</tbody>
</table>
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

- **Soccer**

The student knows:

- that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal keeping, tackling, shielding, and throwing in.
- the rules of soccer.

The student is able to:

- dribble a soccerball under control at various speeds.
- trap a soccerball with different body parts.
- pass a soccerball accurately to a stationary or moving partner using various parts of the foot.
- head a soccerball properly.
- perform a legal two hand throw-in.
- perform basic goal-keeping skills.
- execute legal tackling skills.
- shield correctly against a defender.
- successfully participate in the game of soccer using official rules.

The student values:

- the uniqueness of soccer skills.
- soccer as a leisure activity.
- cooperation required for success in soccer games.
Student Learning Objective(s)

A. The student is able to head a soccerball properly.
B. The student is able to perform a legal two hand throw-in.

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Activities</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 9</td>
<td>Throw-Head-Catch</td>
<td>Observation.</td>
<td>District Resources</td>
</tr>
</tbody>
</table>

**Procedure(s):**
- A player starts with the ball in his hands. He makes an overhand throw to a teammate who must head the ball to a third player who may then catch the ball again.
- Interceptions are made by heading.
- If ball touches ground other team gets it.
- The object is to advance the ball over the goal line.
A. The student is able to trap a soccerball with different body parts.
B. The student is able to pass a soccerball accurately to a stationary or moving partner using various parts of the foot.

Related Area(s)

Suggested Objective Placement

State Goal

2,9

District Goal

9

Program Goal

1,4,6

Suggested Activities: Grade(s)

Title: Keep Away
Group size: 5-19
Materials: soccerball

Procedure(s):

- Group is in a circle with one person in the middle.
- The person in the middle tries to intercept the ball as it is passed around the circle.
- Anyone making a bad pass or trap goes in the middle.

Variations:

- Specific trap or pass must be used.
- No men in the middle.

Suggested Monitoring Procedures

Observation.

Skills test.

Possible Resources

District Resources
Student Learning Objective(s): The student is able to dribble a soccer ball under control at various speeds.

Related Area(s): 

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Dribble Tag</td>
<td></td>
<td>Observation.</td>
<td>District Resources</td>
</tr>
<tr>
<td>Group size: class</td>
<td></td>
<td>Skills test.</td>
<td></td>
</tr>
<tr>
<td>Materials: soccerball</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure(s):
- Players scatter as "it" dribbles with the ball and attempts to hit another player.
- Anyone hit with the ball becomes "it".
# Student Learning Objective(s)

<table>
<thead>
<tr>
<th>A.</th>
<th>The student is able to perform basic goalkeeping skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>The student is able to execute legal tackling skills.</td>
</tr>
<tr>
<td>C.</td>
<td>The student is able to shield correctly against a defender.</td>
</tr>
</tbody>
</table>

## Related Area(s)

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

## Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Goal Pursuit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>2 on 2</td>
</tr>
<tr>
<td>Materials:</td>
<td>soccerball, goal</td>
</tr>
</tbody>
</table>

### Procedure(s):
- Two forwards go against a defender and a goal keeper on 1/3 of the field.
- Five points are given for a goal.
- One point is given for the defense each time the ball is cleared over the 1/3 field line.

## Suggested Monitoring Procedures

Observation.

## Possible Resources

District Resources
Student Learning Objective(s):

A. The student knows that soccer is a team sport that involves the skills of dribbling, passing, trapping, goalkeeping, tackling, shooting, and throwing.

B. The student is able to successfully participate in the game of soccer using official rules.

C. The student values the uniqueness of soccer skills.

D. The student values soccer as a leisure activity.

E. The student values cooperation required for success in soccer games.

Related Area(s):

<table>
<thead>
<tr>
<th>Selected Activities</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Soccer</td>
<td></td>
<td>Observation.</td>
<td></td>
</tr>
<tr>
<td>Group size: 11 per team</td>
<td></td>
<td>Skills test.</td>
<td></td>
</tr>
<tr>
<td>Materials: soccerball, goal</td>
<td></td>
<td>Written test.</td>
<td></td>
</tr>
<tr>
<td>Procedure: Participate in a soccer game using regulation rules</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Softball

The student knows:

- that softball is a team sport that involves the skills of throwing, catching, batting, fielding, and running.
- the basic rules of softball.

The student is able to:

- throw a softball accurately to a partner at a distance commensurate with their age level.
- successfully bat a softball off a tee or when self-tossed, and pitched.
- catch a softball thrown by a partner.
- field a softball with appropriate technique.
- run the bases in proper order and at the proper time.
- successfully participate in the game of softball using official rules.

The student values:

- playing by the rules for fun and safety.
- softball as a leisure activity.
- the cooperation required for success in softball games.
**SMALL SCHOOLS PROJECT - Working Copy**

**Suggested Objective Placement**  
<table>
<thead>
<tr>
<th></th>
<th>7-8</th>
</tr>
</thead>
</table>

**State Goal**

**District Goal**

**Program Goal**

---

**Student Learning Objective(s)**

A. The student knows the basic rules of softball.  
B. The student is able to successfully participate in the game of softball using official rules.  
C. The student values playing by the rules, for fun and safety.  
D. The student values cooperation required for success in softball games.

---

**Related Area(s)**

---

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title: Getting 3'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: entire class or groups of 12-15</td>
</tr>
<tr>
<td>Materials: gloves, softballs, bases, bat's</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Select 3 or 4 students to be at bat. The rest of the class or group is in the field.
- The group at bat continues until they have accumulated 3 outs.
- Select or rotate another group to bat and they continue until they have three outs.
- Continue until every student has had an opportunity to bat, keeping track of total runs scored by each group.
- Game situation - batters run bases, strikes are called, walks can be issued.

**Variations:**

- Outs instead of 3.
- Each group can have a set amount of hits, e.g. three hits per person.

---

**Suggested Monitoring Procedures**

Teacher observation.

---

**Possible Resources**

---

**District Resources**
Student Learning Objective(s)

A. The student knows that softball is a team sport that involves the skills of throwing, catching, batting, fielding and base running. 
B. The student is able to successfully bat a softball off a tee or when self-tossed and pitched and field a softball with appropriate technique. 
C. The student values softball as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Five Hundred</th>
<th>Group size:</th>
<th>6-12 players</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials:</td>
<td>softballs, bats, gloves</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure(s):

- One person is up to bat (may use batting tee, pitcher, or self-tossed).
- Players out in the field attempt to become the batter by reaching a score of 300.
- Scoring is as follows:
  - 100 points - catching a fly ball
  - 75 points - catching a ball on the first bounce
  - 50 points - catching a ball on the second bounce
  - 25 points - fielding a grounder
- Points are subtracted from the fielder's score if he or she fails to handle a ball properly.
- Example: dropping a fly ball, fielder subtracts 100 from their total score.

Suggested Monitoring Procedures

- Teacher observation
- Skills test

Possible Resources

- Turner, Lowell (Rud), and Turner, Susan L. Creative Experiences Through Sport, Palo Alto, CA, Pleet Publications, 1979, p. 110.
Student Learning Objective(s):

A. The student knows that softball is a team sport that involves

- the skills of throwing, catching, batting, fielding and base running. B. The student is able

to successfully hit a softball off a tee or when self-tossed and pitched and field a softball

with appropriate technique. C. The student values softball as a leisure activity.

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Popping Cans</td>
<td>Teacher observation.</td>
<td>Turner, Lowell (Bud), and Turner, Susan L., Creative Experiences Through Sport, Palo Alto, CA: Fear Publications, 1979, p. 110.</td>
</tr>
<tr>
<td><strong>Group size:</strong> individuals</td>
<td>Skills test.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> three pound coffee cans or equivalent, tennis, rubber or plastic balls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have students throw the ball in the air and then try to catch it in the can. (The ball bounces high and &quot;pops&quot; in the can.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have students see how many times they can keep the ball popping. This is a good activity for developing eye, hand coordination, as the can is similar to the pocket found in a softball glove.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the student attempt to alternate the &quot;pops&quot; from the inside to the outside (bottom) of the can and back inside</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Objectives:

A. The student knows the basic rules of softball.  
B. The student is able to throw a softball accurately to a partner at distance commensurate with his/her age level.  
C. The student is able to catch a softball thrown by a partner.  
D. The student is able to run bases in proper order and at the proper time.  
E. The student values softball as a leisure activity.

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Around the Horn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class or groups of 12</td>
</tr>
<tr>
<td>Materials:</td>
<td>softballs, gloves, bases</td>
</tr>
</tbody>
</table>

Procedure(s):
- Divide the class into 4 groups. One group at each base.  
- First person in each group steps to a base.  
- Home base begins by throwing softball to first base; following throw by running to first base.  
- First base catcher throws to second base, then runs to second.  
- Second base catcher throws to third, then runs to third.  
- Third base catcher throws home, then runs home.  
- As soon as home base thrower runs to first base, second person in line begins same progression.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

<table>
<thead>
<tr>
<th>Student Learning Objective(s)</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student knows the basic rules of softball.</td>
<td>7-8</td>
<td>1,2,9</td>
<td></td>
</tr>
<tr>
<td>B. The student is able to throw a softball accurately to a partner at distance commensurate with his/her age level.</td>
<td>7-8</td>
<td>1,4,5</td>
<td>1,4,5</td>
</tr>
<tr>
<td>C. The student is able to catch a softball thrown by a partner.</td>
<td>7-8</td>
<td>1,4,5</td>
<td></td>
</tr>
<tr>
<td>D. The student is able to run bases in proper order and at the proper time.</td>
<td>7-8</td>
<td>1,4,5</td>
<td></td>
</tr>
<tr>
<td>E. The student values softball as a leisure activity.</td>
<td>7-8</td>
<td>1,4,5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Activities:</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Softball Tossing</td>
<td></td>
<td>Teacher observation.</td>
<td>Turner, Lowell (Bud), and Turner, Susan L., Creative Experiences Through Sport, Palo Alto, CA., Peak Publications, 1979, pp. 114-116.</td>
</tr>
<tr>
<td><strong>Group size:</strong> entire class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> wall number chart; outline map; health poster of the body, beanbags, darts, nerf balls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make up wall charts for the three disciplines of math, social studies and health.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have students throw at the targets from a set distance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points are given for accuracy, e.g. add, subtract, multiply and divide in math; identify states on maps in social studies; identify body parts in health.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The student knows:

- the rules of speedball.
- that speedball is a game that combines the skills of soccer and football.
- speedball is a team sport that involves the skills of dribbling, passing, kicking, throwing, goal tending, trapping, and blocking.
- the rules of speedball sufficiently to play and officiate.

The student is able to:

- successfully participate in the game of speedball by applying the skills learned.

The student values:

- skills learned that are necessary to play the game of speedball.
- cooperation required for success in a speedball game.
Student Learning Objective(s)

A. The student knows the rules of speedball.
B. The student knows that speedball is a game that combines the skills of soccer and football.
C. The student knows speedball is a team sport that involves the skills of dribbling, passing, kicking, throwing, goal tending, trapping, and blocking.
D. The student knows the rules of speedball sufficiently to play and officiate.

Suggested Objective Placement

- State Goal: 2.9
- District Goal: 4.6
- Program Goal: 7-8

Suggested Activities:

- Identifying boundaries and goals.
- Identifying teams.
- Determining goal each team is to defend.
- Playing the game in accordance with official rules.

Variations:

- Modifying rules for varying conditions (i.e., gym)

Suggested Monitoring Procedures

- Observation

Possible Resources

- Soccer Activities

District Resources
### Student Learning Objectives

- **A.** The student is able to successfully participate in the game of speedball by applying the skills learned.
- **B.** The student values skills learned that are necessary to play the game of speedball.
- **C.** The student values cooperation required for success in a speedball game.

### Related Areas

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Activities: <strong>Speedball</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Title:</strong> Speedball</td>
</tr>
<tr>
<td></td>
<td><strong>Group size:</strong> Class</td>
</tr>
<tr>
<td></td>
<td><strong>Materials:</strong> Soccerball and goals</td>
</tr>
</tbody>
</table>

#### Procedure(s):
- Identify boundaries and goals.
- Identify teams.
- Determine goal each team is to defend.
- Play game in accordance with official rules.

#### Variations:
- Modify rules for varying conditions (i.e., gym).

### Suggested Monitoring Procedures

- Observation.

### Possible Resources

- Soccer Activities.

### District Resources

- 100
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

The student knows:
- Team handball involves the skills of dribbling, passing, running, pivoting, throwing, guarding and goal tending.
- Team handball developed from the games of football, volleyball, basketball and soccer.
- The rules of team handball.

The student is able to:
- Advance the ball legally by dribbling, passing or running.
- Shoot goals with proper strategy and technique.
- Take the proper position and defend the goal areas.
- Perform goal-keeping skills and execute legal blocking.
- Successfully participate in a game of team handball using official rules.

The student values:
- The need for team play and cooperation.
- Playing by the rules for fun and safety.
**Student Learning Objective(s)**

1. The student is able to advance the ball legally by dribbling, passing or running.

**Related Area(s)**

**State Goal**

2,9

**District Goal**

**Program Goal**

4,5

**Suggested Objective Placement**

7-8

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title</th>
<th>Dribble, Run and Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>8 to 10</td>
</tr>
<tr>
<td>Materials:</td>
<td>handball</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Teams are arranged in two files facing one another.
- Have the student dribble the ball, run three steps and pass to a team mate.
- The student then returns to the end of his/her file.
- Each team scores points on the number of accurate combinations of dribbling, taking three steps and passing in a one minute time frame.

**Variation:**

- Cut down the size of the group and use more handballs to increase the participation.

**Suggested Monitoring Procedures**

- Observation.

**Possible Resources**

- District Resources
Student Learning Objective(s): The student is able to take the proper position and defend the goal areas.

**State Goal**

**District Goal**

**Program Goal**

**Related Area(s)**

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Area Responsibility</td>
<td><strong>Observation.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Group size:</strong> 16</td>
<td><strong>Skill and strategy used.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> team handball</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure(s):**
- The gym is divided into three areas.
- The two end areas have a goalie, three up men and three defenders.
- The center area is a smaller area with one on one.
- The game is played with the players learning to stay within their position area.
- Scoring can be made from any area of the court.
### Student Learning Objective(s)

The student is able to perform goal-keeping skills and execute legal blocking.

### State Goal

- **Goal:** 2, 9

### District Goal

- **Goal:** 4, 6

### Program Goal

- **Goal:** 7-8

### Related Area(s)

- 4

### Suggested Objective Placement

- 7-8

### Suggested Activities: Grade(s)

#### Title:
Goal Pursuit

#### Group Size:
Four

#### Materials:
Team hand ball

#### Procedure(s):
- The up men go against defender and goalie on one end of the gym.
- Three points are given for an offensive score.
- One point is given for a good defender block.
- One point is given for a goalie block.

#### Suggested Monitoring Procedures

- Observation

#### Possible Resources

- District Resources

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**Page 106**

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**Page 107**
# Student Learning Objective(s)

A. The student knows that team handball involves the skills of dribbling, passing, running, pivoting, throwing and goal tending.  
B. The student values playing by the rules for fun and safety.

## Related Area(s)

## Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Team Handball</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>9 per team</td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td>team handball</td>
<td></td>
</tr>
</tbody>
</table>

## Procedure(s):

- Participate in a game using regular rules.
- The game can be played inside or outside.

## Suggested Monitoring Procedures

- Observation.
- Skill test.
- Written test.

## Possible Resources

<table>
<thead>
<tr>
<th>District Resources</th>
</tr>
</thead>
</table>
The student knows:

- that volleyball is a team sport involving the skills of serving, setting, bumping, digging, blocking and spiking.
- the basic rules of volleyball.

The student is able to:

- successfully participate in a game of volleyball using skills learned.

The student values:

- playing by the rules for fun and safety.
- volleyball as a leisure activity.
- the cooperation required for success in volleyball games.
**Student Learning Objective(s):**

A. The student knows that volleyball is a team sport involving the skills of serving, setting, bumping, digging, blocking and spiking.

B. The student knows the basic rules of volleyball.

C. The student values volleyball as a leisure activity.

**Related Area(s):**

<table>
<thead>
<tr>
<th>Suggested Activities:</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> 3 on 3</td>
<td></td>
<td>Teacher observation.</td>
<td></td>
</tr>
<tr>
<td><strong>Group size:</strong> groups of 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> volleyball nets/court volleyballs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 group begins on each side of the net.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ball is tossed or served to one group and they play the ball over the net.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play continues back and forth until ball is dead or an error is committed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game consists of 15 points.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Variations:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same group of 3 stays on until they reach 6 points. Regulation volleyball rules/skills are involved.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 teams which send out 3 players at a time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After a point is scored each side sends out a different group of 3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 hits on a side.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 hits on a side.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 on 1, 2 on 2, 4 on 4, 5 on 5, 6 on 6.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

State Goal: 2.9  
District Goal: 4.6  
Program Goal: 7-8
**Student Learning Objective(s)**

A. The student knows that volleyball is a team sport involving the skills of serving, setting, bumping, digging, blocking and spiking.

B. The student knows the basic rules of volleyball.

C. The student is able to successfully participate in a game of volleyball using skills learned.

D. The student values volleyball as a leisure activity.

**Related Area(s)**

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Elimination</td>
<td></td>
<td></td>
<td>Turner, Lowell (Bud), and Turner, Susan L., Creative Experiences Through Sport, Palo Alto, Ca., Peek Publications, 1979, p. 182</td>
</tr>
<tr>
<td>Group size: entire class or small to medium groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: volleyball, volleyball net and court</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Divide class into 2 teams.
- Ball is tossed or served to one team who plays the ball over the net.
- Play continues until ball is dead or an error is committed.
- If a player makes an error or allows the ball to hit the floor, he/she is eliminated from the game.
- Game continues until one team is eliminated.
### Student Learning Objective(s)
- **A.** The student knows that volleyball is a team sport involving the skills of serving, setting, bumping, digging, blocking and spiking.
- **B.** The student knows the basic rules of volleyball.
- **C.** The student is able to successfully participate in a game of volleyball using skills learned.
- **D.** The student values volleyball as a leisure activity.

### Related Area(s)

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 Second Freeze</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group size:</th>
<th>entire class; two teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials:</td>
<td>net, beachballs, plastic balls, foam rubber rings, frisbees</td>
</tr>
</tbody>
</table>

### Procedure(s):
- Divide the class into two teams, one on each side of the net.
- Have students serve (overhand or underhand) as many balls as they can over the net in sixty seconds.
- Have a sixty second “freeze” signal at the end of which all players stop serving.
- The team with the fewest balls in their court wins.

### Suggested Monitoring Procedures

### Possible Resources
**SMALL SCHOOLS PROJECT**

**SUBJECT:** Physical Education

**SPECIFIC AREA:** Individual/Dual Sports

- **Aquatics**

The student knows:

- that the area of aquatics may include swimming, diving, and water sports.
- that water safety skills are important for survival.
- the definition of swimming terms related to staying afloat including floating, sculling, stroking, and treading water.

The student is able to:

- describe the various areas of aquatics.
- demonstrate basic water safety and rescuing techniques.
- stay afloat using a variety of swimming techniques.
- demonstrate the basic strokes in swimming.

The student values:

- swimming as a leisure activity that enhances physical fitness.
Student Learning Objective(s)  
A. The student knows that the area of aquatics may include swimming, diving and water sports.  
B. The student is able to describe the various areas of aquatics.

Suggested Objective Placement: 7-8

State Goal: 2, 9, 10
District Goal: 
Program Goal: 3, 4

Related Area(s): 

<table>
<thead>
<tr>
<th>Suggested Activities:</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Water Softball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group size: medium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: plastic bat and ball, 3 buoy bases</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Procedure(s):  
  - Have home plate located in the shallow end and adjust bases to skill level.  
  - When the batter hits, he/she swims to base.  
| Variations:  
  - Work-up | | | |

District Resources
**SMALL SCHOOLS PROJECT - Working Copy**

**Suggested Objective Placement**

7-8

**Student Learning Objective(s)**

- The student knows that water safety skills are important for survival.
- The student is able to demonstrate basic water safety and rescuing techniques.

**State Goal**

2,9,10

**District Goal**

3,4

**Program Goal**

**Related Area(s)**

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Reaching/Throwing Assists</th>
<th>Group size:</th>
<th>small</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials:</strong></td>
<td>rope and buoy (ring),</td>
<td></td>
<td>kickboard, towel and pole</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Explain/demonstrate rescuing techniques of reaching and throwing assists.
- Have swimmers pair up.
- Rescuer lays on the pool edge and extends one arm to tired swimmer. Same thing with something to extend arm, e.g. towel or pole.
- Rescuer throws a line and ring to tired swimmer.
- Rescuer throws a kickboard or life jacket to tired swimmer.

**Suggested Monitoring Procedures**

- Skills test.
- Teacher observation.

**Possible Resources**

- Red Cross Movies.
- Red Cross Water Safety Instruction Book.

---

**District Resources**

- 120
- 59
- 121
### Suggested Objective Placement

**State Goal:** 2, 9, 10

**District Goal**

**Program Goal:** 3, 4

### Student Learning Objective(s)

A. The student knows the definition of swimming terms related to staying afloat including floating, sculling, stroking and treading water.  
B. The student is able to stay afloat using a variety of swimming techniques.  
C. The student is able to demonstrate the basic strokes in swimming.  
D. The student values swimming as a leisure activity that enhances physical fitness.

### Suggested Activities: Grade(s)

| Title: | I. Floating & II. Sculling. |
| Group size: | small |
| Materials: | swim suits, pool |

#### Procedure(s):

I. When student is used to the water, have them hold onto the side of the pool and put their face in the water and their legs out behind them.  
II. Have the student stand away from the wall and fall towards it, keep backing up until they are floating.  
III. Have students do a "dead man's" float, face down, as well as they can.  
IV. Backfloat: have a partner hold student's head and have them relax on their back with their arms out.

II. When students can float on their back and front, have them propel themselves by making small circles with their hands close to their bodies.  
III. Try figure eights.  
IV. Go forward, go backwards (switch hand directions).  
V. Have sculling races or routines.

### Suggested Monitoring Procedures

- Skills test.  
- Teacher observation.

### Possible Resources


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**District Resources**
Student Learning Objective(s)  
A. The student knows the definition of swimming terms related to staying afloat including floating, sculling, stroking and treading water. 
B. The student is able to stay afloat using a variety of swimming techniques. 
C. The student is able to demonstrate the basic strokes in swimming. 
D. The student values swimming as a leisure activity that enhances physical fitness.

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Swim Tag/Follow the Leader</td>
<td>Procedure(s):</td>
<td>District Resources</td>
</tr>
<tr>
<td>Group size: medium</td>
<td>Participants know how to swim and tread water.</td>
<td></td>
</tr>
<tr>
<td>Materials: swim suits, pool</td>
<td>Designate a swimmer as &quot;it&quot;.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No standing allowed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use different strokes and tread water to keep from being it.</td>
<td></td>
</tr>
<tr>
<td>Variations:</td>
<td>When tagged, swimmer becomes frozen and has to tread water. (until unfrozen)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designate one swimmer as leader.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>He/she varies the stroke.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group swims in a large circle around the pool or in a snake line.</td>
<td></td>
</tr>
</tbody>
</table>
### Subject: Physical Education

#### Specific Area: Individual/Dual Sports

**Archery**

<table>
<thead>
<tr>
<th>Suggested Grade Placement</th>
<th>District Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>7 8 9</td>
</tr>
</tbody>
</table>

#### The student knows:

- the safety rules of archery.
- the archery equipment necessary for participating in archery.
- that the basic archery skills are stance, grip, masking, drawing, anchoring, aiming, release and follow-through.
- basic archery terminology.

#### The student is able to:

- participate in various archery games using good safety rules.
- list the basic pieces of archery equipment.
- execute the basic archery skills using appropriate form.
- string and unstring a bow safely and correctly.

#### The student values:

- archery as a leisure activity.
**Title:** Safety Precautions  
**Group size:** 10-20  
**Materials:** Armguards, fingertabs, bows, arrows, quiver for holding arrows. (boxes can be used)

**Procedure(s):**
- Have each student string and unstring the bow by placing the back of the bow toward the archer with the lower end of the bow against the left instep.
- Hold the bow with the left hand at the handle, place the heel of the right hand just below the loop of the string. Pull with the left hand and press down with the right until the string can be pushed into the upper notch of the bow.
- The students will straddle the shooting line, nock, draw, aim, hold and release with follow through on command, demonstrating safety precautions in each action.

**Suggested Monitoring Procedures:**  
- Observe.
- All archers are behind shooting line before arrow is nocked.
- Arrow is never drawn beyond back of bow.
- Students shoot with concentration and control.
- Student steps back from line when arrows are shot.
- Student waits for signal to retrieve arrows.

**Possible Resources:**  
Student Learning Objective(s)  

A. The student knows the skills of stance, grip, masking, drawing, arching, aiming, release and follow-through. 

B. The student is able to execute the basic archery skills using appropriate form. 

C. The student values archery as a leisure activity. 

Related Area(s) 

Suggested Objective Placement  

State Goal  

District Goal  

Program Goal  

Suggested Activities: Grade(s)  

Title: Technique of Shooting  

Group size: 10-20 

Materials: Armguards, fingertabs, bows, arrows, quiver 

Procedure(s): 

- Have students pair up. 
- Give each student a check list of good form, stringing, standing position, bowgrip, nucking, drawing to anchor point, aiming and holding, release and follow through, withdrawing arrows. 
- As one student goes through the techniques of shooting, he/she will be analyzed by him/herself and his/her fellow student. 

Suggested Monitoring Procedures  

Observation and use of the student analyzed check list. 

Possible Resources  

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

<table>
<thead>
<tr>
<th>Badminton</th>
<th>7-8</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
</table>

The student knows:

- that badminton is an individual sport that involves the skills of serving, striking and receiving;
- the equipment needed for the game;
- the terminology, scoring and rules of the game.

The student is able to:

- perform an underhand serve into the proper court;
- perform efficient forehand and backhand strokes;
- play a regulation game.

The student values:

- badminton as a leisure activity;
- proper use of equipment.
Student Learning Objective(s)

A. The student knows that badminton is an individual sport that involves the skills of serving, striking and receiving.
B. The student knows the equipment needed for the game.
C. The student knows the terminology, scoring and rules of the game.
D. The student values proper use of equipment.

Related Area(s)

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

**Group size:** class

**Materials:** handouts, chalkboard or transparencies and overhead projector, film loops.

**Procedure(s):**
- Diagram a badminton court.
- Explain positions for starting the game.
- Describe the objectives of the game and methods of scoring.
- Define rules for both offensive and defensive players.
- Demonstrate or show skills and maneuvers for clarity and understanding.
- Stress care of equipment.
Student Learning Objective(s): The student is able to perform an underhand serve into the proper court.

Related Area(s): 

Suggested Activities: Grade(s): 

<table>
<thead>
<tr>
<th>Title:</th>
<th>Underhand Serve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>individual</td>
</tr>
<tr>
<td>Materials:</td>
<td>racquet &amp; birdie, net, court</td>
</tr>
</tbody>
</table>

Procedure(s):
- Designate the court to be served to.
- Mark the court into areas giving a higher score in preferred areas.
- Designate a set number of serves and total the points scored.

<table>
<thead>
<tr>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 points</td>
</tr>
<tr>
<td>5 points</td>
</tr>
</tbody>
</table>

Total points achieved.

Possible Resources: 

District Resources
**Title:** Forehand and Backhand  
**Group size:** 2-4  
**Materials:** racquets & birdies, net, court  

**Procedure(s):**  
- Using forehand and backhand strokes, count the number of times the birdie is kept in play.  
**Variation:**  
- Using 2 teams, have the person at the front of the line return the birdie and then move to the end of the line.

**Suggested Monitoring Procedures:** Count the number of legal returns without a miss.

<table>
<thead>
<tr>
<th>Possible Resources</th>
<th>District Resources</th>
</tr>
</thead>
</table>
**Title:** Badminton  
**Group size:** 2-4  
**Materials:** racquets & birdies, net, court  

**Procedure(s):**  
- Identify opponents.  
- Play a game in accordance with official rules.  

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor scores.</td>
<td></td>
</tr>
</tbody>
</table>
SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

Bowling

The student knows:

- proper bowling ball selection suitable to individual requirements; e.g., weight, grip.
- the definition of terms associated with rules and scoring procedures.
- the basic skills of bowling, e.g., approach, release, stance, follow-through.

The student is able to:

- demonstrate the proper bowling skills.
- score a game.

The student values:

- bowling as a leisure activity.
Student Learning Objective(s)

1. The student knows the definition of terms associated with rules and scoring procedures.
2. The student is able to score a game of bowling.

Related Area(s):

State Goal

District Goal

Program Goal

Suggested Objective Placement 7-8

Suggested Activities:

Grade(s)

Title: Presentation on Scoring for Bowling

Group size: entire class

Materials: overhead projector and transparencies and/or chalkboard, bowling score sheets for each student.

Optional: film strips on scoring bowling

Procedure(s):

- Teach students how to score bowling along with proper terminology and definitions of terms such as frame, strike, spare, open frame, turkey, split.
- Practice scoring by providing students with the pinfall for each ball rolled and have each enter the scores and symbols on their official score sheet.

Suggested Monitoring Procedures

Scoring and terminology test.

Possible Resources

District Resources
**Student Learning Objective(s)**

A. The student knows proper bowling ball selection suitable to individual requirements, e.g. weight, grip.

---

**Related Area(s)**

**Suggested Activities:**  

<table>
<thead>
<tr>
<th>Title</th>
<th>Ball Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size</td>
<td>Entire class</td>
</tr>
<tr>
<td>Materials</td>
<td>A variety of bowling balls</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes.
- Have groups of approximately six students at a time select a ball from the storage racks, applying the information presented.
- Check each student's selection for accuracy of application of the factors presented.
- Have students note the number or code and color of the ball selected for future reference.

**Suggested Monitoring Procedures:**  
Teacher inspection of student selection of bowling balls.
SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s)

A. The student knows the basic skills of bowling, e.g. approach, release, stance, follow through.
B. The student is able to demonstrate the proper bowling skills.
C. The student values bowling as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Gym Bowling

Group size: 2-5 students per gym bowl set
Materials: gym bowl kits

Procedure(s):
- Pair up the students and instruct them to observe and critique each other based on the demonstration and instructions you give.
- Start with half the students on a line.
- Have them assume a stance, holding an imaginary ball ready for their approach.
- Have a partner critique their stance and exchange roles. (Teacher monitors to assure compliance.)
- Next teach the 4 step approach by coordinating the steps with commands: "Push" - "Down" - "Back" - "Slide" or a similar set of descriptive terms.
- Right-handed bowlers should take the first step with their right foot on the command "Push".
- Have partners take turns performing and critiquing.
- Add the gym bowling ball and perform the stance, approach and delivery using the ball.
- Set up three pins and have students bowl for accuracy, applying the skills just learned.
- Progress to a set of 10 pins at the appropriate distance and have students practice bowling.
- Progress to a bowling alley and apply skills while "shadow" bowling and/or actual bowling.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Pitfall on actual games.

District Resources
## SMALL SCHOOLS PROJECT

**SUBJECT:** Physical Education

**SPECIFIC AREA:** Individual/Dual Sports

### Cross Country Running

| Suggested Grade Placement | 7-8 | 7 | 8 | 9 |

The student knows:
- Cross country involves running varying distances over varying terrain.
- Proper warm-ups and running form.

The student is able to:
- Run distances that are appropriate to his/her age and level of fitness.
- Demonstrate appropriate cross-country warm-up techniques.
- Run at specific paces for extended lengths of time.

The student values:
- Cross country running as an aid to cardiovascular endurance and an aid in maintaining one's overall state of physical fitness.
**Student Learning Objective(s)**

**State Goal**
A. The student knows cross-country involves running varying distances over varying terrain.

**District Goal**
B. The student is able to apply proper training techniques to increase speed and distance.

**Program Goal**
C. The student values cross-country running as an aid to cardiovascular endurance and an aid in maintaining one's overall state of physical fitness.

**Suggested Activities: Grade(s) 7-12**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Cross-Country Run</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>small</td>
</tr>
<tr>
<td>Materials:</td>
<td>open area</td>
</tr>
</tbody>
</table>

**Procedure(s):**
- Pick out a hilly and varying terrain about 3 miles (women), 5 miles (men).
- Mark it well with red tags.
- Open spaces are good areas to set up courses; roads shouldn't be used.
- Have runners run this same course and decrease their time.

**Suggested Monitoring Procedures**

**Possible Resources**

---

**District Resources**
<table>
<thead>
<tr>
<th>Subject: Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Area: Individual/Dual Sports</td>
</tr>
<tr>
<td>Cycling</td>
</tr>
</tbody>
</table>

The student knows:
- that cycling can be a competitive or recreational sport.
- the basic terminology related to cycling.
- the rules of the road.

The student is able to:
- ride a bicycle using proper technique.
- ride a bicycle safely exhibiting proper speed, braking, and directional changes.
- make basic bicycle repairs.

The student values:
- cycling as a contribute to one's optimum health.
- cycling as an accepted social activity.
- cycling as a leisure and aerobic activity.
### Student Learning Objective(s)

1. The student knows that cycling can be a competitive recreational sport.
2. The student knows the rules of the road.
3. The student is able to make basic bicycle repairs.
4. The student values cycling as a contribution to one's optimum health.
5. The student values cycling as a leisure and aerobic activity.

### Suggested Activities: Grade(s) 7-8

<table>
<thead>
<tr>
<th>Title: Bike Tour to Bicycle Repair Shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: small</td>
</tr>
<tr>
<td>Materials: bike</td>
</tr>
</tbody>
</table>

### Procedure(s):
- Plot out a safe, enjoyable route to a near bicycle shop or bicycle repair shop for a pre-arranged demonstration.

### Suggested Monitoring Procedures
- Skills tests, e.g. change brake pads.
- Teacher Observation.

### Possible Resources
- Film: Bicycles are Beautiful
- E.S.D. #121

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**Related Area(s)**
- State Goal
  - 2, 9
- District Goal
  - 3, 4, 6
- Program Goal
  - 3, 4, 6
### Student Learning Objective(s)

A. The student knows that cycling can be a competitive or recreational sport.

B. The student knows the basic terminology related to cycling.

C. The student is able to ride a bicycle using proper technique.

D. The student is able to ride a bicycle safely exhibiting proper speed, braking, and directional changes.

### Related Area(s)

### Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9</td>
<td></td>
<td>3, 4, 6</td>
</tr>
</tbody>
</table>

### Suggested Activities: Grade(s) 7-8

<table>
<thead>
<tr>
<th>Title: Bicycle Obstacle Course</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials: bikes, cones, parking lot</td>
<td></td>
<td>District Resources:</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Set up an obstacle course using cones, on a paved parking lot that is blocked off from traffic.
- Have the students ride safely using proper speed, braking, and directional changes.
- Variation:
  - Have time trials through the course.
  - Follow the leader.
**SUBJECT:** Physical Education

**SPECIFIC AREA:** Individual/Dual Sports

**Deck Tennis**

The student knows:

- the rules associated with scoring in deck tennis.
- the basic skills of deck tennis including grip, serve, catch and return.

The student is able to:

- participate in a game of deck tennis using appropriate rules.
- execute the basic skills of deck tennis using appropriate rules.
- execute the basic skills of deck tennis using appropriate form.

The student values:

- deck tennis as a leisure activity.
Suggested Objective Placement 7-8

Student Learning Objective(s): The student knows the rules associated with scoring in deck tennis.

State Goal: 2, 9

District Goal: 4, 6

Program Goal: 4, 6

Related Area(s):

Suggested Activities: Grade(s) 7-8

Title: Deck Tennis Presentation

Group size: entire class

Materials: overhead projector and transparencies or a chalkboard and chalk, deck tennis ring, deck tennis court

Procedure(s):
- Present an overview of the objectives, concepts and skills of deck tennis.
- Outline the court and describe basic rules of play and scoring.
- Relate the similarities to badminton.
- Using the court, demonstrate the situations to reinforce the scoring and service courts for singles and doubles.


Possible Resources: District Resources
### Student Learning Objective(s)

A. The student knows the basic skills of deck tennis including grip, serve, catch and return.  
B. The student is able to execute the basic skills of deck tennis using appropriate form.

### Related Area(s)

### Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4,6</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Activities: Grade(s) 7-8

<table>
<thead>
<tr>
<th>Title:</th>
<th>Skill Drills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>nets, standards and deck tennis rings</td>
</tr>
</tbody>
</table>

### Procedure(s):

- Divide the class into the number of groups equal to the number of deck tennis rings (ideal = 1 ring per 2 players).
- Instruct students to toss and catch the deck tennis ring with either hand.
- As soon as students develop some competence, assign each group to half a deck tennis court.
- Position half the group on each side of the net in a shuttle turnback formation with the first one in line in the court area and the rest behind the baseline. Each player shuttles to the end of the net.
- Attempt to get as many consecutive tosses and catches, as possible using right hand only, left hand only and either hand.

### Variations:

- Have groups compete with each other to determine which group can make the most consecutive tosses and catches.
- Have students alternate catching near the net and tossing to opponents back court.

### Suggested Monitoring Procedures

- Teacher observation.
- Skill test involving catching and accuracy tossing.

### Possible Resources

- District Resources:
**Student Learning Objective(s)**

A. The student is able to participate in a game of deck tennis using appropriate rules.

B. The student is able to execute the basic skills of deck tennis using appropriate rules.

C. The student values deck tennis as a leisure activity.

**Related Area(s)**

**Suggested Activities: Grade(s) 7-8**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Deck Tennis Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>2-4 players per court</td>
</tr>
<tr>
<td>Materials:</td>
<td>deck tennis courts, standards, nets and deck tennis rings</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Have students play deck tennis, applying skills practiced and rules learned.
- Attempt to match students to keep competition as equal as possible.

**Suggested Monitoring Procedures**

- Teacher observation.

**Possible Resources**

- District Resources
The student knows:

- that individual and dual frisbee activities include tossing, and catching, frisbee golf (folf), and freestyling.
- that frisbees come in a variety of sizes and weights.

The student is able to:

- demonstrate basic frisbee skills.

The student values:

- individual and dual frisbee skills as leisure activities.
**Student Learning Objective**

A. The student knows that individual and dual frisbee activities include tossing and catching, frisbee golf (folf) and freestyle.

B. The student knows that frisbees come in a variety of sizes and weights.

C. The student is able to demonstrate frisbee skills.

D. The student values individual and dual frisbee skills as a leisure activity.

**Suggested Objective Placement**

- State Goal: 2, 9, 10
- District Goal: 4, 6, 7

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Frisbee Golf (Folf)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class, groups of 2, 3, or 4</td>
</tr>
<tr>
<td>Materials:</td>
<td>frisbees, different sizes and weights, materials or equipment for targets (ex. hula hoops, cardboard boxes, tree or post)</td>
</tr>
</tbody>
</table>

**Suggested Monitoring Procedures**

- Teacher observation.
- Skills test.

**Possible Resources**

- District Resources

**Procedure(s):**

- Divide class into small groups (2, 3, or 4).
- Each group begins at a different hole or target area.
- Each group progresses through each hole or target until all holes have been played.
- Each participant keeps track of the number of throws it takes to hit each target.
- Person or group with lowest score wins.
**SMALL SCHOOLS PROJECT - Working Copy**

**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 9, 10</td>
<td>4, 6, 7</td>
</tr>
</tbody>
</table>

**Student Learning Objective(s)**

A. The student knows that individual and dual frisbee activities include tossing and catching, frisbee golf (folf) and freestyling.  
B. The student knows that frisbees come in a variety of sizes and weights.  
C. The student is able to demonstrate basic frisbee skills.  
D. The student values individual and dual frisbee skills as leisure activities.

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Pass and Catch Folf</td>
<td>Teacher observation.</td>
<td>Skills test.</td>
</tr>
<tr>
<td><strong>Group size:</strong> entire class divided into pairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> frisbees, target areas, score cards</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure(s):**
- Each pair begins at a different target area.  
- Each pair tosses and catches the frisbee moving toward the target area, keeping track of number of throws it takes to reach the target.  
- Each pair progresses through each target until all targets have been played.  
- Pair with lowest total score wins.

**Variation:**
- A penalty could be added for failure to catch the frisbee.

**District Resources**
The student knows:

- the basic skills and techniques of golf.
- that there are different types of courses.
- the definition of terms associated with rules of etiquette and scoring procedures.
- that certain clubs are associated to the lie of the ball.

The student is able to:

- demonstrate proper skills, drive, e.g. grip drive, pitch, chip and putting techniques.
- score a game of golf using either match or medal play rules.

The student values:

- golf as a leisure activity.
### Student Learning Objective(s)

**A.** The student knows that certain clubs are associated to the lie of the ball.

**B.** The student knows that there are different types of courses.

**C.** The student knows the definition of terms associated with rules of etiquette and scoring procedures.

**D.** The student is able to score a game of golf using either match or medal play rules.

**E.** The student values golf as a leisure activity.

---

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golf</td>
<td>7-8</td>
<td>Observation.</td>
<td></td>
</tr>
</tbody>
</table>

**Group size:** 1-4

**Materials:** clubs and balls

**Procedure(s):**
- Play a match at one of the various types of courses.
- Use appropriate rules of etiquette and scoring.
- Use proper clubs associated with lie of the ball.
### Student Learning Objective(s)
1. The student knows the basic skills and techniques of golf.
2. The student is able to demonstrate proper skills, e.g. grip, drive, pitch, chip and putting techniques.

### Related Area(s)

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title</th>
<th>Chipping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size</td>
<td>individual</td>
</tr>
<tr>
<td>Materials</td>
<td>9 iron, large box, ball</td>
</tr>
</tbody>
</table>

**Procedure(s):**
- Place the box a designated distance from the ball.
- Attempt to chip the ball into the box.
- Give points for getting it in the box with lesser points for coming close.
- Keep score.
The student knows:

- that the following are competitive gymnastic events: balance beam, floor exercise, pommel horse, vaulting, horizontal bar, parallel bars, uneven bars and rings.
- terminology and rules related to the specific events.
- good form and skills are related to scoring in competition gymnastics.

The student is able to:

- perform individual and combination movements on self-selected pieces of apparatus.
- perform appropriate warm-ups.
- combine movements into routines using proper form.
- score performances in the various events.
- identify unsafe conditions including spotting, use of equipment and condition of equipment.

The student values:

- the contributions of gymnastics to overall fitness.
Student Learning Objective(s): A. The student knows that the following are competitive gymnastic events: balance beam, floor exercise, pommel horse, vaulting, horizontal bar, parallel bars, uneven bars and rings. B. The student knows terminology and rules related to the specific events. C. The student knows good form and skills are related to scoring in competitive gymnastics. D. The student is able to identify unsafe conditions, including spotting, use and condition of equipment.

Suggested Activities: Grade(s): Gymnastics Presentation

Title: Gymnastics Presentation

Group size: Class

Materials: Handouts, chalkboard or transparencies and overhead projector, film loops

Procedure(s):
- Describe the various events.
- Explain rules and terminology related to each event.
- Explain scoring of each event.
- Identify unsafe conditions, including spotting, use and condition of equipment.
- Demonstrate with use of transparencies, film loops or proficient student.

Suggested Monitoring Procedures: Written test

Demonstration

Observation

Possible Resources: Films:
- WOMEN'S GYMNASTICS: An Introduction, 14 min
- BALANCE BEAM: FUNDAMENTALS, 15 min

ESD 121 Film Library

District Resources
### Learning Objective(s)

A. The student is able to perform appropriate warm-ups.

### Suggested Objective Placement

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>7-8</th>
</tr>
</thead>
</table>

### State Goal

| 2.9 |

### District Goal

| 4.6 |

### Program Goal

| 4.6 |

### Activities and Grade(s)

<table>
<thead>
<tr>
<th>Title: Warm-Ups</th>
<th>Grade(s): class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials: mats and apparatus</td>
<td></td>
</tr>
<tr>
<td>Procedures: Students take turns leading warm-ups. Each student may design his/her own warm-up. Warm-up should include stretching and simple stunts or routines.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title: Follow the Leader</th>
<th>Grade(s): class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials: selected apparatus</td>
<td></td>
</tr>
<tr>
<td>Procedures: Pick a leader to compose a routine. The rest of the class will follow his/her lead.</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

| Observation |

### Possible Resources

- **Filmstrip**: WOMEN'S GYMNASTICS: Floor Exercise Fundamentals, 14 min
- **ESD-121 Film Library**

### District Resources

| 175 |

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**ERIC**
### Student Learning Objective(s)

A. The student is able to perform individual and combination movements on self-selected pieces of apparatus.

B. The student is able to score performance in various events.

C. The student values the contributions of gymnastics to overall fitness.

### Related Area(s)

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>class</td>
</tr>
<tr>
<td>Materials:</td>
<td>mats and apparatus</td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

- Average the class score of the routine.
- Teacher score of routine.

### Possible Resources

- District Resources

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*Related to Area(s)*
SUBJECT: Physical Education
SPECIFIC AREA: Individual/Dual Sports

<table>
<thead>
<tr>
<th>Hacky Sack</th>
</tr>
</thead>
</table>

The student knows:
- that hacky sack can be played individually or in groups.
- that the idea behind hacky sack is to keep the object footbag in constant motion.
- that hacky sack is basically an eye-foot coordination game.

The student is able to:
- perform the basic skills involved in hacky sack, e.g., the toe kick, knee kick, back kick, and outside kick.

The student values:
- that hacky sack is a game of balance and coordination that can be played in or out-of-doors as a leisure activity.
**Suggested Objective Placement**

| 7-8 |

**Student Learning Objective(s)**

1. The student knows that hacky sack can be played individually or in groups.
2. The student knows that the idea behind hacky sack is to keep the object (footbag) in constant flight.
3. The student is able to perform the basic skills involved in hacky sack, e.g., the toe kick, knee kick, back kick and outside kick.

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher observation.</td>
<td>Pastime Enterprises</td>
</tr>
<tr>
<td>Skills test.</td>
<td>P.O. Box 771</td>
</tr>
<tr>
<td></td>
<td>Oregon City, Oregon 97045</td>
</tr>
</tbody>
</table>

**Program Goal**

| 4, 6 |

**Related Area(s)**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 9</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Monitoring Procedures**

- Explain and demonstrate each type of hacky sack kick.
- Each student works with his/her hacky sack individually, working to attain a certain goal, e.g., 10 inside kicks in a row, 10 knee kicks, 10 back kicks, 10 outside kicks, 10 toe kicks.
- Set each class period with individual and/or class goals working to improve each individual’s skill and performance.
- Note: It is important that each individual work at his/her own pace, and that goals are attainable.

**Variation:**

- With a partner, hacky sack is tossed so each type of kick can be practiced.
Student Learning Objective(s): A. The student knows that hacky sack is basically an eye-foot coordination game. B. The student is able to perform the basic skills required to play hacky sack, e.g., the toe kick, knee kick, back kick, and outside kick. C. The student values the hacky sack as a game of balance and coordination that can be played in or outdoors as a leisure activity.

Suggested Activities: Grade(s)

Title: Hacky Sack Net
Group size: individual or small groups
Materials: nets or ropes

Procedure(s):
- With a partner or two groups, idea is to volley the hacky sack over the net or rope.
- Net height can be varied.
- Number of kicks on a side can be varied.
- Game is basically scored like volleyball.
- Point is scored if hacky sack is kicked out of bounds; hits the floor; played above the waist or exceeds number of kicks on a side.

Suggested Monitoring Techniques: Teacher observation
Possible Resources: Skills test
Handball

The student knows:

- Handball is an individual sport involving the skills of serving, receiving and striking with either hand.
- Rules and scoring procedures for both singles and doubles.
- The terminology related to handball.

The student is able to:

- Demonstrate a variety of legal shots.
- Participate in singles or doubles game using appropriate rules, strategies and techniques.

The student values:

- Handball as a vigorous leisure activity.
**Student Learning Objective(s)**

<table>
<thead>
<tr>
<th>Suggested Objective Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal</td>
</tr>
<tr>
<td>District Goal</td>
</tr>
<tr>
<td>Program Goal</td>
</tr>
</tbody>
</table>

**Related Area(s)**

<table>
<thead>
<tr>
<th>Suggested Activities; Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>No activities have been written for these objectives.</td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>

Additional activities may be developed during the pilot phase of the project.
The student knows:
- the official rules for playing and scoring in horseshoe.
- the appropriate form for the skills involved in pitching a horseshoe; e.g. grip, sight, stance, pitch, release and follow-through.

The student is able to:
- apply learned knowledge, skill, and strategy in a game situation.

The student values:
- horseshoe pitching as a leisure activity.
SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s)
A. The student knows the official rules for playing and scoring in horseshoes, including ringers, leaners and closest shoe.
B. The student is able to score a game correctly.
C. The student values horseshoe pitching as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Horseshoe Pitching
Group size: 2 or 4
Materials: horseshoes

Procedure(s):
A coin is tossed (shoe will work) to determine who pitches first. Winner has choice.
At beginning of a new game, loser of previous game pitches first.
If slab of box is not provided, players must have instep of rear foot not farther forward than stake position.
Thrower may stand on either side of stake. Each thrower throws his shoe in sequence.
Shoe pitched while player is not standing in legal position is a foul shoe and will not be scored.
A player may not touch his or opponent's shoe after they have been pitched until final decision is made as to scoring. If shoes are touched, shoe is declared foul, the opponent is entitled to new score determined by position of his shoe in relation to the stake.
A shoe that encircles a stake far enough to permit straight edge to touch both heel calks simultaneously is a ringer.
When a thrown shoe moves a shoe already at a stake, all shoes are scored in their new position. A removed ringer does not score.
When a player knocks a non-ringer to a ringer position, the changed shoes have scoring value.
A leaner is a shoe that comes to rest leaning on the stake and counts as one point.

Suggested Monitoring Procedures
Check to see that players are observing the correct rules when throwing.
Assist students in measuring to determine ringers, leaners and closest to the stake shoes.

Possible Resources
Physical Education, California Department of Education.

District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Measure the shoe closest to the stake by using a shoe, putting one heel against the stake, the other to the shoe. If the shoe touches it counts as one point.

Procedure(s):
- 1 point closest shoe to stake.
- 2 points 2 shoes closer than opponents shoes
- 3 points ringer.
- 6 points 4 ringers.
- 4 points ringer & closest to stake.
- 3 points if player has 2 ringers & opponent has 1 ringer.
SHALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

Pickle Ball

The student knows:

- the rules for the game.
- that pickle ball can be played as either singles or doubles.

The student is able to:

- execute pickle ball skills; e.g. forehand, backhand, serve.
- score a game.

The student values:

- that pickle ball is a court game than can be played for a lifetime.
- that good sportsmanship implies making honest calls.
**Student Learning Objective(s):**

A. The student knows that pickleball can be played as either singles or doubles.  
B. The student is able to execute pickleball skills: e.g. forehand, backhand, serve.  
C. The student values that pickleball is a court game that can be played for a lifetime.

**Related Area(s):**

- 7-S

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**Suggested Objective Placement:**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

---

### Suggested Activities:

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

**Title:** Volley-Pickleball  
**Group size:** pairs or group of four  
**Materials:** pickleball paddle, pickleball

**Procedure(s):**

- With a partner, volley the pickleball using either a forehand stroke, a backhand stroke or combination forehand and backhand.
- A point is scored if the ball hits the floor or an incorrect stroke is used.
- A game consists of 11 points.

**Variations:**

- Add a bounce.
- Player who gets 3 points first takes on a new challenger.
### Student Learning Objective(s)

1. The student knows that pickleball can be played as either singles or doubles.
2. The student is able to execute pickleball skills: e.g., forehand, backhand, serve.
3. The student values that good sportsmanship implies making honest calls.

### Related Area(s)

**District Goal**

- State Goal

**Program Goal**

- District Goal

### Suggested Activities:

<table>
<thead>
<tr>
<th>Title: 4-Square Pickleball</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group size:</strong> groups of four</td>
<td><strong>Materials:</strong> pickleball paddle, pickleball</td>
<td><strong>Procedure(s):</strong></td>
<td><strong>Teacher observation.</strong></td>
</tr>
<tr>
<td><em>Procedure(s):</em></td>
<td></td>
<td></td>
<td><strong>Skills test.</strong></td>
</tr>
<tr>
<td>In groups of four, utilize floor space to set up 4-square courts. (Lines or masking tape can be used.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person in #1 square begins by serving underhand to #2, #3 or #4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play continues using forehand or backhand strokes until ball is dead. Ball must be hit after one bounce. Object is to stay and maintain the #1 square by forcing your opponents into committing an error.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rotation - Whenever an error is made, player moves to the #4 square, e.g. if player #2 commits an error, he/she moves to #4, #4 player moves to #3, #3 player moves to #2 square.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### District Resources
### Student Learning Objective(s)
- A. The student knows the rules for the game.
- B. The student is able to score a game.
- C. The student values that good sportsmanship implies making honest calls.

### Related Area(s)

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Rule Bingo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>bingo cards with pickleball rules and scoring answers, bingo markers (felt pens or other markers)</td>
</tr>
</tbody>
</table>

**Procedure(s):**
- Teacher orally asks a question in which the answer is on the bingo cards.
- Questions are related to scoring, rules, and etiquette. If student knows the answer, he/she marks the bingo card.
- A bingo is made if a column of correct answers is marked on the card.
- Regular bingo rules can apply; i.e., horizontal, vertical, and diagonal.

### Suggested Monitoring Procedures
- Teacher observation.
- Written test.

### Possible Resources

**District Resources:**

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198
<table>
<thead>
<tr>
<th>Subject:</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Area:</td>
<td>Individual/Dual Sports</td>
</tr>
<tr>
<td></td>
<td>Racketball</td>
</tr>
</tbody>
</table>

**The student knows:**
- rules and scoring procedures for both singles and doubles.
- the terminology related to handball.

**The student is able to:**
- demonstrate a variety of legal shots including, serve, volley and other strategic shots involved in singles and doubles.
- participate in game using appropriate rules, strategies and racquetball techniques.

**The student values:**
- handball as a vigorous leisure activity.
Suggested Objective Placement:

Learning Objective(s):  
1. The student knows the rules and scoring procedures for both singles and doubles.  
2. The student is able to demonstrate a variety of legal shots including volley and other strategic shots involved in singles and doubles.  
3. The student is able to participate in a game using appropriate rules, strategies and racquetball techniques.  
4. The student values racquetball as a vigorous leisure activity.

Activities: Grade(s) 7-8

<table>
<thead>
<tr>
<th>Title: Team Wall Rally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: small</td>
</tr>
<tr>
<td>Materials: racquetball, racket &amp; balls; one wall and hard floor surface</td>
</tr>
<tr>
<td><strong>Suggested Monitoring Procedures</strong></td>
</tr>
<tr>
<td>Teacher observation</td>
</tr>
<tr>
<td>Skills test</td>
</tr>
</tbody>
</table>

Possible Resources:

- *Enjoying Racquet Sports*  
  Diagram Group, Paddington Press LTD, New York  

District Resources
1. Learning Objective(s)

   a. The student knows the rules and scoring procedures for both
      singles and doubles.
   b. The student knows the terminology related to racquetball.

2. Activities: Grade(s)

   Title: Racketball Discussion/Game
   Group size: small
   Materials: racquetball court, rackets, balls

3. Suggested Monitoring Procedures

   Written test of terms: hinder, short, long, ace, lob and drop.
   Teacher observation.

4. Possible Resources


District Resources
SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

Roller Skating

The student knows:

- safety procedures for roller skating.
- equipment and terminology.
- proper care and repair of equipment.

The student is able to:

- skate under control.
- skate with a partner.
- change speeds, levels, and directions.

The student values:

- skating as a leisure activity that can contribute to one's own physical fitness.
**Student Learning Objective(s)**

1. The student knows safety procedures for roller skating.
2. The student is able to skate under control.

**Related Area(s)**

**Suggested Activities: Grade(s) 7-8**

<table>
<thead>
<tr>
<th>Title</th>
<th>Safety Tips for Beginners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size</td>
<td>large</td>
</tr>
<tr>
<td>Materials</td>
<td>skates, floor, chalkboard</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Post the following safety rules and discuss them with students:
  - Skate in control.
  - Don't lie on the floor.
  - Tie skates on the sidelines.
  - Skate in the same direction as the class.
  - Skate at the same general speed as the class.
- Tips for beginners:
  - Relax. Stiff, exaggerated posture should be avoided.
  - Keep body erect.
  - All raising and lowering of the body is achieved through the bending of the skating leg.

**Warm-ups:**

- Hurdler stretch, the plow, hamstring stretch, triangle stretch, trunk twisting.

**Suggested Monitoring Procedures**

| Skills test. |

**Possible Resources**

| Teacher observation. |

**District Resources**
### Student Learning Objective(s)

- The student is able to skate with a partner.
- The student is able to change speeds, levels and directions.
- The student values skating as a leisure activity that can contribute to one's own physical fitness.

### Related Area(s)

- Physical fitness,
- Recreation

### Suggested Objective Placement

- State Goal: 2.9
- District Goal: 
- Program Goal: 4.6

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title</th>
<th>Group size</th>
<th>Materials</th>
<th>Procedure(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Shoot the Duck</td>
<td>Large</td>
<td>Skates, floor, chalkboard</td>
<td>I. Skaters bend down with one leg out straight, both arms reached out to it, the other leg bent. Skaters coast as long as they can after the whistle or signal sounds. II. Partner and Disco Movements: Head and arm position, one forward, one backward. Turning in threes. Snoball. Pass the cloth. &quot;Leggin&quot; almond pattern.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Partner Disco Movements</td>
<td></td>
<td></td>
<td></td>
<td>Skills test: Teacher observation.</td>
<td></td>
</tr>
</tbody>
</table>

### District Resources

- 208
The student knows:
- strategies for preventing jeopardizing situations.
- the ways in which body parts may be used as self-defense weapons.
- vulnerable body parts in self-defense.
- the definition of basic self-defense terms.
- that self-defense is historically linked to martial arts such as judo and karate.
- confident, responsible uses of self-defense techniques.

The student is able to:
- perform kicks and punches basic to self-defense.
- demonstrate proper form in defection, blocking, and evasion techniques.
- describe proper procedures for reporting an assault.
- evaluate performance in self-defense activities.

The student values:
- that screaming and running away are self-defense techniques.
<table>
<thead>
<tr>
<th>Student Learning Objective(s)</th>
<th>Suggested Objective Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Goal</td>
</tr>
<tr>
<td></td>
<td>District Goal</td>
</tr>
<tr>
<td></td>
<td>Program Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Area(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>No activities have been written for these objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional activities may be developed during the pilot phase of the project.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Resources
SMALL SCHOOLS PROJECT.

**SUBJECT:** Physical Education

**SPECIFIC AREA:** Individual/Dual Sports

### Skiing

The student knows:

- the differences between downhill skiing and cross country skiing.
- how to select proper equipment.
- slope etiquette.

The student is able to:

- select the proper skiing equipment.
- demonstrate the basic skills of skiing: e.g., climbing, snow plowing, turning, braking.
- describe proper safety procedures for skiing.

The student values:

- skiing as a leisure activity that enhances physical fitness.
- safe conduct on the slopes.
Student Learning Objective(s):

A. The student knows the difference between downhill skiing and cross country skiing.

Related Area(s):

Suggested Objective Placement: 7-8

State Goal 2,9

District Goal

Program Goal

Suggested Activities: Grade(s) 7-8

<table>
<thead>
<tr>
<th>Title: View Films or Film Strips</th>
<th>Suggested Monitoring Procedures: Preview materials prior to used with class to assure appropriate learning resources.</th>
<th>Possible Resources: Wash. State Film Library, Local Ski Shop Manager, Local Ski School Director.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: entire class</td>
<td>Procedure(s): Contact the nearest ski shop, ski school, ski club and/or film library and select films or film strips that provide an orientation to cross country or downhill (alpine) skiing and describe some of the basic skills involved with each. Discuss with the class the basic skills of each. Determine the types of physical training needed to prepare for skiing either downhill or cross country.</td>
<td>SKIING ABOVE THE CLOUDS, 12 minutes. TAKE OFF, 10 minutes. E.S.D. #121 films</td>
</tr>
</tbody>
</table>

Materials: training films or film strips on cross country and downhill skiing

District Resources:
**SMALL SCHOOLS PROJECT - Working Copy**

**Student Learning Objective(s)**
- A. The student knows how to select proper equipment.
- B. The student is able to select the proper skiing equipment.
- C.

**Related Area(s)**

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s) 7-8</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Field Trip to a Ski Shop</td>
<td>Administer a written test to determine the learning that takes place.</td>
<td>Local Ski Shops, Ski School Director.</td>
</tr>
<tr>
<td><strong>Group size:</strong> 10-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure(s):**
- Contact the nearest ski shop manager and arrange a date for the class to visit the ski shop.
- Make transportation arrangements well in advance.
- Orient students and shop manager to the purpose of the field trip and identify specific concepts to learn:
  - How to fit a ski boot properly.
  - What to know about bindings.
  - How to match a ski to your ability and likes.
  - Types of clothing materials and their protective qualities.

**Variations:**
- Invite a ski shop manager or ski school director to the class to highlight the concepts of equipment selection and show samples of the latest trends.

**District Resources**
Student Learning Objective(s)

A. The student knows slope etiquette.
B. The student is able to describe proper safety procedures for skiing.
C. The student is able to demonstrate the basic skills of skiing; e.g., climbing, snow plowing, turning, braking.
D. The student values safe conduct on the slopes.
E. The student values skiing as a leisure activity that enhances physical fitness.

Suggested Activities: Grade(s) 7-8

<table>
<thead>
<tr>
<th>Title:</th>
<th>Skill Drills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>5-10</td>
</tr>
<tr>
<td>Materials:</td>
<td>students equipped and dressed for downhill (alpine) skiing (snow)</td>
</tr>
</tbody>
</table>

Suggested Monitoring Procedures

- Teacher observation.

Possible Resources

District Resources
SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s)  
A. The student knows slope etiquette.  
B. The student is able to describe proper safety procedures for skiing.  
C. The student is able to demonstrate the basic skills of skiing; e.g. climbing, snow plowing, turning, braking.

Related Area(s)

Suggested Objective Placement  
7-8

State Goal  
2,9

District Goal

Program Goal  
1,7

Suggested Activities: Grade(s)  7-8

Title:  Skill Drills
Group size:  5-10
Materials:  students equipped and dressed for cross country skiing (snow)

Procedure(s):
- Teach students the basic skills of cross country skiing using the progression to include: moving on level terrain, paddle turns, straight running, poling, telemarking, telemark turns, climbing; etc.
- Demonstrate proper form and skill technique.
- Critique each student as they take turns practicing the skill demonstrated.
- Apply the skill as you move the group over appropriate terrain (follow the leader).
- Demonstrate the next skill and repeat the sequence.
- Incorporate variations such as follow the leader, obstacle courses, etc.

Suggested Monitoring Procedures  
Teacher observation.

Possible Resources  
Movie:  
Skinny Skis

District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

Table Tennis

The student knows:

- rules; scoring procedures and strategies.
- terminology related to the game.

The student is able to:

- execute the skills of table tennis; e.g. serving, receiving, spinning, slicing, smashing.
- participate successfully in a game of table tennis.

The student values:

- table tennis as a leisure activity.
- proper care of equipment.
Student Learning Objective(s)  
A. The student knows rules, scoring procedures, strategies, and terminology related to the game.  
B. The student values proper care of equipment.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Terminology Word Search</th>
<th>Group size:</th>
<th>entire class</th>
<th>Materials:</th>
<th>word search sheets, pencils &amp; pens</th>
</tr>
</thead>
</table>
| Procedure(s): | | | | | Locate and circle terms related to table tennis - these may vary.  
Individual credit or work in teams.  
See example on back. |
| Title: | Table Tennis Bingo | Group size: | entire class | Materials: | bingo cards, marking pens |
| Procedure(s): | | | | | Teacher asks a question dealing with scoring, rules, strategy and/or care of equipment.  
Answers are on bingo cards in a variety of different orders.  
First student to get a bingo with the correct answers is the winner. |

Suggested Objective Placement  
7-8

State Goal
2,9

District Goal

Program Goal

4,6

Related Area(s)

Suggested Activities: Grade(s)  

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written test.</td>
<td></td>
</tr>
</tbody>
</table>

District Resources
Student Learning Objective(s)

A. The student is able to execute the skills of table tennis: e.g. serving, receiving, spinning, slicing, smashing.
B. The student is able to participate successfully in a game of table tennis.
C. The student values table tennis as a leisure activity.

Related Area(s)

State Goal

District Goal

Program Goal

Suggested Objective Placement

7-8

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Table Tennis Circuit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class divided into groups of four</td>
</tr>
<tr>
<td>Materials:</td>
<td>station set-up - numbered cue cards, table tennis tables, paddles, ping-pong balls</td>
</tr>
</tbody>
</table>

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources


District Resources
Student Learning Objective(s)  
A. The student knows rules, scoring procedures and strategies.  
B. The student is able to execute the skills of table tennis; e.g., serving, receiving, spinning, slicing, smashing.  
C. The student is able to participate successfully in a game of table tennis.  
D. The student values table tennis as a leisure activity.

Related Area(s)

Suggested Objective Placement 7-8

State Goal 2, 9

District Goal

Program Goal 4, 6

Suggested Activities:  
Grade(s)  

<table>
<thead>
<tr>
<th>Title: Round the Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: 4-6</td>
</tr>
<tr>
<td>Materials: table tennis tables, paddles, ping-pong balls</td>
</tr>
</tbody>
</table>

Procedure(s):  
- At each table tennis table a group of four.  
- A regulation doubles game is played.  
- After each hit participants rotate clockwise around the table attempting to keep the ball in play.  
- Game can be played for points or length of time; ball can be kept in play.  

Variation:  
- Six at a table—two on each end, two on each side. Side people can not touch the ball until they rotate to the end.

Possible Resources

District Resources
The student knows:
- rules, strategies and etiquette associated with the game.
- terminology associated with the game.

The student is able to:
- execute the skills necessary to play the game; e.g. serve, receive, forehand, backhand, lob, volley and smash.
- participate, using appropriate strategy and etiquette in both single and doubles play.

The student values:
- tennis as a leisure activity that can improve one's overall physical fitness.
- fair play.
**Student Learning Objective(s)**

A. The student is able to execute the skills necessary to play the game: serve, receive, forehand, backhand, lob, volley and smash.

---

**Suggested Objective Placement**

State Goal: 2.9
District Goal
Program Goal: 4.6

---

**Related Area(s)**

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<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>7-8</th>
</tr>
</thead>
</table>

**Title:** Forehand/Backhand Rally

**Group size:** small (partners) (two pairs per court)

**Materials:** tennis rackets and balls

**Procedure(s):**

- In pairs; one person stands at the baseline of each alley; partners are in the same alley, opposite sides of the net.
- One partner hits forehand, the other backhand, one point is awarded for each hit that lands in the alley.
- Switch forehand/backhand.

---

**Suggested Monitoring Procedures**

- Teacher observation.
- Skills test.

---

**Possible Resources**

- Films:
  - GROUNDSSTROKES: The Forehand and Backhand
  - TENNIS BASICS: The Backhand
  - TENNIS BASICS: The Forehand
  - E.S.D. #121 film library
### Suggested Objectives:

#### State Goal:
- 2, 9

#### District Goal
- 4, 6

#### Program Goal

#### Suggested Monitoring Procedures
- Teacher observation
- Skills test

#### Possible Resources
- Films: TENNIS BASICS
- THE SERVE
- E.S.D. #121

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### Suggested Activities: Grade(s) 7-8

<table>
<thead>
<tr>
<th>Title:</th>
<th>Serve/Receive Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>small (two per court)</td>
</tr>
<tr>
<td>Materials:</td>
<td>tennis rackets, balls and net</td>
</tr>
</tbody>
</table>

**Procedure(s):**
- Partners serve and receive to and from each other.
- Server serves ten serves and gets one point for each one that is good. Two points if it is in the corner.
- Receiver receives serve, two points for down the alley, two points for cross-court or one point for anywhere.
- Rotate server.

---

### District Resources
Student Learning Objective(s)  
A. The student is able to execute the skills necessary to play the game: serve, receive, forehand, backhand, lob, volley and smash.

State Goal  
2, 2, 9

District Goal

Program Goal

4, 6

Related Area(s)


Suggested Activities: Grade(s) 7-8  

| Title: | Lob/Smash Drill  
| Group size: | small  
| Materials: | tennis rackets and balls  
| Procedure(s): | Form two lines in mid-backcourt, one on each side of the net.  
One side hits a high lob, then runs around court to end of other line.  
The other side hits an overhead smash and runs behind the opposite line.  
Try to keep the ball going.  

Suggested Monitoring Procedures  
Teacher observation  
Skills test.

Possible Resources  
FILMS:  
VOLLEY, LOB AND OVERHEAD, THE E.S.D. 121 film.

District Resources

| 236 | -126- | 235 |
Student Learning Objective(s): The student knows rules, strategies and etiquette associated with the game.  
A. The student knows rules, strategies and etiquette associated with the game.  
B. The student knows terminology associated with the game.  
C. The student is able to participate, using appropriate scoring, strategy and etiquette in both single and doubles play.  
D. The student values tennis as a leisure activity that can improve one’s overall fair play.

Suggested Activities: Grade(s) 7-8

Title: Australian Doubles  
Group size: three per court  
Materials: rackets, balls, courts  
Procedure(s):  
- One side plays doubles, two people; one person plays singles (appropriate lines apply.)  
- Regular rules of tennis and scoring apply, except one side is playing doubles lines, the other singles lines.  
- Rotate so everyone plays singles and doubles.

Possible Resources
### Student Learning Objective(s)

A. The student is able to participate using appropriate scoring, strategy and etiquette in both singles and doubles play.

B. The student is able to execute the skills necessary to play the game; serve, receive, forehand, backhand, lob, volley and smash.

### Related Area(s)

### Suggested Activities: Grade(s) 7-8

<table>
<thead>
<tr>
<th>Title:</th>
<th>Six Team Wall Tennis (emphasize scoring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>small</td>
</tr>
<tr>
<td>Materials:</td>
<td>rackets, balls, wall &amp; floor (inside or outside)</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Divide into as many even teams as space allows.
- Teams are paired up.
- Players line up with their rackets.
- First player in each line will be involved in the first rally.
- The teams keep score as they would in a regular game.
- Players switch after each point. Those finished go to the end of the line.
- One team serves one game, the other the next - play a set.

### Suggested Monitoring Procedures

### Possible Resources

### District Resources
The student knows:
- that track and field is an individual sport that involves the skills of running, jumping, and throwing.
- warm-ups are an important ingredient for successful participation.
- terminology and rules for the various events included in track and field.

The student is able to:
- use proper form in running, jumping, and throwing.
- apply basic safety procedures in track and field events.
- demonstrate appropriate warm-ups related to specific events.
- analyze their performance related to participation in the various events.

The student values:
- track and field as an activity that can benefit one's overall physical fitness.
**Student Learning Objective(s)**

A. The student knows the form and skill of running.
B. The student knows that track and field is an individual sport that involves the skills of running, jumping, and throwing.
C. The student knows warm-ups are an important ingredient for successful participation.
D. The student knows terminology and rules for the various events included in track and field.

---

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Running Drill</td>
<td>Observe, the skill of running - express all sign of improvement. Test in running time.</td>
<td>District Resources</td>
</tr>
<tr>
<td><strong>Group size:</strong> class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> field 50 yards long</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Focus on arm action (sprinter and distance).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- High knee run through.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Running high, tipple toe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Forward bounding; lifting bent knee then kicking leg straight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Running on straight line.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Easy form running.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Relay races short and long for training devises.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Student Learning Objective(s)

1. The student knows warm-ups are an important ingredient for successful participation.
2. The student is able to demonstrate appropriate warm-ups related to specific events.

### Related Area(s)

### Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9</td>
<td></td>
<td>4.6</td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

- Observe techniques and skill of student abilities.
- Test on speed, distance, and height.

### Possible Resources

### District Resources

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Warm Up and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: full class participation</td>
</tr>
<tr>
<td>Materials: gym or field space and marked lines</td>
</tr>
</tbody>
</table>

### Procedure(s):

- Use group training for specific running form drills that are exciting and fun.
- Have the class participate in developing skills, techniques, and safety of the throwing events.
- Have students use the proper techniques and skills in jumping, e.g., take off, proper foot, approach run, and body coordination.
| Title: Throwing | Group size: four groups | Materials: shot put, discus |

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observe techniques and skill.</td>
<td>Record individual distance of the students.</td>
</tr>
</tbody>
</table>

*District Resources*
**SMALL SCHOOLS PROJECT**

**SUBJECT:** Physical Education  
**SPECIFIC AREA:** Individual/Dual Sports

| Tumbling | 7-8 | 7 | 8 | 9 |

The student knows:

- that tumbling consists of rolling, jumping, skipping, sliding, balancing, and other movement skills.
- warming up is fundamental to successful participation.
- spotting and safety procedures are important.

The student is able to:

- execute simple and complex tumbling stunts with appropriate body mechanics.
- combine stunts into routines.
- develop routines showing changes of directions, levels, and pauses with smooth transition.
- spot other students in simple tumbling stunts.

The student values:

- that tumbling is a basis for movement in nearly all sports and activities.
SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s)  
A. The student knows that tumbling consists of rolling, jumping, skipping, sliding, balancing and other movement skills.  
B. The student knows warming up is fundamental to successful participation.  
C. The student knows that spotting and safety procedures are important.  
D. The student values that tumbling is a basis for movement in nearly all sports and activities.

<table>
<thead>
<tr>
<th>Suggested Objective Placement</th>
<th>7-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal</td>
<td>2.9</td>
</tr>
<tr>
<td>District Goal</td>
<td></td>
</tr>
<tr>
<td>Program Goal</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Suggested Activities: Grade(s)  

<table>
<thead>
<tr>
<th>Title: Tumbling Presentation</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: class</td>
<td>Written test.</td>
<td>Films:</td>
</tr>
<tr>
<td>Materials: handouts, transparencies and overhead projector, film loops</td>
<td>Demonstration.</td>
<td>BASIC TUMBLING SKILLS (2nd Ed.)</td>
</tr>
<tr>
<td>Procedure(s):</td>
<td>Observation.</td>
<td>14 minutes.</td>
</tr>
</tbody>
</table>
- Describe the various skills involved.  
- Demonstrate warm-up fundamentals.  
- Demonstrate spotting and safety procedures.  
- Relate tumbling skill to other sports activities.  

District Resources
Title: Stunts
Group size: class
Materials: mats

Procedure(s):
- Divide class in groups of two or three.
- Perform stunts with a partner(s) doing the spotting.

Suggested Monitoring Procedures:
- Skills test.
- Observation.

Possible Resources:
- See tumbling activities grades 4-6.

District Resources
**Student Learning Objective(s)**

A. The student is able to combine stunts into routines.  
B. The student is able to develop routines showing changes of directions, levels and pauses with smooth transition.

**Related Area(s)**

**Suggested Objective**

**Placement**

**State Goal**

**District Goal**

**Program Goal**

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title: Tumbling Routines</th>
<th>Group size: individual</th>
<th>Materials: mats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Practice by giving sample routines of progressive difficulty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Have students write their own routine containing a specific number of stunts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Have students perform their routines.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Monitoring Procedures**

Score the routines.

**Possible Resources**

See tumbling activities, grades 4-6.

**District Resources**
### SMALL SCHOOLS PROJECT

**SUBJECT:** Physical Education  
**SPECIFIC AREA:** Individual/Dual Sports  
**Weight Training**

The student knows:
- the basic principles of overload and repetition.
- the safety procedures of weightlifting including weight selection and spotting.
- that the basic lifts include military press, bench press, curl, snatch, clean and jerk, shrug.
- proper use and care of equipment.

The student is able to:
- demonstrate proper safety procedures of spotting.
- execute the various weightlifting skills using the appropriate form.
- increase arm strength, leg strength, and endurance by applying weight training skills.

The student values:
- strength training as contributing to one's overall level of physical fitness and positive self image.
### Learning-Objective(s)

- The student knows the basic principles of overload and state goal 1,9, 7-8.
- The student knows the safety procedures of weightlifting including weight district goal 4,6.
- The student knows that the basic lifts include military press, Program goal 4,6.
- The student knows proper use and care of equipment.

### Activities / Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Weightlifting Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>class</td>
</tr>
<tr>
<td>Materials:</td>
<td>handouts, transparencies and overhead projector, film loops, weight training equipment</td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

- Written test.
- Observation.
- Demonstration.

### Possible Resources

- District Resources
Suggested Objective Placement

Student Learning Objective(s):

A. The student is able to execute the various weightlifting skills using the appropriate form.
B. The student is able to increase arm strength, leg strength, and endurance by applying weight training skills.
C. The student values strength training as contributing to one's overall level of physical fitness and positive self-image.

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>PTA Program (Pain, Torture &amp; Agony).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>one to thirty</td>
</tr>
<tr>
<td>Materials:</td>
<td>weight machine; e.g. universal gym</td>
</tr>
</tbody>
</table>

Procedure(s):

- If necessary, work with a partner.
- Perform at least eight different exercises; (four for the upper body, four for the lower.)
- Perform ten repetitions of each exercise at 60-70% of maximum weight.
- Work up to three sets of ten repetitions of each exercise.
- Then able to do three sets of ten repetitions, increase weights.

Suggested Monitoring Procedures

- Record starting weights for PTA program.
- Record starting maximum lifts.
- Measure size of body parts before and after.

Possible Resources

- District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

Wrestling

The student knows:

- that wrestling is an individual sport which consists of four main skills; takedowns, breakdowns, reversals and escapes.
- the starting positions for each of the three rounds of wrestling.
- rules, scoring and terminology of wrestling.

The student is able to:

- perform wrestling skills using the appropriate body mechanics, form and rules.
- demonstrate proper warm-up procedures before wrestling.

The student values:

- wrestling as a combative sport which builds strength, flexibility and endurance.
- safety of holds.
SMALL SCHOOLS PROJECT – Working Copy

Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
</tbody>
</table>

Student Learning Objective(s):

1. The student knows rules, scoring, and terminology of wrestling.
2. The student knows that wrestling is an individual sport which consists of four main skills: takedowns, breakdowns, reversals, and escapes.

Related Area(s): -

Suggested Objective Placement: 7-8

Program Goal: 2.9

State Goal: 2.9

District Goal: 2.9

Suggested Activities: Grade(s): 

<table>
<thead>
<tr>
<th>Title: Wrestling Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size: Class</td>
</tr>
<tr>
<td>Materials: Handouts, mats, demonstrators, film</td>
</tr>
</tbody>
</table>

Procedure(s):

- Present the rules, scoring, skills and terminology of wrestling through the use of handouts and demonstration.
- Demonstrate wrestling skills and have the students perform each of the four main skills; e.g., takedowns, breakdowns, reversals, and escapes.
- Have students practice with a partner to develop skills in each of the four skills.

Suggested Monitoring Procedures:

Written test.

Assist students to develop their skills pointing out areas of weakness that need developing.

Possible Resources:

Films:

WRESTLING FUNDAMENTALS, 11 min

E.S.D. 121

District Resources: 

261

262

-141-
**Student Learning Objective(s):**

The student is able to demonstrate proper warm-up procedures before wrestling.

---

**Related Area(s):**

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**Suggested Activities:**

- **Title:** Wrestling Warm-Ups
- **Group size:** entire class
- **Materials:** mats

**Procedure(s):**

Have students take turns leading a warm-up routine. The routine should include stretching and working individually or with a partner on wrestling skills.

---

**Suggested Monitoring Procedures**

**Possible Resources**

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**Observation**

---

**District Resources**
**SMALL SCHOOLS PROJECT - Working Copy**

**Objectives**

A. The student knows the starting positions for each of the three rounds of wrestling.
B. The student is able to perform wrestling skills using the appropriate body mechanics, form and rules.
C. The student values wrestling as a combative sport which builds strength, flexibility and endurance.
D. The student values safety of holds.

**Related Area(s)**

**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,9</td>
<td>4,6</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title: Wrestling Tournament</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: class</td>
</tr>
<tr>
<td>Materials: mats</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Divide the class into suitable weight classes.
- Have students wrestle in their weight class.
- Determine a champion of each weight group.

**Variation:**

- Have an even number in each weight class.
- Divide the class into teams.
- Determine a team champion by keeping a team score.

**Suggested Monitoring Procedures**

- Observation
- Skills test

**Possible Resources**

**District Resources**
SUBJECT: Physical Education

SPECIFIC AREA: New and Cooperative Games

The student knows:

- the rules, strategies and safety procedures involved in a variety of new and cooperative games.
- how to officiate a variety of new and cooperative games.

The student is able to:

- participate successfully in a variety of new games including:
  - boffing
  - bug tug
  - hunker-hunker
  - skin the ministry
  - slaughter
  - tweezles - shop.

- participate successfully in a variety of cooperative games including:
  - collective blowball
  - collective score towel ball
  - scooter basketball
  - volley-volley-volleyball.

The student values:

- the joy and social aspects associated with participating in non-competitive new and cooperative games activities.
### Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>2, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Goal</td>
<td>4, 6</td>
</tr>
<tr>
<td>Program Goal</td>
<td>4, 6</td>
</tr>
</tbody>
</table>

### Learning Objective(s)

A. The student knows the rules, strategies and safety procedures and in a variety of new and cooperative games.

B. The student knows how to officiate a variety of new and cooperative games.

C. The student is able to participate successfully in a variety of new games including: Knuckles, Whop, boffing, hunker hawser, slaughter, skin the cat and bug tug.

D. The student values the joy and social aspects associated with participating in non-competitive new and cooperative games activities.

### Activities

| Grade(s) | 7-9 |

<table>
<thead>
<tr>
<th>Title:</th>
<th>Knuckles - Whop, Pillow Fighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>two</td>
</tr>
<tr>
<td>Materials:</td>
<td>two burlap sacks filled with straw and wooden rail perched high enough to keep your feet from touching the ground, hay stacks</td>
</tr>
<tr>
<td>Procedure(s):</td>
<td>One student and his/her partner straddle the rail, face-to-face. The two students &quot;hop&quot; each other with the sacks until one (and frequently both) fall off.</td>
</tr>
<tr>
<td>Teacher observation:</td>
<td></td>
</tr>
<tr>
<td>District Resources:</td>
<td></td>
</tr>
</tbody>
</table>
### Student Learning Objective(s)

A. The student knows the rules, strategies, and safety procedures involved in a variety of new and cooperative games.  
B. The student knows how to officiate a variety of new and cooperative games.  
C. The student is able to participate successfully in a variety of new games including: tweelis - whop, boffing, hunker hawser, slaughter, skin the snake, and bug tug.  
D. The student values the joy and social aspects associated with participating in non-competitive new and cooperative games activities.

### Suggested Activities:  

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>7-8</th>
</tr>
</thead>
</table>

| Title: | boffing |
| Group size: | two or more |
| Materials: | boffer is a three foot duelling sword made of polyethylene foam, protective eye and ear guards |

### Procedure(s):

- Rules discourage wild swiping and pounding.  
- Hits must be made between the shoulder and the waist.  
- Award points only for a well-placed thwack with the tip of the sabre.

### Suggested Monitoring Procedures

- Teacher observation

### Possible Resources

Student Learning Objective(s)

A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games.

B. The student knows how to officiate a variety of new and cooperative games.

C. The student is able to participate successfully in a variety of new games including: tweedle, whop, boffing, hunker hawser, slaughter, skin the snake, and bug tug.

D. The student values the joy and social aspects associated with participating in non-competitive new and cooperative games activities.

Suggested Activities:

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>7-9</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>Hunker Hawser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>two</td>
</tr>
<tr>
<td>Materials:</td>
<td>Pedestals (stumps, etc.) six inches high, and small enough so players can't move their feet without losing balance. Rope: 65” long, 1” in diameter</td>
</tr>
</tbody>
</table>

Procedure(s):

- Note: platforms are about six feet apart.
- Each player holds one end of the rope.
- At a starting signal: players reel in the rope.
- The object is to unbalance an opponent by tightening or slackening the rope.

Suggested Monitoring Procedures:

Teacher Observation.

Possible Resources:

**Student Learning Objective(s)**

3. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games.

4. The student knows how to officiate a variety of new and cooperative games.

5. The student is able to participate successfully in a variety of new games including: frisbee, pocket tennis, whiffle, bungy house, slaughter, skin the snake, and tug of war.

6. The student values the joy and social aspects associated with participating in new and cooperative games activities.

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title: Slaughter &quot;Soft War&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: forty or more</td>
</tr>
<tr>
<td>Materials: a circle about thirty feet in diameter - boundaries clearly defined. Two holes are dug out at opposite sides of the circle, (or baskets, tires, instead of holes). The area should be grass or sand. One ball for each team (medicine balls or basketballs).</td>
</tr>
<tr>
<td>Procedure(s): Divide into two teams and have students take off shoes, with one team taking off their socks. Balls are played in the holes and each team on their knees, forms a huddle around their own ball. At the signal, both teams try to move their ball into the other team's hole. Anything goes... if one team gets past their opponents body across the boundary line, they are out of the game.</td>
</tr>
<tr>
<td>Variation: &quot;Annihilation&quot; - Slaughter (without any balls at all).</td>
</tr>
</tbody>
</table>

**Suggested Monitoring Procedures**

- Teacher observation.

**Possible Resources**


**District Resources**

- [Link](https://example.com)
Student Learning Objective(s): A. The student knows the rules, strategies, and safety procedures involved in a variety of new and cooperative games. B. The student knows how to officiate a variety of new and cooperative games. C. The student is able to participate successfully in a variety of new games including: posti - whoop, boffing, hunker hawser, slaughter, skin the snake, and bug tug. D. The student values the joy and social aspects associated with participating in non-competitive new and cooperative games activities.

Suggested Activities: Grade(s) 7-9

<table>
<thead>
<tr>
<th>Title</th>
<th>Skin the Snake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size</td>
<td>large (any) teams of 20-25</td>
</tr>
<tr>
<td>Materials</td>
<td>none</td>
</tr>
</tbody>
</table>

Procedure(s):

- Two teams.
- Players line up one behind the other.
- Players reach between their legs with their left hand and grab the right hand of the person behind them.
- At the starting signal, the last person in the line lays down on his/her back. The person in front of him/her backs up, straddling him/her body and lies down on his/her back right behind him/her, still holding hands.
- When the last person has touched his/her head on the ground, he/she gets up and starts forward again, pulling everyone else up and along.

Suggested Monitoring Procedures: Possible Resources

- Teacher observation

District Resources
**Student Learning Objective(s):**

A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games.  
B. The student knows how to officiate a variety of new and cooperative games.  
C. The student is able to participate successfully in a variety of new games including:  
   - tweezis  
   - shop  
   - boffing  
   - hunker hawser  
   - slaughter  
   - skin the snake  
   - and bug tug  
D. The student values the joy and social aspects associated with participating in non-competitive new and cooperative games activities.

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>
| **Title:** Bag Tug  
**Group size:** two - 200  
**Materials:** none  
**Procedure(s):**  
Mark a line on the ground.  
Have partners stand back to back on either side of it. Both people bend forward, reach between their legs and grasp each other's wrists - start tugging and see who gets pulled over the line first.  
**Variation:**  
Two lines, everyone back to back. Students bend down, cross arms between legs, and find a hand on the right and left. Then everyone starts pulling.  
Teacher observation.  
| Teacher observation.  
| **District Resources** |
The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student is able to participate successfully in a variety of cooperative games including: scooter basketball. C. The student values the joy and social aspects associated with participating in non-competitive new and cooperative games activities.

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group size:</strong> small groups, 6-8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> scooters, basketballs, garbage cans or boxes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure(s):**
- Each player sets on a scooter and propels him or herself by pushing off the floor with the feet. Dribbling is optional.
- Every player on the team must touch the ball before attempting to score.
- Boxes, garbage cans or nets can be used as goals - one point for each goal.
- The team with the most points wins.

**Variation:**
- Two balls can be in play at the same time.
- The team with the most goals in a specific time period wins.
**Student Learning Objective(s)**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,9</td>
<td>4,6</td>
<td></td>
</tr>
</tbody>
</table>

A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games.  
B. The student knows how to officiate a variety of new and cooperative games.  
C. The student is able to participate successfully in a variety of cooperative games including: collective score towel ball.  
D. The student values the joy and social aspects associated with participating in non-competitive new and cooperative games activities.

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>Teacher observation.</td>
<td>Orlick, Barry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Collective Sports &amp; Games</td>
</tr>
</tbody>
</table>

**Title:** Collective Score Towel Ball  
**Group size:** entire class  
**Materials:** nets, towels, beach balls  
**Procedure(s):**

- Players work in pairs within their teams.  
- Team members propel the beach ball over the net using towels.  
- One collective point is scored every time the ball goes over the net and is caught by a pair on the other side.  
- The ball must be passed to a second pair before being volleyed over.  
**Variation:**

- Played with groups of three or four.  
- Played with towels of different sizes and shapes.  
- Number of pairs and number of balls can vary.  

*ERM*
**Student Learning Objective(s)**

A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games.

B. The student knows how to officiate a variety of new and cooperative games.

C. The student is able to participate successfully in a variety of cooperative games including collective blowball.

D. The student values the joy and social aspects associated with participating in non-competitive new and cooperative games activities.

<table>
<thead>
<tr>
<th>Suggested Activities:</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Collective Blowball</td>
<td></td>
<td>Teacher observation.</td>
<td>Orlick, Terry (1978)</td>
</tr>
<tr>
<td><strong>Materials:</strong> mats, ping-pong balls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
<td></td>
<td>District Resources</td>
</tr>
<tr>
<td>- One person lies on his/her stomach on a mat while four to six others drag or carry the mat.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The object is for the person on the mat to blow a ping-pong ball from a starting line to a finish line about ten feet away.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Once the ball goes over the finish line, the blower switches and becomes a carrier.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The players attempt to see how quickly they can have their whole team blow a ball back and forth between two lines or how many times the ball can be blown back and forth in a specific time period.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Variation:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Five people lie on their stomachs in front of a starting line facing five others who are lying across a finish line. Several ping-pong balls are used and are placed at the mid-point between the two lines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The objective is to blow the balls back and forth as many times as possible on a specific time.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The student knows:

- aerobic dance is an individual and group activity.
- the definition and elements of aerobic dance.

The student is able to:

- perform teacher selected routines.
- perform self-created routines.
- perform routines individually and in groups.

The student values:

- the lifetime benefits of aerobic activities.
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**Student Learning Objective(s)**

A. The student knows the definition and elements of aerobic dance.  
B. The student is able to perform teacher selected routines.  
C. The student values the life time benefits of aerobic activities.

**State Goal**  
7-6

**District Goal**

**Program Goal**

2, 4, 5

---

**Suggested Activities: Grade(s)** 7-12

<table>
<thead>
<tr>
<th>Title</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic Dance</td>
<td>Teacher observation.</td>
<td></td>
</tr>
</tbody>
</table>

**Group size:** small or large  
**Materials:** music and sound system, mats, open spaces

**Procedure(s):**

- Teacher leads exercise, stretches and movement patterns (predetermined) to prerecorded music.
- Movement examples: lots of stretching, (choose slower music) legs, arms, sides, neck,... leg kicks, step kicks, side kicks, lunges, jump, cross feet, arm movements, circles, up and down or out, sit-ups, bicycle ride, (modern dance movements, swings, body circles) leg lifts, running, hopping, skipping, leaping.
- Your imagination is your limit. Have the movement fit the music. Stay with the beat.
- Increase amount and length of activity slowly.
- Students follow instructor in movement or exercise.
- Teacher stresses continual movement for heart conditioning.

---

**District Resources**
Student Learning Objective(s)  
A. The student knows that aerobic dance is an individual and group activity.  
B. The student is able to perform self-created routines.  
C. The student is able to perform routines individually and in groups.

Related Area(s)

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Aerobic Dance Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group size:</strong></td>
<td>medium</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>music, floor space, mats</td>
</tr>
</tbody>
</table>
| Procedure(s): | Have students work in groups and create an aerobic dance routine to their selected music.  
**Variation:**  
Have each student, in a group of three, create a routine for one song.  
The members put their three routines and songs together for a group routine.  
Have each group lead the whole group one day. |

### Suggested Monitoring Procedures

- Monitor resting heart beat at beginning and end, compare.

### Possible Resources

- Teacher observation.

---

District Resources
SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

Fad Dance

The student knows:
- the terminology for current fad dances.

The student is able to:
- perform teacher selected current fad dances.
- assist other students in learning fad dances.
- perform variety of fad dances with music.

The student values:
- the social worth of fad dancing.
- fad dancing as a leisure activity.
- contribution to physical fitness.
## Student Learning Objective(s)

A. The student knows the terminology for current fad dances.

B. The student is able to perform teacher selected current fad dances.

C. The student is able to perform a variety of fad dances with music.

D. The student values social worth of fad dancing.

E. The student values fad dancing as a leisure activity.

F. The student values the contribution to physical fitness.

### Related Area(s)

<table>
<thead>
<tr>
<th>Title</th>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fad Dance Elimination</td>
<td>Group size: entire class</td>
<td>Teacher observation.</td>
<td>Student observation.</td>
</tr>
<tr>
<td></td>
<td>Materials: record or tape player, records or tapes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Play a variety of fad music and cue the class to a specific fad dance. (Orally or on cue cards.)
- The object is to identify the music, cues or terminology and to correctly dance that particular fad dance.
- If the dance is improperly executed, dancer is eliminated until only one dancer remains.
- Variation: Fad Dance Freeze
- If, when the music stops, dancer fails to be frozen in position, he/she is eliminated.
Student Learning Objective(s)  
A. The student knows the terminology for current fad dances.  
B. The student is able to perform a variety of fad dances with music.  
C. The student is able to assist other students in learning fad dances.  
D. The student values fad dancing as a leisure activity.

Related Area(s).

<table>
<thead>
<tr>
<th>Suggested Monitoring/Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher observation.</td>
<td>Students input about current fad dances.</td>
</tr>
<tr>
<td>Student observation.</td>
<td>Disco centers.</td>
</tr>
</tbody>
</table>

Suggested Activities: Grade(s)  
**Title:** Fad Dance  
**Group size:** entire class  
**Materials:** record player, current music for fad dancing, microphone  

Procedure(s):  
- Divide class into groups.  
- Each group is to devise or work on a different fad dance.  
- Each group performs their own dance for the rest of the class, and then teaches each group that dance.  
- Then entire class executes the dance together.
<table>
<thead>
<tr>
<th>The student knows:</th>
<th>7-8</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>country origin of selected folk dances.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>terminology of folk dance steps.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the traditional costume for selected folk dances.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student is able to:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>participate in teacher selected folk dances.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>perform a variety of folk dances in time with music.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student values:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>the heritage of folk dances to their country.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>folk dance as a leisure activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the social worth of folk dance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Suggested Objective Placement

State Goal

District Goal

Program Goal

Student Learning Objective(s)

A. The student knows the terminology of folk dance steps.
B. The student is able to participate in teacher-selected folk dances.
C. The student is able to perform a variety of folk dances in time with music.
D. The student values folk dance as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s)  
Title: Folk Dance
Group size: entire class
Materials: record player, folk dance records, microphone

Procedure(s):
- Divide class into groups.
- Beginning with one group, play a portion of the music of a folk dance which has been learned previously.
- Group must then get in proper formation and execute proper dance steps to the music.
- Devise a point system to evaluate each group's performance. Each group can evaluate the other.
- Try to give each group at least two opportunities to perform.
- The group with the most points is folk dance group of the day!

Variation:
If one group has problems or fails to execute properly, another group may give it a try to obtain their points.

After each group displays formation and steps, entire class joins in.

Teacher observation.
Dance test.
Student evaluation.

Folk dance record sets.

District Resources
Student Learning Objective(s)  
A. The student knows the country of origin of selected folk dances.  
B. The student knows the traditional costume for selected folk dances.  
C. The student is able to perform a variety of folk dances in time with music.  
D. The student values the heritage of folk dances to their country.

Related Area(s)  
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Suggested Objective Placement

- State Goal
- District Goal
- Program Goal

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Folk Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>record player, folk dance records, costume ideas and materials</td>
</tr>
</tbody>
</table>

Suggested Monitoring Procedures

<table>
<thead>
<tr>
<th>Teacher observation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student evaluation and input.</td>
</tr>
</tbody>
</table>

Possible Resources

Community involvement; some communities have festivals or dances where information could be obtained.

Library


District Resources

209 -162- 300
### Student Learning Objective(s)

- **A.** The student knows the terminology of folk dance steps.
- **B.** The student is able to participate in teacher-selected folk dances.
- **C.** The student values folk dance as a leisure activity.
- **D.** The student values the social worth of folk dance.

### Related Area(s)

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title</th>
<th>Folk Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials</td>
<td>record player, folk dance</td>
</tr>
<tr>
<td></td>
<td>records, microphones</td>
</tr>
</tbody>
</table>

### Procedure(s):

- Teacher demonstrates or talks through the dance steps. Dance steps are then put to music.
- Class can be broken into small groups to help individuals master steps and music.
- Entire class can then regroup and execute steps to music.

A format could be:

1. Basic steps, positions and formations.
2. Variation in numbers within a group.
3. Dance terminology.
4. A representative number of countries covering a variety of folk dances.
5. Dances and styles popular to a peculiar or specific locale.
7. Socially acceptable practices.

### Suggested Monitoring Procedures

- Teacher observation.
- Dance test.

### Possible Resources

- Folk Dance Record Sets

### District Resources

- Folk Dance Record Sets
The student knows:
- characteristic moves for various pieces of equipment
- various equipment which is used in rhythmic gymnastics
- rules for composing routines
- events in rhythmic gymnastics

The student is able to:
- perform routines with a variety of hand apparatus
- compose own routines

The student values:
- the body awareness and coordination learned through rhythmic gymnastics
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>No activities have been written for these objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional activities may be developed during the pilot phase of the project.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No activities have been written for these objectives.

Additional activities may be developed during the pilot phase of the project.
## Small Schools Project

**Subject:** Physical Education  
**Specific Area:** Rhythms

<table>
<thead>
<tr>
<th>Modern Dance</th>
<th>7-8</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
</table>

### The Student Knows:
- That modern dance is a creative expression of one's self.
- That modern dance is an individual and group activity.
- That level, energy, and space are qualities that effect modern dance.

### The Student Is Able To:
- Demonstrate a creative dance routine.
- Participate in a group dance of one's own creativity.

### The Student Values:
- How creativity can be used to express one's moods, feelings, and ideas.
**SMALL SCHOOLS PROJECT - Working Copy**

**Student Learning Objective(s)**

A. The student knows that modern dance is an individual and group activity.

B. The student knows that level, energy and space are qualities that effect modern dance.

**Related Area(s)**

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s) 7-12</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Working With Levels</td>
<td>Teacher observation.</td>
<td>Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.</td>
</tr>
<tr>
<td><strong>Group size:</strong> any</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> clothing: tights and leotards</td>
<td></td>
<td>Lockhart, Aileene, Pease, Ester, Modern Dance, William C. Brown Co Publishers.</td>
</tr>
<tr>
<td>preferred space</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure(s):**

1. **Low-Level:** Students lay on the floor and imagine that they are in a box as long as their body and 1/2 foot higher. They explore all possible movement in that space, with their eyes closed.

2. **Medium:** Have students stand and define medium level as "waist area", have them explore the many ways they can fill that space.

3. **High-Level:** Same as above, only high. Imagine you are in a glass cylinder with no top. Explore that space and how you can move in it.

4. **Level Mix-up:** Teacher calls out a level, students do continuous movement in that level. Teacher keeps calling out different levels.

5. **Level Composition:** Have students compose a dance using a variety of levels.

6. **Sculpture:** Divide the class into groups; have one student in each group make a shape and hold it, the next person makes another shape in a different level and so on. When last person has gone, the first person comes out and goes back into the sculpture with a new shape.

**District Resources**

- Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.
### Student Learning Objective(s)

A. The student knows that modern dance is an individual and group activity.

B. The student knows that level, energy and space are qualities that effect modern dance.

### Related Area(s)

---

### Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9</td>
<td></td>
<td>2.4</td>
</tr>
</tbody>
</table>

### Suggested Activities: Grade(s) 7-12

<table>
<thead>
<tr>
<th>Title:</th>
<th>Working With Energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>any</td>
</tr>
<tr>
<td>Materials:</td>
<td>open space, appropriate dress, variety of fast, slow, smooth music</td>
</tr>
</tbody>
</table>

### Procedure(s):

1. **Vibratory**: Move like you are riding on a bumpy bus or trotting on a horse. Show vibration in just your hand, add your arm, upper body, entire body.

2. **Swing**: Just your arm, then your body.

3. **Force**: Imagine there is a two ton metal box in front of you, try to move it.

4. **Float**: Pretend you are a feather and floating to the ground.

5. **Melt**: From a standing position, pretend you are melting.

6. **Call out different words**: mad, melt, float, fizzle, free, cold, afraid, happy, hurried, nervous, jell-o, and have students move like those.

### Suggested Monitoring Procedures

Teacher observation.

### Possible Resources

- Boston, Allyn and Bacon, Inc.

---

### District Resources
Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 9</td>
<td></td>
<td>2, 4</td>
</tr>
</tbody>
</table>

Student Learning Objective(s)
A. The student knows that level, energy, and space are qualities that effect modern dance.

Related Area(s)

Suggested Monitoring Procedures

1. Teacher observation.
2. Partner observation.

Possible Resources

Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.

Suggested Activities: Grade(s): 7-12

Title: Ways of Moving Through Space

"Locomotor"

Group size: any

Materials: open space

Procedure(s):

1. Form two lines diagonal from each other. First person in one line combines Locomotor skill pattern, e.g. step, step, leap... across the floor, first person in other line does it back...
2. In open spaces have students do a variety of locomotor skills; skip, hop, jump, leap, run, walk, gallop.

District Resources
### Student Learning Objective(s)

- **A.** The student knows that modern dance is a creative expression of one's self.
- **B.** The student knows that modern dance is an individual and group activity.
- **C.** The student knows that modern dance is a way of communicating ideas of feelings.
- **D.** The student is able to participate in a group dance of one's own creativity.

### Related Area(s)

- **Suggested Objective Placement**
  - State Goal: 7-8
  - District Goal: 2-9
  - Program Goal: 2-4

### Suggested Activities:  Grade(s) 7-12

<table>
<thead>
<tr>
<th>Title: Poem Dance</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group size:</strong> groups of 3 or 4</td>
<td>Teacher observation.</td>
<td>Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.</td>
</tr>
<tr>
<td><strong>Materials:</strong> poems mounted on paper, open space</td>
<td>Video-tape.</td>
<td>Lockhart, Aileen, Pease, Ester, Modern Dance, William C. Brown Co Publishers.</td>
</tr>
</tbody>
</table>

### Procedure(s):

- Read some selected appropriate poems.
- Have class divide into groups of three or four and select poem.
- Create a dance which expresses the selected poem.
- After allowing sufficient time have groups perform their dance and have the poem read as they perform or read it before and after.

### Variations:

- Have students select a color and make a dance for that color.
- Choose an emotion and express that in a dance. Do not tell the audience and see if they can tell what emotion is being expressed.

### Note:

- This activity is somewhat advanced.
Student Learning Objective(s)

- The student knows that modern dance is a creative expression of one's self.
- The student knows that modern dance is an individual and group activity.
- The student knows that modern dance is a way of communicating ideas or feelings.
- The student knows that level, energy and space effect modern dance.
- The student is able to demonstrate a creative dance routine.
- The student values how creativity can be used to express one's moods, feelings and ideas.

Suggested Activities: Grade(s) 7-12

<table>
<thead>
<tr>
<th>Title:</th>
<th>Creative Dance</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>any, performed individually</td>
<td>Teacher observation</td>
<td>Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.</td>
</tr>
<tr>
<td>Procedure(s):</td>
<td>Assign students the task of creating their own dance to express an idea or feeling - using music, poems, props and/or costumes. Practice. Perform for audience (class or other).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Resources
**SUBJECT:** Physical Education

**SPECIFIC AREA:** Rhythms

<table>
<thead>
<tr>
<th>Social Dance</th>
<th>7-8</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
</table>

**The student knows:**

- the terminology of selected dance steps.
- the rhythmic count of selected dance steps.
- the etiquette involved in social dancing.

**The student is able to:**

- perform teacher selected dance steps individually and with a partner.
- perform correct social etiquette in dancing.
- assist other students in the learning of dance steps.

**The student values:**

- the social worth of social dance.
- social dance as a leisure activity.
**Student Learning Objective(s)**

A. The student knows the terminology of selected dance steps.

B. The student knows the rhythmic count of selected dance steps.

C. The student knows the etiquette involved in social dancing.

D. The student is able to perform correct social etiquette in dancing.

E. The student values the social worth of social dance.

---

**Related Area(s)**

**State Goal**

**District Goal**

**Program Goal**

---

**Suggested Activities: Grade(s)**

- **Title:** Social Dance
- **Group size:** entire class
- **Materials:** record player, social dance records, microphone

**Procedure(s):**

- Handout sheets can be issued to each student explaining terminology and etiquette.
- Teacher can then go through orally and demonstrate a variety of dance steps and etiquette involved allowing students to learn and practice each step.
- After a variety of steps have been mastered, steps can then be put to music - beginning with basic rhythmic counts.
- Students can then work in small groups, partners, circles to continue to master steps, rhythmic counts and etiquette involved in social dance.

**Suggested Monitoring Procedures**

- Teacher observation.
- Skills test.
- Written test.

**Possible Resources**

- Social dance record sets.

**District Resources**
Learning Objective(s)  
A. The student knows the rhythmic count of selected dance steps.
B. The student is able to perform teacher selected dance steps individually and with a partner.
C. The student is able to assist other students in the learning of dance steps.
D. The student values social worth of social dance.

States Goal

District Goal

Program Goal

<table>
<thead>
<tr>
<th>Activities</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Social Dance</td>
<td></td>
<td>Teacher observation.</td>
<td>Social dance record sets</td>
</tr>
<tr>
<td>Materials: record player, social dance records, microphone</td>
<td></td>
<td>Written test.</td>
<td>Dance Studio</td>
</tr>
<tr>
<td>Procedure(s): Have entire class spread out and face you. Demonstrate a variety of dance steps to entire class (be sure you are facing same direction as class - you will have to demonstrate with your back to class and look back to evaluate). Add music and rhythmic counts. Have class into partners and have them practice steps learned while you move around to help or direct. When class has mastered steps divide class into small groups with partners to further develop technique and correct style - students can help evaluate, correct, encourage partners in their group.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assign a specific step to each group - have them master it then demonstrate and teach rest of class.</td>
<td></td>
</tr>
</tbody>
</table>
**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>Learning Objective(s)</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student knows the terminology of selected dance steps.</td>
<td>2, 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The student knows the rhythmic count of selected dance steps.</td>
<td></td>
<td>7-8</td>
<td>2, 3</td>
</tr>
<tr>
<td>C. The student knows the social dance involved in social dancing.</td>
<td></td>
<td></td>
<td>2, 4</td>
</tr>
<tr>
<td>D. The student values the social worth of social dance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. The student values social dance as a leisure activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title: Social Dance Alternatives</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: entire class</td>
<td>Teacher observation.</td>
<td>Dance Studio Listings.</td>
</tr>
<tr>
<td>Materials: record player, social dance records, microphone</td>
<td>Student evaluation.</td>
<td>College dance classes.</td>
</tr>
<tr>
<td>(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>your class to a dance studio.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in social dance experts, e.g. dance studio.</td>
<td>College dance classes.</td>
<td></td>
</tr>
<tr>
<td>professional dancers, college dancers.</td>
<td>College dance classes.</td>
<td></td>
</tr>
<tr>
<td>your class to a professional dance exhibit, e.g. musicals.</td>
<td>College dance classes.</td>
<td></td>
</tr>
<tr>
<td>Ballroom dance for class, social music, band, dress for occasion.</td>
<td>College dance classes.</td>
<td></td>
</tr>
<tr>
<td>for a senior citizen dance.</td>
<td>College dance classes.</td>
<td></td>
</tr>
</tbody>
</table>

**District Resources**
SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

Square Dance

The student knows:

- how to form a square.
- the various square dance terminology.

The student is able to:

- participate as a partner in a square dance.
- demonstrate correctly a variety of step maneuvers in teacher and student selections.
- perform steps and maneuvers in time with music.

The student values:

- square dance as a leisure activity.
- the social worth of square dance.
Student Learning Objective(s)  
A. The student knows how to form a square.  
B. The student is able to participate as a partner in a square dance.  
C. The student values square dance as a leisure activity.  
D. The student values the social worth of square dance.

<table>
<thead>
<tr>
<th>Related Area(s)</th>
<th>Suggested Objective Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7-8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Forming a Square</td>
<td>Teacher observation.</td>
<td>Square dance record sets</td>
</tr>
<tr>
<td><strong>Group size:</strong> entire class</td>
<td>Teacher explanation.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> record player, square dance records</td>
<td>Record caller.</td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher may be used as a caller to set up and describe how to form a basic square, (record may also be used).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once the class is in squares, teacher can go through the basic elements of a square, e.g. home position, couple 1, 2, 3, &amp; 4, head couples, side couples, corner lady, right hand lady, opposite lady.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the four parts of a square dance: i.e., introduction, main figure, trimmings or full-ins and ending.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slowly, with the entire class in their square, go through some basic dance maneuvers and steps: e.g., honor your partner, all join hands and circle wide, home you go and swing, first and third go forward and back.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have each square develop their own maneuvers and steps and demonstrate to class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Title:** Forming a Square    | Teacher observation.            | Square dance record sets |
| **Group size:** entire class   | Teacher explanation.            |                    |
| **Materials:** record player, square dance records | Record caller.                 |                    |
| **Procedure(s):**              |                                 |                    |
| Teacher may be used as a caller to set up and describe how to form a basic square, (record may also be used). |                    |                    |
| Once the class is in squares, teacher can go through the basic elements of a square, e.g. home position, couple 1, 2, 3, & 4, head couples, side couples, corner lady, right hand lady, opposite lady. |                    |                    |
| Explain the four parts of a square dance: i.e., introduction, main figure, trimmings or full-ins and ending. |                    |                    |
| Slowly, with the entire class in their square, go through some basic dance maneuvers and steps: e.g., honor your partner, all join hands and circle wide, home you go and swing, first and third go forward and back. |                    |                    |
| Variation:                     |                                 |                    |
| Have each square develop their own maneuvers and steps and demonstrate to class. |                    |                    |
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Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td></td>
<td>2-4</td>
</tr>
</tbody>
</table>

Student Learning Objective(s)

A. The student knows the various square dance terminology.
B. The student is able to demonstrate a variety of step maneuvers in teacher and student selections.
C. The student is able to perform steps and maneuvers in time with music.
D. The student values square dance as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s) 5

<table>
<thead>
<tr>
<th>Title</th>
<th>Group size: entire class</th>
<th>Materials: record player, square dance records</th>
</tr>
</thead>
</table>

Procedure(s):

- Basic step: Arrange couples in a single circle facing center. The basic step is the first fundamental to be dealt with.
- Swing: Explain the swing position and movement. Class practice. Class executes in response to call and music.
- The single circle can be used to explain, demonstrate and perform a variety of square dance steps and maneuvers.

Teacher observation.

Possible Resources

Square dance record sets
Student Learning Objective(s)

A. The student knows how to form a square.
B. The student knows the various square dance terminology.
C. The student is able to perform steps and maneuvers in time with music.
D. The student values square dance as a leisure activity.
E. The student values the social worth of square dance.

Related Area(s)

Suggested Activities: Grade(s)  

<table>
<thead>
<tr>
<th>Title:</th>
<th>Square Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>record player, square dance records</td>
</tr>
</tbody>
</table>

Procedure(s):
- Divide the class into squares.
- After class has mastered a variety of square dance steps and maneuvers, allow each square to devise their own square dance routine to music without calls. They can combine the steps and maneuvers they have learned to this point and use their own imagination and creativity to develop a routine or dance.
- Each square after a number of practice times will demonstrate their dance to the class.

Variation:
- Tell each square to combine six or more steps and maneuvers into a routine. Short routine.
- Combine the routines of two or more squares into one dance routine.

Suggested Monitoring Procedures: Teacher observation.

Possible Resources: Square dance record sets

State Goal 2.9

District Goal

Program Goal 2.4
### Subject: Physical Education

#### Specific Area: Physical Fitness

| Active Health | 7-8 | 7 | 8 | 9 |

**The student knows:**
- that physical activity enhances the healthy functions of the body systems.
- that daily, vigorous exercise is a desirable aspect of a healthy lifestyle.
- that the body responds in a positive manner to reasonable physical stress.

**The student is able to:**
- provide a scientifically sound rationale for the benefits of daily vigorous physical activity.
- explain why strength training activities are critical for early adolescent development.
- participate in vigorous physical activity as a part of a daily schedule.

**The student values:**
- the importance of physical activity to enhance one's health and well-being.
- the opportunity to participate in a well-planned, comprehensive, daily program of physical education.
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Student Learning Objective(s)

A. The student knows that the body responds in a positive manner to reasonable physical stress.
B. The student is able to participate in vigorous physical activity as a part of a daily schedule.
C. The student values the importance of physical activity to enhance one's health and well-being.
D. The student values the opportunity to participate in a well-planned, comprehensive, daily program of physical education.

Related Area(s)

Suggested Objective Placement

State Goal

District Goal

Program Goal

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: class:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: none</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish a daily routine, e.g.:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 20 Jumping Jacks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 20 Push ups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 20 Sit ups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 20 Mountain Climbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Hurdle Stretch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- V-sit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Groin Stretch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Jog five minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The student knows that physical activity enhances the healthy lifestyle. B. The student knows that daily, vigorous exercise is a lifestyle. C. The student is able to provide a scientifically supported list of daily vigorous physical activity. D. The student is able to list activities critical for early adolescent development.

<table>
<thead>
<tr>
<th>Health Presentation</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observation.</td>
<td>Films:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EXERCISE AND PHYSICAL FITNESS 17 min.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EVERYONE'S A WINNER: Program For Physical Fitness 15 min.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ESD 121 Film Library</td>
</tr>
<tr>
<td></td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>

-182-
The student knows:

- definition of aerobics.
- that aerobic activities such as jogging, bicycling, or swimming must be sustained for a minimum of 12 minutes in order to produce training benefits.
- that aerobic training provides a solid foundation for all other physical fitness development and training.

The student is able to:

- participate in a teacher-selected aerobic training program.
- select and wear clothing (including shoes) and gear that is appropriate for participating safely in aerobic activities.

The student values:

- the health promoting benefits of regular aerobic activities.
- the relative low cost and convenience of aerobic activities.
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Suggested Objective P

Student Learning Objective(s)

A. The student knows the definition of aerobics.
B. Student knows that aerobic training provides a solid foundation for all other physical development and training.
C. The student values the health promoting benefits of aerobic activities.
D. The student values the relative low cost and convenience of aerobic activities.

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Aerobics Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>class</td>
</tr>
<tr>
<td>Materials:</td>
<td>handouts, films</td>
</tr>
</tbody>
</table>

Procedure(s):
- Provide a definition of aerobics.
- Relate aerobics to sports activities.
- Explain benefits of aerobics.
- Give examples of low cost and convenience of aerobic activities.

Variations:
- Show the film RUN DICK, RUN JANE. (This film is based on Kenneth Cooper's book "The New Aerobic's", and deals with the subject of fitness and the prevention of heart disease.)
- Discuss the main points of the film with the class.

Suggested Monitoring Procedures

Written test.
<table>
<thead>
<tr>
<th>Possible Resources</th>
</tr>
</thead>
</table>

**323**
Student Learning Objective(s)

A. The student knows that aerobic activities such as bicycling or swimming must be sustained for a minimum of 12 minutes to realize training benefits.

B. The student is able to participate in a training program.

C. The student is able to select and wear clothing and equipment that is appropriate for participating safely in an aerobic activity.

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Twelve Minute Run</th>
<th>Group size: class</th>
<th>Materials: stop-watch and measured distance</th>
</tr>
</thead>
</table>

Procedure(s):

- After proper warm-up, all students must run as far as possible in twelve minutes.
- A good measure of cardiovascular fitness is as follows:
  - More than 1 3/4 miles - Excellent
  - 1 1/2 - 1 3/4 miles - Good
  - 1 1/4 - 1 1/2 miles - Average
  - 1 - 1 1/4 mile - Poor
  - Less than 1 mile - Very Poor

Suggested Monitoring

Record Distance
Objective Placement 7-8

red Objective Placement 7-8

Ed such as jogging, in order to produce State Goal 2, 9

District Goal

choice-selected aerobic Program Goal 1, 2, 7 (including shoes) and aerobic activities.

<table>
<thead>
<tr>
<th>Ring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cooper, Kenneth; <em>Aerobics</em>, New York, Bantam Books, Inc. 1968.</td>
</tr>
</tbody>
</table>

**District Resources**
Agility

Agility is the ability to perform a variety of coordinated movements quickly. Agility can be improved by increasing the speed with which one performs coordination exercises and activities. The shuttle run is a test for agility.

It is able to:

- Administer a variety of agility exercises.
- Assess personal agility through the administration of two or professionally recognized agility tests.

It values:

- Importance of agility in sports achievement.
- Agility as a desirable characteristic.
Student Learning Objective(s)  

A. The student knows that the shuttle run is a test for agility.

B. The student is able to demonstrate a variety of agility exercises.

C. The student is able to assist personal agility through the administration of two or more professionally recognized agility tests.

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Illinois Agility Run</td>
<td></td>
<td>Adams, W. C., <em>Foundation of Physical Activity</em>, Champaign, Ill., Stripes Publishing Co.</td>
</tr>
<tr>
<td><strong>Materials:</strong> stop watch, cones, measured area</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student starts in prone position with hands beside chest and forehead on starting line.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He jumps up on starting signal and follows diagrammed pattern.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cones are ten feet apart.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Procedure Diagram:**

- Start
- X - cones
- End
Suggested Activities: Grade(s) ———— Suggested Monitor

Title: Shuttle Run
Group size: individual
Materials: stop watch, wood blocks, measured area

Procedure(s):
- Two lines marked off thirty feet apart.
- Two wood blocks placed in the line opposite the starting point.
- Student runs down, picks up one block, brings it back and sets it on the line. He/she returns for the second block and brings it back. The second time he/she may run through the line and time stops.
<table>
<thead>
<tr>
<th>Resources</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**District Resources**
Student Learning Objective(s)  

A. The student knows that agility is the ability to perform a variety of coordinated movements quickly.  

B. The student knows that agility can be improved by increasing the speed with which one performs coordination exercises and activities.  

C. The student values the importance of agility in sports achievement.  

D. The student values agility as a desirable characteristic.  

---

Suggested Activities: Grade(s)  

Title: Agility Drills

Group size: class

Materials: none

Procedure(s):  

- Students in lines, first person in each line performs the given drill.
  - Carioca
  - Bear Walk
  - Crab Walk
  - Backward Run
  - Spinner

Suggested Monitoring Procedures

Possible Resources

---

District Resources
The student knows:

- that physical fitness components can be tested,
- that there are two AAHPERD physical fitness tests composed of several items with national achievement norms,
- that the President's Council on Physical Fitness and sports has established an award system to motivate high achievement in physical fitness,
- that achievement of the 85th percentile on each item on the AAHPERD Youth Fitness Test is required to qualify for the President's Physical Fitness Team Award,
- that improvement in physical fitness requires vigorous participation in progressively increased resistive activities.

The student is able to:

- perform the exercises included in the AAHPERD physical fitness test batteries accurately,
- achieve the best possible score on each item of the AAHPERD test batteries a minimum of once per year.

The student values:

- a level of physical fitness that permits vigorous participation without undue fatigue,
- the opportunity to assess personal levels of physical fitness achievement on a regular basis.
### Learning Objective(s)

A. The student knows that there are two AAPHRED physical fitness tests comprised of several items with national achievement norms.

B. The student knows that the National Council on Physical Fitness and Sports has established an award system to motivate achievement in physical fitness.

C. The student knows that achievement of the 85th percentile on each item on the AAPHRED Youth Fitness Test is required to qualify for the AAPHRED Physical Fitness Team Award.

### Activities

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Title: Fitness Test Presentation</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group Size: class</td>
<td>Written test.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials: charts, handouts, sample tests, equipment, demonstrator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity: Explain and demonstrate procedures for testing events involved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>National norms, percentile rankings and philosophy of test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain Award System and qualifying criteria.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### State Goal

2.9

### District Goal

1.4

### Program Goal

1.4
### Learning Objective(s)

A. The student knows that improvement in physical fitness requires vigorous participation in progressively increased resistive activities.

B. The student is able to perform the exercises included in the AAPHERD physical fitness test batteries.

C. The student values a level of physical fitness that permits vigorous participation without undue fatigue.

### Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Circuit Training</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: class</td>
<td>Observation.</td>
<td></td>
</tr>
<tr>
<td>Materials: available area</td>
<td>Administration of Fitness Test.</td>
<td></td>
</tr>
<tr>
<td>Exercise(s):</td>
<td>Time the Circuit.</td>
<td></td>
</tr>
</tbody>
</table>

- Students run continuously when not performing another exercise.
- Upon command or when reaching the given area, perform the predetermined exercise, e.g., situps, pullups, jumping, pushups.
- Include exercises in the fitness test and any others that may be helpful.
- Make the circuit progressively harder.
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Student Learning Objective(s): The student knows that physical fitness components can be tested. The student is able to achieve the best possible score in each item of the AAHPERD test batteries at least once per year. The student values the opportunity to assess personal levels of physical fitness achievement on a regular basis.

Suggested Objective Placement

<table>
<thead>
<tr>
<th>Suggested Objective</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>2.9</td>
<td></td>
<td>1.4</td>
</tr>
</tbody>
</table>

Related Area(s)

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: Individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: stop watches, mats, measured long jump area, measured area for 50 yard dash and 600 yard run, wood blocks and measured shuttle run area, pullup bar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure(s): Administer the test according to the guidelines given in the AAHPERD Youth Fitness Test Manual. Post qualifying scores and times so students know minimum qualifying marks.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Resources
### Specific Area: Physical Fitness

#### Flexibility

**The student knows:**

- that flexibility refers to the elasticity of the muscle groups which permits the range of movement at joints,
- that flexibility can be increased by stretching exercises,
- that static stretching performed by gradual steady pressure is the safest and most desirable method of sustaining flexibility.

**The student is able to:**

- demonstrate stretching exercises that can be used to increase flexibility of the major muscle groups,
- document increased flexibility in two or more muscle groups resulting from the application of stretching exercises.

**The student values:**

- the importance of flexibility in sports achievement.
- flexibility as a desirable characteristic.
Learning Objective(s): A. The student knows that flexibility refers to the elasticity of muscle groups which permits the range of movement at joints. B. The student knows that flexibility can be increased by stretching exercises. C. The student knows that static stretching performed by gradual steady pressure is the safest and most desirable method of increasing flexibility. D. The student is able to demonstrate stretching exercises that can be used to increase flexibility of the major muscle groups.

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observation</td>
<td>Films:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EVERYONE'S A WINNER: Balance, Flexibility, and Power 13 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ESD 121 Film Library</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title: Flexibility Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: class</td>
</tr>
<tr>
<td>Materials: none</td>
</tr>
<tr>
<td>Activity(s): Develop a routine of stretching exercises. Include all major muscle groups.</td>
</tr>
<tr>
<td>Hurdle stretch</td>
</tr>
<tr>
<td>V-sit</td>
</tr>
<tr>
<td>Groin stretch</td>
</tr>
<tr>
<td>Shoulder</td>
</tr>
<tr>
<td>Calves</td>
</tr>
</tbody>
</table>

District Resources
**Student Learning Objective(s):**

1. The student is able to document increased flexibility in two or more muscle groups resulting from the application of stretching exercises.

**Related Area(s):**


<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: ruler and bench</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Monitoring Procedures:**

- Student stands on the bench and reaches down as far as possible without bending the legs.
- Measure the distance from the edge of the bench to the hands. Measures above the bench are negative and below are positive.
SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement

Student Learning Objective(s)

- The student is able to document increased flexibility in two or more muscle groups resulting from the application of stretching exercises.
- The student values the importance of flexibility in sports achievement.
- The student values flexibility as a desirable characteristic.

Related Area(s)

Suggested Activities: Grade(s)

- Title: Shoulder Lift
- Group size: individual
- Materials: rulers

Procedure(s):

- Student lies face down on the floor with arms parallel and holding a ruler in his hands. Chin and forehead remain on the floor while the ruler is raised as high as possible with the arms straight.
- Measure the distance from the floor to the lower edge of the ruler.

Suggested Monitoring Procedures

- Record distances before and after flexibility program.

Possible Resources

The student knows:

- that muscular endurance is the ability of a muscle to maintain a repeated movement over an extended period of time.
- that muscular endurance can be increased by progressively increasing the number of repetitions of an exercise.
- that muscular endurance enhances one's success in a variety of sports and vocational activities.

The student is able to:

- demonstrate exercises that can be used to increase endurance of the major muscle groups of the body.
- assess muscular endurance of various large muscle groups of his/her body.
- participate regularly in activities designed to increase endurance of the major muscle groups.

The student values:

- the importance of muscular endurance in sports achievement.
- muscular endurance as a desirable characteristic.
SOLIOO small.

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(mOtinea" zepio Aliperst rate exercises the body. C. The student his/her body. D. The st

Related Area(s) ______

Suggested Activities: Grad

Title: Mu

Group size: In

Materials: st

Procedure:

Sit-ups - Bent knees, minute.

Pull-ups - As many as hang.

Burpees - Time for ou
<table>
<thead>
<tr>
<th>7-8</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal</td>
<td>2/9</td>
</tr>
<tr>
<td>District Goal</td>
<td></td>
</tr>
<tr>
<td>Program Goal</td>
<td>1,452</td>
</tr>
</tbody>
</table>

**Resources**

Student Learning Objective(s): A. The student will progressively increasing the number of activities in which they participate regularly.

Related Area(s):

Suggested Activities: Grade(s)

Title: Muscular Endurance

Group size: class

Materials: pull-up bar

Procedure(s):
- Establish progressive muscular exercise program.
- Start easy and gradually increase repetitions or length of time.
- Include sit-ups, pull-ups, push-

395
Suggestee Objective Placement

Student knows that muscular endurance can be increased by repetitions of an exercise. B. The student is able to increase endurance of the major muscle groups.

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Films:</td>
</tr>
<tr>
<td>Testing</td>
<td>EVERYONE'S A WINNER: Muscular Strength and Endurance</td>
</tr>
<tr>
<td></td>
<td>col. 16 min.</td>
</tr>
<tr>
<td></td>
<td>ESD 121 Film Library</td>
</tr>
</tbody>
</table>

District Resources
Suggested Objective Placement

Suggested Monitoring Procedures / Possible Resources

| Record times. | Observation. |

State Goal 2.9
District Goal
Program Goal 1.4.7

District Resources.
### Power

**The student knows:**
- that power refers to the dynamic force an individual can exert with various muscle groups.
- that power can be increased through proper resistive exercises.
- that the standing long jump and the vertical jump are professionally recognized tests of power.

**The student is able to:**
- demonstrate a variety of exercises designed to increase the power of the major muscle groups.
- assess personal power through the administration of two or more professionally recognized tests of power.

**The student values:**
- the importance of power as a measure of achievement.
The student knows that power refers to the dynamic force an various muscle groups. B. The student knows that the standing long professional tests of power. The student is power through the administration of two or more professionally recognized tests of power.

Tests recorded areas measured from the point of the body landing nearest figure the difference while standing and height.

Suggested Objective Placement

Suggested Monitoring Procedures

Possible Resources

A suggested objective placement for the objective(s) is the student is able to demonstrate a variety of movements designed to improve motor skill and coordination.

Rope skipping: B. The student is able to demonstrate a variety of movements designed to improve motor skill and coordination.

ESD 121 Film Library

Possible Resources:

District Resources

π

2.8
Suggested Objective Placement: 7-8

State Goal: 2.9

District Goal: 1, 4, 7

Program Goal: 1, 4, 7

Student Learning Objective(s): A. The student values the importance of power in sports achievement. B. The student values power as a desirable characteristic.

Related Area(s):

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Power as Related to Track Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: Individual</td>
</tr>
<tr>
<td>Materials: long jump area</td>
</tr>
</tbody>
</table>

Procedure(s):
A. Demonstrate use of power in long jump and triple jump events.
B. Have students practice long jumps and triple jump events.
C. Record distances of students.

Suggested Monitoring Procedures: Measure distances.

Possible Resources:
Film:
EVERYONE'S A WINNER: Balance, Flexibility and Power 13 min
ESD 121 Film Library

District Resources...
The student knows:

- that speed refers to the amount of time it takes a person to move from one place to another.
- that speed can be increased through a combination of strengths, endurance, flexibility, and coordination exercises.

The student is able to:

- demonstrate how the factors of stride, body alignment, body lean, placement of feet, enhance running speed.
- assess personal running speed.

The student values:

- the importance of speed in sports achievement.
- running speed as a desirable characteristic.
### Student Learning Objective(s)

A. The student knows that speed refers to the amount of time it takes a person to move from one place to another.

B. The student knows that speed can be increased through a combination of strength, endurance, flexibility, and coordination exercises.

C. The student is able to demonstrate how certain factors enhance running speed; e.g., body alignment, body lean, placement of feet.

D. The student is able to assess running speed.

### Related Area(s)

State Goal 2.9
District Goal
Program Goal 1, 4, 7

### Suggested Activities: Grade(s)

Title: Time Trials
Group size: Individual
Materials: Stopwatch; optional – track and starting blocks

Procedure(s):
- Assess time at varied distances; e.g., 25m, 50m, 100m, 200m, 400m.
- Discuss how times are affected by starts; e.g., is the 25m time exactly twice as fast as the 50m?
- Discuss how speed is affected by endurance; e.g., is the 100m time exactly four times the 400m time?
- Record times in each event.
- Begin a program with students to enhance their speed; e.g., stride, body alignment, body lean, placement of feet.
- Record times after the program is underway to determine if growth is forthcoming.
ROOLS PROJECT - Working Copy

Learning Objective(s)

A. The student values the importance of speed in sports.
B. The student values running speed as a desirable characteristic.

<table>
<thead>
<tr>
<th>Area(s)</th>
<th>Activities</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Speed Demonstration</td>
<td></td>
<td>Record times.</td>
<td></td>
</tr>
<tr>
<td>Group size:</td>
<td>class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td>bats, balls, bases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre(s):</td>
<td>Students to determine their speed to first base.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre(s):</td>
<td>Pass the ball to first base as various infielders make the play.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td>Show that a small difference in speed will many times decide whether you are safe or out.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

State Goal: 2
District Goal: 1, 4, 7
The student knows:

- that strength refers to the amount of resistance a muscle or muscle group can overcome.
- that strength can be increased by progressively increasing the amount of resistance required to fatigue a muscle.
- that strength training can enhance safe and successful participation in sports.

The student is able to:

- demonstrate proper execution of a variety of strength enhancing exercises.
- document increased strength in two or more major muscle groups resulting from strength training exercises.

The student values:

- strength as a desirable characteristic.
- the importance of strength in sports achievement.
Student Learning Objective(s)

A. The student knows that strength can be increased by progressively enhancing the amount of resistance required to fatigue a muscle. B. The student knows that strength training can enhance safe and successful participation in sports. C. The student is able to demonstrate proper execution of a variety of strength-enhancing exercises. D. The student values strength as a desirable characteristic. E. The student values the importance of strength in sports achievement.

Related Area(s)

Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,9</td>
<td></td>
<td>4,7</td>
</tr>
</tbody>
</table>

Suggested Activities: Grades

<table>
<thead>
<tr>
<th>Title: 10 Lift Program</th>
</tr>
</thead>
</table>

- Group size: individual
- Materials: weights

Procedure(s):

- Start each exercise with the maximum lift.
- Reduce the weight 10 lbs. and lift as many times as possible.
- Continue until 10 repetitions have been performed.
- Move to next exercise.
- Increase maximum weight if lifted two or more times.

Suggested Monitoring Procedures

- Record maximum weights.

Possible Resources

- District/Resources

---

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-210-
Student Learning Objective(s)

A. The student knows that strength refers to the amount of resistance a muscle or muscle group can overcome.

B. The student is able to document increased strength in two or more major muscle groups resulting from strength training exercises.

Related Area(s)

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Testing for Maximum Lifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>individual</td>
</tr>
<tr>
<td>Materials:</td>
<td>weights</td>
</tr>
</tbody>
</table>

Procedure(s):
- Test for a maximum lift on the bench press.
- Test for a maximum lift on the leg press.

Suggested Monitoring Procedures

Record weight lifted.

Possible Resources

State Goal 2,9
District Goal
Program Goal 4,7

District Resources
Bibliography


Advanced ERCAPEP: Physical Education Programmed Activities, Secondary Level, Columbus, Ohio, Charles E. Merrill Publishing Co.

ERCAPEP: Physical Education Programmed Activities for Grades 4-6, Columbus, Ohio, Charles E. Merrill Publishing Co.


Devenzio, Dick and Greene, Ross, *Home Court Advantage From Backyard to Coliseum—How to Practice Alone and Become a Star*.

National Association for Girls & Women in Sports
American Alliance for Health, PE & Recreation
1201 16th Street N.W., Washington, DC 20036

**Guides**

- Aquatics Guide
- Archery - Golf
- Basketball
- Bowling - Fencing
- Field Hockey - La Crosse
- Gymnastics Guide

**Outing Activities & Water Sports**

- Soccer-Speedball - Flag Football
- Softball
- Tennis-Badminton
- Squash Guide
- Track & Field
- Volleyball

Riggs, Modia; Dadds, Pat; Zuccato, David, "Basic Stuff" Series, #1 and #2, National Association for Sport and Physical Education, AAHPERD, 1981.

**Series 1 - Informational Booklets**

- Exercise Physiology
- Kinesiology
- Motor Learning
- Psycho - Social Aspects of PE
- Humanities in PE
- Motor Development

**Series 2 - Learning Experience Booklet**

- Early Childhood
- Childhood
- Adolescent

SMALL SCHOOLS

PHYSICAL EDUCATION CURRICULUM

Grades 9-12

PHYSICAL EDUCATION
This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

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SMALL SCHOOLS PROJECT

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INTRODUCTION

The Small Schools Project Objectives and Curriculum for Physical Education were developed during the 1980-81 school year through the cooperative efforts of three levels of educational organization: six King and Pierce County school districts, Educational Service District 189 and the Superintendent of Public Instruction. Funds were provided through Title IV C with ESD 189 providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in Physical Education to serve as a basis for a goal-based curriculum. A cadre of teachers from the six consortium schools (Carbonado, Eatonville, Lower Snoqualmie, Orting, Steilacoom Historical, and White River) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and classroom teachers. The third phase involved the classroom teachers writing activities to accompany the objectives. This curriculum will be published in separate curriculum guides, i.e., K-3, 4-6, 7-8, 9-12.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading—green, Language Arts—yellow, Mathematics—blue, Social Studies—buff, Science—pink, and Physical Education—orange. Following each colored objective page there are several pages which identify activities, resources, and monitoring procedures which may be used when teaching to the objectives. See pages vii and viii of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.
RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981. School districts are required by 1986 to have developed student learning objectives for all other courses of study. The Superintendent of Public Instruction developed a timeline for the orderly development and implementation of Student Learning Objectives to carry out the law. The timeline shows that physical education and social studies are to be implemented by 1983.)

The approach of the Small Schools Project Consortium was first to develop a curriculum, K-12 Physical Education and 4-12 in Social Studies, using a goal base model. Thus, the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline. Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

PHYSICAL EDUCATION CURRICULUM ACTIVITIES
Grades K-12

Users of the Small Schools Physical Education Curriculum guides grades K-12 should note that the activities are written by teachers representing small school districts. The activities are written with the idea of not duplicating a text but rather to present a game, simulation or an activity to carry out the objective. This is done with the premise that schools normally have a basic text and the activities are merely to supplement or extend the text.

Only a few activities were written with the hope they would stimulate teachers to create additional activities. Also, the activities were written over a space of only a few months in order to meet a state deadline for printing purposes.
FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to assist districts in personalizing the curriculum to meet their own educational program needs.

The format—pages contained within this book list the sequence of student learning objectives in the specific curriculum area of social studies. On each page broad grade placements have been recommended indicating where the objectives should be taught, i.e., 4-6, 7-8, and 9-12. Grade recommendations are made with the understanding that they apply to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills, and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the local district curriculum. The columns may also be used to indicate where an objective is introduced (I), practiced (P), reinforced (R), or mastered (M) within a district curriculum. An objective may be deleted by striking it from the list or another objective may be added by writing it directly on the sequenced objective page.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education
SPECIFIC AREA: Individual and Dual Sports

Aquatics

<table>
<thead>
<tr>
<th>Page</th>
<th>Suggested Grade Placement</th>
<th>District Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>9 10 11 12</td>
<td></td>
</tr>
</tbody>
</table>

The student knows:
- the appropriate forms of swimming stroking skills including back, breast, side, crawl, and butterfly,
- basic lifesaving skills including swimming skills.
- that the area of aquatics may include swimming, diving and water sports.
- that water safety skills are important for survival.

The student is able to:
- describe the various areas of aquatics.
- demonstrate basic water safety and rescuing techniques.
- stay afloat using a variety of swimming techniques.
- demonstrate basic strokes including back, breast, side, crawl, and butterfly stroke.

The student values:
- swimming as a leisure activity that enhances physical fitness.
SMALL SCHOOL PROJECT

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Aquatics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>large</td>
</tr>
<tr>
<td>Materials:</td>
<td>swim suits</td>
</tr>
<tr>
<td>Procedure(s):</td>
<td>Have students follow the leader, alternating strokes, while swimming around the pool. Tag (&quot;Freeze&quot;) -- when a student is tagged, he/she treads water until unfrozen. More than one person may be &quot;it&quot;. Interscholastic Swim Meet or Water Festival including races, relays, partner swim, diving, water volleyball, basketball or softball. Try synchronized swimming routine.</td>
</tr>
</tbody>
</table>

**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>2.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Goal</td>
<td>4.6</td>
</tr>
<tr>
<td>Program Goal</td>
<td>4.6</td>
</tr>
</tbody>
</table>

**Suggested Monitoring Procedures**

- Teacher observation.
- Skills tests.

**Possible Resources**

SMALL SCHOOL PROJECT

DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcome of an entire area of instruction as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives. Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principles and laws, simple generalizations, similarities and differences, etc.

An example of a Knowledge Student Learning Objective is "The student knows guide words in a dictionary indicate the first and last words on the page."
Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."
GOALS FOR THE WASHINGTON COMMUNITY SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgement and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world; human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.
SMALL SCHOOLS PROJECT

K - 12

PHYSICAL EDUCATION PROGRAM GOALS

1. The student has an appreciation of the need to participate in regular physical activity and to apply desirable health knowledge to maintain fitness for everyday living throughout life.

2. The student develops knowledge and understanding of factors necessary to analyze and perform functional and expressive movement.

3. The student will acquire safety skills, habits, and develop awareness regarding safety for themselves and for others.

4. The student will be stimulated through physical education to seek participation in and derive enjoyment from wholesome recreation during leisure time.

5. The student values the personal qualities of self control, self confidence, good sportsmanship and respect for others that enable him/her to work and play with others for common goals.

6. The student knows rules and is able to apply strategies in a variety of physical education activities and sports.

7. The student is able to exhibit neuromuscular coordination techniques, agility, balance, and flexibility in a variety of physical education activities and sports.
### Grades 9-12 Team Sports

<table>
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<th>Page</th>
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</thead>
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<td>Field Hockey</td>
<td>1 - 6</td>
</tr>
<tr>
<td>Flickerball</td>
<td>7 - 9</td>
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<tr>
<td>Football</td>
<td>10 - 12</td>
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<tr>
<td>Frisbee</td>
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<tr>
<td>Gym Hockey</td>
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<td>Hockeer</td>
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<td>Soccer</td>
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<td>Volleyball</td>
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### Individual and Dual

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<td>Circus Skills</td>
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<td>Cross Country Running</td>
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<td>Cycling</td>
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<td>Deck Tennis</td>
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<td>Frisbee</td>
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<td>Golf</td>
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<td>Gymnastics</td>
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<td>Hacky Sack</td>
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<td>Handball</td>
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<td>Ice Tennis</td>
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<td>Hiking and Outdoor Survival</td>
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<td>Horseshoe Pitching</td>
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<td>Pickle Ball</td>
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<td>Racketball</td>
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<td>Roller Skating</td>
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<td>Self Defense</td>
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<td>Skiing</td>
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<td>Table Tennis</td>
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<td>Tennis</td>
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<td>Track and Field</td>
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<td>Tumbling</td>
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<td>Weight Training</td>
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<td>Wrestling</td>
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### Grades 9-12 NEW AND COOPERATIVE GAMES

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<td>Islands</td>
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<td>People Pass</td>
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<td>People Pyramids</td>
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<td><strong>Cooperative Games</strong></td>
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<td>Collective Blowball</td>
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<tr>
<td>Collective Score Towel Ball</td>
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<tr>
<td>Scooter Basketball</td>
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<td>Volley, Volley, Volleyball</td>
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<td><strong>RHYTHMS</strong></td>
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<td>Fad Dance</td>
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<tr>
<td>Folk Dance</td>
<td>138 - 141</td>
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<tr>
<td>Modern Dance</td>
<td>142 - 148</td>
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<tr>
<td>Rhythmic Gymnastics</td>
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<td>Social Dance</td>
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<td><strong>PHYSICAL FITNESS</strong></td>
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<td>Active Health</td>
<td>160 - 162</td>
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<tr>
<td>Aerobics</td>
<td>163 - 169</td>
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<tr>
<td>Agility</td>
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<tr>
<td>Evaluation</td>
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<td>Flexibility</td>
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<td>Muscular Endurance</td>
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<tr>
<td>Power</td>
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<tr>
<td>Speed</td>
<td>186 - 188</td>
</tr>
<tr>
<td>Strength</td>
<td>189 - 191</td>
</tr>
</tbody>
</table>
The student knows:

- the rules of basketball sufficiently to play and officiate.
- the basic offensive and defensive strategies.
- the techniques and application of a variety of offensive and defensive skills.
- historical aspects of the game of basketball.

The student is able to:

- play a basketball game using official rules.
- employ offensive strategies; e.g., screening, picking, give and go.
- employ defensive strategies; e.g., one to one, zone, switching, screening off.
- perform fundamental shots; e.g., set shot, lay-up, reverse lay-up, jump shot and hook with correct body mechanics and form.
- apply screening, jumping and positioning strategies in rebounding.

The student values:

- playing by the rules for fun and safety.
- basketball as a leisure activity.
- cooperation required for success in basketball games.
**Student Learning Objective(s)**

A. The student knows the rules of basketball sufficiently to play and officiate.
B. The student is able to play a basketball game using official rules.
C. The student values playing by the rules for fun and safety.
D. The student values basketball as a leisure activity.
E. The student values cooperation required for success in basketball games.

**Related Area(s)**

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>9-12</th>
</tr>
</thead>
</table>

- **Title:** Basketball
- **Group size:** 12
- **Materials:** basketball, whistles

**Procedure(s):**

- Play a regulation game with two students officiating.
- Modify the rules for emphasis; e.g., five passes before a shot, no dribbling, "stars" can't shoot.

**Suggested Monitoring Procedures**

Teacher observation.

**Possible Resources**

Written test.
### Student Learning Objective(s)

- **A.** The student knows the basic offensive and defensive strategies.
- **B.** The student knows the techniques and application of a variety of offensive and defensive skills.
- **C.** The student is able to employ offensive strategies, e.g., screening, picking, give and go.
- **D.** The student is able to employ defensive strategies, e.g., one to one, zone, switching, screening off.

### Related Area(s)

- **State Goal**: 2, 9
- **District Goal**: 2, 9
- **Program Goal**: 4, 5

### Suggested Activities: Grade(s) 9-12

<table>
<thead>
<tr>
<th>Title:</th>
<th>Two on Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>4</td>
</tr>
<tr>
<td>Materials:</td>
<td>Basketball and basket</td>
</tr>
<tr>
<td>Procedure(s):</td>
<td>- Have students play games of two on two.</td>
</tr>
<tr>
<td></td>
<td>- Define general playing rules.</td>
</tr>
<tr>
<td></td>
<td>- Modify the game for emphasis on certain skills, e.g., no shot may be taken until a screen has been set and accepted.</td>
</tr>
<tr>
<td>Variation:</td>
<td>- Work with students on specific shots, e.g., set, jump, and hook.</td>
</tr>
<tr>
<td></td>
<td>- Work with students on defensive tips, e.g., assume boxer's stance, knees bent, weight on balls of feet.</td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

- Score the games
- Observation of specific skill development of students.

### Possible Resources

- District Resources 406
Student Learning Objective(s)

A. The student knows the techniques and application of a variety of offensive and defensive skills.

State Goal 2,9
District Goal
Program Goal 4,5

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Three on Two, Two on One
Group size: Nine or more
Materials: basketball; two baskets

Procedure(s):
- Two players start at the far end of the court.
- The remaining players are in three lines at the near end.
- Play starts with three players bringing the ball down against the two at the far end.
- The defensive players obtain the ball on a rebound, successful shot or turnover and break back to the other end of the floor.
- The other two stay on defense and wait for the next three offensive players.

Suggested Monitoring Procedures
Observation of offensive and defensive skills, giving assistance when needed.

Possible Resources

District Resources
### Student Learning Objective(s)

- The student knows the historical aspects of the game of basketball.

### Suggested Objective Placement

- **Grade(s):** 9-12
- **State Goal:** 2.9
- **District Goal:**
- **Program Goal:** 4.5

### Related Area(s)

### Suggested Activities: Grade(s) 9-12

<table>
<thead>
<tr>
<th>Title: Basketball History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: class</td>
</tr>
<tr>
<td>Materials: handouts, films</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Have students research the library and write a paper on the history of basketball.
- Show films about basketball and/or lecture on the history of the game.

**Variation:**

- Contact the NBA and obtain information on the history of basketball and those elected to the "hall of fame" status.

### Suggested Monitoring Procedures

- Written test.

### Possible Resources

- **Film:**
  - PLAYING BASKETBALL 13 min
  - WOMEN'S BASKETBALL 14 min
  - ESD 121 Film Library


### District Resources

- 410
Student Learning Objective(s)  
A. The student is able to employ offensive strategies, e.g., give and go.  
B. The student is able to perform fundamental shots, e.g., set shot, lay-up, reverse lay-up, jump shot and hook with correct body mechanics and form.

### Related Area(s)

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>9-12</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of techniques in shooting, assisting students as needed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>Give and Go</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>five or more</td>
</tr>
<tr>
<td>Materials:</td>
<td>basketball and basket</td>
</tr>
</tbody>
</table>

**Procedure(s):**
- Player A starts at half court with the ball. Player B will break to a spot along the free throw line extended.
- A passes the ball to B and breaks to the basket.
- A receives a return pass from B and performs the prescribed shot, e.g., lay-up, reverse lay-up, jump shot.
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Field Hockey

The student knows:
- the basic rules of field hockey.
- strategies.
- the skills and strategies for the various offensive and defensive positions.

The student is able to:
- successfully participate in the game of field hockey.
- apply offensive and defensive strategies in the game of field hockey.

The student values:
- playing by the rules for fun and safety.
- cooperation required for success in field hockey games.
Learning Objective(s)

A. The student knows the skills and strategies for the various offensive and defensive positions.

B. The student is able to apply offensive and defensive strategies in the game of field hockey.

Title: Strategies

Group size: in pairs (20-30)

Materials: sticks for everyone, balls for partners.

Procedure(s):
- Demonstrate each pass; a flat is to the side, a through is straight ahead.
- Have partners pass diagonals, running down the field.
- Have one partner pass flat, the other pass through, then switch roles.
- Have students use a combination of passes.
- Lay three on three on half a field.
- Have offense working on passing combinations to core, and the defense on clearing the ball to the side away from the goal.

Suggested Monitoring Procedures

Teacher evaluation.

Skills tests.

Possible Resources


Area(s)

State Goal 2,9-

District Goal 4,6

Program Goal

9-12

Grade(s) 9-12

Activities: 414

District Resources
Learning Objective(s):
A. The student knows the basic rules of field hockey.
B. The student knows strategies.
C. The student knows the skills and strategies for various offensive and defensive positions.
D. The student is able to successfully date in the game of field hockey.
E. The student is able to apply offensive and defensive strategies in the game of field hockey.

Suggested Objective Placement

<table>
<thead>
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<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
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</thead>
<tbody>
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<td></td>
<td>District Resources.</td>
</tr>
</tbody>
</table>

Title: Creating Spaces “Offense”:
Clearing Away “Defense”

Group size: five on five, 20-30

Materials: sticks for everyone, balls, cages

Procedure:
Play five on five, half a field. Designate one group offense and one defense, then switch. Give points for goals scored and defensive clears. Play an official game of field hockey.
**Subject:** Physical Education  
**Specific Area:** Team Sports  
**Activity:** Flickerball

<table>
<thead>
<tr>
<th>The student knows:</th>
<th>9-12</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>the rules of flickerball sufficiently to play and officiate.</td>
<td></td>
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<tr>
<td>the offensive and defensive strategies of flickerball.</td>
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<td></td>
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<td></td>
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<tr>
<td>that the game of flickerball is an aerobic sport.</td>
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</table>

<table>
<thead>
<tr>
<th>The student is able to:</th>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>apply the official rules of flickerball as a player or official.</td>
<td></td>
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<td></td>
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<tr>
<td>apply basic offensive and defensive strategies.</td>
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<tr>
<td>evaluate the aerobic conditioning of flickerball to a personal aerobic conditioning program.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The student values:</th>
<th>9-12</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>flickerball as a fun, aerobic activity.</td>
<td></td>
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</tr>
<tr>
<td>cooperation required for success in flickerball games.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Objective(s)

A. The student knows the basic rules of flicker ball.
B. The student is able to apply the official rules of flicker ball as a player or official.

Suggested Objective Placement

State Goal: 2, 9
District Goal: 
Program Goal: 4, 5, 6

Related Area(s): 

Suggested Activities: Grade(s): 9-12

Title: Flicker Ball
Group size: two teams of 5-11 each
Materials: target shirts and football

Procedure(s):
- Identify the playing boundaries and goals.
- Identify teams and assign target shirts to all members of one team.
- Determine the goal each team will defend.
- Have students take positions on the field and play the game in accordance with official rules.

Variations:
- Substitute goal area if official goal is not available.
- Use "nerf" football to enhance success with passing and receiving skills.


District Resources
Student Learning Objective(s)  
A. The student knows the basic rules of flicker ball.  
B. The student values cooperation required for success in flicker ball games.

<table>
<thead>
<tr>
<th>Related Area(s)</th>
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<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s): 9-12</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Flicker Ball Rules Presentation</td>
<td>Written quiz.</td>
<td>Wash. State Univ. Units of Instruction, Department of Physical Education, W.S.U., Pullman, Wa.</td>
</tr>
<tr>
<td>Group size: entire class Materials: handouts, chalk board or transparencies, &amp; overhead projector.</td>
<td></td>
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</tr>
<tr>
<td>Procedure(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Diagram a flicker ball field and goals.</td>
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</tr>
<tr>
<td>- Designate playing positions for starting the game.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Describe the objectives of the game and methods of scoring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Define the rules for both offensive and defensive players.</td>
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<td></td>
</tr>
<tr>
<td>- Stress safety rules and considerations.</td>
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<tr>
<td>- Demonstrate skills and maneuvers for clarity and understanding.</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>District Resources</th>
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</table>

| 421 | 422 |
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Football

<table>
<thead>
<tr>
<th>Suggested Grade</th>
<th>District Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>9 10 11 12</td>
</tr>
</tbody>
</table>

The student knows:
- the rules of flag or touch football sufficiently to play and officiate.
- the basic offensive and defensive strategies.
- the techniques and applications of a variety of offensive and defensive skills.

The student is able to:
- play a flag/touch football game using official rules.
- play a variety of offensive and defensive football positions.
- apply a variety of offensive formations.
- apply a variety of defensive strategies to meet specific playing situations.

The student values:
- playing by the rules for fun and safety.
- football as a leisure activity.
- cooperation required for success in football games.
### Student Learning Objective(s)

A. The student knows the basic offensive and defensive strategies.
B. The student knows the techniques and applications of a variety of offensive and defensive skills.
C. The student is able to apply a variety of offensive formations.
D. The student is able to apply a variety of defensive strategies to meet specific playing situations.

### Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Football Formations and Strategies</td>
<td>Teacher evaluation.</td>
<td>Film: PLATING TOUC Football 12 min</td>
</tr>
<tr>
<td><strong>Group size:</strong> any</td>
<td></td>
<td>ESD4121 Film Library</td>
</tr>
<tr>
<td><strong>Materials:</strong> football, belts, and flags.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Procedure(s):**  
  - Teach the students the offensive and defensive sets and strategies and purpose of each (e.g., goal-line defense, pass prevent defense)  
  - Line students up in a few simple sets.  
  - Have students run a few simple plays.  
  - Have students call plays and signals using correct terminology. | | |

### District Resources

425
Student Learning Objective(s)

A. The student knows the rules of flag or touch football sufficiently to play and officiate.
B. The student is able to play a flag/touch football game using official rules.
C. The student is able to play a variety of offensive and defensive positions.
D. The student values football as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s)

Title: Flag Football
Group size: any
Materials: football, belts, and flags.
Procedure(s):
• Review rules of flag and touch football.
• Officiate a few games, then have students officiate them.
• In each new game, have players play a different position.

Suggested Monitoring Procedures

Teacher evaluation.

Possible Resources

Film:
PLAYING TOUCH FOOTBALL
12 min
ESD 121 Film Library

District Resources
SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

| Frisbee | 9-12 | 9  | 10 | 11 | 12 |

The student knows:
- the basic rules of a variety of team frisbee games.
- the basic strategies used in variety of team frisbee games.
- the skills involved in team frisbee games, e.g., tossing and catching.

The student is able to:
- successfully participate in a variety of team frisbee games.
- teach one or more team frisbee games to others.
- apply offensive and defensive strategies in a team frisbee game.

The student values:
- team frisbee games as leisure activities.
- cooperation required for success in team frisbee games.
A. The student knows skills involved in team frisbee games, e.g., throwing and catching. 
B. The student knows the basic strategies used in a variety of team games. 
D. The student is able to apply offensive and defensive strategies in team games. 
E. The student values cooperation required for success in team frisbee games.

### Activities: Grade(s) 9-12

<table>
<thead>
<tr>
<th>Title:</th>
<th>Frisbee Football</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>groups of six</td>
</tr>
<tr>
<td>Materials:</td>
<td>football flags, frisbees</td>
</tr>
<tr>
<td>Suggested Monitoring Procedures</td>
<td>Teacher observation.</td>
</tr>
<tr>
<td>Possible Resources</td>
<td>Flag Football Rules and Strategies.</td>
</tr>
</tbody>
</table>

Detailed instructions:

1. The student knows skills involved in team frisbee games, e.g., throwing and catching.
2. The student knows the basic strategies used in a variety of team games.
3. The student is able to apply offensive and defensive strategies in team games.
4. The student values cooperation required for success in team frisbee games.

**Possible Resources**

- Flag Football Rules and Strategies.
Student Learning Objective(s)

A. The student knows the basic rules of a variety of team frisbee games.
B. The student knows the skills involved in team frisbee games, e.g., tossing and catching.
C. The student is able to successfully participate in a variety of team frisbee games.
D. The student values team frisbee games as leisure activities.

Related Area(s)

Suggested Activities

Title: Ultimate Frisbee
Group size: groups of seven
Materials: frisbees, pinnies

Procedure(s):

- **Ultimate frisbee** is a fast moving, competitive, non-contact sport involving basically basketball and football skills.
- The object of ultimate frisbee is to gain points by scoring goals, i.e., catching the frisbee in the end zone.
- The frisbee may only be passed.
- The defensive team gains possession whenever the offensive team's pass is incomplete, intercepted, knocked down or goes out-of-bounds.
- When a foul occurs, play stops and an opponent player gains possession at the point of infraction.
- Substitutions can be made only:
  1. After a goal and before the ensuing throw-off.
  2. To replace an injured player.
  3. After periods of play.

Suggested Monitoring Procedures

Teacher observation.
Peer observation.

Possible Resources

Bud Turner, Seattle School District.
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Gym Hockey

<table>
<thead>
<tr>
<th>The student knows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- the basic rules of gym hockey.</td>
</tr>
<tr>
<td>- strategies.</td>
</tr>
<tr>
<td>- the skills and strategies for the various offensive and defensive positions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- successfully participate in the game of gym hockey.</td>
</tr>
<tr>
<td>- apply offensive and defensive strategies in the game of gym hockey:</td>
</tr>
<tr>
<td>- use the hockey stick to pass, receive, shoot, guard and pivot with appropriate body mechanics and form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student values:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- playing by the rules for fun and safety.</td>
</tr>
<tr>
<td>- cooperation required for success in gym hockey games.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Grade Placement</th>
<th>District Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>9 10 11 12</td>
</tr>
</tbody>
</table>
### Student Learning Objective(s)

A. The student knows the strategies of gym hockey.
B. The student is able to use the hockey stick to pass, receive, shoot, guard and pivot with appropriate body mechanics.
C. The student values playing by the rules for fun and safety.
D. The student values the cooperation required for success in gym hockey games.

### Related Area(s)

- State Goal 2.9
- District Goal
- Program Goal 4.6

### Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>2.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Goal</td>
<td></td>
</tr>
<tr>
<td>Program Goal</td>
<td>4.6</td>
</tr>
</tbody>
</table>

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Keep Away</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class, divided into small groups</td>
</tr>
<tr>
<td>Materials:</td>
<td>hockey sticks, hockey pucks, pinnies, if needed</td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

Teacher observation.

### Possible Resources

District Resources

### Procedure(s):

1. Divide class into small groups (5-6).
2. Designate playing areas and boundaries with two groups at each area.
3. A puck is placed in the center of each playing area. On the whistle, one player from each group goes for the puck, trying to control it for his/her team. Once a team has controlled the puck, they pass and move within their playing area, trying to keep the other team from getting the puck. At end of time period, opposite group can begin with the puck.
4. Variations:
   - 2 against 2
   - 3 against 3
   - Every player in each group must play the puck.
SUGGESTED OBJECTIVE PLACEMENT

State Goal: 2.9
District Goal: 
Program Goal: 4.6

SUGGESTED ACTIVITIES

Title: Three on Two Fast Break
Grade(s): 

Group size: small groups 8-10
Materials: hockey sticks, hockey pucks, goal areas or nets

Procedure(s):
Depending upon class size, utilize as much floor space and maximum participation as possible.
Set up two or three hockey playing areas with goal nets at each end of each playing area with one group at each playing area.
Station two defenders at each end with the rest of the group divided into two lines on opposite sidelines of the playing area.
Beginning at one end, give the puck to the two defenders. They pick up the first person on their sideline passing and moving down to the opposite end trying to score a goal. Once a goal is made, the two defenders control the puck, they move with first person in their line down to the opposite end.
Offensive players become defenders, defenders become offensive players.

Teacher observation

Possible Resources

District Resources: 

436
### Student Learning Objective(s)

A. The student knows the basic rules of gym hockey.  
B. The student is able to successfully participate in the game of gym hockey.  
C. The student values playing by the rules for fun and safety.  
D. The student values the cooperation required for success in gym hockey games.

### Related Area(s)

State Goal  
District Goal  
Program Goal

### Suggested Objective Placement

9-12

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Game Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: small groups 5-6</td>
</tr>
<tr>
<td>Materials: hockey sticks, hockey pucks, goal areas or nets</td>
</tr>
</tbody>
</table>

### Procedure(s):

- Try to set up 2-4 playing areas and run mini-games.  
- Run each game like a regulation hockey game for a specific length of time or until a specific goal is accomplished, e.g. each group scores three goals.  
- Rotate groups so they have a chance to play a different opponent. (Rotation can be according to most goals, least goals, combination goals of both groups at one area, or direction.)  
- Variation:
  - Each playing area has a specific goal for each group to obtain e.g. each group scores three goals; each group combines goals; work on zone defense; two types of offensive work; man-to-man defense; free lance offense.

### Suggested Monitoring Procedures

- Teacher observation.  
- Student evaluation.

### Possible Resources

**District Resources**

403

-22-
SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Hockey

The student knows:

- the basic rules of hockey.
- that hockey is a team sport that involves the combined skills of basketball and soccer.

The student is able to:

- successfully participate in the game of hockey.
- teach the game of hockey to others.

The student values:

- hockey as a vigorous leisure activity.
- cooperation required for success in hockey games.
Student Learning Objective(s): A. The student knows the basic rules of hocker. B. The student knows that hocker is a team sport that involves the combined skills of basketball and soccer. C. The student values cooperation required for success in hocker games.

Related Area(s)

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Hocker Rules Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>handouts, chalkboard, or transparencies and overhead projector</td>
</tr>
</tbody>
</table>

Procedure(s):

- Diagram a hocker court complete with goals.
- Designate playing positions for starting the game.
- Describe the objectives of the game and methods of scoring.
- Define the rules for both offensive and defensive players.
- Demonstrate skills and maneuvers for clarity and understanding.
- Stress safety rules and considerations.

Suggested Monitoring Procedures

Written quiz covering the basic rules of hocker.

Possibility of:

District
Student Learning Objective(s):  
A. The student knows the basic rules of hockey. 
B. The student knows that hockey is a team sport that involves the combined skills of basketball and soccer. 
C. The student is able to successfully participate in the game of hockey. 
D. The student values hockey as a vigorous leisure activity.

Related Area(s): 

Suggested Activities: Grade(s): 

Title: Hockey 

Group size: teams of 5-11 players 

Materials: target shirts and a 16 inch playground ball. 

Procedure(s): 
- Identify the playing boundaries and goals. 
- Identify teams and assign target shirts to all members of one team. 
- Determine the goal each team will defend. 
- Assign positions on the field or court and play the game in accordance with official rules. 

Variations: 
- Play the game in a gym. 
- Vary the number of players on each team. 

Suggested Monitoring Procedures: 
Teacher observation of students to determine if they know basic rules and to evaluate their skills. 

Possible Resources: 

District Resources:
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

<table>
<thead>
<tr>
<th>Soccer</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

The student knows:

- the rules of soccer sufficiently to play and officiate,
- the skills and strategies for the various offensive and defensive positions,
- the basic offensive and defensive team strategies.

The student is able to:

- successfully participate in the game of soccer using official rules,
- apply appropriate skills to various offensive and defensive positions,
- officiate a soccer game using official rules,
- demonstrate the role of individual players for the basic offensive and defensive positions.

The student values:

- playing by the rules for fun and safety,
- soccer as a leisure activity,
- cooperation required for success in soccer games,
- the uniqueness of soccer skills.
**Title:** Schedule a Soccer Rules Clinic  
**Group Size:** Entire class  
**Materials:** Stop watch, soccer balls, whistles, linesman flags, chalkboard, projector, rule books, films or filmstrip.

**Activities:** Schedule a Soccer Rules Clinic.  
**Suggested Monitoring Procedures:** Observe ability of students to recognize rule infractions and enforce them.  
**Possible Resources:** ESD Film Library, Local Soccer Clubs, Local Sports Officials Association, District Resources.
The student knows the basic offensive and defensive team strategies. B. The student is able to demonstrate the role of individual players for the basic offensive and defensive positions. C. The student values the cooperation required for success in soccer games. D. The student values soccer as a leisure activity.

Suggested Activities: Grade(s) 9-12

<table>
<thead>
<tr>
<th>Title</th>
<th>Attacking Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size</td>
<td>entire class grouped into attacking teams</td>
</tr>
<tr>
<td>Materials</td>
<td>soccer balls, goals and playing area</td>
</tr>
</tbody>
</table>

**Procedure(s):**
- Assign one group as defensive team consisting of halfbacks and fullbacks. Omit the goalie to enhance offensive success.
- Assign the remaining students as offensive units consisting of forwards and halfbacks.
- Assign one attacking unit at a time to attempt to score by applying a specific offensive strategy.
- Have other offensive units observe and evaluate the success.
- Rotate offensive and defensive units.

Suggested Monitoring Procedures

- Teacher observation.

Possible Resources

- Films: ESD Film Library

District Resources
**Student Learning Objective(s)**

A. The student knows the skills and strategies for the various offensive and defensive positions.

B. The student is able to apply appropriate skills to various offensive and defensive positions.

C. The student values the uniqueness of soccer skills.

**Related Area(s)**

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>9-12</th>
</tr>
</thead>
</table>

**Title:** Position Analysis

**Group size:** Entire class grouped so some are applicators and some are evaluators.

**Materials:** Soccer balls and soccer field with goals

**Procedure(s):**

- Assign students to specific player positions with appropriate opposing players.
- Describe a common situation for that area of the field.
- Have students describe the skills they would apply in the situation.
- Have students demonstrate the application of skills in a "slow motion" pace.
- Have evaluators assess the skill applications.
- Gradually speed up the play.
- Apply this technique to all player positions.
- Rotate students so they all have opportunities as applicators (demonstrating skills) and evaluators.
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Softball

The student knows:

- the skills and strategies for the various offensive and defensive positions.
- the basic offensive and defensive team strategies.
- the rules of fast and slow pitch to sufficiently play and officiate.

The student is able to:

- successfully participate in the game of softball using official rules.
- apply appropriate skills to various offensive and defensive positions.
- umpire a softball game using appropriate rules.
- demonstrate appropriate deliveries for fast and slow pitch.

The student values:

- playing by the rules for fun and safety.
- softball as a leisure activity.
- cooperation required for success in softball games.
Student Learning Objective(s)  A. The student knows the skills and strategies for the various offensive and defensive positions.  B. The student knows the basic offensive and defensive team strategies.  C. The student knows the rules of fast and slow pitch to successfully play and officiate.  D. The student is able to apply appropriate skills to various offensive and defensive positions.

Title: Softball Skills

Group size: 20-40

Materials: softballs for each group of partners, bases

Procedure(s):
- Catch and throw with a partner. Variations; grounders, fly balls.
- Two on two. One team bats and runs to the base and home again before the ball is caught at home—when out; switch roles.
- Pickle game; one ball, three people (one in the middle). Have students run down the middle person.
- Batting practice for time.
- Infield practice; hit to certain players; work on covering bases and backing up players.
- Play a regulation game of softball.

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher observation.</td>
<td>Film:</td>
</tr>
<tr>
<td>Skills Tests.</td>
<td>PLAYING SOFTBALL</td>
</tr>
<tr>
<td></td>
<td>ESD 121 Film Library</td>
</tr>
</tbody>
</table>
Student Learning Objective(s)

A. The student values playing by the rules for fun and safety.
B. The student values softball as a leisure activity.
C. The student values the cooperation required for success in softball games.
D. The student is able to umpire a softball game using appropriate rules.
E. The student is able to demonstrate appropriate deliveries for fast and slow pitch.
F. The student is able to successfully participate in the game of softball using official rules.

Related Areas

Suggested Activities: Grade(s) 9-12

Title: Softball Variations
Group size: 7-10 per team
Materials: bats, balls, bases
Procedure(s):
1. Have students play a regular game of nine innings. Continue play from first day until nine innings are completed.
2. Carry-up softball: in this activity, the batting team supplies the pitcher who delivers only three pitches to a batter (he/she cannot field the ball).
3. Work-up: in this activity, rotate positions when a batter is put out. If a fly ball is caught, the batter and that fielder trade places.
4. Whiffle ball: use plastic equipment in this activity.
5. Indoor: in this activity, use a real soft rubber softball; batters hit with their hand.

Suggested Monitoring Procedures

Teacher monitors that students play by the rules.
Teacher selects students to umpire to show knowledge of rules.

Possible Resources

District Resources
The student knows:

- the rules of speedball.
- that speedball is a game that combines the skills of soccer and football.
- the rules of speedball sufficiently to play and officiate.

The student is able to:

- successfully participate in the game of speedball using official rules.
- apply appropriate skills to various offensive and defensive positions.
- officiate speedball using appropriate rules.

The student values:

- skills learned that are necessary to play the game of speedball.
- cooperation required for success in speedball games.
**Suggested Objective, Placement**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td></td>
<td>4,6</td>
</tr>
</tbody>
</table>

**Suggested Monitoring Procedures**

Teacher monitors players.

Teacher selects players who have demonstrated knowledge of rules to officiate.

**Possible Resources**

**Activities: Grade(s) 5-12**

<table>
<thead>
<tr>
<th>Title:</th>
<th>indoor Speedball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>8-10 per team</td>
</tr>
<tr>
<td>Materials:</td>
<td>soccer balls and a basketball court with boxes in the four corners and a 1/2 court line</td>
</tr>
</tbody>
</table>

**Ric Speedball Rules:** Players can throw and dribble to move the ball. The ball must not touch the ground.

A team has an offensive and defensive team. Each team has to stay on their side of the mid-court line.

**Scoring:** Points are awarded for a basket, three pts for a touchdown (ball caught in the air). Only one person from each team is allowed in the box at one time.

**Modification:**

If playing outdoors, the game is played with chdowns and field goals.
Suggested Objective Placement

9-12

State Goal 2, 9

District Goal

Program Goal 4, 5

s: Grade(s) 9-12

Drills for Skills: For Indoor Speedball

- Small re: balls, one for every two
  air dribble and pass to a partner
  shoot baskets from an air dribble;
  g a pass
  pivot and pass to a partner
  play two on one with the offense
  defense in the box. When the
  ball is on the play, he/she trades
  places with the player who threw it.
  play keep away.

Suggested Monitoring Procedures

Teacher observation.

Skills tests.

Possible Resources

District Resources

ECT - Working Copy
**SMALL SCHOOLS PROJECT**

**SUBJECT:** Physical Education

**SPECIFIC AREA:** Team Sports: Team Handball

The student knows:

- the rules of team handball sufficiently to play and officiate.
- the skills and strategies for the various offensive and defensive positions.
- the basic offensive and defensive team strategies.

The student is able to:

- participate successfully in the game of team handball using official rules.
- apply appropriate skills to various offensive and defensive positions.
- officiate a team handball game applying official rules.

The student values:

- playing by the rules for fun and safety.
- the cooperation required for success in team handball games.
**SMALL SCHOOLS PROJECT - Working Copy**

**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
</table>

**Student Learning Objective(s)**

<table>
<thead>
<tr>
<th>Related Area(s)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>No activities have been written for these objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional activities may be developed during the pilot phase of the project.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SMALL SCHOOLS PROJECT**

**SUBJECT: Physical Education**

**SUGGESTED GRADE PLACEMENT**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**Volleyball**

The student is able to:

- The rules of volleyball sufficiently to play and officiate.
- The skills and strategies for the various offensive and defensive positions.
- The basic offensive and defensive team strategies.

The student values:

- Playing by the rules for fun and safety.
- The cooperation required for success in volleyball games.
- Volleyball as a leisure activity.
### Student Learning Objective(s)

A. The student knows the rules of volleyball sufficiently to play and officiate. B. The student is able to officiate a volleyball game with official rules.

C. The student values playing by the rules for fun and safety. D. The student values volleyball as a leisure activity.

### Related Area(s)

### Suggested Activities:

#### Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Volleyball Game Variations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>small</td>
</tr>
<tr>
<td>Materials:</td>
<td>volleyballs, nets, courts</td>
</tr>
<tr>
<td>Procedure(s):</td>
<td></td>
</tr>
<tr>
<td>Three on three:</td>
<td>same rules as volleyball, or adapt them (three hits on a side, each person contacts the ball once, bump, set and spike).</td>
</tr>
<tr>
<td>Six on six:</td>
<td>just bumps volleyball (bump three times on a side).</td>
</tr>
<tr>
<td>Six on six:</td>
<td>bump/set combination.</td>
</tr>
<tr>
<td>Infinitive volleyball:</td>
<td>both teams count out loud the number of hits when the ball goes over the net.</td>
</tr>
<tr>
<td>Regular volleyball:</td>
<td></td>
</tr>
</tbody>
</table>

#### Suggested Monitoring Procedures

- Teacher monitors players to see that they are playing by the rules.
- Teacher selects students to officiate who have demonstrated knowledge of rules.

### Possible Re
SMALL SCHOOLS PRO

Student Learning

offensive
strategies
appropriate

Related Area(s)

Suggested Activity:

Title:

group:

Materials:

Procedure(s):

Skills:

a. 

b. 

c. 

d. 

Explain the positions:

a. 

b. 


<table>
<thead>
<tr>
<th>Title:</th>
<th>Sitdown Volleyball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>24 (two teams)</td>
</tr>
<tr>
<td>Materials:</td>
<td>Volleyball court, net, ball</td>
</tr>
</tbody>
</table>

Sitdown volleyball is usually played with one ball. The big difference from regulation volleyball is that students sit or kneel rather than stand. Have students play the game from a sitting or kneeling position. Students can play the ball regardless of the number of bounces.

Variation: Add eight to ten balls to the game.

<table>
<thead>
<tr>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turner, Lowell, (Bud)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-1</td>
</tr>
</tbody>
</table>

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Water Safety

The student knows:

- the appropriate forms of swimming stroking skills including back, breast, side, crawl, and butterfly strokes.
- basic lifesaving skills including swimming skills.
- that the area of aquatics may include swimming, diving and water sports.
- that water safety skills are important for survival.

The student is able to:

- describe the various areas of aquatics.
- demonstrate basic water safety and rescue techniques.
- stay afloat using a variety of swimming techniques.
- demonstrate basic strokes including back, breast, side, crawl, and butterfly strokes.

The student values:

- swimming as a leisure activity that enhances physical fitness.
### Suggested Objective Placement

<table>
<thead>
<tr>
<th>Objective(s)</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student knows the appropriate forms of swimming skills: back, breast, side, crawl, and butterfly strokes.</td>
<td>9-12</td>
</tr>
<tr>
<td>B. The student knows that the areas may include swimming, diving, and water sports.</td>
<td></td>
</tr>
<tr>
<td>C. The student is able to describe various areas of aquatics.</td>
<td></td>
</tr>
<tr>
<td>D. The student is able to stay afloat using a variety of swimming techniques.</td>
<td></td>
</tr>
<tr>
<td>E. The student is able to demonstrate basic strokes including back, side, crawl, and butterfly strokes.</td>
<td></td>
</tr>
<tr>
<td>F. The student values swimming as a leisure activity.</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

- Teacher observation.
- Skills tests.

### Possible Resources


### District Resources

- District Resources
Learning Objective(s)

A. The student knows the basic life saving skills including

- Basic life saving skills
- State Goal: 2.9

B. The student knows that water safety skills are important for survival.

- District Goal: 4.6

Objectives:

- Basic water safety and rescuing techniques.

Program Goal: 4.6

Grade(s): 9-12

<table>
<thead>
<tr>
<th>Activities: Grade(s) 9-12</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Water Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group size: small</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: towels, ring,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>buoys, lines, kickboards,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>poles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ride students in groups of two.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students practice reaching assists with a partner on the deck of the pool. Use a towel and pole.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students practice throwing assist using a buoy, kick board, or life jacket.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form, hair, carries and across-the-chest recovery for an unconscious victim.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tired swimmers carry a struggling victim. Release and carry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hasize Safety. Prevent dangerous situations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Resources
<table>
<thead>
<tr>
<th>SUBJECT: Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIFIC AREA: Individual and Dual Sports</td>
</tr>
<tr>
<td>Archery</td>
</tr>
</tbody>
</table>

The student knows:
- the definition of target archery terms related to scoring including end and round,
- safety rules of archery,
- that the basic archery skills are stance, grip, masking, drawing, anchoring, aiming, release and follow-through.

The student is able to:
- score an end and/or a round employing the method for the kind of archery target in use,
- participate in various archery games using good safety rules,
- execute the basic archery skills using appropriate form.

The student values:
- archery as a leisure activity.
**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.10</td>
<td></td>
<td>3.4</td>
</tr>
</tbody>
</table>

**Student Learning Objective(s)**

1. The student knows the safety rules of archery.
2. The student is able to participate in various archery games by using good safety rules.

**Related Area(s):**

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group size:</strong> 10-20</td>
<td>All archers are behind shooting line before arrow is cocked.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> Armguards, fingertabs, bows, arrows, quiver for holding arrows (boxes can be used)</td>
<td>Arrow is never drawn beyond back of bow.</td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td>Students shoot with concentration and control.</td>
<td></td>
</tr>
<tr>
<td>Have each student string and unstring the bow by placing the back of the bow toward the archer with the lower end of the bow against the left instep.</td>
<td>Student steps back from line when arrows are shot.</td>
<td></td>
</tr>
<tr>
<td>Hold the bow with the left hand at the handle, place the heel of the right hand just below the loop of the string. Pull with the left hand and press down with the right until the string can be pushed into the upper notch of the bow.</td>
<td>Student waits for signal to retrieve arrows.</td>
<td></td>
</tr>
<tr>
<td>The students will straddle the shooting line, nock, draw, aim, hold and release with follow through on command, demonstrating safety precautions in each action.</td>
<td>District Resources</td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning Objective(s)**

1. The student knows that the basic archery skills are stance, grip, masking, drawing, anchoring, aiming, release and follow through.
2. The student is able to execute the basic archery skills using appropriate form.

**Related Area(s)**

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Technique of Shooting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>10-20</td>
</tr>
<tr>
<td>Materials:</td>
<td>Armguards, fingertabs, bows, arrows, quiver</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Have students pair up.
- Give each student a check list of good form, stringing, standing position, bowgrip, nocking, drawing to anchor point, aiming and holding, release and follow through, withdrawing arrows.
- As one student goes through the techniques of shooting, he/she will be analyzed by him/herself and his/her fellow student.

**Suggested Monitoring Procedures**

- Observation and use of the student analyzed check list.

**Possible Resources**

**SMALL SCHOOLS PROJECT**

**SUBJECT:** Physical Education

**SPECIFIC AREA:** Individual and Dual Sports

<table>
<thead>
<tr>
<th>Badminton</th>
<th>9-12</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

The student knows:

- that badminton is an individual sport that involves the skills of serving, striking and receiving.
- the equipment needed for the game.
- the terminology and rules of the game.
- the condition under which particular badminton strokes are used.

The student is able to:

- perform an underhand serve into the proper court.
- perform efficient forehand and backhand strokes.
- play a regulation game.

The student values:

- badminton as a leisure activity.
- proper use of equipment.
Learning Objective(s) A. The student knows that badminton is an individual sport that
involves the skills of serving, striking and receiving. B. The student knows the equipment
necessary for the game. C. The student knows the terminology, scoring and rules of the game.
D. The student values proper use of equipment.

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,9</td>
<td></td>
<td>4,6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: handouts, chalkboard or transparencies and overhead projector, film loops.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sacrament a badminton court.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1ain positions for starting the game.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rib the objectives of the game and methods of scoring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nstrate or show skills and maneuvers for clarity and understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>us care of equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning Objective(s)**

A. The student is able to perform an underhand serve into the proper court.

**State Goal**

<table>
<thead>
<tr>
<th>9-12</th>
</tr>
</thead>
</table>

**District Goal**

**Program Goal**

---

**Related Area(s)**

---

**Suggested Activities: Grade(s)**

| Title: Underhand Serve | Group size: individual | Materials: racquet & birdie, net, court |

**Procedure(s):**

- Designate the court to be served to.
- Mark the court into areas giving a higher score in preferred areas.
- Designate a set number of serves and total the points scored.

<table>
<thead>
<tr>
<th>5 points</th>
<th>3 points</th>
<th>5 points</th>
</tr>
</thead>
</table>

**Suggested Monitoring Procedures**

Teacher check each student on his/her underhand serve and give help where needed.

**Possible Resources**

---

**District Resources**

---
**Student Learning Objective(s)**

A. The student is able to perform efficient forehand and backhand strokes.

**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal</td>
<td>2,9</td>
</tr>
<tr>
<td>District Goal</td>
<td>4,6</td>
</tr>
</tbody>
</table>

**Related Area(s)**

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Forehand and Backhand</td>
<td>Count the number of legal returns without a miss.</td>
<td></td>
</tr>
<tr>
<td><strong>Group size:</strong> 2-4</td>
<td>Give help on forehand and backhand strokes where needed.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> racquets &amp; birdies, net, court</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Using forehand and backhand strokes, count the number of times the birdie is kept in play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>Variation:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Using 2 teams, have the person at the front of the line return the birdie and then move to the end of the line.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggested Activities: Grade(s)</td>
<td>Suggested Monitoring Procedures</td>
<td>Possible Resources</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>

**Title:** Badminton  
**Group size:** 2-4  
**Materials:** racquets & birdies, net, court

**Procedure(s):**  
- Identify opponents.  
- Play a game in accordance with official rules.  
- Observation.  
- Monitor scores.
Student Learning Objective(s)

A. The student knows badminton is an individual sport that involves the skills of serving, striking and receiving.

B. The student knows the condition under which particular badminton strokes are used.

C. The student is able to play a regulation game.

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Lob-Smash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group size: small (in pairs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: racquets birdies, nets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Review and demonstrate the lob for students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Review and demonstrate the smash for students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Partners stand opposite each other.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- One hits lobs and the other hits an overhead smash.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- After students have practiced, divide into teams and have students play a regulation game.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Bowling

The student knows:
- the pin number system.
- that a proper approach and release will aid in one's proficiency.
- the proper procedure for scoring.
- the definition of terms with rules and scoring procedures.
- bowling etiquette.

The student is able to:
- demonstrate the proper approach and release with a ball of the appropriate weight.
- demonstrate the beginning stance and various approaches.
- release the ball properly in front of the body.
- select a ball which is suitable to individual requirements e.g., weight, grip.
- score a game.
- demonstrate how to hook the ball into the pocket.

The student values:
- bowling as a leisure activity.
### Student Learning Objective(s):
1. The student knows the definition of terms associated with rules and scoring procedures.
2. The student is able to score a game of bowling.

### State Goal
2.9

### District Goal

### Program Goal
4.6

### Related Area(s)

### Suggested Objective Placement
9-12

### Suggested Activities:

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scoring and terminology test.</td>
<td>District Resources</td>
</tr>
</tbody>
</table>

### Title:
Presentation on Scoring for Bowling

### Group size:
entire class

### Materials:
- overhead projector and transparencies and/or chalkboard
- bowling score sheets for each student

### Optional:
- filmstrips on scoring bowling

### Procedure(s):
- Teach students how to score bowling along with proper terminology and definitions of terms such as frame, strike, spare, open frame, turkey, split.
- Practice scoring by providing students with the pinfall for each ball rolled and have each enter the scores and symbols on their official score sheet.
**Student Learning Objective(s):** A. The student knows proper bowling ball selection suitable to individual requirements, e.g. weight, grip.

<table>
<thead>
<tr>
<th>Suggested Objective Placement</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9-12</td>
<td></td>
<td>4.6</td>
</tr>
</tbody>
</table>

**Related Area(s):**

**Suggested Activities:**

**Grade(s):**

| Title: Ball Selection | Group size: entire class | Materials: a variety of bowling balls |

**Procedure(s):**

- Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively.
- Weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes.
- Have groups of approximately six students at a time select a ball from the storage racks and apply the information presented.
- Check each student's selection for accuracy of application of the factors presented.
- Have students note the number or code and color of the ball selected for future reference.

**Suggested Monitoring Procedures:** Teacher inspection of student selection of bowling balls.

**Possible Resources:**

**District Resources**
**SMALL SCHOOLS PROJECT - Working Copy**

**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal</td>
</tr>
<tr>
<td>District Goal</td>
</tr>
<tr>
<td>Program Goal</td>
</tr>
</tbody>
</table>

**Student Learning Objective(s)**

- **A.** The student knows the basic skills of bowling, e.g., approach, release, stance, follow through.
- **B.** The student is able to demonstrate the proper bowling skills.
- **C.** The student values bowling as a leisure activity.

**Related Area(s)**

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title: Gym Bowling</th>
</tr>
</thead>
</table>

**Group size:** 2-5 students per gym bowling set

**Materials:** gym bowling kits

**Procedure(s):**

- Pair up the students and instruct them to observe and critique each other based upon the demonstration and instructions you give.
- Start with half the students on a line.
- Have them assume a stance, holding an imaginary ball ready for their approach.
- Have a partner critique their stance and exchange roles. (Teacher monitors to assure compliance.)
- Next, teach the 4 step approach by coordinating the steps with commands: "Push" - "Down" - "Back" - "Slide" or a similar set of descriptive terms.
- Right-handed bowlers should take the first step with their right foot on the command "Push."
- Have partners take turns performing and critiquing.
- Add the gym bowling ball and perform the stance, approach and delivery using the ball.
- Set up three pins and have students bowl for accuracy, applying the skills just learned.
- Progress to a set of 10 pins at the appropriate distance and have students practice bowling.
- Progress to a bowling alley and apply skills while "shadow" bowling and/or actual bowling.

**Suggested Monitoring Procedures**

- Teacher observation.

**Possible Resources**

- Pinfall on actual games.
**Student Learning Objective(s)**

A. The student knows that a proper approach and release will aid in one's proficiency.  
B. The student is able to demonstrate the beginning stance and various approaches.  
C. The student is able to release the ball properly in front of the body.  
D. The student is able to demonstrate how to hook the ball into the pocket.

**Related Area(s)**

---

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Approach Drill</td>
<td>Teacher observation.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Size:</strong> entire class in groups of three</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> gym bowling balls</td>
<td>Student critique.</td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mark alleys with tape on gym floor to designate approach area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Have students take turns in their group of three practicing the three step, four step and five step approaches.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Have them practice looking at the pins and also the method of using the marks on the alley.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- When their approach is smooth, have them concentrate on the hand position and delivery (release) that causes the ball to spin and hook into the pocket.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**District Resources**

-58-
**Suggested Objective Placement**

| Grade(s) | 9-12 |

**Student Learning Objective(s)**

A. The student knows the pin number system.
B. The student knows bowling etiquette.

**State Goal**

2.9

**District Goal**

**Program Goal**

4.6

**Related Area(s)**

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s) 9-12</th>
</tr>
</thead>
</table>

**Title:** Orientation to Bowling Pin Numbers and Etiquette

**Group size:** entire class

**Materials:** chalkboard or overhead projector and transparencies, cards marked with individual numbers 1-8

**Procedure(s):**

- Diagram the number of each pin and its placement at the end of an alley.
- Give the students cards with a number 1-10.
- Have students demonstrate the position of their number pin when all pins are standing.
- Have them assume positions to indicate the different combinations of spares and splits.
- Provide each student with a hand-out describing bowling etiquette.

**Suggested Monitoring Procedures.**

Teacher observation.

Written test of what constitutes a spare, a split, a strike and pin numbers.

**Possible Resources.**

- District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Circus Skills

The student knows:
- the historical origins of the various circus acts.
- that commercial equipment can be modified, i.e., hose rings, tennis, or handballs, bleach bottle clubs.

The student is able to:
- juggle two and three ball variations including columns, overthrows and illusions.
- vary the pattern size.
- exchange equipment (passing).

The student values:
- that circus skills are recreationally oriented.
## Student Learning Objective(s)

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
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<td></td>
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<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Related Area(s)

- Additional activities may be developed during the pilot phase of the project.

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No activities have been written for these objectives.
SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

The student knows:

- the concept of pace and how it is used in training.
- cross country involves running varying distances over varying terrain.

The student is able to:

- run distances that are appropriate to his/her age and level of fitness.
- demonstrate appropriate cross country warm-up techniques.
- run at specific paces for extended lengths of time.
- apply proper training techniques to increase speed and distance.

The student values:

- cross country running as an aid to cardiovascular endurance and as an aid in maintaining one's overall state of physical fitness.
Student Learning Objective(s)  
A. The student knows the concept of pace and how it is used in training.  
B. The student is able to run distances that are appropriate to his/her age and level of fitness.  
C. The student is able to run at specific paces for extended lengths of time.

Related Area(s)

Suggested Activities: Grade(s)  7-12

Title: Pacing
Group size: small
Materials: stop watches, track

Procedure(s):

Have one person timing and calling out the times, or use a large clock.
Have the runners run one mile on the track with a set goal for each lap.

Variation:

Have a beginning runner run with someone who is experienced in pacing and have him/her set the pace. Then reverse roles.
**Student Learning Objective(s)**

A. The student knows cross-country involves running varying distances over varying terrain.

B. The student is able to apply proper training techniques to increase speed and distance.

C. The student values cross-country running as an aid to cardiovascular endurance and as an aid in maintaining one's overall state of physical fitness.

**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>9-12</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2,9</td>
<td></td>
<td>1,3,4</td>
</tr>
</tbody>
</table>

**Related Area(s):**

**Suggested Activities: Grade(s) 7-12**

| Title: Cross Country Run | Group size: small | Materials: open area |

**Procedure(s):**

- Pick a hilly and varying terrain about three miles (women) and five miles (men).
- Mark the run well with red tags. Open spaces are good areas to set up courses. Roads should not be used.
- Have runners run this same course several times and attempt to decrease their time.

**Suggested Monitoring Procedures**

Encourage students to keep their own times and attempt to better their own records.

**Possible Resources**

District Resources
Suggested Objective Placement 9-12

State Goal 2.9

District Goal

Program Goal 1.3.4

<table>
<thead>
<tr>
<th>Activities: Grade(s) 7-12</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country Warm-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stretches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group size: any</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: running attire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One should stretch before and after they run to help prevent injury and increase flexibility. The following exercises are suggested:</td>
<td></td>
<td>Films:</td>
</tr>
<tr>
<td>hurdles stretch: sitting, with one leg straight, one bent.</td>
<td></td>
<td>RUN-DICK, RUN JANE</td>
</tr>
<tr>
<td>leg overs: sitting, both legs over head to touch ground.</td>
<td></td>
<td>WHAT MAKES MILLIE RUN</td>
</tr>
<tr>
<td>toe touch: legs out straight.</td>
<td></td>
<td>ESD 121 Film Library</td>
</tr>
<tr>
<td>butterfly: soles of feet together, push knees down.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hamstring stretch: squatting, hands on ground, raise up slowly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stork stretch: grab toes, and pull back (standing).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>knee pull: standing, pull one knee into chest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sprinters stretch: squat, with one foot up and bent, one back and straight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>achilles stretch: stand with hands on wall, one leg back, heel down.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jumps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trunk twists.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning Objective(s)**

A. The student knows how to prepare and map a cross country trip.  
B. The student is able to ride safely with traffic.  
C. The student values cycling as a leisure activity.

**Related Area(s)**

- Program Goal
- District Goal

**Suggested Activities:** Grade(s) 9-12

<table>
<thead>
<tr>
<th>Title: Preparing for a Bike Trip</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: small</td>
<td>Check maps for evidence of detailed planning.</td>
<td>District Resources</td>
</tr>
<tr>
<td>Materials: bikes, maps, flags and poles, repair kits</td>
<td>Check safety items, perhaps using a checklist.</td>
<td></td>
</tr>
<tr>
<td>Procedure(s):</td>
<td></td>
<td>Films:</td>
</tr>
<tr>
<td>Have maps of the area for each group.</td>
<td></td>
<td>RUN DICK, RUN JANE</td>
</tr>
<tr>
<td>Have each group map a course for a trip they would later take.</td>
<td></td>
<td>WHAT MAKES MILLIE RUN</td>
</tr>
<tr>
<td>Have them make safety flags and put together repair kits.</td>
<td></td>
<td>ESD 121 Film Library</td>
</tr>
<tr>
<td>Have the students, by themselves or with their parents, drive through their course checking for dangerous curves and checking to make sure there is plenty of riding area on the roadside.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Also take into account the number and size of hills.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Objective(s): A. The student knows the strategies of various types of open pursuit and match races. B. The student is able to participate in short and long distance racing.

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities:</th>
<th>Grade(s)</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Bicycle Racing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group size: small</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: tracks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure(s):
- Set up different heats by distances according to the ability of the students.
- Run races like a track meet, e.g. sprints, middle distances, long distances.
- Record times of students for future races and Competition.

Suggested Monitoring Procedures:
Assist students in using good strategies for the type of race they enter.

Possible Resources

District Resources
### Student Learning Objective(s)

**A. The student is able to make basic bicycle repairs.**

### Related Area(s)

State Goal: 2.9  
District Goal:  
Program Goal: 1.3.4

### Suggested Activities: Grade(s) 9-12

<table>
<thead>
<tr>
<th>Title: Bicycle Repair Demo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: class</td>
</tr>
<tr>
<td>Materials: resource person, bike and tools</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Contact a bicycle shop which has a person willing to come to your school for a demonstration on basic bicycle repairs.
- Have demonstration and discussion.
- Variation: Bike Doctor
- Have students bring their bikes and show simple repairs of various problems on different types of bikes.

### Suggested Monitoring Procedures

**Possible Resources**

**District Resources**
SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Deck Tennis

<table>
<thead>
<tr>
<th>Suggested Grade</th>
<th>District Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

The student knows:

- the rules difference between singles and doubles play.
- the basic skills of deck tennis include grip, serve, catch and return.

The student is able to:

- participate in a game of deck tennis using appropriate rules.
- execute the basic skills of deck tennis using appropriate rules.
- execute the basic skills of deck tennis using appropriate form.

The student values:

- deck tennis as a leisure activity.
**Student Learning Objective(s):**

- The student knows the rules difference between singles and doubles play.
- The student is able to participate in a game of deck tennis using the appropriate rules.
- The student is able to execute the basic skills of deck tennis using the appropriate rules.

**Related Area(s):**

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Title: Deck Tennis Presentation</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group size:</strong> entire class</td>
<td></td>
<td><strong>Written test on deck tennis rules.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> overhead projector and transparencies or a chalkboard and chalk, deck tennis ring, deck tennis court</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Present an overview of the objectives, concepts, and skills of deck tennis.
- Outline the court and describe basic rules of play and scoring.
- Relate the similarities to badminton.
- Using the court, demonstrate the situations to reinforce the scoring and service courts for singles and doubles.
Student Learning Objective(s): A. The student knows grip, serve, catch and return. B. The student is tennis using appropriate form.

Related Area(s):

Suggested Activities: Grade(s):

<table>
<thead>
<tr>
<th>Title:</th>
<th>Skill Drills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>nets, standards and deck tennis rings</td>
</tr>
</tbody>
</table>

Procedure(s):
- Divide the class into the number of groups equal to the number of deck tennis rings (ideal = 1 ring per 2 players).
- Instruct students to toss and catch the deck tennis ring with either hand.
- As soon as students develop some competence, assign each group to half a deck tennis court.
- Position half the group on each side of the net in a shuttle turnback formation with the first one in line in the court area and the rest behind the baseline. Each player shuttles to the end of the net.
- Attempt to get as many consecutive tosses and catches as possible using right hand only, left hand only and either hand.

Variations:
- Have groups compete with each other to determine which group can make the most consecutive tosses and catches.
- Have students alternate catching near the net and tossing to opponents back court.
<table>
<thead>
<tr>
<th>Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involve catching and tossing.</td>
<td></td>
</tr>
<tr>
<td>District Resources.</td>
<td></td>
</tr>
</tbody>
</table>
The student is able to execute the basic skills of deck tennis.

The student values deck tennis as a leisure activity.

### Suggested Monitoring Procedures

- Teacher observation.

### Possible Resources

- Tennis Game
- Players per court
- Tennis courts, standards, and deck tennis rings
- K tennis, applying skills turned
- Vts to keep competition as

### District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual Frisbee

The student knows:
- varied hand grips and the frisbee.
- that air bounces, cata the family of frisbee.

The student is able to:
- throw accurately to a long distance.
- catch the frisbee while experiment with numerous throw a roll curve accu

The student values:
- individual and dual fris
Sports

9-12

9

10

11

12

Actions can alter the flight of a kick, thumb, and spinners are from

in the move at both short and

ove.

le techniques.

isure activities.
<table>
<thead>
<tr>
<th>Area(s)</th>
<th>Suggested Objective Placement</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
</table>

| Learning Objective(s) | |

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Selected activities have been written for these objectives.

Additional activities may be developed during pilot phase of the project.

District Resources

| -75- |
| 520 |
ALL SCHOOLS PROJECT

JECT: Physical Education

CIFC AREA: Individual and Dual Sports

<table>
<thead>
<tr>
<th>Golf</th>
<th>9-12</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

The student knows:
- proper body mechanics and success.
- that stances in golf can be open, closed, and squared.
- the rules for match and medal play.
- the different types of clubs including woods, irons, putter.

The student is able to:
- play and score a regulation game.
- employ proper strokes and stances depending upon the lie of the ball and environmental conditions.
- analyze performance in golf.

The student values:
- golf as a leisure activity.
<table>
<thead>
<tr>
<th>Suggested Objective Placement</th>
<th>7-8</th>
</tr>
</thead>
</table>

**State Goal**

A. The student is able to play and score a regulation game.

**District Goal**

B. The student is able to employ proper strokes and stances depending upon the lie of the ball and environmental conditions.

**Program Goal**

1. **Related Area(s)**

**Suggested Activities: Grade(s)**

| Title: Golf | Group size: 1-4 | Materials: clubs and balls |

**Procedure(s):**

- Play a match at one of the various types of courses.
- Use appropriate rules of etiquette and scoring.
- Use proper clubs associated with lie of the ball.

**Suggested Monitoring Procedures**

| Observation. | Score. | Written test. |

**Possible Resources**

| District Resources | 531-77- | 532 |
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

<table>
<thead>
<tr>
<th>Gymnastics</th>
<th>Suggested Grade Placement</th>
<th>District Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>9 10 11 12</td>
<td></td>
</tr>
</tbody>
</table>

The student knows:
- Tumbling and gymnastics are basic to all sports.
- Appropriate body mechanics aid performance.
- Basic terminology.
- Rules and guidelines for competition.
- Criteria for scoring; i.e., basic deductions.
- Fatigue may lead to accidents.
- Safety factors related to equipment and stunts.

The student is able to:
- Evaluate personal performances.
- Combine movements into routines.
- Perform basic spotting techniques.
- Differentiate between some beginning, intermediate and advanced stunts.

The student values:
- The contributions of tumbling and gymnastics to overall fitness.
Student Learning Objectives:

A. The student knows the criteria for scoring, i.e., basic deduct related to equipment and stunts.

Related Area(s): __________

Suggested Activities: Grade(s): __________

Title: Gymnastics Presentation

Group Size: Class

Materials: Handouts, chalkboard or transparencies and overhead projector, film loops

Procedure(s):
- Describe the various events.
- Explain rules and terminology related to each event.
- Explain scoring of each event.
- Identify unsafe conditions including sports equipment and condition of equipment.
- Demonstrate with use of transparencies, film loops or proficient student.
B. The student knows the safety factors.
Possible Resources

Films:

WOMEN'S GYMNASTICS: An Introduction 14 min
BALANCE BEAM FUNDAMENTALS 15 min

ESD 121 Film Library
### Hacky Sack Kicks

**Title:** Hacky Sack Kicks  
**Group size:** individual or dual  
**Materials:** hacky sacks  

**Procedure(s):**
- Explain and demonstrate each type of hacky sack kick.
- Each student works with his/her hacky sack individually, working to attain a certain goal, e.g., 10 inside kicks in a row, 10 knee kicks, 10 back kicks, 10 outside kicks, 10 toe kicks.
- Set each class period with individual and/or class goals working to improve each individual's skill and performance.
- Note: It is important that each individual work at his/her own pace, and that goals are attainable.

**Variation:**
- With a partner, hacky sack is tossed so each type of kick can be practiced.

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher observation.</td>
<td>Pastime Enterprises</td>
</tr>
<tr>
<td>Skills test.</td>
<td>P.O. Box 771</td>
</tr>
<tr>
<td></td>
<td>Oregon City, Oregon 97045</td>
</tr>
</tbody>
</table>

**Related Area(s):**

**Suggested Objective Placement:**  
- State Goal: 2.9  
- District Goal: 4.6  
- Program Goal: 4.6  

**State Coal Kicks.**

The student is to perform five basic steps.

**Student Learning Objective(s):**
- The student knows the hacky sack game utilizes five basic kicks. The student is able to perform five basic steps.
**Student Learning Objective(s)**

A. The student knows that the sack (foofbag) must not touch above the waist.

B. The student is able to kick over a net.

**Related Area(s)**

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title</th>
<th>Hacky Sack Net</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size</td>
<td>Individual or small groups</td>
</tr>
<tr>
<td>Materials</td>
<td>Nets or ropes</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- With a partner or two groups, idea is to volley the hacky sack over the net or rope.
- Net height can be varied.
- Number of kicks on a side can be varied.
- Game is basically scored like volleyball.
- Point is scored if hacky sack is kicked out of bounds; hits the floor; played above the waist or exceeds number of kicks on a side.

**Suggested Monitoring Procedures**

- Teacher observation.
- Skills test.

**Possible Resources**

- District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Handball:

The student knows:

• handball is an individual sport involving the skills of serving, receiving and striking with either hand.
• rules and scoring procedures for both singles and doubles.
• the terminology related to handball.

The student is able to:

• demonstrate a variety of legal shots.
• participate in singles or doubles game using appropriate rules, strategies and techniques.

The student values:

• handball as a vigorous leisure activity.
<table>
<thead>
<tr>
<th>Area(s)</th>
<th>Learning Objective(s)</th>
<th>Suggested Objective Placement</th>
<th>District Goal Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggested Objective Placement

District Goal Program Goal

Additional activities may be developed during the pilot phase of the project. Activities have been written for these activities.
**SMALL SCHOOLS PROJECT**

**SUBJECT:** Physical Education

**SPECIFIC AREA:** Individual and Dual Sports

**Hiking and Outdoor Survival**

The student knows:

- how to warm up and stretch for a hike.
- proper equipment needed for hiking and survival.
- basic survival skills e.g. map, compass, shelter.
- basic first aid for survival.

The student is able to:

- participate in a hiking activity.
- participate in a survival activity.

The student values:

- hiking as a healthful leisure activity.
- safety precautions required for foot travel in wilderness areas.
## School Project - Working Copy

**Learning Objective(s):**

<table>
<thead>
<tr>
<th>Area(s)</th>
<th>Suggested Objective Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Goal</td>
</tr>
<tr>
<td></td>
<td>District Goal</td>
</tr>
<tr>
<td></td>
<td>Program Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

**Sample Activities:**

- Grade(s)

No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Horseshoe Pitching

The student knows:
- how to set up an official horseshoe pit with needed equipment.
- the official rules for scoring in horseshoe including ringer, leaner and closest shoe.
- basic skills of horseshoe pitching e.g. grip, sight, stance, pitch, release and follow-through.

The student is able to:
- score a game of horseshoes correctly.
- execute the pitch, using the appropriate forms including twist pitch and the flip-pitch.
- to apply learned knowledge, skill, and strategy in a game situation.

The student values:
- horseshoe pitching as a leisure activity.
Student Learning Objective(s)

A. The student knows the official rules for playing and scoring in horseshoes, including ringers, leaners and closest shoe.  
B. The student is able to score a game correctly.  
C. The student is able to apply learned knowledge, skill and strategy in a game situation.  
D. The student values horseshoe pitching as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s) 9-12

**Title:** Horseshoe Pitching  
**Group size:** 2 or 4  
**Materials:** horseshoes

**Procedure(s):**

A coin is tossed (shoe will work) to determine who pitches first. Winner has choice.  
At beginning of a new game, loser of previous game pitches first.  
If slab or box is not provided, players must have instep of rear foot not farther forward than stake position.  
Thrower may stand on either side of stake. Each thrower takes his shoes in sequence.  
Shoe pitched while player is not standing in legal position is a foul shoe and will not be scored.  
A player may not touch his or opponents shoe after they have been pitched until final decision is made as to scoring. If shoes are touched, shoe is declared foul, the opponent is entitled to the new score determined by position of his shoe in relation to the stake.  
A shoe that circles a stake far enough to permit its edge to touch both heel calks simultaneously is a ringer.  
When a thrown shoe moves a shoe already at a stake, all shoes are scored in their new position. A removed ringer does not score.  
When a player knocks a non-ringer to a ringer position, the changed shoes have scoring value.  
A leaner is a shoe that comes to rest leaning on

Suggested Monitoring Procedures

Check to see that players are observing the correct rules when throwing.  
Assist students in measuring to determine ringers, leaners and closest to the stake shoes.

Possible Resources

Physical Education, California Department of Education.

District Resources
# SMALL SCHOOLS PROJECT

**SUBJECT:** Physical Education

**SPECIFIC AREA:** Individual and Dual Sports

## Pickle Ball

The student knows:
- the rules and scoring procedures for the game.
- that pickle ball can be played either in singles or doubles.

The student is able to:
- perform the hard and lob serve.
- perform the lob, smash and dink shot.
- serve a ball underhand into a designated court.
- return a ball over a net consistently using forehand and backhand strokes.
- score a game.
- play in an official pickle ball game.

The student values:
- pickle ball as a court game that can be played for a lifetime.
- that good sportsmanship implies making honest calls.
**Title:** Volley-Pickleball  
**Group size:** pairs or group of four  
**Materials:** pickleball paddle, pickleball

**Procedure(s):**
- With a partner, volley the pickleball using either a forehand stroke, a backhand stroke, or combination forehand and backhand.  
- A point is scored if the ball hits the floor or an incorrect stroke is used.  
- A game consists of 11 points.

**Variations:**
- Add a bounce.  
- Player who gets three points first takes on a new challenger.

**Suggested Monitoring Procedures**
Teacher observation.

**Possible Resources**
Skills test.
### Title:
4-Square Pickleball

### Group size:
groups of four

### Materials:
pickleball paddle, pickleball

### Procedure(s):
- In groups of four, utilize floor space to set up 4-square courts; lines or masking tape can be used.
- Person in #1 square begins by serving underhand to #2, #3 or #4.
- Play continues using forehand or backhand strokes until ball is dead. Ball must be hit after one bounce.
- Objective is to stay and maintain the #1 square by forcing your opponents into committing an error.
- Rotation: Whenever an error is made, player moves to the #4 square, e.g. if player #2 commits an error, he/she moves to #4; #4 player moves to #3; #3 player moves to #2 square.

### Suggested Objective Placement
9-12

### State Goal
A. The student knows that pickleball can be played as either singles or doubles.
B. The student is able to execute pickleball skills, e.g. forehand, backhand serve.
C. The student values that good sportsmanship implies making honest calls.

### District Goal

### Program Goal

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>4-Square Pickleball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>groups of four</td>
</tr>
<tr>
<td>Materials:</td>
<td>pickleball paddle, pickleball</td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures
Teacher observation

### Possible Resources
Skills test.
Student Learning Objective(s)

- A. The student is able to perform the hard and lob serve.
- B. The student is able to perform the lob, smash, and dink shot.
- C. The student is able to serve a ball underhand into a designated court.
- D. The student is able to return a ball over a net consistently using forehand and backhand strokes.
- E. The student is able to score a game.
- F. The student is able to play in an official pickleball game.

Program Goal

Suggested Objective Placement

State Goal

District Goal

Program Goal

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Pickleball Circuit</td>
<td>Teacher observation.</td>
<td>Group students in the station skill that needs the greatest development.</td>
</tr>
<tr>
<td>Group size: entire class, groups of four</td>
<td>Skills test.</td>
<td></td>
</tr>
<tr>
<td>Materials: pickleball paddles, nets and ball, station set-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set up stations to cover a variety of pickleball skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Serve a ball underhand into a designated court.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Volley over a net using forehand and backhand strokes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Perform the hard and lob serve.</td>
<td></td>
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</tr>
<tr>
<td>Each group begins at one station and spends a specific amount of time at each station. At the end of the time period, each group rotates until all stations have been visited by each group. At the final station a regulation pickleball game can be played.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Racketball

The student knows:

- the basic rules, terms, scoring, safety, and etiquette of the game.
- the standard equipment used such as, balls, eye guards, gloves.
- how to modify racketball to the physical environment available.
- the history of racketball.
- the basic strategies of the game.

The student is able to:

- perform the basic skills of the game including, stance, court positioning, forehand, backhand, and overhead strokes.
- perform a variety of serves.
- execute basic shots including, passing shots, wall or alley shots, angle pass, cross court pass, lob, drop, ceiling.

The student values:

- that racketball contributes to one's overall physical fitness.
- that racketball is a good leisure pursuit.
### Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Suggested Objectives</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Objective(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Area(s)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

No activities have been written for these objectives.

Additional activities may be developed during the pilot phase of the project.
SMALL SCHOOLS

SUBJECT: _______

SPECIFIC AREA: _______

The student knows:
- that in roller skating some of the
  - stop safely
  - perform c stops

The student is:
- skate backwards
- perform c stops
- skating as

The student will: _______

some of the _______
**Student Learning Objective(s):**

No activities have been written for these objectives.

Additional activities may be developed during the pilot phase of the project.

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Assessing Procedures</th>
<th>Possible Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
SUBJECT: Physical E
SPECIFIC AREA: Indiv

The student knows:

- strategies for pre
- the ways in which
- vulnerable body pa
- the definition of
- nelson, countering
- that self defense
- as judo and karate
- that screaming and

The student is able to:

- perform kicks and
- demonstrate proper
- techniques.
- describe proper pr
- evaluate performan
- deliver kicks and

The student values:

- confident and resp
### Learning Objective(s)

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Area(s)</th>
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</table>

<table>
<thead>
<tr>
<th>Suggested Objective Placement</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

| No activities have been written for these objectives. |

| Additional activities may be developed during the pilot phase of the project. |

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>District Resources</th>
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</thead>
<tbody>
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</table>

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<tr>
<th>-98-</th>
</tr>
</thead>
</table>
**SMALL SCHOOLS PROJECT**

**SUBJECT:** Physical Education

**SPECIFIC AREA:** Individual and Dual Sports

### Skiing

<table>
<thead>
<tr>
<th>9-12</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

The student knows:

- the differences between downhill skiing and cross-country skiing.
- how to select proper equipment.
- the basic skills of skiing include hill climbing, snow plowing, turning and braking.
- the essential elements of caring for the equipment including water-proofing and waxing.

The student is able to:

- evaluate his or her own performance in skiing.
- select the proper skiing equipment using accepted criteria.
- demonstrate the basic skills of downhill skiing.
- describe proper safety procedures for skiing.
- to adapt his downhill and cross-country skiing techniques to changes in snow conditions and terrain.

The student values:

- skiing as a leisure activity that enhances physical fitness.
- safe conduct on the slopes.
Student Learning Objective(s): The student knows the difference between downhill skiing and cross-country skiing.

Related Area(s):

Suggested Activities: Grade(s):

<table>
<thead>
<tr>
<th>Title:</th>
<th>View Films or Film Strips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>training films or film strips on cross-country and downhill skiing</td>
</tr>
</tbody>
</table>

Procedure(s):
- Contact the nearest ski shop, ski school, ski club and/or film library and select films or film strips that provide an orientation to cross-country or downhill (alpine) skiing and describe some of the basic skills involved with each.
- Discuss with the class the basic skills of each and determine the types of physical training needed to prepare for skiing either downhill or cross-country.

Suggested Monitoring Procedures:
- Preview materials prior to use with class to assure appropriate learning resources.

Possible Resources:
- Wash. State Film Library
- Local Ski Shop Manager
- Local Ski School Director
- Skiing Above the Clouds, 12 minutes.
- Take Off, 10 minutes.
- E.S.D. #121 films
### Student Learning Objective(s)

A. The student knows how to select proper equipment.  
B. The student is able to select the proper skiing equipment.

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Field Trip to a Ski Shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>10-20</td>
</tr>
<tr>
<td>Materials:</td>
<td>None</td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

Administer a written test to determine the learning that takes place.

### Possible Resources

- Local Ski Shops
- Ski School Director
- District Resources
Student Learning Objective(s)  A. The student is able to adapt his downhill and cross-country skiing techniques to changes in snow conditions and terrain.

Related Area(s)

Suggested Activities: Grade(s)

Title: Skill Drills
Group size: 5-10
Materials: students equipped and dressed for downhill (Alpine) skiing (snow)

Procedure(s):
- Teach students the basic skills for Alpine skiing using the progression of straight running, gliding wedge, wedge stop (snow plow), wedge turns, basic Christies, etc.
- Demonstrate proper form and skill technique.
- Critique each student as they take turns practicing the skill demonstrated.
- Apply skill as you move the group over appropriate terrain (follow the leader).
- Demonstrate the next skill and repeat the sequence.

Suggested Monitoring Procedures: Possible Resources

Teacher observation.
<table>
<thead>
<tr>
<th>SUBJECT:</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIFIC AREA:</td>
<td>Individual and Dual Sports</td>
</tr>
<tr>
<td>Table Tennis</td>
<td></td>
</tr>
</tbody>
</table>

The student knows:
- that table tennis can be played individually or with a partner.
- the difference between singles and doubles rules.

The student is able to:
- employ strategies such as playing to an opponent's weaknesses, e.g. hitting to the backhand, short shots, using English and varying the speed of return shots.
- create and play modified table tennis games such as Around the World.

The student values:
- table tennis as a leisure activity.
- proper use of equipment.
Student Learning Objective(s)  
A. The student is able to create and play modified table tennis games such as Around the World.

Related Area(s)

Suggested Activities: Grade(s) | Suggested Monitoring Procedures | Possible Resources
---|---|---
Title: Round the Table  
Group size: 4-6  
Materials: table tennis tables, paddles, ping-pong balls

Procedure(s):
- At each table tennis table a group of four.
- A regulation doubles game is played.
- After each hit participants rotate clockwise around the table attempting to keep the ball in play.
- Game can be played for points or length of time; ball can be kept in play.

Variation:
- Six at a table - two on each end; two on each side. Side people cannot touch the ball until they rotate to the end.

District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Tennis

9-12 9 10 11 12

The student knows:

- that tennis originated in Europe.
- terminology associated with the game.
- rules and scoring procedures, for both singles, doubles, pro-sets and sudden death.
- boundaries of the court for both singles and doubles.

The student is able to:

- execute basic skills with the appropriate body mechanics and form.
- employ strategies involved in playing singles and doubles.
- exhibit proper etiquette associated with the game of tennis.
- evaluate his/her performance.

The student values:

- tennis as a game contributing to one's physical fitness and well being.
**Student Learning Objective(s)**

A. The student knows terminology associated with the game.

**Related Area(s)**

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title: Serve/Receive Game</th>
<th>Group size: small (two per court)</th>
<th>Materials: tennis rackets, balls and net</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partners serve and receive to and from each other.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Server serves ten times, serves, and gets one point for each one that is good. Two points if it is in the corner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receiver receives serve, two points for down the alley, two points for cross-court, or one point for anywhere.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rotate server.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Monitoring Procedures**

- Teacher observation.
- Skills test.

**Possible Resources**

- Films: TENNIS BASICS: THE SERVE
- E.S.D. #121

**District Resources**
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Track and Field

The student knows:

- that track and field is an individual sport that involves the skills of running, jumping and throwing.
- warm-ups are an important ingredient for successful participation.
- terminology and rules for the various events included in track and field.
- all of the events that make up a track and field meet.

The student is able to:

- use proper form in running, jumping and throwing.
- apply basic safety procedures in track and field events.
- demonstrate appropriate warm-ups related to specific events.
- analyze his/her performance in various events.
- participate and officiate in a track meet.

The student values:

- track and field as an activity that can benefit one's overall physical fitness.
Student Learning Objective(s)

A. The student knows that track and field is an individual sport that involves the skills of running, jumping, and throwing.

B. The student is able to use proper form in running, jumping, and throwing.

State Goal

District Goal

Program Goal

Suggested Objective Placement 9-12

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Running Drill</td>
<td>Observe the skill of running. Express all sign of improvement. Test in running time.</td>
<td>District Resources</td>
</tr>
<tr>
<td>Group size: class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: field 50 yards long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure(s):
- Focus on arm action (sprinter and distance).
- High knee run through.
- Running high, tiptoe toe.
- Forward bounding; lifting bent knee then kicking leg straight.
- Running on straight line.
- Easy form running.
- Relay races short and long for training devices.
A. The student knows warm-ups are an important ingredient for successful participation.
B. The student is able to demonstrate appropriate warm-ups related to specific events.

Suggested Activities:

Title: Warm Up and Learning
Group size: Full class participation
Materials: Gym or field space and marked lines

Procedure(s):
1. Use group training for specific running form drills that are exciting and fun.
2. Have the class participate in developing skills, techniques and safety of the throwing events.
3. Have students use the proper techniques and skills in jumping, e.g. take off, proper foot, approach run and body coordination.

Suggested Monitoring Procedures:
Observe techniques and skill of student abilities.
Test on speed, distance and height.

Possible Resources:

Related Area(s):
Student Learning Objective(s) A. The student knows that track and field is an individual sport that involves the skills of running, jumping, and throwing.

Related Area(s)

Suggested Activities: Grade(s)

| Title: Throwing |
| Group Size: Four groups |
| Materials: Shot put, discus |

Procedure(s):

- Have students develop the skills and techniques needed to throw the shot put and the discus.
- Stress safety with the students.
- Set up competitive relays in throwing, combining students with lesser skills with those who are good in the events.

Suggested Monitoring Procedures

- Observe techniques and skill.
- Record individual distance of the students.

Possible Resources

District Resources
**SUBJECT:** Physical Education  
**SPECIFIC AREA:** Individual and Dual Sports

| Tumbling | 4 | 9-12 | 9 | 10 | 11 | 12 |

The student knows:
- that tumbling consists of rolling, jumping, skipping, sliding, balancing and other movement skills.
- warming-up is fundamental to successful participation.
- spotting and safety procedures are important.

The student is able to:
- execute simple and complex tumbling stunts with appropriate body mechanics.
- combine stunts into routines.
- develop routines showing changes of directions, levels, and pauses with smooth transition.
- spot other students in simple tumbling stunts.

The student values:
- tumbling as a basis for movement in nearly all sports and activities.
<table>
<thead>
<tr>
<th>Area(s)</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective(s)</td>
<td>A. The student knows that tumbling consists of rolling, jumping, sliding, balancing and other movement skills. B. The student is able to execute and complex tumbling stunts with appropriate body mechanics. C. The student values tumbling as a basis for movement in nearly all sports and activities.</td>
<td>Teacher observation.</td>
<td>ERCAPEP: Physical Education Programmed Activities for Grades 4-6, Columbus, Ohio, Charles E. Merrill Publishing Co.</td>
</tr>
</tbody>
</table>

**Title:** Tumbling Circuit

**Group size:** entire class, divided into small groups

**Materials:** tumbling mats

**Procedure:**
- Set up a variety of stations designed to accommodate a variety of tumbling skills and activities.
- Utilize maximum floor space, wall space and floor space for maximum participation.
- Divide the class into groups with each group beginning at one station.
- Each group rotates to each station for a specific time period until all stations have been visited.

**Variations:**
- Each group can work at one station each day.
- Utilize skills taught in class and then work on individual goals.
- Combine two groups and the skills they have earned at each station so they can teach the other group those skills.
Student Learning Objective(s)

A. The student knows warming-up is fundamental to successful participation. B. The student is able to combine stunts into routines. C. The student is able to develop routines showing changes of directions, levels and pauses with smooth transitions.

Related Area(s)

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Tumbling Combo's or Build-ups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>tumbling mats</td>
</tr>
</tbody>
</table>

Procedure(s):
- Set up a variety of tumbling stations.
- Divide the class into small groups of two to four.
- Begin each group at a station.
- Before station skills are begun, each group is instructed to do some warm-up activities of their choice.
- Each group is to select three stunts or skills they would like to practice.
- After a time period, each group chooses another station and adds or combines three skills or stunts to previous station skills.
- Each group then rotates to another station and utilizes three more skills to add to previous skills.
- Note: The idea is to create a combo or routine of skills and stunts.
- Only one group can be at each station at one time.

Variation:
- After a routine has been put together, group can build down or break up routine from complex to simple or twelve skills to one skill.

Suggested Monitoring Procedures

Teacher observation

Skills test

Possible Resources

ERCAPEP: Physical Education Programmed Activities for Grades 4-6, Columbus, Ohio, Charles E. Merrill Publishing, Co.

District Resources
### Student Learning Objective(s)

- **A.** The student knows that spotting and safety procedures are important.
- **B.** The student is able to spot other students in simple tumbling stunts.

### Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>2.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Goal</td>
<td>1,3,4</td>
</tr>
<tr>
<td>Program Goal</td>
<td></td>
</tr>
</tbody>
</table>

### Related Area(s)

### Suggested Activities: Grade(s) | Suggested Monitoring Procedures | Possible Resources
--- | --- | ---
Title: Spotting for Safety and Fun | Teacher observation. | NAGWS, Gymnastics Guide, National Association for Girls and Women in Sports, American Alliance for Health, PE and Recreation, 1201 16th Street N.W., Washington, DC, 20036
Group size: entire class divided into groups of three | Student observation. | |
Materials: tumbling mats | | |
Procedure(s):
- Divide the class into small groups of three.
- Each student in each group executes three to four tumbling skills while group members spot and evaluate each other's performance.
- Rotate until all group members have executed tumbling skills and spotted.
Variations:
  - one member executes tumbling skills.
  - one member spots.
  - one member evaluates spotting technique.
- Assign different spotting techniques to different groups who learn to do them correctly. Then have each group teach those spotting skills to another group or the entire class.

### District Resources
The student knows:
- that weight training is a very useful rehabilitation tool for injuries.
- the basic principles of overload and repetition.
- the safety procedures of weightlifting including weight selection and spotting.
- that the basic lifts include military press, bench press, curl, snatch, clean and jerk, shrug and squat.

The student is able to:
- use proper breathing techniques during lifting activities.
- demonstrate proper safety procedures of spotting.
- execute the various weightlifting skills using the appropriate form.
- increase arm strength, leg strength, and endurance by applying weight training skills.

The student values:
- weight training as an aid to one's overall level of physical fitness and positive self image.
**Student Learning Objective(s)**

A. The student knows that the basic lifts include military press, bench press, curl and squat.

B. The student knows the safety procedures of weightlifting, including weight selections and spotting.

C. The student is able to demonstrate proper safety procedures of spotting.

D. The student is able to use proper breathing techniques during lifting activities.

E. The student is able to execute the various weightlifting skills using appropriate form.

**Related Area(s)**

**Suggested Objective Placement**

- State Goal: 2, 9
- District Goal
- Program Goal: 1, 3, 4

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### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Bench Press</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: small (depends on equipment)</td>
<td>Teacher observation</td>
<td>District Resources</td>
</tr>
<tr>
<td>Materials: bench, weights</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Students should work in groups of two to four people.
- Have students lie flat on the bench with feet on the floor.
- Have students grip bar a little wider than their shoulder width.
- Have students lift bar off the bench by extending arms (starting position).
- Have students then lower the bar to the chest and raise it to the starting position. (one repetition)

- Have students inhale while lowering the bar and exhale while raising the bar.
- Caution students that they should have control of the bar while lowering. (Do not bounce off chest.)
- Note: The spotter stands behind the lifter's head and assists the lifter if he/she fails to raise the bar, (also to return the bar to the bench.)
Student Learning Objective(s)  
A. The student knows that weight training is a very useful rehabilitation tool for injuries.  
B. The student knows the basic principles of overload and repetition.  
C. The student is able to increase arm strength, leg strength and endurance by applying weight training skills.  
D. The student values weight training as an aid to one's overall level of physical fitness and positive self image.

Related Area(s)

Suggested Activities:  Grade(s)

Title:  Weight Training  
Group size:  small (depends on equipment)  
Materials:  weights, bench

Procedure(s):
- Point out to students that in order to achieve results with weight training they must be consistent in their schedule of workouts.  
- Have the student choose a weight exercise that pertains to the muscle he/she wants to improve or rehabilitate.  
- Students should use a weight they can handle easily for eight repetitions.*  
- Have students do three sets* with the same weight.  
- Have students do three sets of eight repetitions with the same weight then add 10 lbs. at the next workout.  

Note: Every other day is ideal for workout.  
*Any exercise done one time is a repetition. Eight repetitions is one set. Rest from one to three minutes between sets.

Suggested Monitoring Procedures:  Possible Resources

Teacher observation.

District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

<table>
<thead>
<tr>
<th>Wrestling</th>
<th>9-12</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

The student knows:

- wrestlers compete by weight classes.
- the length of wrestling matches varies with different levels of competition.
- the basic rules and regulations of a match.
- wrestling is an individual sport which consists of four main skills: takedowns, breakdowns, reversals and escapes.

The student is able to:

- perform the four main wrestling skills using the appropriate body mechanics, form and rules.
- demonstrate the three wrestling starting positions.
- demonstrate proper warm-up procedures before wrestling.
- perform a variety of takedowns, breakdowns, reversals and escapes.
- officiate a wrestling match.

The student values:

- wrestling as a competitive sport which builds strength, flexibility and endurance.
- the safety of holds.
Suggested Objective Placement

Student Learning Objective(s)
A. The student knows that wrestling is an individual sport which consists of four main skills: takedowns breakdowns, reversals and escapes.
B. The student is able to demonstrate the three wrestling starting positions.

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s) 9-12</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group size:</strong> class (20-25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> standard wrestling mat</td>
<td>As room allows, pair students and have them practice procedures on the teacher's signal. All perform at once and the teacher can correct errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. In the &quot;basic athletic&quot; position stand with legs shoulder width apart with knees flexed.</td>
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<tr>
<td>2. Place hands on both knees. Straighten the back and keep head forward.</td>
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<tr>
<td>3. Take both hands off knees and hold in front, palms down.</td>
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</tr>
<tr>
<td>4. Move to right, left, forward, back. Do not cross feet when moving.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. In the bottom of the &quot;referee's position&quot; the student is on all fours on the mat with knees shoulder width apart. Hands are the same distance apart and one foot ahead of knees. The elbows are in, arms slightly flexed. The toes are curled with the head up and back arched.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. With the &quot;referee's position&quot; top, the wrestler is off to the side; legs cannot touch any part of opponent's body. Right knee on mat, left knee up and behind. The left arm is around the opponent's waist, palm of hand on the navel. The right hand should be on the opponent's elbow with thumb on the backside of elbow, fingers in front. The chest is on the lower back and head looking down the mid-line of the back.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning Objective(s)**

A. The student knows the basic rules and regulations of a match.

B. The student knows the length of wrestling matches varies with different levels of competition.

C. The student values wrestling as a combative sport which builds strength, flexibility and endurance.

D. The student values the safety of holds.

**Related Area(s)**

1. 2, 9
2. 1, 3, 4

**Suggested Activities**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>9-12</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>Wrestling Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>20-30</td>
</tr>
<tr>
<td>Materials:</td>
<td>standard wrestling mats, clock, whistle</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Match begins with wrestlers on their feet facing one another. Referee's whistle begins the match. At the end of the first round, a coin is flipped and the winner has a choice of positions for the next round, with positions reversed for the third round.
- The match ends when one, or both shoulders of one wrestler are pinned to the mat for a count of one and a half seconds or if one wrestler has accumulated more points at the end of the three rounds.

**Suggested Monitoring Procedures:**

- Teacher observation.
- Teacher referees standard high school match of three, two-minute rounds with one-minute rest between rounds.
- Students will take turns refereeing matches.

**Possible Resources**

A. The student knows wrestling is an individual sport which involves four main skills: takedowns, breakdowns, reversals, and escapes.

B. The student is able to perform a variety of takedowns, breakdowns, reversals, and escapes.

C. The student demonstrates the safety of holds.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Grade(s) 9-12</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Escapes (Set Out)</td>
<td></td>
<td>Teacher observation. Make sure when setting out that the student continues in one motion to avoid being pulled back onto his/her back.</td>
<td>Hess, Irwin, T., Physical Education for High School Students, 1970, AAHPER.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group size: large class.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Materials: standard wrestling mat</th>
</tr>
</thead>
</table>

- Hess, Irwin, T., Physical Education for High School Students, 1970, AAHPER.
Learning Objective(s) A. The student knows wrestling is an individual sport which consists of four main skills: takedowns, breakdowns, reversals and escapes. B. The student is able to perform a variety of takedowns, breakdowns, reversals and escapes. C. The student can solve the safety of holds.

Area(s) of Focus

Activities: Grade(s) 9-12

Title: Wrestling Reversals

Group size: large class

Materials: standard wrestling mat

Teacher gives the following verbal instructions for a "switch".

1. Lock your opponent's left arm with your right hand. Bring your left hand across to your right side to counter for loss of support.
2. Lift all your weight to your left hand and right foot, raising your right knee off the mat at the same time.
3. Pivot on your right foot and bring your left leg through to the right. At the same time, throw your right arm over your left leg and throw to your right, thus switching positions. The person underneath ends up on top.

Suggested Monitoring Procedures

Teacher observation.

Make sure student switching makes a continuous motion and leans back on his/her opponent's arm.

Possible Resources

Hess, Irwin, T., Physical Education for High School Students, 1970, AAHPER.
SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective ,Placement

Student. Learning Objective(s)

st.dink knows wrints1 'Ng in an individual- n814 'which

.'-consists_of frmt mat:_skillq! takedOrg, hivakAnwnc Iworcalc and'Pacatola.

B.

The

student

State. Coal

.

Is

2.9:

District Goal

Program Goal

1,3,4

values the safety of holds.
Related.Area(s)

Suggested Activities:

Title:

Grade(s)

9-12

Suggested Monitoring Procedures

Wreatling Takedown

Teacher cAservation.

HeSs, Irwin, y., Physical

Group size: 12-25
Materials:

Education for High.School.

standard_wrestling mat

Make_sure

Procedure(s):

thi

move

for

the

single leg dive.is one move-

Explaih 'that

the

Possible Resources

'single

leg

takedown

is

Students, 1970,

AARPER.

11$

tient.

attainable from as upright position or.1 tie-up
position.

.

Ai'Have students follow through the following steps: :'

/ as you 'explain them.

,

,

Make a quick thrust forward and grab behind your
opponent's knee joint.
.

Drop on both knees with your head on the's*
side as the leg you grasp.

At the

tine

bring your outside leg forward and,pivot,on yOui
knee in order to move .behind yonr opponent-.

Move your left arm up, around his/h0aist and
:straddle

his/her 'right. leg

as

heishe

goes

District Resources,

forward to the mar..

6`'
4

-123-

.


**Student Learning Objective(s)**

A. The student knows wrestling is an individual sport which consists of four main skills: takedowns, breakdowns, reversals and escapes.  
B. The student is able to perform a variety of takedowns, breakdowns, reversals and escapes.  
C. The student values the safety of holds.

**Related Area(s):**

**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9</td>
<td></td>
<td>1,3,4</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s) 9-12</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Wrestling Breakdowns</td>
<td>Teacher observation.</td>
<td>Hess, Irwin, T., Physical Education for High School Students, 1970, AAHPER.</td>
</tr>
<tr>
<td><strong>Group size:</strong> large class</td>
<td>Make sure both the pull of the ankle and waist is simultaneous and that the body weight is exerted at the same time.</td>
<td>(No resources listed)</td>
</tr>
<tr>
<td><strong>Materials:</strong> standard wrestling mat</td>
<td>(No resources listed)</td>
<td>(No resources listed)</td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td>(No resources listed)</td>
<td>(No resources listed)</td>
</tr>
<tr>
<td><em>Explain that students should follow through as you give step by step directions.</em></td>
<td>(No resources listed)</td>
<td>(No resources listed)</td>
</tr>
<tr>
<td><em>In breaking the opponent down with the far ankle and near waist, reach across with the left hand and grasp your opponent’s ankle, at the same time placing the right arm around his/her waist.</em></td>
<td>(No resources listed)</td>
<td>(No resources listed)</td>
</tr>
<tr>
<td><em>Pull his/her left ankle forward.</em> This either breaks the opponent down or keeps him/her under control.</td>
<td>(No resources listed)</td>
<td>(No resources listed)</td>
</tr>
</tbody>
</table>
The student knows:
- the rules, strategies and safety procedures involved in a variety of new and cooperative games.
- how to officiate a variety of new and cooperative games.

The student is able to:
- successfully participate in a variety of new games including:
  - aura
  - bone game
  - dho-dho-dho
  - island
  - people pass
  - people pyramids
- successfully participate in a variety of cooperative games including:
  - collective blowball
  - collective score towel ball
  - scooter basketball
  - volley-volley-volleyball

The student values:
- the joy and social aspects associated with participating in non-competitive new and cooperative games activities.
Student Learning Objective(s)  
A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games.  
B. The student is able to do islands, dho-dho-dho, people pass, aura, people pyramids, bone game.  
C. The student values the joy and social aspects associated with participating in non-competitive new and cooperative game activities.

Related Area(s)

Suggested Objective Placement  9-12

State Goal  2,9

District Goal

Program Goal  1,3,4

Suggested Activities: Grade(s) 9-12

| Title: Aura |
| Group size: any, groups of two |
| Materials: none |

Procedure(s):
- Have students follow through as you explain the game.
- Stand facing your partner at arm's length. Touch palms and close your eyes and turn around three times.
- Without opening your eyes, try to relocate your energy bodies by touching palms again.

Suggested Monitoring Procedures  Teacher observation.

**Student Learning Objective(s)**

A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games.
B. The student is able to do island, dho-dho-dho, people pass, aura, people pyramids, bone game.
C. The student values the joy and social aspects associated with participating in non-competitive new and cooperative game activities.

**Related Area(s)**

**Suggested Activities:**

**Grade(s):** 9-12

<table>
<thead>
<tr>
<th>Title:</th>
<th>Bone Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>ten</td>
</tr>
<tr>
<td>Materials:</td>
<td>four bones or round sticks small enough to be concealed in the student's closed fist. Two are marked with thread.</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Two tribes of five each, sit or kneel in lines facing each other. Each team has ten counters; rocks, sticks...
- One team chooses two people to hide the materials. They sit in the center of their tribe, each concealing in his or her fists two of the bones, one marked, one unmarked.
- The other team chooses one shooter who will try to guess where the marked bones are.
- Note: There are four possible guesses of arrangement of sticks. The shooter should make signals for each other.

**Suggested Monitoring Procedures**:

Teacher observation.

**Possible Resources**

SMALL SCHOOLS PRO

Student Learning:

involved in a
dho-dho-dho, pe
social aspects
activities.

Related Area(s):

Suggested Activity

<table>
<thead>
<tr>
<th>Title</th>
<th>Group</th>
<th>Mater</th>
</tr>
</thead>
</table>

Procedure(s):
- Divide the line.
- Players, i the line, them.
- One player players an rapidly, "I!"
- If members hold him/h runs out a member of the
- If he/she come over the
- Grab only a

Variation:
- Play for pe
**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9</td>
<td></td>
<td>1,3,4</td>
</tr>
</tbody>
</table>

**Student Learning Objective(s)**

- A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games.
- B. The student is able to do islands, dho-dho-dho, people pass, aura, people pyramids, bone game.
- C. The student values the joy and social aspects associated with participating in non-competitive new and cooperative games.

**Related Area(s)**

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s) 9-12</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group size:</strong> 20-30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> a few frisbees</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Place a few frisbees on the ground with everyone prancing around them clapping and chanting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- When the referee signals &quot;Islands&quot; everyone runs to touch a frisbee. The last person to get to a frisbee is out. If any two people touch in the process of scrambling for the frisbee they are both out of the game.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- As the group gets smaller reduce the number of frisbees.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Variation:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- See how many people can touch a frisbee without touching each other.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Objective(s): A. The student knows the involved in a variety of new and cooperative games. B. dho-dho-dho, people pass, aura, people pyramids, bone game social aspects associated with participating in non-activities.
Related Area(s): 

Suggested Activities: Grade(s) 9-12

<table>
<thead>
<tr>
<th>Title</th>
<th>People Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size</td>
<td>large</td>
</tr>
<tr>
<td>Materials</td>
<td>none</td>
</tr>
</tbody>
</table>

Procedure(s):
- Have everyone stand facing forward in a double line, and have passers stand as close together as possible.
- One person at the head of the line leans back and is hoisted up to start their high, hand-delivered journey.
<table>
<thead>
<tr>
<th></th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>2, 9</td>
<td></td>
<td>1, 3, 4</td>
</tr>
</tbody>
</table>

Possible Resources


District Resources

624
### Suggested Monitoring Procedures

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>People Pyramids</td>
<td>Students build a pyramid using the bottom row, the next row, then smaller students, and finally a small student on top.</td>
</tr>
</tbody>
</table>

### Possible Resources

- **People Pyramids**
  - Size: small
  - Materials: none

### Teacher Observation


### State Goal

- **Program Goal**
  - 1.3.4

### Program Objective(s)

- A. The student knows the rules, strategies, and safety procedures.
- B. The student is able to do islands, people pass, aura, people pyramids, bone game.
- C. The student values the joy and socialization associated with participating in non-competitive new and cooperative games.
<table>
<thead>
<tr>
<th>SPECIFIC AREA: Rhythms</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic Dance</td>
<td>9-12</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

The student knows:
- the definition and elements of aerobic dance.
- how to select music and put dance steps to the rhythm.
- aerobic dance is an individual and group activity.

The student is able to:
- perform teacher selected routines.
- perform self-created routines.
- perform routines individually and in groups.

The student values:
- the lifetime benefits of aerobic activities.
Student Learning Objective(s)

A. The student knows the definition and elements of aerobic dance.
B. The student knows how to select music and put dance steps to the rhythm.
C. The student is able to perform teacher selected routines.
D. The student is able to perform routines individually and in groups.

Related Area(s)

Suggested Objective Placement

State Goal
2,9

District Goal

Program Goal
1,2,7

Suggested Activities: Grade(s) 9-12

Title: Aerobic Dance

Group size: small or large

Materials: music and sound system, mats, open spaces

Procedure(s):

- Take resting heart rate of student for ten seconds, then multiply by six and record the rate.
- Teacher leads exercise, stretches and movement patterns (predetermined) to prerecorded music.
  Movement examples: (slow music) various stretches for all major muscle groups, (i.e. legs, neck, arms, abdomen, back, torso);
  (Medium paced music) leg kicks, step kicks, side kicks, lunges, jump, cross feet, arm movements, (circles, up, down, forward, backward); sit-ups; bicycle ride; modern dance movements, swings, body circles; leg lifts; running, hopping, skipping, leaping.
- Inform students their imagination is their limit. Movement should fit the music and the beat.
- Have students increase the amount and length of activity slowly.
- Students follow instructor in movement or exercise.
- Teacher stresses continual movement for heart conditioning throughout the activity period.
- Take active heart rate and record.
- Have students do cool down exercises.

Suggested Monitoring Procedures

Teacher observation of the students abilities to:
  - Take their resting and active heart rates
  - Adjust their activity level to achieve optimum heart rate level (Refer to Kenneth Cooper's Aerobics)

Possible Resources


District Resources
Student Learning Objective(s) A. The student knows that aerobic dance is an individual and group activity. B. The student is able to perform self-created routines. C. The student values the lifetime benefits of aerobic activities.

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities:</th>
<th>Grade(s)</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aerobic Dance Routines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group size:</td>
<td>medium</td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td>music, floor, space, mats</td>
<td></td>
</tr>
</tbody>
</table>

**Procedure(s):**
- Have each student take his/her resting heart rate and record it.
- Have students work in groups and create an aerobic dance routine to their selected music.
- Have each student take his/her active heart rate and record it.

**Variation:**
- Each student, in a group of three, creates a routine for one song.
- The members put their three routines and songs together for a group routine.
- Have each group lead the whole group one day.

**Suggested Monitoring Procedures**

**Possible Resources**
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

Fad Dance

The student knows:
- the terminology for current fad dances.
- appropriate music for current fad dances.
- origin of fad dances.

The student is able to:
- perform teacher selected current fad dances.
- assist other students in learning fad dances.
- perform a variety of fad dances with the music.

The student values:
- the social worth of fad dancing.
- fad dancing as a leisure activity.
- contribution of fad dance to physical fitness.
**Learning Objective(s)**

A. The student knows the terminology for current fad dances.  
B. The student is able to perform teacher selected current fad dances.  
C. The student is able to perform a variety of fad dances with music.  
D. The student values social worth of fad dancing.  
E. The student values fad dancing as a leisure activity.  
F. The student values the contribution to physical fitness.

**State Goal**

**District Goal**

**Program Goal**

### Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,9</td>
<td>2,4</td>
<td>2,4</td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

- **Title:** Fad Dance Elimination  
- **Group-size:** entire class  
- **Materials:** record tape player, records or tapes

**Suggested Monitoring Procedures:**  
Teacher observation.  
Student observation.

### Possible Resources

**District Resources**

<table>
<thead>
<tr>
<th>Area(s)</th>
<th>Grade(s)</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9-12</td>
<td>Fad Dance Elimination</td>
</tr>
</tbody>
</table>

**Activity:**

1. **Fad Dance Elimination**
   - **Group-size:** entire class  
   - **Materials:** record tape player, records or tapes

2. **Suggested Monitoring Procedures:**  
   - Teacher observation.  
   - Student observation.

**Variation:**  
- Fad Dance Freeze  
  - When the music stops, dancer fails to be frozen in position, he/she is eliminated.
### Learning Objective(s)

A. The student knows the terminology for current fad dances.
B. The student is able to perform a variety of fad dances with music.
C. The student is able to assist other students in learning fad dances.
D. The student values fad dancing as an activity.

### Objectives (s)

- State Goal
- District Goal
- Program Goal

### Suggested Monitoring Procedures

- Teacher observation.
- Student observation.
- Students input about current fad dances.
- Disco centers.

### Possible Resources

- Students input about current fad dances.
- Disco centers.

### Activities: Grade(s) 9-12

<table>
<thead>
<tr>
<th>Title:</th>
<th>Fad Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>record player; current music for fad dancing, microphone</td>
</tr>
</tbody>
</table>

- Divide class into groups.
- Each group is to devise or work on a different fad dance.
- Each group performs their own dance for the rest of the class, and then teaches each group that dance.
- The entire class executes the dance together.

### District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

Folk Dance

<table>
<thead>
<tr>
<th>The student knows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• country origin of selected folk dances.</td>
</tr>
<tr>
<td>• terminology of folk dance steps.</td>
</tr>
<tr>
<td>• the traditional costume for selected folk dances.</td>
</tr>
<tr>
<td>• history and social implications of a variety of folk dances.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• participate in teacher selected folk dances.</td>
</tr>
<tr>
<td>• perform a variety of folk dances in time with music.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student values:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the heritage of folk dances to his/her country.</td>
</tr>
<tr>
<td>• folk dance as a leisure activity.</td>
</tr>
<tr>
<td>• the social worth of folk dance.</td>
</tr>
</tbody>
</table>
Suggested Objective Placement

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>9-12</th>
</tr>
</thead>
</table>

**A.** The student knows the terminology of folk dance steps.

**State Goal** 2.9

**B.** The student is able to participate in teacher-selected folk dances.

**District Goal** 7.1

**C.** The student is able to form a variety of folk dances in time with music.

**Program Goal** 2.4

**D.** The student values folk dance as an activity.

**Grade(s)** 9-12

**Activities:**

<table>
<thead>
<tr>
<th>Title: Folk Dance</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: entire class</td>
<td>Teacher observation.</td>
<td>Folk dance record sets.</td>
</tr>
<tr>
<td>Materials: record player, folk dance records, microphone</td>
<td>Dance test.</td>
<td></td>
</tr>
<tr>
<td>Procedure: divide class into groups. Beginning with one group, play a portion of the music of a folk dance which has been learned previously. Group must then get in proper formation and execute proper dance steps to the music. Use a point system to evaluate each group's performance. Each group can evaluate the other. To give each group at least two opportunities to perform. Group with the most points is folk dance of the day!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student evaluation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**District Resources**
Learning Objective(s): A. The student knows the country origin of selected folk dances.

B. The student knows the traditional costume for selected folk dances.

C. The student is able to perform a variety of folk dances in time with music.

D. The student values the heritage of their country.

State Goal: 2.9

District Goal: 2.4

Program Goal: 2.4

Suggested Objective Placement: 9-12

Activities: Grade(s)

Title: Folk Dance

Group size: entire class

Materials: record player, folk dance records, costume ideas and materials

Additional activities:

[ ] Divide class into groups. (Group size may vary.)

[ ] Assign each group a country or let each group select a country.

[ ] Each group then learns one to three dances representing that country.

[ ] Each group exhibits costumes representing that country.

[ ] The class may then decide on a day when the students wear the costumes and perform dances of their selected country to the rest of the class.

Variation: 

All groups exhibit their costumes and dances on Folk Dance Day (can be for entire school). Include potluck foods from each country.

Suggested Monitoring Procedures

[ ] Teacher observation.

[ ] Student evaluation and input.

Possible Resources

[ ] Community involvement; some communities have festivals or dances where information could be obtained.

[ ] Library

[ ] Harris, Jane A., Pittman, Anne, Waller, Marlys S., Dance A While, Minneapolis Burgess Publishing Co., 1968.

District Resources
## Learning Objective(s)

A. The student knows the terminology of folk dance steps.

B. The student is able to participate in teacher-selected folk dances.

C. The student values dance as a leisure activity.

D. The student values the social worth of folk dance.

### Suggested Objective Placement

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>2.9</td>
<td>2.4</td>
<td></td>
</tr>
</tbody>
</table>

### Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Folk Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>record player, folk dance records, microphones</td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

- Teacher observation.
- Dance test.

### Possible Resources

- Folk Dance Record Sets

### District Resources

- 

---

Format could be:

1. Basic steps, positions and formations.
2. Variation in numbers within a group.
3. Dance terminology.
4. A representative number of countries covering a variety of folk dances.
5. Dances and styles popular to a peculiar or specific locale.
7. Socially acceptable practices.
SMALL SCHOOLS PROJECT

<table>
<thead>
<tr>
<th>SUBJECT:</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIFIC AREA:</td>
<td>Rhythms</td>
</tr>
</tbody>
</table>

Modern Dance

The student knows:
- that modern dance is a creative expression of one's self.
- that modern dance is an individual and group activity.
- that modern dance is a way of communicating ideas or feelings.
- that energy and space are qualities that effect modern dance.

The student is able to:
- demonstrate creative dance routines.
- participate in a group modern dance of one's own creativity.
- demonstrate improvisational skills.
- assist in the mechanics of a dance production.

The student values:
- how creativity can be used to express one's mode of feelings and ideas.
Learning Objective(s)  
A. The student knows that modern dance is a creative expression of the self. 
B. The student knows that modern dance is a way of communicating ideas or feelings. 
C. The student is able to demonstrate improvisational skills. 
D. The student understands how creativity can be used to express one's moods, feelings, and ideas.

Suggested Objective Placement: 9-12

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,9</td>
<td></td>
<td>1,2,7</td>
</tr>
</tbody>
</table>

Activities: Grade(s) 9-12

<table>
<thead>
<tr>
<th>Title:</th>
<th>Improvisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>medium</td>
</tr>
<tr>
<td>Materials:</td>
<td>appropriate music, poems, colors</td>
</tr>
</tbody>
</table>

Procedure:

- the students dance improvisationally (no predetermined routine) to selected music, a theme, or a color.
- an idea, mood, or specific feeling to dance.
- live music; flute, piano, drums...

Suggested Monitoring Procedures

Possible Resources:

- Martha Graham, video tape
- Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.

District Resources
### Student Learning Objective(s)

A. The student knows that modern dance is an individual and group activity.

B. The student knows that level, energy, and space are qualities that effect modern dance.

### Related Area(s)

### Suggested Activities: Grade(s) 7-12

<table>
<thead>
<tr>
<th>Title: Working With Levels</th>
<th>Group size: any</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials: Clothing, tights and leotards, preferred space</td>
<td></td>
</tr>
</tbody>
</table>

**Procedure(s):**

1. **Low-Level:** Students lay on the floor and imagine that they are in a box as long as their body and 1/2 foot higher. They explore all possible movement in that space, with their eyes closed.
2. **Medium:** Have students stand and define medium level as "waist area", have them explore the many ways they can fill that space.
3. **High-Level:** Same as above, only high. Imagine you are in a glass cylinder with no top. Explore that space and how you can move in it.
4. **Level Mix-Up:** Teacher calls out a level, students do continuous movement in that level. Teacher keeps calling out different levels.
5. **Level Composition:** Have students compose a dance using a variety of levels.
6. **Sculpture:** Divide the class into groups, have one student in each group make a shape and hold it; the next person makes another shape in a different level and so on. When last person has gone, the first person comes out and goes back into the sculpture with a new shape.

**Suggested Monitoring Procedures**: Teacher observation.

**Possible Resources**:
- Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.
SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s): A. The student knows that modern dance is an individual and group activity. B. The student knows that level, energy, and space are qualities that modern dance.

Related Area(s): 

Suggested Objective Placement: 7-12

Suggested Activities: Grade(s) 7-12

<table>
<thead>
<tr>
<th>Title:</th>
<th>Working With Energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>any</td>
</tr>
<tr>
<td>Materials:</td>
<td>open space, appropriate dress, variety of fast, slow, smooth music</td>
</tr>
</tbody>
</table>

Procedure(s):
- Have class spread out over the floor—"find their own space".
- 1. Vibratory: Move like you are riding on a bumpy bus, or trotting on a horse. Shimmy vation in just your hand, add your arm, upper body, entire body.
- 2. Swing: Just your arm, then your body.
- 3. Force: Imagine there is a two ton metal box in front of you, try to move it.
- 4. Float: Pretend you are a feather and floating to the ground.
- 5. Melt: From a standing position, pretend you are melting.
- 6. Call out different words: mad, melt, float, fizzle, freeze, cold, afraid, happy, hurried, nervous, jell-o, and have students move like those.

Suggested Monitoring Procedures: Teacher observation

Possible Resources: 

District Resources
Student Learning Objective(s)  

A. The student knows that level, energy, and space are qualities that affect modern dance.

Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9</td>
<td></td>
<td>2.4</td>
</tr>
</tbody>
</table>

Related Area(s)


Suggested Activities: Grade(s) 9-12

Title: "Ways of Moving Through Space: Locomotor"

Group size: any

Materials needed:

Procedure(s):

1. Form two diagonal lines, each from opposite corners of the room.
   - First person in one line combines locomotor skills: pattern, e.g., step, step, leap...
   - Across the floor, first person in other line does it back...

2. In open spaces have students do a variety of locomotor skills: skip, hop, jump, leap, run, walk, gallop.

Suggested Monitoring Procedures

Teacher observation.

Partner observation.

Possible Resources


SMALL SCHOOLS PROJECT -
Student Learning Object

of one's self. B.
C. The student knows that I
demonstrate a creative

Suggested Activities:

Title:
Group size:
Materials:

Procedure(s):
- Assign students to express
  music, poems, pr
  Practice.
- Perform for audi
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: 

The student knows:
- various types of gymnastics
- rules for competitive events in rhythmic gymnastics
- characteristics of rhythmic gymnastics

The student is able to:
- perform routines
- compose own routines

The student values:
- the aesthetic
- the body awareness in gymnastics
- gymnastics as an art form
equipment which is used for rhythmic:
hoops, balls,
routines.
mastics.
for various pieces of equipment.
an individual and group activity.
a variety of hand apparatus.

and coordination learned through rhythmic
and grace of rhythmic gymnastics.
No activities have been written for these objectives.

Additional activities may be developed during the pilot phase of the project.
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

Social Dance

The student knows:
- the terminology of selected dance steps
- the rhythmic count of selected dance steps
- the etiquette involved in social dancing
- ethnic origin of social dancing
- origin of selected dance music

The student is able to:
- perform teacher selected dance steps with a partner
- perform correct social etiquette in dance
- assist other students in the learning of dance
- perform steps to the rhythm of music

The student values:
- the social worth of social dance
- social dance as a leisure activity
### Student Learning Objective(s)

A. The student knows the terminology of selected dance steps.

B. The student knows the rhythmic count of selected dance steps.

C. The student knows the etiquette involved in social dancing.

D. The student is able to perform correct social etiquette in dancing.

E. The student values the social worth of social dance.

### Related Area(s)

**District Goal**

- $$$2,9$$

**State Goal**

- $$$2,4$$

### Suggested Activities:

<table>
<thead>
<tr>
<th>Title:</th>
<th>Social Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>record player, social dance records, microphone</td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures:

<table>
<thead>
<tr>
<th>Teacher observation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills test.</td>
</tr>
<tr>
<td>Written test.</td>
</tr>
</tbody>
</table>

### Possible Resources


- Social dance record sets.

### District Resources
### Student Learning Objective(s)

A. The student knows the rhythmic count of selected dance steps.

B. The student is able to perform teacher selected dance steps individually and with a partner.

C. The student is able to assist other students in the learning of dance steps. D. The student values social worth of social dance.

### Related Area(s)

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Social Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>record player, social dance records, microphone</td>
</tr>
</tbody>
</table>

**Procedure(s):**
- Have entire class spread out and face you.
- Demonstrate a variety of dance steps to entire class (be sure you are facing same direction as class - you will have to demonstrate with your back to class and look back to evaluate).
- Add music and rhythmic counts.
- Divide class into partners and have them practice steps learned while you move around to help or direct.
- After class has mastered steps divide class into small groups with partners to further develop technique and correct style - students can help evaluate, correct, encourage partners in their group.

**Variation:**
- Assign a specific step to each group - have them master it then demonstrate and teach rest of class.

### Suggested Monitoring Procedures

- Teacher observation.
- Dance test.
- Written test.

### Possible Resources

- Social dance record sets
- Dance Studio

### District Resources
<table>
<thead>
<tr>
<th>Student Learning Objective(s)</th>
<th>Suggested Objective Placement</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student knows the terminology of selected dance steps.</td>
<td>9-12</td>
<td>2, 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The student knows the rhythmic count of selected dance steps. C. The student knows the etiquette involved in social dancing. D. The student values the social worth of social dance. E. The student values social dance as a leisure activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Related Area(s):**

**Suggested Activities: Grade(s):**

- **Title:** Social Dance Alternatives
- **Group size:** entire class
- **Materials:** record player, social dance records, microphone

**Procedure(s):**

- Take your class to a dance studio.
- Bring in social dance experts, e.g. dance studio people, professional dancers, college dancers.
- Take your class to a professional dance exhibition, e.g. musicals.
- Have a ballroom dance for class - social music, live band, dress for occasion.
- Sponsor a senior citizen dance.

**Suggested Monitoring Procedures:**

- Teacher observation.
- Student evaluation.

**Possible Resources:**

- Dance Studio Listings.
- College dance classes.

**District Resources**
The student knows:
- how to form a square.
- the various square dance terminology.

The student is able to:
- participate as a partner in a square dance.
- demonstrate correctly a variety of maneuvers selected by teacher or student.
- call a self-selected square dance.
- perform steps and maneuvers in time with music.

The student values:
- square dancing as a leisure activity.
- the social worth of square dancing.
### Learning Objective(s)

- The student knows how to form a square.
- The student is able to participate as a partner in a square dance.
- The student values square dance as an activity.
- The student values the social worth of square dance.

### State Goal

2.9

### District Goal

2.4

### Program Goal

2.4

### Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title</th>
<th>Group size</th>
<th>Materials</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forming a Square</td>
<td>entire class</td>
<td>record player, square dance records</td>
<td>Teacher observation.</td>
<td>Square dance record sets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher explanation.</td>
<td>Harris, Jane A.; Pittman, Anne,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Waller, Maryls S., Dance A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>While, Minneapolis, Burgess</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Possible Resources

- Square dance record sets
- Harris, Jane A.; Pittman, Anne, Waller, Maryls S., Dance A While, Minneapolis, Burgess Publishing Co., 1968.

### District Resources

- Square dance record sets
- Harris, Jane A.; Pittman, Anne, Waller, Maryls S., Dance A While, Minneapolis, Burgess Publishing Co., 1968.

### Observations

- Teacher may be used as a caller to set up and describe how to form a basic square, (record may so be used).
- Once the class is in squares, teacher can go through the basic elements of a square, e.g. position, couple 1, 2, 3 & 4, head couples, side couples, corner lady, right hand, opposite lady.
- Explain the four parts of a square dance: i.e. introduction, main figure, trimmings or full-ins and ending.
- Slowly, with the entire class in their square, through some basic dance maneuvers and steps: e.g. honor your partner, all join hands and circle wide, home you go and swing, first and third go forward and back.
- Have each square develop their own maneuvers and steps and demonstrate to class.
Student Learning Objective(s):  
A. The student knows the various square dance terminology.  
B. The student is able to demonstrate a variety of step maneuvers in teacher and student selections.  
C. The student is able to perform steps and maneuvers in time with music.  
D. The student values square dance as a leisure activity.

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Single Circle (and variations)</td>
<td>Teacher observation.</td>
<td>Square dance record sets</td>
</tr>
<tr>
<td>Materials: record player, square dance records</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure(s):
- **Basic step:** Arrange couples in a single circle facing center. The basic step is the first fundamental to be dealt with.
- **Balance:** Arrange couples in a single circle facing center. Demonstrate balance with counts.
- **Class practice:** Class executes in response to call and music.
- **Swing:** Explain the swing position and movement.
- **Class practice:** Class executes in response to call and music.
- The single circle can be used to explain, demonstrate, and perform a variety of square dance steps and maneuvers.
Student Learning Objective(s):
A. The student knows how to form a square.
B. The student knows the various square dance terminology.
C. The student is able to perform steps and maneuvers in time with music.
D. The student values square dance as a leisure activity.
E. The student values the social worth of square dance.

Related Area(s):

Suggested Monitoring Procedures:
Teacher observation.

Possible Resources:
Square dance record sets.

---

Title: Square Dance
Group size: entire class
Materials: record player, square dance records

Procedure(s):
- Divide the class into squares.
- After class has mastered a variety of square dance steps and maneuvers allow each square to devise their own square dance routine to music without calls. They can combine the steps and maneuvers they have learned to this point and use their own imagination and creativity to develop a routine or dance.
- Each square after a number of practice times will demonstrate their dance to the class.

Variation:
- Tell each square to combine six or more steps and maneuvers into a routine. Short routine.
- Combine the routines of two or more squares into one dance routine.

---

District Resources
SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s)  A. The student knows which types of physical activities contribute most to a healthy lifestyle.  B. The student values the acceptance of responsibility for one's own health.

Related Area(s)

Suggested Activities: Grade(s)

| Title:       | Physical Activities and a Healthy Lifestyle |
| Group size:  | class                                       |
| Materials:   | handouts, films                             |

Procedure(s):
- Discuss with students how different physical activities enhance health.
- Discuss various community and recreation programs and facilities where fitness activities are offered, e.g. YMCA, YWCA, spas.
- Emphasize that health is an individual responsibility.
- Make a chart with two columns, one for community programs and one for community facilities.
- Invite representatives of community programs to talk with students.

Suggested Monitoring Procedures: Have students report on a fitness program or facility in the area.

Possible Resources: Community health agency representative.

Films:
- EXERCISE AND PHYSICAL FITNESS 17 min
- EVERYONE'S A WINNER: Program For Physical Fitness 15 min

ESD 121 Film Library

District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Active Health

The student knows:

- how the body will respond to physical stress resulting from various types of physical exercise.
- which types of physical activities contribute most to a healthy lifestyle.

The student is able to:

- develop a personal action plan for applying the appropriate principles and theories of fitness to the present and to the future.
- implement the current aspects of the personal action plan.

The student values:

- the acceptance of responsibility for one's own health.
Student Learning Objective(s):  
A. The student knows which types of physical activities contribute most to a healthy lifestyle.  
B. The student values the acceptance of responsibility for one's own health.

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Physical Activities and a Healthy Lifestyle</td>
<td>Have students report on a fitness program or facility in the area.</td>
<td>Community health agency representative.</td>
</tr>
<tr>
<td>Group size: class</td>
<td>Materials: handouts, films</td>
<td>Films:</td>
</tr>
<tr>
<td>Procedure(s):</td>
<td></td>
<td>EXERCISE AND PHYSICAL FITNESS</td>
</tr>
<tr>
<td>Discuss with students how different physical activities enhance health.</td>
<td>17 min</td>
<td>EVERYONE'S A WINNER: Program For Physical Fitness</td>
</tr>
<tr>
<td>Discuss various community and recreation programs and facilities where fitness activities are offered, e.g. YMCA, YWCA, spas.</td>
<td>15 min</td>
<td>ESD 121 Film Library</td>
</tr>
<tr>
<td>Emphasis that health is an individual responsibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a chart with two columns, one for community programs and one for community facilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invite representatives of community programs to talk with students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Title: Physical Activities and a Healthy Lifestyle  
Group size: class  
Materials: handouts, films  
Procedure(s):  
- Discuss with students how different physical activities enhance health.  
- Discuss various community and recreation programs and facilities where fitness activities are offered, e.g. YMCA, YWCA, spas.  
- Emphasis that health is an individual responsibility.  
- Make a chart with two columns, one for community programs and one for community facilities.  
- Invite representatives of community programs to talk with students.
Student Learning Objective(s)  

A. The student knows how the body will respond to physical stress resulting from various types of physical exercise.  
B. The student is able to develop a personal action plan for applying the appropriate principles and theories of fitness to the present and to the future.  
C. The student is able to implement the current aspects of the personal action plan.

Related Area(s)

1.1

Title: Personal Action Plan  
Group size: individual  
Materials: varied

Procedure(s):

- Each student will develop a personal action plan applying appropriate principles and theories of fitness.
- The personal action plan should include activities to improve: endurance, strength, speed, agility, power and flexibility.
- Have students implement their personal action plan.
- Have students chart progress in the activities they included in their personal action plan.

Suggested Activities: Grade(s)

Suggested Monitoring Procedures

Possible Resources

- Observation.
- Help design personal action plans.
- Monitor progress charts.

Film:

PHYSICAL FITNESS AND GOOD HEALTH 10 min

ESD 121 Film Library
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Aerobics

The student knows:

- that aerobic activities such as jogging, bicycling, or swimming must be sustained for a minimum of 12 minutes in order to produce training benefits.
- that aerobic training produces a lower resting heart rate, a positive change in blood cholesterol and promotes ideal weight and mental health.
- that aerobic training provides a solid foundation for all other physical fitness development and training.

The student is able to:

- develop and monitor a personal aerobic training program.
- select and wear clothing (including shoes) and gear that are appropriate for participating safely in aerobic activities.

The student values:

- the health promoting benefits of regular aerobic activities.
- the relative low cost and convenience of aerobic activities.
**Student Learning Objective(s)**

A. The student knows that aerobic activities such as jogging, bicycling, dancing, or swimming must be sustained for a minimum of 12 minutes in order to produce training benefits.

B. The student is able to develop and monitor a personal aerobic training program.

C. The student is able to select and wear clothing (including shoes) and gear that is appropriate for participating safely in aerobic activities.

**Related Area(s)**

- **Suggested Activities:**
  - **Title:** Introduction to Aerobics
  - **Group size:** entire class
  - **Materials:** large room, paper and pencils, music (optional)

**Procedure(s):**

1. Start with slow music.
2. Spread the class out and have each student take his or her own resting pulse rate for ten seconds. Multiple the beats by six and record.
3. Teacher demonstrates stretching exercises for major muscle groups. Between each demonstration, the students perform the exercise.
4. As the students are holding each stretch for 30 seconds, the teacher will discuss the need for and selection of appropriate clothing and footwear to maximize the safe participation in aerobic activities while reducing the chance of injury.
5. After stretching, have the students walk fast in a circle around the room while the teacher discusses the various kinds of aerobic activities (walking, jogging, jumping rope, dance, roller skating, swimming, bicycling, exercising).
6. Have the students run in place for a minute. Then take their active heart rates for 10 seconds and multiple by six.

**Suggested Monitoring Procedures**

Teacher observation of the students' ability to:

- Take pulse rates.
- Use heart rate formula.
- Adjust activity levels to achieve their optimal heart rates.

**Possible Resources**

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students use the formula for an optimum heart rate for aerobic activities from Kenneth Cooper's book, <em>Aerobics</em>, to determine the heart rate they need to attain to achieve aerobic fitness. The teacher will discuss the need to sustain an optimum heart rate for a minimum of twelve minutes at least three days a week. Jog for five minutes then check heart rate. Adjust activity level to achieve desired heart rate. Jog for five minutes. Check heart rate again. Teacher will discuss the need to cool down exercises. Have students do cool down stretching exercises.</td>
<td>District Resources</td>
</tr>
</tbody>
</table>
Student Learning Objective(s)

A. The student knows that aerobic training produces a lower resting heart rate, a positive change in blood cholesterol, promotes ideal weight and mental health.

B. The student knows that aerobic training provides a solid foundation for all other physical fitness development and training.

C. The student is able to develop and monitor a personal aerobic training program.

D. The student values the health-promoting benefits of regular aerobic activities.

Related Area(s)

Student Learning Objective(s)

A. The student knows that aerobic training produces a lower resting heart rate, a positive change in blood cholesterol, promotes ideal weight and mental health.

B. The student knows that aerobic training provides a solid foundation for all other physical fitness development and training.

C. The student is able to develop and monitor a personal aerobic training program.

D. The student values the health-promoting benefits of regular aerobic activities.

Related Area(s)

Suggested Objective Placement

State Goal 2,9
District Goal
Program Goal 1,2,7

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Jumping-Aerobic Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>large group</td>
</tr>
<tr>
<td>Materials:</td>
<td>One jump rope per person, paper and pencil, music (optional), film</td>
</tr>
</tbody>
</table>

Procedure(s):

- Take resting heart rate for 10 seconds and multiply by six.
- Compare to previously taken resting heart rates.
- Stretch large muscle groups. Hold each stretch for 30 seconds. During stretches, the teacher will discuss why the students' resting heart rates are getting slower and why this is beneficial. The teacher will also discuss the long-term benefits of aerobic fitness such as a positive change in blood cholesterol, promotion of ideal body weight and good mental health.
- Have students discuss the physical fitness activities that are based on aerobic fitness.
- Put on medium-paced popular music and jump rope for six minutes. (Vary between one foot, two feet, small arm circles, large arm circles, bobbing with feet while swinging the rope with large arm movement.)
- Take active heart rate and adjust activity level to achieve the optimum heart rate.
- Set the duration of the aerobic activity according to the group's aerobic fitness level.

Suggested Monitoring Procedures

Teacher observation of the students' ability to adjust their programs according to their aerobic fitness levels.

Possible Resources


Films:

RUN DICK, RUN JANE (a motivational film based on Kenneth Cooper's book, The New Aerobics) 20 min
WHAT MAKES MILLE RUN? 16 min

ESD 121 Film Library

District Resources
<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop, take active heart rate. Record. Wait one minute and take heart rate again. Record. Repeat once a minute until the heart rate falls within a normal range. (Recovery rate.) Have students do cool down stretching exercises. The teacher will explain what the recovering heart rate is and that the heart rate will drop within the normal ranges faster as the body achieves aerobic fitness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning Objective(s)**

A. The student knows the definition of aerobics.

B. The student knows that aerobic activities must be sustained for a minimum of 12 minutes in order to produce training benefits.

C. The student is able to participate in a teacher selected aerobic training program.

D. The student is able to select and wear clothing that is appropriate for participating safely in aerobic activities.

E. The student values the relative low cost and related benefits of aerobic activities.

**Suggested Activities:**

| Grade(s) | 1, 2, 7 |

**Title:** Aerobics Presentation

**Group size:** class

**Materials:** handouts, films

**Procedure(s):**

- Provide a definition of aerobics.
- Relate aerobics to sports activities.
- Explain benefits of aerobics.
- Give examples of low cost and convenience of aerobic activities.

**Variations:**

- Show the film RUN DICK, RUN JANE. (This film is based on Kenneth Cooper's book *The New Aerobics*, and deals with the subject of fitness and the prevention of heart disease.)
- Discuss the main points of the film with the class.

**Suggested Monitoring Procedures:**

- Written test.

**Possible Resources**

- Film: RUN DICK, RUN JANE, Col 20 min, ESD 121 Film Library

**District Resources**
SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s)

A. The student knows that aerobic training provides a solid foundation for all other physical fitness development and training.
B. The student is able to participate in a teacher-selected aerobic training program.
C. The student values the health promoting benefits of regular aerobic activities.

Related Area(s)

Suggested Objective Placement

Suggested Activities: Grade(s) | Suggested Monitoring Procedures | Possible Resources
---|---|---

| Title: | Twelve Minute Run | Record Distances. | Cooper, Kenneth, Aerobics, New York, Bantam Books, Inc. 1968. |
| Materials: | stop watch and measured distance | | |
| Procedure(s): | | | |
| | After proper warm-up, all students must run as far as possible in twelve minutes. | | |
| | A good measure of cardiovascular fitness is as follows: | | |
| | More than 1 3/4 miles - Excellent | | |
| | 1 1/2 - 1 3/4 miles - Good | | |
| | 1 1/4 - 1 1/2 miles - Average | | |
| | 1 - 1 1/4 mile - Poor | | |
| | less than 1 mile - Very Poor | | |
**SUBJECT:** Physical Education

**SPECIFIC AREA:** Physical Fitness

## Agility

<table>
<thead>
<tr>
<th>9-12</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

### The student knows:

- the current theory for improving and maintaining agility.
- a variety of agility enhancing activities and exercises.
- which sports require agility for successful participation.

### The student is able to:

- apply the current theory for improving and maintaining agility.
- demonstrate a variety of agility exercises and activities.
- apply agility activities to specific sports.

### The student values:

- the importance of agility to sports and everyday activities.
### Student Learning Objective(s)

A. The student knows which efforts require agility for successful participation.

B. The student values the importance of agility to sports and everyday activities.

### Related Area(s)

- Sports
- Physical Education

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Dribble a Set of Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>individual students, entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>basketballs, stopwatches</td>
</tr>
</tbody>
</table>

### Procedure(s):

1. Have students dribble a "set of lines" for time, e.g., end lines, foul lines, half court.
2. Have student start on the end line dribbling at full speed to the foul line and back; to the half court line and back; far foul line and back; and the full court and back.
3. Record times (or have students time and record one another).
4. Note: This exercise requires students to change directions while performing a sports skill at top speed.

### Suggested Monitoring Procedures

Keep chart of student times.

### Possible Resources

- District Resources
SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s)

A. The student knows the current theory for improving and maintaining agility.
B. The student knows a variety of agility enhancing activities and exercises.
C. The student is able to apply the current theory for improving and maintaining agility.
D. The student is able to demonstrate a variety of agility exercises and activities.

Related Area(s),

Suggested Objective Placement

State Goal 2,9
District Goal 1,4,7
Program Goal

Suggested Activities: Grade(s)

Title: Jump Rope
Group Size: Individual
Materials: Jump rope

Procedure(s):
- Have students perform a variety of jump rope activities; e.g. backward, double jump, cross the arms.
- Have students work to increase repetitions of rope exercises in a given time.
- Have students enroll in a local Heart Association rope jumping program.

Suggested Monitoring Procedures

Record personal records.

Possible Resources

Film:
- ROPE SKIPPING: Basic Steps 16 min
  ESD 121 Film Library
  Local Heart Association

District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Evaluation

The student knows:

- that physical fitness is an important component of a comprehensive physical education program.
- that physical fitness tests can be used to screen for minimum levels and/or used to assess the individual's level of fitness.
- that a comprehensive physical education program will include an extensive physical fitness testing and remediation component.
- how to assess personal fitness through the use of professionally recognized tests with state or national norms.
- the difference between the purposes of the two AAHPERD physical fitness tests.
- that improvement in physical fitness levels required personal commitment and consistent, regular practice.

The student is able to:

- accurately perform the exercises included in the AAHPERD physical fitness test batteries.
- accurately administer the AAHPERD physical fitness tests to siblings, peers, or adults.

The student values:

- the use of state and national normed tests to assess levels of physical fitness.
- the opportunity to measure oneself against state and/or national standards.
Student Learning Objective(s)

A. The student knows that physical fitness is an important component of a comprehensive physical education program.

B. The student knows that physical fitness tests can be used to screen for minimum levels and/or used to assess the individual's level of fitness.

C. The student values the use of state and national normed tests to assess levels of physical fitness.

Related Area(s)

Suggested Activities: Grade(s) 9-12

<table>
<thead>
<tr>
<th>Title:</th>
<th>Presidential Fitness Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>stopwatches, mats, wood blocks, measured areas, pull-up bar, test manual</td>
</tr>
</tbody>
</table>

Procedure(s):
- Have students perform the following:
  - Sit-ups - number performed in 60 seconds.
  - Pull-ups, bent arm hang - number performed or time held.
  - Shuttle run - timed.
  - 600 yard run - timed.
  - 50 yard dash - timed.
  - Standing long jump - distance jumped.

Suggested Monitoring Procedures

- Record student scores and compare with national norms.
- Also compare with previous scores for each individual.

Possible Resources:

- AAHPER, Youth Fitness Test Manual, Washington, D.C.
- AAHPER, 1976.

District Resources
Student Learning Objective(s)

A. The student knows that improvement in physical fitness levels require personal commitment and consistent, regular practice.

B. The student knows that a comprehensive physical education program will include an extensive physical fitness testing and remediation component.

C. The student is able to accurately perform the exercises included in the AAHPERD physical fitness test batteries.

Suggested Objective Placement

Student Learning Objective(s) A. The student knows that improvement in physical fitness levels require personal commitment and consistent, regular practice. B. The student knows that a comprehensive physical education program will include an extensive physical fitness testing and remediation component. C. The student is able to accurately perform the exercises included in the AAHPERD physical fitness test batteries.

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: AAHPERD Health Related Physical Fitness Test

Group size: entire class

Materials: track or measured area, skinfold calipers, mats, stopwatch

Procedure(s):

- Have students do the following:
  - One mile run for time or nine minute run for distance.
  - Skinfold test given according to the test manual.
  - Sit-ups: Knees bent with arms crossed grabbing the opposite shoulder. Perform as many sit-ups as possible in 60 seconds.
  - Sit and Reach: Sit with legs straight and reach as far forward as possible.
  - Measure the tests according to directions in the test manual.

Suggested Monitoring Procedures

Record scores in each event.

Compare scores with national norms.

Possible Resources

AAHPERD Health Related Physical Fitness, Reston, Virginia, AAHPERD, 1980.

District Resources
Student Learning Objective(s)  

A. The student knows how to assess personal fitness through the use of professionally recognized tests with state or national norms.  

B. The student knows the difference between the purposes of the AAHPERD physical fitness tests.  

C. The student is able to accurately administer the AAHPERD physical fitness tests to siblings, peers, or adults.

Related Area(s)

Suggested Activities: Grade(s) 9-12

<table>
<thead>
<tr>
<th>Title:</th>
<th>Test Administration</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>individual</td>
<td>Record results and placement according to national norms.</td>
<td>AAHPERD Health Related Physical Fitness, Reston, Virginia, AAHPERD, 1980.</td>
</tr>
</tbody>
</table>
| Procedure(s):| Student must know the differences between the two tests, i.e. AAPHER Youth Fitness and AAHPERD Health Related Physical Fitness tests.  
Student must know how to assess personal fitness using the norms given in the manuals.  
Student will administer the test that is appropriate to a willing subject or subjects. |                                                 |}

District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Flexibility

The student knows:

- the current theory for improving and maintaining functional flexibility.
- a variety of flexibility exercises for the major muscle groups.
- how flexibility enhances successful participation in specific sports.

The student is able to:

- apply the current theory for improving flexibility.
- demonstrate a variety of flexibility exercises for the major muscle groups.
- apply specific flexibility exercises to specific sports and activities.

The student values:

- the importance of flexibility to a physically active lifestyle.
**Student Learning Objective(s)**

A. The student knows how flexibility enhances successful participation in specific sports.  
B. The student is able to apply specific flexibility exercises to specific sports and activities.  
C. The student values the importance of flexibility to a physically-active lifestyle.

<table>
<thead>
<tr>
<th>Suggested Objectives Placement</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>2,9</td>
<td></td>
<td>1,7</td>
</tr>
</tbody>
</table>

### Related Area(s)

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Hurdle Demonstration</th>
<th>Group size: Individual</th>
<th>Materials: Hurdles, Film Loop</th>
</tr>
</thead>
</table>

**Procedure(s):**

- Have student put lead leg on top of a hurdle and lean forward. Ask the student if he/she can feel the stretch in the back of the leg.  
- Show or demonstrate the proper hurdle form.  
- Demonstrate the flexibility it takes to clear a hurdle properly.

<table>
<thead>
<tr>
<th>Title: Hurdling Game</th>
<th>Group size: Entire class, four sets of partners</th>
<th>Materials: None - indoors or outdoors</th>
</tr>
</thead>
</table>

**Procedure(s):**

- The hurdling game is an adaptation of an activity played in the Philippines.  
- Have four sets of student partners in a line ten yards apart or in a circle.  
- Partners sit facing with legs straight, heels and toes joined.  
- Other class members begin running and jumping each set of partners' feet in the formation.  
- After a time, have the feet raised.

**Suggested Monitoring, Procedures: Observation.**

**Possible Resources:**

### Student Learning Objective(s)

- **A.** The student knows the current theory for improving and maintaining functional flexibility.
- **B.** The student knows a variety of flexibility exercises for the major muscle groups.
- **C.** The student is able to apply the current theory for improving flexibility.
- **D.** The student is able to demonstrate a variety of flexibility exercises for the major muscle groups.

### Related Area(s)

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Title: Flexibility Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group size: entire class</td>
</tr>
<tr>
<td></td>
<td>Materials: none</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Students will perform a variety of flexibility exercises using a static stretch.
- Each major muscle group should be stretched.
- Stretches include: hurdle stretch, V-sit, groin stretch, calf stretch.

**Variation:**

- Show the film and discuss the value of exercises.
- Do flexibility exercises.

### Suggested Monitoring Procedures

Observation of students in the specific stretching exercises.

### Possible Resources

- **Film:**
  - EVERYONE'S A WINNER: Balance, Flexibility and Power
  - 13 min
  - ESD 121 Film Library

### District Resources
The student knows:

- the current theory for improving and maintaining muscular endurance.
- a variety of exercises designed to increase muscular endurance in the major muscle groups.
- how muscular endurance enhances enjoyable and successful participation in specific sports.

The student is able to:

- apply the current theory for improving muscular endurance.
- demonstrate a variety of exercises designed to increase the major muscle groups.
- apply muscle endurance exercises to enhance successful participation in specific sports and activities.

The student values:

- the importance of muscular endurance in a health enhancing lifestyle.
- the relative freedom from muscle fatigue.
### Student Learning Objective(s)

A. The student knows the current theory for improving and maintaining muscular endurance.
B. The student knows a variety of exercises designed to increase muscular endurance in the major muscle groups.
C. The student is able to apply the current theory for improving muscular endurance.
D. The student is able to demonstrate a variety of exercises designed to increase the major muscle groups.

### Suggested Objective Placement

- **State Goal**: 2.9
- **District Goal**: 1.7
- **Program Goal**: 1.7

### Related Area(s)

### Suggested Activities

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Activity Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Title:</strong> Exercising for Muscular Endurance.</td>
</tr>
<tr>
<td></td>
<td><strong>Group size:</strong> entire class</td>
</tr>
<tr>
<td></td>
<td><strong>Materials:</strong> weights, pull-up bar</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- To increase muscle endurance with weights, the student must work with light weights and perform many repetitions.
- Perform exercises involving the major muscle groups. Work to increase the number of repetitions; e.g., sit-ups, pull-ups, push-ups, burpees.

**Variation:**

- Show film and discuss the program shown to develop strength and endurance.
- Have students do exercises.

**Suggested Monitoring Procedures:**

Record the progression of repetitions and muscular endurance tests.

**Possible Resources**

- **Hockey, Robert V., Physical Fitness, St. Louis, The C.V. Mosby Co., 1973.**
- **Film:**
  - **EVERYONE'S A WINNER: Muscular Strength and Endurance**
    - **16 min**
    - ESD 121 Film Library

**District Resources**
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Power

The student knows:
- the current theory for improving and maintaining power.
- a variety of exercises to improve and maintain power.
- which sports require power for successful participation.

The student is able to:
- apply the current theory for improving and maintaining power.
- demonstrate a variety of exercises to improve and maintain power.
- apply exercises to increase power to enhance success in specific sports.

The student values:
- the importance of power to sports and everyday activities.
Student Learning Objective(s)

A. The student knows which sports require power for successful participation.
B. The student is able to apply exercises to increase power to enhance success in specific sports.
C. The student values the importance of power to sports and everyday activities.

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Power as Related to Track Events</td>
<td>Record long jump distances.</td>
<td>Film:</td>
</tr>
<tr>
<td><strong>Group size:</strong> individual</td>
<td></td>
<td>EVERYONE'S A WINNER: Balance, Flexibility and Power 13 min</td>
</tr>
<tr>
<td><strong>Materials:</strong> measuring tape, long jump area</td>
<td></td>
<td>ESD 121 Film Library</td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate to students the use of power in the long jump.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure long jump distances before and after power program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record the distances to see improvements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show film and discuss the value of power in a program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do exercises.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# DOLS PROJECT - Working Copy

**Learning Objective(s):**

A. The student knows the current theory for improving and maintaining power.

B. The student knows a variety of exercises to improve and maintain power.

**State Goal:**

2, 9

**District Goal:**

1, 7

**Program Goal:**


<table>
<thead>
<tr>
<th>Area(s)</th>
<th>Suggested Objective Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9-12</td>
</tr>
</tbody>
</table>

**Activities: Grade(s):**

<table>
<thead>
<tr>
<th>Title: Box Jumping</th>
<th>Grade(s):</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: individual</td>
<td>Observation.</td>
<td>Measure vertical jump before and after beginning the program.</td>
<td>Film: EVERYONE'S A WINNER: Balance, Flexibility and Power</td>
</tr>
<tr>
<td>Materials: jumping boxes</td>
<td></td>
<td></td>
<td>ESD 121 Film Library</td>
</tr>
<tr>
<td>Advantages: Use two wooden boxes or find something suitable to jump on. The box should be 30-36 inches high and the other 18-24 inches high. Start by standing on one box and jumping to the ground, then up to the other box, then back to the ground and back to the other box. Repeat in a smooth, continuous motion. 10-15 repetitions per set.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

The student knows:

- the current theory for increasing and maintaining speed.
- a variety of methods and activities to increase speed.
- which types of speed are required to enhance success in specific sports.

The student is able to:

- apply the current theory for increasing and maintaining speed.
- demonstrate a variety of methods and activities to increase speed.
- apply specific methods of increasing speed in specific sports.

The student values:

- the importance of speed to sports and everyday activities.
SMALL SCHOOLS Project - Working Copy

Student Learning Objective(s)

A. The student knows which types of speed are required to enhance success in specific sports.  
B. The student is able to apply specific methods of increasing speed in specific sports.  
C. The student values the importance of speed to sports and everyday activities.

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Increase Running Speed by Improving Endurance</td>
<td>Time the varied distances. Figure the times assuming they maintained maximum speed at the longer distance. Figure time lost due to fatigue.</td>
<td>District Resources</td>
</tr>
<tr>
<td>Group size: individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: stopwatches, measured distance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Students will be timed from a running start in the 25, 50, 100 and 200 meter dashes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Show students that times may not be proportional at the longer distances because their endurance does not allow them to maintain top speed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Discuss a program wherein students can improve their performance by improving their endurance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SMALL SCHOOLS PROJECT - Worki

Student Learning Objective(s)

A. The student is able to increase speed.
B. The student is able to increase power.
C. The student is able to increase length, endurance, and
   strength.
D. The student is able to increase speed and power.

Related Area(s)

Suggested Activities: Grade(s)

Title: Downhill race
Group size: individual
Materials: stopwatch
Procedure(s):

Point out to student how increased speed increases
length, endurance and strength.
One method of improving running down hills:
Find a hill that is comfortable.
Practice running the hill.
Objective: Placement 9-12

For increasing and maintaining speed to increase speed, and maintaining speed.

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9</td>
<td></td>
<td>1.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record times both levels and on level.</td>
<td></td>
</tr>
</tbody>
</table>

District Resources
The student knows:
- the current theory for improving and maintaining muscular strength.
- a variety of exercises which increase strength in major muscle groups.

The student is able to:
- apply the current theory for improving and maintaining muscular strength.
- demonstrate a variety of strength increasing activities and exercises for the major muscle groups.
- apply the appropriate strength increasing method and exercises for remediation, rehabilitation, specific sports and everyday activities.

The student values:
- the importance of muscular strength to sports and everyday activities.
DOLS PROJECT - Working Copy.

**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>9-12</th>
</tr>
</thead>
</table>

**State Goal**

| 2,9 |

**District Goal**

| 1,7 |

**Program Goal**

| 1,7 |

**District Resources**

| 1,7 |

**State Resources**

| 2,9 |

**Suggested Objective Placement**

| 9-12 |

**Activity**

- **Title:** Isometric Exercises
- **Group size:** individual and partner
- **Materials:** none

**Suggested Monitoring Procedures**

- **Test isometric abdominal strength by noting the time a student is able to hold the V-Sit position (to a maximum of 90 seconds).**

**Possible Resources**

- **Hockey, Robert V., Physical Fitness, St. Louis, The C.V. Mosby Co., 1973.**

**Description of Exercises**

- **Towel Exercise:** Student stands with back against the wall with elbows at shoulder height and also touching the wall. Forearms are flexed with hands beneath the chin with palms down. Elbows are pressed against the wall at maximal contraction for five seconds.

- **Palm Push:** Student stands with palms together and elbows raised to shoulder height. Hands are pressed together at maximal contraction for three seconds.

- **V-Sit:** Student sits on the floor, places the hands on the hips, and leans backward until the back forms a 45° angle with the floor. Keeping the legs straight, the feet are raised approximately 12-20 inches off the floor, as a V position is formed and held for a given time.
**Student Learning Objective(s)**

- A. The student is able to apply the appropriate strength increasing method and exercises for remediation, rehabilitation, specific sports and everyday activities.
- B. The student values the importance of muscular strength to sports and everyday activities.

**Related Area(s)**

**Suggested Objective Placement**: 9-12

**State Goal**: 2.9

**District Goal**: 1.7

**Program Goal**

**Suggested Activities**: Entire class

**Materials**: None

**Procedure(s)**:

1. Inform students that the following activities can maintain strength during a sports season when weight training is not possible.
2. Push-ups: Take a two count to reach the down position and a four count to reach the up position. Repeat 10-20 times.
3. Jackknife Sit-ups: With arms straight on floor behind the head, bring arms and legs up simultaneously so they meet overhead. Return to start position. Repeat 10-20 times.

**Suggested Monitoring Procedures**: Return to weights periodically to check and see if strength has remained constant.

**Possible Resources**

- **Film**: EVERYONE'S A WINNER: Muscular Strength and Endurance, 16 min.
- **District Resources**: ESD 121 Film Library

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**District Resources**
Bibliography


Advanced ERCAPEP: Physical Education Programmed Activities, Secondary Level, Columbus, Ohio, Charles E. Merrill Publishing Co.

ERCAPEP: Physical Education Programmed Activities for Grades 4-6, Columbus, Ohio, Charles E. Merrill Publishing Co.


Devenzio, Dick and Greene, Ross, *Home Court Advantage From Backyard to Coliseum—How to Practice Alone and Become a Star*.

National Association for Girls & Women in Sports
American Alliance for Health, PE & Recreation
1201 16th Street N.W., Washington, DC 20036

Guides

- *Aquatics Guide*
- *Soccer-Speedball - Flag Football*
- *Archery - Golf*
- *Softball*
- *Basketball*
- *Tennis-Badminton*
- *Bowling - Fencing*
- *Squash Guide*
- *Field Hockey - La-Crosse*
- *Track & Field*
- *Gymnastics Guide*
- *Volleyball*
- *Outing Activities & Water Sports*

Riggs, Modia; Dadds, Pat; Zuccato, David, *"Basic Stuff" Series, #1 and #2*, National Association for Sport and Physical Education, AAHPERD., 1981.

Series 1 - *Informational Booklets*
- Exercise Physiology
- Kinesiology
- Motor Learning
- Psycho - Social Aspects of PE


Series 2 - Learning Experience Booklet

Early Childhood
Childhood
Adolescent