South Carolina	Physical Education Curriculum Standards

Developed by the South Carolina Physical Education Curriculum Standards Writing Team
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Chapter ONE The Vision and the Reality

Why Physical Education?

Quality Physical Education Programs

Myths about Physical Education Programs

The Vision and the Reality

Why Physical Education?

Physical education programs give students the skills, knowledge, and disposition to live a physically active lifestyle. Physically active youth and adults experience a better quality of life. Participation in physical activity provides opportunities for us to

- develop and maintain a health-related level of fitness;
- find personal meaning and enjoyment in physical activity;
- express ourselves as unique individuals;
- interact positively with others in social settings; and
- participate in sports and the activities of our culture, both as children and as adults.

People participate in physical activity for many reasons, but primarily they do so because they find it fun and enjoyable. They seek opportunities to express themselves through their physical abilities and to participate in the social and cultural settings that surround such activity. With few exceptions, all students have the potential to be participants. Nonparticipants have not acquired the skills, knowledge, and dispositions necessary for them to be physically active often enough to maintain a level of health they need to be full participants in life.

Physical activity is necessary to sustain health. A large number of students and adults do not take part in enough physical activity on a regular basis to keep themselves free of disease and to have sufficient vitality for the other dimensions of their lives. Physical activity begun in childhood stimulates optimal growth and motor development and, sustained throughout adulthood, may prevent the onset of degenerative diseases. According to the surgeon general's report on physical activity and health for 1996, regular physical activity

- reduces the risk of dying prematurely;
- reduces the risk of dying from heart disease;
- reduces the risk of dying from diabetes;
- reduces the risk of developing high blood pressure;
- helps to reduce blood pressure in people who already have high blood pressure;
- reduces the risk of developing colon cancer;
- reduces feelings of depression and anxiety;
- helps control weight;

- helps build and maintain healthy bones, muscles, and joints;
- helps older adults become stronger and better able to move about without falling; and
- promotes psychological well-being.

Children and adolescents who are physically active tend to become active adults. Physical activity increases fitness; improves muscle tone; aids respiration, circulation and dietary control; benefits digestion; promotes rehabilitation after illness; and has a positive effect on energy expenditure and energy balance. The positive effect of motor stimulation on brain and neural connections in early childhood and elementary education is a key influence on problem-solving ability and academic achievement (Jensen 1998, 35).

The physically educated person

- has learned skills necessary to perform a variety of physical activities;
- is physically fit;
- does participate regularly in physical activity;
- knows the implications of nonparticipation and the benefits from involvement in physical activities; and
- values physical activity and its contributions to a healthy lifestyle. (NASPE 1992a)

Quality Physical Education Programs

A quality physical education program is comprehensive, instructive, and age-appropriate. Comprehensive programs teach the skills, attitudes, and facts needed for the student to develop and maintain a physically active lifestyle. Comprehensive programs have clear expectations for students to acquire the skills and knowledge of physically educated individuals. Comprehensive programs develop students who can meet the standards set forth in the South Carolina Physical Education Curriculum Standards (which are based on the national standards enumerated in NASPE 1995). Quality physical education programs use the guidelines set forth by the South Carolina Curriculum Guidelines as mandated by the South Carolina Code of Laws for 1976, 1989, and 1994.

Educational programs recognize the unique contribution of physical education in developing physical skills and abilities in a way that contributes to the broader educational goals of a community. The very nature of physical education provides a laboratory for the social and personal development of students. In addition to psychomotor development, the intellectual, social, and emotional growth of the student receives high priority.

Age-appropriate programs are sequential over grades preK–12. They are tailored for the developmental needs of children of different ages as well as the different needs of children of the same age. Children bring to physical education different experiences, different potentials, and different rates of learning. Quality instruction does not reduce standards; rather, it addresses individual differences through instructional processes.

Myths about Physical Education Programs

The mission and purpose of physical education programs are not always articulated to the public. Some of the following common myths often confuse the role and mission of physical education.

Myth 1: Physical education programs are a frill and unnecessary for a good educational program.

A carefully planned physical education program contributes to the personal, social, cognitive, and physical development of the child in a way that no other program can. Physical education is education through movement and about movement, for a lifetime of physical activity. Physical education is a unique and essential part of the education of the child.

Myth 2: ROTC (Reserve Officer Training Corps) and marching band programs can fulfill the physical education requirement.

ROTC and marching band are good programs and do provide students with some opportunities for physical activity. However, this physical activity is of a limited nature, and these programs are not designed to be educational programs that provide students the skills, knowledge, abilities, and values of a physically educated individual.

Myth 3: Students involved in athletics do not have to participate in physical education.

Skill in a sport is only one facet of a good physical education program. Good programs develop

skills in a variety of movement forms and develop the abilities, knowledge, and values for a lifetime of physical activity.

Myth 4: Physical education programs are designed for the athletically talented.

The goal of physical education is to make every student a participant in physical activity. All students have the potential to be participants at a level of activity that will be both beneficial and enjoyable to them. Good physical education programs are designed to provide well-rounded and comprehensive programs that meet the needs of all students.

Myth 5: Students release energy and learn to move during recess and recreational play.

Quality physical education programs are instructional. Their intent is to improve students' abilities, knowledge, and attitudes. They are designed for all students. Recess programs are not instructional in nature and are not designed to help students improve their performance. Many physical activity programs outside the school are not designed for all students, nor are they designed to be comprehensive in their objectives.

Myth 6: Physical education stresses too much competition.

Quality physical education programs recognize that competition in and of itself is neither good nor bad. Quality physical education programs stress self-improvement, cooperation, and competition at appropriate levels. They attribute success to effort, and they use the arena of competition with others when students are ready to challenge and test themselves against other individuals or against a standard.

Myth 7: Physical education and health are the same thing.

While the goals of physical education can contribute to those of a health program, the two programs have very different objectives. Physical education is the only program in the school designed to give students the skills and knowledge for an active lifestyle. Comprehensive health programs have their own valuable curricula and should not be limited to knowledge about physical activity.

Myth 8: Physical education and dance are the same thing.

Dance is one of the six movement forms included in the South Carolina Physical Education Guidelines and the physical education standards. The four components of a comprehensive dance program (aesthetic perception, creative expression, dance heritage, and aesthetic valuing) are addressed as a separate content area in the South Carolina Visual and Performing Arts Curriculum Standards.

The Vision and the Reality

The Vision	The Reality
Instructional Time	
The surgeon general's report recommends that all children have an instructional program in physical education K–12 on a daily basis. This is essential to meet the needs of children for physical activity and learning.	Many children in South Carolina do not have any instructional physical education, and most children have physical education only once or twice a week (thirty to forty minutes).
Adolescents should have physical education either every day or for a double period two or three times per week throughout the year. The daily requirements recommended by the national standards for physical education should be a goal for South Carolina.	Most middle school students in South Carolina have physical education only nine weeks out of each year for one period a day. High school students are required to take only one Carnegie unit of physical education in high school. Often the program time that does exist is allotted to other programs such as ROTC, band, or health. The instructional time currently allotted for physical education in South Carolina is not sufficient to meet the national standards.
The Vision	**The Reality**
Number of Students	
To function as part of a viable program area, physical education classes should have no more students than any other class in the school.	Many elementary physical education teachers teach two or more classes of young children at one time. Secondary teachers are often put in situations where they teach fifty-five to seventy students at one time. Teachers can do little more than manage students in this environment.

Physical education teachers should teach the same number of students and the same amount of time as other teachers in a school setting.	Many physical education teachers, particularly at the elementary level, teach nine to eleven classes throughout the day without a planning period.
Mainstreamed Students	
Students with special needs should be mainstreamed into physical education classes using the same criteria as other academic classes.	Large numbers of students with physical and learning disabilities are placed into physical education classes without regard for the specific needs of the individual student or the effect of these students on other members of the physical education class.
Facilities and Equipment	
Enough separate teaching stations should be available for teachers to be able to conduct class without interference from other classes.	Many elementary schools do not have an appropriate facility in which to conduct class. Although the size of middle and high schools in this state has continuously increased, no attempt has been made to increase the number of teaching stations available at each school.
Enough equipment should be provided for physical education so that the program can provide maximum practice in a large variety of different activities. For many activities, such as manipulative activities, such equipment as a ball is needed for every student or every two students.	Many teachers do not have enough equipment to provide maximum practice time in the activities they teach and thus are limited in their activities to the type of equipment that is available.
The Vision	**The Reality**
Assessment	

Procedures for assessing student performance in physical education have been developed by the professional organization South Carolina Alliance for Health, Physical Education, Recreation, and Dance (SCAHPERD) in conjunction with the South Carolina Department of Education. These materials should be used for assessing programs and for providing some accountability at the state level.	Few appropriate materials are used for assessing physical education. Even local grading practices are arbitrary. Very few physical education teachers in South Carolina are held accountable for any student achievement in physical education. This lack of accountability results in inadequate planning, ineffective programs, and low student achievement.
Accountability	
Program assessment and improvement for physical education programs should be included in the expectations described in the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and other state accountability initiatives.	Physical education is typically not addressed in Act 135 materials submitted by schools or in any other state initiatives.
Support Service for Teachers	
A knowledgeable and trained person in each school district should be responsible for curriculum and instruction support for the physical education area.	Most districts in the state do not have any individual that is trained in physical education responsible for curriculum and instruction in that program area. Districts and teachers are in need of specific leadership in the area.
State Department of Education (SDE)	
A knowledgeable, trained person in the SDE should be responsible for curriculum and instructional support for the program area of physical education.	The SDE has been without leadership in physical education for several years, but it now has a physical education coordinator to provide leadership to the field.
Teachers Out of Field	

Teachers should be certified to teach physical education and should not be expected to teach other courses in subjects out of their field.	Many teachers teaching physical education are not certified to teach physical education. Certified teachers in physical education are expected to teach other subjects out of their field (e.g., science, comprehensive health, and driver education).
The Vision	**The Reality**
Teaching/Coaching	
Physical education teachers should be hired for their ability to teach physical education at a particular level (primary, middle school, or high school).	Many physical education teachers are hired first to be coaches and second to teach physical education. Coaches are held accountable for their coaching ability but not for what they do in their physical education classes. In some cases, coaches are teaching at grade levels for which they have no interest or ability.
All coaches should be certified teachers.	Coaches do not have to be certified teachers.
Coaches should be given teaching workloads and a workday that is reasonable so that they can do a good job with both teaching and coaching responsibilities.	In spite of the fact that they will be on the job until late in the evening, every evening, only a few coaches get a free period a day for their coaching responsibilities. Schools and districts seldom make acceptable adjustments in time scheduling.
Accountability at the State Level	
The SDE has the responsibility to ensure that the districts and schools of the State are providing physical education programs that are helping students to achieve in physical education.	No monitoring at the state level exists.

Chapter TWO The Effective Physical Education Program

Curriculum

Instruction

Program Organization and Administration

Policies and Procedures

The Physical Education Faculty

Facilities and Equipment

Curriculum

The effective physical education program has clear expectations for student learning that are specifically defined in writing for each grade level.

> The effective physical education program has high and clear expectations for what students are expected to know and be able to do. Motor skill, cognitive, affective and fitness outcomes are defined specifically for all grade levels and are consistent with the state standards.

The effective physical education program has a written curriculum to achieve the outcomes defined in the curriculum. This written document should

- reflect the state standards,

- be coordinated at the district level preK–12,
- include a statement of philosophy,
- include clearly defined performance standards for all age levels,
- include suggested scope and sequence of learning experiences,
- include a description of how each performance standard is to be assessed,
- be used to plan instruction,
- be revisited on a regular basis; and
- be distributed to all teachers who teach physical education (preK–12).

The effective physical education program takes a lifespan approach to the development of standards.

The current and long-term needs of students are considered in the development of skills, fitness, attitudes, and values toward physical activity.

The motor content of the effective program is consistent with "best practice" as defined by the local curriculum guide.

Primary School

The curriculum for the primary school includes body management, manipulative and game skills, educational dance, and fitness.

Middle School

The curriculum at the middle school includes opportunities for students to become proficient in a wide variety of movement forms (net/racket, target, team, outdoor pursuits, individual, and dance) at modified levels of skill and complexity and to acquire beginning knowledge related to assessing and developing personal fitness programs.

High School

The curriculum at the high school provides opportunities for students to become competent and proficient in several movement forms (net/racket, target, team, outdoor pursuits, individual, and dance) elected from a variety of choices. In the high school curriculum, students will also

be able to design and develop a personalized physical fitness program, participate regularly in health-enhancing physical activity beyond the physical education class, and meet the gender and age group health-related physical fitness standards.

The effective physical education program addresses both the cognitive and the affective dimensions of learning, directly and specifically as content and indirectly as products of processes.

Both affective learning and cognitive learning are the product of the teacher's methods and approaches to teaching content and definitive learning experiences designed for specific outcomes in these domains.

The curriculum of the effective physical education program is designed to be developmentally appropriate for each grade level including students with special needs.

The curriculum should differentiate among the grade levels. A clear developmental sequence should be evident throughout the planned preK–12 curriculum.

The curriculum of the effective physical education program is integrated into and coordinated with the school curriculum rather than existing apart from it.

School and district policy and goals are reflected in the physical education curriculum. The goals of the physical education program are reflected in school and district goals and planning materials.

The effective physical education program is developed with and shared with the community.

The curriculum as a whole is approved by the school board, and the standards are shared with the community.

The curriculum of the effective physical education program includes clear strategies and materials for student assessment and program assessment.

Decisions as to how students will be assessed and how the program will be evaluated on a regular basis should be included in the curriculum.

The curriculum of the effective physical education program offers opportunities for participation and encourages students to participate in physical activities beyond the required physical education program available to all students.

These are a few examples of additional physical activities in which students may become involved:

- "Jump Rope for Heart," "Hoops for Heart"
- youth leagues, church leagues,
- community recreation,
- YMCA programs,
- intramurals,
- early-morning/after-school programs, and
- field days.

Instruction

Effective instruction in physical education provides students with educationally rich learning experiences that

- have the potential to improve motor performance,
- are rich in affective and cognitive content,
- provide maximum participation, and
- are appropriate to the age and level of development of each learner.

Effective instruction in physical education is planned to help students reach specific learning outcomes that are both consistent with the curriculum and developmentally appropriate for all students, including those with special needs:

- The teacher has a written plan for each lesson.

- Plans are written separately for different developmental levels.
- Written plans include specific learning objectives, learning experiences, and assessment criteria and procedures.
- Individualized Education Plans (IEPs) are written for each student with special needs.

Effective instruction in physical education establishes and maintains a positive learning environment with clear and shared expectations and consequences:

- Off-task or inappropriate behavior is at a minimum.
- The teacher has clear expectations for student learning.
- Expectations for appropriate behavior and consequences for inappropriate behavior are shared with students and are reinforced.
- Students can work independently as well as cooperatively in a focused manner.

The teacher in an effective instructional environment in physical education presents and communicates tasks to learners effectively and accurately.

Effective instruction in physical education develops content in a manner that gradually leads the learner to increasing levels of ability with the content:

- Content development in instruction includes refining, extension, and application/assessment tasks.
- Content is developed so students can be successful and see improvement.
- Learning experiences are modified appropriately to increase or decrease difficulty on an individual basis so that the proper level of challenge and success is provided for all students.

Effective instruction in physical education provides a maximum opportunity to learn:

- Content is chosen and developed to provide maximum practice time with the intended learning.
- Students are organized into groups to provide maximum practice.

- Sufficient equipment is available for maximum practice.
- The teacher manages instruction so that he or she spendsas little time as possible on organization.
- The teacher uses all available time for instructional purposes.

Effective instruction in physical education uses a variety of instructional strategies:

- Direct and indirect teaching strategies are used.
- Teacher-centered and student-centered strategies are used.
- Different delivery systems for instruction are used (e.g., station teaching, interactive teaching, peer teaching).

Effective instruction in physical education maintains a physically and psychologically safe environment for students:

- The teacher arranges facilities and instructional equipment for safe participation.
- The teacher teaches students how to participate safely and reinforces safe participation.
- The teacher creates a supportive social and interactive environment for all students.
- The teacher creates opportunities for all students to experience success and challenge.

Effective instruction in physical education incorporates assessment experiences into instruction:

- The teacher shares expectations with students prior to instruction.
- Formative assessment is used to provide students and the teacher with information on student progress.
- Informal application/assessment experiences are designed as part of the development of content with students.

Program Organization and Administration

The characteristics below describe the organizational and administrative aspects of an effective school physical education program.

Scheduling

All students should have daily physical education throughout preK–12.

All students at the preschool, elementary, and middle school level should participate in an instructional program of physical education on a daily basis. Throughout the high school level, students should have the opportunity to participate in physical education in a scheduling format equivalent to other subject areas.

The needs of students and not the needs of teachers determine the class time allocated for daily physical education.

With some flexibility for content and daily situations, the following durations of a class period are appropriate for students of different age levels:

20 minutes	preschool
25 minutes	early elementary
30–45 minutes	upper elementary
50–60 minutes	middle school
50–90 minutes	high school

Physical education is scheduled so that the objectives of the program are supported

- The ratio of students to teacher in any single physical education class is no greater than the ratio in other academic classes.
- Team teaching is considered an occasion to enhance opportunities for student learning and not to reduce the instructional responsibilities of the teacher.
- The use of itinerant teachers in a school and district should be limited.
- Students are not allowed to substitute other curricular or extracurricular activities for the required physical education program.

- The placement of students with special needs is considered in terms of the least restrictive environment and the needs of all students within the school. Federal 504 plans include physical education, and physical education teachers write the IEPs for students with special needs.

- A master schedule of teaching stations, as well as faculty and class assignments, is available.

Policies and Procedures

Policies and procedures that support the program are established and distributed in clear written form:

- Mechanisms for communication with school administration about the physical education program are in place.

- Procedures for emergencies have been established and are shared in written form with all faculty and students.

- Established policies and practices give physical education classes priority over the use of physical education facilities.

- The physical education program is a part of the strategic planning of the school.

Clear policies for grading students as well as excusing students from physical activity or class are established and circulated in clear written form:

- Students are graded on the achievement of program objectives.

- It is rare that students who are healthy enough to come to school are not healthy enough to participate in physical education.

The Physical Education Faculty

All faculty are certified to teach physical education in South Carolina.

The teaching load of each teacher is commensurate with the loads of other teachers in the school and reflects the additional responsibilities of the teacher.

The primary responsibility of the faculty is to teach and not to coach.

Teachers who also coach or perform other extracurricular duties are held accountable for their teaching. Teachers who also coach are given adequate release-time from their teaching responsibilities so that they are able to perform both teaching and coaching jobs effectively.

Faculty are expected to maintain and upgrade their skills and are supported in their efforts at professional growth.

Professional growth is a part of the short-term and long-term plans of the school. The school/district provides teachers with opportunities to improve their skills through financial compensation, travel funds, and substitute availability. Faculty are active in improving their professional competence in teaching physical education and are involved in at least some of the following pursuits on a regular basis:

- attending district in-service programs,
- participating in SCAHPERD programs and learning opportunities,
- continuing to take course work,
- attending professional physical education conferences and/or meetings,
- visiting model/demonstration schools, and
- obtaining additional endorsements

Faculty are evaluated on a regular basis.

Faculty assessment is part of a planned teacher development program designed to hold teachers accountable for effective teaching practices as well as to contribute to their professional growth. Assessment should be done by an observer with a clear notion of effective teaching in physical education, using criteria specific to the field of physical education.

Facilities and Equipment

Adequate equipment and appropriate facilities are provided to implement the curriculum:

- An adequate budget for physical education is provided on a yearly basis apart from the athletic program.
- An adequate number of indoor and outdoor teaching stations are available for the number of students.
- Classroom space is available for high school physical education programs (fitness instruction, viewing videotapes).
- Equipment and facilities are clean and safe and are inspected on a regular basis.

Chapter THREE	Supporting Quality Physical Education Programs

Physical education programs have the potential to impact the cognitive, affective, and psychomotor development of today's youth in unique and significant ways. School districts that consider physical education programs as an integral part of the child's education have high expectations for student learning outcomes and accompany these high expectations with adequate program support. Establishing and maintaining good physical education programs in a district takes the cooperation of good teachers and administrative support. The following recommendations can strengthen quality physical education programs:

- **Hire certified and effective teachers who have a major interest in teaching at the grade level of employment and are skilled at establishing a physically, emotionally, and socially safe environment for learners.**

  The first responsibility for physical education teachers hired at any level is to their teaching assignment. Physical education teachers at all grade levels should be held accountable for student learning and effective teaching. Nowhere in a school system are teaching personnel hired with such little regard for their suitability and skills for a teaching position as they are in physical education. District teaching positions in physical education should not be viewed as a place to accommodate and house coaches, nor should it be assumed that all physical education teachers have the interest or ability to coach or to teach at all levels.

- **Establish class sizes that are consistent with other subject areas in the school and develop scheduling practices that are consistent with the developmental needs of different aged students.**

  Ideally, if a quality instructional program is to be maintained, physical education should be scheduled daily (or the equivalent of daily) for all students. Where an adequate supply of teachers, facilities, and equipment is not available to support daily physical education, quality should take precedence over quantity. Due to the need for extended practice in achieving fitness and skill development, physical education two or three times per week over one year is better than every day for only part of a year.

  Appropriate class length for early elementary students is twenty to

thirty minutes; upper elementary school students, thirty to forty-five minutes; middle school students, fifty to sixty minutes; and high school students, fifty to ninety minutes.

Classes should

- be the same size as other content areas,
- include the same number of students with special needs as other content areas, and
- homogeneously group students by grade level and heterogeneously group students by gender.

- **Provide opportunities for physical education personnel to grow professionally and to plan and coordinate preK–12 programs on a regular basis.**

Physical education personnel in a district should have the opportunity to meet together on a regular basis to upgrade their skills, coordinate curricular efforts between the grade levels, and provide support for each other's efforts. Significant in-service opportunities that address problems specific to physical education are essential for continued teacher development. Specific funds should be set aside for teachers to visit each other and model programs in the State as well as attend professional meetings.

- **Provide facilities that are clean, safe, and adequate for the number of students in a school.**

The facility needs for students in physical education differ; the following are recommendations appropriate to the grade level of the student.

Early Elementary School Facilities

Students of this age need an indoor and outdoor facility for each class. The indoor facility should have minimally twenty-five hundred square feet (one half a basketball court) of clear uncluttered space, with twenty-foot ceilings and unobstructed wall space with no windows, if possible. When two classes are expected to share an indoor space, each class should have available a space equivalent to twenty-five hundred square feet and should have a private teaching station or one that can be made private. The outside facility should include both a hard surface as well as a level grass field. The grass

field area should be large enough for students to run safely for a period of time (fifty yards by fifty yards).

Upper Elementary School Facilities

Upper elementary school students need more space than lower elementary school students because of their body size and the nature of the program. The indoor facility should have minimally forty-two hundred square feet of clear uncluttered space (one basketball court) with twenty-foot ceilings and unobstructed wall space with no windows, if possible. When two classes are expected to share an indoor space, each class should have available a space equivalent to forty-two hundred square feet and should have a private teaching station or one that can be made private. The outside facility should include both a hard surface as well as a grass field. The grass field area should be large enough for students to run safely in group activities (one hundred yards by fifty yards).

High School/Middle School Facilities

High schools/middle schools need one indoor and one outdoor teaching station for each class that meets during one instructional period. Indoor teaching stations should be made available to handle a normal class size for the following activities:

indoor facility	*types of activity supported*
large gym	basketball, volleyball, team handball
smaller facility	dance, gymnastics, wrestling, judo
specialized smaller space	weight training/fitness
classroom	fitness (and rainy-day indoor facility)

The gym should be at least the size of one basketball court and should be able to be divided into two private teaching stations. The smaller facility and weight training facility should be built to accommodate a full class size.

outdoor facility	*types of activity supported*
field space (100 yds. x 50 yds.)	soccer, ultimate Frisbee, field hockey, football, lacrosse, golf

tennis courts	tennis
track and jumping pits	track and field

Schools are encouraged to develop specialized facilities for a wide variety of activities (i.e., swimming, outdoor pursuits, track and field, climbing walls, racquetball, beach volleyball, paddle tennis). A program budget that allows travel to appropriate community sites for various activities may be necessary.

- **Provide equipment that is safe, supports a comprehensive program, and is adequate for the number of students in each class.**

The equipment needs for physical education vary by grade level and should minimally include the following to meet student needs:

Elementary School Equipment

Manipulative Equipment

- balls–a variety of sizes, weights, and materials (whiffle, foam, yarn, rubber) should be available (one of each ball for every student in a class);
- sport equipment—modified basketballs, soccer balls, volleyballs (and trainers), softballs, Frisbees, and footballs should be available (one of each ball for every two students in a class);
- rackets, bats, sticks (hockey, paddles, golf, or lacrosse)—several versions of modified light weight rackets, bats, and sticks should be available (one racket, bat, or stick for each student in a class);
- jump ropes, hoops, scoops—one piece of equipment for each student in a class;
- gymnastics—mats (one mat for every two students in a class), boxes, and benches (one box or bench for every two students in a class);
- fitness—sufficient equipment to administer the Fitnessgram;
- dance—variable speed record/tape/CD player with remote and a collection of music for folk dance, creative dance, and rhythms; and

- additional needs—traffic cones, bases, volleyball/badminton nets and standards, pinnies, batting tees, domes, flat markers.

Middle School Equipment

- sport balls—modified basketballs, soccer balls, volleyballs (and trainers), softballs, and footballs should be available (one of each ball for every two students in a class);
- rackets, bats, sticks (hockey, golf, or lacrosse)—modified lightweight rackets, bats, and sticks should be available (one racket, bat, or stick for each student in a class);
- gymnastics

- mats (one for every two students in a class) and
- large equipment—beam, ropes, rings, vaulting box, vaulting horse, parallel bars, uneven bars (one large piece of apparatus for every four students in a class);

- fitness—sufficient equipment to administer the Fitnessgram, heart-rate monitors;
- dance—variable speed record/tape/CD player with remote and a collection of music for folk dance, creative dance, and rhythms; and
- additional needs—traffic cones, bases, volleyball/badminton nets and standards, pinnies, breakaway flags, hoops, clubs, ropes, flat markers.

High School Equipment

Regulation equipment should be available to teach a variety of movement forms, including at least one from each of the following:

- team sports (basketball, football, soccer, softball, volleyball, team handball);
- outdoor pursuits (adventure/ropes, canoeing, backpacking, orienteering);
- dance (jazz, folk, aerobic, modern, creative, line, Western, square);
- individual and dual activities (gymnastics, archery, self-defense, weight training, golf, wrestling, bowling, track and field); and
- fitness (heart-rate monitors, Fitnessgram equipment,

treadmills, bikes).

- Enough equipment for one class should be provided so students do not have to wait for a turn at a learning opportunity. This usually implies a racket, club, bow, etc., for every student; a ball for every two students; and sufficient pieces of large equipment for various activities (canoeing, gymnastics, dance).

- **Provide up-to-date technology and instructional materials.**

Students and teachers should have available

- camcorders and VCR equipment for assessment of instruction, self-assessment, and teacher assessment, as well as the development and playback of instructional media;
- instructional media in the form of videotapes, loop films, and graphic art for teachers to present learning experiences in a wide variety of content areas;
- heart-rate monitors for instructional work in fitness; and
- computers and computer programs for both student and teacher use in record-keeping, individualization of programs, and both formative and summative assessment.

Chapter FOUR	Professional Development and Essential Support Systems for Physical Education Programs

Introduction

Teacher Preparation Institutions

Physical Education Teachers

State Agencies

School Districts

Professional Organizations

Administrators and School Boards

Parents, Guardians, and Citizens

Additional Support Groups

Introduction

Outstanding teachers are skilled, knowledgeable, and caring people. Although some people bring to teaching more potential than others, expertise in any teaching area, including physical education, takes a great deal of time and effort to develop. Outstanding practice is usually the result of a teacher's personal commitment to continuous growth, his or her access to appropriate professional experiences, and support and high expectations in the work place. Lack of teacher growth and acceptable practice in physical education can largely be traced to a failure to provide physical education teachers with appropriate professional experiences and

support and a lack of accountability for best practice.

Although the individual teacher must ultimately bear the major responsibility for his or her own success in teaching physical education, the influence of other factors on the professional development of the teacher and support for physical education programs cannot be denied. Some of the influences and support systems for physical education are

- teacher preparation institutions,
- the board of education,
- school districts,
- professional organizations,
- parents and guardians,
- elected officials, and
- the media.

Teacher Preparation Institutions

Teacher preparation institutions have a primary responsibility for the competence of the beginning teacher. All institutions in South Carolina that prepare physical education teachers should be accredited by the National Council for Accreditation of Teacher Education (NCATE) or an accrediting agency with similar standards. These accrediting agencies have high standards for the quality of the faculty, the resources that are devoted to the program, the curriculum, and a critical mass of graduates. Teacher preparation institutions that design and conduct their programs so that all their graduates meet the standards put forth in the National Standards for Beginning Physical Education Teachers (NASPE, 1995) have a greater potential for sending qualified beginning teachers into the field. Nine national standards for beginning teachers in physical education are described in the National Association of Sport and Physical Education document:

1. Content Knowledge

The teacher understands physical education content, disciplinary concepts, and tools of inquiry related to a physically educated person.

2. Growth and Development

The teacher understands how students grow and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

3. Diverse Learners

The teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to diverse learners.

4. Management and Motivation

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5. Communication

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings.

6. Planning and Instruction

The teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

7. Learner Assessment

The teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity.

8. Reflection

The teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and other professionals in the

learning community) and seeks opportunities to grow professionally.

9. Collaboration

The teacher fosters relationships with colleagues, parents/guardians, and community agencies to support the learner's growth and well being.

Graduates should be familiar with Moving into the Future: National Standards for Physical Education and should have the skills and knowledge to effectively implement the content standards of the South Carolina Physical Education Curriculum Standards.

Physical Education Teachers

Although schools, states, and professional organizations play a primary role in making opportunities for professional development available to teachers, it is the individual teacher who has the primary responsibility for his or her own professional development. Professional teachers will seek opportunities for their own growth and will hold themselves accountable for best practice.

Teachers who are professionally motivated will

- be reflective teachers who are continuously engaged in professional improvement;
- have the skill to identify their own weaknesses and seek out opportunities to correct those weaknesses;
- seek out other professional teachers with whom they can interact;
- read professional journals and newer materials to stay up to date;
- attend professional meetings at the local, state, and national level that are related to physical education;
- seek leadership opportunities in the community, district, school, and professional organizations that are related to physical education;
- use their expertise to provide services to the State and their community; and

- seek an advanced degree in physical education.

State Agencies

The South Carolina Board of Education has the responsibility of setting standards for licensure for teachers and related school personnel. All school personnel who work with students in a direct capacity should be licensed

The South Carolina Board of Education and the SDE have the responsibility of setting standards for the quality of teaching being delivered to students in the schools of the State and to establish mechanisms for monitoring the extent to which those standards are being met. The SDE also has the responsibility of identifying minimum standards for student learning and holding schools and teachers responsible for meeting those standards. There needs to be greater accountability for the quality of teaching in physical education and the quality of the physical education program delivered to students.

We know that for learning to be meaningful, learners must be active participants; yet, most physical education teachers are being recertified on the basis of professional development experiences, many of which are not in physical education. Many institutions of higher learning have found it difficult to offer meaningful professional development experiences to teachers in the form of course work.

If professional development for physical education teachers is to be effective in improving the quality of teaching and programs, then a systematic resolution to the role of the SDE in professional development will have to be established. It is essential that the SDE maintain the leadership position allocated to physical education. Physical education should have the same professional development initiatives at the state and regional level as every other content area.

Several other state agencies are very supportive sources for professional development for physical education teachers. The South Carolina Department of Health and Environmental Control (DHEC) is staffed with personnel whose prime responsibility is promoting physical activity for all South Carolinians. These positions and programs at the state level and in local health districts can contribute to enhancing state efforts for the professional development of physical educators through collaborations and advocacy and thereby building bridges for professional development experiences in promoting physical activity programs throughout the State and in local communities.

The South Carolina Department of Parks, Recreation, and Tourism (SCDPRT) can also contribute to professional development experiences for physical education teachers through its programs and practices both at the state level and through its local community recreation departments. These agencies promote programs and professional development experiences that can provide breadth and depth to the outreach and promotion of quality physical education programs not only for school age youth but for the enhancement of lifetime physical activity pursuits.

The South Carolina Arts Commission also provides grants to schools for artist-in-residence opportunities. The list of artists includes dancers and can provide exceptional opportunities to enrich both the physical education program and professional teachers willing to expand their repertoire of movement experiences.

School Districts

School districts have the primary responsibility for professional development of physical education teachers within their district. With few exceptions, school districts throughout the State have eliminated the physical education curriculum coordinators' positions. Because there is not a critical mass of physical education teachers in any one school (many elementary schools have only one physical education teacher), and principals have limited knowledge of physical education curriculum or best practice, teachers and most programs of physical education need greater professional support. Periodically, an in-service program specifically related to physical education is held for physical education teachers, but largely there is no systematic effort to develop or improve the programs or the teaching in physical education. Physical education teachers should be encouraged to attend the professional development programs that are available and to collaborate with other professionals.

School districts can help the professional development of their physical education teachers by

- holding students and teachers accountable for the state standards as defined in the South Carolina Physical Education Curriculum Standards;
- providing in-service opportunities that will help teachers develop their teaching skills and their ability to assess their students' performance on the basis of the curriculum standards for physical education;
- hiring a district curriculum coordinator for physical education;

- providing a mentoring system or an individual whose job is to provide support, professional development, and evaluation of all beginning physical education teachers;
- establishing policy for the recertification of teachers that requires them to take course work directly in their teaching field;
- providing financial support for teachers to visit other schools and attend professional meetings;
- requiring teachers to identify professional improvement objectives at the beginning of a school year and holding teachers accountable for their achievement;
- rewarding those teachers who continue to grow and improve;
- establishing a long-term program of professional development that is objectives-driven and measurable;
- avoiding one-session/one-topic approaches to in-service opportunities; and
- including teachers in the planning for professional development.

Professional Organizations

Professional organizations have many advantages with respect to the professional development of the teacher and the support of physical education programs. The professional organization most directly related to the professional development of physical educators in our state is the South Carolina Alliance for Health, Physical Education, Recreation, and Dance (SCAHPERD). SCAHPERD's membership is voluntary and consists of physical education teachers (and other related fields) from preK–12 programs, higher education, health promotion, recreation, and dance. This diversity of personnel within the field encourages collaboration. Programs are designed by teachers for teachers, and therefore the likelihood of relevant professional opportunities is greater. The state professional organization is closely aligned to the national organization, the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), which provides a direct link to current needs of professionals. These professional organizations offer annual conferences with exceptional programs to foster professional development experiences.

Professional organizations can establish alliances with school districts and the SDE, which will encourage attendance at professional development opportunities

Administrators and School Boards

Administrators and school boards have a major responsibility for the quality of physical education programs within their districts. It is the responsibility of local school boards and administrators to establish and approve the major objectives of physical education programs and to provide the resources for conducting programs, as well as the means for evaluating the extent to which programs in their district actually reach their objectives. In order for programs to be effective, administrators and school boards should

- find out what students should know and be able to do in physical education;
- set specific measurable student performance criteria for preK–12 physical education;
- give teachers the resources to be able to reach the student performance criteria (class size, time, equipment, and space);
- provide teachers with professional development opportunities in the district as well as the resources for them to go elsewhere for professional development so that they can learn how to teach and to assess their students on the basis of the performance criteria;
- hold teachers accountable for implementing programs consistent with the student performance criteria;
- share program goals and objectives with parents and the community;
- reward those teachers who are involved in programs where students are meeting the performance criteria; and
- provide incentives for teachers to involve themselves in district and state physical education professional development projects as participants as well as leaders.

Parents, Guardians, and Citizens

Adults in the community should support daily physical education programs. The value put on physical education programs within the school is very much a reflection of what the school sees as the preference of the public. For anyone in the public to perceive physical education as an integral part of the school curriculum, he or she should be knowledgeable with regard to facts such as those put forth in the surgeon general's report Physical Activity and Health; the Centers for Disease Control fact sheet Children and the Need for Physical Activity; and other developmentally age-appropriate materials concerning motor skills, physical activity, and fitness. Communities that are involved in helping to set school expectations for programs are likely to have quality programs. Parents, guardians, and citizens should

- learn what a quality physical education program should be (curriculum standards, national standards, etc.), making a clear distinction between the goals and objectives of athletics and those of the school physical education program;
- find out to what extent students in their school and district meet national and state standards;
- encourage schools and districts to work toward programs that have as their goal meeting the state/national standards for physical education; and
- support the inclusion of physical education programs and appropriate resources for all students, including those with special needs, on a regular basis at all grade levels.

Additional Support Groups

There are many additional groups of individuals who can, and should, support the development of a strong physical education program in the schools. These groups, representing adults who are not part of the educational community as a whole, have a common interest in a system that produces a healthy and active graduate. In order to fulfill their roles in this process, such groups have a responsibility to be involved in the schools and to remain knowledgeable of its activities and its goals. Because many communities often confuse physical education with their schools' athletic programs, the need for clear information and understanding is particularly important.

Some of these groups and some of their specific contributions are explained in the following:

Business and industry can do much to support the physical education program by providing sponsorship, personnel, or resources for field trips to locations such as golf courses, bowling alleys, or nearby hiking or cycling trails. By providing support for equipment such as weight machines, backpacks, compasses, fencing foils, or fly-fishing rods, businesses could enable a program to develop a new curriculum focus. Those businesses directly related to sport or leisure activities could promote physical education by providing gift certificates as incentives for outstanding work or progress in physical education classes.

Elected officials have a responsibility to learn about physical education and the programs in the communities. Through their duties as elected representatives, they can support the broader goals of physical education by supporting the development of appropriate recreational, leisure, and activity sites in the community. By understanding these broader goals of physical education, these officials can lend long-term support during community land use and environmental planning sessions.

The media have a responsibility to become knowledgeable concerning new goals and directions for physical education and to report this information to the public. Through this enlightened reporting, the community can become more fully aware of the new standards for curriculum, teaching, and assessment in physical education. The media, through reporting, can help counteract stereotypes that hinder women and minorities from achieving their full potential in physical education and lifetime physical activity settings. Finally, the media can help promote a positive image of physical education and its importance to the ultimate health and happiness of the graduates of our schools.

Community recreation programs provide access to physical activity for many youth in our schools. These programs are invaluable to physical education programs and professionals because they provide extended time for students who wish to participate and yet are inadequately served by minimal physical education activity time in their school schedule. Physical education professionals can gain quality professional development experiences by sharing their knowledge and expertise with volunteer coaches or by serving and coaching with a local recreation team.

State, district, and local agencies and associations provide support to physical education programs and to the professional development of physical education professionals in myriad ways. Many agencies provide opportunities for walk-a-thons, dance-a-thons, bike treks, and notably, "Jump Rope for Heart." These state and local agencies encourage physical activity for health benefits. Each of these agencies is interested in raising awareness and funds for its association. Professional physical educators who acquire the skills of organizing, leading, and promoting events that support a physically active lifestyle and support worthy activities set exemplary standards of commitment to physical activity.

Other agencies provide support and professional development in the field of physical

education.

The President’s Council on Physical Fitness and Sports and the South Carolina Governor’s Council on Physical Fitness and Sports serve as a catalyst to promote activity, fitness, sports, and health for people of all ages. The South Carolina Dance Education Center at Columbia College is supported by the South Carolina Arts Commission and the State Department of Education and funded through the Arts in Basic Education Grant to Winthrop University. The Center provides exceptional professional development experiences in dance education for professionals who are eager to grow in this dimension of the total physical education program.

Chapter FIVE PreK-12 Curriculum Standards for Physical Education

Curriculum Content Standards in Physical Education						
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7

Introduction to the Standards

In 1989, the SDE published the *South Carolina Physical Education Guidelines, Volume I (Elementary) and II (Secondary)*. Both the elementary and secondary guidelines are the result of three years of collaborative work involving both university and public school physical educators in the process of writing, reviewing, revising, and field testing the material. Because of the extensive work in the preparation of these curriculum guidelines and the collaborative work of the SDE and the South Carolina Alliance for Health, Physical Education, Recreation, and Dance (SCAHPERD), these documents remain main resources for the teaching of public school physical education preK–12.

Volume I focuses on the program for elementary children. The K–6 curriculum content clearly establishes motor skill competency in a variety of movement forms, as well as competency in health-related fitness and the cognitive and affective areas**.**

Volume IIfocuses on selected movement forms for secondary school, with an emphasis on fitness for life and the development of active lifestyles. The student is encouraged to develop performance skills in each of the movement forms through the preK–12 program. Students at the high school level choose two in-depth units of work from two different movement forms. The program offers students the opportunity to find a movement form, or category of activities, that provides personal challenge and joy for leisure and social recreation.

As we entered the decade of the 1990s, leaders of the school reform movement, such as the America 2000 Project, recognized the need for increased quality in educational programs in all areas. The National Association for Sport and Physical Education (NASPE) published *Outcomes of Quality Physical Education Programs* in 1992 in response to expressed needs of NASPE members, other educators, and concerned citizens for a national platform on which to base judgments of quality physical education programs for students in grades preK–12. Outcomes provide direction for school programs. Furthermore, these outcomes provide persons outside the physical education community with an understanding of the meaning of "basic literacy" in physical education. They provide guidance not only for ***what*** students are

able to learn but also for ***when*** it is reasonable to expect a student to learn.

Using the initial work of the *Outcomes of Quality Physical Education Programs*, NASPE published *Moving into the Future: National Standards for Physical Education* in 1995. Seven curriculum content standards and the material that accompanies them describe specifically what students at each grade level should know and be able to do in a preK–12 physical education program. In addition, assessment material is provided to help teachers develop formative assessments of learning experiences.

Using the national curriculum content standards as a model, the SDE and SCAHPERD worked together to amend Section 53-29-100 of the Code of Laws of South Carolina to redefine secondary school physical education. Beginning with the 1995–96 school year, the required physical education program in high school became personal fitness, wellness, and an active lifestyle. Four performance criteria were adopted.

The *South Carolina Physical Education Curriculum Standards* document is built upon the previous work at the state and national level. It is an attempt to follow the guidelines of the national standards and represent realistic goals that will serve all students in South Carolina.

In the pages that follow here, curriculum content standards in physical education are described. Each content standard is identified, a general description of the intent of each standard is given, and the key elements or components of the standard are explained. Descriptive paragraphs focus on the intent of each standard at selected grade ranges: prekindergarten though kindergarten, grades one through two, three through five, six through eight, and nine through twelve. Sample performance benchmarks of student behaviors for each of the curriculum content standards are described at each of the selected grade ranges. These sample benchmarks describe age-appropriate behaviors representative of progress toward achieving a given standard. The examples provided are illustrative of numerous student behaviors that may be used to make inferences about student learning, but the list is by no means meant to be comprehensive.

Curriculum Content Standards in Physical Education *

A physically educated person

Standard 1: demonstrates competency in many movement forms and proficiency in a few movement forms,

Standard 2: applies movement concepts and principles to the learning and development of motor skills,

Standard 3: exhibits a physically active lifestyle,

Standard 4: achieves and maintains a health-enhancing level of physical fitness,

Standard 5: demonstrates responsible personal and social behavior in physical activity settings,

Standard 6: demonstrates understanding and respect for differences among people in physical activity settings, and

Standard 7: understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

* National Association for Sport and Physical Education, Moving into the Future: National Standards for Physical Education (Reston, VA: 1995). These standards are the basis for the South Carolina Physical Education Curriculum Standards.

STANDARD 1:	Demonstrates competency in many movement forms and proficiency in a few movement forms.

This standard focuses on the development of movement competence and proficiency. Movement competency implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of his or her participation as an adult in a wide variety of leisure and work-related physical activities. As the student progresses from the primary years through the middle school years, the movement forms develop from fundamental skills (running, throwing, striking) into more specialized skills (striking with a bat, performing a specific dance step) and are used in increasingly more complex movement environments (e.g., more players, rules, and strategies). Based on their own interests and ability, high school students select a few activities for regular participation and develop skills and knowledge to a level of proficiency. This development of competency in many movement forms, together with a proficiency in a few movement forms, prepares the student for adult participation in a wide variety of leisure and work-related physical activities and gives him or her the potential to develop advanced skills in at least two or three areas.

Vignette

Kindergarten

When the students enter the gym, they follow in a line behind the teacher. The teacher does a locomotor movement, and the students follow. The class stops to discuss personal space and ways to keep it as they move. They continue to move with different locomotor movements and give each movement its name as they move. When they stop, they explore nonlocomotor movements and give each one a name (contrasts are made between push and pull, swing and rock, bend and straighten, etc.). As time permits, they begin to combine one locomotor movement with one nonlocomotor movement and perform the movements with music.

STANDARD 1: PreK - K	Students should develop most fundamental movement patterns (e.g., throwing, receiving, jumping, and striking) to a level of mature form in simple conditions and gain control of the varied use of these patterns.

BENCHMARKS

The student will

- demonstrate controlled traveling, rolling, and balancing actions;
- travel with control forward, backward, and sideways using a variety of locomotor patterns and change directions quickly;
- move with awareness of others in general space;
- kick, throw, catch, and strike objects under simple conditions (e.g., kicking and striking a stationary ball, catching an accurately tossed ball); and
- select appropriate actions to match a steady beat.

ASSESSMENT EXAMPLE

Standard 1, Grade K
Teacher Observation

The teacher works with students to develop different ways to use the feet to move in general space. The teacher asks the students to demonstrate a locomotor skill (e.g., slide, hop, and either skip or gallop). The teacher assesses whether each student can do each locomotor pattern to a level of mature form.

Criteria for Assessment

- 3 = The student demonstrates each locomotor pattern to a level of mature form.
- 2 = The student demonstrates the beginnings of each pattern but it is not fully developed.
- 1 = There is no evidence that the student can demonstrate each pattern at this time.

STANDARD 1: Grades 1–2	Students should be able to vary the manner in which skills are performed and should begin to use skills in combination with each other. Students should exhibit the ability to adapt and adjust movement skills to uncomplicated yet changing environmental conditions and expectations. Mature forms of basic locomotor patterns should be developed. In weight bearing, balance, and dance activities, students should begin to exhibit qualities that demonstrate aesthetic performance.

BENCHMARKS

The student will

- demonstrate mature form in locomotor skills (walk, run, hop, skip, jump, gallop, slide, and leap);
- demonstrate smooth transitions between combinations of locomotor movements and combinations of manipulative patterns;
- sequence weight bearing, rolling, balancing, and traveling activities with control, both with and without equipment;
- adapt kicking, striking, and throwing patterns to simple, changing environments (e.g., kicking, moving ball, or striking a friendly toss);
- throw a hand-sized ball overhand with force (e.g., to hit a wall thirty feet away);
- combine locomotor patterns (e.g., sliding, jumping, running, and hopping) in time to music;
- use movement concepts—BSER * (body, space, effort, and relationship)—to vary fundamental patterns; and
- use movements (BSER) to move in expressive ways.

***For more on BSER, see Appendix C.**

ASSESSMENT EXAMPLES

STANDARD 1, Grades 1-2

Peer Observation: Working with a Partner

Second graders will pick a teacher-designed sequence card that includes rolling, balancing, and traveling activities, both with and without equipment. As one student performs the activity, the partner evaluates the sequence.

Criteria for Assessment

- The student performs skills in sequential order.
- The student demonstrates smooth transition between movements.
- The student demonstrates clear beginning and ending of sequence.

STANDARD 1, Grades 1-2

Self-Designed Event Task

Students are asked to demonstrate different feelings (happy, sad, frightened, excited) while moving to music that elicits a particular feeling.

Criteria for Assessment

- The student demonstrates appropriate movement to match feelings.
- The student chooses appropriate effort qualities (force, flow, space).

STANDARD 1, Grades 1-2

Event Task: Observational Record

Second graders perform locomotor actions to a drum beat provided by the teacher in which they travel using different steplike actions (walk, hop, jump, skip, slide, gallop, etc.) through general space. Upon hearing a designated rhythm from the teacher, students change locomotor patterns or direction as indicated by the teacher. The activity is repeated, but this time upon the signal to change locomotor pattern or direction, the students will respond by selecting any locomotor pattern or direction they desire.

Criteria for Assessment

- The student identifies and models locomotor movements and directions as requested by the teacher.
- The student demonstrates a variety of locomotor skills when given a choice.
- The student makes smooth transitions from one locomotor skill to another and from moving in one direction to another.

STANDARD 1: Grades 3-5	Students should be able to demonstrate refined fundamental patterns. Variations of skills, skill combinations, and basic offensive and defensive strategies are performed in increasingly dynamic and complex environments. In addition, students should acquire some specialized skills basic to a movement form (e.g., basketball chest pass, soccer dribble) and be able to use those skills with a partner.

BENCHMARKS

The student will

- demonstrate mature form for all basic manipulative skills (e.g., overhand throw pattern, underhand throw pattern, kicking a moving ball, catching a ball thrown overhand) and

combinations of locomotor skills;
- use basic motor skills of invasion (e.g., soccer, basketball), net (e.g., volleyball, pickle ball), striking/fielding (e.g., baseball, whiffle ball), and target (e.g., bowling) activities in increasingly complex situations;
- demonstrate basic offensive and defensive strategies for invasion, net, and striking/fielding activities in limited settings (two on two, three on two);
- support weight on hands demonstrating extension and control (cartwheels and handstands);
- apply movement concepts (BSER) to sequenced gymnastics actions with smooth transitions both alone and with others (e.g., perform a routine that includes balance, roll, and balance with a change in direction to match a partner); and
- perform simple dances (e.g., creative, folk, and line dances).

ASSESSMENT EXAMPLES

STANDARD 1: Grades 3-5

Peer Observation

While working with a partner, the student will observe his or her partner for performance characteristics in the following routine. (1) Start by performing a handstand or cartwheel. (2) Make a transition from taking weight on hands to a smooth landing. (3) Perform a rolling action. (4) Finish in a balance of one's choice. The teacher directs students to focus on one criterion at a time.

Criteria for Assessment

- The student's arms are extended, elbows are locked, and shoulders are over the wrists.
- The student's palms flat on floor.
- The student demonstrates foot to hand to foot weight transfer.
- The student demonstrates controlled landing (no crashing).
- The student makes smooth transition into a roll of choice.
- The student demonstrates finishing balance: stillness, good lines.

STANDARD 1: Grades 3-5

Observation Record (Video Analysis)

Students will work with a partner. In a basketball setting, one person will act as an offensive player. They will start with the ball facing the target (goal). The defender will stand facing the offensive player with his or her back to the goal. Using an appropriate signal (such as a ball slap), the offensive player will attempt to score a goal.

Criteria for Assessment

- The student demonstrates use of offensive strategies: head fake, foot fake, burst of speed, change of direction, dribble, and shoot.

The student demonstrates use of defensive strategies: staying low, watching stomach, sliding feet, and "sticking like glue."

STANDARD 1: Grade 3

Student Checklist with Peer Observation

Students are given a checklist of expected dribbling techniques.

Criteria for Assessment

- The student dribbles the ball out in front and to the side of his or her body.
- The student's pushing actions are with the pads of his or her fingers:

  _____ dribbles sideways with a mature slide step pattern and

  _____ dribbles forward at a fast jog and stops with control on a signal.

- A partner observes their dribbling and checks off the techniques observed.

STANDARD 1: Grades 6-8	Mature form is expected for all basic manipulative, locomotor, and nonlocomotor skills, as well as an increased ability to use these skills in varying and complex situations. Basic skills of selected sport, dance, and gymnastics activities are developed and used in modified versions of these movement forms.

BENCHMARKS

The student will

- demonstrate competence in the basic motor skills of modified versions of a variety of movement forms (dance, team, dual and individual activities, outdoor pursuits, and aquatics) and
- demonstrate competence in basic offensive and defensive strategies in team and dual activities.

ASSESSMENT EXAMPLE

Standard 1, Grade 7

Self-Assessment

Seventh graders play two-with-two cooperative volleyball. The students try to keep the ball going using *good* legal hits.

There must be a minimum of two hits per side before the ball crosses the net. If it hits the floor, restart with a toss "serve." The teacher directs one team to keep track of the number of passes over the net. The teacher directs the other team to keep track of the number of combination passes

and sets used by the team.

Criteria for Assessment

- The first team keeps track of the number of times ball passes over the net.
- The second team keeps track of the number of combination passes and sets used by the team.

STANDARD 1: Grades 9-12	Although students may not have the potential to develop high levels of competence in all activities, sufficient time and quality instruction should enable them to develop competency and/or proficiency in at least two different movement forms. These proficiencies/competencies establish a foundation for facilitating continued motor skill acquisition and maintaining a physically active lifestyle.

BENCHMARKS

Basic-level benchmark (for students taking only one year of P.E. in secondary school):

- The student will demonstrate competence in two movement forms.

Advanced-level benchmark (for students taking additional P.E. courses in secondary school):

- The student will demonstrate competence/proficiency in more than two movement forms.

ASSESSMENT EXAMPLE

STANDARD 1, Grades 9–12

Golf

South Carolina Physical Education Program Assessment

Setting: The following assessment is to be made of the student by observation over a period of time, through a testing situation set up by the teacher, or through a submitted video tape of student performance.

Scoring: Each indicator is scored on a 1–3 basis according to the consistency with which the indicator is observed. All indicators are totaled and averaged to determine a student's score. Students must score 2.0 or above to meet the state criterion for the basic program and 2.5 to meet the requirements for the advanced-level program.

Level 3: Uses basic indicators in an extremely consistent manner.

Level 2: Uses basic indicators with consistency most of the time.

Level 1: Uses basic indicators with occasional consistency.

Indicators

Rules, Etiquette, and Safety:

_____ 1. The student demonstrates the rules of the game while playing.

_____ 2. The student practices proper etiquette and safety while playing.

_____ 3. The student demonstrates proper care of the equipment.

Skills:

_____ 4. The student chooses the appropriate club for the shot needed.

_____ 5. The student uses the proper grip for the shot.

_____ 6. The student assumes an appropriate stance before swinging.

_____ 7. The student aligns properly for the direction desired.

_____ 8. The student demonstrates the basic mechanics of a functional swing.

_____ 9. The student makes contact with the ball with the club.

_____10. The student's ball follows the correct trajectory for the club he or she used.

_____11. The student's ball travels in the proper direction for the circumstances involved.

_____12. The student adapts the swing for the required distance of a shot.

_____13. The student hits the ball within their capacity and the capacity of the club.

Game Play:

_____ 14. The student's completes at least on round of golf with a score of no more than double par.

STANDARD 2:	Applies movement concepts and principles to the learning and development of motor skills.

This standard concerns the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. The standard includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, biomechanics, and exercise physiology. Some specific examples of concepts include increasing force production through the summation of forces, the effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning and therefore of more regular and effective participation in physical activity. This knowledge and understanding develops from a beginning focus on establishing a movement vocabulary and initial application of introductory concepts (e.g., force absorption, principles of balance, force production) through applying and generalizing these concepts to real-life physical activity situations at the middle school level. Opportunities provided to students during high school allow them independently and routinely to use a wide variety of increasingly complex concepts, and by graduation the students should have developed sufficient knowledge and ability to use their knowledge independently to acquire new skills while continuing to refine existing ones.

Vignette

Grade 5

The fifth graders have been studying the underhand and overhand throw and have had a chance to practice these throws in several earlier lessons. As the students start the third lesson, they review each throw with a stationary partner. The student works with his or her partner, who helps remind the student of the cues the class has learned for each throw. (Underhand throw: hand under ball, face target, step on opposite foot, and follow through toward target. Overhand throw: hand on back of ball, side to target, elbow up and back, step forward on opposite foot, and follow through toward target.)

As the teacher notices students who are showing some proficiency with these throwing skills, she begins to put them in groups of threes and to tell them to increase their distance slightly. She tells the third player to act as a "coach." This "coach" gives them assistance in relation to the cues, and as they rotate, each player assumes this role.

Oakbrook Elementary

Dorchester School District Two

STANDARD 2: PreK-K	Students should become aware of basic cognitive concepts associated with movement and know how to use them to guide their performance in game skills, body management, dance, and locomotion. Students should begin to recognize and apply some characteristics of mature fundamental motor patterns.

BENCHMARKS

The student will

- identify fundamental movement patterns (e.g., skip, strike);
- identify beginning movement concepts (BSER) in body management, games, dance, and locomotion (e.g., personal/general space, high/low levels, fast/slow speeds, light/heavy, balance, and twist); and
- apply appropriate movement concepts (BSER) to performance (e.g., change direction while running, move from a gallop to a hop when directed).

ASSESSMENT EXAMPLES

Standard 2, PreK–K

Activity

Students will develop concepts of speed in locomotion and body shape while moving by imitating the various methods employed by animals as they move.

1. Deer –run swiftly to a designated line.
2. Turtle-crawl on all fours.
3. Elephant-limber along with swinging trunk.

4. Crab-crawl sideways on all fours.
5. Kangaroo-hop.
6. Other animals suggested by the children.

Criteria for Assessment

- Exemplary: The student demonstrates all the correct responses.
- Acceptable: The student demonstrates at least four of the six movement concepts.
- Needs Improvement: Fewer than four of the movement responses are demonstrated.

Standard 2, PreK–K

Peer Observation

One student calls out a particular locomotor pattern and the partner performs the skill.

Criterion for Assessment

- The student demonstrates the appropriate skill.

Standard 2, Grade K

Teacher Observation

Students are asked to find a personal space within general space.

Criteria for Assessment

- The teacher identifies students who can find

- a space away from other students,
- a space within the boundaries identified, and
- a space away from the wall.

STANDARD 2: **Grades 1-2**	Students should begin to be able to identify and use critical elements in the performance of fundamental skills. Emphasis should be placed on identification and performance of movement concepts of space, effort, and relationships that vary the quality of movement.

BENCHMARKS

The student will

- identify the critical elements of basic locomotor and manipulative skills (e.g., jump two feet to two feet, skip-step-hop with a continuous pattern, opposition in throwing, and reach and give to catch);
- apply movement concepts (BSER) and principles of movements to a variety of basic skills (e.g., catching at different levels, skipping in different pathways); and
- use feedback to improve performance (e.g., choosing appropriate hand positions for catching at different levels).

ASSESSMENT EXAMPLE

STANDARD 2, Grade 2

Written Test

The teacher directs the students to put pictures of the following cues of the overhand throw in the correct order.

Criterion for Assessment

- The student places the pictures in the correct order.

_____ LOAD

_____ FOLLOW THROUGH

_____ THROW

_____ TWIST

_____ STEP

STANDARD 2: **Grades 3-5**	Students should be able to use critical elements to refine personal performance of fundamental and selected specialized motor skills in increasingly complex environments as well as to provide feedback to others. Students should be increasingly aware of basic offensive and defensive strategies.

BENCHMARKS

The student will

- use critical elements to improve personal performance and provide feedback to others in fundamental and selected specialized motor skills (e.g., making a triangle to set a volleyball);

- describe and use basic offensive and defensive strategies in limited settings (e.g., one-on-one, two-on-three); and
- recognize and apply basic concepts from the disciplines that impact the quality of increasingly complex movement performance (e.g., absorbing and producing force, the relationship between practice and the improvement of performance, the importance of warm-up and cool-down).

ASSESSMENT EXAMPLE

Standard 2, Grade 5

Written Test: Three-on-Three Soccer

This assessment is given at the beginning and the end of the soccer unit. Students are asked to answer questions on offensive/defensive concepts and their ability to play soccer.

Name _____

1. What should the receiver remember to do to be ready to receive a pass from his or her teammate?
2. How should the defense defend the play in soccer?
3. How is getting ready to receive a pass in soccer similar to getting ready to receive a pass in basketball?

Criterion for Assessment

- The student identifies appropriate offensive and defensive strategies.

Standard 2, Grade 5

Journal

Students are asked to (1) describe a "home position" in net/racquet activities, (2) indicate the importance of returning to such a position in terms of defensive strategy, and (3) list different sports where they would need to remain in a home position.

Criteria for Assessment

- The student describes a "home position" in net/racquet activities.
- The student indicates the importance of returning to such a position in terms of defensive strategy.
- The student lists different sports where he or she would need to remain in a home position.

STANDARD 2: **Grades 6-8**	Students should be able to understand and apply more advanced movement and game strategies, to understand the critical elements of advanced movement skills, and to identify characteristics representative of highly skilled performance. Students should be able to identify and use basic offensive and defensive strategies.

BENCHMARKS

The student will

- observe and identify characteristics of highly skilled performance that enable success in an activity;
- describe processes of learning and conditioning for specific physical activities; and
- describe and use offensive and defensive strategies in modified settings (modifying rules, equipment, space or number of players, e.g., five-on-five soccer).

ASSESSMENT EXAMPLE

Standard 2, Grade 8

Written Test: Peer Assessment

Students are asked on a short quiz to identify three things that a player can do in a pickle ball game offensively and two things a player can do defensively. Papers are given to a peer to assess with the teacher leading the class.

Criterion for Assessment

- The student identifies three offensive and two defensive strategies.

STANDARD 2: Grades 9-12	Students at the high school level should be able to analyze motor performance and use information to improve motor performance.

BENCHMARKS

The student will

- analyze and assess the motor performance of self and others in selected activities and
- design and develop a long-term plan for self-improvement in a movement activity to achieve a desired level of skillfulness.

ASSESSMENT EXAMPLE

Standard 2, Grade 9

Student Project

The student should be able to assess personal performance in a motor skill and develop a plan to increase the level of that performance.

Criteria for Assessment

- The student correctly assesses his or her personal strengths and weaknesses in an activity.
- The student sets realistic goals for performance.
- The student designs a program for improvement that is appropriate to his or her personal ability and the conditions of training.

STANDARD 3:	Exhibits a physically active lifestyle.

Based on the belief that students are more likely to participate if they have had opportunities to develop interests that are personally meaningful to them, the intent of this standard is that students establish patterns of regular participation in personally meaningful physical activity. This standard should connect what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to his or her developing an active, healthy lifestyle. At the early ages, the focus is on children's learning to enjoy physical activity through participation in developmentally appropriate activities and through the encouragement of vigorous and unstructured play opportunities. As students get older, the structure of activity tends to increase, as do the opportunities for their recognizing the value and personal enjoyment of participating in different types of activity outside of the physical education class.

Vignette

Elementary

The teacher has made arrangements to open the gym five days a week from 7:15 to 7:55 a.m. for open participation. During this time, approximately fifty children are there each day, busy and involved with practicing their skills of unicycle riding, juggling, gymnastics, and jumping rope. All children may come to this open time as long as they follow the rules. The children work independently, help each other learn new skills, work together to accomplish new challenges, and may be heard clapping or giving words of praise to a friend who has succeeded with a new task.

The teacher finds that this is also an advantageous time to meet parents who come either because their child has invited them or simply because their child is excited about working on a particular skill. This is a popular and busy time for everyone, and the teacher finds that it is a rewarding way to start the day.

Simpsonville Elementary
Greenville County

STANDARD 3: PreK-K	Students should develop positive attitudes toward participation in physical activity and a general awareness that physical activity is both fun and good for one.

BENCHMARKS

The student will

- select and participate in physical activity during unscheduled times and
- identify likes and dislikes connected with participation in physical activity.

ASSESSMENT EXAMPLE

Standard 3, Grade K

Student Project

Kindergarten students are asked to collect or draw pictures that identify vigorous physical activities that they enjoy.

Criteria for Assessment

- The student's pictures depict vigorous physical activities.
- The student identifies activities that are fun for him or her.

STANDARD 3: PreK-K	Students should develop positive attitudes toward regular physical activity and its effect on health. They should be able to identify social and psychological contributions of physical activity.

BENCHMARKS

The student will

- engage regularly in moderate to vigorous physical activity outside of physical education class, and
- identify social and psychological benefits from participation in physical activity (e.g., why some activities are fun and some are not).

ASSESSMENT EXAMPLE

Standard 3, Grades 1–2

Written Test

Students are asked to draw a picture showing a physical activity they engage in that is fun and vigorously challenging to them.

Criteria for Assessment

- The student's pictures display a physical activity.
- The pictures drawn would indicate that the student understands what a vigorous activity might be.

STANDARD 3: **Grades 3-5**	Students should begin to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits. This knowledge should be reflected in their personal decisions for participation outside of physical education class.

BENCHMARKS

The student will

- identify personal interests and capabilities in regard to his or her own physical activity,
- select and participate regularly in physical activities for specific purposes (e.g., to improve skill or health or for personal pleasure), and
- identify opportunities in the school and community for regular participation in physical activity.

ASSESSMENT EXAMPLES

Standard 3, Grades 3–5

Student Log

During the school's wellness program, the students make selections from a variety of health-enhancing physical activities. The students participate in each activity for at least fifteen minutes, four to five times per week for twelve weeks. The students keep a log of the date of the participation, the activity selected, the health-related objective, and comments about how they felt during the activity. At the end of the program, the students write letters to their parents describing the activity and the way they feel after having completed the activity.

Criteria for Assessment

- The student selects an activity that is appropriate to the objective.
- The student sustains activity throughout the time period.
- The student writes letters to his or her parents.

Standard 3, Grades 3–5

Student Report

Students identify a physical activity they enjoy. They are then given the responsibility to investigate opportunities in their school and community to participate in the activity as an out-of-school experience. Suggested opportunities included are intramural programs, community recreation centers, or private businesses such as bowling centers. Students must show in their reports such evidence of these opportunities as newspaper clippings, telephone numbers, contact people, and the dates and times of events.

Criteria for Assessment

- The student identifies opportunities for participation in an activity as an out-of-school experience.
- The student shows evidence of these opportunities in his or her reports.

STANDARD 3: **Grades 6-8**	Students should increase their awareness of, and their interest in, opportunities for participating in a broad range of physical activity experiences. Students should be able to set physical activity goals independently and participate in individualized programs. They should understand the long-term health benefits and relationship between health maintenance and lifelong health

BENCHMARKS

The student will

- establish personal physical activity goals,
- participate regularly in health-enhancing physical activities to accomplish personal physical activity goals (in and out of the physical education class),
- identify and participate in new physical activities for personal interest in and out of the physical education class, and
- describe the relationship between a healthy lifestyle and "feeling good."

ASSESSMENT EXAMPLES

Standard 3: Grades 6-8	Standard 3: Grades 6-8
Student Project At the end of the school year, students are asked to establish their physical activity goals for the summer, including free time activities, family activities, and structured activities. Criterion for Assessment The student identifies appropriate physical activity goals.	**Student Project** Eighth graders design a brochure/video that highlights various sports, gymnastics, dance, and fitness activities available in and out of school for new students. The benefits and enjoyment of each area should be noted. Criteria for Assessment • The student identifies activities available. • The student explains the benefits from participating in the activity accurately.

STANDARD 3: Grades 9-12	Students should recognize and understand the significance of physical activity with regard to the quality of life and to a healthy lifestyle and should develop skills, interests, and desires to maintain an active lifestyle.

BENCHMARKS

Basic-level benchmark

- The student will participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting.

Advanced level benchmark

- The student will demonstrate the skills, knowledge, interest, and desire to independently maintain an active lifestyle.

ASSESSMENT EXAMPLE

Standard 3, Grades 9–12

Student Project

Students create a list of all the physical activities that they participated in during the semester. The activities should be both in- and out-of-school experiences.

For each activity, the student must identify

- personal feeling toward the activity,
- self-rating of skill level, and
- current personal fitness level relative to activity.

Criteria for Assessment

- The student identifies personal feeling toward activity.
- The student identifies self-rating of skill level.
- The student identifies current personal fitness level relative to activity.

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

The intent of this standard is that the student achieve a health-enhancing level of physical fitness. Students should be encouraged to develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on an individual basis, taking into account variations in entry levels, rather than setting a single standard for all children at a given grade level. As the students move from elementary to secondary levels, they gradually acquire greater levels of understanding and responsibility for personal fitness leading to an active, healthy lifestyle. By the high school level, students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness.

Vignette

Grades 1 and 2

During an early lesson of the year, students are asked, "What do the letters P.E. represent?" Many students guess and state "physical exercise." The teacher explains that P.E. stands for "physical education" and that it is a time for the students to educate their muscles and their minds. They are then told that before we exercise, we need to stretch and warm up our heart and muscles.

At the beginning of a later class, students are asked to feel their hearts beating and see that they are beating slowly because they are resting. After the students stretch and engage in light exercises, they are asked again to feel their hearts beating and see how much easier the heartbeat is to find because their hearts are beating much harder and faster. At different points in the lesson, students measure the increasing tempo and strength of their heartbeats. They make comments about the increased heart rate, describing it as "beating like a loud drum" or "popping out of their body."

One student asks to sit down because he is sweating. The teacher tells him that it is her job to help him work his muscles hard and to make him

sweat. At the end of the class when the students line up, he goes to the teacher and tells her that she "really did her job today ’cause I’m sweating like I was just out swimming."

Aiken Elementary
Aiken, SC

STANDARD 4: PreK-K	Students should be able to sustain physical activity intermittently for short periods of time, enjoy being physically active, and recognize the physiological signs associated with engagement in vigorous physical activity.

BENCHMARKS

The student will

- sustain moderate to vigorous physical activity for short periods of time and
- be aware of the physiological signs of moderate physical activity (e.g., fast heart rate and heavy breathing).

ASSESSMENT EXAMPLE

Standard 4, PreK–K

Event Task

Students are asked to place their hands on their chests to feel their heartbeat. They then participate for several minutes in a vigorous activity—bouncing balls, hula-hoop, skipping, galloping, etc. They place their hands on their chests to feel their heartbeat again immediately after the activity stops. The teacher then leads a class discussion focusing on the following questions. (1) What is the difference between your heartbeat before we did the activity and now? (2) Why is your heart beating faster now? (3) Is anyone sweating? (4) What other activities could we do to make our heart beat faster?

Criteria for Assessment

- The student associates the faster heartbeat with vigorous activity.
- The student associates the slower heartbeat with rest.
- The student identifies other physical activities that elicit a faster heartbeat.

STANDARD 4: Grades 1-2	Students should engage in activity in a variety of settings that promote cardiovascular, musculoskeletal, and body composition benefits. They should be able to sustain moderate to vigorous physical activity for longer periods of time and recognize the physiological indicators of activity.

BENCHMARKS

The student will

- engage in sustained physical activity that causes an increased heart rate and heavy breathing and
- identify changes in the body that occur at different levels of physical activity (increases in sweating, heart rate, and breathing rate).

ASSESSMENT EXAMPLE

Standard 4, Grades 1–2

Written Assignment

Students are asked to draw pictures of themselves before exercise, during vigorous activity, and after exercise.

Criteria for Assessment

- The student's pictures indicate a difference.
- The middle picture indicates vigorous activity.

STANDARD 2: **Grades 3-5**	Students should begin to match different types of physical activity with underlying physical fitness components and should participate in moderate to vigorous physical activity in a variety of settings. Students should begin to be able to interpret the results and understand the significance of information provided by formal measures of physical fitness and should be able to use information from these assessments to increase current levels of fitness.

BENCHMARKS

The student will

- identify the components of health-related physical fitness,
- identify several activities related to each component of physical fitness,
- meet the gender and age health-related fitness standards as defined by the FITNESSGRAM,
- develop a strategy for the improvement of selected fitness components, and
- work with minimal supervision in pursuit of personal fitness goals.

ASSESSMENT EXAMPLES

Standard 4, Grade 5

Written Test

Students are asked to identify each fitness component and list at least two activities that could be used to develop each component.

Criterion for Assessment

- The student correctly identifies fitness components and lists appropriate activities.

Standard 4, Grades 3-5

Group Project

Working in groups of four, students test one another on each component of physical fitness.

The results are recorded on a score sheet (fitness profile) with performance information. The fitness profile is included in the student's portfolio.

Criteria for Assessment

- The student accurately measures and/or times each part of the fitness test.
- The student's results are correctly entered.

Standard 4, Grades 3–5

Self-Assessment

In a unit on health-related fitness or as a warm-up activity, students will independently move to selected exercise stations in an attempt to maintain or improve their level of fitness. Typical stations might include an aerobic area for cardiovascular fitness, a strength area to work on specific muscle groups (sit-ups to strengthen abdominal muscles, arm hang to strengthen biceps, etc.), muscle endurance (repetition of an action), and flexibility. They will record the stations they visit and determine their target behavior.

Criteria for Assessment

- The student uses fitness data to set personal physical goals.
- The student identifies an area of fitness that needs development and visits the appropriate station.

STANDARD 2: Grades 6-8	Students should be introduced to the various principles of training and to the ways these principles can be utilized to improve physical fitness. Students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of their individualized physical fitness goals with little assistance from the teacher.

BENCHMARKS

The student will

- meet the gender and age group health-related physical fitness standards as defined by the FITNESSGRAM,
- understand and apply basic principles of training (intensity, specificity, overload, etc.) to improving physical fitness, and
- develop goals to improve personal fitness and work to achieve them independently.

ASSESSMENT EXAMPLE

Standard 4, Grades 6–8

Fitness Challenge: Student Project

Students use their first FITNESSGRAM results to plan their own fitness improvement challenge. Using the FITT formula (frequency, intensity, time and type) the lowest score will be addressed first (Stokes, Moore & Schultz, 1996,50). Maintenance and improvement of all the other components will follow.

Criteria for Assessment

- The student uses norm tables to identify strengths/weaknesses.
- The student uses resources (teacher supplied/student researched) to identify remediation activities.
- The student makes use of the FITT formula principle.

STANDARD 2: Grades 9–12	Students should begin to choose and on a regular basis participate in physical activities that enable them to achieve and maintain health-related fitness. They should be able to utilize basic principles of training to design personal fitness programs that encompass all components of fitness.

BENCHMARKS

The student will

- develop (assess, interpret, design, select, and assemble) an appropriate physical fitness program to improve personal fitness and
- meet the gender and age group health-related physical fitness standards as defined by the FITNESSGRAM.

ASSESSMENT EXAMPLE

Standard 4, Grades 9–12

Written Test with Demonstration Portion

A written test with a demonstration portion is administered to the student. This test is constructed to assess the student's cognitive understanding not only of the essential components of health-related fitness but also of the skills and the knowledge required to develop a personal program for health-related fitness. The student must demonstrate the proper technique for assessing the five components of health-related fitness.

Specific test questions:

1. List and define the five components of health-related fitness.
2. Describe how you would self-assess the five components of health-related fitness outside of your physical education class.
3. Assign values indicating a good health-related fitness standard to the five components above.
4. Assume that three of the five components are below the health-related fitness standard. Develop a six-week program to increase the levels of these three components so that they meet the health-related fitness standard. Also, in this six-week program include methods to maintain the other two components.
5. Describe how the fitness levels achieved at the end of the six-week training program might be maintained for all five fitness components.
6. Demonstrate how to assess each component of health-related fitness.

Indicators

- The student must meet each of the following criteria, graded on a PASS/FAIL basis.
- The student correctly lists and defines each component of fitness.
- The student satisfactorily describes appropriate assessment techniques for each component of fitness.
- The student correctly assigns acceptable health-related values to each of the five components.
- The student correctly uses appropriate principles of training to create a program that enhances three components and maintains two components of health-related fitness.
- The student correctly describes how the fitness levels achieved at

the end of the six-week training program may be maintained for all five fitness components.

- The student correctly demonstrates the proper techniques of assessing the five components of health-related fitness.

STANDARD 5:	Demonstrates responsible personal and social behavior in physical activity settings

The intent of this standard that the student practice self-initiated behaviors that promote individual and group success in activity settings. These behaviors include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sports, and positive social interaction. At the lower level elementary grades, this standard focuses on the recognition of classroom rules and procedures and factors of safety. In the upper elementary levels, students learn to work independently, with a partner, and with small groups. In the middle school, students demonstrate their understanding of the purposes for rules and procedures by becoming involved in decision-making processes to establish rules and procedures for specific activity situations. Achievement in this standard leads to the ability of high school students to initiate responsible behavior, to function independently and responsibly, and to influence in a positive way the behavior of others in physical activity settings.

Vignette

Grades 9–12

When the ninth-grade students enter the gym, they use a volleyball in their warm-up exercises. After warming up and reviewing skills, the class begins a volleyball game.

During the game, the serving team hits the ball over the net. The receiving team calls the ball "out." The serving team calls the ball "in." A discussion concerning the situation ensues, and the students decide to replay the point.

Demonstrating responsible behavior, knowledge of rules, and game etiquette, the students appropriately and independently resolve their conflict, and the game continues.

STANDARD 5: PreK-K	Students should learn and utilize acceptable behaviors and safe practices while in a physical activity setting. They begin to understand the concept of cooperation through opportunities to share space and equipment with others in a group.

BENCHMARKS

The student will

- know rules, procedures, and safe practices for participation and respond appropriately and
- share space and equipment with others.

ASSESSMENT EXAMPLES

Standard 5, PreK–K

Teacher Observation

Students are asked to demonstrate sharing space and equipment with others by playing games or activities such as, "Duck, Duck, Goose," "Freeze Tag" or other playground activities.

Criteria for Assessment

- The student exhibits the behaviors of sharing or cooperating with others.

Standard 5, PreK–K

Teacher Observation:

After the rules and procedures have been taught, the teacher checks for understanding by having the children role-play the rule when it is given by the teacher.

Criterion for Assessment

· The student role-plays appropriately to the identified rules and procedures.

STANDARD 5: **Grades 1-2**	Students should know safe practices as well as physical education class rules and procedures and should apply them with little or no reinforcement. They should demonstrate cooperation by successfully working with a partner to accomplish an assigned task.

BENCHMARKS

The student will

- follow directions;
- apply rules, procedures, and safe practices with few or no reminders;
- work cooperatively with another to complete an assigned task;
- work independently for short periods of time; and
- resolve conflicts in socially acceptable ways.

ASSESSMENT EXAMPLES

Standard 5, Grade 2

Self-Assessment

After a partner task, the student is requested to list at least two things he or she did to be a good partner in the activity and one thing he or she could have done better to help the other partner.

Criteria for Assessment

- The student completes the assignment as directed.
- The student's responses identify "good" partner behavior.
- The student accurately describes his or her own behavior.

Standard 5, Grades 1-2

Oral Test

Students are asked to suggest appropriate rules for the class. After the rules are agreed upon, students are randomly asked to repeat the rules and explain why rules are necessary.

Criterion for Assessment

The student's responses indicate a complete understanding of the rules and the necessity of rules.

Standard 5, Grades 1-2

Teacher Observation

Students are asked to work cooperatively with a partner on a manipulative task. They are asked to select their equipment and to work at a distance that allows for skill success by both people. Upon completion of the task, they are asked to create a partner-designed task requiring the same basic movement components.

Criteria for Assessment

- The student has worked on the assigned task in a cooperative manner.
- The student has discussed possible alternative to the assigned task.
- The student has shared ideas, space, and equipment.
- The student has created an

	appropriate task.

STANDARD 5: **Grades 3-5**	Students should identify the purpose for activity-specific rules, safe practices, procedures, and etiquette, and—with few reminders—they should follow these principles. Each student should continue to develop cooperation skills to bring about the completion of a common goal while working with a partner or in small groups. Students should be able to work independently and productively for short periods of time.

BENCHMARKS

The student will

- participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations,
- work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive activities, and
- work independently and utilize time effectively to complete assigned tasks.

ASSESSMENT EXAMPLES

Standard 5, Grades 3–5

Teacher Observation

Upon entering the class, the students see instructions posted on the board that tell them how they are to complete their warm-up activity for class and that they are to do it independently (without any additional input from the teacher).

Criterion for Assessment

- The student demonstrates on-task activity.

Standard 5, Grades 3–5

Student Journal

After each class, students record in their journals examples of good sportsmanship they have seen displayed in class. They also list their ideas for ways to improve sportsmanship.

Criterion for Assessment

- The student identifies appropriate examples of good sportsmanship and sound ideas for potential improvements.

STANDARD 5: Grades 6-8	Students should make appropriate decisions to resolve conflicts arising from the powerful influence of peers. They should practice appropriate problem-solving techniques to resolve conflicts when necessary. Students should develop the ability to cooperate with others to accomplish group or team goals in both cooperative and competitive settings.

BENCHMARKS

The student will

- recognize the influence of peer pressure on behavior in physical activity settings,
- work cooperatively with a group to establish and achieve group goals in competitive as well as cooperative settings,
- use time wisely by engaging in on-task behavior,
- handle conflicts that arise with others without inappropriate confrontation, and
- display sensitivity to the feelings of others during interpersonal interactions.

ASSESSMENT EXAMPLE

Standard 5, Grades 6–8

Event Task

During a team game, a designated official will score both game points and "behavior points." Students get one behavior point for every overt example of supportive, ethical behavior and lose one behavior point for every example of the contrary. Individual and team behavior points may be kept.

Criterion for Assessment

- The student demonstrates supportive behavior to a teammate or an opponent (e.g., giving verbal and nonverbal feedback, helping a student up who has fallen, performing skills at the highest level possible).

STANDARD 5: Grades 9-12	Students should demonstrate the ability to initiate responsible behavior, to function independently, and to influence in a positive way the behavior of others in physical activity settings. They should demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.

BENCHMARKS

The student will

- respond to inflammatory situations with mature personal control and communicate with others to diffuse potential conflicts,
- initiate independent and responsible personal behavior, and
- act independently of peer pressure.

ASSESSMENT EXAMPLE

Standard 5, Grades 9–12

Rating Scale

From a group self-assessment project, high school students are asked to develop a program to improve their team's performance in team handball. From this experience, the teacher assesses the degree to which students are able to work together positively and independently, to follow safe practices and rules, and to achieve their objectives.

Criteria for Assessment

Level 4: The student positively and independently follows through on all of the team improvement objectives

and displays safe practices and following rules.

Level 3: The student positively and independently follows through on most of the team improvement objectives and displays safe practices and following rules.

Level 2: The student positively and independently follows through on some of the team improvement objectives and displays safe practices and following rules.

Level 1: The student positively and independently follows through on none of the team improvement objectives but does display safe practices and following rules.

STANDARD 6:	Demonstrates understanding and respect for differences among people in physical activity settings.

The intent of this standard is that the student develop respect for individual similarities and differences through positive interaction with other participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socioeconomic status. The process begins at the elementary level, where students begin to recognize individual similarities and differences and to participate cooperatively in physical activity. The focus in middle school is on cooperative participation in physical activity with persons of diverse characteristics and backgrounds. High school students are expected to be able to participate with all people, to recognize the value of diversity in physical activity, and to develop strategies for inclusion of others.

Vignette

Grade 8

The teacher has planned a lesson focusing on the practice of offensive and defensive skills in a team sport. The teacher decides to encourage broader participation when students are practicing in two-on-two and three-on-three settings and frequently rotating partners. The teacher discusses with students the expectations for working with others who may be different from them.

The teacher notes that often during an activity, when a student is paired with someone at a lower skill level, this higher-skilled student becomes a peer tutor. The students learn to work together and seem to learn from each other. The teacher also notes that the student at a lower skill level often helps the higher-skilled student to see another way to pass the ball or defend the goal.

Belton Middle School
Belton, SC

STANDARD 2: PreK-K	Students should discover the joy of playing with friends and learn how positive social interaction can make activities more fun. Students should interact positively with others in the class, regardless of personal differences.

BENCHMARKS

The student will

- participate willingly in individual and group activities and
- interact positively with others.

ASSESSMENT EXAMPLES

Standard 6, PreK–K

Check for Understanding

Following a group or partner experience in physical education, students (as a group or individually) are asked to articulate the similarities and the differences between participating alone in an activity and participating in a group or with a partner.

Criteria for Assessment

- The student recognizes that participation with a partner or a group requires sharing and cooperation.
- The student recognizes that sharing with others can lead to positive feelings such as those of being accepted and of belonging to a group.

Standard 6, PreK–K

Portfolio

At various times during the school year, the children are asked to draw a picture of an activity in physical education that is their favorite and that they like to do alone or with a friend. Students can compare pictures and learn about others who like the same activity and learn to recognize the fact that different people may like different activities.

Criteria for Assessment

- The student draws a picture of a favorite activity.
- The student recognizes that other people may have different favorite activities.

STANDARD 2: **Grades 1-2**	Students should identify concepts such as cooperating, sharing, and being considerate regardless of differences. They should appreciate working with others in cooperative movement, sharing, and/ or working together to solve a problem or to tackle a challenge.

BENCHMARKS

The student will

- treat others with respect during play and
- play and cooperate with others regardless of personal differences such as gender, skill level, or ethnicity.

ASSESSMENT EXAMPLES

Standard 6, Grades 1–2

Video/Written Test

Students view a video of various behaviors that might occur regarding class rules. On a written test the students will indicate which behaviors were appropriate (smile face) and which were inappropriate (frown face).

Criterion for Assessment

- The student indicates the various behaviors appropriately.

Standard 6, Grades 1–2

Teacher Assessment

Students are asked to display "sharing" behaviors (equipment and space) during a game setting. At the end of the game, each team is asked to describe the "sharing" behaviors that occurred. The teacher assesses each group with regard to the extent that the students have been able to share equipment and space and to identify appropriately the behaviors that were "sharing."

Criteria for Assessment

- The student identifies appropriate behaviors.
- The student exhibits appropriate behaviors.

STANDARD 2: Grades 3-5	Students should be able to recognize the role of physical activity in their understanding of diversity in modern culture. Students should continue to include and support each other and respect the limitations and strengths of individual group members.

BENCHMARKS

The student will

- recognize the influence of individual differences (e.g., age, disability, gender, race, culture, skill level) on participation in physical activities;
- recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activity; and
- work cooperatively with peers of differing skill levels.

ASSESSMENT EXAMPLES

Standard 6, Grades 3–5

Group Project

Following an instructional activity related to understanding the special needs of people who are blind or deaf, fifth graders are organized into small groups and asked either to develop a game in which a person who is blind would be able to participate successfully with a sighted person or to develop a group dance in which a person with a hearing disability could participate.

Criterion for Assessment

- By creating an appropriate activity the student demonstrates an understanding of the needs and abilities of persons with disabilities.

Standard 6, Grades 3–5

Group Project

Each group is assigned a game from a specific country to teach to the rest of the class. Students write about the similarities and differences in the games. A supplementary study of the cultures from which these games originate may be studied and compared.

Criteria for Assessment

- The group teaches the game to the class.
- Students write about the similarities in the games and cultures.
- Students write about the differences in the game and cultures.

STANDARD 2: **Grades 6-8**	Students should understand and respect the contributions—to the group and to the team goal—that are made by those whose skill levels are dissimilar to their own as well as those whose skill levels are similar to their own. They should recognize the cultural heritage of their own families and understand that their classmates also have a cultural heritage that is important to them. They should have a beginning understanding of the concept of physical activity as a microcosm of modern culture and society and should recognize the role of physical activity in understanding the diversity in modern culture.

BENCHMARK

The student will

- willingly include in physical activity settings a variety of activities that appeal to individuals who differ from each other (in age, culture, ethnicity, gender, race, and ability).

ASSESSMENT EXAMPLE

Standard 6, Grades 6–8

Student Project

The images of sport celebrities portrayed through the media often affect the behavior of those who watch or read about these celebrities. Students are asked to choose two famous athletes—one who is generally admired for his or her positive behavior and one who is known generally for his or her negative behavior. Students should compare and contrast the images portrayed by these athletes and comment on the effect the images have on their own behavior or the behavior of others their age. Following the submission and discussion of initial information, the teacher leads a discussion about cultural changes brought about by these sport "heroes" and the effect that these athletes may have on the behavior of others.

Criteria for Assessment

- The student identifies both positive and negative sport celebrity behaviors.
- The student provides evidence that supports a comparative description of the two athletes.

STANDARD 2: **Grades 9-12**	Students should be able to synthesize and evaluate their knowledge regarding the role of physical activity in a culturally diverse society. Emphasis is placed on the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture on making enlightened personal choices for engaging in physical activity over the life span.

BENCHMARKS

The student will

- develop strategies for including in physical activity settings persons of diverse backgrounds and abilities and
- identify the effects of age upon lifelong physical activity preferences and participation.

ASSESSMENT EXAMPLE

Standard 6, Grades 9–12

Interview

The student prepares and conducts an interview to look at differences in physical activity trends. All of the following six age categories of individuals must be interviewed: elementary school student, middle school student, secondary school student, young adult, middle-aged adult, and senior citizen.

Interview questions must relate to types of activities, frequency, personal benefits, cost required, and other preferences. After the interviews, students will compare/contrast the results of the different age categories in a report. A group project will be done from the results/findings of others in class to note similarities/differences.

Criteria for Assessment

- The student predetermines interview questions including types of activity, frequency, personal benefits, cost, etc.
- The student interviews all six age groups.
- The student accurately compares/contrasts difference in physical activity trends related to age.
- The student combines other findings to note similarities/differences.

STANDARD 7:	Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

This standard is designed to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice people to continue participation in activity throughout their lives. At the elementary level, children derive pleasure from movement sensations and experience challenge and joy as they sense their growing competence in movement ability. Participation in physical activity for the middle school students should provide opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin actively to pursue lifelong physical activities that meet their own needs.

Vignette

Grade 5

Discussion

Students in fifth grade are given three choices of activities to participate in during class. They are instructed to spend ten minutes on each activity, going to their favorite first. The teacher leads a discussion on the different rewards that the activities provide with regard to self-expression and meaning (e.g., aesthetics, challenge, pleasure, social) and on the ways that different people are attracted to different kinds of activities.

STANDARD 7: PreK-K	Students should enjoy the challenge of experiencing new movements and learning new skills. They should associate positive feelings with participation in physical activity.

BENCHMARKS

The student will

- demonstrate a willingness to try new movement activities and skills and
- identify feelings resulting from participation in physical activity.

ASSESSMENT EXAMPLE

Standard 7, Grades PreK–K

Group Project

Kindergarten students are asked to work together in a group to create a "Physical Education Book" for their classroom. Each child is asked to cut out pictures that represent physical activities they would like to try. With assistance from the classroom teacher, sentences can be added to describe the activity.

Criteria for Assessment

- The student willingly participates in the project.
- The student identifies several activities that are enjoyable.
- The student expresses positive feelings when describing the activity.

STANDARD 7: Grades 1-2	Students should recognize that new activities provide challenge. They should begin to express their feelings through their activity as well as identify activities they like and dislike.

BENCHMARKS

The student will

- be aware of the feelings resulting from challenges, successes, and failures in physical activity;
- willingly try new activities; and
- use physical activity to express feeling (e.g., creative dance experiences).

ASSESSMENT EXAMPLES

Standard 7, Grades 1–2

Group Project

Students are asked to design and perform an obstacle course using a variety of pieces of equipment. The course must be designed to include a variety of levels, rolls, and flight changes and must be free from safety violations.

Criteria for Assessment

- All movement through the course was designed with safety in mind.
- Cooperation, discussion, and sharing occurred during the setting up and movement through the course.
- Students discuss which activities were challenging or difficult and which were easy. If failure occurred, how did the group remedy the situation?

Standard 7, Grades 1–2

Event Task

Students are asked to express a variety of feelings (e.g., happiness, sadness, anger, frustration, joy) during a creative movement or dance lesson through the use of a variety of shapes, postures, and movements. Students are asked to discuss situations in physical activity that bring about these feelings.

Criteria for Assessment

- The student uses movement to communicate feelings.
- The student verbally expresses feelings that result from participation in physical activities.

STANDARD 2: **Grades 3-5**	Students should choose an appropriate level of challenge in activities. They should recognize that physical activity can become an important avenue for self-expression.

BENCHMARKS

The student will

- recognize physical activity as a positive opportunity for social and group interaction,
- recognize that participation in physical activity is a source of self-expression and meaning (e.g., aesthetic, challenging, pleasurable, fun, social),
- seek personally challenging physically active experiences, and
- celebrate the successes of others along with personal successes and achievements.

ASSESSMENT EXAMPLES

Standard 7, Grades 3-5	Standard 7, Grades 3-5
Student Log Students select a goal from options provided by the teacher (e.g., walking a certain distance, jumping rope a number of minutes) that require the group to work together to achieve the goal. While working to achieve the goal, each student is asked to keep a log of individual as well as group progress toward the goal. Criteria for Assessment • The student contributes as a participating member of the group. The student demonstrates an understanding of individual and group successes through log comments.	After completion of a group walking activity, class discussion is done to reflect on how the students enjoyed participating in this activity together. During this discussion, they talk about the positive behaviors that occurred in the group (i.e., walking together, encouraging each other). They can also point out additional activities that will give them an opportunity to interact with others in the same way. Criteria for Assessment • Students mention ways to enjoy participating together. Students identify that participating in various physical activities can be socially engaging.

STANDARD 7: Grades 6-8	Students should recognize that risk-taking, adventure, and competitive activities provide the opportunity for challenges, enjoyment, and positive social interaction. Students should experience a greater awareness of feelings, aesthetic values, and avenues of self-expression provided by dance, gymnastics, and various sport activities.

BENCHMARKS

The student will

- enjoy the aesthetic, skilled, and creative aspects of performance;
- identify the potential of various physical activities for personal challenge, enjoyment, self-expression, and social interaction; and
- engage in physical activities that provide for challenge, problem-solving, decision-making, and appropriate risk-taking.

ASSESSMENT EXAMPLE

Standard 7, Grades 6–8

Student Journal

During a project adventure mini-unit, students will write their thoughts and feelings each day on their participation in decision-making, appropriate risk-taking, challenge, and problem-solving activities.

Criterion for Assessment

- The student demonstrates an awareness of the feelings created by the activity.

STANDARD 7: Grades 9-12	Students should experience satisfaction and enjoyment while pursuing personal goals and should recognize that physical activity can provide a positive social environment for activities with others.

BENCHMARKS

The student will

- identify participation factors that contribute to enjoyment and self-expression (e.g., challenge, catharsis, social interaction, health maintenance/improvement, aesthetic, pleasure) in physical activity and understand how these factors may change over time;
- enter competitive or recreational activities voluntarily, in and/or out of school settings; and
- identify a physical activity that enhances personal enjoyment.

ASSESSMENT EXAMPLE

Standard 7, Grades 9–12

Student Project

Students make a list of all the activities in which they have participated over the years and rank them in terms of their personal preferences. After grouping the activities into categories of "most preferred," "somewhat preferred," and "least preferred," the students are asked to identify each activity in terms of participation factors that contribute to enjoyment and self-expression (e.g., challenge, catharsis, social interaction, health maintenance/improvement, aesthetic, pleasure).

Students next examine the activity groupings to determine similarities and differences among activities in each group. They then prepare a written report describing the basis for the activity grouping as well as an interpretation of what this information may mean regarding their preferences for physical participation.

Criteria for Assessment

- The student lists, groups, and identifies activities.
- The student appropriately identifies similarities and differences between activities.
- The student identifies the basis for grouping of activities in the way that each student has done it.
- The student demonstrates insight into his or her own preference for activity.

APPENDIX A

Physical Education K–6 Guidelines

(Content Outline)

Physical Education K-6 Guidelines
Curriculum Guide Content Outline
Volume I

Kindergarten	First Grade	Second Grade	Third Grade
• Locomotion (L) • Body Management (BM) Educational Gymnastics • Educational Games (G) Soccer Dribble Kicking Tossing/Throwing Catching Striking/Body Parts Striking/Implements • Education Dance (D) Creative Dance Folk Dance	• Locomotion (L) • Body Management (BM) Educational Gymnastics • Educational Games (G) Soccer Dribble Kicking Tossing/Throwing Catching Striking/Body Parts Striking/Implements • Education Dance (D) Creative Dance Folk Dance	• Locomotion (L) • Body Management (BM) Educational Gymnastics • Educational Games (G) Soccer Dribble Kicking Tossing/Throwing Catching Striking/Body Parts Striking/Implements • Education Dance (D) Creative Dance Folk Dance	• Body Management (BM) Educational Gymnastics • Games and Sports Throwing Catching Striking/Body Parts Striking/Implements Basketball Soccer • Education Dance (D) Creative Dance Folk Dance

(K-3) Affective Competencies and Learning Experiences
(K-3) Cognitive Competencies and Learning Experiences
(K-3) Fitness Competencies and Learning Experiences

Fourth Grade	Fifth Grade	Sixth Grade
• Body Management (BM) • Games and Sports Throwing Catching Striking/Implements Basketball Soccer Volleyball • Education Dance (D) Creative Dance Folk Dance	• Body Management (BM) • Games and Sports Throwing Paddle Racket Skills Basketball Soccer Volleyball • Education Dance Creative Dance Folk Dance	• Body Management (BM) Olympic Gymnastics Track & Field • Games and Sports Paddle Racket Skills Basketb Soccer Volleyball Football • Education Dance (D) Creative Dance Folk Dance

(4-6) Affective Competencies and Learning Experiences
(4-6) Cognitive Competencies and Learning Experiences
(4-6) Fitness Competencies and Learning Experiences

APPENDIX B

Secondary Physical Education Movement Forms: Variety and Challenge

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Physical Education 7-12 Guidelines
Curriculum Guide Content Outline
Volume II

Secondary (7-12) or (6-12)

It is recommended that districts (or at lest feeder schools and the high school) plan the secondary curriculum together in order to provide the most appropriate scope and sequences of activity units. Each activity unit is planned to extend a minimum of fifteen to twenty lessons. It is recommended that all students participate in a Fitness for Life unit which extends a minimum of thirty lessons.

*** Fitness for Life**

- Concepts
- Flexibility Activities
- Weight Training
- Aerobic

Net/Racket Activities

- Badminton
- Racketball
- Table Tennis
- Tennis
- Volleyball

Target Activities

- Archery
- Bowling
- Golf

Team Activities

- Basketball
- Football
- Soccer
- Softball
- Team Handball

Other Pursuits

- Adventure/Ropes
- Backpacking
- Canoeing
- Orienteering

Individual Activities

- Gymnastics
- Self Defense
- Trace & Field
- Weight Training

Dance

- Creative/Modern Dance
- Social-Recreational-Folk Dance and

  Folk/Square Dance

(7-12) Cognitive Competencies - Listed at the end of the seven major activity categories.
(7-12) Affective Competencies - To be achieved regardless of the activity category selected. These competencies are common for all students in all activities.
(7-12) Fitness Competencies - Included in the Fitness for Life unit.

APPENDIX E

South Carolina High School Course Student Performance Criteria

(Effective Date 7/20/95)

The Performance Criteria

The required high school physical education course should be conducted so that every student can meet the performance criteria described below. Much of the material that follows here is either taken directly from or adapted from Moving into the Future: National Standards for Physical Education, A Guide to Content and Assessment (Reston, VA: NASPE, 1995).

Criterion 1 Criterion 2 Criterion 3 Criterion 4

Criterion One:

Demonstrate competency in at least two movement forms.

Description of the Criterion: The intent of this criterion is movement competence. The student who has the competence to participate in activities that involve movement skills is more likely to lead an active lifestyle as a youth as well as an adult. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition. Several factors are related to the potential of a student to attain movement competence. The first is that there must be a sufficient variety of movement activities in the program from which the student can select in

order to accommodate her or his interest and ability level. People choose to participate in physical activity for a variety of reasons, including opportunities for enjoyment and pleasure, challenge, self-expression, health-related and physical-development concerns, and social interaction. Different activities have varying potential to contribute to each of these aspects. What is important is that a program develops active participants. The second factor is that the student must have sufficient time to develop competence. Although a student may not have the potential to develop high levels of competence in all activities, *with sufficient time and quality instruction, each student can develop competence in some activities*. The level of movement competence should give the student a level of confidence that will encourage him or her to use the activity in a physically active lifestyle.

Definitions

Competence is the ability of an individual to participate independently and safely in an activity and to maintain a level of continuity in the activity that makes his or her participation enjoyable.

Movement forms include the following categories of activities: aquatics, dance, outdoor pursuits (e.g., backpacking, canoeing), individual activities (e.g., golf, archery), dual activities (e.g., tennis, badminton), and team sports.

Critical Aspects of Performance

- The student has the ability to participate in the activity safely, enjoyably, and independently.
- The student has acquired all the basic physical skills and has learned the strategies and the rules of the activity so that he or she can use them at a level of consistency in simple conditions.
- The student has acquired the basic physical skills of the activity in the context of that activity itself (game play, independent weight-training program, canoe trip, etc.).
- The student has learned how to perform the physical skills of the activity and how to perform safely.

Examples of Student Performance Meeting the Criterion

- The student uses basic offensive and defensive strategies effectively in a three-on- three basketball game.
- The student keeps the ball in play for at least four consecutive hits against an opponent of equal ability in a tennis game.

- The student hits the target in archery at least 50 percent of the time from a distance of forty feet.
- The student choreographs a dance sequence of at least four minutes to music that demonstrates the ability to move efficiently and use movement expressively.

Assessment Examples

1. Portfolio

The student provides videotape of his or her game play in tennis against an opponent of equal ability (twenty minutes).

Assessment Criteria

- The student uses all the basic offensive and defensive skills of tennis at least once during the game play.
- The game includes several rallies of at least four consecutive hits.
- The student demonstrates an understanding of the basic rules of tennis.

2. Teacher Observation (observational record)

Using a checklist, rating scale, or scoring rubric to observe performance of a choreographed dance, the teacher assesses the extent to which students have demonstrated competence in modern dance.

Assessment Criteria

- The student selects and moves to music appropriately.
- The student uses the components of body, space, effort, and relationships effectively and dynamically to express himself or herself appropriately to the theme.
- The student demonstrates control of movement.

3. Student Record

The student submits a verifiable record of participation and achievement performance that meets the performance criteria for a particular activity (i.e., a Red Cross Certificate for a swimming course).

Assessment Criteria

- The record of achievement is in a content area appropriate to the criterion.
- The level of performance specified meets the criterion.

Criterion Two:

Design and develop and appropriate physical fitness program to achieve a desired level of personal fitness.

Description of the Criterion: The intent of this criterion is to insure that the student has the skills and knowledge to independently assess and develop a personal physical fitness program based on current available knowledge related to physical training and the development of an active lifestyle. Skills to assess fitness should be developed for real- life environments. The student should be able to interpret the meaning of assessment data and be able to apply principles of training to a variety of alternative ways to develop fitness components.

Critical Aspects of Performance

- The student has the ability to assess all five components of health-related fitness in a real-world setting.
- The student can interpret the meaning of assessment data in terms of identifying the level of health-related fitness indicated by the data.
- The student can design a program that utilizes the principles of training and development to create a program to maintain and/or improve his or her level of fitness indicated by the data.
- The student can package a personal and individualized long-term program that has the potential to achieve/maintain a desired level of fitness.

Examples of Student Performance Meeting the Criterion

- The student uses fitness data from class projects on assessment of physical fitness to

(a) establish a personal profile of his or her own fitness level, (b) set a personal goal for each component of fitness, and (c) design a six-week program that utilizes exercise, strength training, and participation in tennis to develop/increase current levels of fitness.

- The student assesses his or her physical fitness independently and at home using techniques of assessment learned in class.
- The student interprets his/her level of fitness and designs a program of exercise twenty minutes a day, three days a week, at home to reach his or her personal fitness goal.
- The student assesses fitness components in class, interprets the assessments, and designs a personal fitness program to be conducted during nine weeks of a physical education class.

Assessment Examples

1. Written Test

The student is given a written test with the following questions:

A. Determine how you would assess the following components of fitness at home: cardiovascular endurance, muscular strength, muscular endurance, body composition, and flexibility.

B. Given the following results of the above assessments, determine which of the components meet and which do not meet a health-enhancing level of fitness and establish a six-week program to increase the levels of performance on each one of the components.

Assessment Criteria

- The student correctly identifies appropriate assessment techniques for each component of fitness.
- The student correctly assesses the level of fitness described in the assessment data.
- The student appropriately uses the principles of training and development to increase levels of performance for each of the fitness components.

2. Student Project

The student is given the following project to perform at home:

A. Assess your level of fitness in each of the five components of fitness.

B. Chart your level of fitness in terms of the following for each component:

1. below health-enhancing level
2. at health-enhancing level
3. above health-enhancing level
4. well above health-enhancing level

C. Set goals for either maintenance or improvement based on your data.

D. Design a nine-week program to meet fitness maintenance or improvement goals that utilize the knowledge of principles of training learned in class for each of the components.

Assessment Criteria

- The student correctly identifies appropriate assessment techniques for each component of fitness.
- The student correctly assesses the level of fitness described in the assessment data.
- The student appropriately uses the principles of training and development to increase levels of performance for each of the fitness components.

Criterion Three:

Participate regularly in health-enhancing physical activity outside the physical education class.

Description of the Criterion: The intent of this criterion is to help the student make a transition from physical education class to a physically active lifestyle and real life opportunities. The high school student should participate regularly in physical activity outside the physical education setting if patterns of participation appropriate for a physically active lifestyle are to be

established. Two dimensions of participation are critical. The first is the student should be exploring opportunities both in the school and in the community and surrounding areas for participation in a wide variety of physical activities. The second is the student should be developing the ability to make wise choices about how he or she spends time both in terms of the structured activities chosen to participate in as well as choosing more active alternatives in daily living (e.g., taking the stairs rather than the elevator). The student should independently seek opportunities for activity and design activity programs as a lifestyle issue. This criterion can be met through opportunities in the school and community as well as through independently designed programs of physical activity.

DEFINITIONS

regularly	weekly over a nine-week period
school activities	sport teams, intramural, club activities
community activities	church-sponsored, Parks and Recreation programs, YMCA and YWCA activities, events sponsored by commercial companies
health-enhancing physical activity	moderate to vigorous exercise (consecutively and/or totally) or twenty minutes a day, three times per week
components of health-related fitness	cardiovascular endurance, muscular strength, muscular endurance, body composition, and flexibility
independent programs	family-designed structured programs and independently designed structured programs (The term structured here means "designated time and place with planned regularity.")

Critical Aspect of Performance

- The student provides evidence of regular participation for a minimum of nine weeks in an activity normally producing moderate levels of physical activity.

Examples of Student Performance Meeting the Criterion

- The student participates in a youth baseball league in the community.
- The student sets up a walking club with several other students during the lunch hour.

- The student sets up a personal fitness program consisting of weight lifting and aerobic exercise on a regular basis.
- The student participates in folk dance/hunting club in the community.
- The student successfully participates as a member of a school athletic team.

Assessment Examples

1. Student Journal

The student keeps a daily journal of his or her participation in outside activity, recording each day of participation and describing what he or she does each day. The student evaluates the participation after every three weeks, indicating the extent to which he or she is meeting the health-enhancing aspect of the criterion, the personal benefits of the participation, and the difficulties he or she has encountered in participating regularly in the activity. The journals are shared and discussed in the physical education class.

Assessment Criteria

- The student participates in the activity regularly for a period of at least nine weeks.
- The student evaluates the level of his or her participation appropriately.
- The student appropriately identifies both the advantages and disadvantages of participation.

2. Student Record

The student submits a signed form from a responsible adult describing the participation in an independent project.

Assessment Criterion

- The student meets the criterion for type of activity and regularity of participation.

Criterion Four:

Meet the gender and age group health-related physical fitness standard as published by the National Association for Sport and Physical Education

Description of the Criterion: The intent of this criterion is that the student achieve and maintain a health-enhancing level of physical fitness. While a health-enhancing standard of fitness is considered minimum, the student should be encouraged to develop higher levels of performance necessary for many work activities that are part of an active lifestyle. Expectations for student fitness levels should be established on a personal basis, taking into account variation in entry levels and individual student goals.

DEFINITION

standard for health-related fitness	currently published by the NASPE for each component of health-related fitness in the test administration manual for the FITNESSGRAM

Critical Aspect of Performance

- The student meets or exceeds the specified standard for his/her age group for each of the health-related fitness components as published by the NASPE.

Examples of Student Performance Meeting the Criterion

- A fourteen-year-old male student completes the one mile run/walk in nine minutes and thirty seconds and does equally as well in the other components of fitness.
- A sixteen-year-old female reaches twelve inches on the sit and reach test and does equally well in the other components of fitness.

Assessment Example

The student submits acceptable scores on all components of fitness using the FITNESSGRAM or an equivalent measure.

Physical Education Curriculum Standards

Table 1

Grade Spans by Content Standards

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7

STANDARD 1

Demonstrate competency in many movement forms

and proficiency in a few movement forms.

Students should develop skills sufficient to enjoy participation in a variety of activities and become proficient in a few movement forms so that they can successfully participate in advanced levels of performance. In primary years, students develop maturity and versatility in the use of a range of fundamental skills. During middle school years, these skills are further refined, combined and varied so that they evolve into specialized skills and are used in increasingly more complex movement environments. On the basis of interest and ability, high school students select a few activities for regular participation to develop proficiency.

PreK–K	Grades 1–2	Grades 3–5
The student will	**The student will**	**The student will**

• demonstrate controlled traveling, rolling, and balancing actions; • travel with control forward, backward, and sideways using a variety of locomotor patterns and change directions quickly; • move with awareness of others in general space; • kick, throw, catch, and strike objects under simple conditions (e.g., kicking and striking a stationary ball, catching an accurately tossed ball); and • select appropriate actions to match a steady beat.	• demonstrate mature form in locomotor skills (walk, run, hop, skip, jump, gallop, slide, and leap) • demonstrate smooth transitions between combinations of locomotor movements and combinations of manipulative patterns; • sequence weight-bearing, rolling, balancing, and traveling activities with control, with and without equipment; • adapt kicking, striking, and throwing patterns to simple, changing environments (e.g., kicking, moving ball, or striking a friendly toss); • throw a hand-sized ball overhand with force (e.g., to hit a wall thirty feet away); • combine locomotor patterns (e.g., sliding, jumping, running, and hopping) in time to music; • use movement concepts (BSER) to vary fundamental patterns; and • use movements (BSER) to move in expressive ways.	• demonstrate mature form for all basic manipulative skills (e.g., overhand throw pattern, underhand throw pattern, kicking a moving ball, catching a ball thrown overhand) and combinations of locomotor skills; • use basic motor skills of invasion (e.g., soccer, basketball), net (e.g., volleyball, pickle ball), striking/fielding (e.g., baseball, whiffle ball), and target (e.g., bowling) activities in increasingly complex situations; • demonstrate basic offensive and defensive strategies for invasion, net, and striking/fielding activities in limited settings (two on two, three on two); • support weight on hands demonstrating extension and control (cartwheels and handstands); • apply movement concepts (BSER) to sequenced gymnastics actions with smooth transitions both alone and with others (e.g., perform a routine that includes balance, roll, and balance with a change in direction to match a

		partner); and • perform simple dances (e.g., creative, folk, and line dances).
S a m p l e A s s e s s m e n t s		
Video *The teacher videotapes students in a gymnastics class performing controlled traveling, rolling, and balancing activities.* *Criteria for Assessment* • *The student demonstrates traveling movements without falling.* • *The student demonstrates smooth rolling actions to show continued transfer of weight.* • *The student demonstrates demonstrate balancing actions that are still for three seconds.*	***Video Assessment*** *Students are asked to demonstrate smooth transitions between a locomotor skill and manipulative skill, such as catching a high pass, a low pass, or a pass requiring lateral movement. After they practice the tasks, the students are asked to perform the skills in front of the video camera. The teacher and student will assess the outcome.* *Criterion for Assessment* • *The student demonstrates smooth transitions from one activity to another.*	***Self-designed or Group Project*** *Students are to design, by themselves or in a group, a movement story (dance) that depicts different aspects of a sport or game skill. The story should demonstrate an introduction (opening pose), the main idea (skill movements), and a conclusion (closing pose). After the students have choreographed the story to music, they perform it for the class.* *Criteria for Assessment.* • *The student demonstrates appropriate stretching, curling, and extension of movement for the sport skill chosen.* • *The student moves appropriately to the music.* *The sequence includes an introduction, main idea, and conclusion.*

Grades 6–8 The student will	Grades 9–12 The student will
• demonstrate competence in the basic motor skills of modified versions of a variety of movement forms (dance, team, dual and individual activities, outdoor pursuits, and aquatics), and • demonstrate competence in basic offensive and defensive strategies in team and dual activities.	**Basic-level benchmark (for students taking only one year of P.E. in secondary school):** • The student will demonstrate competence in two movement forms. **Advanced-level benchmark (for students taking additional P.E. courses in secondary school):** • The student will demonstrate competence/proficiency in more than two movement forms.
S a m p l e A s s e s s m e n t s	
Teacher Observation *During a five-minute, two-on-two basketball game with a directional goal, the teacher observes the play for three of the following four offensive skills:* • *accurate lead passes,* • *quick passes,* • *moving into open spaces to set up a pass, and* • *performance of maneuvers without traveling.* *Criterion for Assessment* • *The student displays three of the four skills.*	***Badminton*** *Setting: The following assessment is to be made of the student by observation over a period of time, through a testing situation set up by the teacher, or through a submitted videotape of student performance. The student should be matched with a student of equal ability for the testing situation. The student has the option to demonstrate all of the advanced indicators, but these indicators are not essential to meet the state criterion.* *Scoring: Each indicator is scored on a 1-3 basis according to the consistency with which the indicator is observed. All indicators are totaled and averaged to determine a student's score. Students must score 2.0 and above to meet the state criterion.* *Level 3: The student uses basic indicators in an extremely consistent manner.* *Level 2: The student uses basic indicators with consistency most of the time.* *Level 1: The student uses basic indicators with occasional consistency.* *Indicators* *Rules, Safety, and Etiquette:* *___ 1. The student makes no observable errors in scoring, etiquette, or interpreting the rules of the game.*

	___ 2. The student acknowledges the good play of an opponent or teammate and doesn't get overly disappointed at his or her own performance. *___ 3. The student calls out of bounds rules accurately and honestly.* *Use of Basic Strokes:* *___ 4. The student can return a normally placed shuttlecock with good form using the forehand, overhand, or underhand clear to the back of the court.* *___ 5. The student can return a normally placed shuttlecock with good form using the backhand, overhand, or underhand shot.* *___ 6. The student can use a long and short serve effectively.* *___ 7. The student can use a smash shot, drop shot, and other advanced strokes effectively.* *Offensive and Defensive Play:* *___ 8. The student shows clear evidence of the use of some offensive strategy (forces the opponent to move; uses a hard, high deep return into the opponent's court; sets up a play ahead of time).* *___ 9. The student shows clear evidence of the use of some defensive strategy (returns to home base after each play, uses defensive strokes appropriately).*

** = South Carolina Curriculum Guidelines in Physical Education **(See Appendix A.)**

STANDARD 2

Apply movement concepts and principles

to the learning and development of motor skills.

Students should be able to use cognitive information to understand and enhance motor skill acquisition and performance. Understanding of such concepts as increasing force production through the summation of forces and the effects of anxiety on performance increases the likelihood of independent learning. During the elementary years, emphasis is placed on establishing a movement vocabulary and the early application of concepts. Through the years, the concepts introduced become more complex and the application more generalized to real-life physical activity

situations. During the high school years, the students should possess sufficient knowledge of concepts.

PreK–K The student will	Grades 1–2 The student will	Grades 3–5 The student will
• identify fundamental movement patterns (e.g., skip or strike); • identify beginning movement concepts (BSER) in body management, games, dance, and locomotion (e.g., personal/general space, high/low levels, fast/slow speeds, light/heavy, balance, and twist); and • apply appropriate movement concepts (BSER) to performance (e.g., change direction while running, move from a gallop to a hop when directed).	• identify the critical elements of basic locomotor and manipulative skills (e.g., jump two feet to two feet, skip-step-hop with a continuous pattern, show opposition in throwing, and reach and give to catch); • apply movement concepts (BSER) and principles of movements to a variety of basic skills (e.g., catching at different levels, skipping in different pathways); and • use feedback to improve performance (e.g., choosing appropriate hand positions for catching at different levels).	• use critical elements to improve personal performance and provide feedback to others in fundamental and selected specialized motor skills (e.g., making a triangle to set a volleyball); • describe and use basic offensive and defensive strategies in limited settings (e.g., one-on-one, two-on-three); and • recognize and apply basic concepts from the disciplines that impact the quality of increasingly complex movement performance (e.g., the absorption and production of force, the relationship between practice and the improvement of performance, the importance of warm-up and cool-down).
S a m p l e A s s e s s m e n t s		
Peer Observation *One student calls out a particular locomotor pattern and his or her partner performs the skill.* *Criterion for Assessment* • *The student demonstrates the appropriate skill.*	***Peer Checklist*** *Students practice kicking using appropriate cues. Peers assess performance using a sample checklist of cues. Students kick a second time using feedback from checklist. Teacher assesses change from the first assessment to the second.* *Criterion for Assessment* • *The student improves his or her performance from the first assessment to the second (use of peer feedback).*	***Teacher Observation*** *After initial practice of the volleyball bump pass, the teacher gives the students the cue "ready position" to remind them to their bend knees and hold their forearms together before striking the ball with the forearms.* *Criteria for Assessment* • *The student's practice shows a definite intent to use the given information to improve his or her performance.* • *The student stays with the focus given by the teacher until the particular aspect of his or her performance is no*

		longer a problem.

Grades 6–8 The student will	Grades 9–12 The student will
• observe and identify characteristics of highly skilled performance that contribute to success in an activity, • describe processes of learning and conditioning for specific physical activities, and • describe and use offensive and defensive strategies in modified settings (modifying rules, equipment, space or number of players, e.g., five-on-five soccer).	• analyze and assess the motor performance of self and others in selected activities and • design and develop a long-term plan for self-improvement in a movement activity to achieve a desired level of skillfulness.

Sample Assessments

Group Project *Students are asked to identify three basic offense and three basic defense strategies used in three-vs.-three basketball games. Each team brainstorms the strategies and later consolidates the list in their journal.* *Criterion for Assessment* • *The student identifies correctly three offensive and three defensive strategies.*	***Self-Assessment*** *A videotape of a weight training class over a week is provided to students in the media center. In their own time, students are expected to take the scoring rubric given to the class at the beginning of the year and assess their own performance (see standard 1). The teacher develops a rating scale to assess the accuracy of student self-assessment.* *Level 4:. All of the criteria are assessed correctly.* *Level 3: All but a few criteria are assessed correctly.* *Level 2: More than a few criteria are not assessed correctly.* *Level 1: The student does not complete the assignment.*

STANDARD 3

Exhibit a physically active lifestyle.

Students should establish patterns of regular participation in meaningful physical activity. The emphasis at the early years is for the students to enjoy physical activity by participating in developmentally appropriate activities that help

them develop movement competence. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of the standard should develop an awareness of those opportunities and encourage a broad level of participation.

PreK–K The student will	Grades 1–2 The student will	Grades 3–5 The student will
• select and participate in physical activity during unscheduled times and • identify likes and dislikes connected with participation in physical activity.	• engage regularly in moderate to vigorous physical activity outside of physical education class and • identify social and psychological benefits from participation in physical activity (e.g., why some activities are fun and some are not).	• identify personal interests and capabilities in regard to his or her own physical activity, • select and participate regularly in physical activities for specific purposes (e.g., to improve skill or health or for personal pleasure), and • identify opportunities in the school and community for regular participation in physical activity.
Sample Assessments		
Teacher Observation *During recess, a variety of games and equipment that allow degrees of physical exertion are available for students. Student choices are observed and periodically recorded by the teacher or aides.* *Observation Key* *3 = High intensity (e.g., sustained vigorous running or rope jumping leading to heavy breathing and perspiration)* *2 = Medium intensity (e.g., intermittent games or activities leading to occasional increased respiration and some perspiration)* *1 = Low intensity (e.g., sedentary games or activities leading to no physical change)* *0 = No appreciable activity (e.g., standing around)*	***Journal*** *Students are asked to indicate on a chart for one month the activities in which they take part during their free time after school. The journal is signed by a parent/guardian. Students are encouraged to have their parents participate with them in an exercise activity. Students should indicate which activities were vigorous, less vigorous, or sedentary and which ones were fun.* *Criteria for Assessment* • *The student indicates a reasonable number of activities.* • *The student correctly identifies the fitness level of the activity.*	***Student Journal/Log*** ***Parental Report*** *Students identify an activity of their interest. They are then given the responsibility to investigate opportunities in their school and community for them to participate in the activity as an out-of-school experience. Suggested opportunities are intramural programs, community recreation centers, and private businesses. Students must show evidence in their logs/journals of the opportunities to participate, such as newspaper clippings, telephone numbers, contact people, and the dates and times of events.*

Criteria for Assessment

- *The student selects activities that are vigorous in nature.*
- *The student participates at a level sufficient to increase breathing and sweating.*
- *The student participates regularly in health-enhancing physical activities.*

Grades 6–8 The student will	Grades 9–12 The student will
• establish personal physical activity goals, • participate regularly in health-enhancing physical activities to accomplish personal physical activity goals (in and out of the physical education class), • identify and participate in new physical activities for personal interest (in and out of the physical education class), and • describe the relationship between a healthy lifestyle and "feeling good."	**Basic-level benchmark** • The student will participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting. **Advanced-level benchmark** • The student will demonstrate the skills, knowledge, interest, and desire to independently maintain an active lifestyle.

Sample Assessments

Student Project

Students are to compare fitness item scores from year to year and assess what areas of health-related physical fitness they need to work on to improve their fitness. They are asked to create a list of activities that would help them make the improvements noted.

Student Project

Students seek and participate in a series of physical activities that are interesting to them and that involve skill and fitness improvement and/or maintenance. They are then requested to prepare a scrapbook and journal that provides evidence of their individual goals and their level of achievement.

Criteria for Assessment

- *The student provides evidence of appropriate personal goals.*
- *The student includes appropriate experiences to meet the personal goals.*
- *The student achieves personal goals.*

STANDARD 4

Achieve and maintain a health-enhancing level of physical fitness.

Students should achieve a health-enhancing level of physical fitness. For elementary children, the emphasis is on an awareness of fitness components and on having fun while participating. Middle school students acquire a greater understanding of the fitness components and the ways that each component is developed and maintained. High school students are able to design and develop an appropriate personal fitness program that allows them to achieve desired levels of fitness.

PreK–K The student will	Grades 1–2 The student will	Grades 3–5 The student will
• sustain moderate to vigorous physical activity for short periods of time and • be aware of the physiological signs of moderate physical activity (e.g., fast heart rate, heavy breathing).	• engage in sustained physical activity that causes an increased heart rate and heavy breathing and • identify changes in the body that occur at different levels of physical activity (increases in sweating, heart rate, and breathing rate).	• identify the components of health-related physical fitness, • identify several activities related to each component of physical fitness, • meet the gender and age health-related fitness standards as defined by the FITNESSGRAM, • develop a strategy for the improvement of selected fitness components, and • work with minimal supervision in pursuit of personal fitness goals.
Sample Assessments		
Event Task: Observational Record *The class participates for several minutes in a vigorous activity—bouncing balls, hula hoop, skipping, or galloping, etc. They are then asked to place their hands on their chests to feel their heartbeat before and immediately after the activity stops. The teacher then leads a class discussion focusing on the following questions. (1) What is the difference between your heartbeat before we did the activity and now? (2) Why is your heart beating faster now? (3) Is anyone sweating? (4)*	***Teacher Observation*** *The teacher uses videotape to observe class in chasing and fleeing activities and identifies students who are unable to sustain physical activity.*	***Student Log*** *With the assistance of the teacher, students review their performance on the FITNESSGRAM. They will determine which components meet age-level standards and which do not. Based on their performance, students will choose one or more to improve and will set realistic goals in cooperation with the teacher. They will identify the specific component(s) and determine a three-to-six-week plan of action with selected activities to maintain or improve their fitness level on the*

What other activities could we do to make our heart beat faster? *Criteria for Assessment* • *The student associates the faster heartbeat with vigorous activity.* • *The student associates the slower heartbeat with rest.* • *The student identifies other physical activities that cause a faster heartbeat.*		*selected component(s).*

Grades 6–8 **The student will**	**Grades 9–12** **The student will**
• meet the gender and age group health-related physical fitness standards as defined by the FITNESSGRAM; • understand and apply basic principles of training (intensity, specificity, overload, etc.) to improving physical fitness; and • develop goals to improve personal fitness and work to achieve them independently.	• develop (assess, interpret, design, select, and assemble) an appropriate physical fitness program to improve personal fitness and • meet the gender and age group health-related physical fitness standards as defined by the FITNESSGRAM.

Sample Assessments

Fitness Challenge: Student Project	**Portfolio**
Students use their first FITNESSGRAM results to plan their own fitness improvement challenge. The lowest score will be addressed first, followed by maintenance and improvement of all the other components using the FITT formula. Criteria for Assessment • The student use norm tables to identify his or her strengths and weaknesses. • The student uses resources (teacher supplied/student researched) to identify remediation activities. • The student uses FITT formula principle.	The student develops a personal portfolio containing (1) reports of his or her own health-related fitness status over a period of at least one year, (2) personal fitness goals and a discussion of the extent to which they have been met at the end of the year, (3) records of physical activity, nutritional habits, and other behaviors that might affect one's physical fitness, and (4) an assessment of his or her fitness level at the end of the year and a discussion of what behavior modifications are needed to maintain satisfactory aspects of fitness or improve those aspects that are presently below desired goals. Criteria for Assessment • The student portfolio contains all of the required elements. • The student presents sufficient documentation to support the fitness profile presented. • The student correctly assesses his or her personal fitness level and associates present

	status to documented behavior. • The student demonstrates understanding of the behavior, knowledge, and skills needed to maintain or modify their existing fitness level.

STANDARD 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students should achieve the self-initiated behaviors that promote personal and group success in activity settings, such as safe practices and adherence to rules. At the elementary level, students start with recognition of classroom rules and procedures and move to working independently, with a partner, and in small groups. In the middle school, the students become involved in decision-making processes to establish rules and procedures for specific activity settings. High school students are able to initiate responsible behavior and positively influence the behavior of others in physical activity settings.

PreK–K The student will	Grades 1–2 The student will	Grades 3–5 The student will
• know rules, procedures, and safe practices for participation and respond appropriately and • share space and equipment with others.	• follow directions; • apply rules, procedures, and safe practices with few or no reminders; • work cooperatively with another to complete an assigned task, • work independently for short periods of time; and • resolve conflicts in socially acceptable ways.	• participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations; • work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive activities; and • work independently and utilize time effectively to complete assigned tasks.
Sample Assessments		

Teacher Observation	***Role Playing***	***Self-Evaluation***
Teacher observes students during a tossing/catching lesson with bean bags in order to identify students who are unable to work independently within the established rules and procedures.	*Students are given the situation in which a child takes a piece of equipment being used by another. Students are told to examine techniques to resolve the conflict and, using "I" statements, to formulate different solutions and then to choose one that satisfies both students involved. Working with a partner, each student takes a role and plays out the conflict.* *Criteria for Assessment* • *The student uses "I" statements.* • *The student develops different solutions.* • *The student chooses a solution with which each person involved in the conflict is satisfied.*	*The teacher has a chart posted on the wall describing five different levels of independent work. At the end of class, each student is told to tap the chart at the level of independence that he or she exhibited during the physical education class.* *Criteria for Assessment* • *The student accurately taps the level at which he or she worked in class.* • *If questioned by the teacher, the student can explain further why he or she chose that level.*

Grades 6–8 **The student will**	**Grades 9–12** **The student will**
• recognize the influence of peer pressure on behavior in physical activity settings, • work cooperatively with a group to establish and achieve group goals in competitive as well as cooperative settings, • use time wisely by engaging in on-task behavior, • handle conflicts that arise with others without inappropriate confrontation, and • display sensitivity to the feelings of others during interpersonal interactions.	• respond to inflammatory situations with mature personal control and communicate with others to diffuse potential conflicts, • initiate independent and responsible personal behavior, and • act independently of peer pressure.

Sample Assessments

Role Play *Students pair up for a few minutes at the end of class and draw cards that describe various types of peer pressure with regard to behavior in sports, games, issues (e.g., asking another to cheat on a score). Two types of roles must be played out (positive peer pressure and peer pressure that encourages negative behaviors). Class discussion follows concerning the choices available and the consequences.*	***Self-Report*** *Students are working in a competitive team sport and are playing games that use student referees. At the end of the class, students are asked to respond in their journals to the following questions:* 1. *What potentially inflammatory situations occurred in the game in which you participated?* 2. *How did you respond to those situations?* 3. *Was your response appropriate? If not, how could you have made it more appropriate?* *Criteria for Assessment* • *The student correctly identifies potentially inflammatory situations.* • *The student accurately identifies his or her responses to inflammatory situations.* • *The student accurately describes appropriate behavior in explosive situations.*

STANDARD 6

Demonstrate understanding and respect for differences among people

in physical activity settings.

Students should be able to demonstrate respect for individual similarities and differences in relation to such characteristics as ethnicity, motor performance, disabilities, gender, and race among participants in physical activity. Elementary school students should begin to recognize similarities and differences and participate cooperatively in physical activity. By middle school, students should participate cooperatively in activity with persons of diverse characteristics and backgrounds, and high school students should not only recognize the value of diversity in physical activity but be able to develop strategies for inclusion of others.

PreK–K	Grades 1–2	Grades 3–5
The student will	**The student will**	**The student will**

• participate willingly in individual and group activities and • interact positively with others.	• treat others with respect during play and • play and cooperate with others regardless of personal differences such as gender, skill level, or ethnicity.	• recognize the influence of individual differences (e.g., age, disability, gender, race, culture, skill level) on participation in physical activities; • recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activity; and • work cooperatively with peers of differing skill levels.
Sample Assessments		
Interview Following a group or partner experience in physical education, students are asked to verbalize to their partners why they enjoyed working with them. Criterion for Assessment • The student verbalizes a positive aspect of working with his or her partner.	**Student Self-Check** At the end of class, the teacher asks the students to raise their hands if they were good partners.	**Interview** Fifth-grade students are asked to interview their grandparents (or someone of similar age) and ask about how their activity preferences have changed over their lifetime. Students can report orally, through a journal entry, or through a written report on how their own activity patterns differ from those of the older adult. Criterion for Assessment • The student communicates clearly the differences between the activity patterns.

STANDARD 6

Demonstrate understanding and respect for differences among people

in physical activity settings.

Grades 6–8	Grades 9–12
The student will	**The student will**

• willingly include a variety of activities that appeal to individuals who differ from each other (in age, culture, ethnicity, gender, race, and ability).	• develop strategies for including persons of diverse backgrounds and abilities in physical activity settings and • identify the effects of age upon lifelong physical activity preferences and participation.
Sample Assessments	
Student Journal *Students are asked to describe in their journals one incident when they felt excluded from participation in physical activity and to suggest ways the situation could have been changed for them to feel included.* *Criterion for Assessment* • *The student describes an appropriate incident.*	***Interview*** *The student prepares and conducts an interview to look at differences in physical activity trends. All of the following six age categories must be interviewed: elementary school student, middle school student, secondary school student , young adult, middle-aged adult, and senior citizen.* *Interview questions must relate to types of activities, frequency of participation, personal benefits, cost required, and personal preferences. After the interviews, the student will compare/contrast the results of the different age categories in a report. A group project will be done from the results/findings of others in class to note similarities and differences.* *Criteria for Assessment* • *The student predetermines interview questions including types of activity, frequency of participation, personal benefits, cost, etc.* • *The student interviews all six age groups.* • *The student accurately compares/contrasts differences in physical activity trends related to age.* • *The student combines other findings to note similarities and differences.*

STANDARD 7

Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Students should develop an awareness of intrinsic values and benefits of participating in physical activity that provides personal meaning. These benefits—such as self-expression, social interaction, and personal enjoyment—can entice people to continue participation in activity throughout their lives. Elementary students should derive pleasure from movement sensations and experience challenge and joy as they gain competence in movement skills. At the middle

school level, physical activity can provide opportunities for challenge, social interaction, and group membership, as well as continued personal growth in physical skills. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction.

PreK–K **The student will**	**Grades 1–2** **The student will**	**Grades 3–5** **The student will**
• demonstrate willingness to try new movement activities and skills and • identify feelings resulting from participation in physical activity.	• be aware of the feelings resulting from challenges, successes, and failures in physical activity; • willingly try new activities; and • use physical activity to express feeling (e.g., creative dance experiences).	• recognize physical activity as a positive opportunity for social and group interaction; • recognize that participation in physical activity is a source of self-expression and meaning (e.g., aesthetic, challenging, pleasurable, fun, social); • seek personally challenging physical activity experiences; and • celebrate his or her own successes and achievements along with those of others.
Sample Assessments		
As closure to selected physical education activities, periodically obtain feedback from the children regarding their enjoyment by • *having them raise their hands,* • *using a poker chips survey,* • *having them display thumbs up or thumbs down, and/or* • *having them make verbal comments.* *Criteria for Assessment* • *The student indicates, verbally or nonverbally, positive feelings toward physical activity.* • *The student raises his or her hand to share feelings about physical activity.*	***Event Task: Observational Record*** *Students are asked to express a variety of feelings (e.g., happiness, sadness, anger, frustration, joy) during a creative movement or dance lesson through the use of a variety of shapes, postures, and movements. Students are asked to discuss situations in physical activity that bring about these feelings.* *Criteria for Assessment* • *The student uses movement to communicate feelings.* • *The student verbally expresses feelings that result from participation in physical activities.*	*Students are asked to identify and describe an outside-of-school physical activity that they are good in and to share their responses with a partner, a small group, or the entire class.*

Grades 6–8 The student will	Grades 9–12 The student will
• enjoy the aesthetic, skilled, and creative aspects of performance; • identify the potential of various physical activities for personal challenge, enjoyment, self-expression, and social interaction; and • engage in physical activities that provide for challenge, problem-solving, decision-making, and appropriate risk-taking.	• identify participation factors that contribute to enjoyment and self-expression (e.g., challenge, catharsis, social interaction, health maintenance/improvement, aesthetic, pleasure) in physical activity and they ways these factors may change over time; • enter competitive or recreational activities voluntarily, in and/or out of school settings; and • describe one physical activity that he or she will participate in because of personal enjoyment.
Sample Assessments	
Student Journal *During a project adventure mini-unit, students will write daily their thoughts and feelings on their participation in decision-making, appropriate risk-taking, challenge, and problem-solving activities.* *Criterion for Assessment* • *The student demonstrates an accurate awareness of his or her own participation patterns.*	***Student Project*** *Students make a list of all the activities they have participated in over the years and rank them in terms of personal preference. After grouping the activities into categories of "most preferred," "somewhat preferred," and "least preferred," they are asked to identify each activity in terms of participation factors that contribute to enjoyment and self-expression (e.g., challenge, catharsis, social interaction, health maintenance/improvement, aesthetic, pleasure).* *Students then examine the activity groupings to determine similarities and differences among activities in each group. A written report is prepared describing the basis for the activity grouping as well as an interpretation of what this information may mean regarding their individual preferences for physical activity participation.* *Criteria for Assessment* • *The student lists, groups, and identifies activities.* • *The student appropriately identifies similarities and differences among the activities.* • *The student identifies the basis for grouping the activities the way they have been done.* • *The student demonstrates insight into his or her own preference for activity.*

Physical Education Curriculum Standards	Table 2 Content Standards by Grade Span			
PreK-K	Grades 1-2	Grades 3-5	Grades 6-8	Grades 9-12

Pre K -- Kindergarten

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7
• Demonstrate controlled traveling, rolling, and balancing actions. • Travel with control forward, backward and sideways using a variety of locomotor patterns and change directions quickly. • Move with awareness of others in general space. • Kick, throw, catch, and strike objects under simple conditions (e.g.	• Identify fundamental movement patterns (e.g., skip or strike). • Identify beginning movement concepts (BSER) in body management, games, dance, and locomotion (e.g., personal/general space, high/low levels, fast/slow speeds, light/heavy, balance, and twist). • Apply appropriate movement concepts (BSER) to performance (e.g.,	• Select and participate in physical activity during unscheduled times. • Identify likes and dislikes connected with participation in physical activity.	• Sustain moderate to vigorous physical activity for short periods of time. • Be aware of the physiological signs of moderate physical activity (e.g., fast heart rate, and heavy breathing).	• Know rules, procedures, and safe practices for participation and respond appropriately. • Share space and equipment with others.	• Participate willingly in individual and group activities. • Interact positively with others.	• Demonstrate willingness to try new movement activities and skills. • Identify feelings resulting from participation in physical activity.

kicking and striking a stationary ball, catching an accurately tossed ball). • Select appropriate actions to match a steady beat.	change direction while running, move from a gallop to a hop when directed).					

Grades 1-2

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7
• Demonstrate mature form in locomotor skills (walk, run, hop, skip, jump, gallop, slide, and leap) • Demonstrate smooth transitions between combinations of locomotor movements and combinations of manipulative patterns. • Sequence weight-bearing, rolling, balancing, and traveling activities with control, with and without equipment. • Adapt kicking, striking, and throwing patterns to simple, changing environments (*e.g.* kicking, moving ball, or striking a friendly toss). • Throw a hand-sized ball overhand with force (*e.g.* to hit a wall 30 feet away). • Combine locomotor patterns (e.g. sliding, jumping, running, and hopping) in time to music • Use movement concepts (BSER) to vary fundamental patterns. • Use movements (BSER) to move in expressive ways.	• Identify the critical elements of basic locomotor and manipulative skills (e.g., jump 2 feet to 2 feet, skip-step-hop with a continuous pattern, opposition in throwing, and reach and give to catch). • Apply movement concepts (BSER) and principles of movements to a variety of basic skills (*e.g.*, catching at different levels, skipping in different pathways). • Use feedback to improve performance (*e.g.*, choosing appropriate hand positions for catching at different levels).	• Engage regularly in moderate to vigorous physical activity outside of physical education class. • Identify social and psychological benefits from participation in physical activity (*e.g.*, why some activities are fun and some are not).	• Engage in sustained physical activity that causes an increased heart rate and heavy breathing. • Identify changes in the body that occur at different levels of physical activity (increases in sweating, heart rate, and breathing rate).	• Follow directions. • Apply rules, procedures, and safe practices with few or no reminders. • Work cooperatively with another to complete an assigned task. • Work independently for short periods of time. • Resolve conflicts in socially acceptable ways.	• Treat others with respect during play. • Play and cooperate with others regardless of personal differences such as gender, skill level, or ethnicity.	• Be aware of the feelings resulting from challenges, successes, and failures in physical activity. • Willingly try new activities. • Use physical activity to express feeling (e.g., creative dance experiences).

Grades 3-5

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7
• Demonstrate mature form for all basic manipulative skills (e.g., overhand throw pattern, underhand throw pattern, kicking a moving ball, catching a ball thrown overhand) and combinations of locomotor skills. • Use basic motor skills of invasion (e.g., soccer, basketball), net (e.g., volleyball, pickle ball), striking/fielding (e.g., baseball, whiffleball), and target (e.g., bowling) activities in increasingly complex situations. • Demonstrate basic offensive and defensive strategies for invasion, net, and striking/fielding activities in limited settings (2 on 2, 3 on 2). • Support weight on hands demonstrating extension and control (cartwheels and handstands). • Apply movement concepts (BSER) to sequenced gymnastics actions with smooth transitions both alone and with others (e.g., perform a routine that includes balance, roll, and balance with a change in direction to match a partner). • Perform simple dances (e.g., creative, folk, and line dances).	• Use critical elements to improve personal performance and provide feedback to others in fundamental and selected specialized motor skills (e.g., making a triangle to set a volleyball). • Describe and use basic offensive and defensive strategies in limited settings (e.g., one-on-one, two-on-three). • Recognize and apply basic concepts from the disciplines that impact the quality of increasingly complex movement performance (e.g., absorbing and producing force, the relationship between practice and the improvement of performance, the importance of warm-up and cool-down).	• Identify personal interests and capabilities in regard to one's own physical activity. • Select and participate regularly in physical activities for specific purposes (e.g., to improve skill or health or for personal pleasure). • Identify opportunities in the school and community for regular participation in physical activity.	• Identify the components of health-related physical fitness. • Identify several activities related to each component of physical fitness. • Meet the gender and age health-related fitness standards as defined by Fitnessgram. • Develop a strategy for the improvement of selected fitness components. • Work with minimal supervision in pursuit of personal fitness goals.	• Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations. • Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive activities. • Work independently and utilize time effectively to complete assigned tasks.	• Recognize the influence of individual differences (e.g., age, disability, gender, race, culture, skill level) on participation in physical activities. • Recognize the positive attributes that individuals of varying gender, age disability, races, cultures, and skill levels bring to physical activity. • Work cooperatively with peers of differing skill levels.	• Recognize physical activity as a positive opportunity for social and group interaction. • Recognize that participation in physical activity is a source of self-expression and meaning (e.g., aesthetic, challenging, pleasurable, fun, social). • Seek personally challenging physical activity experiences. • Celebrate personal successes and achievements along with those of others.

Grades 6-8

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7

Table 2

• Demonstrate competence in the basic motor skills of modified versions of a variety of movement forms (dance, team, dual and individual activities, outdoor pursuits, and aquatics). • Demonstrate competence in basic offensive and defensive strategies in team and dual activities.	• Observe and identify characteristics of highly skilled performance that enable success in an activity. • Describe processes of learning and conditioning for specific physical activities. • Describe and use offensive and defensive strategies in modified settings (modifying rules, equipment, space or number of players, e.g., five-on-five soccer).	• Establish personal physical activity goals. • Participate regularly in health-enhancing physical activities to accomplish personal physical activity goals (in and out of the physical education class). • Identify and participate in new physical activities for personal interest in and out of the physical education class. • Describe the relationship between a healthy lifestyle and "feeling good."	• Meet the gender and age group health-related physical fitness standards as defined by the Fitnessgram. • Understand and apply basic principles of training (intensity, specificity, overload, etc.) to improving physical fitness. • Develop goals to improve personal fitness and work to achieve them independently.	• Recognize the influence of peer pressure on behavior in physical activity settings. • Work cooperatively with a group to establish and achieve group goals in competitive as well as cooperative settings. • Use time wisely by engaging in on-task behavior. • Handle conflicts that arise with others without inappropriate confrontation. • Display sensitivity to the feelings of others during interpersonal interactions.	• Willingly include a variety of activities that appeal to individuals who differ from each other (in age, culture, ethnicity, gender, race, and ability).	• Enjoy the aesthetic, skilled, and creative aspects of performance. • Identify the potential of various physical activities for personal challenge, enjoyment, self-expression, and social interaction. • Engage in physical activities that provide for challenge, problem-solving, decision-making, and appropriate risk-taking.

Grades 9-12

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7
Basic level benchmark (for students taking only one year of P.E. in secondary school): • Demonstrate competence in two movement forms. **Advanced level benchmark (for students taking additional P.E. courses in secondary school):** • Demonstrate competence/proficiency in more than 2 movement forms.	• Analyze and assess the motor performance of self and others in selected activities. • Design and develop a long-term plan for self-improvement in a movement activity to achieve a desired level of skillfulness.	**Basic level benchmark** • Participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting. **Advanced level benchmark** • Demonstrate the skills, knowledge, interest, and desire to	• Develop (assess, interpret, design, select, and assemble) an appropriate physical fitness program to improve personal fitness. • Meet the gender and age group health-related physical fitness standards as defined by the Fitnessgram.	• Respond to inflammatory situations with mature personal control and communicate with others to diffuse potential conflicts. • Initiate independent and responsible personal behavior. • Act independently of peer pressure.	• Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings. • Identify the effects of age upon lifelong physical activity preferences and participation.	• Identify participation factors that contribute to enjoyment and self-expression (e.g., challenge, catharsis, social interaction, health maintenance/improvement, aesthetic, pleasure) in physical activity and how they may change over time. • Enter competitive or recreational activities voluntarily, in and/or out of school settings. • Describe one physical activity they will participate in because of personal enjoyment.

		independently maintain an active lifestyle.				

APPENDIX C

Body-Space-Effort-Relationships Framework

(BSER Framework)

B-S-E-R MOVEMENT FRAMEWORK

BODY **(What the body does)**	**SPACE** **(Where the body moves)**	**EFFORT** **(How the body performs the movement**	**RELATIONSHIPS** **(Relationships that occur in movement)**
Actions of the body • Curl • Bend • Twist • Swing **Actions of Body Parts** • Support Body Weight • Lead Action • Receive Weight/Force • Apply Force **Activities of the Body** • Locomotor • Nonlocomotor • Manipulative **Body Shapes** • Straight • Wide • Round • Twisted	**Areas** • General Personal • Personal **Directions** • Forward • Backward • Sideward • Upward • Downward **Levels** • Low • Medium • High **Pathways** • Straight • Curved • Zigzag • Twisted **Planes**	**Time** • Fast-Accelerating-Sudden • Slow-Decelerating-Sustained **Force (Weight)** • Firm-Strong • Fine-Light **Space** • Direct-Straight • Indirect-Flexible **Flow** • Bound-Stoppable-Jerky • Free-Ongoing-Smooth	**Body Parts** • Above-Below • Apart-Together • Behind-In Front Of • Meeting-Parting • Near-Far • Over-Under **Individuals & Groups** • Mirroring-Matching • Contrasting • Successive-Alternating • Questioning-Answering • Acting-Reacting • Following-Copying • Lifting-Being Lifted • Supporting-Being Supported **Apparatus & Equipment**

• Symmetry-Asymmetry	• Wheel-Sagittal • Door-Frontal • Table-Horizontal **Extensions** • Large • Small		• Over-Under • Near-Far • Above-Below-Alongside • Behind-In Front Of • Arriving On-Dismounting **Other Types** • Goals & Boundaries • Music & Sounds • Poems & Stories & Words • Beats & Patterns • Art & Artifacts

Chapter SIX Assessment in the Physical Education Program

Purposes of Assessment

Principles of Physical Education Assessment

Assessment Options in Physical Education

Evaluating Student Performance

Current State and District Assessment and Recommendations for Future Assessment

Purposes of Assessment

Assessment, in many ways, is the driving force behind content and instructional methodology in the classroom. It affects the way students view themselves; the way parents/guardians, community, and governing bodies evaluate schools and districts; and the way citizens of this nation compete with those of other nations in the worldwide marketplace. Assessment is the collection of information that will be used to evaluate student learning. The specific evidence of learning that we use and the methods we employ for measuring learning must accurately reflect what we want students to know and to be able to do.

Assessment in physical education has not received a great deal of attention until recently. Student, teacher, and program accountability has forced physical educators to provide evidence of children's learning at the program level. Newer ideas in assessment have also helped physical educators to appreciate the importance of assessment as a critical part of the instructional process.

The intention of this chapter is to offer ways to bring together the best of assessment strategies in physical education so that our major goal—to raise expectations and learning standards for all South Carolina students—can be realized.

How can educators identify what students know and can do? What kinds of assessments are best? As with most important issues, the answers are complex and must be based on the purposes of the assessment, which differ across classroom, school, district, and state levels.

Purposes of Classroom Assessment

- to inform students of their strengths and weaknesses,
- to provide the teacher with information for the improvement of instruction,
- to provide parents/guardians with information needed for active support of the students' efforts and achievements, and
- to measure student progress toward meeting school, district, state, and national standards.

Purposes of School and District Assessment

- to promote fairness, consistency, and quality in physical education programs,
- to monitor and adjust physical education curriculum and instruction,
- to identify areas needing technical and financial support and to provide that support at the district level, and
- to provide accountability data to the community and governing bodies.

Purposes of State-Level Assessment

- to recognize the importance of physical education to the total education of the youth of the State,
- to improve physical education instruction,
- to determine that state and national standards are being met,
- to promote fairness and equity in physical education programs across the State,
- to measure graduates' abilities to meet the demands of the twenty-first century,
- to provide technical support for districts and teachers in developing good assessment instruments and strategies, and
- to provide accountability data to the citizens of South Carolina.

Principles of Physical Education Assessment

No matter what the level—school, district, state, or national—there are principles of assessment that should be followed. What should students know and be able to do? This question should guide the entire educational system, for the interests of the students and society as a whole lie at its heart. Only when expectations for students are known can educators plan for the most effective student learning and the most effective demonstrations of what they have learned.

Assessment is any activity that is used to collect information on students. South Carolina must move toward a system of assessment in physical education that fully and fairly measures student learning in physical education. While each individual assessment activity will differ, all assessment systems as a whole should reflect the following principles.

- **Assessment should include measures of student performance.**

  Although a knowledge of concepts related to physical education is important, students in physical education should be assessed in terms of what they do.

- **Assessment should measure what it intends to measure as directly as possible.**

  Assessment in physical education normally involves both assessments of motor skill ability and fitness. Motor skill and fitness assessment at the summative level should be authentic. Students should be assessed at the highest level of application appropriate for a given developmental level (e.g., how middle school students play soccer in a seven-vs.-seven game situation, not how well they kick a soccer ball; whether students can plan a personal fitness program, not whether they know the instructions on how to plan a fitness program).

- **Assessment should measure student achievement over a period of time.**

  Observing student performance on "test day" may not be reflective of where that student is developmentally. Observations of performance over a period of time during many different kinds of tasks are more appropriate. For example, the teacher might look at how a student throws a ball at a target, how students throw to a partner, and how they throw in a game situation.

- **Assessment should be ongoing and integrated with instruction.**

Growth in physical abilities and physical skills occurs over time and usually means that the student is increasing his or her ability to use skills in more complex situations. When assessment is ongoing, it confirms student progress over time and gives the teacher information that allows the teacher to adjust instruction appropriately.

- **Assessment should guide future instruction.**

  Teacher instruction must be guided by the needs of students. As teachers consider their district curriculum and the state standards, they have great flexibility regarding what to teach and when to teach it. If students are to learn, teachers must use assessment information to plan instruction students have many opportunities to practice and demonstrate what they can do.

- **Assessment, curriculum, and instruction should focus on important learning.**

  Before instruction begins, teachers need to examine their curriculum and ask, "What is important here?" The limited program time in physical education makes it critical for teachers to focus their instruction and assessment on what is most important. What is most important should be guided by the content standards developed at the state and national levels.

- **Assessment should involve students and parents/guardians.**

  Teachers are often considered the people who assess student work. However, assessment of student performance is even more effective when it includes students and parents/guardians. Being able to monitor and assess one’s own work is part of becoming self-sufficient. For that reason, it is important for students to be able to identify strengths and needs in their own work and strive for improvement. In addition to self-evaluation, students can help each other through peer evaluation. Feedback from their classmates allows students to see whether they are reaching their classroom audience. Involving parents/guardians and other community members in student assessment widens the opportunity for students to test the effectiveness of their work. Adults who are productive and competent have learned to monitor and assess their own work, but they also know that they have help from colleagues and supervisors. It is important for physical education teachers to establish for students the same kind of support system that comes into play when many people provide helpful feedback.

- **Student expectations need to be communicated at the beginning of a task, not at the end.**

Students can focus their learning on important issues when they know what is expected of them. Teachers should use information on scoring guidelines (rubrics) and samples of work as models of different levels of performance. This communication actually becomes a part of instruction as students discuss the rubrics and models with the teacher. Students see right at the start what an excellent product looks like compared to a product that is average or only fair. As students work, they can continually ask themselves if their performance measures up.

Using Scoring Rubrics in Physical Education

Physical education teachers were doing observations of actual student performance long before the ideas of authentic assessment and performance-based assessment using established criteria became popular in mainstream education. We have not always taken advantage of the potential of multidimensional scoring rubrics that provide information on more than one aspect of complex performance. An example of a multidimensional scoring rubric in physical education can be found on page 96.

Evaluating student performance with written scoring rubrics has many advantages for physical education. Scoring rubrics can be used to support many aspects of instruction. Written scoring rubrics (scoring guidelines) provide students with clear descriptions of expectations before, during, and after the assessment. Physical education teachers often have multiple assessment criteria that can be incorporated into a scoring rubric. The scoring rubric described here is recommended for the high school program. Rubrics may use numbers or descriptors such as excellent, average, poor, and the like, for assigning scores.

Tennis

South Carolina Physical Education Program Assessment

Setting: The following assessment is to be made of the student by observation over a period of time, through a testing situation set up by the teacher, or through a submitted videotape of student performance. The indicators are written for singles tennis play. The student should be matched with a student of equal ability for the testing situation.

Scoring: Each indicator is scored on a 1–3 basis according to the consistency with which the

indicator is observed. All indicators are totaled and averaged to determine a student's score. Students must score 2.0 and above to meet the state criterion for the basic program and 2.5 to meet the requirements for the advanced level program.

Level 3: Uses basic indicators in an extremely consistent manner.
Level 2: Uses basic indicators with consistency most of the time.
Level 1: Uses basic indicators with occasional consistency.

Indicators

Rules, Etiquette, and Safety:

_____ 1. The student interprets the rules and scores accurately.

_____ 2. The student calls out of bounds rules accurately and honestly.

_____ 3. The student acknowledges the good play of an opponent and does not get overly disappointed at his or her own performance.

Basic Strokes:

_____ 4. The student returns a normally placed ball with good form using the forehand.

_____ 5. The student returns a normally placed ball with good form using a backhand.

_____ 6. The student serves a ball into the opponent's court.

Offensive and Defensive Play:

_____ 7. The student demonstrates the use of some offensive strategy (forces the opponent to move, uses a hard return, sets up a play ahead of time, moves to the net appropriately).

_____ 8. The student demonstrates the use of some defensive strategy (returns to home base appropriately after each play, uses defensive strokes appropriately).

Advanced Level:

_____ 9. The student uses a lob and volley shot effectively.

_____ 10. The student uses a smash, drop shot, and other advanced strokes (optional).

Teachers should provide numerous opportunities for students to see, hear, and discuss the rubrics and practice using them with instructional activities before these guidelines are actually used for assessment. Indeed, one of the best ways to begin teaching a rubric that assures comprehension by the students is to offer them the opportunity to assist in developing the rubric—for example, ask the students what they think a good performance is like. A teacher using the rubric on page 96 to assess tennis would involve students in defining each of the components specified in the rubric. The components might describe more specifically what students must do, for instance, to get a "3" on their serve.

The rubric shared with the students should state the expectations for the assessment activity in "kid friendly" language. The rubric should identify the characteristics or traits of performance in such a way that the students could score their own papers if called upon to do so. Models (evaluated student responses from past years) need to be shared with the students. Students need to see samples of performances that received a "3" as well as performances that received a "1." This can be done with the use of a videotape.

Just as the method of evaluation selected should depend on the purpose of the evaluation, the kind of rubric used for an assessment should depend on what the teacher wishes to know about performance. More complex assessments and rubrics are needed for activities that require higher levels of performance, such as playing a game or creating a dance. Different kinds of rubrics are available for different objectives in physical education and should be selected according to the purpose of assessment.

For example, overall impressions of performance are usually assessed through holistic rubrics, such as a distinction between mature form, almost mature form, and immature form in some skills. This kind of rubric focuses on the features that are most important and is quick and easy to score, but training in its use is critical so that a consistency across scorers exists and the individual teacher’s judgment or subjectivity is not an issue.

Another type of rubric widely used with more applied situations is the analytic rubric. Analytic rubrics break down the performance into the critical dimensions, or parts, and each dimension, or part, is scored separately. For example, the analytic rubric for tennis (see page 96) specifies rules and etiquette, the use of basic strokes, and offensive and defensive play. The scores on the dimensions may be reported separately or added together to produce a total score.

Each of these scoring methods has value. Using a variety of methods will produce a comprehensive picture of what a student knows and is able to do.

Assessment Options in Physical Education

Teachers in physical education can gather information on student performance in many ways. Some of these methods are more useful for program assessment and some are more useful for assessment that is being used primarily as part of the learning process. Self-assessment and peer assessment on a self-designed rating scale, for example, are very useful options for assessment being used as part of the instructional process. More care and time must be spent in selecting the criteria, communicating the criteria, and learning how to use observation tools reliably when the data will be used outside the instructional setting.

Assessment and evaluation experts usually talk about the validity and reliability of tools and techniques of assessment. While validity and reliability issues are important to all types of assessment, they tend to be more important when the information collected will be used to make decisions on policy and will be used for student permanent grades and less important when the primary reason for collecting information is instructional in nature.

This section is divided into two areas. In the first area, the idea of performance assessment in relation to physical education is explored in relative depth. Performance assessment is what is being recommended as critical information on what a student in physical education actually knows and can do as a result of our programs. The second section briefly describes a variety of other assessment options available to the physical educator to assess a variety of objectives and standards.

Performance Assessment of Student Knowledge and Skills

Performance assessment is a direct measure of a student's ability to use his or her knowledge and skills. Perhaps the oldest known form of assessment, performance assessment has been used extensively in physical education. Performance assessments are authentic assessments if they simulate real-world situations. The use of skills in a game/performance situation is an authentic physical education experience.

In a performance assessment, students show their work; therefore, both process and product can be evaluated. Use of performance assessment engages students in a discussion of learning and scoring expectations (the rubric).

Performance Tasks

Tasks are short-term activities lasting from a few minutes to several class periods. They call for students to focus on a carefully defined activity. A performance assessment task always includes a scoring guide (rubric).

Examples of performance assessment tasks include

- developing a sequence of moves in gymnastics or dance,
- conducting a survey for a report or project,
- interviewing someone for a project or report,
- preparing and presenting to classmates a research report on a particular topic, and
- designing a game.

Projects

Projects are activities that may require as much as several weeks or longer to complete, although not every class session has to be devoted to the project. More complex than tasks, projects are often composed of several tasks. Students need to focus both on the individual components of the project and on putting those components into a sensible, total project. A performance assessment project includes a scoring guide.

Examples of projects include

- developing a personal fitness program,
- monitoring and describing learning in an activity, and
- preparing and presenting research on facilities and programs available for a sport or activity.

Example of Student Project

Students are given an assessment of their initial skill in bowling, based on the scoring rubric used for the activity. From this initial assessment, students are asked to identify three indicators they would like to target for initial improvement over a three-week period. They are also asked to identify a plan to work on those indicators over the three-week period.

Criteria for Assessment

- The student targets appropriate behavior for improvement.
- The student designs an appropriate plan to develop the targeted behavior.

Level 3: Uses basic indicators in an extremely consistent manner.
Level 2: Uses basic indicators with consistency most of the time.
Level 1: Uses basic indicators with occasional consistency.

Portfolios

A portfolio is a purposeful collection of student work gathered across grading periods, semesters, or years. It is not simply a folder of all the student's work. In addition to showing student progress over time, portfolios are maintained to demonstrate and foster students' ability to evaluate their own work; therefore, portfolios should contain samples of student evaluations of their own work and frequently encourage students to select their own best pieces of work for inclusion. A good portfolio provides an authentic documentation of student learning because it contains evidence of the application of knowledge and skills (performance tasks and projects) in real-world situations.

The components of a portfolio will vary according to the content, type, or purpose of the portfolio and the grade level of the student. Portfolios may be maintained in an individual sport/skill or an activity or fitness, or they may combine or integrate content. Portfolios in physical education often include a videotape of performance. Portfolios vary in physical appearance and manner of storage, depending on the needs and preferences of the teacher and student, the contents, and the technology available. The portfolio materials might be stored in a manila folder, a larger accordion folder, or a box. Many physical education teachers store portfolios in a crate for each class.

Portfolios can be used for a variety of purposes:

> **An instructional portfolio** contains student work that is helpful to teachers as they modify present or plan future instruction and provides evidence of growth and feedback for students and/or parents/guardians. The teacher may evaluate some of the pieces in this kind of portfolio, but the primary purpose is instructional; the portfolio as a whole is not assessed. A variation of the instructional portfolio is the showcase portfolio, which displays only the best work of the student.
>
> **An assessment portfolio** is used as the basis for student assessment and may be passed to the teacher in the next grade. Assessment portfolios are scored with one or more rubrics (scoring guidelines). For example, a fitness portfolio might include scores on a fitness test over time, a self-designed fitness program, and a record of outside participation in physical activity. A variation of the assessment portfolio is a project portfolio, which provides evidence of progress in a project over a period of time and is evaluated with a final score.

As indicated earlier, the specific contents of any portfolio will also vary with grade level. However, much of the evidence of skill/fitness/concept development is similar across portfolios.

The following examples might be found in an instructional or assessment portfolio in physical education.

In the lower grades

- pre- and post-observations of skills gathered throughout the year or unit,
- written or oral evidence of the students' ability to evaluate their own fitness levels or motor skill performance,
- videotapes of students in an authentic performance setting,
- teacher observation checklists and anecdotal observations documenting student performance
- parent/guardian response to student work,
- other evidence of learning such as certifications received (e.g., Red Cross, swimming), and
- skill test/written test grades.

In the higher grades

- videotapes of students in an authentic performance setting,
- research papers (original notes and first and final drafts),
- tests (short-answer, essay, fill-in-the-blank, multiple choice, motor skill, fitness),
- records of teacher observations over time,
- samples of the students' evaluations of their own performance,
- investigative project on an activity,
- videotape of class presentation,
- parent/guardian response to student work, and
- a letter to a teacher in the next grade explaining what the students think they learned this past year and want to work on during the coming year

Example of Student Portfolio

Standard 1, Grades 9–12

By the end of the semester, you must provide evidence that you

- have participated regularly in physical activity,
- can meet the minimum fitness standard, and
- can develop a personalized fitness program based on evaluation of your own fitness.

Accepted evidence might include but is not limited to the following:

- logs of daily activity,
- records of participation in organized sports/clubs, etc.,
- fitness scores from the FITNESSGRAM or other test of components of fitness, and
- a personalized fitness program that is appropriate for your level of fitness indicating beginning levels of fitness, target objectives for the semester, your plan to improve your performance, and present levels of fitness.

Checklist

Checklists are usually used to provide an observational record of whether a student meets or does not meet particular performance criteria.

Example of Checklist: VOLLEYBALL VIDEO ANALYSIS (Check Sheet)

NAME _____

1. DID THE STUDENT PARTICIPATE THE MAJORITY OF THE TIME?

2. SKILLS ANALYSIS: DOES THE STUDENT DEMONSTRATE THE FOLLOWING SKILLS?

A. BUMP _____

SHRUG	Y N
HANDS	Y N
HOOKED	Y N
BENT TO STRAIGHT	Y N
FLAT SURFACE	Y N
FOREARM HIT	Y N

B. SET _____

TRIANGLE WINDOW	Y N
FINGER PADS	Y N
CHICKEN WINGS	Y N
BENT TO STRAIGHT	Y N

C. SERVE _____

UNDERHAND	Y N
OVERHAND	Y N

D.SPIKE _____

WHIP LIKE	Y N
STEP, STEP, JUMP	Y N
HEEL OF THE HAND	Y N

E. OFFENSIVE STRATEGIES _____

HIT TO OPEN AREAS	Y N
CHANGE FORCE	Y N
MULTIPLE HITS	Y N

F. DEFENSIVE SKILLS _____

COVERING SPACE	Y N
CALLING BALL	Y N

3. AFFECTIVE ANALYSIS:

A. COOPERATE WITH TEAMMATES	Y N
B. LISTEN AND FOLLOW TEACHER INSTRUCTION	Y N
C.SPORTSMANSHIP	Y N

4. COGNITIVE ANALYSIS: DOES THE STUDENT DEMONSTRATE CONTENT UNDERSTANDING BY:

A. ANSWERING TEACHER'S QUESTIONS WHEN ASKED	Y N
B. WRITE CORRECT ANSWERS IN DAILY CALENDARS	Y N
C. SEE QUIZ GRADES	Y N

TEACHER COMMENTS: OVERALL LETTER GRADE

Anecdotal Record

An anecdotal record provides a running narrative description of performance that is observed. Anecdotal records should use language that does not make an evaluative judgment about what is observed.

Example of an anecdotal record: Tommie is the first one out of the locker room. He comes into the gym and looks for a physical activity he can do by himself and engages in that activity until the teacher calls the class to begin.

Rating Scale

Rating scales are used to determine the degree to which criteria have been met in an observed performance.

Example of rating scale for underhand pass in volleyball:

_____ Level 4: The student directs the pass to target area 9 out of 10 times.
_____ Level 3: The student directs the pass to target area 6–8 times out of 10.
_____ Level 2: The student directs the pass to target area 2–5 times out of 10.
_____ Level 1: The student directs the pass to target area 0–1 time(s) out of 10.

Group Projects with Rating Scale

Students compose a "Globetrotter" ball-handling routine to be videotaped as a final project. Elements of dance/ball handling are combined and set to "Sweet Georgia Brown."

Dribbling must exhibit correct form: finger pads, elbow pump, eyes looking around, waist level knees bent. FANCY— POSE MIRROR/MATCH SMOOTH TOTAL GRADE

1 = LOWEST Below Average	3 = MIDDLE Average	5 = HIGHEST Above Average

GROUP	MANIPULATIVES 1–5 points	FANCY 1–5 points	POSE 1–5 points	MIRROR/MATCH 1–5 points	SMOOTH 1–5 points	TOTAL GRADE TOTAL POINTS
1						
2						

Criteria for Assessment

- three manipulatives such as figure 8, spider, or front to back, around waist, back legs, leg, and ankles, finger pad drills;
- two fancy dribbles such as sit-ups, through legs, behind back, spin dribble, or windmill dribble;
- pose that is still three to five seconds at the beginning and at the end;
- mirroring (face to face opposite parts) and matching (side by side same parts);
- movement using different directions, speeds, dominant and nondominant hands, and
- smoothness of routine throughout entire song.

Role Playing

Role-playing opportunities allow students to act out real-world situations to demonstrate their understanding of appropriate behavior. Scoring rubrics for role-playing experiences must be established.

Role Playing: Event Task

Students are instructed in the proper procedures for rescuing a child in water in an emergency situation. Students are placed in teams of three. One student will "perform" a specified swimming stroke halfway across the gym. It is assumed that they have swum too far from the shoreline. The swimmer yells for help. The other two students are to act as rescuers. They must proceed with the proper reach and throw techniques as well as use a toy phone to report the accident to the emergency number 911.

Rating Scale

Level 4: The student independently follows through on all of the objectives identified in this assessment.

Level 3: The student independently follows through on most of the objectives identified in this assessment.

Level 2: The student independently follows through on some of the objectives identified in this assessment.

Level 1: The student independently follows through on none of the objectives identified in this assessment.

Criteria for Assessment

- The student uses the proper technique to "swim" across the gym.
- The student uses the proper rescue techniques.
- The student uses the proper procedures in dialing 911 and responding to the emergency personnel questions.

Written Tests

Written tests in physical education are useful to assess whether the student has knowledge of how to perform or knowledge related to an activity. Written tests cannot assess whether the student can use his or her knowledge in actual activity. Written tests should be designed at the appropriate reading and comprehension level of the student.

Written Test Students are asked to identify each component of fitness and to describe both an exercise and an activity that has the potential to develop the component. Criteria for Assessment • Student accurately identifies each component. • Student correctly identifies appropriate exercise for each component. • Student correctly identifies appropriately activity for each component.	**Written Test** Kindergarten students are provided a drawing of different pathways – straight, curved, zigzag – and asked to circle the pathway named by the teacher. Criterion for Assessment: Students identify appropriate pathway.

Skill Tests

Skill tests are good measures of performance in physical skills, and validated skill tests are also good measures of how well the student would use the skill in a game situation. Skill tests are generally more reliable measures than observational tools, and many are easily administered by the teacher, peer, or student.

Kehler Softball Fielding and Throwing Accuracy Test (Kehler, 1958) **Purpose.** To evaluate fielding and throwing ability in softball. **Validity and Reliability.** Using the scores of college students, validity coefficients were shown between .76 to .79 depending on which scoring system was used. Using the odd-even method followed by the Spearman-Brown Prophecy Formula, reliability	The thrower may take one step over the starting line. Balls that hit the floor before contacting wall A are playable. An additional ball should be put into play as quickly as possible when a ball fails to reach wall A because any such ball does not count. One practice trial is allowed. Assistants supply students with additional balls. Two assistants should retrieve thrown balls and relay them to a third assistant, who places them in a ball box near the starting

coefficients were estimated at .90 and .91 for the two scoring systems.

Age Level and Sex. Originally conducted with college students. Appropriate for junior high school and senior high school students.

Personnel. The test is best administered with at least five people: one timer, one recorder, and three ball retrievers.

Equipment. Softball gloves, at least ten softballs at each testing station, a box to hold balls, a measuring tape and marking tape, a stopwatch, score cards or score sheets, and pencils.

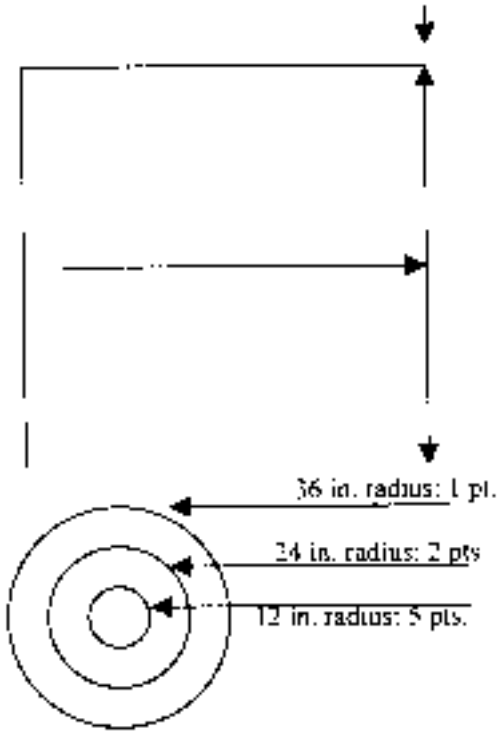
Space. An area with two high walls at right angles to one another. Each testing station needs a minimum floor area of forty-five feet by forty-five feet.

Test Items. A softball fielding test and a throwing-accuracy test.

Preparation. Each testing station is prepared as shown in figure 6.19. The testing station must be located in an area that has two walls at right angles to one another. A ten-foot line with its center approximately forty feet from wall B and four feet above and parallel to the floor is placed on wall A. A five-foot starting line is placed forty feet from and parallel to wall A. The midpoint of the five-foot starting line is forty feet from wall B. A circular target with a thirty-six-inch radius is placed on wall B so that its center is twenty feet from wall A. The upper half of the target has a semicircle with a twelve-inch radius and two straight lines extending down each end of the semicircle to the bottom of the target. An incomplete circle line. Assistants must not interfere with students who are testing.

Scoring. Two scoring methods can be used. Either method is acceptable as long as students are scored consistently. The final score for method one is the total score for each ball. Score is determined by where a ball hits within the target area. Figure 6.19 indicates the point values on the target. Balls striking a division line separating two sections earn the higher value. The final score for method two is the number of balls striking the target in a two-minute period.

Norms. Not available.



with a twenty-four-inch radius is located around the oblong area.

Directions. The student waits behind the forty-foot starting line. At the start signal, the student throws a ball below the four-foot line on wall A. Balls are fielded as quickly as possible and thrown at the target on wall B. Student may cross the starting line to make a recovery. Upon completion of the throw, the student hurries behind the starting line, grabs a second softball, and repeats the action. This action continues for two minutes.

Peer Assessment

Peer assessment is an assessment technique that utilizes a peer student as the assessor. Peers can play simple roles such as counting the number of curl-ups or more complex roles such as using a scoring rubric to assess performance. The key to making peer assessment successful is to teach students how to assess and to hold them responsible for their role as the assessor.

Example

Students are divided into groups of three to assess the volleyball serve. One student is the server, one student retrieves balls, and the third student has a clipboard to record the level of performance on the volleyball serve rating scale.

The student serves "x" number of serves (under or overhand).

1 point is recorded if student serves with correct cues (stance, ball placement, contact point, follow-through);

2 points are recorded if student serves with correct cues and ball goes over the net.

3 points are recorded if student serves with correct cues and the ball goes over the net and lands in bounds.

Peer Observation with Rating Scale

Following instruction on gymnastics (e.g., traveling actions, balances, jumping and landing), the 4th grade students are given this peer assessment assignment:

Create a sequence alone or with a partner. The sequence must have a beginning and ending shape. In the middle, there must be three jumping and landings and traveling using step-like actions. If you are working with a partner, the sequence should be performed together. Focus on tight muscles, stillness in the balances and soft landings. Ask an individual or group to judge your sequence using the checklist below.

Criteria for Assessment:

a. The student/partners display(s) the critical elements that are the focus of the observation.

b. Observer(s) make an accurate judgment on the performance.

Name _____

Name _____

3 =Outstanding

All of the critical elements are easily observed in that part of the routine.

2 = Good

The balance is a little shaky.

The traveling may not be completely controlled.

The landing may be a little loud.

The routine looks pretty good but not as good as it could be with a little more practice.

1 =Need(s) Improvement

___ Beginning balance:	___ Traveling Actions:
Still, tight, and controlled	Smooth, controlled
___ Jumping/landing::	___ Aesthetic Value
Good height and soft landing	Beauty of the routine

Self-Assessment

Students assess their own performance based on recall or observational data collected on videotape.

Example of Self-Assessment

Students are given a checklist of critical cues for a skill during practice. Sometime during the class period, students must take their videotape and put it in the camcorder to record their performance at a station set up in one part of the gym for that purpose. Their homework assignment is to use the checklist to assess their performance on the tape.

Standard 1, Grade 10

Student Self-Assessment/Peer Assessment

Students are asked to assess their performance on a backpacking trip in terms of the skills they have demonstrated, their care and safe use of equipment, their interaction with the environment, and their interaction with others on the trip. The self-assessment should be in the form of an essay. Each student on the trip is also asked to use a simple rating scale to assess each other on the criteria identified.

Essay

Criteria for Assessment

The student will complete an essay to demonstrate his cognitive knowledge of backpacking techniques. A rubric will be developed for the student to assess his essay. The essay should address the following issues.

The basic skills for backpacking:

- warming up the body for the hike
- using compass and map skills.

The care and safe use of equipment:

- how to pack (heavier items on top)

Interaction with environment:

- staying on the trail
- leaving the campsite the way you found it

Group skills:

- map reading with others
- setting up camp

Check List: Peer Evaluation

The components above will be used in a checklist with a rating scale for the students to evaluate each other on the backpacking trip.

Interview

The interview is a useful way for teachers to collect information on the attitudes, values, and perceptions of students about themselves and physical education.

Example of Interview

The teacher has been having difficulty with one particular class of students in her schedule. In order to gain some insight into the problem from the students' point of view, the teacher has decided to interview a representative sample of students from the class.

Example of Interview

Seventh graders are asked to elect an adult who regularly engages in a personal activity program. Interview this person to determine what exercise is done, how long it has been done, and why this activity was chosen. What is his or her motivation to continue? How this person start participating in this particular program? Students will then write a brief paper explaining their findings and the impact it has on them personally.

Criteria for Assessment

- The student completes interview of the selected individual.
- The student prepares an accurate paper based on the interview.
- The student presents an appropriate synthesis of information and conclusions.

Student Log

Student logs in physical education are largely written records of participation or behavior over time. They are particularly useful for recording what a student does outside the physical

education class.

Example of Student Log

Fifth graders are asked to keep an activity log for one month. During this time, they should write down their afternoon activities between arriving at home and dinnertime. They should then indicate whether their activities are ones that would contribute to an active or a sedentary lifestyle.

Criteria for Assessment

- The student keeps a log for one month.
- The student indicated accurately whether activity would contribute to an active lifestyle or a sedentary one.

Example of Student Log:

Student will complete a "My High School Outside-of-Class Participation" Proposal.

MY HIGH SCHOOL OUTSIDE-OF-CLASS PARTICIPATION PROPOSAL

Name_____ Beginning Date _____Ending Date _____

Date	Time	Total Time	Nature of Activity	Light/Moderate/Vigorous

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Criteria for Assessment:

a. Student participates at least three times per week in appropriate health-enhancing activities.

b. Student keeps accurate records.

c. Student seeks and collects physical activities based on personal interest and meaning.

Student Journal

The journal records over time the student's feelings, attitudes, knowledge, participation, and so on. Journals are a useful way for teachers to access individual student responses and collect information that is very difficult to get in other ways. Student journals that are to be used for assessment purposes are evaluated with a clearly defined scoring rubric.

Students can write in their journals

- what they most liked/disliked about class,
- how good they think they are in an activity and why,
- what their feelings are about particular activities,
- what their goals are for participating in a particular activity,
- what they know about how to become skilled in a particular activity, and
- what they can do to improve their diet and eating habits.

Example of Student Journal

The teacher asks students to identify personal feelings relative to participation in a gymnastics lesson.

Scoring

- Exemplary:

  The student expresses feelings relative to his or her participation in the gymnastics lesson.

- Needs improvement:

  The student has difficulty expressing feelings about his or her participation.

- Unacceptable:

  The student does not make journal entries.

Parental Reports

Parental reports submitted by an adult who has some responsibility for a student (e.g., guardian, coach, parent, or youth director) to verify that student's participation, progress, or performance in a particular activity.

Example of Parental Reports

- An adult signs record of the student's participation on a team.
- A parents signs that a student has jogged three times a week.

Evaluating Student Performance

Many students in physical are currently assessed and graded on criteria other than those that focus on their actual performance. Preparation for class, subjective assessments of student participation, and student effort are the primary criteria used in evaluating students. While it is reasonable to assume that each of these criteria can be defended as a small part of a student's grade, it is unreasonable to assume that a student's performance, or improvement in performance, should not be a major part of his or her grade.

Assessing student performance should be a major part of the instructional process and a good program. A continuous and regular program of assessment plays many roles beyond the assigning of grades in the teaching-learning process. Some of these roles are

- enhancing the learning process through assessment activities that are student-process oriented (i.e., student self-assessment or peer assessment);
- providing students with information on their progress toward meeting the expectations of the standards;
- providing the teacher with information on student progress toward meeting the expectations of the standards; and
- providing the teacher, administrators, and other policy makers with information on the extent to which students meet the expectations of the standards for a given program.

Current State and District Assessment and Recommendations for Future Assessment

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Currently it is not the practice of the schools, the districts, or the SDE to collect any information on student learning or performance in physical education. Most programs collect little information other than fitness measures, which are communicated to the student and then forgotten. Assessment has two major purposes: the improvement of instruction and accountability at the school, district and state level. This lack of accountability at all levels in physical education has created a system in which many programs are accomplishing too little and good programs are going unrecognized.

Students cannot improve unless high expectations are held for them and they are accountable for good performance. Programs cannot improve if students and education leaders have no basis for making judgments about quality. Districts will not adequately support programs for which they are not held accountable by the State.

A number of recommendations in regard to program assessment in physical education need to be advanced:

- The SDE should support the development and use of assessment materials for the standards.
- Schools should be required to demonstrate compliance or improvement in student performance on the standards established using assessment data.
- The SDE should support in-service training for teachers to learn how to assess student performance at the program level.
- Physical education goals should be part of all school improvement plans submitted to the SDE.
- Physical education program evaluation should be made public by the SDE and included in all school assessment profiles. The emphasis for the first years of the assessment program should be on demonstrating improvement in the number of students in a program who actually meet the criteria.
- Program assessment may also include information on

- areas not measured by standards-based materials,
- the degree to which the entire program reflects the comprehensive standards, and
- the quality of the overall program as described in the standards.

- Teacher preparation programs in physical education should prepare the preservice teacher to develop and use assessment materials to evaluate programs.

Physical Education Curriculum Standards

Some Useful Web sites for Physical Education

What do you do if you want

- information on where the next national or district AAHPERD conference will be held,
- ideas on how to create a new and exciting field day for your school,
- material on ways to measure the fitness of students in your adapted class,
- sources of holiday theme music for your classes,
- ideas on ways to teach offensive strategy concepts to your fourth graders,
- ways that others have successfully introduced rhythm/dance activities,
- new ideas for cooperative activities for your seventh graders,
- information on ways to teach soccer skills to students with special needs,
- resources to help you teach fitness concepts to your high school students, or
- specific ideas on how to teach your first unit on orienteering?

You can spend a lot of time in a library, or you can call all your physical educator friends. Or better yet, you can go to the Web!

There is a large and growing number of websites specifically designed for physical education. These sites are being updated on a regular basis, and new ones are being created almost daily. Because of these changes, the Web address may also change, and a list created today may be out-of-date tomorrow. For that reason, one of the easiest and best ways to find appropriate sites on the Internet is to find a strong site that provides links to other sites and that will therefore keep its links and addresses up to date.

One of the best sites for information in physical education at this time is PE Central. This large site has many offerings, but one of the most important is its listing of links to other sites. Their Internet address is listed below, as are a few others that may be helpful. Some of the sites listed are commercial ones, but often these sites provide a wealth of information beyond their own efforts to sell material.

PE Central

AAHPERD

SCAHPERD

Abilitations

American Fitness Alliance

Country Time Dance Lines

Cyberdiet

Fitness File

*FITNESS*GRAM

Flaghouse

Human Kinetics

Special Olympics

Palaestra

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FLAGHOUSE click here
Rainbow Match Chute
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PE CENTRAL

The Premier Web Site for Health and Physical Education Teachers

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Submit Your Ideas Now!
Free Equipment for Publishing on PE Central
Equipment Specials! Adapted Specials!

PE Books

PEC Newsletter

Sign up for our mailing list

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Welcome to the premier Web site for health and physical education teachers, parents, and students. Our goal is to provide the latest information about developmentally appropriate physical education programs for children and youth. We encourage you to submit your own lesson ideas which are reviewed by our editorial team. Information about who we are and our awards and honors are available. **Last update: 8-1-01**.

PEC Email Newsletter

Sign up for our mailing list

- **PE Central Newsletter**

PEC info, 2002 PEC Challenge, etc.

- **Lesson Ideas**

PreK-12 Health/PE, Integrated
Search All Lessons...

- **Assessment Ideas**

Paper & Pencil, Alternative (rubrics)...

- **Adapted Physical Education**

FAQ's, IEP Info, Activity adaptations...

- **Preschool PE**

Lesson ideas, Articles, Equipment, FAQ's...

- **Creating a Positive Learning Climate**

- **PEC Store**

PEC Books, Apparel, Whats New...

- **Books & Music**

PE Books/Music from **Amazon.com**...

- UPDATED **Health & PE Products** (8/1)

Products for PE programs, Advertising Rates...

- **Best Practices Program**

Special events, Fitness nights, What's New...

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PE Central Poll

New Polls will return in August!

Suggest a Question
Past Poll Results

Classroom management info, Lesson ideas, FAQ's...

- **Professional Information**

Defending PE, Research, PEP Act...

- UPDATED **Job Center** (8/1)

Openings, Resumes, Interviews, Portfolios...

- **Research In Action**

Articles annotated, journals, links...

- **2001 PE Central Challenge**

4th & 5th grade motor skills challenge...

- **Top Web Sites**

PE People/Programs, Dance, Fitness, Sports...

- **Instructional Resources**

Fitness testing, Interactive learning sites...

- **American Master Teacher Program**

Workshop calendar, Hosting info...

Kids Quote of the Week

In a first grade class we were working on the forward curled roll. I asked the students if they could name the **critical cue** words for performing the **forward curled roll** and one child responded **"Shake, rattle and roll"!**

Submitted by **Andrea Heckman** who teaches in Catawissa, PA.

More Kids Quotes

Visit Our Friends:

Walk To School Day

PELINKS4U

Funding Factory

PE Central exists to assist teachers and other adults in helping children become physically active and healthy for a lifetime

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APA Reference

Manross, M., Graham, G., Pennington, T., & Elliott, E. [Editors]. (1996, August 26). *PE Central*. [Online]. Blacksburg, VA: Retrieved Day, Month, Year from the World Wide Web: http://www.pecentral.org.

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http://www.pecentral.org

AAHPERD.ORG

American Alliance for Health, Physical Education, Recreation & Dance

The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) is the largest organization of professionals supporting and assisting those involved in physical education, leisure, fitness, dance, health promotion, and education and all specialties related to achieving a healthy lifestyle.

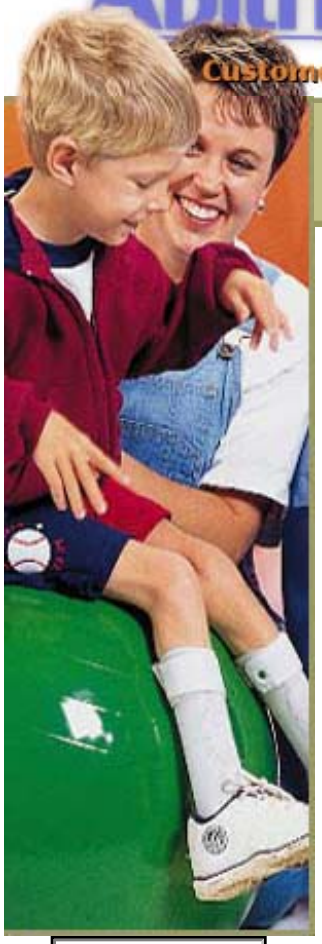
AAHPERD is an alliance of six national associations and six district associations and is designed to provide members with a comprehensive and coordinated array of resources, support, and programs to help practitioners improve their skills and so further the health and well-being of the American public.

The organization dates to November 27, 1885, when William Gilbert Anderson, two years out of medical school and an instructor of physical training at Adelphi Academy in Brooklyn, invited a group of people who were working in the gymnastic field to come together to discuss their profession. Today AAHPERD serves 26,000 members and has its headquarters in Reston, Virginia, 25 miles west of Washington DC.

An updated email address helps us serve you better. Please click here to verify and or update your email address.

Please enter your search term here for a quick reference.

GO



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Welcome to Abilitations. We are a catalog company whose primary focus is serving the needs of individuals with special needs. We accomplish this in a variety of ways including, but not limited to, our catalog and Thera-Talk. Our product mix focuses on movement, positioning, sensorimotor, exercise, aquatics and play. We unconditionally guarantee every product sold for up to one year. We are here to assist you and learn with you. We welcome your feedback at any time. Again, welcome to our site and our family.

Website Featured Sections

Discussion Groups

thera-talk - A Forum For Professionals

Funded by Sportime International, thera-talk brings participants from all over the world into a community to ask and answer therapy-related questions, as well as share ideas and inspirations with other professionals. To access thera-talk, simply go to http://www.abilitations.com/thera-talk and you can start participating. That's it! Our staff of professionals are here to help. You can reach them via e-mail at webmaster@sportime.com with any questions or comments about thera-talk.

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Interactions products have taken a step beyond the ordinary by integrating the environment with the individual. Different from an environment that lulls one to sleep, the Interactions environment encourages a normalizing response from the individual. Here, the individual often has the ability to alter their environment with the touch of a switch.

AAHPERD
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Human Kinetics
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Physical Best
FITNESSGRAM
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FitSmart
Product Center
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Teacher News
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American Fitness Alliance

Youth Fitness Resource Center

THE source for top-quality youth activity and fitness education resources, information, and programs

FITNESSGRAM

The health-related physical fitness test component of a comprehensive physical fitness education program.

New! Order "FITNESSGRAM 6.0"
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Physical Best

The educational component of a comprehensive health-related physical fitness education program, providing curriculum materials, activity guides, and teacher certification.

Brockport Test

A physical fitness test developed especially for use with students with disabilities.

FitSmart

The first national test designed to assess high school students' knowledge of health-related physical fitness.

About AFA

Mission: To improve young people's fitness and health by promoting physical activity and other healthy behaviors.

Product Center

Top-quality, teacher-tested, health-related fitness education resources that are ready to use.

Service Center

Information on certification, product support, author information, and permissions.

Teacher News

Information teachers can use in implementing health-related physical fitness education programs.

Breaking News
Support Senator Ted Stevens's Physical Education for Progress (PEP) Act! *Read more*.

Certification

Information on the Physical Best certification available through AAHPERD.

Calendar

Information on conferences and other events of interest to teachers working with health-related physical fitness education.

Other Sites

Links to other sites that provide quality information and health-related physical fitness education.

About AFA | Physical Best | Fitnessgram™ | Brockport | FitSmart | Products | Services | Teacher News | Certification | Other Sites

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Welcome to country-time.com!

If you like line dancing, you found the right place!

GLORIA JOHNSON SUPPLIES THE DANCES FOR BRITISH ALL-GIRL SENSATION AUBURN!

Gloria Johnson recently supplied the dances for two of the three songs on the debut release from the UK all-girl sensation AUBURN! Gloria first wrote the dance Man Handler for the first cut on the three song CD, "I Got Your Man", and then revised her 1998 classic Electric Cha Cha for the third cut on the CD, "No Matter How Long". The group has asked Lyn Yost to supply the dance for the third song which is a waltz.

YOU FOUND DUSTY & GLORIA!

The country-time.com web site is the

home on the internet of interna-tionally known line dance choreographer **Gloria Johnson** of Deltona, Florida and her husband country music nightclub DJ **"Dusty Miller"**. Information on these two very popular Central Florida club

entertainers, their homepages, information on their line dance cruises, and much more can be found within this web site.

CHECK OUT THE CONSTANTLY GROWING ARCHIVE OF LINE DANCE STEP DESCRIPTIONS!

As of July 9, 2001, there were over 3,800 line dance step descriptions

NOW YOU CAN HELP SUPPORT THE COUNTRY TIME WEB SITE USING A CREDIT CARD!

PayPal DONATE **CLICK HERE...**
help support country-time.com
Dusty Miller has signed up the country-time.com web site with PayPal which means that you can help support this site through a donation using your credit card anywhere in the world!.

USA TODAY

GLORIA IS ALWAYS WRITING NEW DANCES!

Gloria Johnson is ALWAYS writing new line dances and so far has written over 100! Some of these dances were at the request of either the band or the record label. You can find ALL of her dances here in our archives.

Capital One
9.9% Fixed APR
VISA Apply

FIND GLORIA'S NEW DANCES RIGHT HERE!

Have you tried Gloria's new dances yet? Man Handler for the British all-girl group Auburn single "I Got Your Man", Cow-Lypso for Lorrie Morgan & Sammy Kershaw's "He Drinks Tequila", and Sugar Kix for "Sugar" from the same album!

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FREE ISSUE
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LIMITED CABINS REMAINING FOR OUR ANNUAL LINE DANCE CRUISE IN NOVEMBER!

One thing Gloria and Dusty enjoy doing is going on a cruise! What a way to relax! Every year,

they conduct a line-dance cruise to the Western Caribbean with stops in the Grand Cayman Islands, Cozumel Mexico, and New Orleans. Leaving from the Port Of Tampa Florida during the off season in November, this cruise is the best value for the money of any cruise on the market today. Gloria teaches line dancing daily, Dusty does the DJ bit, and they join you in the casino, while shopping on shore, and sightseeing. It's a vacation, to relax and enjoy yourself! There are only a limited number of cabins remaining for this year's cruise so make your reservations today! Click on the logo above for information!

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ATTEND ONE OF GLORIA'S DANCE CLASSES!

If you are coming to Central Florida, make sure you stop in and visit with Gloria and Dusty during one of their dance classes. Here is where you will

musictoday.com
get band gear!
STICKERS

Dusty Miller
& Gloria Johnson
are members of

Line Dance

housed in the archives on this web site. Each dance has been carefully checked for accuracy and spelling, and has been reformatted and retyped to conform to an easy-to-read format developed by Dusty & Gloria. Where most sites simply post the dances as submitted (including some very obvious errors), the country-time.com web site takes pride in each and every step description and insists on accuracy and "danceablility".

DUSTY IS DOING GREAT AFTER OPEN-HEART SURGERY!
Find out how Dusty is faring after major open-heart surgery at Shand's Hospital/University Of Florida in February.

The Country Grapevine

Where Florida Turns For Country

find out where they are!

LOTS OF INTERESTING DANCE INFORMATION HERE
What's the longest line dance? What's a "kick-ball-change"? Answer these questions and many more, and chuckle over a little line dance humor in the Dance Info section.

- How to contact Country Time Dance Lines:
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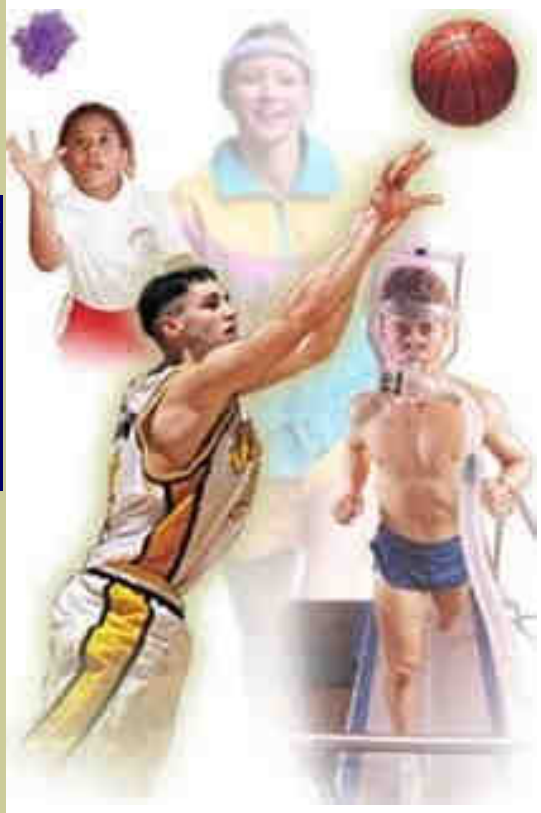

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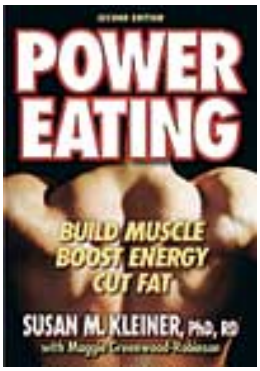

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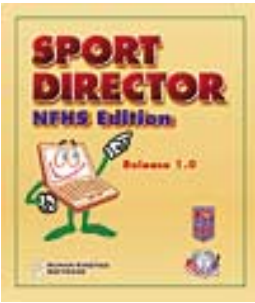

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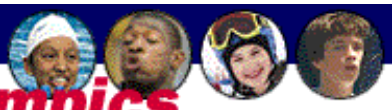

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FORUM OF SPORT, PHYSICAL EDUCATION & RECREATION FOR THOSE WITH DISABILITIES

Welcome To

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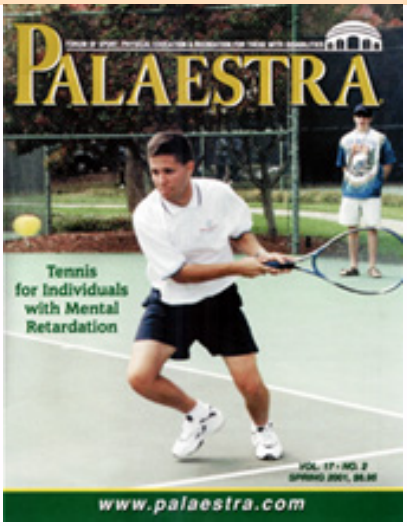
As a quarterly publication and premier resource on adapted physical activity, **PALAESTRA***'s mission is*

- *to enlighten parents in all aspects of physical activity, making them the best advocates for their children during IEP (Individual Education Program) discussions with school or community recreation staffs;*
- *to increase the knowledge base of professionals working with children or adults with disabilities, making them aware of the* ***can do*** *possibilities of their students/clients;*
- *to show the value physical activity holds for adult readers' increased wellness.*



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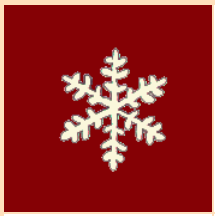

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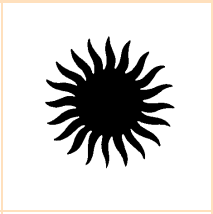

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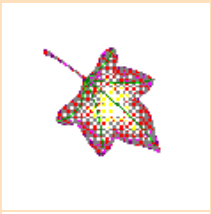

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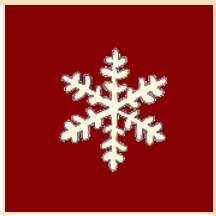

Winter '01 Issue

News Releases

World Anti-Doping Agency/ IPC Agreement - Bonn, Germany (July 9, 2001)

Aquatic Therapy Symposium - Chassell, MI(June 22, 2001)

IOC & IPC Sign Agreement for Paralympic Games - Lausanne, Switzerland (June 19, 2001)

Casey Martin Court Decision - Victory for Disability Rights - St. Louis, MO (May 29, 2001)

National Adapted Aquatics Summit - Ft. Lauderdale, FL (May 19, 2001)

Paralympic Games 2004 in Athens/Contract Signed - Bonn, Germany (April 5, 2001)

WeMedia Develops "Talking Browser" - New York, NY (March 5, 2001)

Outrigger Canoe Sprint Races - Lake Lanier, GA (February 16, 2001)

World T.E.A.M. Sports Announces Greg LeMond Grant - Charlotte, NC (February 12, 2001)

WCD - Precedent-Setting Success - Paramus, NJ (November 15, 2000)

PALAESTRA *is published in cooperation with the* ***United States Paralympic Corporation (USPC)***
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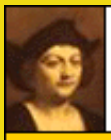

Columbus set sail for the New World in 1492

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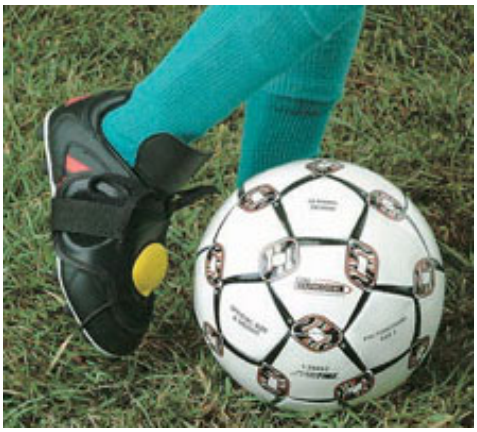
A School Specialty COMPANY

Sportime's KickSpots™ Youth Soccer Trainer Is Named First Runner-Up In The 2001 NASDAQ New Sports Product Of The Year Contest

Sportime's own KickSpots Youth Soccer Trainer was recently named first runner-up in the 2001 NASDAQ New Sports Product Of The Year Contest.



Touted as the most prestigious new product competition in the industry, the NASDAQ New Sports Product of the Year Award celebrates the best and brightest sports products in the world, a $65 billion market (at wholesale), and honors the most creative, entrepreneurial and innovative sports products of the year. Sportime's KickSpots competed against nearly 200 other sports product entries submitted by companies around the world.

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Physical Activity Information Resource List

Several resources for promoting safe and enjoyable physical activity among young people are available from government agencies, professional organization, and voluntary organizations. On the state and local levels, these materials might be available from affiliates of voluntary health departments; governor's councils on physical fitness and sports; state associations for health, physical education, recreation, and dance; state and local organizations that serve young people (e.g., the YWCA [Young Women's Christian Association]); and state physical activity contact networks. On the national level, materials can be obtained from the following agencies and organizations.

American Alliance for Health, Physical Education, Recreation, and Dance 1900 Association Drive Reston, VA 20191-1599 (703) 476-3400 (800) 213-7193	Division of Adolescent and School Health Resource Room National Center for Chronic Disease Prevention and Health Promotion Centers for Disease Control and Prevention MS K-32 4700 Buford Highway, NE Atlanta, GA 30341-3724 (888) CDC-4NRG
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American School Health Association P.O. Box 708 Kent, OH 44240-0708 (330) 678-1601	President's Council on Physical Fitness and Sports 701 Pennsylvania Avenue, NW, Suite 250 Washington, DC 20004 (202) 272-3421
National Association for Sport and Physical Education 1900 Association Drive Reston, VA 20191-1599 (703) 476-3410 (800) 213-7193, Ext. 410	National Association of Governor's Councils on Physical Fitness and Sports 201 South Capitol Avenue, Suite 560 Indianapolis, IN 46225 (317) 237-5630

Physical Education Curriculum Standards

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Physical Education Curriculum Standards

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Physical Education Curriculum Standards

Glossary

Basic movement skills
Locomotor: gallop, hop, jump, leap, run, skip, slide and walk.
Manipulative: catch, kick, strike, throw.
Nonlocomotor

Body composition: The percentage of body fat relative to the nonfat components of the body, usually measured with fat calipers.

Body management: Basic skills taught in early years (preK) focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.

BSER framework: A description of movement actions used to analyze, describe, and plan instruction of movement skills (see Appendix C).

Body awareness: What the body does.
- **Space:** Where the body moves.
- **General space:** All the space that is available for the movement.
- **Personal space:** That space that is within reach at all levels and directions.
- **Effort:** How the body performs the movement.
- **Relationship:** Relationships that occur in movement.

Cardiovascular fitness: The ability to persist in a physical activity that requires oxygen.

Competence: Sufficient ability to enjoy safe participation in an activity.

Critical elements: The important cues that describe how a movement is done.

Health-related physical fitness: The Personal fitness components most associated with health (cardiovascular endurance, muscular strength, flexibility, body composition, and muscular endurance).

FITT formula: A training principle describing an increase in the frequency, intensity, and amount of time, and type of exercise as these factors correlate to an increase in proficiency and stamina.

Fitness components: Body competition, cardiovascular fitness, flexibility, muscular strength, and muscular endurance.

Fundamental movement skills: Running, throwing, striking, jumping, and so forth.

Game structure: Each game has a basic framework that usually falls into one of several categories, including invasion games (basketball, football, hockey), net/wall activities (badminton, volleyball, tennis, racquetball), and target games (golf, archery, bowling).

Mature form/mature /fundamental motor patterns: The most efficient technique for the development of force production in a skill, usually associated with the highly skilled performances.

Movement concepts: The language that describes how the body moves, where the body moves, the qualitative characteristics of the movement, and the content involved in the movement.

Movement forms

Dance: creative/modern, social-recreational folk/square
Individual activities: gymnastics/self defense/weight training/wrestling
Outdoor pursuits and leisure: adventure/ropes, backpacking, canoeing, orienteering
Net/racket activities: badminton/racquetball/table tennis/volleyball
Target activities: archery/bowling/golf
Team activities: basketball/football/soccer/softball/team handball

Personal space: The immediate space surrounding an individual, no matter what his or her location.

Specialized movement skills: Movement skills used specifically for structured sports and games, as opposed to skills fundamental to many sports (e.g., basketball layup shot, volleyball spike, golf drive, tennis forehand.)

APPENDIX D

The State Statute for the Course of Study in Physical Education

The following statute amends the required course of study for high school physical education.

(R519, S624)

AN ACT TO AMEND SECTION 53-29-100, CODE OF LAWS OF SOUTH CAROLINA, 1976, RELATING TO THE SUPERVISION OF PHYSICAL EDUCATION COURSES BY THE STATE SUPERINTENDENT OF EDUCATION, SO AS TO PROVIDE THAT BEGINNING WITH SCHOOL YEAR 1995–96, THE PHYSICAL EDUCATION COURSE REQUIRED IN THE SECONDARY SCHOOLS SHALL OCCUR OVER TWO SEMESTERS WITH ONE SEMESTER BEING A PERSONAL FITNESS AND WELLNESS COMPONENT AND THE OTHER SEMESTER BEING A LIFETIME FITNESS COMPONENT TO BE TAUGHT OVER THE SEMESTER OR IN TWO NINE-WEEK DIVISIONS.

Be it enacted by the General Assembly of the State of South Carolina:

Requirements for physical education courses

SECTION 1. Section 53-29-100 of the 1976 Code is amended to read:

"Section 59-29-100. The State Superintendent of Education shall supervise the administration of Section 59-29-80 and shall prescribe the necessary course or courses in physical education, training, and instruction. Beginning with school year 1995–96, the required physical education course in the secondary schools shall occur over two semesters. For one semester, a personal fitness and wellness component must be taught and for one semester a lifetime fitness component must be taught either over the semester or in two nine-week divisions. The State Board of Education is authorized to promulgate regulations and prepare or cause to be prepared, published, and distributed a manual of instruction, course of study, or other matters as it considers necessary or suitable to carry out the provisions of this section."

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	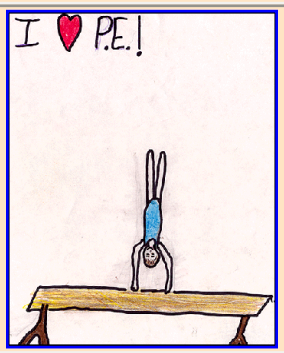	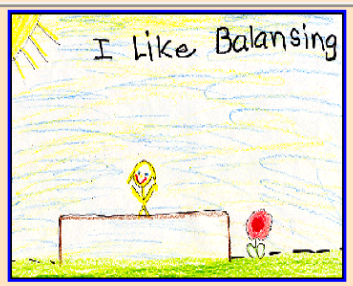	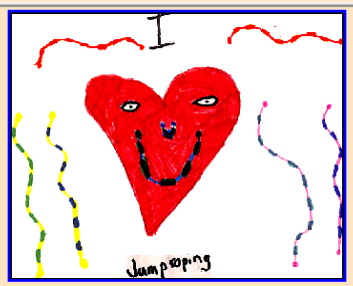
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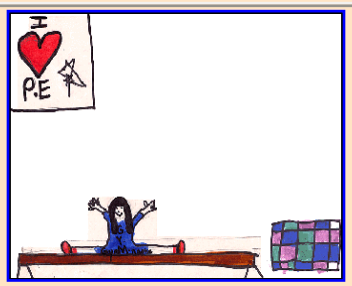
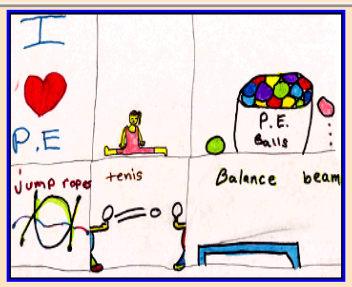
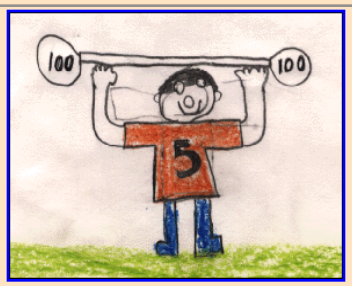
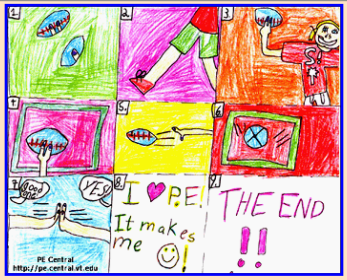
			
○ **Picture 5** "I Luv PE" (Gymnastics)	○ **Picture 6** "My Favorite Things in PE"	○ **Picture 7** "Hopping, Hopping, Hopping"	○ **Picture 8** "My PE Letters of My Name..."

			
○ **Picture 9** "Keeping Santa Fit"	○ **Picture 10** "My Favorite Exercise"	○ **Picture 11** "Keep Trying"	○ **Picture 12** "Keep On Playing"
			
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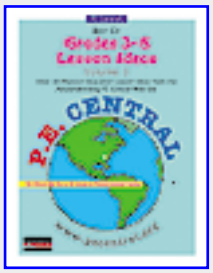

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Re-posted on November 26, 1999

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Submit Your Ideas to PE Central

We enjoy receiving ideas for possible inclusion on **PE Central**. Your contributions can be sent to us using our on-line forms. We have established important **criteria and guidelines** that will help in understanding what we are looking for in lesson ideas. All contributions are held to the standards set forth in our profession's **National Standards** and **Developmentally Appropriate** documents (can be purchased at aahperd.org). (**Note:** If you are a **University Professor** asking your pre-service teachers to submit lesson ideas, first review our **Pre-service Teacher Submission Information**).

> **DISCLAIMER:** By submitting an idea to PE Central you are agreeing to allow PE Central to publish it on our Web site. You also agree to give PE Central the right to share and sell it in other forms as well (e.g., in other print forms, media, CD-Rom, etc.). In all instances we will give you full credit for the idea and will include both your name and school along with the idea. Please note that some publishing companies consider posting ideas on a Web site as having published the idea and will then not accept it for publication in a journal or other written publication. Proceeds from the sale of items will be used to improve PE Central.

✓ FREE EQUIPMENT for IDEAS POSTED on PE CENTRAL from FlagHouse, Inc.

Anyone having an idea **published** on PE Central will receive a complimentary **$25.00 Certificate Of Merchandise** from **FlagHouse, Inc**. This certificate can be used to purchase items from the FlagHouse catalog. It is NOT redeemable in the PE Central Store. You will have one year to redeem this coupon from the issue date. **Only the areas marked with this icon (✓) are eligible for this award.**

Official Rules

Expect delivery of the Certificate (s) of Merchandise from FlagHouse in 4-8 Weeks.

(Certificates must be redeemed within one year of issue date)

Please understand that not all ideas submitted will get published on PE Central. In fact about 60% of the submitted ideas do NOT get accepted for publication. It is important to understand that these decisions are **NOT** personal in any way.

Lesson Ideas (Review our criteria and guidelines)

Lesson idea submission forms will be available again at the beginning of August

Activities of the Week

- Kids Quotes

Web Poll Questions

- PEC Poll Questions

Top Web Sites

- PE Teachers/Programs on the Web
- Sports, Health, Dance, Adapted Sites, etc.

Assessment Ideas

- Paper and Pencil
- Alternative

Homemade Equipment

- Preschool Homemade Equipment

Professional Information

- Resumes
- Job Announcements
- National and State Associations
- Conference Information

Best Practices Program

- Submit A Best Practice

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PE Central Staff & Editorial Team

The following people form our PE Central Editorial Staff. Our editors, advisors, and contributors come from all over the world! We appreciate all the hard work, time, and effort they put into making PE Central the premier Web site on the Internet for Health and Physical Educators. We also wish to recognize all the people who have published their ideas on PE Central. If you wish to contact any of these folks send e-mail to pec@pecentral.org.

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Name	Title
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Todd Pennington, Ph. D.	Senior Editor
Eloise Elliott, Ph. D.	Senior Editor
George Graham, Ph. D.	Senior Advisor

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Holiday Lesson Ideas	Mark Manross	Mark Manross	
Field Day Ideas	Mark Manross	Dana Fisher-Stirrett	Gerri Blake
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Top Web Sites	Mark Manross	Mark Manross	
Research In Action	Mark Manross	Lynda Reeves	
AMTP	Eloise Elliott	Eloise Elliott	

Contributing Editors:

Name	Areas Responsible For
Bill Yongue	Homemade PreK Equipment

Eloise Elliott	Dance
Deb Wuest	Classroom Management
Darcy Kyle	Youth Sports
Carol Ryan	Adapted PE
Gerry Cernicky	Top Sports Sites
Laurie Morley	Coaching Sites

Link Checkers:

Name	Areas Responsible For
Darcy Kyle	Several Sections
Wendy DiMeglio	PE Articles On the Web Online Reform PE Documents Health & PE Journals/Newsletters
Marcia Schmidt	Online Reform PE Documents Top Fitness Sites Top Recreation Sites
Janice Schlegel	Instructional Resources

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Name	Title
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Dan Britten	Assistant to the Executive Editor
Dominique Lannon	Assistant Web Developer
Sandy Jennings	Database Entry

Special Thanks To:

Kathleen Schrock and Cari Ladd

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Connie Blakemore, Joselle Edwards, Eloise Elliott, Judy Fowler, George Graham, Rodney Holler, Reginald Kimball, Cari Ladd, Kirk Mathias, Bane McCracken, Sandy Norton, Kim Oliver, Jon Poole, John Pomeroy, Steve Sanders, Sandy Smith, Kathleen Schrock, Beth Schubert, Jeff Stuart, Carol Wilkinson, and John Williams, Jr.

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Kudos!

"I have written before, but I just have to do it again to thank you all for this awesome site. My students are eating it up and it inspires them to be creative themselves. Thank you for the effort."

The following information provides information about PE Central. If you would like to contact us please send e-mail to pec@pecentral.org.

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(Information about PEC, Ad rates, etc.)

What Visitors Are Saying
(Comments about PEC)

History of PE Central
(PE Central's origins)

Editorial Staff
(Managing Editors, Advisory Board, Contributors)

Press Releases/Handouts
(Handouts for conferences, Descriptions of PEC)

Articles/Books Featuring PEC
(Articles and books featuring PEC)

Awards/Honors
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Awards/Honors for PE Central

We extend our sincerest thanks to the following organizations for recognizing **PE Central** as a quality educational resource.

Apple Computers Learning Exchange
Pick of the Week: 5/28/2001

Eduhound A+ Education Site

September, 2000. Congratulations! Our EduHound team of educators have reviewed thousands of education sites and found your site to be an "**A+ Education Site**". We are honored to recognize your excellent efforts in education.

World Wide Web Health Award

August, 2000. Congratulations on your winning entry! Your site has been recognized as an outstanding Health site by our panel of judges. To see your award click here. Your site is listed under the Classification of Miscellaneous/Professional and then scroll down to the Education section.

June 12-16, 2000

June, 2000. Congratulations! Your site was recently recognized as an **About.com Teacher Tool of the Week** - one of the most useful, innovative, and time saving tools for K-6 teachers.

During the week of your selection, your site was publicized on the front page of my site, as well as in my community's weekly newsletter. About.com is the 8th largest site on the web and I feel confident that this award will bring added exposure for your site. Again, congratulations on your selection as a Teacher Tool of the Week. Welcome to the About.com community!

Suite 101

December, 1999. Congratulations are in order because the Classroom Teacher/Integrated Lesson Plans on PE Central has been selected by Gina Dronenburg, the Contributing Editor of Physical Education (http://www.suite101.com/welcome.cfm/1838) for Suite 101, as a Recommended Site in Suite101.com's Best-of-Web Directory. As part of one of the most comprehensive directories on the Internet today, your site is now one of over **25,000 hand-picked** and selected links on over 800 topics in our Best-of-Web Directory.

PElinks4U

PE Central: PE Web Site of the Century!

December, 1999. Thanks to the folks at PELinks4U for naming PE Central as the Web site of the Century. Here is what they wrote:

> *Conceived of by Dr. George Graham and his graduate students at Virginia Tech, PE Central has evolved into the leading resource for physical education teaching professionals. Now, with additional leadership from Mark Manross, Todd Pennington, Eloise Elliott and many others, PE Central is the first place to turn to for PE teaching information.*

Educating.net

December, 1999. Congratulations! Your site has been chosen as one of the outstanding sites listed in the new K-12 Subject Guide on Educating.net, the Internet's premier education portal. We have chosen only the **highest quality** sites to display and link in this new feature, which lists pre-school and K-12 subjects by grade level in order to make it easier for teachers, parents and students to find the high quality educational resources they need.

Community Learning Network Nugget

October, 1999. Congratulations! The PE Central Instant Activity section has been selected as a Community Learning Network Nugget for Oct. 6, 1999. Network Nuggets help classroom teachers use the Internet effectively in the classroom by searching for, evaluating, and reporting exemplary educational web resources.

PC Novice/Smart Computing Magazine Top Web Site

August, 1999. Congratulations! PE Central has been selected as one of the Top Web Sites as named by PC Novice/Smart Computing Magazine. The editors of Smart Computing selected your site because they felt the content of your web site provided useful information to users of our magazines. We were also featured as a top web site under the category of education and children in the May issue of our Guide Series.

Curriculum Administrator Web Site Awards

February, 1999. In the February Issue of Curriculum Administrator PE Central was recognized as an exemplary K-12 curriculum Web site. Out of 500 reviewed sites PE Central was one of the top 36 awardees which was based on "appropriateness of content, instructional design, quality of interaction with the learner, and the creative and effective use of online technologies." The review read like this:

> This "**Ultimate Web Site for Health and Physical Education Teachers**" contains a gold mine of lesson and assessment ideas, links to interactive instructional materials, best practices and professional resources. The site also maintains extensive links to the top Web sites in physical education including gymnastics, dance, outdoor recreation, playgrounds, sports and fitness, as well as information on finding grants and fund raising. (p. 35, Curriculum Administrator, v. 35, no. 2)

In addition our site was featured in the September Issue as a **Curriculum Hot Spots on the Web for year 2000**.

(Quote and award icon used by permission of Curriculum Administrator.)

Kathy Schrock's Guide for Educators

April 17, 1999. Kathy Schrock's Guide for Educators is a respected portal site for educators that has been on the Web since June of 1995. I have instituted an award this past week to highlight the sites (of the more than 1600 the Guide contains) I feel contain exemplary content. Your site has received the award! Thank you and congratulations!

T.H.E Journal
Road Map to the World Wide Web III

1998. Recognized by this respected journal as an Educator's Top Pick in the latest edition of the publication entitled **Road Map to the World Wide Web III**. T.H.E stands for Technological Horizons in Education.

Submission Pro

April 10, 1999. Your site has been awarded the Submission Pro! Pro Site Award! We would like to thank you for taking the time to make the Internet a better place. Without you and others like you, the Internet wouldn't be what it is today. We appreciate your hard work and effort and would like to give you our award. On behalf of all of us here at Submission Pro! and of our 10,000 users...Congratulations!

Study Web Award for Academic Excellence

August, 1999. Congratulations! Your Web sites, Assessment Ideas, Best Practices Showcase Room, and Health Lesson Plans, have been selected as featured sites in **StudyWeb** as some of the best educational resources on the Web by our researchers. StudyWeb is one of the Internet's premier sites for educational resources for students and teachers. Since 1996, our expert reviewers have scoured the Internet to select only the finest sites to be included in StudyWeb's listing of educational links.

Sports Media

March 26, 1999. Congratulations! The SPORTS MEDIA organization has awarded your site - "**PE Central**" - with the **P.E. AWARD**. Especially the next topics: "PE Instructional Resources On The Web ", "Creating a Positive Climate for Learning " and "Best Practices " has attracted our attention. The site PE Central is an important aspect of support in the daily education of physical education. The content of this site is a positive contribution to the PE community. We think it is a good and useful tool for our target groups. Keep up the good work!

The ABC's of Parenting

November 27, 1998. Congratulations! Your site has been reviewed by the editors of the new ABC's of Parenting Directory and chosen to appear in our listings. The **ABC's of Parenting** is devoted to providing web surfers with reviews and ratings of the absolute best web sites of interest to families and parents-to-be. It should be noted that the editors of the **ABC's of Parenting** are extremely selective and only include the absolute best web sites in each category in our directory. You should be proud of your site and the distinction to be included among other terrific web sites in our directory. To see **PE Central's** review click on the Education section.

BBC Education Web Guide

October 13, 1998. I am pleased to tell you that your web site has been chosen for inclusion in the BBC Education Web Guide. The Education Web Guide team was particularly impressed by the quality and educational content of your site and have placed a short review of it in our searchable database which can be accessed by internet users everywhere. The sites included in the BBC Education Web Guide have been hand-picked by a team of subject specialists and scrutinized for educational rigour by experts at BBC Education.

HealthyWay Best of the Web Award

February 5, 1998. Congratulations! Your site has won a HealthyWay Best of the Web Award! After reviewing thousands of Web sites, the HealthyWay team has designated your site, "Physical Education Central", as one of the best online resources for health and wellness information. Our site features links to over 10,000 Web sites, articles, and FAQs: Conditions & Diseases, Visit the Specialist, Disabilities, Alternative Medicine, Family Living and more. Only the very best of these sites are reviewed and rated by the HealthyWay team -- and "Physical Education Central" is among this select group. Click here to see HealthyWay's review of PE Central.

Classroom Connect

Summer, 1997. Classroom Connect recognized **PE Central** as an **A+** Educational Web site on the Internet. Classroom Connect is one of the premiere educational organizations on the Web. PE Central has also been featured in their print newsletter.

Education World's Top 20 Sites on the Web--Feb. 1997

Feb. 4, 1997. "Congratulations! Your site is one of 20 that has been awarded **"Best of February"** and has been reviewed by Education World Search Engine. On behalf of all net-surfing educators, we thank you for your contribution in making the web valuable for the education community." Click here to see PE Central's write up.

Blue Web'n Learning Applications Library Award For Excellence

August 30, 1996 (Our very first Award!). Congratulations! PE Central has been included in the Blue Web'n Learning Applications Library. We have awarded you a **5/5 STAR** rating. Each site included in this database has been selected and reviewed by an Education First Fellow. Your inclusion in the database is an honor reserved for the best instructional lessons, activities, projects, resources, references, and tools on the Web. To go directly to the write up go to the Physical Education section in the

Application Library.

The Education Index

January 15, 1998. PE Central has been selected as one of the best education-related resources on the Internet by our editors. The Education Index is an annotated directory of the best education-related Web sites. It is not a catalog of every site on a given subject, only of those that are well organized, reliable, and provide valuable information for someone interested in a given category. Click here to see PE Central's listing on the Education Index.

Your WebScout's Way Cool Web site Award for Excellence

October 12, 1996. PE Central was recognized by **Your WebScout's** site as a high quality educational Web site. PE Central was also featured in their Education and Sports Newsletters. "We've reviewed PE Central and decided that it deserves to be included as one of our "Way Cool Sites" (and we're extremely choosy!). Your site will be listed in our **Teaching** and **Fitness** sections of our site. You offer an excellent service. Keep up the good work!"

Tu Bears Hot Site Web Page

January 1, 1998. Congratulations! You have won the TuBears Hot Site Award. You have a great site. The description of your site reads as follows. "**Guiding youngsters in the process of becoming physically active and healthy for a lifetime**". This may be the ultimate Web site for physical education teachers, students, interested parents and adults. Their goal is to provide the latest information about contemporary developmentally appropriate physical education programs for children and youth. This site is full of Ideas for Lessons, Assessment, and Activities. There are many resources for Supplies, Books, Professional Info, Employment, and much more."

The Scout Report

November 25, 1997. Your site, PE Central, has been chosen as a selection for the **Scout Report**, the premier weekly collection of useful Internet sites for discerning Internauts. Care is taken in the selection of items included in the Scout Report with the criteria for each selection being depth of content, author, information maintenance, and presentation. The Scout Report is a publication of the Internet Scout Project, a project of the InterNIC, based at the University of Wisconsin, Madison. Volume 4, Number 30, November 21, 1997.

Cyber Platinum Site Award

June 21, 1998. Congratulations! We have just finished our review and are very happy to inform you that you are a WINNER. We think your site is very well designed and has some excellent content.

EduNET Choice Award

June 1, 1998. Congratulations! I have reviewed your site and am pleased to offer you the EduNET Choice Award for providing and maintaining valuable educational content. You will be linked under the category "**previous winners and other useful links**" (June, 1998), **"teachers only"** for your lesson ideas and the **"schools"** directory.

Net Guide's ★★★★ Rating

Winter, 1997. Net Guide recognized PE Central as a Best Site on the Web by awarding it a 4/5 star rating.

Microsoft Works Education Web Site

January, 1998. The Microsoft Works Education Web site did a monthly feature about physical education and PE Central was one of the featured sites.

Market-Tek Design Award

February 5, 1998. Congratulations! After reviewing your site, we are pleased to present you with the Market-Tek Design Award!

World Sports News

December 30, 1997. We have reviewed your site and found it to be creative and full of content. Congratulations you have won the **"The World Sports News, Non Sporting site, Web award."** Keep up the good work.

NBNSOFT, Inc. Content Awards

The NBNSoft Corporation recognized PE Central with **Content Excellence Award** in it's September, 1996 (Edition 1) Contents Award Electronic Newsletter. This site reviews and recognizes sites that **"are the best and newest on the Net."**

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