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ABSTRACT

This document, divided into two main sections, contains a set of minimal physical education skill objectives. The following statements summarize the skill objectives described in section two: (a) these objectives affect the cognitive and affective components of physical education; (b) they are basic enough to be achieved by nearly all children; (c) they should be taught when appropriate in view of the child's progress; (d) they are divided into three levels to establish check points that offer guidance with respect to the general age at which the skills should be acquired; (e) they are stated at two levels of specificity--terminal performance objectives that represent the skill to be acquired and enabling objectives that describe the sequence of behavior which guides the learner toward the desired terminal performance ability; (f) they assist teachers in recognizing sequences as well as high priority tasks in learner's status; and (g) they provide insight for prescriptive teaching activities. Section three outlines skill objectives, terminal and enabling, for the following areas: aquatics, dance, dual and group sports, and fundamental skills. (PD)

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Illinois, Michigan, Minnesota, Wisconsin
Interstate Project on Psychomotor Skills

PHYSICAL EDUCATION (SKILL) PERFORMANCE OBJECTIVES

Elementary and Secondary

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Robb L. Shanks, Project Director

June, 1974

Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

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Bulletin No. 5010

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SECTION I

FOREWORD

A federally funded interstate project consisting of state personnel from Wisconsin, Minnesota, Illinois, and Michigan met in December of 1972 to develop a Psychomotor Skills Project for the Upper Midwest Regional Interstate Project.

Based on the work that Michigan had already completed, an agreement was reached for the interstate project to be done in Michigan. The writing team consists of Janet A. Wessel, Chairman, Paul Vogel and Jeralyn Plack.

SECTION II

INTRODUCTION

This document contains a set of minimum physical education skill objectives. To understand these objectives, it is important for the reader to examine the following statements about them:

1. THE SCOPE OF THE OBJECTIVES

Physical education directs itself to skill, knowledge and value development of each student. The unique contribution of Physical Education is that it uses human movement as the medium to accomplish this purpose. The physical education objectives included herein are confined to basic skill objectives. The magnitude of the development and writing tasks precluded the generation of a complete set of skill objectives for all activity areas as well as knowledge and value objectives.

Skill objectives are traditional in physical education. Many people feel that the cognitive and affective components of physical education may in fact be the ingredient essential to effective use of skilled abilities. Knowledge of the effects of activity in various kinds and amounts, the effects of inactivity associated with our automated society, how to maintain and develop physical capacities are some examples of relevant information all students should have. Without such knowledge intelligent decisions related to the appropriate use of physical activity to improve the quality of life seems quite remote. In a like manner the mini-life situations common on the playing field, pools or gymnasiums which engage students in co-operative (team) efforts and competitive experiences with common sets of rules provide magnificent opportunities for students to learn affective skills. Both of these domains must be developed and applied in a manner similar to the skill objectives. A brief outline of content appropriate to these domains is included in Fig. 1.

Figure 1: Physical Education Structure and Scope for Cognitive and Affective Skill Objectives

COGNITIVE SKILL OBJECTIVES

<u>Participation Area</u>		<u>Healthful Living Area</u>
<u>Body Capacities</u>	<u>Community Socio-Leisure Resources</u>	<u>Weight Control</u>
Improving Performance	Leisure Resources	Physical Maintenance
Training	Social Organizations	Body Composition
Practice		Activity
Mechanics		Exercise Needs
Energy Needs		Diet
		Safety

AFFECTIVE SKILL OBJECTIVES

<u>Social Skill Area</u>	<u>Personal Skill Area</u>
<u>Sportsmanship</u>	<u>Self Concept</u>
Cooperation/Competition	Self Reliance
Consideration	Self Control
Loyalty	Attitudes Toward Learning
Rules and Authority	

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2. THE SKILL OBJECTIVES ARE BASIC

The physical education skill objectives are performance objectives written in student behavioral terms which teachers should view as objectives to be achieved by nearly all children.

Most children learn much more than this basic set of objectives. It is the responsibility of the local school districts to select from this document appropriate objectives and to develop additional objectives in order to mount a comprehensive physical education program that will satisfy the needs of all learners.

3. THEY ARE CONSIDERED UNGRADED

A sequence of skill objectives should be regarded as a continuum of growth. It is further assumed that at any given time learners will be at various points of this continuum. A given objective should be taught when appropriate in view of the child's progress.

Some objectives that are traditionally thought of as belonging to a certain grade level can and in many instances should, be introduced earlier. Hopefully, teachers will give serious consideration to this question. Tennis, for example, is usually not treated until the children are in middle school or later grades. However, in the instance where children have already attained the fundamental skills which provide the base for enabling success in more complex skills, it then becomes appropriate to include these more complex activities in the instructional program.

4. THEY ARE DIVIDED INTO GRADE LEVELS FOR ASSESSMENT PURPOSES

The objectives are divided into three levels. The first level consists of objectives from which grade four assessment activities could be chosen. The second level consists of objectives from which the grade seven assessment activities could be chosen. The third level consists of those objectives from which grade ten assessment activities could be chosen. The three levels are indicated for assessment purposes only. These check points offer evidence with respect to the general age at which skills should be acquired. They should be broadly interpreted and not misconstrued as rigid requirements. Thus, if a child in grade two demonstrates the skills

identified as grade three, he should be working on objectives for grades four thru six. The reverse is also true - a senior high school student who has not achieved a skill commonly achieved at earlier levels should master that skill rather than focus on a higher level skill. The probability of achieving the higher order skill which builds on abilities specified in earlier objectives is nil, ineffective teaching, and probably quite frustrating to the students involved.

In assuming grade level performance objective expectations, one recognizes the fact that a certain amount of scheduled physical education instructional time will be required in the elementary and secondary school programs. Furthermore, it is recognized that nearly all of the physical education skill objective expectations could be achieved at earlier ages if they were a focus of the school program. In this document the grade level expectations reflect a continuum--a progression from what may be considered "developmental skills" to "leisure skills" useful at maturity and during adulthood. Grade level expectations are portrayed by general physical activity categories in Figure 2 and specifically labeled by performance objective within the body of the document. The grade level expectancies reflect judgements by the writers, with due consideration to the literature, and experience, regarding what students can do with reasonable exposure; and probably more important, what is economically feasible in terms of effective learning. For example there is evidence that proficiency in the fundamental motor skills can be achieved much faster in the elementary experience than in the secondary experience after students have learned (acquired) and practiced (through use) an immature skill which becomes: 1) very difficult to re-learn and, 2) provides for limited performance throughout the intervening years, and 3) impairs ones ability to reach a level of skilled performance commensurate with their potential.

It should be noted that no effort has been made to provide objectives for senior high school. This decision reflects the concept of basic performance for all children by specifying those competencies necessary prior to exit from formal education. Since this can legally occur at age

1-3

4-6

7-9

Areas

Areas

Areas

Physical Awareness
 Posture
 Fundamental Skills
 Gymnastic
 Health-Fitness

Posture
 Fundamental Skills
 Cymnastics
 Health-Fitness
 Aquatics
 Dance
 Group Sports
 Track & Field

Gymnastics
 Health-Fitness
 Aquatics
 Dance
 Group Sports
 Track & Field
 Dual Sports
 Individual Sports

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Figure 2 - Grade Level Expectations by General Physical Activity Categories

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sixteen it was decided that minimal competencies should be achieved by grade ten. This should not be interpreted as removing the importance from senior high physical education. The senior high program can and should greatly magnify the ability to wisely use leisure time, remediation of deficiencies, and the decision potential of students regarding the positive and negative effects of various kinds and amounts of activity. The decision merely reflects basic objectives for "all" students.

5. THE FORMAT OF THE SKILL OBJECTIVES

The performance objectives have been broadly classified into major areas: Each area is sub-divided into units, skills and components of the skill. For example:

Area	Fundamental Skills
Unit	Locomotor
Skill	Run
Component	Mature pattern of running

The performance objectives are stated at two levels of specificity. The terminal performance objective (designated by a whole number such as 1) represents the skill to be acquired. The enabling objectives (designated by a whole number and a decimal such as 1.1) describe the sequence of behavior which guides the learner from little or no skill toward the desired terminal performance ability.

Special Note: The terminal objectives exist independently and no inter-skill sequence is implied.

6. THE SKILL OBJECTIVES

There was general agreement that these objectives, terminal and enabling, would provide an opportunity to help K-9 teachers recognize sequences as well as high priority tasks. If only terminal objectives were used there would be a tendency for elementary teachers to feel unaffected when actually terminal objectives can be achieved only if suitable background work is done. Furthermore, the terminal objectives with enabling objectives provide the teacher with assistance in diagnosis of learner's status plus provide insight for prescriptive teaching activities.

HOW GOOD ARE THESE SKILL OBJECTIVES? That question can only be answered through use and field testing. They are perceived by the writers as first draft and should be revised annually via structured evaluative procedures.

7. THE CONCEPT OF "BASIC" AND A QUALITY PROGRAM

It must be emphasized that these objectives do not represent a quality program. Rather, they are "BASICS" which represent a core of skill competencies judged to be essential for all children.

The objectives included in the areas of Physical Awareness, Posture, Fundamental Skills, and Health & Fitness could be considered requirements for a balanced "BASIC" physical education program. One or more selected terminal performance objectives from the areas of Gymnastics, Aquatics, and Track & Field should also be included in such a program. For example in swimming one could select as a requirement to a basic program the performance objectives which deal with: 1) adjustment to the water, 2) one or more of the listed power strokes, 3) one or more of the resting strokes, and 4) self rescue skills. Similar decisions would be made for Gymnastics and its various apparatus possibilities and Track and Field with its various events. Decision criteria can and should be clearly identified. In a like manner the basic program could be defined to include competence in one sport or more or the remaining areas of Group Sports, Dual Sports, and Individual Sports. Several sports have been developed so that the individual school districts can select those activities or their equivalents which are most appropriate for their community. There are numerous other sports which can and should be developed in these or substitute categories which will improve the capabilities of this document to be a quality resource in the skill area of physical education. Although Dance should normally be handled as one of the above two groups its posture with respect to various religious groups may force it to be viewed as optional.

Basic skills can be perceived as enabling skills. Given that the children meet the objectives suggested here, they should have the base to function as a skill performed, and to continually add to or improve existing skills.

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8. CAN THESE OBJECTIVES SERVE PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED?

Yes. Terminal performance objectives are preceded by developmental or sequential objectives. Learning is an individual personalized process. Many handicapped students can acquire levels of competencies if the program is sequentially programmed. Within the existing minimal performance objectives certain objectives can be acquired in relation to the needs and capabilities of the student. The level of competency in the sequences proposed are adaptable for different children with different types of handicapping conditions.

Section III

Physical Education Skill Objectives Outline

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Aquatics

PHYSICAL EDUCATION

AQUATICS

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Orientation


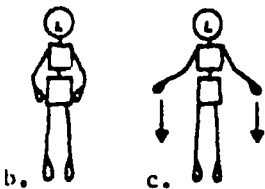
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Adjustment to Water</p> <p>Walk in Water</p> <p>Submerge Head</p> <p>Rhythmic Bobbing</p>	<p>1. To demonstrate and adjustment to the water.</p> <p>SIXTH GRADE</p> <p>1.1 Given a verbal request, the student can walk unassisted across the pool and back (25-30') in waist deep water.</p> <p>SIXTH GRADE</p> <p>1.2 Given a verbal request, the student can submerge the head unassisted for a minimum of 5 seconds.</p> <p>SIXTH GRADE</p> <p>1.3 Given a demonstration and verbal explanation, the student can rhythmically bob in deep water a minimum of 10 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. inhaling at surface b. submerge completely under water c. exhaling prior to surfacing d. a continuous and even up and down motion 	
<p>Ability to Stay Afloat</p> <p>Back Float</p>	<p>2. To demonstrate a functional level of floating ability.</p> <p>SIXTH GRADE</p> <p>2.1 Upon request, the student can perform at least 1 of the following floats for a minimum of 10 seconds in a manner characterized by:</p> <p><u>Jelly Fish Float</u></p> <ul style="list-style-type: none"> a. face submerged b. establish bouyancy c. arms and legs slightly bent, dangling vertically <p><u>Tuck Float</u></p> <ul style="list-style-type: none"> a. face submerged b. establish bouyancy c. arms and legs in tuck position <p>SIXTH GRADE</p> <p>2.2 Upon request the student can push off from the side or bottom and glide 12 feet in a manner characterized by:</p> <ul style="list-style-type: none"> a. prone position b. arms and legs extended c. head at least 1/2 submerged <p>SIXTH GRADE</p> <p>2.3 Upon request the student can push off from the side or bottom and glide for a minimum of 12 feet in a manner characterized by:</p>	

PHYSICAL EDUCATION

AQUATICS

Strokes

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Finning Stroke	<ul style="list-style-type: none"> a. a horizontal position on the back b. head 1/2 submerged c. arms and legs fully extended <p>3. To demonstrate a functional finning stroke.</p>	
Flutter kick	<p style="text-align: center;">SIXTH GRADE</p> <p>3.1 Upon request the student can flutter kick 20' on the back in a manner characterized by:</p> <ul style="list-style-type: none"> a. an alternating vertical displacement of the legs of 10" - 14" b. ankles extended, toes pointed slightly inward c. major force application from the hips d. knees straight as down kick is initiated and slightly bent at termination of down kick and during initiation of the up kick e. toes only break surface f. arms at sides 	
Arm Action	<p style="text-align: center;">SIXTH GRADE</p> <p>3.2 Upon request the student can stroke 20 feet in a manner characterized by:</p> <ul style="list-style-type: none"> a. a starting position with the arms at sides, elbows reasonably straight b. a recovery along the side of body to rib cage followed by a lateral extension of hands and lower arm perpendicular to the trunk c. the stroke beginning with the fingers pointing outward, palms back toward the feet and terminating with a forceful push to palms back toward the feet. 	
Combined Stroke	<p style="text-align: center;">SIXTH GRADE</p> <p>3.3 Upon request the student can fin a distance of 25 feet maintaining an even flutter kick and arm action.</p>	
Crawl Stroke	<p>4. To demonstrate a functional crawl stroke.</p> <p style="text-align: center;">BY THE END OF THE SIXTH GRADE</p> <p>4.1 Upon request the student can flutter kick 20 feet in a manner characterized by:</p> <ul style="list-style-type: none"> a. alternating vertical displacement of legs 10-14 inches b. ankles extended, toes pointed slightly inward c. major force application for hips d. knees slightly bent as down kick is initiated-straight at termination of down kick and during up kick 	

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AQUATICS

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Strokes

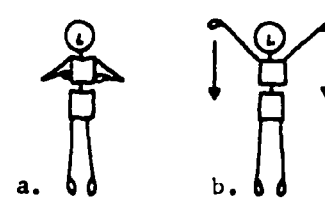
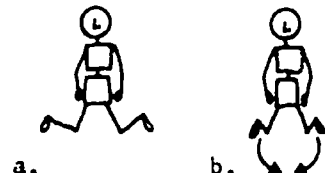
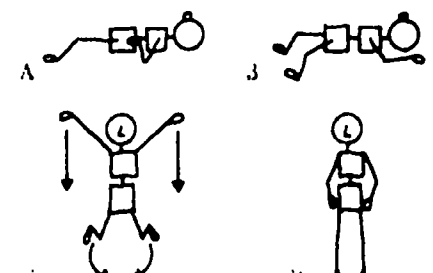
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Arm Stroke	<p>e. heels only touch surface</p> <p>SIXTH GRADE</p> <p>4.2 Upon request the student can stroke 20 foot in a manner characterized by:</p> <ul style="list-style-type: none"> a. arms in near exact opposition b. a recovery with the elbow high and thigh and hand near the surface, terminating in an entry and full arm extension in front of the shoulder c. a pull-push S shaped bent arm stroke terminating near the thigh 	
Rhythmic Breathing	<p>SIXTH GRADE</p> <p>4.3 Upon request the student can swim the crawl stroke and rhythmically breathe five consecutive times in a manner characterized by:</p> <ul style="list-style-type: none"> a. rotating the head to the side to inhale as the breathing side arm is terminating its pull b. maintaining approximately 1/2 of the head submerged c. returning the head to the swimming position as the recovery is at its midpoint 	
Combined Stroke	<p>SIXTH GRADE</p> <p>4.4 Upon request the student can swim the crawl stroke 25 yards in a manner characterized by:</p> <ul style="list-style-type: none"> a. a continuous and near opposite arm action b. a flutter kick which has no apparent pauses c. a breathing pattern coordinated with the arms in such a way that continuous arm action is not impaired d. straight horizontal alignment between head, hips and feet 	
Back Crawl	<p>5. To demonstrate a functional back crawl.</p>	
Kick	<p>NINTH GRADE</p> <p>5.1 The student can perform the flutter kick for 20 feet in a manner characterized by:</p> <ul style="list-style-type: none"> a. an alternating vertical displacement of the legs 10" - 14" b. ankles extended, toes pointed slightly inward c. major force application from the hips d. knees straight as down kick is initiated and slightly bent at termination of down kick and during initiation of up kick e. toes only break the surface 	

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AQUATICS

Strokes

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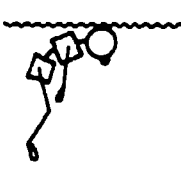

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Arm Stroke	<p style="text-align: center;">NINTH GRADE</p> <p>5.2 Upon request the student can stroke for 20 feet in a manner characterized by:</p> <ul style="list-style-type: none"> a. arms in near exact opposition b. a recovery straight above shoulder terminating in an entry directly forward of the shoulder c. bent arm pull 2-12 inches under the water terminating with a forceful push toward the heels 	
Combined Stroke	<p style="text-align: center;">NINTH GRADE</p> <p>5.3 Upon request the student can swim the back crawl 25 yards in a manner characterized by:</p> <ul style="list-style-type: none"> a. a continuous and opposite arm action b. a flutter kick with no apparent pauses c. a straight horizontal alignment of head, hips, and feet 	
Elementary Back	<p>6. To demonstrate a functional elementary backstroke.</p>	
Arm Stroke	<p style="text-align: center;">SIXTH GRADE</p> <p>6.1 Upon request the student can stroke in a manner characterized by:</p> <ul style="list-style-type: none"> a. elbows bent as fingers move up the side b. as fingers reach arm pit elbows are drawn toward ribs and the arms are extended diagonally outward and forward c. arms pull and then push water back toward heels 	
Whip Kick	<p style="text-align: center;">SIXTH GRADE</p> <p>6.2 Upon request the student can whip kick 20 feet in a manner characterized by:</p> <ul style="list-style-type: none"> a. heels drawn up near buttocks and at hip width on recovery b. a forceful straightening and squeezing of the knees and lower leg with the feet rotated outward 	<p style="text-align: center;">Top View</p> 
Combined Stroke	<p style="text-align: center;">SIXTH GRADE</p> <p>6.3 Upon request student can swim elementary backstroke 25 yards in a manner characterized by:</p> <ul style="list-style-type: none"> a. a simultaneous pull and kick b. a long glide with legs together and arms at the sides 	

PHYSICAL EDUCATION

AQUATICS

Rescue Skills

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Self-rescue Skills</p> <p>Turn Over</p>	<p>7. To demonstrate functional self-rescue maneuvers.</p> <p>SIXTH GRADE</p> <p>7.1 Student can turn over from front to back and back to front.</p> <p>SIXTH GRADE</p> <p>7.2 Upon request student can reverse direction while swimming.</p> <p>SIXTH GRADE</p> <p>7.3 Upon request student can level off to a horizontal position from a vertical position.</p>	<p>A </p> <p>B </p> <p>C </p> <p>D </p>
<p>Survival Float</p>	<p>SIXTH GRADE</p> <p>7.4 Upon request student can perform a survival float for 5 minutes in a manner characterized by:</p> <ul style="list-style-type: none"> a. a vertical floating position with the arms and legs dangling b. a coordinated scissors kick, arm depression, and head lift to obtain air 	<p>a. </p> <p>b. </p>
<p>Vertical Float</p>	<p>SIXTH GRADE</p> <p>7.5 Upon request student can maintain his head above water while in a stationary vertical position for 5 minutes</p>	

Dance

PHYSICAL EDUCATION

CANCEL

Folk and Round

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Schottische	1. To demonstrate a functional Schottische step.	
First 1/2	<p>FIFTH GRADE</p> <p>1.1 Given a verbal request, the student can execute the first half of the Schottische step five times without music in a manner characterized by:</p> <p>a. step-step-step-step</p> <p>b. smooth repetition of pattern</p>	<p>Boys: L, R, LL Girls: R, L, RR</p>
Last 1/2	<p>SIXTH GRADE</p> <p>1.2 Given a verbal request, the student can execute the second half of the Schottische step five times without music in a manner characterized by:</p> <p>a. "step-hop-step-hop"</p> <p>b. smooth repetition of pattern</p>	<p>Boys: L, L, R, R Girls: R, R, L, L</p>
Two Steps	<p>SIXTH GRADE</p> <p>1.3 Given a verbal request, the student can execute two complete Schottische steps without music in a manner characterized by:</p> <p>a. "step-step-step-step; step-step-step-hop; step-hop; step-hop"</p> <p>b. smooth repetition of pattern</p>	<p>Boys: L, R, LL R, L, RR L, L, R, R L, L, R, R</p> <p>Girls: R, L, RR L, R, LL R, R, L, L R, R, L, L</p>
Step with Music	<p>SIXTH GRADE</p> <p>1.4 Given a verbal request and 4/4 time music at accompaniment, the student can execute a Schottische step five times without music in a manner characterized by:</p> <p>a. "step-step-step-step; step-step-step-hop; step-hop; step-hop"</p> <p>b. smooth repetition of pattern</p>	
Two Step	<p>1. To demonstrate a functional two-step pattern without music.</p>	
Forward	<p>FIFTH GRADE</p> <p>1.1 Given a verbal request, the student can execute two steps without music in a manner characterized by:</p> <p>a. "step-step-step-step"</p> <p>b. smooth repetition of pattern</p>	<p>Boys: L, R, LL Girls: R, L, RR</p>
Side	<p>SIXTH GRADE</p> <p>1.2 Given a verbal request, the student can execute two steps without music in a manner characterized by:</p> <p>a. "step-hop-step-hop"</p> <p>b. smooth repetition of pattern</p>	

10110

EXAMPLES AND COMMENTS

10110

1. Forward
step
with feet

1. Forward
step
with feet

1. Forward
step
with feet
forward on last step

2. Backward
step
with feet
backward on last step

Combination
with Music

1. Forward
step
with feet
the box two
in a manner

stepping

1. Forward
step
with feet

slow

1. Forward
step
with feet

1. extend
heel
2. extend
heel

fast

1. Forward
step
with feet
characterize

1. extend
heel
2. extend
heel
hold

Combinations

1. Forward
step
with feet
a manner

- 1. Smooth repetition of pattern
- 2. Smooth repetition of pattern

PHYSICAL EDUCATION

DANCE

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Polka and Round

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Combinations With Music</p> <p>Polka</p>	<p>SIXTH GRADE</p> <p>3.4 Given a verbal request and 2/4 music or accompaniment, the student can execute 4 consecutive slow and fast bleking steps in a manner characterized by:</p> <p>a. keeping time to "slow-slow-quick-quick-slow" broken rhythm</p> <p>b. smooth transition from slow to quick steps .</p> <p>4. To demonstrate a functional polka in 2/4 rhythm.</p>	
<p>Forward</p>	<p>NINTH GRADE</p> <p>4.1 Given a verbal request, the student can execute 4 consecutive forward polka steps without music in a manner characterized by:</p> <p>a. "hop-forward-close-step"</p> <p>b. smooth repetition of pattern</p>	
<p>Side</p>	<p>NINTH GRADE</p> <p>4.2 Given a verbal request, the student can execute 4 consecutive side polka steps without music in a manner characterized by:</p> <p>a. "hop-side-close-step"</p> <p>b. smooth repetition of pattern</p>	<p>Boys: L Girls: R</p>
<p>Turning</p>	<p>NINTH GRADE</p> <p>4.3 Given a verbal request, the student can execute 4 consecutive turning polka steps without music in a manner characterized by:</p> <p>a. "hop-step-close-step" turning clockwise</p> <p>b. smooth repetition of pattern and turn</p>	<p>Turn 180° on second hop and repeat</p>
<p>Heel-Toe</p>	<p>NINTH GRADE</p> <p>4.4 Given a verbal request the student can execute 4 consecutive heel-toe polka steps without music in a manner characterized by:</p> <p>a. "heel-toe, side, close, step"</p> <p>b. smooth repetition of pattern</p>	
<p>Combinations With Music</p>	<p>NINTH GRADE</p> <p>4.5 Given a verbal request and 2/4 music or accompaniment, the student can execute combinations of the forward polka, side polka, turning polka and heel-toe polka, in a manner characterized by:</p> <p>a. keeping time to a "quick-quick-quick-slow" uneven beat</p>	

PHYSICAL EDUCATION

DANCE

Folk and Round

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Participation Schottische and Two Step</p>	<p>b. smooth transition from one step to another, varving the 3 basic steps</p> <p>5. To participate in folk dances which utilize the Schottische and/or two step in 4/4 rhythm.</p> <p>SIXTH GRADE</p> <p>5.1 Given a verbal request and the appropriate music, the student can participate in 1 of the 3 following dances in a manner characterized by:</p> <p>a. execution of level 4 Schottische step</p> <p>b. following directions of the dances</p> <p>c. keeping time to the beat with a partner</p> <p>- "Road to the Moon"</p> <p>- "Old Time Schottische"</p> <p>- "Salt Dog Rag"</p> <p>NINTH GRADE</p> <p>5.2 Given a verbal request and the appropriate music, the student can participate in 1 of the 2 following dances in a manner characterized by:</p> <p>a. execution of level 4 two steps</p> <p>b. following directions for the dance</p> <p>c. keeping time to the beat with a partner</p> <p>- "Glow Worm"</p> <p>- "Josephine"</p> <p>- "Shortcake"</p> <p>NINTH GRADE</p> <p>5.3 Given a verbal request and the appropriate music, the student can participate in 1 of the 2 following dances in a manner characterized by:</p> <p>a. execution of level 4 Schottische steps and level 4 two steps</p> <p>b. following directions for the dance</p> <p>c. keeping time to the beat with a partner</p> <p>- "Texas Schottische Variations"</p> <p>- "California Schottische"</p>	<p>- Harris, J., Pittman, A., Waller, M. <u>Dance Awhile</u>, Minneapolis: Burgess Publishing Company, 1968, p. 242.</p> <p>- Same as above (p. 133).</p> <p>- Kraus, R. <u>Folk and Square Dances and Singing Games</u>, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1966, p. 138.</p> <p>- Harris, p. 139.</p> <p>- Harris, p. 143.</p> <p>- Harris, p. 147.</p> <p>- Harris, p. 135.</p> <p>- Harris, p. 135.</p>

PHYSICAL EDUCATION

DANCE

Folk and Round

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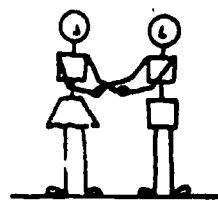
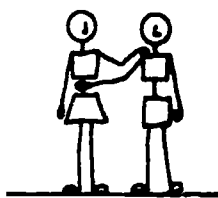
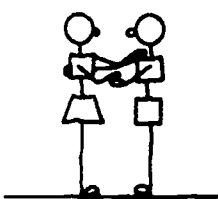
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Participation Two Step and Polka</p>	<p>b. To participate in folk dances which utilize the two step and/or polka in 2/4 rhythm.</p> <p style="text-align: center;">NINTH GRADE</p> <p>6.1 Given a verbal request and the appropriate music, the student can participate in 1 of the 2 following dances in a manner characterized by:</p> <p>a. execution of level 4 polka steps b. following directions of the dance c. keeping time to the beat with a partner</p> <p>- "Jessie Polka"</p> <p>- "Klappdans"</p> <p style="text-align: center;">NINTH GRADE</p> <p>6.2 Given a verbal request and the appropriate music, the student can participate in "Cotton Eyed Joe" in a manner characterized by:</p> <p>a. execution of level 4 polka steps and level 4 two steps b. following direction of the dance c. keeping time to the beat with a partner</p>	<p>-Harris, J., Pittman, A., Waller, M. <u>Dance Awhile</u>, Minneapolis: Burgess Publishing Company, 1968, p. 242.</p> <p>-Kraus, R. <u>Folk and Square Dances and Singin Games</u>, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1966, p. 138.</p> <p>-Harris, p. 151.</p>
<p>Participation Bleking and Polka</p>	<p>7. To participate in folk dances which utilize the bleking and/or polka steps in 2/4 rhythm</p> <p style="text-align: center;">SIXTH GRADE</p> <p>7.1 Given a verbal request and the appropriate music, the student can participate in 1 of the 2 following dances in a manner characterized by:</p> <p>a. executing level 4 bleking steps b. following directions of the dance c. keeping time to the beat with a partner</p> <p>- "La Raspa"</p> <p>- "Sixie Polka"</p>	<p>-Harris, J., Pittman, A., Waller, M. <u>Dance Awhile</u>, Minneapolis: Burgess Publishing Company, 1968, p. 242.</p> <p>-Kraus, R. <u>Folk and Square Dances and Singin Games</u>, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1966, P. 138.</p>

PHYSICAL EDUCATION

DANCE

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Square

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Partner Square Dance Positions</p>	<p style="text-align: center;">SIXTH GRADE</p> <p>7.2 Given a verbal request and the appropriate music, the student can participate in 1 of the 2 following dances in a manner characterized by:</p> <ul style="list-style-type: none"> a. executing level 4 bleking steps and level 4 polka steps b. following directions of the dance c. keeping time to the beat with a partner <p>-"Ace of Diamonds" -"Oyda"</p>	<p>-Kraus, p. 124. -Kraus, p. 126.</p>
<p>Side by Side</p>	<p>8. To demonstrate functional partner positions for square dancing.</p> <p style="text-align: center;">SIXTH GRADE</p> <p>8.1 Given a verbal request, the student can assume the following side-by-side positions 2 out of 3 times:</p> <ul style="list-style-type: none"> a. promenade <ul style="list-style-type: none"> -girl on boy's right side -right and left hands joined -male's right arm is crossed over the lady's left arm b. conversation <ul style="list-style-type: none"> -girl on boy's right side -boy's right arm around girl's waist, girl's left hand rests on boy's right shoulder -man's left arm and lady's right arms at their sides 	<p>Promenade position </p> <p>Conversation position </p>
<p>Face to Face</p>	<p style="text-align: center;">NINTH GRADE</p> <p>8.2 Given a verbal request, the student can assume the following face-to-face positions 2 out of 3 times:</p> <ul style="list-style-type: none"> a. closed <ul style="list-style-type: none"> -boy's right arm is around girl's with his hand below her left shoulder blade -girl's left hand on boy's right shoulder -boy's left arm is raised side-ward to the left with the girl's right hand in his left palm b. swing out (flirtation) <ul style="list-style-type: none"> -girl is turned along side of the boy -right sides touching -arms are the same as in the closed position 	<p>Closed position </p>
<p>Functional Square Dance Steps</p>	<p>9. To demonstrate functional steps for square dancing.</p>	

PHYSICAL EDUCATION
DANCE

Square

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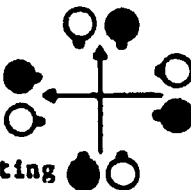
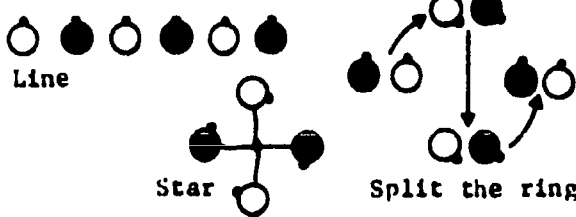
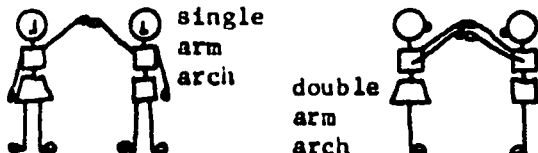

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Shuffle Step	<p style="text-align: center;">SIXTH GRADE</p> <p>9.1 Given a verbal request the student can execute 8 continuous forward shuffle steps without musical accompaniment in a manner characterized by:</p> <p>a. an easy light step b. keeping feet in contact with the floor</p>	
Shuffle Step Combined with Music	<p style="text-align: center;">SIXTH GRADE</p> <p>9.2 Given a verbal request, the student can execute 16 continuous patterns of the shuffle step in time with the music.</p>	
Buzz Step	<p style="text-align: center;">NINTH GRADE</p> <p>9.3 Given a verbal request, the student can execute 8 continuous buzz steps without musical accompaniment in a manner characterized by:</p> <p>a. step right on ball of foot b. right foot is pivot c. turning clockwise d. left foot pushing from slightly behind and close to the right foot</p>	
Buzz Step with Music	<p style="text-align: center;">NINTH GRADE</p> <p>9.4 Given a verbal request the student can execute 8 continuous buzz steps in time with the music.</p>	
Square Dance Figures	<p>10. To identify dance figures that originate, lead the action and design the pattern for square dancing.</p>	
Originating Designs	<p style="text-align: center;">SIXTH GRADE</p> <p>10.1 Given a verbal request, the student can position himself in 3 of the following 4 formations which originate square dances on the first trial.</p> <p>a. square (set) -4 couples -ladies on man's right -standing on sides of imaginary square -facing center of square</p> <p>b. single circle -facing center -facing partners</p> <p>c. line -side by side -couples across</p> <p>d. file -single file -double file</p>	<p>The diagrams show various square dance formations using circles to represent dancers. A legend indicates that a white circle represents a 'Girl' and a black circle represents a 'Boy'. The formations include: a square arrangement of four couples; a circle of four dancers facing the center; a circle of four dancers facing their partners; a line of four dancers side-by-side; a line of four couples across; a single file of four dancers; and a double file of four dancers.</p>

PHYSICAL EDUCATION

DANCE

Square

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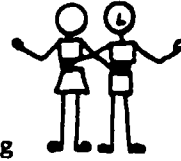
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Lead Action (Visiting)	<p>SIXTH GRADE</p> <p>10.2 Given a verbal request, the student can demonstrate the following lead actions:</p> <ol style="list-style-type: none"> visiting couple (lead couple) single visiting double visiting 	 <p>Double Visiting</p>
Designs	<p>SIXTH GRADE</p> <p>10.3 Given a verbal request, the student can perform with a partner the following designs or patterns on the first attempt:</p> <ol style="list-style-type: none"> line star split the ring arching figures <ul style="list-style-type: none"> -single arm -double arm 	 <p>Line</p> <p>Star</p> <p>Split the ring</p>  <p>single arm arch</p> <p>double arm arch</p>
Fundamental Techniques within a Square Dance	<p>11. To demonstrate fundamental techniques within a square dance.</p> <p>SIXTH GRADE</p> <p>11.1 Given a verbal request, the student can perform the following basic techniques with a partner:</p> <ol style="list-style-type: none"> honor your partner <ul style="list-style-type: none"> -man bows to lady -lady curtsies to man balance <ul style="list-style-type: none"> -partners face and join hands -or, man may hold lady's left hand in his right -each take 2 steps backward, dipping on second step, then 2 steps back to original place -or, man rocks back on left, taking weight on left, pointing right foot in front, taking step forward to original position (lady follows man's lead) do-sa-do <ul style="list-style-type: none"> -man and lady face -pass each other right shoulder to right shoulder -move around each other back to back -return to original position sashay <ul style="list-style-type: none"> -partners stand side by side -man moves sideways to right and behind the lady -lady moves sideways to left in front of man -both face center of circle throughout the move courtesy turn <ul style="list-style-type: none"> -man turns the lady clockwise in place -lady turns under her own right arm 	<p>Sashay</p> 

PHYSICAL EDUCATION

DANCE

Square

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Swings Partner</p>	<p style="text-align: center;">SIXTH GRADE</p> <p>11.2 Given a verbal request, the student can perform the following swings (twice around) with a partner:</p> <ul style="list-style-type: none"> a. one-hand swing (right or left/ or forearm grip) <ul style="list-style-type: none"> -partners clasp right (or left) hands, or forearms -swing around clockwise b. two-hand swing <ul style="list-style-type: none"> -partners face and join both hands -hold elbows in close to body -swing around clockwise <p style="text-align: center;">NINTH GRADE</p> <p>11.3 Given a verbal request the student can perform the following swings twice around with a partner in a manner characterized by:</p> <ul style="list-style-type: none"> a. waist swing <ul style="list-style-type: none"> -man and woman stand side by side facing -man puts right arm around lady's waist -woman puts right arm around man's waist -both hold other arms up, elbow bent -shuffle step clockwise b. buzz-step swing <ul style="list-style-type: none"> -use closed dance position -buzz step clockwise around 	<p style="text-align: center;">  </p> <p>Waist swing</p>
<p>Integration</p>	<p>12. To demonstrate the ability to integrate the techniques into selected square dances.</p>	
<p>Single Visiting Dances</p>	<p style="text-align: center;">SIXTH GRADE</p> <p>12.1 Given a verbal request, the student will be able to perform two of the following single visiting dances with a partner, in a manner characterized by:</p> <ul style="list-style-type: none"> a. following the directions of the dance b. properly executing the positions, steps, figures and techniques of the dance c. keeping time with the music <ul style="list-style-type: none"> - "Pop Goes the Weasel" - "Adam and Eve" - "Shoot the Owl" 	<ul style="list-style-type: none"> -Kraus, p. 102. -Harris, p. 73. -Harris, p. 80.

PHYSICAL EDUCATION

DANCE

Square

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Visiting Couple Dances</p>	<p style="text-align: center;">SIXTH GRADE</p> <p>12.2 Given a verbal request, the student can perform 1 of the 3 following visiting couple dances with a partner in a manner characterized by:</p> <ul style="list-style-type: none"> a. following the directions of the dance b. properly executing the positions, steps, figures and techniques of the dance c. keeping time with the music <p>-"Duck for the Oyster" -"Divide the Ring" -"Take a Little Peek"</p>	<p>-Kraus, p. 90. -Kraus, p. 94. -Harris, p. 76.</p>
<p>Double Visiting Dance</p>	<p style="text-align: center;">NINTH GRADE</p> <p>12.3 Given a verbal request, the student can perform in one of the following double visiting dances with a partner, in a manner characterized by:</p> <ul style="list-style-type: none"> a. following the directions of the dance b. properly executing the positions, steps, figures and techniques of the dance c. keeping time with the music <p>-"Forward Up and Back" -"Milagro Square" -"Square Through and Box the Gapp"</p>	<p>-Harris, p. 78. -Harris, p. 81. -Harris, p. 82.</p>

PHYSICAL EDUCATION

DANCE

Social

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Two Step	<p style="text-align: center;">NINTH GRADE</p> <p>13. Given a verbal request and 4/4 slow music or accompaniment, the student can two step for one minute in a manner characterized by:</p> <ul style="list-style-type: none"> a. executing all 3 basic two step patterns b. smooth transitions between patterns c. keeping time to the beat with a partner 	<p>See Folk Dance for description of 3 basic Two Step patterns.</p>
Polka	<p style="text-align: center;">NINTH GRADE</p> <p>14. Given a verbal request and 2/4 music or accompaniment, the student can polka for one minute in a manner characterized by:</p> <ul style="list-style-type: none"> a. executing all 4 basic polka steps b. smooth transition between steps c. keeping time to the beat with a partner 	<p>See Folk Dance for description of 4 basic Polka steps.</p>

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Dual Sports

PHYSICAL EDUCATION

DUAL SPORTS

Badminton

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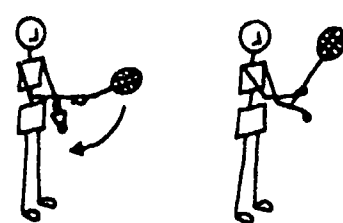
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Forehand Stroke</p> <p>Ready Position</p> <p>Birdie Contact</p> <p>Strike a Birdie Moving At Varying Speeds</p> <p>Moves Into Position To Strike a Birdie With a Forehand Stroke</p> <p>Moves Into Position and Strikes a Birdie Moving at Varying Speeds Over A Net</p>	<p>1. To demonstrate a functional forehand stroke.</p> <p style="text-align: center;">NINTH GRADE</p> <p>1.1 Given a verbal command the student can assume a ready position 4 out of 5 times as characterized by:</p> <ul style="list-style-type: none"> a. handshake grip on racquet b. face of racquet perpendicular to the direction of the swing c. body turned toward the racquet side of the body d. weight evenly distributed <p style="text-align: center;">NINTH GRADE</p> <p>1.2 Given a verbal request the student can position his body so the birdie is on the racquet side and "hit" the birdie suspended in a stationary position at waist level 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. brings racquet back past body at hip height perpendicular to the direction of the swing b. weight transfer to rear foot c. full elbow extension on back-swing d. contacts birdie at waist height e. vigorous wrist flexion during the forward stroke f. weight transfer to front foot g. a followthrough well beyond the point of contact <p style="text-align: center;">NINTH GRADE</p> <p>1.3 Given a verbal request the student can hit a birdie moving at varying speeds to the racquet side of the body 4 out of 5 times in the manner characterized in 1.2.</p> <p style="text-align: center;">NINTH GRADE</p> <p>1.4 Given a verbal request and a birdie projected to a point within 2 steps of his original position the student can move into position and hit the birdie 4 out of 5 times while maintaining a mature stroke (1.2).</p> <p style="text-align: center;">NINTH GRADE</p> <p>1.5 Given a bird moving at varying speeds and at varying distances from his original position, the student can maintain a mature strike.</p>	

PHYSICAL EDUCATION

DUAL SPORTS

Badminton

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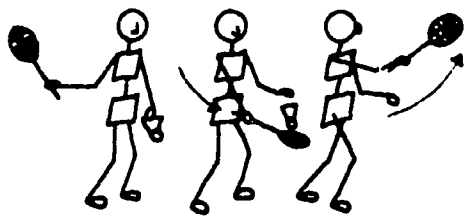
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Backhand Stroke	2. To demonstrate a functional backhand.	
Strikes a Stationary	<p style="text-align: center;">NINTH GRADE</p> <p>2.1 Given a verbal command the student can assume a backhand ready position in a manner characterized by:</p> <ul style="list-style-type: none"> a. correct grip-palm over handle, thumb along back of handle b. crosses racquet in front of body c. faces laterally to non-racquet side of body 	
Strikes A Stationary	<p style="text-align: center;">NINTH GRADE</p> <p>2.2 Given a suspended bird positioned on the non-racquet side of the body and a verbal command the student can strike the birdie 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. crosses foot on racquet side to non-racquet side - weight to rear foot b. brings racquet back past body, hip height perpendicular to the direction of the swing c. contacts object at waist height d. vigorous flexion during the middle phase of the stroke e. weight transfer to front foot f. a followthrough well beyond the point of contact 	<p>2.2</p> 
Strikes a Birdie Moving At Varying Speeds	<p style="text-align: center;">NINTH GRADE</p> <p>2.3 Given a bird moving at varying speeds to the racquet side of the body, and a verbal command the student can hit the bird and maintain a mature backhand stroke 4 out of 5 times.</p>	
Moves Into Position to "Hit" A Birdie	<p style="text-align: center;">NINTH GRADE</p> <p>2.4 Given a bird projected to a point within 2 steps of his original position the student can maintain a mature backhand strike and hit the bird 4 out of 5 times.</p>	
Moves Into Position and Accurately "Hits" A Birdie	<p style="text-align: center;">NINTH GRADE</p> <p>2.5 Given a birdie moving at varying speeds and at varying distances from his original position, the student can maintain a mature strike, move 4 or more steps into position and hit the bird over a net 5 feet high and into the opposite court 4 out of 5 times.</p>	

PHYSICAL EDUCATION

DUAL SPORTS

Badminton

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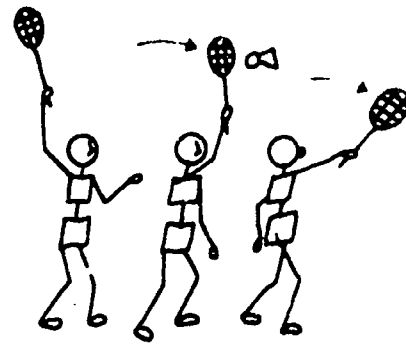
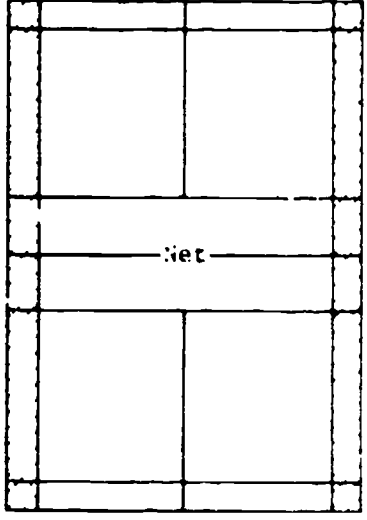
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Serve</p> <p>Ready Position</p> <p>Contact the Birdie With the Racquet</p> <p>Serve For Accuracy</p> <p>Overhand Stroke</p> <p>Ready Position</p>	<p>3. Students will be able to demonstrate a functional serve, as measured by minimum criteria on an ORT.</p> <p>NINTH GRADE</p> <p>3.1 Given a verbal request the student will assume a ready position in a manner characterized by:</p> <ul style="list-style-type: none"> a. handshake grip b. forward - backward stride position of feet c. weight evenly distributed d. racquet in front of body <p>NINTH GRADE</p> <p>3.2 Given a verbal request the student can hit the bird 3 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. birdie held by thumb and forefinger in front of body, slightly above knee height b. brings racquet down and back to hip height c. drops the birdie d. swings racquet forward and upward e. follows the birdie with the racquet after contact <p>NINTH GRADE</p> <p>3.3 Given a verbal request, the student can maintain a mature serving behavior and hit the birdie into the service area 4 out of 5 times.</p> <p>4. To demonstrate a functional overhand stroke.</p> <p>NINTH GRADE</p> <p>4.1 Given a verbal request, the student can assume a ready position 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. handshake grip b. forward - backward stride foot position c. weight evenly distributed d. racquet in front of body 	<p>3.2</p> 

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Badminton

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Contact A Birdie While Stationary	<p style="text-align: center;">NINTH GRADE</p> <p>4.2 Given a suspended bird, the student can contact the bird in a manner characterized by:</p> <ul style="list-style-type: none"> a. eyes on the bird b. full arm extension above shoulder c. weight transfer from back foot to front foot during the serve d. a follow through beyond contact point and toward opposite knee e. marked hip and spine rotation in preparation and execution of striking motion 	<p>4.2</p> 
Move Into Position	<p style="text-align: center;">NINTH GRADE</p> <p>4.3 Given a bird projected to a point within 2 steps of his original position, the student can maintain a mature overhand strike and hit the bird 4 out of 5 times.</p>	
Move Into Position and Hit Birdie at Varying Speeds Into Net	<p style="text-align: center;">NINTH GRADE</p> <p>4.4 Given a birdie moving at varying speeds and at varying distances from his original position, the student can maintain a mature overhand strike, move 4 or more steps into position and hit the bird over a net 5 feet high and into the opposite court.</p>	
The Game	<p>5. To demonstrate the ability to play a game of badminton.</p>	
Modified Game	<p style="text-align: center;">NINTH GRADE</p> <p>5.1 Given a game situation with a 4 foot net, the student can maintain a mature skill performance for serving, forehand, backhand and overhand, while playing a game utilizing:</p> <ul style="list-style-type: none"> a. court boundaries b. use of 2 trials on each service c. points scored only when serving d. playing a game to 10 points 	<p>5.1 5.2</p> 
Singles Game	<p style="text-align: center;">NINTH GRADE</p> <p>5.2 Given a singles game situation with a 4 foot net, the student can maintain mature levels of skill for serving, forehand, backhand, and overhand while playing a game utilizing:</p>	<p>White area single court</p>

PHYSICAL EDUCATION

DUAL SPORTS

Badminton

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
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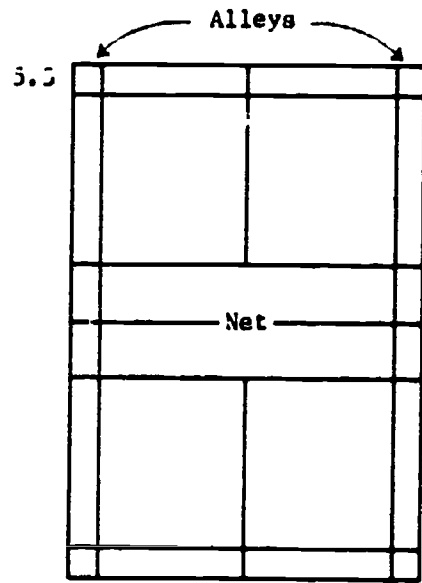
Doubles Play

- a. service from right court on even score, left on odd score
- b. points scored only when serving
- c. service maintaining as long as points are being scored
- d. one hit performance on serves and volleys
- e. simple strategy - attempts to serve and volley away from opponent's position
- f. plays game to 15 points

NINTH GRADE

5.3 Given a doubles situation with a 5 foot net, the student can maintain a mature serve, forehand, backhand and overhand while playing a game utilizing:

- a. service order
- b. works together in covering the court
- c. simple strategy - attempting to place shots into corners or along baseline and away from the opponents
- d. plays game to 15 points



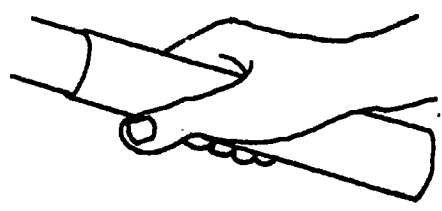
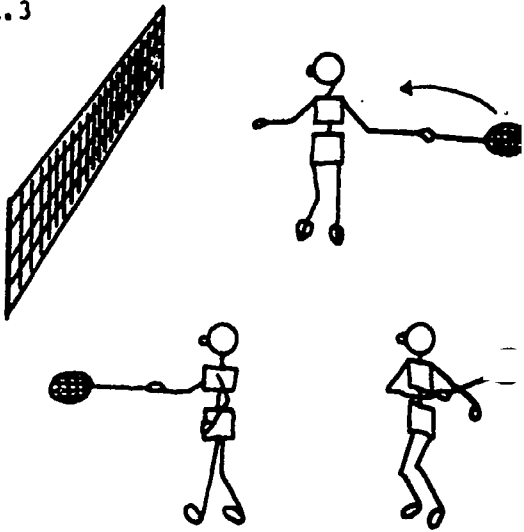
Doubles court

PHYSICAL EDUCATION

DUAL SPORTS

Tennis

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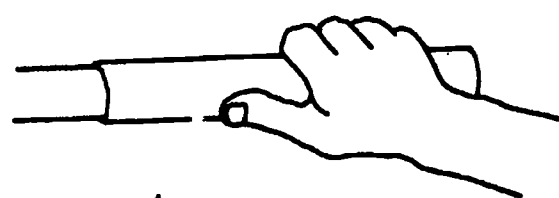
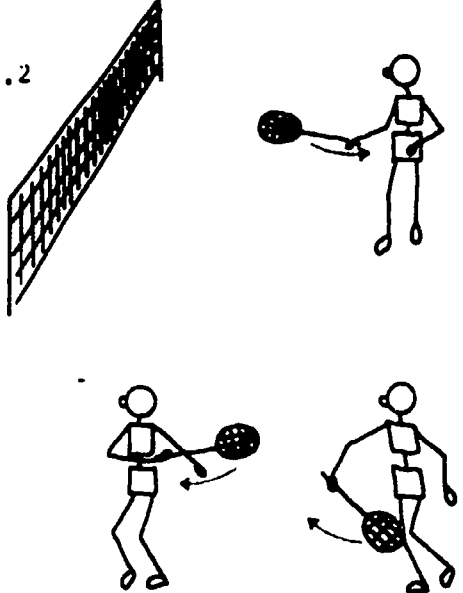
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Forehand Stroke	1. To demonstrate a functional forehand stroke.	
Ready Position	<p style="text-align: center;">NINTH GRADE</p> <p>1.1 Given a verbal request, the student can assume a ready position 4 out of 5 times as characterized by:</p> <ul style="list-style-type: none"> a. body facing forward toward net b. feet shoulder width apart, knees bent and weight on balls of feet c. racquet in front of body with throat resting on free hand 	
Functional Grip	<p style="text-align: center;">NINTH GRADE</p> <p>1.2 Given a verbal request, the student can assume a proper grip 4 out of 5 times as characterized by:</p> <ul style="list-style-type: none"> a. hand shake grasp at end of racquet b. thumb and first finger making a V on top of racquet 	<p>1.2</p> 
Strike A Stationary Tennis Ball With Racquet	<p style="text-align: center;">NINTH GRADE</p> <p>1.3 Given a verbal request, the student can hit a tennis ball suspended at waist height 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. body sideways to net b. brings racquet straight back past body, waist height, slight body rotation c. weight on rear foot as swing starts d. full elbow and wrist extension in backswing e. moves body and racquet forward to meet ball, keeping elbow and wrist extended f. transfer weight to the forward foot 	<p>1.3</p> 
Strike A Tennis Ball at Various Speeds	<p style="text-align: center;">NINTH GRADE</p> <p>1.4 Given a verbal request and a tennis ball moving at varying speeds toward the racquet side of the body, the student can hit the ball while maintaining a mature striking behavior (as described in 1.3) 4 out of 5 times.</p>	
Move Into Position To Strike A Tennis Ball	<p style="text-align: center;">NINTH GRADE</p> <p>1.5 Given a verbal request and a tennis ball projected to a point within 2 steps of his original position, the student can move into position and hit the ball while maintaining a mature striking behavior 4 out of 5 times.</p>	

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DUAL SPORTS

Tennis

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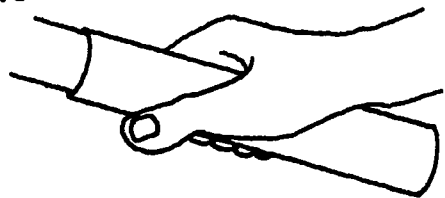
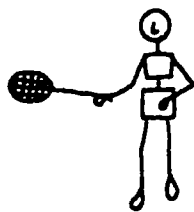
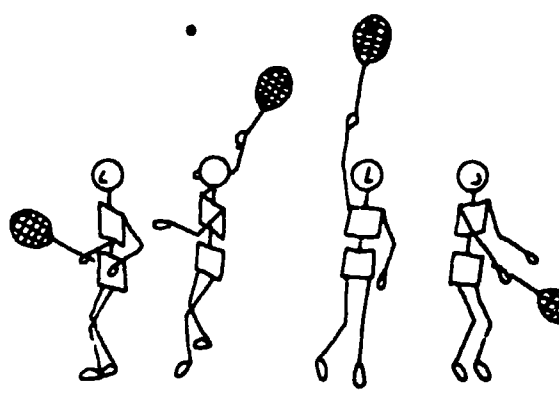
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Move Into Position and Strike a Tennis Ball Moving At Various Speeds</p>	<p>NINTH GRADE</p> <p>1.6 Given a verbal request and a ball moving at varying speeds and distances from his original position, the student can maintain a mature strike, move 4 or more steps into position and hit the ball over the net into the opposite court 4 out of 5 times.</p>	
<p>Backhand</p>	<p>2. To demonstrate a functional backhand.</p>	
<p>Functional Grip</p>	<p>NINTH GRADE</p> <p>2.1 Given a verbal request, the student can grip the racquet for a backhand stroke 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. hand shake grasp b. rotating hand 1/4 turn counter clockwise or toward the body c. thumb behind the racquet hand for support 	<p>2.1</p> 
<p>Strike A Stationary Tennis Ball With the Racquet</p>	<p>NINTH GRADE</p> <p>2.2 Given a verbal request, the student can hit a tennis ball suspended at waist height 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. body at right angle to net b. foot on racquet side forward c. backswing across the body with weight on rear foot d. slight body rotation e. arm and wrist extension f. swing forward with pivot from hips g. ball met about 1 foot in front of forward foot h. weight moving forward i. swing continues into a long follow through 	<p>2.2</p> 
<p>Strike A Tennis Ball At Various Speeds</p>	<p>NINTH GRADE</p> <p>2.3 Given a verbal request and a tennis ball moving at varying speeds to the backhand side of the body, the student can hit the ball while maintaining a mature (2.2) backhand striking behavior 4 out of 5 times.</p>	
<p>Move Into Position To Strike A Tennis Ball</p>	<p>NINTH GRADE</p> <p>2.4 Given a verbal request a tennis ball projected to a point within 2 steps of his original position, the student can move into position and hit the ball 4 out of 5 times while maintaining a mature backhand stroking pattern</p>	

PHYSICAL EDUCATION

DUAL SPORTS

Tennis

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Move Into Position and Strike A Tennis Ball Moving At Various Speeds</p>	<p>NINTH GRADE</p> <p>2.5 Given a verbal request and a ball moving at varving speeds and distances from his original position, the student can maintain a mature strike, move 4 or more steps into position and hit a tennis ball over the net into the opposite court 4 out of 5 times.</p>	
<p>Serve</p>	<p>3. To demonstrate a functional serve.</p>	
<p>Functional Grip</p>	<p>NINTH GRADE</p> <p>3.1 Given a verbal request, the student can grip the racquet 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. handshake grip b. racquet face perpendicular to ground c. thumb and index finger form a "V" along the top of the racquet handle 	<p>3.1</p> 
<p>Strike A Stationary Ball</p>	<p>NINTH GRADE</p> <p>3.2 Given a verbal request, the student can strike a stationary tennis ball suspended overhead near full arm extension 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. standing sideways to the net (free arm/shoulder toward net) b. weight evenly balanced on both feet c. backswing is down so the head of the racquet is toward the ground then brought back and up to a bent arm position behind the shoulder d. weight shift to back foot e. body rotation slightly away from net f. forwardswing is up, with full extension of the arm over the head g. wrist is flexed forward, racquet head leads the follow through across the body n. weight brought forward to front foot 	
<p>Functional Toss</p>	<p>NINTH GRADE</p> <p>3.3 Given a verbal request, the student can toss the tennis ball into the air 4 out of 5 times in the following manner:</p>	<p>3.2</p> 

PHYSICAL EDUCATION

DUAL SPORTS

Tennis

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Strike A Tennis Ball With Service</p>	<p>a. ball tossed up with an under-hand motion b. ball tossed straight up and over the foot nearest the net c. ball tossed higher than a reach with full extension of arm with racquet (but not to exceed 2 feet higher than that height) d. ball will fall into a circle 2 feet in diameter and centered at the toes of the front foot</p> <p>NINTH GRADE</p> <p>3.4 Given a verbal request, the student can toss the ball into the air (as described in 3.3) and hit the ball as it begins its descent to the opposite court 4 out of 5 times while maintaining a mature stroking pattern (3.2).</p>	
<p>Participation</p> <p>Modified Game</p>	<p>4. To demonstrate the ability to play a game of tennis.</p> <p>NINTH GRADE</p> <p>4.1 Given a verbal request, the student will be able to maintain mature patterns for the serve, backhand and forehand strokes while playing a game utilizing:</p> <p>a. standard court boundaries b. trials on the service</p>	

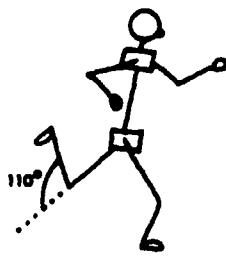


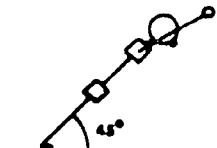
Fundamental Skills

PHYSICAL EDUCATION

FUNDAMENTAL SKILLS

Locomotor Skills

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Run</p> <p>Mature Pattern</p> <p>Pacing</p> <p>Sprinting</p>	<p>1. To demonstrate a functional run.</p> <p>THIRD GRADE</p> <p>1.1 Given a verbal request, the student can run 100 feet at a moderate speed in a manner characterized by:</p> <ul style="list-style-type: none"> a. consistent periods of nonsupport b. knee of nonsupport leg bent more than 90 degrees from side view c. foot placement near on-line d. arm action in direct opposition to leg action <p>SIXTH GRADE</p> <p>1.2 Given a verbal request, the student can maintain a mature running pattern while pacing a 440 yard run at a moderate to fast speed in a manner such that the first 220 yards and the second 220 yards are within 5 seconds of each other.</p> <p>SIXTH GRADE</p> <p>1.3 Given a verbal request, the student can sprint 50 yards or more while maintaining a mature running pattern.</p>	 <p>Inner part of foot consistently touching an imaginary line 2" wide in the direction of the run</p> 
<p>Leap</p> <p>Mature Pattern</p> <p>Over Obstacles</p>	<p>2. To demonstrate a functional leap.</p> <p>THIRD GRADE</p> <p>2.1 Given a verbal request, the student can leap 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. taking off with one foot and landing on the other b. forward reach with the arm opposite leading foot c. a forward trunk lean of 40° or less to the floor <p>SIXTH GRADE</p> <p>2.2 The student can run at moderate to fast speeds and leap over 3 consecutive objects on knee height placed at 30' intervals while maintaining a mature pattern.</p>	
<p>Horizontal Jump</p> <p>Mature Pattern</p>	<p>3. To demonstrate a functional horizontal jump.</p> <p>THIRD GRADE</p> <p>3.1 Given a verbal request, the student can jump 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. preparatory movement including 90° knee flexion (+ 90°) plus a forward and upward arm thrust b. a full extension of the arms and legs at take-off in a fir- 	 

PHYSICAL EDUCATION

FUNDAMENTAL SKILLS

Locomotor Skills

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Running Long Jump</p>	<p>ward and upward direction take-off angle (from take-off spot through center of mass) at 45° ($\pm 5^{\circ}$)</p> <p>SIXTH GRADE</p> <p>3.2 Upon request to execute a running long jump, the student can jump 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a one foot take-off without hesitation from a moderate to fast run b. a take-off angle (between the take-off foot through the center of body mass and the ground less than 50°) c. simultaneous foot contact at landing well ahead of the body's center of mass with the thighs nearly parallel to the floor and a forward thrust of the arms 	
<p>Vertical Jump Mature Pattern</p>	<p>4. To demonstrate a functional vertical jump</p> <p>THIRD GRADE</p> <p>4.1 Given a verbal request, the student can jump vertically 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. preparatory movement including a 90-100 degree knee flexion and a forceful upward arm swing coordinated with the take-off b. full extension of the arms and legs at take-off c. a balanced landing incorporating trunk and knee flexion d. no horizontal displacement on landing 	
<p>Reaching Height</p>	<p>SIXTH GRADE</p> <p>4.2 Upon request to run, jump, and touch an object suspended one foot above standing reach height, the student can run and jump vertically touching the suspended object 2 out of 3 times while using a mature pattern.</p>	
<p>Hop Mature hop</p>	<p>5. To demonstrate a functional hopping pattern.</p> <p>THIRD GRADE</p> <p>5.1 Given a verbal request, the student can hop at least 5 consecutive hops on the left and then right foot in a manner characterized by:</p> <ul style="list-style-type: none"> a. upright trunk carriage over the support foot b. carriage the non-support foot 	

FUNDAMENTAL SKILLS

Locomotor Skills

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<p>below the knee</p> <p>c. arm lifting coordinated with the take-off phase of the hop</p>	
<p>Gallop</p> <p>Mature Gallop</p>	<p>SIXTH GRADE</p> <p>5.2 Given moderate and fast even rhythmic beats the student can use a mature hop in time to the rhythm for 10 consecutive fast (5 right, 5 left) and then 10 slow beats (5 right, 5 left)</p> <p>c. To demonstrate a functional gallop.</p>	
	<p>THIRD GRADE</p> <p>6.1 Given a verbal request, the student can gallop 10 consecutive cycles in a manner characterized by:</p> <p>a. a step forward with the lead foot</p> <p>b. a period of nonsupport during which there is a shift of weight from lead to trail foot</p> <p>c. a lift of arms coordinated with the shift of weight for elevation</p> <p>d. a lead with either foot</p>	
<p>Slide</p> <p>Mature Slide.</p>	<p>SIXTH GRADE</p> <p>6.2 Given a moderate speed uneven rhythmic beat, the student can demonstrate a mature gallop in time with the beat for 10 consecutive cycles with a right and then left foot lead.</p> <p>7. To demonstrate a functional slide.</p>	
<p>Phytmic Slide</p>	<p>THIRD GRADE</p> <p>7.1 Given a verbal request, the student can slide 5 consecutive cycles in a manner characterized by:</p> <p>a. a rhythmic (uneven beat) step sideways and slide of following foot</p> <p>b. smooth change of support leg</p> <p>c. trunk in an upright posture</p>	
<p>Skip</p> <p>Mature Skip</p>	<p>SIXTH GRADE</p> <p>7.2 Given a moderate speed uneven rhythmic beat the student can demonstrate a mature sliding pattern in time with the beat for 10 consecutive cycles with a right and then left foot lead.</p> <p>8. To demonstrate a functional skip.</p> <p>THIRD GRADE</p>	

PHYSICAL EDUCATION

FUNDAMENTAL SKILLS

Locomotor Skills

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Rhythmic Skip	<p>3.1 Given a verbal request, the student can skip 10 consecutive cycles in a manner characterized by:</p> <ul style="list-style-type: none"> a. a rhythmical (uneven beat) repetition of the step and hop on alternate feet b. arms moving in opposition to legs c. a smooth flowing weight transfer <p style="text-align: center;">SIXTH GRADE</p> <p>3.2 Given a moderate speed uneven rhythmical beat, the student can demonstrate a mature skipping pattern in time with the beat for 10 consecutive cycles.</p>	

PHYSICAL EDUCATION

FUNDAMENTAL SKILLS

Object Control

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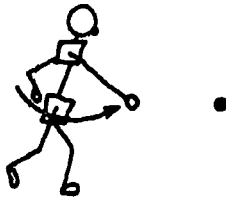
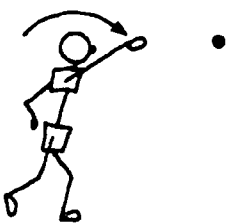
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Underhand Roll</p> <p>Mature Roll</p> <p>Accuracy Roll</p>	<p>9. To demonstrate a functional underhand roll.</p> <p style="text-align: center;">THIRD GRADE</p> <p>9.1 Given a verbal request, the student can roll a tennis ball 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a full pendular arm motion under the shoulder b. a release close to the floor with a bend at the knees and at the hips c. a stride forward with the foot opposite the throwing arm <p style="text-align: center;">THIRD GRADE</p> <p>9.2 Given a verbal request the student can demonstrate a mature pattern while rolling a 3" - 4" ball to a 3' wide target at a distance of 30' 3 out of 5 times.</p>	

PHYSICAL EDUCATION

FUNDAMENTALS

Developmental Area

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Underhand Throw</p> <p>Mature Underhand Throw</p> <p>Accuracy</p>	<p>10. To demonstrate a functional underhand throw.</p> <p>THIRD GRADE</p> <p>10.1 Given a verbal request, the student can throw a tennis ball 2 or 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a full rectangular arm swing directly below the shoulder b. a point of release at same level as target c. a stride forward with, and a shift of weight to, the foot opposite the throwing arm <p>SIXTH GRADE</p> <p>10.2 Given a verbal request, the student can demonstrate a mature underhand throwing pattern while throwing a softball to a 2' square target set 1' off the floor at a distance of 40', 3 out of 5 times.</p>	 <p>A stick figure is shown in profile, leaning forward with its right arm extended downwards. An arrow points from the hand towards a small black dot representing the target to the right.</p>
<p>Overhand Throw</p> <p>Mature Overhand Throw</p> <p>Accuracy</p>	<p>11. To demonstrate a functional overhand throw.</p> <p>THIRD GRADE</p> <p>11.1 Given a verbal request, the student can throw a tennis ball 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. weight transfer to the foot opposite the throwing arm b. a near complete extension of the throwing arm during the windup c. a follow through motion following ball release that moves the hand inside of the shoulder d. a follow through well beyond the ball release and toward the opposite knee e. marked hip and spine rotation in preparation and execution of the throwing motion <p>SIXTH GRADE</p> <p>11.2 Given verbal request, the student can throw a softball to an 8' square target set 1' off the ground at a distance of 40' three out of five times while maintaining a mature pattern.</p>	 <p>A stick figure is shown in profile, leaning forward with its right arm extended upwards and slightly behind its head. An arrow points from the hand towards a small black dot representing the target to the right.</p>
<p>Kick</p> <p>Mature Kick</p>	<p>12. To demonstrate a functional kick.</p> <p>THIRD GRADE</p> <p>12.1 Given a verbal request, the student can kick a stationary 1" to 1.5" ball 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a preliminary forward step b. a slight hip and spine rotation 	

PHYSICAL EDUCATION

FUNDAMENTAL SKILLS

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Object Control

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Accuracy with Running Approach</p>	<p>b. a full pendular motion of the leg including backswing with hip extension and knee flexion; a full follow through to a foot position well beyond and above the point of contact</p> <p>c. forward upper body lean during the follow through</p> <p>d. forward swing of the arm opposite the kicking leg</p> <p>e. contact with superior arch of foot</p> <p>SIXTH GRADE</p> <p>12.2 Upon a verbal request, the student can run and kick a stationary 8" - 12" ball from a running approach and with a mature pattern in such a manner that it will travel 30 yards and hit a target area 20' wide 3 out of 5 times.</p>	
<p>Strike</p> <p>Mature Strike</p>	<p>13. To demonstrate a functional strike.</p> <p>THIRD GRADE</p> <p>13.1 Given a verbal explanation and a demonstration of a mature striking pattern, the student can strike a supported 8" - 12" rubber playground ball with his fist in a manner characterized by:</p> <p>a. a side orientation to the ball</p> <p>b. a weight shift in the direction of the strike</p> <p>c. a full swing on the arm (180°) - follow through well beyond point of contact and a full backswing;</p> <p>d. independent, blended rotation of hips, trunk and shoulders</p>	
<p>Accuracy</p>	<p>SIXTH GRADE</p> <p>13.2 Upon verbal request, the student can strike a volleyball bounced to waist height 2 out of 3 times with a mature pattern in such a manner that it travels 40' and hits a 20' square target.</p>	
<p>Catch</p> <p>Mature Catch.</p>	<p>14. To demonstrate a functional catch.</p> <p>THIRD GRADE</p> <p>14.1 Given a verbal explanation and a demonstration of the mature catching pattern, the student can catch a 6" rubber playground ball tossed from a distance of 15 feet in a manner characterized by:</p>	

PHYSICAL EDUCATION

FUNDAMENTAL SKILLS

Object Control

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TOPIC

PERFORMANCE OBJECTIVE

EXAMPLES AND COMMENTS

Functional
Competency

- SIXTH GRADE
- 14.2 Given a softball thrown from 30' - 40' and at least 10' high to a point within 10' of the student, he can move into position and catch the ball with a mature pattern 4 out of 5 times.



PHYSICAL EDUCATION

FUNDAMENTAL SKILLS

Basic Rhythms

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Basic Rhythm Beat	15. To demonstrate the ability to move in rhythm to a given beat.	
Even	<p style="text-align: center;">THIRD GRADE</p> <p>15.1 Given a verbal request and appropriate music or accompaniment, the student will use a locomotor pattern to move to a series of 8 even beats at moderate tempo in a manner characterized by:</p> <ul style="list-style-type: none"> a. keeping time to the beat b. selecting an appropriate motor skill 	<p>Skipping requires an uneven beat and would be inappropriate.</p>
Uneven	<p style="text-align: center;">THIRD GRADE</p> <p>15.2 Given a verbal request and appropriate music or accompaniment, the student will use a locomotor pattern to move to a series of 8 uneven beats at moderate tempo in a manner characterized by:</p> <ul style="list-style-type: none"> a. keeping time to the beat b. selecting an appropriate motor skill 	<p>Running requires an even beat and would be inappropriate.</p>
Grade	<p style="text-align: center;">THIRD GRADE</p> <p>15.3 Given a verbal request and appropriate music or accompaniment, the student will use two or more locomotive patterns to move to a series of 12 even and 12 uneven beats in a manner characterized by:</p> <ul style="list-style-type: none"> a. keeping time to the beat b. smooth transition when changing locomotor pattern 	
Grade	<p>16. To demonstrate the ability to communicate materially.</p> <p style="text-align: center;">THIRD GRADE</p> <p>16.1 Given a demonstration of simple movements, the student will imitate the actions of the demonstration in a manner characterized by:</p> <ul style="list-style-type: none"> a. using the same body parts b. using the same magnitude of motion c. keeping the same pace 	
Grade	<p style="text-align: center;">SIXTH GRADE</p> <p>16.2 Given a list of 5 objects common to the environment, the student can materially communicate the name of the object in a manner characterized by:</p>	<p>Examples: butterfly, airplane, tree, teacher</p>

PHYSICAL EDUCATION

FUNDAMENTAL SKILLS

Basic Rhythms

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Abstract	<p>a. moving the body in such a way that 20% of the student observers identify the object</p> <p>SIXTH GRADE</p> <p>16.3 Given a list of 5 human behavioral qualities, the student can materially communicate one quality in a manner characterized by:</p> <p>a. moving the body in such a way that 20% of the student observers identify the quality</p>	<p>Examples: happy, sad, young, old, tired</p>

Group Sports

PHYSICAL EDUCATION

GROUP SPORTS

Basketball

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Underhand Pass</p> <p>Passing</p> <p>Passing For Accuracy</p> <p>Passing While Moving</p>	<p>1. To demonstrate a functional underhand pass.</p> <p>SIXTH GRADE</p> <p>1.1 Given a verbal request, the student can pass the ball 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. ball held in palm of throwing hand with other hand on top during windup phase b. full pendular arm swing directly below shoulder c. point of release at same level as target d. a stride forward, and shift of weight to the foot opposite throwing arm <p>SIXTH GRADE</p> <p>1.2 Given a verbal explanation and a demonstration, the student can pass the ball, 4 out of 5 times to a square target centered 4' above the floor and 15 feet away while maintaining a mature (1.1) pattern.</p> <p>SIXTH GRADE</p> <p>1.3 Given a verbal request, the student can pass the ball to a teammate while both are running at moderate speed, 15' apart and in the same direction 4 out of 5 times.</p>	
<p>Chest Pass</p> <p>Passing</p> <p>Passing Accuracy</p>	<p>2. To demonstrate a functional chest pass.</p> <p>SIXTH GRADE</p> <p>2.1 Given a verbal request, the student can pass the ball 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. ball held by the fingers with the thumbs behind the ball and pointed upward b. keeps elbows bent and close to body c. pushes ball away from the chest with a vigorous elbow extension and wrist flexion d. a weight transfer to front foot e. follow through in direction of target <p>SIXTH GRADE</p> <p>2.2 Given a verbal request, the student can pass the ball and hit a 3' square target centered 4 feet above the floor 4 out of 5 times while maintaining the mature (2.1) pattern.</p>	

PHYSICAL EDUCATION

GROUP SPORTS

Basketball

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Passing While Moving</p>	<p>SIXTH GRADE 2.3 Given a verbal request, the student can pass the ball 4 out of 5 times to a teammate while both are running at a moderate speed 15' apart and in the same direction.</p>	
<p>Overhand Pass</p>	<p>3. To demonstrate a functional 1 hand overhand pass.</p>	
<p>Passing</p>	<p>SIXTH GRADE 3.1 Given a verbal request the student can pass the ball 4 out of 5 times in a manner characterized by: a. weight transfer to foot opposite throwing arm b. follow through well beyond ball release c. hip and spine rotation</p>	
<p>Passing Accuracy</p>	<p>SIXTH GRADE 3.2 Given a verbal request, the student can pass the ball to a target 3 feet square centered 4 feet above the floor and 15 feet away, 4 out of 5 times while maintaining a mature (3.1) pattern.</p>	
<p>Passing While Moving</p>	<p>SIXTH GRADE 3.3 Given a verbal request, the student can pass the ball 4 out of 5 times to a teammate while both are running at moderate speed, 15' apart and in the same direction.</p>	
<p>Catching</p>	<p>4. To demonstrate functional catching skills.</p>	
<p>Catching</p>	<p>SIXTH GRADE 4.1 Given a basketball thrown at moderate speed from at least 20 feet away to a point within 2 steps of the students original position, the student can catch the ball 4 out of 5 times in a manner characterized by: a. receives the ball in hands b. absorbs force of ball by bringing ball in toward body</p>	
<p>Catching Balls From Various Directions And Distances</p>	<p>SIXTH GRADE 4.2 Given a basketball thrown at moderate speed from at least 30 feet away and to a point within 15 feet from the students original position he can catch the ball 4 out of 5 times while maintaining a mature pattern.</p>	

PHYSICAL EDUCATION

GROUP SPORTS

Basketball

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Catching While Moving	<p>SIXTH GRADE</p> <p>4.3 Given a verbal request the student can catch a ball 4 out of 5 times when passed by a teammate to a point within reach while both are running at moderate speed, 15 feet apart and in the same direction.</p>	
Jump Shot	<p>5. To demonstrate a functional one-hand jump shot.</p>	
Shooting	<p>NINTH GRADE</p> <p>5.1 Given a verbal request, the student can shoot the ball with a one-hand jump shot, 4 out of 5 times, in a manner characterized by:</p> <ul style="list-style-type: none"> a. a vertical jump with take-off from both feet (force applied equally) b. ball brought to a position over the head while jump is in progress c. ball released with shooting hand at the peak of the jump d. eyes focused on the front of the basket rim e. a balanced landing in near the same spot as the take-off 	
Shooting At Various Distances	<p>NINTH GRADE</p> <p>5.2 Given a verbal request, the student can shoot the ball and make or hit a 10' high basketball rim shot from distances of 5 feet, 10 feet and 15 feet, 3 out of 5 times, while maintaining a mature (5.1) pattern.</p>	
Shooting When Guarded	<p>NINTH GRADE</p> <p>5.3 Given a verbal request, the student can shoot the ball with a one-hand jump shot when guarded by an opponent 3 out of 5 times, in a manner characterized by:</p> <ul style="list-style-type: none"> a. receives ball while moving b. does not walk with ball c. maintaining a mature (5.1) pattern d. ball hits rim, or goes in a 10' high basket from 10' to 15' away 	
Defensive Tactics	<p>5. To demonstrate functional defensive tactics.</p>	
Guarding Moves	<p>SIXTH GRADE</p> <p>5.1 Given a verbal request the student can assume a functional guarding position 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. keeps eyes on the offensive players' trunks 	

PHYSICAL EDUCATION
GROUP SPORTS

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Basketball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Guarding	<ul style="list-style-type: none"> b. assumes guarding stance between the offensive player and the basket with feet, shoulder width on the balls of the feet, arms extended, one arm up and one arm down c. uses a sliding step to stay between opponent and basket <p style="text-align: center;">NINTH GRADE</p> <p>6.2 Given 1 on 1 situation, the student can offensively stay within 3 feet of an offensive player attempting to score for a period of 10 seconds while maintaining a guarding position as described in 6.1.</p>	
One Hand Push Shot	<p>7. To demonstrate a functional one hand push shot.</p>	
Shooting	<p style="text-align: center;">SIXTH GRADE</p> <p>7.1 Given a verbal request, the student can shoot a basketball 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. brings ball to and in line with shoulder of shooting hand, elbow flexed, wrist extended and fingers spread b. shooting arm extends upward and forward toward the basket c. wrist flexes and fingers guide the ball on release d. the follow through is high, toward the basket and involves extensive wrist flexion e. knee flexion during preparatory movement and extension during shooting 	
Shooting At Various Distances	<p style="text-align: center;">SIXTH GRADE</p> <p>7.2 Given a verbal request, the student can shoot the ball and make or hit a 8' high basketball rim from distances of 5 feet, 10 feet, and 15 feet, 3 out of 5 times while maintaining a mature (7.1) pattern.</p>	
Dribble	<p>8. To demonstrate a functional dribble.</p>	
Stationary Dribble	<p style="text-align: center;">SIXTH GRADE</p> <p>8.1 Give a verbal request, the student can dribble the ball 10 consecutive times in a manner characterized by.</p> <ul style="list-style-type: none"> a. impetus given to ball after each bounce b. contacts ball using fingers, wrists, and elbow action c. ball remains hip level or lower d. eyes focused on ball 	

PHYSICAL EDUCATION

GROUP SPORTS

Basketball

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Dribble in Straight Line	<p>SIXTH GRADE</p> <p>8.2 Given a verbal request, the student can run at a slow to moderate speed and dribble the ball in a straight line for a distance of 40 feet in a manner characterized by:</p> <ul style="list-style-type: none"> a. focusing on ball but looks up at least once every 10 feet b. maintains ball position below waist level and slightly ahead of the body 	
Dribble Around Obstacles	<p>NINTH GRADE</p> <p>8.3 Given a verbal request, the student can dribble the ball around 5 stationary objects placed at 5 feet, 10 feet, 15 feet, 18 feet and 21 feet from a starting line while changing hands (ball to hand on outside of turn) and maintaining a mature (8.1) pattern.</p>	
Lay-Up	<p>9. To demonstrate a functional lay-up shot.</p>	
Shooting	<p>SIXTH GRADE</p> <p>9.1 Given a verbal request, the student can shoot the ball 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a 45° approach to the basket utilizing a dribble b. a one footed take off from the foot opposite the shooting hand and furthest from the basket brings ball to a position off shoulder of shooting arm c. extends arm and pushes ball guided by fingers to backboard "spot" at the height or the jump 	
Shoot With Running Approach	<p>SIXTH GRADE</p> <p>9.2 Given a verbal request, the student can shoot and make right and left handed lay-ups in a 8' high basket with a running approach 1 out of 2 times while maintaining a mature (9.1) pattern.</p>	
Play Integration	<p>10. To demonstrate the ability to play a functional game of basketball.</p>	
Modified Game	<p>SIXTH GRADE</p> <p>10.1 Given an explanation, the student can execute mature abilities in passing, catching, shooting, dribbling and guarding, while playing a game which includes:</p> <ul style="list-style-type: none"> a. traveling violations b. team goals c. scoring field goals d. 2, 5 minute halves 	

PHYSICAL EDUCATION

GROUP SPORTS

Basketball

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Advanced Modified Game</p>	<p>e. appropriate fl or markings for boundaries f. baskets 8 feet high</p> <p>SIXTH GRADE</p> <p>10.2 Given an explanation, the student can execute at least mature abilities in passing, catching, shooting, dribbling and guarding while playing a game which includes:</p> <p>a. regulation scoring b. violations and fouls c. play 4, 3 minute quarters d. simulated regulation floor markings e. baskets 8 feet high</p>	
<p>Official Game</p>	<p>NINTH GRADE</p> <p>10.3 Given an explanation, the student can demonstrate functional capacities in shooting, passing, catching, guarding and dribbling while playing a regulation game of basketball.</p>	

PHYSICAL EDUCATION

GROUP SPORTS

Football

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Passing</p> <p>Throwing Pattern</p> <p>Pass to a stationary target</p> <p>Pass to a moving target</p>	<p>1. To demonstrate a functional pass.</p> <p style="text-align: center;">SIXTH GRADE</p> <p>1.1 Given a verbal request, the student can pass the ball 3 out of 4 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. cocking the arm back till the hand is in a position opposite the ear b. weight transfer to the foot opposite the throwing arm c. a follow-through well beyond the release d. <u>pivotal</u> hip and spine rotation in preparation and execution of the throw. <p style="text-align: center;">SIXTH GRADE</p> <p>1.2 Given a verbal request, the student can pass the ball to a stationary target 10 feet square centered 4 feet above the ground and less than 30 feet away, 2 out of 3 times, while maintaining a mature (1.1) pattern</p> <ul style="list-style-type: none"> a. focusing on receiver's shoulder b. facing the receiver c. following through toward the receiver d. passing the ball at least waist high and within one step in any direction <p style="text-align: center;">NINTH GRADE</p> <p>1.3 Given a verbal request, the student can pass the ball within reach of a player moving at a moderate pace in both right and left down and out patterns and not less than 40 feet away, 2 out of 3 times, while maintaining a mature (1.1) pattern.</p>	
<p>Punting</p> <p>Punting Pattern</p>	<p>2. To demonstrate a functional punt.</p> <p style="text-align: center;">SIXTH GRADE</p> <p>2.1 Given a verbal request, the student can perform a punt 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a preliminary forward step on the kicking leg, followed by weight transfer to the non-kicking leg b. dropping the ball on the preliminary step in such a manner that it is airborne, below knee height at a point directly in front of the kicking leg, near horizontal in position and at a distance from the body such that it will contact the instep of the straightened kicking leg. 	

PHYSICAL EDUCATION

GROUNDSWORKS

Football

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Punting for Accuracy	<p>c. contact the ball with the instep of the foot</p> <p>d. a side leg swing with hip extension and knee flexion followed by a follow-through well beyond and above the point of contact</p> <p>e. a forward swing of the arm opposite the kicking leg</p> <p style="text-align: center;">NINTH GRADE</p> <p>2.2 Given a verbal request, the student can punt the ball to a target 20 yards square from at least 30 yards, 2 out of 3 times while maintaining a mature (1.1) pattern.</p>	
Lateral	<p>3. To demonstrate a functional lateral pass.</p>	
Lateral Pass Pattern	<p style="text-align: center;">SIXTH GRADE</p> <p>3.1 Given a verbal request, the student can lateral the ball, 2 out of 3 times in a manner characterized by:</p> <p>a. grasping the ball near one end in two hands or near the center with fingers spread (when intending to impart spin)</p> <p>b. facing the player</p> <p>c. tossing the ball with mature underhand throw</p>	<p>See underhand throw in fundamental motor skills for a description of the mature pattern.</p>
Lateral Pass for Accuracy	<p style="text-align: center;">EIGHTH GRADE</p> <p>3.2 Given a verbal request, the student can lateral the ball to a target 3 feet square centered 4 feet above the ground at a distance of 15 feet, 2 out of 3 times while maintaining a mature pattern.</p>	
Center Pass	<p>4. To demonstrate a functional center pass.</p>	
Center Pass Through the Legs	<p style="text-align: center;">SIXTH GRADE</p> <p>4.1 Given a verbal request, the student can hike the ball, 2 out of 3 times, in a manner characterized by:</p> <p>a. facing the direction of the ball in a straddle position before the ball</p> <p>b. flexing at the knees so the feet is near the ball</p> <p>c. grasping the ball with the fingers spread</p> <p>d. arm action initiated by drawing the hands and arms back and terminating with obvious wrist flexion</p>	
Center Pass for Accuracy	<p style="text-align: center;">SIXTH GRADE</p> <p>4.2 Given a verbal request, the student can hike the ball 2 feet to a target 3 feet square centered 4 feet above the ground at a distance of 15 feet, 2 out of 3 times while maintaining a mature pattern.</p>	

PHYSICAL EDUCATION

GROUP SPORTS

Football

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Blocking	5. To demonstrate a functional block.	
Pattern	<p style="text-align: center;">SIXTH GRADE</p> <p>5.1 Given a verbal request, the student can block another person 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. hands touching chest, elbows flexed and positioned at shoulder level b. head positioned tight to the defensive man and between him and the offensive runner c. feet at shoulder width during contact d. back straight, head up 	
Blocking Effectiveness	<p style="text-align: center;">SIXTH GRADE</p> <p>5.2 Given a verbal request, the student can block the progress of a similar sized person for a period of 3 seconds, 2 out of 3 times while maintaining a mature (5.1) pattern.</p>	
Tackle	5. To demonstrate a functional tackle.	
Flag or Touch Tackle	<p style="text-align: center;">SIXTH GRADE</p> <p>6.1 Given a verbal request, the student can tackle the person with the ball (pull the flag from the hip area or a double hand touch below the waist) 3 out of 4 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. maintaining a pursuit angle which intercepts the runner and forces him to alter his path b. maintaining a shoulder width foot position near the interception point c. holding a stationary position after a successful tackle 	
Tackle Accuracy	<p style="text-align: center;">SIXTH GRADE</p> <p>6.2 Given a verbal request, the student can tackle a person with similar ability 3 out of 4 times on an open field.</p>	
Kickoff	7. To demonstrate a functional kick.	
Kickoff	<p style="text-align: center;">SIXTH GRADE</p> <p>7.1 Given a verbal request, the student can kick the ball 3 out of 4 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a running approach of 4 or more steps b. contacting the ball with its center of gravity with the use of a mature kicking pattern c. use of a mature kicking pattern 	<p>The mature kicking pattern is described in the section dealing with fundamental motor skills.</p>

PHYSICAL EDUCATION

GROUP SPORTS

Football

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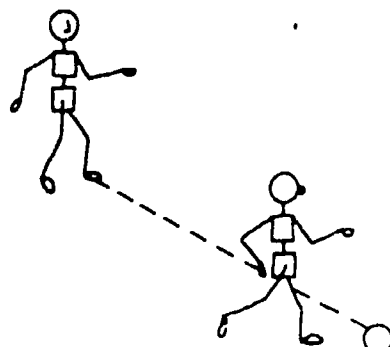
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Kickoff Plus Accuracy	<p>NINTH GRADE</p> <p>7.2 Given a verbal request, the student can kick a tee ball at least 30 yards and not more than 10 yards to the right or left of a straight line marked in the direction of the kick, 2 out of 3 times, while maintaining a mature kicking pattern.</p>	
Receiving	<p>8. To demonstrate functional reception skills</p>	
Stationary Receiving Pattern	<p>SIXTH GRADE</p> <p>8.1 Given a verbal request and a pass thrown from at least 10 feet to a point within 10 feet in any direction the student will receive the ball 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. moving into position and contacting the ball with the hands b. the arms (through elbow flexion) absorbing the force of the ball 	
Moving Reception	<p>SIXTH GRADE</p> <p>8.2 Given a verbal request and a pass thrown from at least 10 yards to a point within 5 feet of the running receiver, the student will catch the ball 2 out of 3 times while maintaining a mature pattern.</p>	
Game	<p>9. To demonstrate the ability to play a functional game of flag football.</p>	
Lead-up Game	<p>SIXTH GRADE</p> <p>9.1 Given a verbal explanation, the student will be able to use the skills of blocking, blocking and tackling in a game of 9 man football utilizing:</p>	
Modified Game	<p>SIXTH GRADE</p> <p>9.2 Given a verbal explanation, the student will be able to use the skills of blocking, blocking, tackling, and lateral passes in a 9 man game of football utilizing:</p> <ul style="list-style-type: none"> a. quartering first down passes b. four attempts to take a first down c. the other team receiving the ball after a touchdown d. a turnover to the other team for failure to complete the first down or touchdown. 	
Advanced Modified Game (Regulation Flag Football)	<p>NINTH GRADE</p> <p>9.3 Given a verbal explanation, the student will be able to use the skills of blocking, blocking, tackling, lateral, blocking, and passing in a regulation game of flag football.</p>	

PHYSICAL EDUCATION

GROUP SPORTS

Soccer

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Pass</p> <p>Pattern</p> <p>Pass a Moving Ball</p> <p>Pass while Moving</p>	<p>1. To demonstrate a functional soccer pass.</p> <p>SIXTH GRADE</p> <p>1.1 Given a demonstration and/or verbal explanations, the student will demonstrate a mature kicking pattern in a manner characterized by:</p> <ul style="list-style-type: none"> a. ready position <ul style="list-style-type: none"> -forward-backward stride -weight evenly distributed, knees bent b. big swing <ul style="list-style-type: none"> -kicking foot turned outward, with knee bent -big swing across front of body -foot follows through toward target -arms out to sides <p>SIXTH GRADE</p> <p>1.2 Given a verbal request, the student can correctly contact and pass a moving soccer ball 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. moves 2 steps or more to meet ball b. passes ball 20 feet or more c. passes ball into target area 4 feet wide x 4 feet high <p>SIXTH GRADE</p> <p>1.3 Given a verbal request, the student can correctly contact and pass a soccer ball, to a moving teammate in a manner characterized by:</p> <ul style="list-style-type: none"> a. sends ball 10 feet or more b. passes to a point within 3' in front of his moving teammate 	<p>1.3</p> 
<p>Stopping the Ball</p> <p>Body Block</p>	<p>2. To demonstrate the ability to stop the ball.</p> <p>SIXTH GRADE</p> <p>2.1 Given a verbal request, when a ball thrown or kicked from a distance of 10-12 feet, the student can block the ball 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. gets in line with ball b. lets it hit body part c. as ball contacts body, student absorbs force of ball, taking slight step backward 	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Soccer

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Grade

PERFORMANCE OBJECTIVE

EXAMPLES AND COMMENTS

- FOURTH GRADE
- 2.2 Given a verbal request and a ball thrown or kicked from a distance of 10-20 feet, the student can trap the ball 4 out of 5 times in a manner characterized by:
- moves 3 or more steps in line with ball
 - weight on non-dominant foot
 - contacts ball with sole or trapping foot
 - traps ball between ground and sole of foot
 - immediately removes foot, ready to advance ball

2.2



- FIFTH GRADE
- 2.3 Given a verbal request and a ball thrown or kicked from a distance of 10-20 feet, the student can trap the ball 4 out of 5 times in a manner characterized by:
- moves 3 or more steps in line with the ball
 - weight on non-trapping foot
 - foot of trapping leg diagonally
 - back of non-trapping foot
 - foot flexes, only toes contact ground
 - both knees are bent
 - trapping leg reaches leg, lower leg brushes ball to ground
 - ball released immediately

2.3



- SIXTH GRADE
- 2.4 Given a verbal request and a ball thrown or kicked from a distance of 10-20 feet, the student can contact the ball 4 out of 5 times in a manner characterized by:
- moves 3 or more steps in line with ball
 - feet apart and pointed outward
 - knees bent deeply and trap ball against ground with the shins
 - weight on balls of feet, arms used for balance
 - legs extended into vertical position as ball is released, immediately advances ball

2.4



PHYSICAL EDUCATION

GROUP SPORTS

Soccer

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Dribble	3. To demonstrate a functional soccer dribble.	
Ball Contact	<p style="text-align: center;">SIXTH GRADE</p> 3.1 Given a verbal request, the student can dribble a soccer ball 4 out of 5 times in a manner characterized by:	
	<ul style="list-style-type: none"> a. runs and taps ball with inside edges of alternate feet b. ball stays within 5 feet of runner c. moves ball 30 feet 	
Dribble in an Unobstructed Straight Line	<p style="text-align: center;">SIXTH GRADE</p> 3.2 Given a verbal request, the student can dribble the ball in a straight line for a distance of 60 feet 2 out of 3 times in a manner characterized by:	
	<ul style="list-style-type: none"> a. focusing on ball but looks up at least every 5 feet b. keeps ball within 2 feet of position 	
Dribble Around Obstacles	<p style="text-align: center;">SIXTH GRADE</p> 3.3 Given a verbal request, the student can dribble a soccer ball around 5 stationary obstacles placed at distances of 5 feet, 10 feet, 15 feet, 18 feet, 21 feet, from a starting line 4 out of 5 times within a 20 sec. time period.	
Step Kick	4. To demonstrate a functional instep kick.	
Ball Contact	<p style="text-align: center;">SIXTH GRADE</p> 4.1 Given a verbal request and a soccer ball placed in a stationary position the student will kick the ball 4 out of 5 times in a manner characterized by:	
	<ul style="list-style-type: none"> a. kicking leg swings straight back, knee bent, toe pointing toward ground b. kicking leg swings forward, contacting ball below its center with instep of the foot c. foot follows through in direction ball is to go d. sends ball 30 feet or more 	

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Kicking Various Distances	<p>4.2 Given a ball 10 to 15 feet and a player for ball moving in the direction of the student and a target area 4 feet high by 4 feet wide, the student can contact the ball 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. moves 3 or more preliminary steps before contacting the ball b. sends ball 10 feet or more into target area 	
Tackle	<p>5. To demonstrate a straight tackle.</p>	
Ball Contact	<p>5.1 Given a stationary opponent and possession of a ball, the student can tackle in a manner characterized by:</p> <ul style="list-style-type: none"> a. does not contact opponent b. puts feet in front c. kicks it away from opponent d. follows the ball 	
Straight Tackle	<p>5.2 Given a ball and opponent and an opponent with the ball in his direction, the student can correctly tackle the opponent in a manner characterized by:</p> <ul style="list-style-type: none"> a. approaches opponent from side position b. tackles opponent's ball c. does not contact opponent's body 	
Hook Tackle	<p>5.3 Given a ball and opponent and an opponent with the ball in his direction, the student can tackle 2 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. approaches opponent from 4 or more steps from the front b. steps to one side of opponent, reaches with leg c. supporting leg bent at knee to increase reach d. uses foot as hook to draw ball away from opponent to one side e. does not contact opponent's body f. controls ball after contact 	

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Soccer

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
The Game	<p>b. To demonstrate the ability to play a functional game of soccer.</p>	
Lead-up Games	<p style="text-align: center;">SIXTH GRADE</p> <p>b.1 Given an explanation and instructor assistance, the student can maintain functional soccer skills (dribble, pass, stop) while playing a lead-up game characterized by:</p> <ul style="list-style-type: none"> a. identifies court boundaries b. identifies when ball is out of bounds c. attaching team positions only d. understands scoring a goal e. plays game for 2, 5 minute halves f. begins game with kick off g. 50 by 25 foot field 	<p>b.1 Examples:</p> <p>Line soccer Circle soccer</p>
Modified Game	<p style="text-align: center;">SIXTH GRADE</p> <p>b.2 Given an explanation and instructor assistance, the student can maintain functional soccer skills (dribble, pass, stop) while playing a modified game characterized by:</p> <ul style="list-style-type: none"> a. attacking and defending position 8 on a team b. team positioning <ul style="list-style-type: none"> -forward line -backfield c. penalty kicks d. plays game for 2, 10 minute halves e. 70 by 35 foot field f. goalkeeper privileges 	<p>b.2 Examples:</p> <p>Advanced line soccer Alley soccer Sideline soccer</p>
Advanced Modified Game	<p style="text-align: center;">NINTH GRADE</p> <p>b.3 Given an explanation and instructor assistance, the student can maintain functional soccer skills (dribble, pass, stops, tackles, instep kick) while playing a game characterized by:</p> <ul style="list-style-type: none"> a. defense - offense play b. official positions - 11 players on a team c. understands marking 	
Official Soccer	<p style="text-align: center;">NINTH GRADE</p> <p>b.4 Given an explanation and instructor assistance, the student can maintain functional soccer skills (dribble, pass, stops, tackles, instep kick) while playing a game characterized by:</p> <ul style="list-style-type: none"> a. official rules b. official field dimensions 	

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Battling</p> <p>Mature swing</p>	<p>1. To demonstrate functional skill in batting.</p> <p>1.1 Given a verbal request, the student can demonstrate a mature batting swing & out of the bat in a manner characterized by:</p> <ul style="list-style-type: none"> a. 1.5-2.0 second preparation - feet well positioned - hands well positioned - head and neck in line with center - eyes on ball - arms extended - knees slightly flexed - pelvis rotated - trunk slightly flexed - feet well positioned - hands well positioned - head and neck in line with center - eyes on ball - arms extended - knees slightly flexed - pelvis rotated - trunk slightly flexed 	
<p>Stationary ball</p>	<p>1.2 Given a verbal request, the student can demonstrate a mature batting swing & out of the bat in a manner characterized by:</p> <ul style="list-style-type: none"> a. 1.5-2.0 second preparation b. feet well positioned c. hands well positioned d. head and neck in line with center after the swing 	
<p>Moving ball</p>	<p>1.3 Given a verbal request, the student can control the ball in a manner characterized by:</p> <ul style="list-style-type: none"> a. level feet b. arms extended c. playing the ball within defined boundaries 	
<p>Fielding ground balls</p> <p>Mature pattern</p>	<p>2. To demonstrate functional skill in fielding ground balls.</p> <p>2.1 Given a verbal request, the student can demonstrate a mature fielding pattern, characterized by:</p>	

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Softball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Accuracy</p>	<p>a. correct ready position -knees bent, feet shoulder width apart -face home plate, eyes on batter</p> <p>b. correct catching position -legs kept close together, on knees on ground -both hands ready to catch the ball with little fingers together</p> <p style="text-align: center;">NINTH GRADE</p> <p>2.2 Given a verbal request, the student will field 4 out of 5 balls hit on the ground in a manner characterized by:</p> <p>a. moving into correct position b. mature pattern c. after the catch, throwing to an appropriate teammate</p>	
<p>Fielding fly balls</p>	<p>3. To demonstrate functional skills in fielding fly balls.</p>	
<p>Pattern</p>	<p style="text-align: center;">SIXTH GRADE</p> <p>3.1 Given a verbal explanation and demonstration, the student will demonstrate a mature pattern for fielding fly balls hit or thrown at least 30 ft. high and to a point within 5 steps of the student's original position, 4 out of 5 times in a manner characterized by:</p> <p>a. correct ready position -knees bent, feet shoulder width apart -face homeplate, eyes on batter</p> <p>b. correct catching position -hands in front of body above shoulders -palms face forward and upward</p>	
<p>Accuracy</p>	<p style="text-align: center;">NINTH GRADE</p> <p>3.2 Given a verbal request, the student will field 4 out of 5 balls hit in the air from at least 90 feet away and to a point not more than 15 feet from the student's original position, in a manner characterized by:</p> <p>a. moving into correct position b. mature pattern c. after the catch, throwing to an appropriate teammate</p>	

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GROUP SPORTS

Softball

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Base running</p> <p>Home to first</p>	<p>4. To demonstrate functional base running.</p> <p>SIXTH GRADE</p> <p>4.1 Given a verbal request, the student will run from homeplate to first base 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a mature run b. running at maximum speed until first base is crossed c. turning to the right after slowing down 	
<p>Infield</p>	<p>SIXTH GRADE</p> <p>4.2 Given a verbal request, the student will run from first base to second (third or home) in a manner characterized by:</p> <ul style="list-style-type: none"> a. leaving first base <u>as</u> the ball is hit b. maintaining a mature pattern at maximum speed c. identifying proper distance <ul style="list-style-type: none"> -stop at second if ball is in infield -continue to third if ball is in outfield 	
<p>Participation</p> <p>Lead up game</p>	<p>5. To participate in the game of softball.</p> <p>SIXTH GRADE</p> <p>5.1 Given an explanation, the student will correctly execute the skills of throwing, fielding and baserunning while participating in the game of Long Base with 6 players on a team, in a manner characterized by:</p> <ul style="list-style-type: none"> a. catching the ball when acting as batter b. throwing the ball into the field within the boundaries using an overhand throw c. running to the base and touching it, then returning to touch homeplate d. attempting to reach homeplate before the ball does e. using a mature underhand throw as the pitcher to pitch the ball to each batter f. fielding the ball thrown by the batter as a fielder g. throwing a fielded ball to homeplate to get the runner out 	

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Modified game	<p> n. as catcher, throwing base rate before the runner goes i. being able to fill the batter at a full count or at the full runner's base rate before he goes j. allowing each person of the other team to take a full count before changing positions k. being able to take a base </p>	
	<p style="text-align: center;">SIXTH GRADE</p> <p>5.2 Given an explanation and a diamond, the student will correctly execute the skills of throwing, fielding and baserunning while participating with 17 other players in a game of Throw It and Run, in a manner characterized by:</p> <ol style="list-style-type: none"> a. throwing the ball overhand when up to bat within the boundaries b. running the bases in order and stopping at the base he feels he must stop at in order to prevent being put out c. keeping his feet's square d. taking his position correctly when playing the field e. fielding a thrown ball f. throwing to the appropriate base to put the other runner out g. counting the outs correctly 	
Advanced modified game	<p style="text-align: center;">SIXTH GRADE</p> <p>5.3 Given an explanation and a diamond, the student will correctly execute the skills of throwing, fielding and baserunning while participating with 17 other players in a game of Throw It and Run, in a manner characterized by:</p> <ol style="list-style-type: none"> a. putting the ball in play by hitting the ball with the bat b. running the bases in order and stopping at the base he feels he must stop at in order to prevent being put out c. keeping his feet's square d. playing the field correctly when playing the field e. fielding a thrown ball f. attempting to throw the ball out by throwing to the appropriate base to put the other runner out g. counting the outs correctly 	

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INDIVIDUAL SPORTS

SOFTBALL

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Official game</p>	<p>LEVEL: 8A 9.4 Given an explanation, the student will be able to correctly execute the skills of throwing, batting, fielding and baserunning while participating in an official game of softball.</p>	<p>See Softball Rule Book</p>

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TOPIC	PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
<p>Vertical Pass</p> <p>Sail Contact</p>	<p>1. To remember the correct sequence of steps in performing a vertical pass.</p> <p>1.1. To remember the correct sequence of steps in performing a vertical pass.</p> <p>a. eyes on ball</p> <p>b. contact with ball</p> <p>c. ball is held in front of the body and then it is lifted over the knees with the hands</p> <p>d. follow through</p> <p>e. send ball to the front or back</p>	
<p>Contact & Moving Ball</p>	<p>1.2. To know how to move the ball correctly while moving at the front or back in a proper manner.</p> <p>a. correct sequence of steps</p> <p>b. correct sequence of steps</p> <p>c. correct sequence of steps</p>	
<p>Moves Into Position To Overhead Pass</p>	<p>1.3. To know how to move into position to perform an overhead pass.</p> <p>a. correct sequence of steps</p> <p>b. correct sequence of steps</p>	
<p>Vertical Pass In Various Directions For Various</p>	<p>1.4. To know how to perform a vertical pass in various directions for various</p> <p>a. correct sequence of steps</p> <p>b. correct sequence of steps</p>	

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TOPIC	SOURCE	EXAMPLES AND COMMENTS
Underhand Serve	1.	1952
Pattern	1.	1952
Pattern and Distance	1.	1952
Pattern And Distance And Accuracy	1.	1952
Forearm Pass	1.	1952
Pattern	1.	1952
Pattern And Positioning	1.	1952

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GRADE SIX

Volleyball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Control Plus Positioning and Accuracy</p> <p>Spike</p>	<p>FIFTH GRADE</p> <p>3.3 Given a verbal request, the student can move 2 or more steps into position and correctly fire a volleyball played to a position below his waist, 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. sends ball to height of 10 feet or more from his position or to another player b. ball falls to a target area 10' in diameter centered 10 feet from original position <p>4. To demonstrate a functional volleyball spike.</p>	
<p>Contacts A Stationary Ball</p>	<p>SIXTH GRADE</p> <p>4.1 Given a verbal request, the student can spike a ball suspended at standing reach height 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a mature vertical jumping pattern b. hits the ball above its center c. lands facing the net, keeping upper body erect 	<p>See fundamental skills</p>
<p>Spike A Moving Ball</p>	<p>SIXTH GRADE</p> <p>4.2 Given a verbal request and proper "set" call, the student can correctly (4.1) contact (spike) a moving ball over a net, positioned at standing reach height 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. spikes moving ball over net b. ball lands within 10 feet of net c. does not touch net d. does not touch ball 	
<p>Spike with Accuracy</p>	<p>SIXTH GRADE</p> <p>4.3 Given a verbal request and proper "set" call, the student can correctly (4.1) contact (spike) a moving ball over a net, positioned at standing reach height 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. spikes moving ball over net b. ball lands within 10 feet of net c. does not touch net d. does not touch ball 	

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TEAM SPORTS

Volleyball

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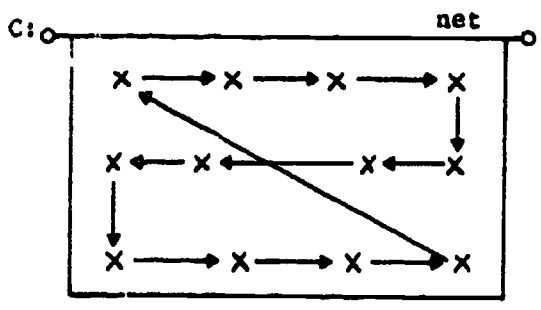
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Block	D. To demonstrate a functional block.	
Blocking Contact	<p>SIXTH GRADE</p> <p>5.1 Given a verbal request, the student can move into a position to block a ball placed in a stationary position above a 6 foot net 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. jumps with both hands extended to height of ball b. hands outstretched, thumbs close together c. jumps to within 1 foot of the net d. no follow through e. lands facing net, keeping upper body erect 	
Block A Moving Ball	<p>SIXTH GRADE</p> <p>5.2 Given a verbal request, the student can correctly (5.1) block a volleyball moving over a 6 foot net, 3 out of 5 times, in a manner characterized by:</p> <ul style="list-style-type: none"> a. does not contact net b. does not cross center line 	
Moves Into Position To Block	<p>NINTH GRADE</p> <p>5.3 Given a verbal request and a volleyball spiked over a 10' wide section or a 6' high net, the student can move into position and correctly block the ball, 3 out of 5 times.</p>	
Integration	G. To demonstrate the ability to play a functional game of volleyball.	
Lead Up Games	<p>SIXTH GRADE</p> <p>6.1 Given a verbal explanation, the student can correctly execute over-head passes and underhand serves while participating in a lead-up game characterized by:</p> <ul style="list-style-type: none"> a. service - 3 trials b. simple positioning c. unlimited hits per person per side d. 20' x 40' court e. 3 point game 	<p>Lead up game: A two team game that includes a minimum of 1 skill, 1 rule, and a simple team strategy identified with the official game.</p>

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GROUP SPORTS

Volleyball

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Modified Game	<p style="text-align: center;">SIXTH GRADE</p> <p>6.2 Given a verbal explanation, the student can correctly execute the overhead pass, underhand serve, and forearm pass while participating in a modified game characterized by:</p> <ol style="list-style-type: none"> 2 or 3 line positions, 3 or more players per line 1 hit per person, unlimited hits per side rotation official scoring - point, side out plays game to 7 points 6 foot net, court 20' x 40' 	<p>Suggested modified rotation:</p> 
Advanced Modified Game	<p style="text-align: center;">NINTH GRADE</p> <p>6.3 Given a verbal explanation, the student will correctly execute the overhead pass, underhand serve, forearm pass, spike and block while participating in an advanced modified game characterized by:</p> <ol style="list-style-type: none"> 3 hits per side, 1 hit per person backs up teammates fouls -catching, holding, pushing, body contact, net line violations official position and rotation net 6 feet high, court 60 feet by 30 feet 	
Official Game	<p style="text-align: center;">NINTH GRADE</p> <p>6.4 Given a verbal explanation, the student will be able to correctly execute the overhead pass, underhand serve, forearm pass, spike and block while participating in an official volleyball game characterized by:</p> <ol style="list-style-type: none"> 3 hits per side, 1-2-3 attack hits ball away from opponent's position official rules 	

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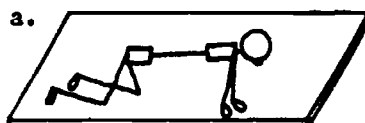


gymnastics

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GYMNASTICS

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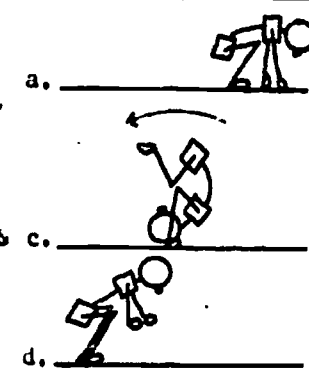
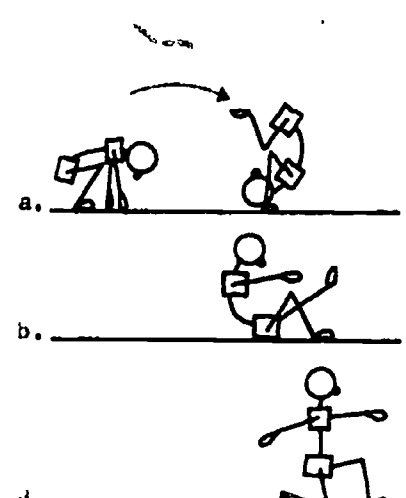
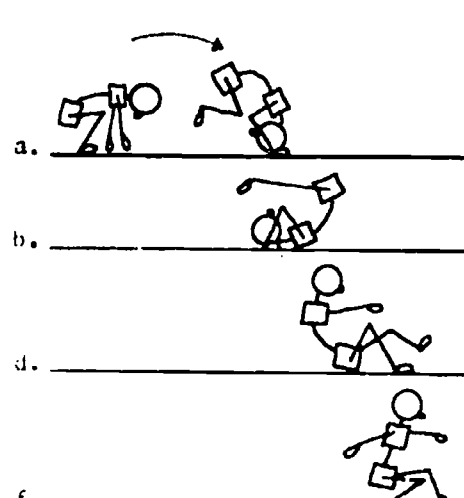

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Rolling And Turning Patterns</p>	<p>1. To execute basic rolling and turning patterns.</p>	<p>1.1 through 1.15 can be used for both boys and girls.</p>
<p>Log Roll</p>	<p>THIRD GRADE</p> <p>1.1 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a log roll 2 out of 3 times as characterized by:</p> <ul style="list-style-type: none"> a. body in prone position with arms above head covering ears, hands clasped and legs together with ankles crossed b. movement from prone to supine to prone (roll) while body remains extended c. hips and shoulders aligned during roll 	
<p>Side Roll</p>	<p>THIRD GRADE</p> <p>1.2 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a side roll 2 out of 3 times as characterized by:</p> <ul style="list-style-type: none"> a. hands and knees on mat with shoulders above hands, hip above knees, position reversed when individual is on back b. rolls from hand-knee position to back position to hand-knee position 	 
<p>Front Roll</p>	<p>THIRD GRADE</p> <p>1.3 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a front roll, 2 out of 3 times as characterized by:</p> <ul style="list-style-type: none"> a. body in squat position with hands and feet on mat, knees bent not touching the mat b. chin tucked to neck c. back of head placed on mat, hips move over upper trunk as hands push so student lands on back d. individual continues roll from back to feet to standing progression 	
<p>Back Roll</p>	<p>THIRD GRADE</p> <p>1.4 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a back roll, 2 out of 3 times as characterized by:</p>	

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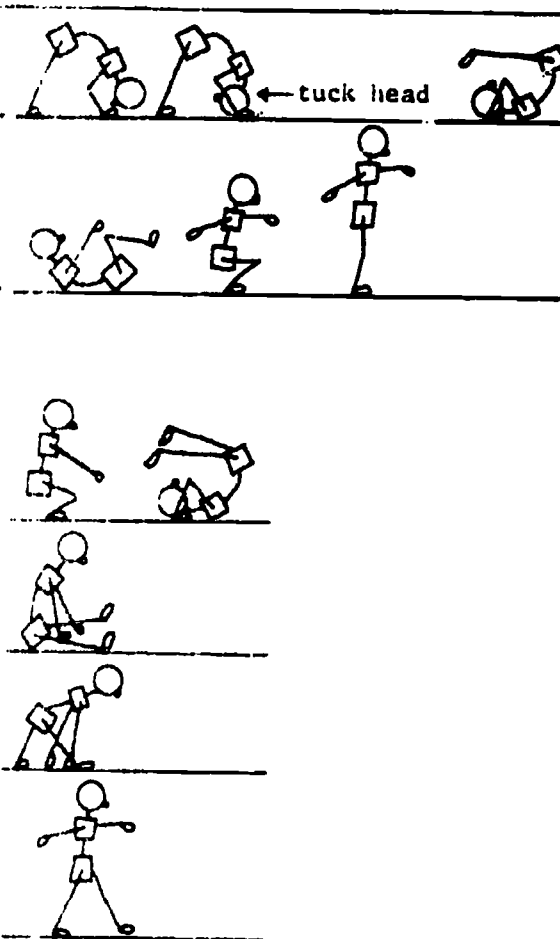
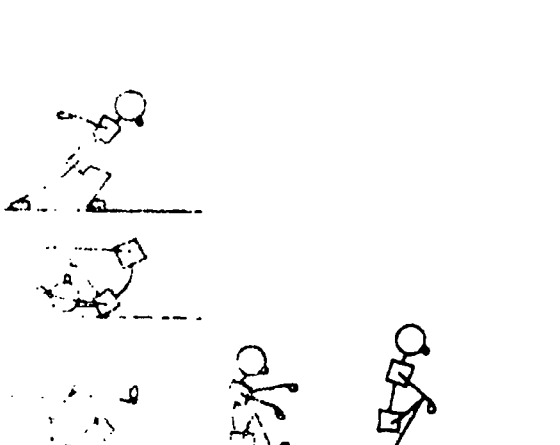
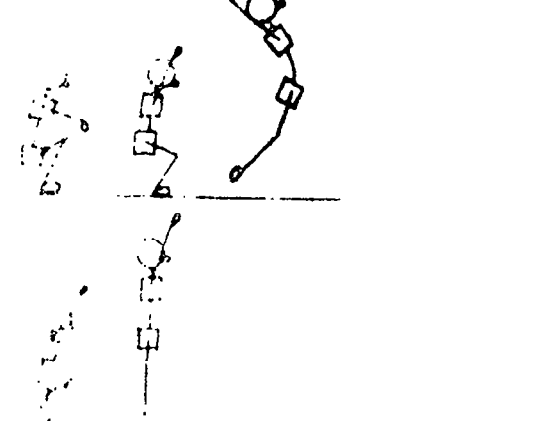
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Without Apparatus

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Forward Roll</p>	<p>a. body in squat position with hands and feet on mat, knees bent not touching mat</p> <p>b. roll back to supine position with knees bent and hands on mat by ears</p> <p>c. knees tucked and hips pushed over face while both arms push on mat</p> <p>d. student lands on hands and feet and stands</p> <p style="text-align: center;">THIRD GRADE</p> <p>1.5 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a forward roll to knee and pose 2 out of 3 times as characterized by:</p> <p>a. begin in tuck position, place hands on mat, tuck head at push off</p> <p>b. continue roll onto back, one leg bends at knee and is tucked under the other leg--roll forward onto knee</p> <p>c. other leg is bent in front of body with foot placed on mat</p> <p>d. end posed on one knee, arms straight, extended and to the side</p>	 
<p>Forward Roll To A Single Leg Squat</p>	<p style="text-align: center;">THIRD GRADE</p> <p>1.6 Given a verbal explanation and demonstration or model of the correct action, the student can perform a forward roll to a single leg squat 2 out of 3 times as characterized by:</p> <p>a. begin same as forward roll</p> <p>b. as shoulders touch mat the legs straighten into a pike position</p> <p>c. continue roll, as hips contact mat, bend both legs</p> <p>d. right leg tucked under so as to rise onto the right foot</p> <p>e. left leg extended in front of body, with a slight bend of knee and toes of left foot pointed on mat</p> <p>f. arms extended out to the side</p>	
<p>Forward Roll From Stoop To Stand</p>	<p style="text-align: center;">THIRD GRADE</p> <p>1.7 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a forward roll from a stoop position to a stand, 2 out of 3 times as characterized by:</p>	

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TOPIC	PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
<p>Straddle Roll</p>	<p>a. ...</p> <p>1.8 Given a verbal command, demonstrate the action of a straddle roll three times as quickly as possible.</p> <p>a. start in a crouched position with feet together, arms extended forward, head tucked, knees straight.</p> <p>b. as the feet are lifted, the arms are swung back and the head is tilted back.</p> <p>c. momentum is gained as the body moves forward over the head and feet.</p> <p>d. rise up and land in a standing position, arms extended forward.</p>	 <p>tuck head</p>
<p>Forward Roll Without Hands</p>	<p>1.9 Given a verbal command, demonstrate the action of a forward roll three times as quickly as possible.</p> <p>a. begin in a crouched position with feet together, arms extended forward, head tucked, knees straight.</p> <p>b. as the feet are lifted, the arms are swung back and the head is tilted back.</p> <p>c. momentum is gained as the body moves forward over the head and feet.</p> <p>d. rise up and land in a standing position, arms extended forward.</p>	
<p>Forward Roll All Arms Tucked</p>	<p>1.10 Given a verbal command, demonstrate the action of a forward roll with all arms tucked three times as quickly as possible.</p> <p>a. begin in a crouched position with feet together, arms tucked, head tucked, knees straight.</p> <p>b. as the feet are lifted, the arms are tucked and the head is tilted back.</p> <p>c. momentum is gained as the body moves forward over the head and feet.</p> <p>d. rise up and land in a standing position, arms tucked.</p>	

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EXAMPLES

Equipment: apparatus

TOPIC

PERFORMANCE OBJECTIVE

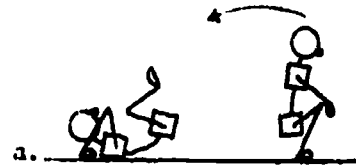
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EXAMPLES AND COMMENTS

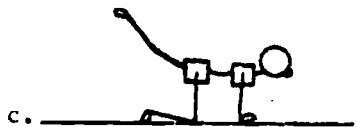
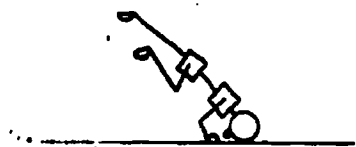
Backward Roll

1.11 Given a verbal description and a demonstration, the student can perform a backward roll to a stop, 2 out of 3 times as characterized by:

- a. begin in squat position, push up and back with arms, roll on back, feet tucked, hands placed on mat over shoulders
- b. as student rolls onto shoulder push against mat with arms, lift feet and shoulders from mat, arms and shoulders tucked, feet tucked
- c. continue to roll until hands are on mat, feet tucked, arms tucked, hands on mat over shoulders



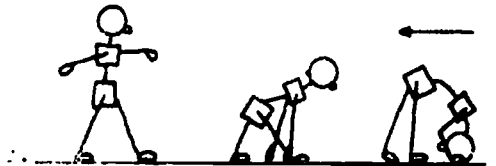
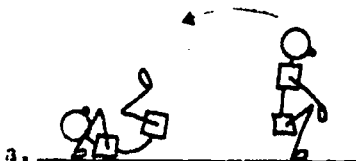
Assist student by helping lift hips as they come over head.



Backward Straddle Roll

1.12 Given a verbal description and a demonstration, the student can perform a backward straddle roll 2 out of 3 times as characterized by:

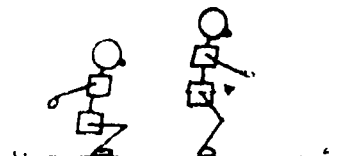
- a. begin in squat position, push up and back with arms, roll on back, feet tucked, hands on mat over shoulders, arms are tucked
- b. as when feet contact mat, arms with arms extended over head and straddle
- c. continue to roll until arms and feet are on mat, feet tucked, arms tucked



Dive Roll

1.13 Given a verbal description and a demonstration, the student can perform a dive roll 2 out of 3 times as characterized by:

- a. begin in a standing position, arms extended forward, feet tucked, hands on mat over shoulders
- b. as when feet contact mat, arms with arms extended over head and straddle
- c. continue to roll until arms and feet are on mat, feet tucked, arms tucked



Roll should be done on soft mats. After should reach in and tuck the knees in before he touches ground

Back Roll To A Squat Pose

1.14 Given a verbal description and a demonstration, the student can perform a back roll to a squat pose 2 out of 3 times as characterized by:

- a. begin in a standing position, arms extended forward, feet tucked, hands on mat over shoulders
- b. as when feet contact mat, arms with arms extended over head and straddle
- c. continue to roll until arms and feet are on mat, feet tucked, arms tucked

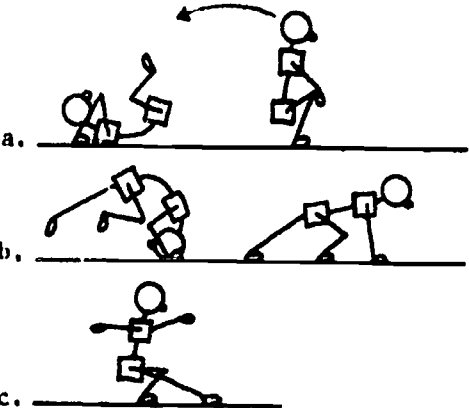


Roll should be done on soft mats. After should reach in and tuck the knees in before he touches ground

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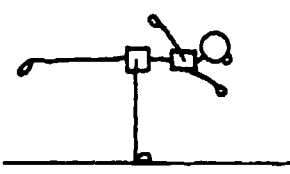
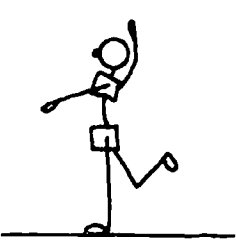
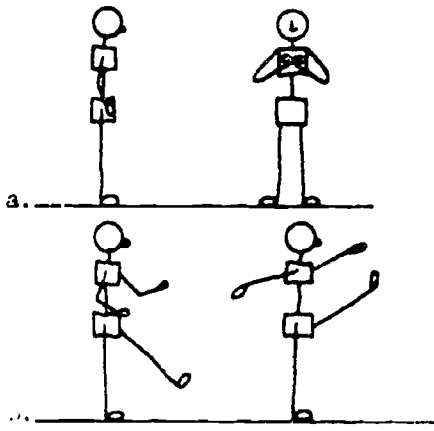
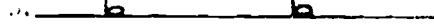
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Combinations	<p>a. begin in squat position, initiate back roll, as roll onto shoulders, legs tucked, push away from mat with arms</p> <p>b. as body rolls over, place one foot on floor in squat position, other leg extended</p> <p>c. as arms push away from mat, the extended leg swings forward and foot is placed on mat; arms are lateral for balance.</p>	
Specified Upright Balances	<p style="text-align: center;">SIXTH GRADE</p> <p>1.15 Given a verbal explanation and a demonstration or model of the correct action, the student can perform 3 of the 4 following combinations of the various rolls while maintaining acceptable patterns:</p> <p>a. forward roll, squat, forward roll, forward roll from a stoop position, dive forward roll, forward roll straddle, stand</p> <p>b. forward roll squat, forward roll, arch jump, dive forward roll, straddle forward roll, forward roll without hands, forward roll to single leg squat</p> <p>c. back roll, squat, back roll, back straddle roll, back straddle roll, back roll to knee scale</p> <p>d. combinations of back and forward rolls</p>	<p>Instructor should let student create own combinations of rolls.</p>
V-Support	<p style="text-align: center;">THIRD GRADE</p> <p>2.1 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate a V-support 2 out of 3 times in a manner characterized by:</p> <p>a. sitting on the floor with the hands placed on the floor with elbows straight and fingers pointed away from body</p> <p>b. legs slowly elevated and extended with feet together</p>	
V-seat	<p style="text-align: center;">THIRD GRADE</p> <p>2.2 Given a verbal explanation and a demonstration or model of the correct action, the student will perform a V-seat 2 out of 3 times in a manner characterized by:</p> <p>a. sitting on the floor and extending the arms from the sides of the feet</p> <p>b. legs slowly elevated and extended with feet together</p>	

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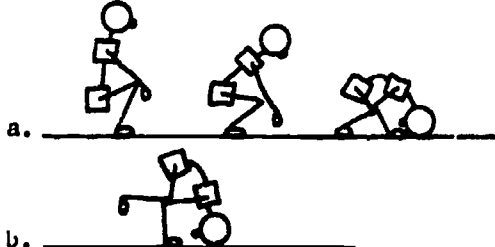
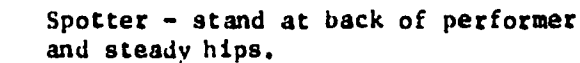
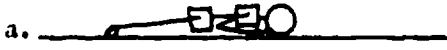

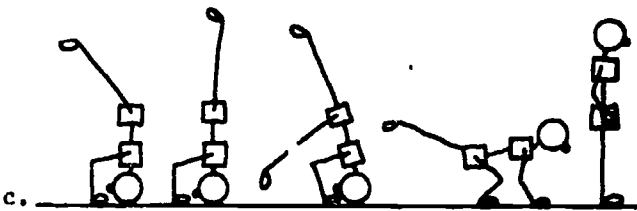

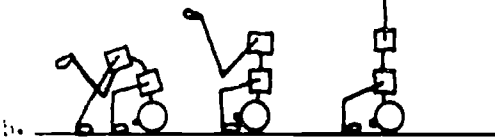



TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Front Scale	<p>THIRD GRADE</p> <p>2.3 Given a verbal explanation and a demonstration or model of the correct action, the student will perform a front scale 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. even weight distribution on one leg while the opposite leg is extended backwards until it and the body trunk are parallel to the floor b. arms are extended to the sides c. head is held up facing forward 	
Attitude	<p>THIRD GRADE</p> <p>2.4 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate an attitude 2 out of 3 times characterized by:</p> <ul style="list-style-type: none"> a. begin standing on two feet. Shift weight to one foot and lift the other foot rearward while bending the knee outward b. the upper body remains erect with arch in back c. the arm on the side of the support leg is extended at side at shoulder height d. the other arm is rounded and held up over head 	
Kick Pose	<p>THIRD GRADE</p> <p>2.5 Given a verbal explanation and a demonstration or model of the correct action, the student will perform a kick pose as characterized by:</p> <ul style="list-style-type: none"> a. begin standing, arms at sides, arms are crossed in front of chest b. kick up straight leg in front of body; at same time arms unfold and are extended straight laterally. 	
Inverted balances	<p>3. To demonstrate the ability to perform inverted balances.</p>	
Tripod	<p>THIRD GRADE</p> <p>3.1 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a stable tripod for 3 seconds in a manner characterized by:</p>	

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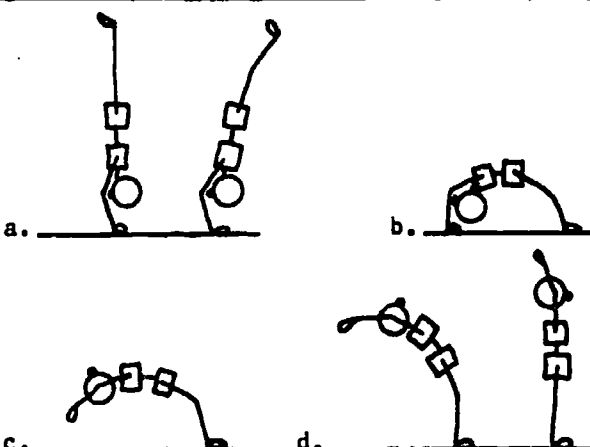
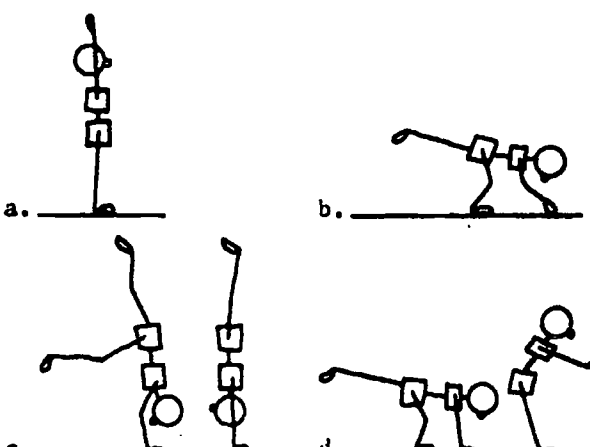
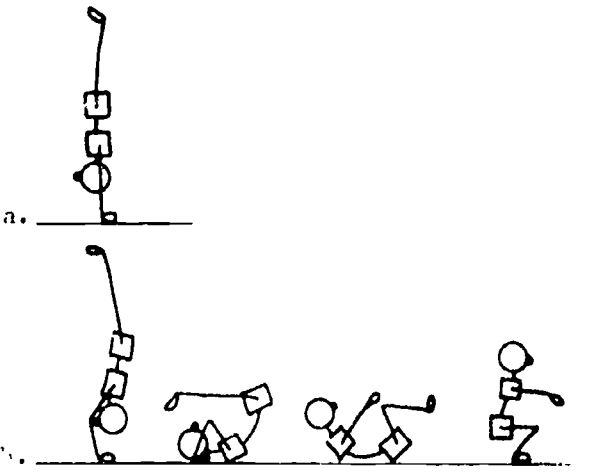
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Headstand	<p>a. begin in a squat position, place hands on mat, shoulder width apart, place the head on mat (at hairline) forming triangle with hands</p> <p>b. bend elbows, kick hips up and place knees on elbows</p> <p style="text-align: center;">SIXTH GRADE</p> <p>3.2 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a stable headstand for 3 seconds in a manner characterized by:</p> <p>a. begin in prone position, hands placed on mat under the shoulders</p> <p>b. place head (hairline) on mat forming a triangle with hands; pull hips up to a piked position, weight is transferred to the head & hands; stop hips when over base of support</p> <p>c. straighten legs by extending the hips; hold to show balance; then step down with one leg; place foot on floor and push away with hands to stand</p> <p>Alternate method of getting into headstand:</p> <p>a. start with head and arms forming triangle and hips over base of support, legs piked with feet on floor</p> <p>b. kick up to a tuck position with hips over base of support, extend legs slowly so as to end in headstand</p> <p>c. step down to stand</p>	<p>a. </p> <p>b. </p> <p style="text-align: center;">Spotter - stand at back of performer and steady hips.</p> <p>a. </p> <p>b. </p> <p>c. </p> <p>a. </p> <p>b. </p>
Bridge	<p style="text-align: center;">SIXTH GRADE</p> <p>3.3 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a bridge as characterized by:</p> <p>a. begin lying on back, hips and knees flexed, feet flat on the mat close to buttocks, hands flat on mat under shoulders, fingers pointing toward shoulders</p> <p>b. push up by extending arms and legs, head extended back toward shoulders, back arched into bridge or back bend position</p> <p>c. straighten legs and shift weight over shoulders; arch should be in upper back, not lower back.</p>	<p>a. </p> <p>b. </p> <p>c. </p> <p>upper back.</p> <p>Can help student achieve this position by standing at feet, grasp upper shoulders and pull</p>

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Handstand Limbre	<p style="text-align: center;">NINTH GRADE</p> <p>3.4 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a handstand limbre 2 out of 3 times as characterized by:</p> <ol style="list-style-type: none"> kick to a handstand, overbalance by extending shoulders behind hand placement as balance is lost, arch back and place feet on floor; body will be in a back bend position push with hands and force hips forward over feet; extend legs keep arms and head back until standing 	 <p>Spotter at side of performer, support by grasping thigh.</p>
Handstand	<p style="text-align: center;">NINTH GRADE</p> <p>3.5 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a handstand for 3 seconds in a manner characterized by:</p> <ol style="list-style-type: none"> begin standing in a stretched position, arms extended over head step forward on one foot, reach with arms as far as possible for mat; other leg extended, head extended, look at hands kick extended leg up, then kick support leg up until reach controlled inverted position with shoulders over the hands, hips over the shoulders and heels over shoulders step down with one leg and push away with arms to a stand on both feet 	 <p>Hint: The student must push with entire body through toes to touch <u> </u> --tighten muscles, especially abdominals to eliminate arch; keep arms straight.</p>
Handstand With Forward Roll	<p style="text-align: center;">NINTH GRADE</p> <p>3.6 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a handstand forward roll 2 out of 3 times as characterized by the following:</p> <ol style="list-style-type: none"> begin as doing handstand; once in inverted position, show balance and control overbalance; bend arms slowly, flex hips into pike position, tuck head and place shoulders on mat and continue to roll to squat position <p>4. To demonstrate the ability to perform specific springs and turns.</p>	 <p>Remember: to tuck head!</p>

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EXAMPLES AND COMMENTS

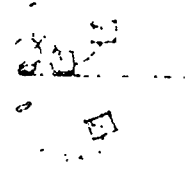
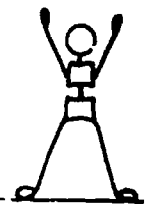
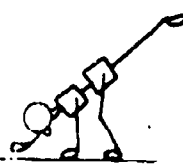
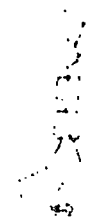
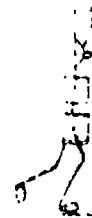
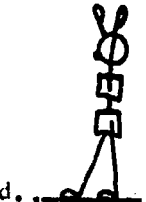
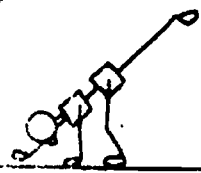
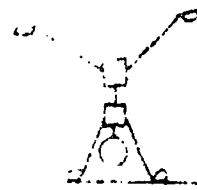
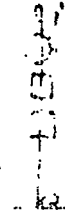


Figure 10
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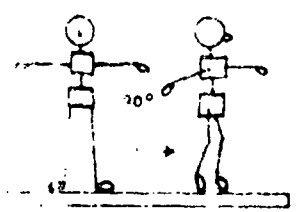
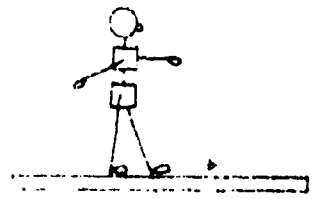
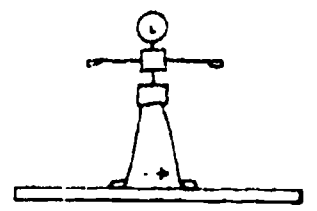


Illustration on toe
placement

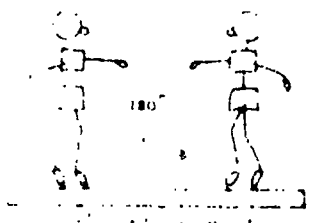


Illustration on toe
placement

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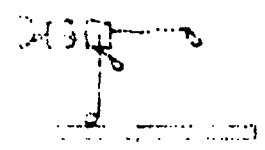
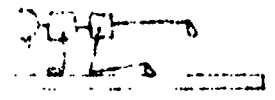
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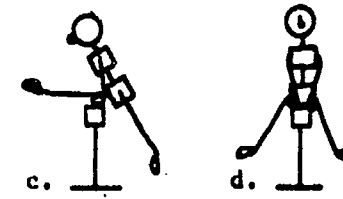
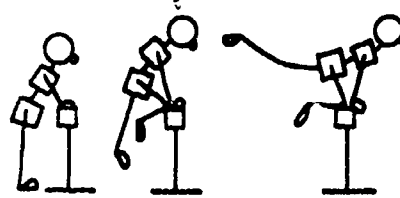
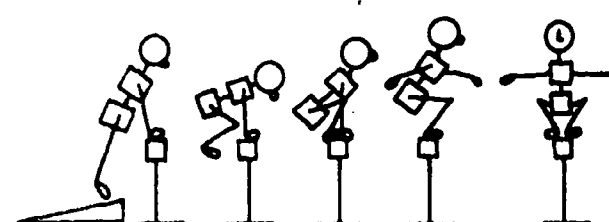
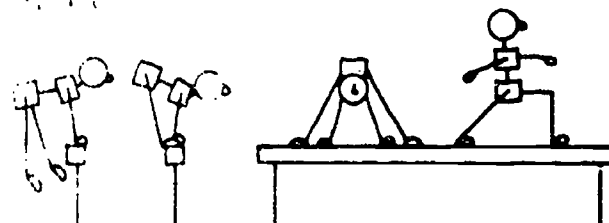
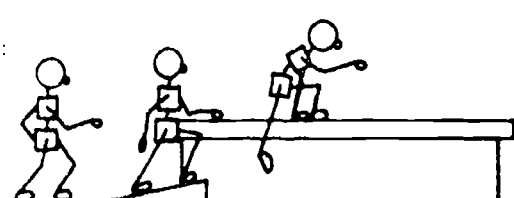
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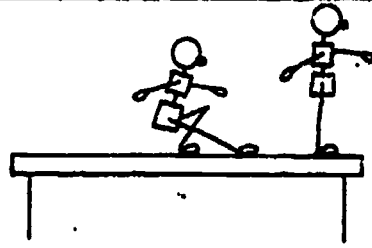
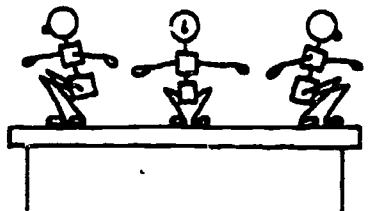
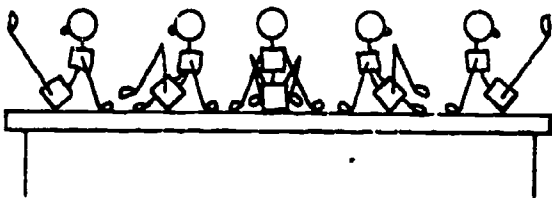
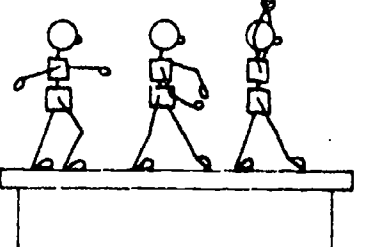
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<p>c. shift weight forward over hands and swing one straight leg over beam.</p> <p>d. end in straddle seat facing length of beam, hands grasping beam between legs</p>	
	<p>NINTH GRADE</p> <p>5.14 Given a verbal explanation and a demonstration or model of the correct action, the student can perform 2 of the following mounts in the manner characterized:</p>	
	<p>a. Knee Scale Mount</p> <ul style="list-style-type: none"> -stand facing the beam, hands in forward grip on beam, shoulder width apart -jump up, supporting self with straight arms while placing one knee on beam between hands -shoulders should be forward of hands, head should be extended and up, other leg is extended up from the hip and straight, back arched 	<p>5.14 a</p> 
	<p>b. Squat Mount</p> <ul style="list-style-type: none"> -stand facing beam about 3 yards away, run, hurdle to 2 foot take-off on a rubber board, place hands in forward grip, shoulder width apart, jump up lifting hips above beam -tuck knees to chest and place balls of feet on the beam between the hands -shoulders are slightly forward of hands, head is up -move arms up to lateral, and squat, turn 1/2 so as to end facing length of beam 	<p>5.14 b</p>  <p>Spot: Stand on other side of beam grasp upper arms help maintain balance</p>
	<p>c. Straddle Mount</p> <ul style="list-style-type: none"> -same as for squat mount, except hands are placed together -as jump and lift hips above level of beam, legs straddle and place balls of feet on the beam in a wide straddle position -shoulders slightly forward of hands, head up -turn and lean forward, bending one knee and transferring weight forward so that legs arms lateral. 	<p>5.14 c</p>  <p>Spot: Stand on other side of beam grasp upper arms help maintain balance</p>
	<p>d. Step On Mount</p> <ul style="list-style-type: none"> -run up rubber board and place inside hand on beam, swing inside leg forward onto beam in front of hand, transfer weight of that leg 	<p>5.14 d</p> 

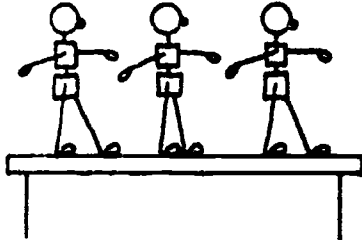
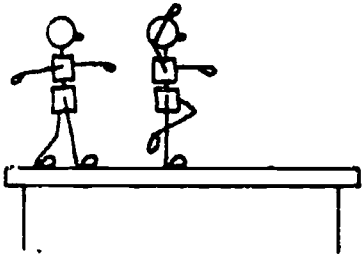
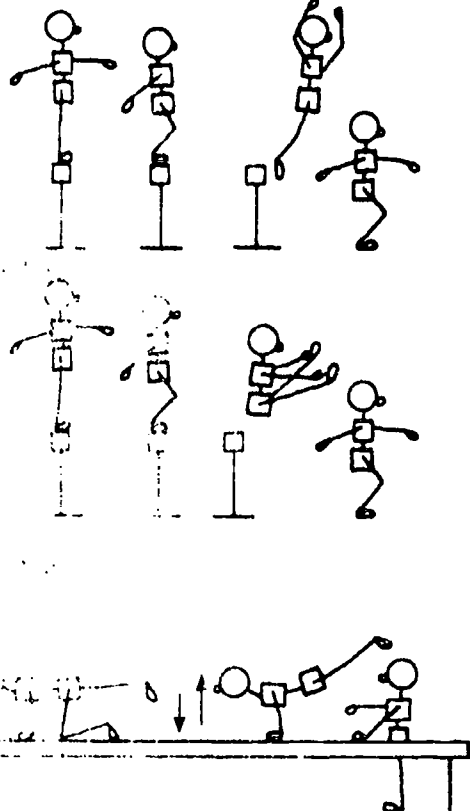
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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
1/2 Turns	<p>-swing second leg up onto beam in extended position, placed on beam in front of other foot -swing weight forward onto front foot and stand -arms swing up to lateral</p> <p>NINTH GRADE</p> <p>5.15 Given a verbal explanation and a demonstration or model of the correct action, the student will perform the squat 1/2 turn on the beam as characterized by:</p> <ol style="list-style-type: none"> in squat position on balls of feet, one foot slightly in front of other, upper body straight, head up begin turn with hips and shoulders, keep knees together, turn in direction of back foot, arms extended laterally eyes spot other end of beam 	 <p>Spot: Grasp hand and outside arm, run along with student help lift and steady</p> <p>5.15</p>  <p>Spotting -- It is important to focus on a stationary spot opposite beam to help maintain balance as turn is completed</p>
V-Seat	<p>NINTH GRADE</p> <p>5.16 Given a verbal explanation and a demonstration or model of the correct action, the student will perform a V-seat 1/2 turn as characterized by:</p> <ol style="list-style-type: none"> begin in a V-seat, resting on spine, arms supporting behind body, hips are flexed so that legs are piked flex knees tight to body, reach for beam in front of thighs with right hand, pull with arm so as to pivot on buttocks to the right, as continue to turn, pull with left hand so as to end facing the other end of beam place both hands behind hip, on beam, extend knees so as to end in V-seat 	<p>5.16</p>  <p>Important: Keep legs tightly tucked to chest as turning so as not to lose balance--when in V-seat arms should be straight</p>
Waltz Step	<p>NINTH GRADE</p> <p>5.17 Given a verbal explanation and a demonstration or model of the correct action, the student will perform a waltz step as characterized by:</p> <ol style="list-style-type: none"> arms begin extended laterally, step forward with right flexed leg, swing arms down and forward step forward onto toes of the left leg, arms continue to swing up step forward onto toes of the right leg, arms swing over head 	<p>5.17</p> 

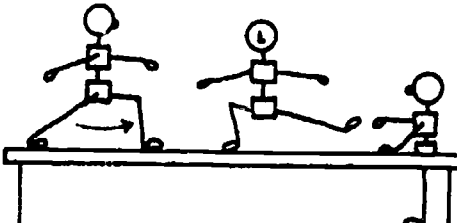
TOPIC	PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
Change Step	<p>5.18 Given a verbal description and a demonstration of the correct action, the student will perform a change step as follows:</p> <ol style="list-style-type: none"> trailing leg lengthened and extended back and slide the leading leg close right to left and left forward a step may be performed with the foot leading 	<p>5.18</p> 
Hop	<p>5.19 Given a verbal description and a demonstration of the correct action, the student will perform a hop as follows:</p> <ol style="list-style-type: none"> step forward with arms lateral hop on right foot, with left knee right and right leg left lateral 	<p>5.19</p> 
Dismount	<p>5.20 Given a verbal explanation and a demonstration of the correct action, the student will perform a dismount as follows:</p> <ol style="list-style-type: none"> Arched dismount: <ul style="list-style-type: none"> -begin with arms extended -warden arms and legs -jump in air with arms and legs extended -land with arms and legs extended Straddle dismount: <ul style="list-style-type: none"> -begin with arms extended -the knees are bent and feet extended -dismount with arms and legs extended Side dismount: <ul style="list-style-type: none"> -begin with arms extended -the knees are bent and feet extended -dismount with arms and legs extended 	<p>5.20 a</p> 

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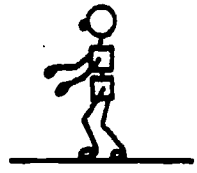

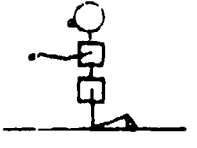
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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<p>d. Walk Turn Dismount -begin in a lunge position length-wise on beam, arms lateral -raise up on toes on flexed leg, swing extended leg to initiate turn in direction of bent knee -swing 3/4 turn, push off beam, grasp beam with hand, land with shoulder toward beam</p>	<p>5.20 d</p> 
<p>Routine</p>	<p>NINTH GRADE</p> <p>5.21 Given a verbal explanation and a demonstration of correct form and the acquisition of the following skills, the student can perform the following skills in a continuous routine:</p> <ul style="list-style-type: none"> a. front support to straddle seat mount b. V-seat c. V-seat turn d. chasse e. squat turn f. waltz steps g. step hop h. pivot turn i. lunge j. lunge turn dismount 	<p>The routine should be broken into sequences and taught one sequence at a time, adding sequence to sequence until the entire routine is learned. The student should then be given time to practice to improve form and rhythm of the the routine</p>
<p>Trampoline</p>	<p>6. To demonstrate competence on the trampoline.</p>	<p>Spotter must be used.</p>
<p>Mount and Dismount</p>	<p>SIXTH GRADE</p> <p>6.1 Given a verbal request, the student can perform proper mounting and dismounting of a trampoline 2 out of 3 times as characterized by:</p> <ul style="list-style-type: none"> a. mounting: feet on the top edge, sitting on the edge of trampoline b. legs turned around onto bed c. stand and walk to center of bed d. dismount trampoline: reverse of a, b, c 	
<p>Bounce And Stop</p>	<p>SIXTH GRADE</p> <p>6.2 Given a verbal request, the student can bounce and stop on trampoline 2 out of 3 times as characterized by:</p> <ul style="list-style-type: none"> a. vertical jump, keeping feet shoulder width apart with knees slightly bent and feet together while in the air b. arms lift and arms drop when feet touch c. trunk in vertical plane, head in vertical plane 	

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WHEELCHAIR ATHLETICS


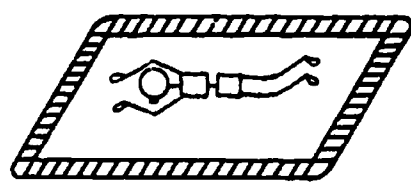
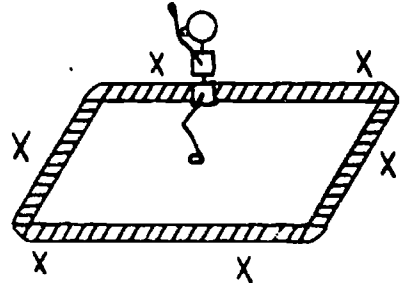

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
1/2 Twist	<p>d. when body comes into contact with contact of individual</p> <p>6.3 Given a verbal request, student can demonstrate a 1/2 twist out of 3 times as characterized by:</p> <p>a. moving head to one side with arms close to body as movement initiated from head with completion of individual's individual rotation</p>	<p>1. Stop</p> 
Full Twist	<p>6.4 Given a verbal request, student can demonstrate a full twist between controlled bounds, out of 3 times as characterized by:</p> <p>a. moderately high rotation of head to one side, with the body as impetus initiated from head with completion of full twist as indicated by head</p>	
Seat Drop	<p>6.5 Given a verbal request, student can demonstrate seat drop out of 3 times as characterized by:</p> <p>a. a controlled movement of sitting position, with arms at the sides of the body, feet on the floor</p> <p>b. legs extended forward of the body, feet flat on floor</p> <p>c. hands rest on the body as indicated</p>	
Wheelchair	<p>6.6 Given a verbal request, student can demonstrate wheel out of 3 times as characterized by:</p> <p>a. ...</p> <p>b. ...</p> <p>c. ...</p>	
Hand-Free Drive	<p>6.7 Given a verbal request, student can demonstrate hand-free drive out of 3 times as characterized by:</p>	

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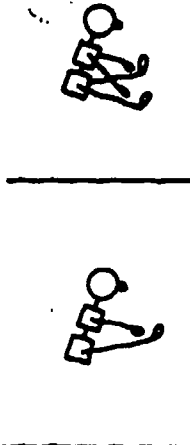
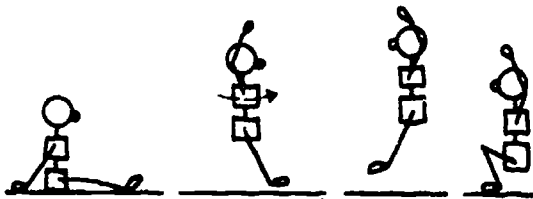
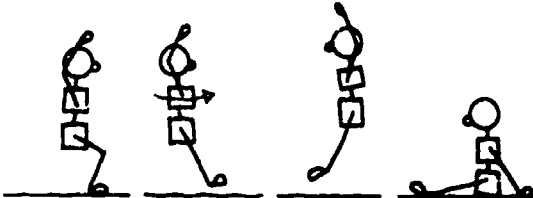
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<p>a. arms extended with hands under shoulders, hips bent with knees under hips and toes extended, all three -- hands, knees, toes -- touching mat from a controlled bounce</p> <p>b. push off from mat to standing position</p>	<p>a.</p> 
<p>Front Drop</p>	<p>6.8 Given a verbal request, the student can demonstrate a front drop 2 out of 3 times as characterized by:</p> <p>a. hands extended in front of forehead with palms open, fingers straight, elbows slightly bent, head turned slightly to the side</p> <p>b. forearms, abdomen and thighs hitting bed simultaneously with hands in prone position</p> <p>c. push off from bed with palms and forearms to a standing position</p>	
<p>Combinations</p>	<p>6.9 Given a verbal request, the student can demonstrate 2 or more trampoline skills 2 out of 3 times in a continual motion, taken from the following:</p> <p>a. controlled bounce and stop</p> <p>b. half turn</p> <p>c. full turn</p> <p>d. seat drop</p> <p>e. knee drop</p> <p>f. half knee drop</p> <p>g. front drop</p>	
<p>Tuck Jump</p>	<p>6.10 Given a verbal request, the student can perform a tuck jump 2 out of 3 times as characterized by:</p> <p>a. as legs extend and the body is in the air, the knees are bent tightly to the toes.</p> <p>b. the hands clasp the knees to help keep them tight.</p> <p>c. the body remains in a vertical position, head up.</p> <p>d. as begin descending, extend legs and arms, bend hips and knees on contact with mat.</p>	<p>Should have spotters present where X appears:</p> 
<p>Straddle Jump</p>	<p>6.11 Given a verbal request, the student can perform a straddle jump 2 out of 3 times as characterized by:</p> <p>a. as body descends, the forearms are extended to the sides and the feet are on the mat.</p>	

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GYMNASTICS

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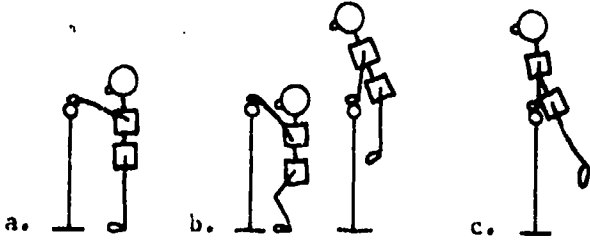
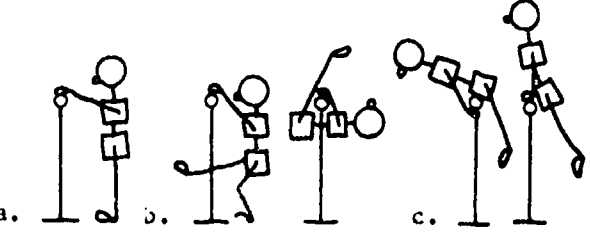
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Pike Jump	<p>b. the upper torso leans forward and the hands touch toes c. legs are extended before landing</p> <p>NINTH GRADE</p> <p>6.12 Given a verbal request, the student can perform the pike jump 2 out of 3 times as characterized by:</p> <p>a. when body is in the air the hips are flexed, legs brought straight up and together b. body bent slightly forward c. legs straight</p>	
Seat Drop 1/2 Twist to Seat Drop	<p>NINTH GRADE</p> <p>6.13 Given a verbal request, the student will perform the seat drop 1/2 twist to a stand as characterized by:</p> <p>a. from a seat drop, as body extends initiate twist with head and shoulders, arms are vertical b. turn 1/2, end facing other way c. land on feet</p>	
1/2 Twist to Seat Drop	<p>NINTH GRADE</p> <p>6.14 Given a verbal request, the student will perform a 1/2 twist to the seat drop as characterized by:</p> <p>a. jump, initiate twist with head and shoulder, arms vertical b. as finish twist, lift legs, arms drop behind hips, seat drop</p>	
Routine	<p>NINTH GRADE</p> <p>6.15 Given a verbal request, the student can perform the following routines:</p> <p>a. 2 bounces tuck jump 1/2 turn bounce seat drop bounce straddle jump bounce knee drop seat drop 1/2 turn bounce stop</p>	<p>The combinations should be performed with good form.</p> <p>The student should be encouraged to create combinations of his own.</p>

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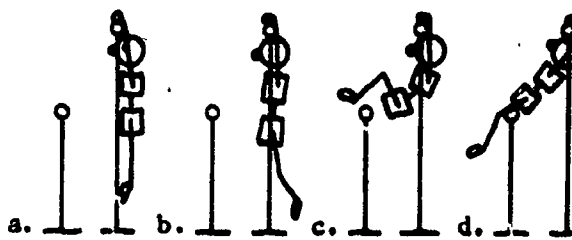
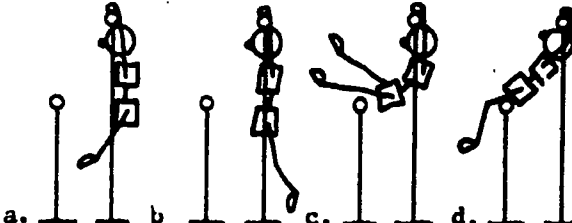
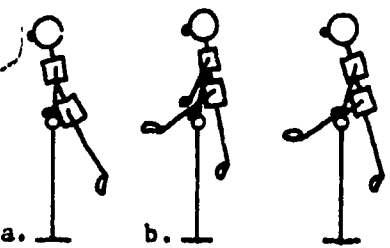
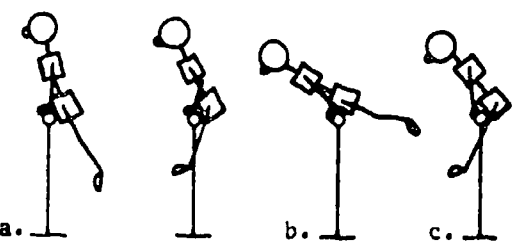
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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Uneven Parallel Bars (Girls)</p>	<p>b. 2 bounces pike jump bounce hand and knee drop front drop knee drop bounce full turn seat drop tuck jump stop</p>	
<p>Front Support Mount</p>	<p>7. To demonstrate appropriate competence on the uneven parallel bars.</p> <p style="text-align: center;">NINTH GRADE</p> <p>7.1 Given a verbal request, the student can demonstrate a front support mount 2 out of 3 times, characterized by:</p>	
<p>Back Hip Pull-over Mount</p>	<p>a. stand facing the low bar, hands grasp bar using the regular grip with fingers on top and thumbs below, shoulder width apart</p> <p>b. flex, then extend legs, jump up while simultaneously pushing down on arms and straighten elbows</p> <p>c. end with weight on upper thigh, arms are straight, back slightly arched, head up and toes pointed</p> <p style="text-align: center;">NINTH GRADE</p> <p>7.2 Given a verbal request, the student can demonstrate a back hip pullover mount 2 out of 3 times characterized by:</p>	
<p>Swing Squat Mount</p>	<p>a. stand facing the low bar, grasp bar with hands using regular grip</p> <p>b. pull chest toward bar with arms and kick one leg (straight) upward and over the bar, following with the other leg</p> <p>c. continue to pull around bar until body finishes in a straight arm support (hands must rotate as body circles)</p> <p style="text-align: center;">NINTH GRADE</p> <p>7.3 Given a verbal request, the student can demonstrate a heat swing squat mount 2 out of 3 times characterized by:</p>	 <p>Spot - help hips over bar</p>
<p>Swing Squat Mount</p>	<p>a. jump and grasp the high bar to a long hang, forward grip</p>	

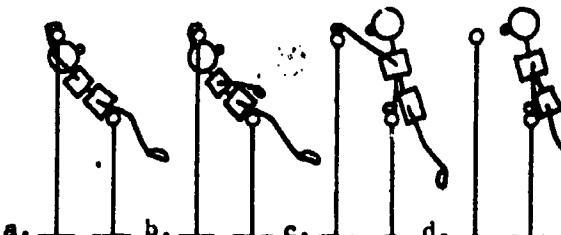
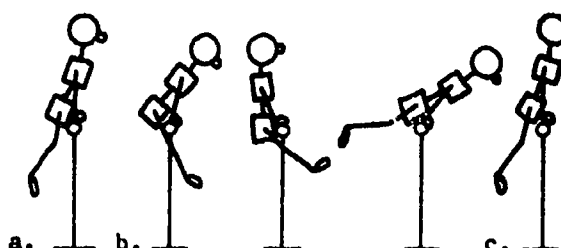
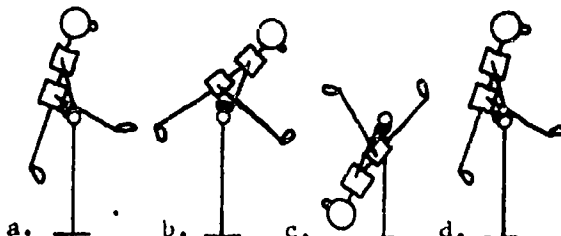
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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Swing Straddle Mount</p>	<p>b. force hips backward lifting the legs up, then hips forward and legs back c. as hips move forward tuck knees to chest and extend legs upward over bar d. end resting on upper thigh on low bar in a rear support</p> <p style="text-align: center;">NINTH GRADE</p> <p>7.4 Given a verbal request, the student can demonstrate a beat swing straddle mount.</p>	
<p>Single Leg Flank</p>	<p>a. jump and grasp the high bar with a regular grip-long hang b. force hips back and legs forward and upward, then force hips forward and legs back c. as hips move forward, lift legs upward and sideward into a straddle, over low bar d. finish in a rear support on low bar</p> <p style="text-align: center;">NINTH GRADE</p> <p>7.5 Given a verbal request, the student can demonstrate a single leg flank 2 out of 3 times as characterized by:</p>	
<p>Cast</p>	<p>a. begin in a front support, with forward grip b. lift one leg up and sideward over the low bar, as the leg cuts over left hand and shift weight to other hand momentarily so to allow leg to pass over bar; then replace hand</p> <p style="text-align: center;">NINTH GRADE</p> <p>7.6 Given a verbal request, the student can demonstrate a cast 2 out of 3 times as characterized by:</p>	 <p>Arms should remain straight; action should be done rapidly; shoulders must be kept over bar</p>
	<p>a. begin in front support, regular grip, flex hips (legs under bar) arms bent slightly, shoulder move forward of bar b. legs are thrust way from bar and up, body moves away from bar in an extended position; arms are straight (shoulders forward of bar) c. swing back to bar - pike as hit bar, straighten into a front support</p>	 <p>Spot - stand outside bar, support arm and help lift thighs up and away from bar.</p>

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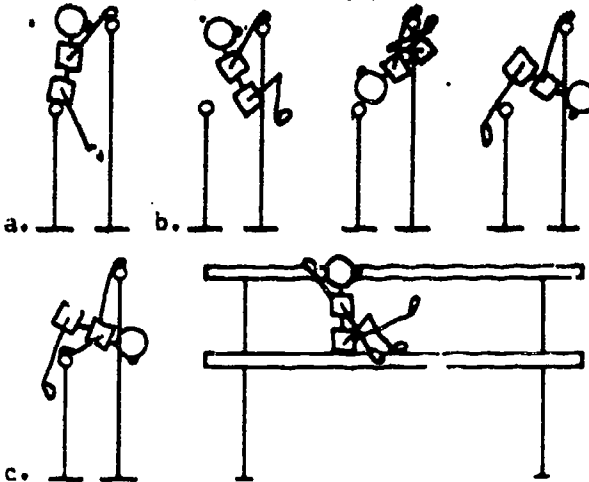
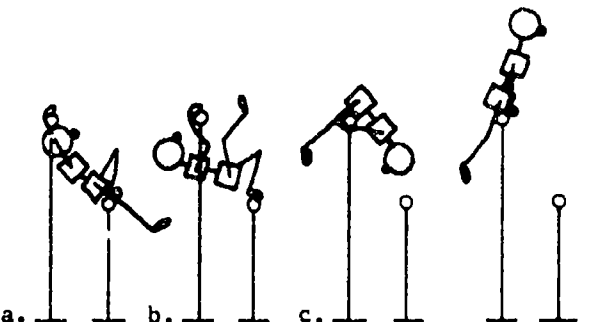
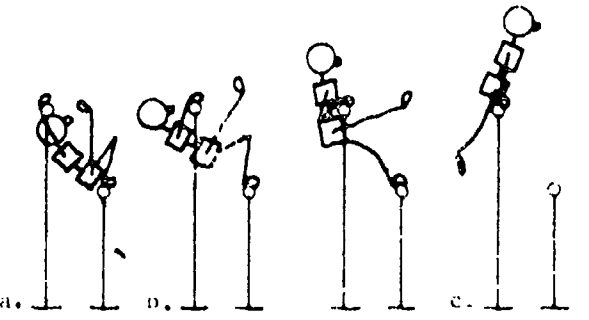
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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Thigh Roll	<p style="text-align: center;">NINTH GRADE</p> <p>7.7 Given a verbal explanation and demonstration or model of the correct action, the student can demonstrate a thigh roll of 180° 2 out of 3 times as characterized by:</p> <ol style="list-style-type: none"> a. begin in rear lying support on low bar, hands in regular grip on high bar b. reach for bar to the left of the left thigh with the right hand, grasp with forward grip, support weight on right arm c. roll to left on thighs, end in support on front of both thighs d. release left hand and grasp low bar, end in front 	 <p>The diagrams show a stick figure performing a thigh roll. (a) Rear lying support on a low bar with hands on a high bar. (b) Reaching for the high bar with the right hand. (c) Rolling onto the left thigh. (d) Releasing the high bar and grasping the low bar with the right hand.</p>
Back Hip Circle	<p style="text-align: center;">NINTH GRADE</p> <p>7.8 Given a verbal explanation and demonstration or model of the correct action, the student can perform a back hip circle 2 out of 3 times as characterized by:</p> <ol style="list-style-type: none"> a. begin in front support on bar, cast away from bar b. as body returns to bar, pike into bar and whip legs up and over the bar; keep hips close to bar, pull body around by using arms c. hand rotate as circle, return to a front support 	 <p>The diagrams show a stick figure performing a back hip circle. (a) Front support on the bar with arms cast away. (b) Body piking into the bar and legs whipping up and over. (c) Body rotating around the bar and returning to front support.</p>
Mill Circle	<p style="text-align: center;">NINTH GRADE</p> <p>7.9 Given a verbal explanation and demonstration or model of the correct action, the student can perform a mill circle 2 out of 3 times as characterized by:</p> <ol style="list-style-type: none"> a. begin in a stride support, hands in rear grip (fingers below bar, thumbs on top) upper body erect b. lift body off the bar, initiate forward movement by taking a step forward leading with the hips, upper body remains erect c. as begin circle, legs close so that thighs rotate around bar, hand rotate as body circles d. as return to stride position, still lead with hips, stop forward momentum with hands, end in starting position 	 <p>The diagrams show a stick figure performing a mill circle. (a) Stride support with hands in rear grip. (b) Lifting the body and stepping forward. (c) Initiating the circle with legs close to the bar. (d) Returning to the starting stride position.</p>
Skin the Cat	<p style="text-align: center;">NINTH GRADE</p> <p>7.10 Given a verbal explanation and demonstration or model of the correct action, the student can perform a skin the cat 2 out of 3 times as characterized by:</p>	

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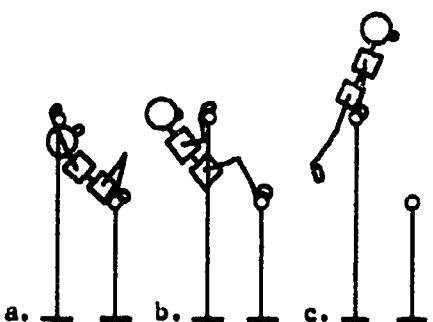
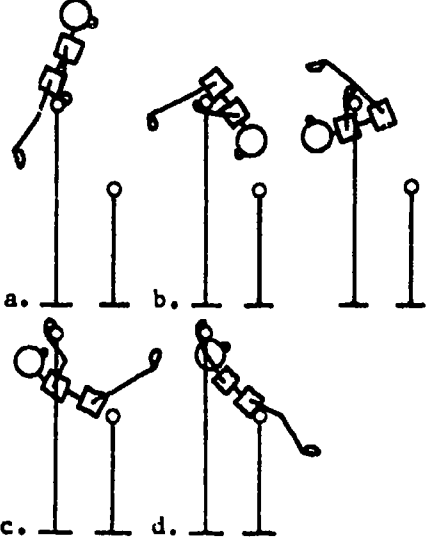
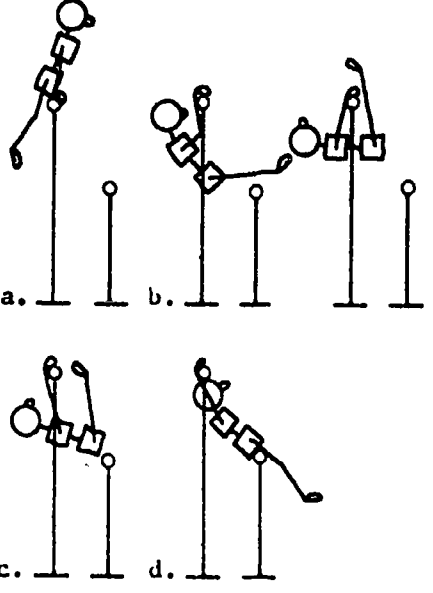
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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Pullover - Low To High</p>	<p>a. sit on low bar facing high bar, hands in regular grip on high bar</p> <p>b. pike at the hips and bring the legs up and between the arms and continue until top of shins rest on low bar</p> <p>c. immediately release right hand and regrasp low bar, reaching across to opposite of body; at the same time turn in that direction, ending sitting on bar lengthwise with one foot on bar and other leg straight</p> <p style="text-align: center;">NINTH GRADE</p> <p>7.11 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a pullover from the low bar to the high bar 2 out of 3 times as characterized by:</p> <p>a. begin in rear lying hang, hands in regular grasp on high bar; one knee is bent with the ball of that foot on the low bar, the other leg is extended</p> <p>b. push against bar with foot, straightening the leg and push hips up to high bar, at the same time kick vigorously with the straight leg up and over the bar</p> <p>c. pull the body up to the bar, rotate around the bar at the hips and end in front support on high bar</p>	 <p style="text-align: center;">NINTH GRADE</p>  <p>Spot - assist hips up and over bar; grasp ankle to steady in front support</p>
<p>Single Leg Rise</p>	<p style="text-align: center;">NINTH GRADE</p> <p>7.12 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a single leg stem rise to the high bar 2 out of 3 times as characterized by:</p> <p>a. begin with one foot on low bar, other leg extended toward ceiling so ankle is touching, and hands in regular grip on high bar, arms straight</p> <p>b. straighten the flexed leg by pushing against bar, hips are forced up and backwards close to high bar; foot remains on bar until body almost reaches front support on high bar</p> <p>c. rotate hands, straighten arms, finish in a front support</p>	 <p>Spot - assist hips up to bar</p>

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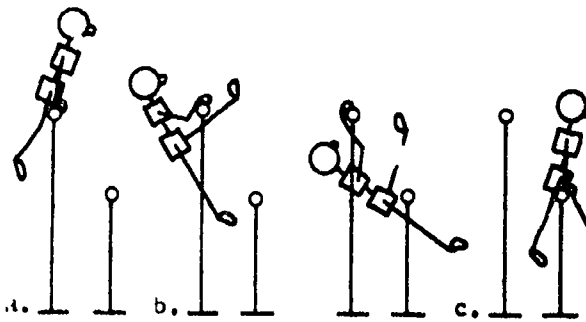
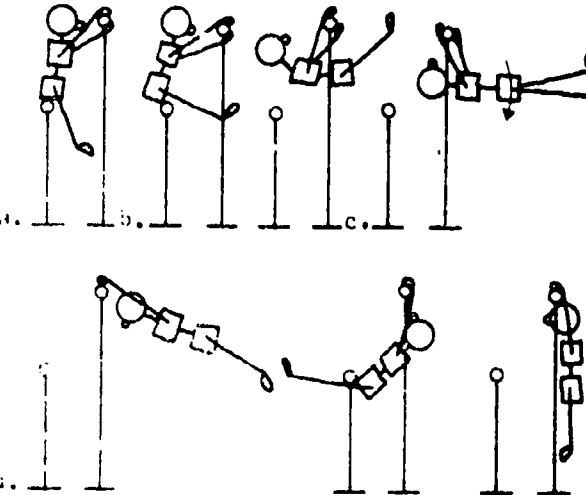
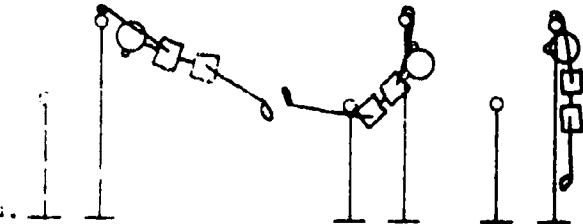
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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Double Leg Rise</p>	<p>NINTH GRADE</p> <p>7.13 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a double leg stem rise to the high bar 2 out of 3 times as characterized by:</p> <ol style="list-style-type: none"> begin with both feet on low bar, knees flexed, hands in regular grip on high bar, arms extended push against bar with both feet, extending the legs, pushing hips up to high bar, arms straight, push against bar rise to a front support on the high bar 	
<p>Forward Roll To Rear Support</p>	<p>NINTH GRADE</p> <p>7.14 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a forward roll to a rear support on the low bar</p> <ol style="list-style-type: none"> begin in front support on high bar facing low bar; hands in regular grip bend at the hips, rotate the hands around bar swing straight tight legs over high bar, down to low bar, arms slightly bent (controlling movement) assist hips down slowly, lower legs down to bar slowly end resting on upper thighs on low bar 	 <p>Assist hips down slowly</p>
<p>Kip High To Low</p>	<p>NINTH GRADE</p> <p>7.15 Given a demonstration and a verbal explanation and a model of the correct action, the student can perform a kip from the high bar to the low bar 2 out of 3 times, as characterized by:</p> <ol style="list-style-type: none"> begin in front support on high bar drop hips away from bar, pike legs bringing ankles to high bar as body drops under bar, hands rotate backwards; upper body drops backward and downward extend hips so as to land controlled on low bar on back of upper thighs end in a rear lying support 	

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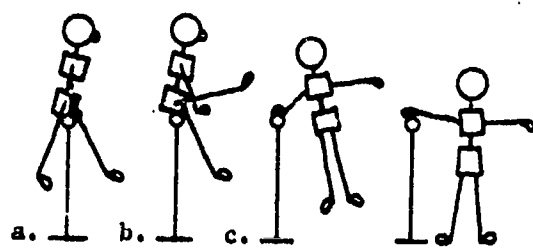
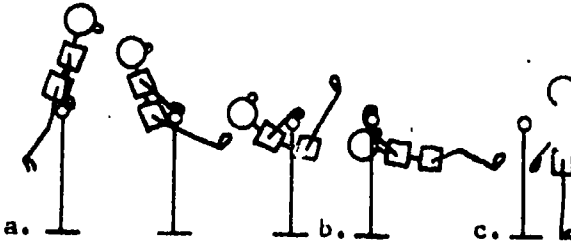
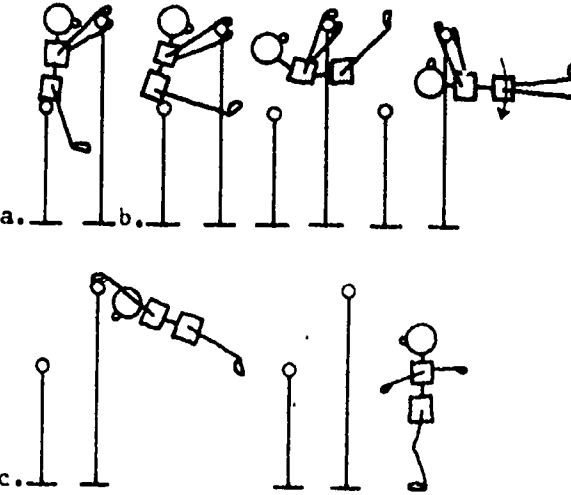
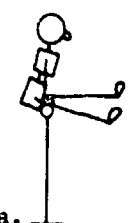
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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Under Swing To Stride Support</p>	<p style="text-align: center;">NINTH GRADE</p> <p>7.16 Given a verbal explanation and a demonstration or model of the correct action, the student will perform an under swing to a stride support 2 out of 3 times as characterized by:</p> <ol style="list-style-type: none"> begin in a front support on the high bar facing the low bar, hand in regular grip upper body drops backward, arms slightly bent, both legs extended, as begin swing down, lift one leg so that legs are in a stride position lower to low bar so that end resting on back of thigh of one leg and the front of thigh of other leg; release hands from high and grasp low in regular grip. 	
<p>Under Swing 1/2 Turn</p>	<p style="text-align: center;">NINTH GRADE</p> <p>7.17 Given a verbal explanation and a demonstration or model of correct action, the student will perform an under-swing 1/2 turn, beat into the low bar 2 out of 3 times as characterized by:</p> <ol style="list-style-type: none"> begin sitting on low bar facing high, hands in mixed grip (one forward, one back) arms crossed over extend hips backwards, then forcefully flex lifting ankles toward high bar, lifting up off low bar, immediately extend body (parallel to floor) as body reaches full extension, turn with hips and shoulders (turn in direction of hand that is in rear grip) as turn is completed, body swings down in extended position, as body reaches low bar, hips flex on contact, into a tight pike, then extend so that end in low hand on high bar 	
<p>Single Leg Flank 1/4 Turn Dismount</p>	<p style="text-align: center;">NINTH GRADE</p> <p>7.18 Given a verbal explanation and demonstration or model of correct action, the student can perform a single leg flank with 1/4 turn dismount 2 out of 3 times as characterized by:</p>	

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<p>a. begin in stride support on low bar, legs straight, one hand in forward grip and one in reverse grip</p> <p>b. swing leg that is behind bar up and over bar while simultaneously releasing hand on side that leg is swinging over; transfer weight to other hand that is in reverse grip</p> <p>c. as leg swings over, body comes off bar, push away with hand and body turns 1/4, lands with shoulder toward bars and hand on bar</p>	
<p>Underswing Dismount</p>	<p>NINTH GRADE</p> <p>7.19 Given a verbal explanation and demonstration or model of correct action, the student will perform an underswing from the low bar dismount 2 out of 3 times as characterized by:</p> <p>a. begin in front support on low bar, forward grip, arms straight, hips remain close to bar as drop back behind bar, lift leg upward (kip action)</p> <p>b. as hips pass under bar, fully extend body, thrust legs upward and outward, hands release bar</p> <p>c. land with knees flexed, extend to stand in front of bar facing away from bars</p>	 <p>May also be performed from high bar over low bar.</p>
<p>1/2 Turn Dismount</p>	<p>NINTH GRADE</p> <p>7.20 Given a verbal description and a demonstration or model of correct action, the student will perform an underswing 1/2 turn from high bar dismount 2 out of 3 times as characterized by:</p> <p>a. begin in rear seat on low bar facing high bar, hands crossed in mixed grip</p> <p>b. extend, then forcefully flex hips extend body so it is parallel to the floor, as body reaches full extension initiate 1/2 turn leading with hips in direction of turn</p> <p>c. release hands as turn is initiated swing out away from bar, land with flexed knees, extend to stand facing bars</p>	
<p>Straddle Under-swing Dismount</p>	<p>NINTH GRADE</p> <p>7.21 Given a verbal description and a demonstration or model of correct action, the student will perform a straddle underswing dismount from low bar 2 out of 3 times as characterized by:</p> <p>a. begin in straddle seat on low bar facing way, hands grasping the bar between the legs in forward grip</p>	

PHYSICAL EDUCATION

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COMPANIONS

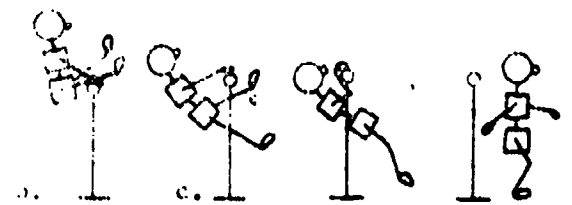
11th Edition

Grade

PERFORMANCE OBJECTIVE

EXAMPLES AND COMMENTS

- a. ... or a high back position ... remain in wide straddle, arms extended
- b. ... to feet ... inner bar or extend ... bring legs together ... hand in front ...



The compulsory routine may be obtained in the 1967 Gymnastic Guide from the Division of Girls' and Women's Sports

Once the student has mastered these skills the instructor can teach the DGWS National Compulsory Uneven Parallel Bar Routine.

The routine should be taught in sequence, one sequence at a time, adding sequence to sequence until the entire routine is learned.

SIXTH GRADE

7.22 Given a verbal explanation, illustration or model, the student will demonstrate the acquisition of the following skills, the student will perform the following routine:

- Beat swing straddle (7.11)
- Pullover to swing (7.12)
- Kip from high bar to rest lying on low bar (7.15)
- Thigh roll (7.7)
- Cast (7.6)
- Back hip circle (7.8)
- Single leg flank (7.10)
- Mill circle (7.9)
- Underswing 1/2 turn, rest on low bar (7.17)
- Swing to rest on foot
- Single leg stem rise (7.13)

Grade

3. To demonstrate competence on a low vaulting box.

SIXTH GRADE

3.1 Given a verbal request, the student can demonstrate a front, side mount and dismount from a low vaulting box with an emphasis on two out of three times as standardized by:

- a. standing front mount with hands (palms flat) on top edge of the box
- b. jumping front mount with knees up on box and feet on box momentarily
- c. performing front dismount with feet on box, arms extended, and landing on feet in an erect standing position

mounting and vaulting should be combined prior to flight

Hand and Knee Mount and Dismount

SEVENTH GRADE

7.22 Given a verbal explanation, illustration or model, the student will demonstrate the acquisition of the following skills, the student will perform the following routine:

- a. placing the hands on top edge of the box, feet on top edge, jumping and extending body to the side (left or right) and landing on opposite side

Front Vault

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TOPP

PERFORMANCE OBJECTIVE

EXAMPLES AND COMMENTS

Side Vault

- a) Given a verbal request and a waist high vaulting box, the student can demonstrate a side vault from a side position to a side vaulting box, the student vaults as many times as desired.
- b) Placing the hands on the middle of the box, shoulder width apart, the arm supporting the box to one side of the head vaults.
- c) Vault to one, supporting body weight to one arm (right) and holding the (left) arm as straight as possible with the arm supporting the weight (left) and landing on feet with back to box in restrictive position.

Front Vault

- a) Given a verbal request the student can demonstrate a front vault from a front position to a front vaulting box, the student vaults as many times as desired.
- b) The student vaults from a front position to a front vaulting box, the student vaults as many times as desired.
- c) The student vaults from a front position to a front vaulting box, the student vaults as many times as desired.
- d) The student vaults from a front position to a front vaulting box, the student vaults as many times as desired.
- e) The student vaults from a front position to a front vaulting box, the student vaults as many times as desired.

Back Vault

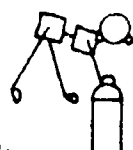

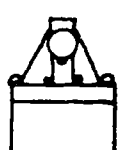
- a) Given a verbal request the student can demonstrate a back vault from a back position to a back vaulting box, the student vaults as many times as desired.
- b) The student vaults from a back position to a back vaulting box, the student vaults as many times as desired.
- c) The student vaults from a back position to a back vaulting box, the student vaults as many times as desired.
- d) The student vaults from a back position to a back vaulting box, the student vaults as many times as desired.
- e) The student vaults from a back position to a back vaulting box, the student vaults as many times as desired.

PHYSICAL EDUCATION

GYMNASTICS

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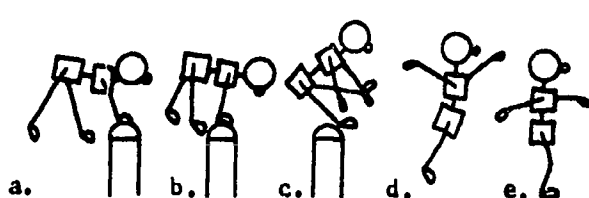

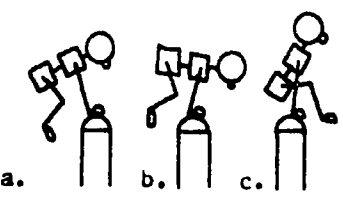
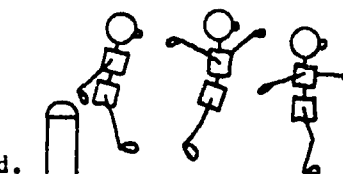
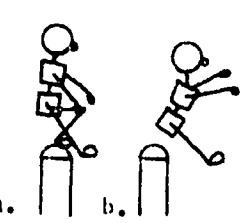
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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Squat Vault	<p style="text-align: center;">SIXTH GRADE</p> <p>8.6 Given a verbal request the student can demonstrate a squat vault from a side approach on a waist high vaulting box, two out of three times as characterized by:</p> <ol style="list-style-type: none"> a. placing the hands on the box, shoulder width apart, palms flat b. bringing knees to chest quickly, tucking body with head up and passing the legs over the top of the box between the arms c. continuing forward movement of the body over the box with hand pushed so student lands on his feet with back to box 	
Straddle Vault	<p style="text-align: center;">SIXTH GRADE</p> <p>8.7 Given a verbal request the student can demonstrate a straddle vault over a waist high vaulting box from a side approach, two out of three times as characterized by:</p> <ol style="list-style-type: none"> a. placing hands on the box, shoulder width apart, palms flat b. jumping and lifting hips with separated straight legs so the legs swing outside the hand placement on top of the box c. pushing off box by hands as the straddle legs move over the top of the box d. landing on both feet by snapping the legs together with the student's back to the box 	
Vaulting	<p>9. To demonstrate competence on the vaulting side horse.</p>	
Jump to Straddle Stand	<p style="text-align: center;">NINTH GRADE</p> <p>9.1 Given a verbal request the student can perform a jump to a straddle stand on a chest high horse by:</p> <ol style="list-style-type: none"> a. abbreviated run, hurdle, lift hips up, forcing legs to a wide straddle b. as hands contact horse, lifting head and chest and placing feet on top of horse in a wide straddle c. shoulders slightly forward d. standing and jumping off horse bringing legs together, landing with flexed hips and knees 	<div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>a.</p> </div> <div style="text-align: center;">  <p>b.c.</p> </div> <div style="text-align: center;">  </div> </div> <p style="text-align: right;">Spot in back of horse grasping student's arms</p>
Bent hip Straddle Vault	<p style="text-align: center;">NINTH GRADE</p> <p>9.2 Given a verbal request the student can perform a bent hip straddle vault on a chest high horse as characterized by:</p>	

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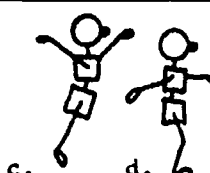
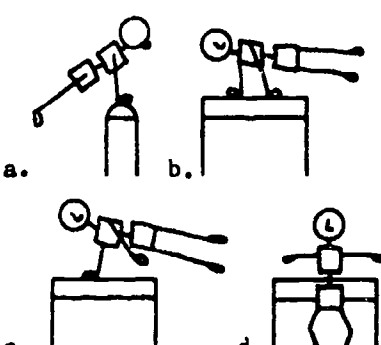
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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Jump to Squat Stand</p>	<p>a. after take off, raising hips b. reaching forward with arms and placing hands on top of horse, while straddling legs c. immediately pushing off horse with hands and lifting chest and head d. as legs pass over horse, extending hips forward and close up together, body passing through extended position before landing e. flexing hips and knees upon contact with floor</p> <p>NINTH GRADE</p> <p>9.3 Given a verbal request the student can perform a jump to squat stand on a chest high horse as characterized by:</p> <p>a. taking abbreviated run and hurdle b. lifting hips upward and tucking knees to chest, placing hands shoulder width apart on horse c. lowering hips and placing balls of feet on horse between hands d. lifting chest and head when feet rest on horse e. standing and jumping off horse forward</p>	  <p>Spot at side in back of horse. As student's hands contact horse, grasp upper arm with outside hand and wrist with inside hand.</p>
<p>Bent Hip Squat Vault</p>	<p>NINTH GRADE</p> <p>9.4 Given a verbal request the student can perform a bent hip squat vault on a chest high horse as characterized by:</p> <p>a. after takeoff, raising hips and tucking knees to chest b. reaching forward and placing hands on top of horse c. rapidly pushing downward on horse lifting chest, then lifting arms forward d. as leg passes over horse, legs are extended, body straight before landing; landing with flexed knees and hips</p>	 
<p>Walk Vault</p>	<p>NINTH GRADE</p> <p>9.5 Given a verbal request the student can perform a walk vault over a chest high horse as characterized by:</p> <p>a. after takeoff, raising hips and reaching forward for horse, tucking one leg and straddling the other b. placing hands on horse, immediately pushing off, lifting chest and hip</p>	

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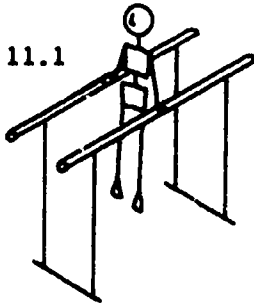
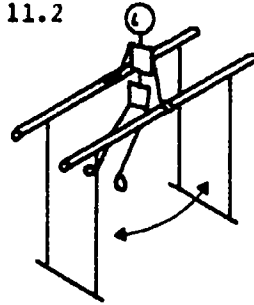
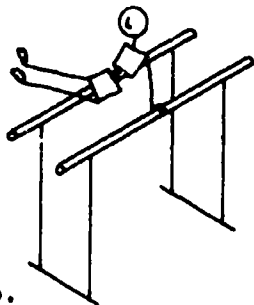
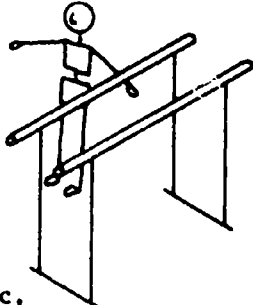
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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Flank Vault	<p>c. straightening legs so body passes through extended position before landing</p> <p>d. landing with flexed knees and hips</p> <p style="text-align: center;">NINTH GRADE</p> <p>9.6 Given a verbal request the student can perform a flank vault over a chest high horse as characterized by:</p> <p>a. after run and takeoff, placing both hands on top of the horse</p> <p>b. lifting the hips upward and sideways so the right hip goes over the horse</p> <p>c. as the body passes over horse parallel to it, the left hand is lifted from horse</p> <p>d. ending with the back to the horse landing with flexed knees and hips, arms lateral</p>	 
Vertical Rope	<p>10. To demonstrate competency on the vertical rope.</p>	<p>Mats should be under all ropes.</p>
Straight Arm Hang	<p style="text-align: center;">SIXTH GRADE</p> <p>10.1 Given a verbal request the student can perform a straight arm hang three out of four times on a vertical rope characterized by:</p> <p>a. jumping to secure rope with both hands above head</p> <p>b. feet hanging vertically not touching floor or rope</p> <p>c. holding position for 30 seconds</p>	
Bent Arm Hang	<p style="text-align: center;">SIXTH GRADE</p> <p>10.2 Given a verbal request the student can perform a bent arm hang three out of four times on a vertical rope in a manner characterized by:</p> <p>a. jumping to secure rope with both hands</p> <p>b. pulling body up until mouth is even with hands</p> <p>c. feet hanging vertically, not touching floor or rope</p>	
Swing	<p style="text-align: center;">SIXTH GRADE</p> <p>10.3 Given a verbal request the student can swing on a vertical rope three out of four times in a manner characterized by:</p> <p>a. running a distance of 10 feet or more to rope</p> <p>b. jumping and grasping rope with both hands</p> <p>c. securing rope with legs and/or feet</p>	<p>Suggested methods for securing rope with feet</p> <ol style="list-style-type: none"> 1. scissors grip 2. leg-around rest 3. instep squeeze 4. stirrup grip

PHYSICAL EDUCATION

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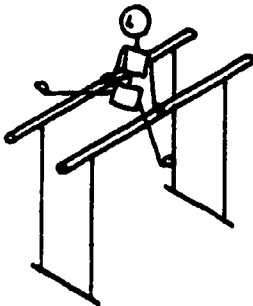
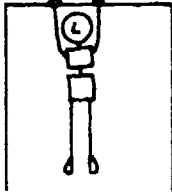
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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Climb and Descend</p>	<p style="text-align: center;">SIXTH GRADE</p> <p>10.4 Given a verbal request the student can climb and descend a 6 foot height on a vertical climbing rope, two out of three times in a manner characterized by:</p> <ol style="list-style-type: none"> a. jumping and grasping rope with both hands b. securing rope with legs and/or feet c. raising knees up to chest while holding body weight with hand grip d. locking rope with legs and climbing with hand-over-hand method as high as hands can reach e. repeating above to climb higher f. reversing procedure to descend 	<p>Goals may be set:</p> <ol style="list-style-type: none"> 1. climb one-fourth way 2. climb one-half way 3. climb three-fourths way, etc. <p>Proper resting stops should be taught with climbing.</p>
<p>Even Parallel Bars (Boys)</p>	<p>11. To demonstrate competence on the even parallel bars.</p>	
<p>Straight Arm Support</p>	<p style="text-align: center;">NINTH GRADE</p> <p>11.1 Given a verbal request the student can demonstrate a straight arm support on parallel bars by holding position for five seconds as characterized by:</p> <ol style="list-style-type: none"> a. jumping to support position b. arms extended and total body weight supported on hands 	<p>11.1 </p>
<p>Swing</p>	<p style="text-align: center;">NINTH GRADE</p> <p>11.2 Given a verbal request the student can demonstrate a straight arm swing for two complete swings on parallel bars as characterized by:</p> <ol style="list-style-type: none"> a. extending arms supporting entire body weight b. swinging trunk and legs forward and backward in a 45° arc 	<p>11.2 </p>
<p>Rear Dismount</p>	<p style="text-align: center;">NINTH GRADE</p> <p>11.3 Given a verbal request the student can demonstrate a rear dismount between bars two out of three times as characterized by:</p> <ol style="list-style-type: none"> a. forward swing of legs above height of bars b. both hands pushing off bars, legs and hips swinging over bar c. landing beside bars, standing 	<p>a. b.  c. </p>
<p>Straddle Seat</p>	<p style="text-align: center;">NINTH GRADE</p> <p>11.4 Given a verbal request the student can demonstrate a straddle seat two out of three times as characterized by:</p>	

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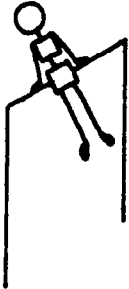

With Apparatus

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Arm Walk	<p>a. straight arm support at center of, and between, bars</p> <p>b. swinging both legs forward and out over bars, supporting weight on thighs</p> <p>c. returning body to straight arm support position</p> <p style="text-align: center;">NINTH GRADE</p> <p>11.5 Given a verbal request the student can demonstrate an arm walk the length of bars as characterized by:</p>	<p>b.</p> 
Combination	<p>a. straight arm support with an alternating shift of weight from left hand to right hand, while moving forward</p> <p style="text-align: center;">NINTH GRADE</p> <p>11.6 Given a verbal request the student can demonstrate a combination of two different parallel bar skills two out of three times from the following:</p> <p>a. straight arm support</p> <p>b. straight arm swing</p> <p>c. straddle seat</p> <p>d. hand walk</p>	
Horizontal Bars	<p>12. To demonstrate competence on the horizontal bars.</p>	
Arm Hang	<p style="text-align: center;">SIXTH GRADE</p> <p>12.1 Given a verbal request the student can demonstrate an arm hang from the horizontal bar for ten seconds two out of three times as characterized by:</p> <p>a. hands grasping the bar with palms forward, fingers over bar, thumbs underneath bar about shoulder width apart</p> <p>b. feet together</p>	<p>a. b.</p> 
Arm Swing	<p style="text-align: center;">SIXTH GRADE</p> <p>12.2 Given a verbal request the student can demonstrate an arm swing from horizontal bars for three complete swings as characterized by:</p> <p>a. hands grasping the bar with palms forward, fingers over bar, thumbs underneath bar, shoulder width distance apart</p> <p>b. extending both legs together forward and backward approximately two feet in each direction</p>	
Front Leaning Rest	<p style="text-align: center;">SIXTH GRADE</p> <p>12.3 Given a verbal request the student can demonstrate a front leaning rest on a low (chin high) horizontal bar for five seconds as characterized by:</p>	

PHYSICAL EDUCATION

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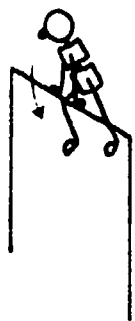

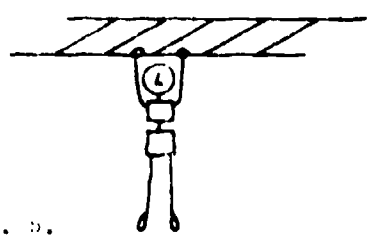
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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<ul style="list-style-type: none"> a. correct hand-arm position, as above b. raising the body by jumping and extending both arms until hips are balanced on the bar c. extending legs diagonally upward and backward, holding head erect d. bringing extended legs down and dropping to a standing position 	 <p>b.</p>
Roll	<p>SIXTH GRADE</p> <p>12.4 Given a verbal request the student can demonstrate a roll over a chin high horizontal bar, two out of three times as characterized by:</p> <ul style="list-style-type: none"> a. assuming a front leaning rest position b. tucking the head to the chest and rolling body around bar c. landing so both feet are on floor while hands are still on bar 	 <p>b.</p>
Skin the Cat	<p>NINTH GRADE</p> <p>12.5 Given a verbal request the student can demonstrate a skin the cat over a horizontal bar, two out of three times as characterized by:</p> <ul style="list-style-type: none"> a. correct hand-arm position b. lifting knees close to chest between arms c. extending legs and feet back overhead under bar until toes touch mat, keeping chin tucked d. returning to standing position 	
Crotch Circle	<p>NINTH GRADE</p> <p>12.6 Given a verbal request the student can demonstrate a crotch seat circle on a chin high horizontal bar, two out of three times as characterized by:</p> <ul style="list-style-type: none"> a. straddling the bar in sideways manner, weight supported on inner thigh b. gripping the bar in front of body with ball bat grip c. leaning to one side, ankles crossed d. completing a full circle around bar 	
Forward Single Knee Circle	<p>NINTH GRADE</p> <p>12.7 Given a verbal request the student can demonstrate a forward single knee circle on a chin high horizontal bar, two out of three times as characterized by:</p> <ul style="list-style-type: none"> a. assuming a front lean position 	

PHYSICAL EDUCATION

GYMNASTICS

With Apparatus

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Backward Single Knee Circle	<p>b. swinging one leg over the bar and balancing on thigh, other leg extended behind bar</p> <p>c. hands gripping bar so thumbs are over top of bar, fingers underneath</p> <p>d. pushing up and forward with head and shoulders leading circle</p> <p>e. near end of circle, arms pulling up strongly and body sliding forward to front lean position</p> <p style="text-align: center;">NINTH GRADE</p> <p>12.8 Given a verbal request the student can demonstrate a backward single knee circle on a chin high horizontal bar, two out of three times as characterized by:</p> <p>a. taking a single knee support position on top of bar</p> <p>b. gripping bar so thumbs are under bar, fingers on top of bar</p> <p>c. swinging free leg backwards and pushing body slightly away from bar</p> <p>d. leaning backwards with head and shoulders</p> <p>e. near end of circle, pulling arms up strongly and sliding body forward to an angle knee support position</p>	 <p>b.</p>  <p>a. b.</p>
Horizontal Ladder	<p>13. To demonstrate competence on the horizontal ladder.</p>	
Arm Hang	<p style="text-align: center;">SIXTH GRADE</p> <p>13.1 Given a verbal request the student can demonstrate an arm hang on the horizontal ladder for ten seconds as characterized by:</p> <p>a. hands gripping rung, shoulder width distance apart with palms forward, fingers over the rung, thumbs under rung (over grip)</p> <p>b. legs extended, feet off floor</p>	<p>Students should jump or be assisted to support position.</p>
Side Rail Travel	<p style="text-align: center;">SIXTH GRADE</p> <p>13.2 Given a verbal request the student can demonstrate side-rail travel on the horizontal ladder for a distance of 6 feet as characterized by:</p> <p>a. hands grasping side of ladder with basic over-grip except thumbs are extended</p> <p>b. legs held straight and together</p> <p>c. movement of lead hand sliding forward to regrip ladder followed by back hand sliding forward to regrip ladder</p>	 <p>a. b.</p>

PHYSICAL EDUCATION

GYMNASTICS

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Forward Hand Travel	<p style="text-align: center;">NINTH GRADE</p> <p>13.3 Given a verbal request the student can demonstrate forward hand travel for six consecutive rungs two out of three times as characterized by:</p> <ul style="list-style-type: none"> a. both hands grasping a rung with basic over grip b. progressing by moving the hands forward in an alternating fashion 	
Backward Hand Travel	<p style="text-align: center;">NINTH GRADE</p> <p>13.4 Given a verbal request the student can demonstrate backward hand travel for six consecutive rungs two out of three times in a manner characterized by:</p> <ul style="list-style-type: none"> a. both hands grasping a rung with basic over grip b. progressing by moving the hands backward, one at a time to the next rung 	

Health and Fitness

PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS

Muscular Endurance

1000

PERFORMANCE OBJECTIVE

EXAMPLES AND COMMENTS

To develop a functional level of leg muscular endurance.

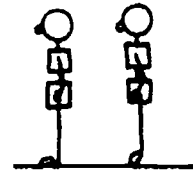
*These performance objectives should be included at the end of the sixth and ninth grades.

*THIRD GRADE

1.1 Given a demonstration and verbal cues the student can meet the criterion for each of the following exercises in the manner characterized:

1.1

1. toe stands - 10 repetitions
 - standing with feet a few inches apart or together
 - raising the heels off the floor as high as possible
 - lowering the heels back to the floor
 - repeating in a rhythmic manner
2. leg lifts - 10 repetitions with right and left legs
 - a supine position
 - arms to sides, palms down
 - raise one leg perpendicular to the floor
 - hold other leg flat on floor during action
 - point toe of raised leg
 - lower the leg without pause
 - repeat with one leg in a continuous manner
3. side leg lifts - 10 repetitions with right and left legs
 - lying on one side
 - lower arm extended overhead
 - top arm resting on the floor, shoulder high, for balance
 - raise top leg as high as possible
 - keep lower leg on the floor

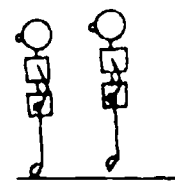


*THIRD GRADE

1.2 Given a demonstration and verbal cues, the student can meet the criterion for each of the following exercises in the manner characterized:

1.2


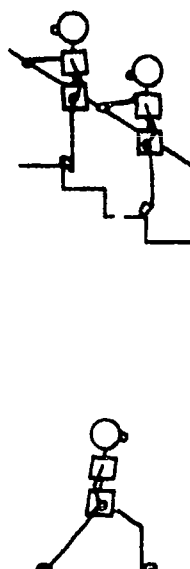
1. toe stands - 10 repetitions
 - stand with feet a few inches apart or together
 - raise the heels and push the toes off the floor with the knees remaining upright and relaxed and as little knee flexion as possible
 - lower the heels back to the floor
 - repeat in a rhythmic manner



PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS


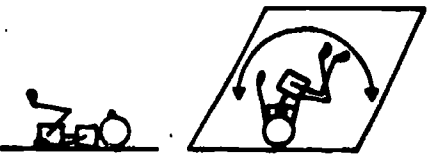

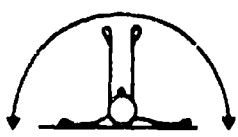
Muscular Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<p>b. side leg swings - 15 repetitions with both right and left legs -balance on one foot -swing the free foot laterally out and back while maintaining extended (not locked) knees -use arms to the sides for balance -repeat in a continuous manner with one leg</p> <p>c. piston - 20 repetitions -sitting position with back straight -legs extended with feet together and back of thighs flat on floor -grasp hands behind head with fingers interlocked and elbows back as far as possible -lift one heel off floor -bring knee as far back toward chest as possible -straighten leg to starting position -repeat with one leg in a continuous manner -perform with both legs</p>	 <p>The diagrams show two stick figures performing side leg swings. The first figure is standing on one leg with the other leg swung out to the side. The second figure is in a piston position, sitting on the floor with legs extended and hands behind its head.</p>
	<p>THIRD GRADE</p> <p>1.3 Given a demonstration and verbal cues, the student can meet the criterion for each of the following exercises in the manner characterized:</p> <p>a. stair toe stand - 20 repetitions -stand on a step -place heels over edge of step supporting on balls of feet (use hand rail if available) -raise onto the toes maintaining an upright posture -lower back to balls of feet -let the heels fall below step surface -raise up to toes again -repeat d-f continuously</p> <p>b. lunge - 20 seconds -take a wide straddle position -abduct one foot -flex the knee of the turned foot -rotate the upper trunk toward the turned foot and maintain an upright trunk -extend the knee and return to straddle position -hold the position with either leg</p>	 <p>The diagrams show two stick figures performing stair toe stands on a step. The first figure is on the step with one foot on the edge and the other on the floor. The second figure is in a lunge position with one leg forward and the other back.</p>

PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS


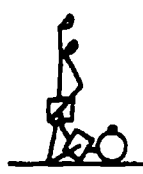


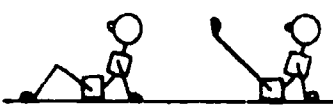
Muscular Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Abdominal	<p>c. trunk lean - 20 seconds -take a kneeling position -place hands on thighs -tuck chin -rock back from the knee -do not flex at the hip -hold the position</p> <p>d. tuck legovers - 10 repetitions per side -lie in supine position -tuck legs -hands on floor -rotate knees to touch floor to one side -rotate knees to touch floor on other side -repeat in a continuous manner</p> <p>THIRD GRADE</p> <p>1.4 Given a demonstration and verbal cues, the student can meet the criterion for each of the following exercises in the manner characterized:</p> <p>a. mountain climber - 30 reverses -squat with hands on floor -extend one leg fully to the rear -bring rear foot to hands and extend front foot in one motion -continue to reverse position of legs</p> <p>b. straight legovers - 5 repetitions per side -supine position with legs extended perpendicular to the floor -arms out to sides, hands on floor -rotate legs to one side and touch floor -touch floor on other side by rotating legs back over hips -continue touching floor on opposite sides</p> <p>2. To develop a functional optimal level of abdominal endurance.</p> <p>THIRD GRADE</p> <p>2.1 Given a demonstration and verbal cues, the student can meet the criterion for one of the following exercises in the manner characterized:</p>	    <p>*These performance objectives should also be included at the end of the sixth and ninth grades.</p>

PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS

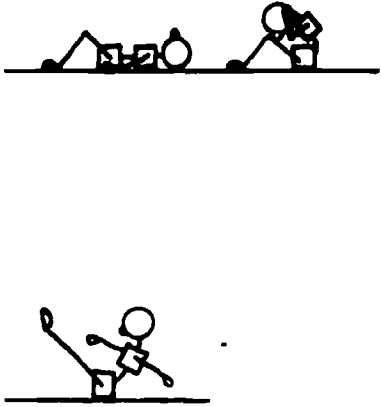
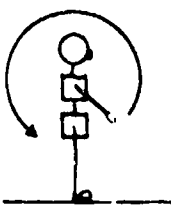

Muscular Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<p>a. curl situp - 15 repetitions</p> <ul style="list-style-type: none"> -lie in supine position -flex knees with feet flat on floor with approximately a 90° angle at the knee -place hands on thighs -raise upper trunk sliding hands to knees -lower trunk back to floor keeping chin tucked throughout -repeat in a continuous manner <p>b. inverted cycling - 20 cycles</p> <ul style="list-style-type: none"> -lie in an inverted position with legs extended perpendicular to floor with hands on hips -alternately rotate legs in a cycling fashion -repeat cycling in a continuous manner 	 
	<p>THIRD GRADE</p> <p>2.2 Given a demonstration and verbal cues, the student can meet the criterion for 2 of the following exercises in the manner characterized:</p> <p>a. sit ups (hands to toes) - 25 repetitions</p> <ul style="list-style-type: none"> -lie in supine position with feet flat on floor and having about a 90° angle at the knee -place hands on floor by hips -raise upper trunk sliding hands forward to touch the toes -lower trunk progressively from lower back to shoulders -repeat in a continuous manner <p>b. flutter kick - 10 repetitions per leg</p> <ul style="list-style-type: none"> -lie in supine position, legs extended perpendicular to floor -extend one leg backward (6-12 inches), then bring it forward as the other goes backward -continue this flutter continuously <p>c. V support - 20 seconds</p> <ul style="list-style-type: none"> -sit upright, feet on floor, knees flexed -place hands on floor behind hips with fingers pointing posteriorly -lean the trunk back until the shoulders are aligned with the hands, do not flex the elbows -extend legs in front, so toes are about shoulder high -hold this position, then tuck legs and place feet back on floor 	  

PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS

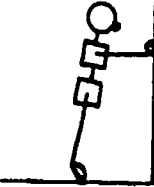

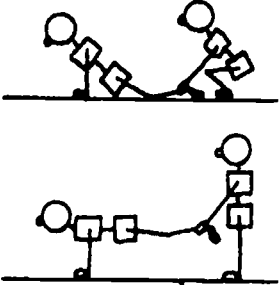

Muscular Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<p style="text-align: center;">THIRD GRADE</p> <p>2.3 Given a demonstration and verbal cues, the student can meet the criterion for one of the following exercises in the manner characterized:</p> <p>a. sit up - 35 repetitions -lie in supine position, feet flat on floor with approximately a 90° angle at the knee -place hands behind head -raise upper trunk to touch forehead to knees -lower trunk progressively from lower back to shoulders -keep elbows pointing to either side -repeat in a continuous manner</p> <p>b. V seat - 20 seconds -sit upright, feet flat on floor, knees flexed -extend arms to sides for balance -extend legs forward, toes about shoulder high forming a 90° angle at the hips and keeping chin tucked -hold position (hands may come to floor for balance)</p>	 <p>The illustrations show a stick figure performing a sit-up on the left and a stick figure in a V-seat position on the right.</p>
Upper Back	<p>3. To develop a functional level of upper back endurance.</p>	<p>*These performance objectives should also be included at the end of the sixth and ninth grades.</p>
Reverse arm circles	<p style="text-align: center;">THIRD GRADE</p> <p>3.1 Given a demonstration and verbal cues, the student can complete 20 reverse arm circles with each arm in a manner characterized by:</p> <p>a. stand with feet shoulder width apart b. make a large circle with one arm (forward and upward to backward and downward) c. keep the shoulders to the front to minimize trunk rotation d. repeat in a continuous manner with one arm</p>	 <p>The illustration shows a stick figure standing with one arm raised and a large circular arrow indicating the path of a reverse arm circle.</p>
Prone arm lifts	<p style="text-align: center;">THIRD GRADE</p> <p>3.2 Given a demonstration and verbal cues, the student can complete 10 prone arm lifts in a manner characterized by:</p> <p>a. lie in prone position with arms extended to the sides, shoulder high b. place edge of hand on floor (palms forward) c. raise hands off floor and return, keeping the elbows extended</p>	 <p>The illustrations show a stick figure lying prone with arms extended to the sides on the floor, and then the same figure with arms raised off the floor.</p>

PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS

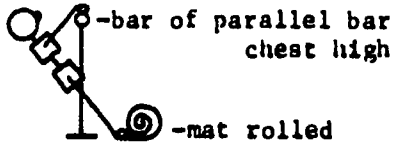

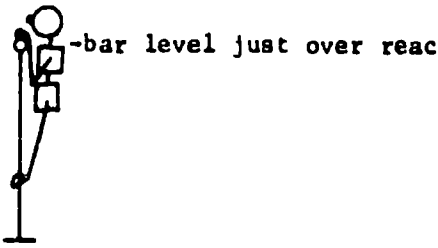
Muscular Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Upper Arm	<p>4. To develop a functional level of upper arm endurance.</p> <p style="text-align: center;">THIRD GRADE</p> <p>4.1 Given a demonstration and verbal cues, the student can meet the criterion for 2 of the following exercises in the manner characterized:</p> <p>a. wall push up - 20 repetitions -stand on toes, facing the wall more than arms length away -place hands flat on the wall shoulder high -flex elbows until chin touches the wall -extend elbows fully -repeat</p> <p>b. seal walk - 30 steps -lie in prone position, hands under shoulders -raise up onto hands, legs extended -with legs and feet dragging the floor, walk forward with one hand at a time</p> <p>c. wheelbarrow - 30 steps -lie in prone position, hands under shoulders -raise up onto hands, legs extended -allow partner to grasp and raise extended legs -partner takes one ankle in either hand from squat position -partner holds legs keeping his arms extended -both walk forward -keep head raised looking forward</p> <p style="text-align: center;">THIRD GRADE</p> <p>4.2 Given a demonstration and verbal cues, the student can meet the criterion for one of the following exercises in the manner characterized:</p> <p>a. girls' push up - 25 repetitions -lie in a prone position, hands under shoulders, knees flexed -extend the elbows pushing the shoulders and trunk off floor -lower body to floor, slowly, by flexing the elbows -maintain trunk alignment -repeat in a continuous manner</p> <p>b. chest pull up - 50 repetitions -grasp a chin high bar with an over grip, hands shoulder width apart</p>	<p>*These performance objectives should also be included at the end of the sixth and ninth grades.</p>    

PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS

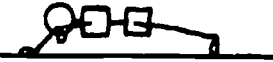
Muscular Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<ul style="list-style-type: none"> -extend arms and legs, placing feet against mat -flex elbows and pull chest to bar -extend elbows lowering body to starting position -repeat <u>c</u> and <u>d</u> in a continuous manner <p style="text-align: center;">THIRD GRADE</p> <p>4.3 Given a demonstration and verbal cues, the student can meet the criterion for one of the following exercises in the manner characterized:</p> <p>a. push up - 20 repetitions</p> <ul style="list-style-type: none"> -lie in a prone position, hands under shoulders, toes on floor -spread fingers apart -push entire body off floor by extending the elbows -lower the body slowly to floor by flexing the elbows -maintain proper body alignment during motion -repeat <u>c</u> and <u>e</u> in a continuous manner <p>b. chin up - 5 repetitions</p> <ul style="list-style-type: none"> -grasp bar (reverse or over grip) hands shoulder width apart -allow body to hang fully extended -flex elbows and pull body toward bar -raise body until chin surpasses bar -lower body back to extended position -keep legs together and knees extended -continue raising and lowering body <p style="text-align: center;">THIRD GRADE</p> <p>4.4 Given a demonstration and verbal cues, the student can meet the criterion for one of the following exercises in the manner characterized:</p> <p>a. pile driver - 10 repetitions</p> <ul style="list-style-type: none"> -start in a boy's push up position -push vigorously with the arms thrusting the trunk and hands off the floor -clap the hands -return hands to floor to slowly lower the body back to starting position -repeat in a continuous manner 	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: right;">  <p>-bar of parallel bar chest high</p> <p>-mat rolled</p> </div> <div style="text-align: center;">  </div> <div style="text-align: right;">  <p>-bar level just over reach</p> </div> </div>

PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS

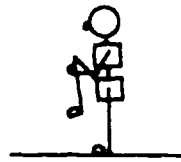
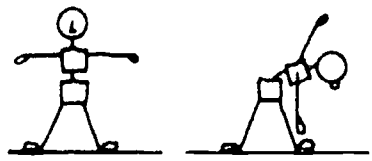
Muscular Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<p>b. extension push up - 5 repetitions</p> <ul style="list-style-type: none">-lie in prone position, toes on floor-extend arms apart, overhead, palms down-push hands against the floor raising body (only hands and toes remain in contact with the floor)-lower slowly back to floor-repeat in a continuous manner	

PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS



Flexibility

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Lower Back - Thigh</p>	<p>5. To develop a functional level of lower back and thigh flexibility.</p> <p style="text-align: center;">THIRD GRADE</p> <p>5.1 Given a demonstration and verbal cues, the student can meet the criterion for two of the following exercises in the manner characterized:</p> <p>a. toe touch - 20 repetitions -stand with feet 3"-6" apart -flex at hips (knees extended but not locked during movement) -reach the fingers to the toes -return to standing position at moderate speed without pause -repeat <u>b-d</u> in a continuous manner</p> <p>b. leg lifts - 10 repetitions per leg -lie in supine position -raise one leg perpendicular to the floor -flex the ankle of the raising leg -keep the other leg on the floor -keep both knees extended -repeat <u>b-e</u> in a continuous manner</p> <p>c. knee raise - 15 repetitions per leg -stand with good alignment, feet shoulder width apart -flex one knee -use hands to pull flexed knee toward chest -release and lower leg -repeat using other leg -upper trunk remains upright -repeat, alternating legs (hips remain aligned with support foot)</p> <p style="text-align: center;">THIRD GRADE</p> <p>5.2 Given a demonstration and verbal cues, the student can meet the criterion for two of the following exercises in the manner characterized:</p> <p>a. cross T's - 20 repetitions per leg -stand in straddle position -extend arms out to sides -flex and rotate at the hips, touching one hand to opposite foot -return to starting position -repeat movement for the other side -repeat cycle (both sides) in a continuous manner</p>	<p>*These performance objectives should also be included at the end of the sixth and ninth grades.</p> <div style="text-align: center; margin-top: 200px;">  </div> <p style="text-align: center; margin-top: 100px;">Variation: do in a sitting position</p> <div style="text-align: center; margin-top: 50px;">  </div>

PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS

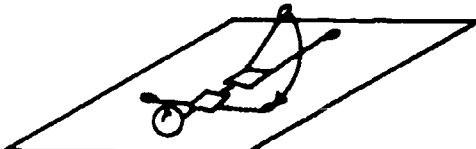
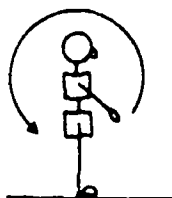
Flexibility

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<p>b. side leans - 20 repetitions per side -stand in straddle position, arms extended to sides -bend to one side -reach hand as far down side of leg as possible -do not flex at the waist, keep trunk upright -return to starting position -repeat <u>b-e</u> for the other side -repeat each cycle trying to stretch further each time</p> <p>c. straddle forward lean - 15 seconds -sit on floor with legs spread -flex at hips reaching hands to feet -place forehead on floor between legs -hold position - hands may hold feet -return to sitting position</p>	
	<p style="text-align: center;">THIRD GRADE</p> <p>5.3 Given a demonstration and verbal cues, the student can meet the criterion for 2 of the following exercises.</p> <p>a. trunk twister - 20 cycles -stand in straddle position, hands on hips -flex at the hip and bob the shoulders to one side -flex and bob the shoulders to the center -flex and bob the shoulders to the other side -return to standing position -repeat each cycle continuously</p> <p>b. supine pikes - 10 repetitions -lie in supine position, legs extended perpendicular to floor -move toes toward head as far as possible -hold position for 2 seconds -return to starting position -flex the ankles -repeat in continuous manner</p> <p>c. pike forward lean - 20 seconds -sit in pike position, feet together -flex at the hips as far as possible -touch forehead to knees -hold position -return to sitting position -flex the ankles throughout</p>	

PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS

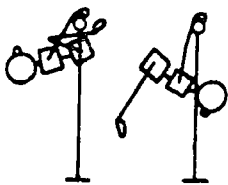
Flexibility

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Shoulder	<p style="text-align: center;">THIRD GRADE</p> <p>5.4 Given a demonstration and verbal cues the student can meet the criterion for 2 of the following exercises in the manner characterized:</p> <p>a. woodchopper - 30 repetitions -stand in straddle position -grasp left thumb with right hand -rest both hands on right shoulder -swing arms vigorously to the left as if swinging an axe -bring hands down as far back between legs as possible (flexing at the waist) -bend knees to get hands further back on downward swing -return to standing position with hands on left shoulder -continue in alternate manner down between legs and return to opposite shoulder</p> <p>b. crossover - 10 repetitions -lie in supine position -extend arms straight to the side from shoulder, palms up -keep leg straight as it crosses over other leg -touch toe to opposite hand -repeat for other side -continue alternating sides</p> <p>c. standing elbow touch - 20 repetitions -stand in straddle position -place hands behind head, fingers interlaced -bend forward at waist -touch both elbows to thighs -return to standing position -keep knees straight -repeat in a continuous manner</p>	
	<p>6. To develop functional level of shoulder flexibility.</p> <p style="text-align: center;">THIRD GRADE</p> <p>6.1 Given a demonstration and verbal cues the student can meet the criterion for one of the following exercises in the manner characterized:</p> <p>a. reverse arm circles - 20 repetitions per arm -stand with feet shoulder width apart -make a large circle with one arm (forward and upward, to backward and downward) -keep the shoulders to the front to minimize trunk rotation</p>	<p>*These performance objectives should also be included at the end of the sixth and ninth grade</p> 

PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS

Flexibility

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<p>-repeat in a continuous manner with one arm</p> <p>b. wings - 15 repetitions</p> <ul style="list-style-type: none"> -stand, feet shoulder width apart -raise flexed elbows shoulder high -touch fingertips in front of body, palms down -move elbows backward as far as possible -continue using fast, vigorous thrusts -keep elbows high <p style="text-align: center;">THIRD GRADE</p> <p>6.2 Given a demonstration and verbal cues the student can meet the criterion for one of the following exercises in the manner characterized:</p> <p>a. prone arm lifts - 10 repetitions</p> <ul style="list-style-type: none"> -lie in prone position with arms extended to the sides, shoulder high -place edge of hand on floor, palms forward -raise hands off floor, then return (elbows remain extended) -raise and lower hands in a continuous manner <p>b. straddle leans - 20 repetitions</p> <ul style="list-style-type: none"> -stand in straddle position -arms extended parallel to floor, shoulder high -flex forward at the hip as far as possible <p style="text-align: center;">THIRD GRADE</p> <p>6.5 Given a demonstration and verbal cues the student can skin the cat 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. hang from the bar using an over-grip b. push with feet to help bring knees c. allow legs to extend to floor without releasing grip d. push off floor and bring legs back between arms e. repeat until movement is continuous 	

PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS

Cardio-Respiratory Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Cardio-respiratory</p> <p>Run-in-place</p> <p>Run-Jog</p>	<p>7. To develop a functional level of cardio-respiratory endurance.</p> <p style="text-align: center;">THIRD GRADE</p> <p>7.1 Given a demonstration and verbal cues, the student can run in place for 1-1/2 minutes in a manner characterized by:</p> <ul style="list-style-type: none"> a. raise one foot off the ground b. replace the first foot and raise the other c. increase the speed d. stay in one place as you alternate feet e. raise knees until the thigh is parallel with the floor <p style="text-align: center;">THIRD GRADE</p> <p>7.2 Given verbal cues, the student can jog for a period of 4 minutes.</p> <p style="text-align: center;">THIRD GRADE</p> <p>7.3 Given a verbal cue, the student can alternately run and jog for a period of 5 minutes</p>	<p>*These performance objectives should also be included at the end of the sixth and ninth grades</p>

Individual Sports

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Archery

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Shooting	1. To demonstrate the ability to shoot a bow.	
Proper stance	<p style="text-align: center;">NINTH GRADE</p> <p>1.1 Given a verbal explanation and a demonstration the student can address the target 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. straddle the shooting line, feet shoulder width b. weight evenly distributed between the two feet c. front of the body at right angle to the target d. back straight, shoulders level and head erect e. turn head to face target, eyes level 	
Grip	<p style="text-align: center;">NINTH GRADE</p> <p>1.2 Given a verbal request the student can grip bow in a manner characterized by:</p> <ul style="list-style-type: none"> a. the center of the bow (arrow rest) near the thumb side of the hand b. the palm and thumb providing the major holding force with the fingers merely stabilizing and retaining the bow at arrow release 	
Nock the Arrow	<p style="text-align: center;">NINTH GRADE</p> <p>1.3 Given verbal request, the student can nock the arrow 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. bow facing downward at side b. arrow placed on the arrow rest, and into the nock at the nocking point with the cock feather at right angles to the string. 	
Draw the bow	<p style="text-align: center;">NINTH GRADE</p> <p>1.4 Given a verbal request, the student can draw the bow string 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a simultaneous pushing with the bow arm and pulling with the string arm b. hand, wrist and elbow in direct line c. forearm of draw arm in direct line with the arrow d. the middle 3 fingers on the bow string 	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Archery

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Anchor the Arrow	<p style="text-align: center;">NINTH GRADE</p> <p>1.5 Given a verbal request, the student can anchor the arrow 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a constant facial part (corner of mouth, chin, nose, lips, etc.) as the anchor point b. a distinct pause prior to release 	
Release the Arrow	<p style="text-align: center;">NINTH GRADE</p> <p>1.6 Given a verbal request, the student can release the arrow 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a loosening-relaxing of the fingers b. the drawing hand and fingers recoil in the exact opposite direction from the arrow flight 	
Follow Through	<p style="text-align: center;">NINTH GRADE</p> <p>1.7 Given a verbal request the student can follow through 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. keeping eyes focused at bullseye until arrow hits target b. maintain correct stance and body alignment until arrow hits target c. bow arm and draw hand still in shooting position until arrow hits target 	
Aiming	<p>2. To demonstrate a functional ability to aim at a target.</p>	
Identify Point of Aim	<p style="text-align: center;">NINTH GRADE</p> <p>2.1 Given a verbal request and the opportunity to shoot 10 arrows the student can position a "point of aim" marker in such a manner that he can hit a 36" target at 20 yards with 2 of his last 3 shots.</p>	
Shooting At A Target	<p style="text-align: center;">NINTH GRADE</p> <p>2.2 Given a verbal request the opportunity to shoot 10 arrows at each distance and point of aim markers the student can aim and hit a 36" target 3/3 times at 10 yards, 2/3 times at 30 yards and 1/3 times at 50 yards with the last 3 arrows of each set of ten.</p>	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

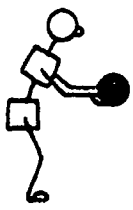
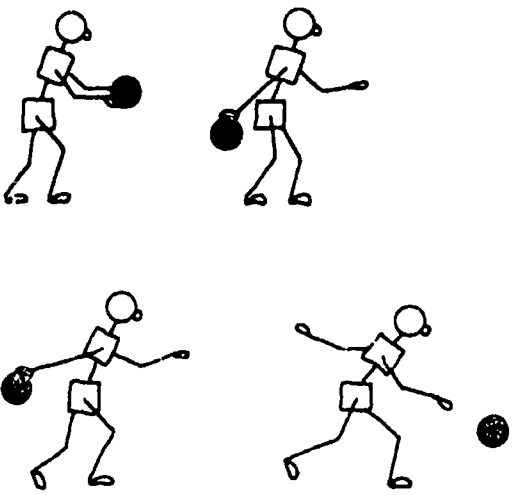
Archery

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Participation	3. To participate in the activity of target archery.	
String A Bow	<p style="text-align: center;">NINTH GRADE</p> 3.1 Given a demonstration and an explanation, the student can string and unstring a bow 4 out of 5 times with both the step through method and heel of hand and instep of foot push pull method.	
Scoring	<p style="text-align: center;">NINTH GRADE</p> 3.2 Upon request, the student can name the color and its respective point value for each of the following colors:	
	<ul style="list-style-type: none"> -gold = 9 points -red = 7 points -blue = 5 points -black = 3 points -white = 1 point -petticoat of off target = 0 points 	
Removing the Arrow	<p style="text-align: center;">NINTH GRADE</p> 3.3 Upon request the student can remove the arrow from the target 5 out of 6 times in a manner characterized by:	
	<ul style="list-style-type: none"> a. placing back of hand against target so the arrow is between index and second fingers b. other hand grasps the arrow shaft close to the target c. push on target with back of hand and pull on arrow slowly and directly back 	
Official Game	<p style="text-align: center;">NINTH GRADE</p> 3.4 The student upon request can shoot and score a regulation round of archery incorporating acceptable stance, aiming, shooting and arrow retrieval skills.	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Bowling

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Delivery	<p>1. To demonstrate a functional bowling delivery.</p>	
Grip	<p style="text-align: center;">NINTH GRADE</p> <p>1.1 Given a verbal request, the student can grip on the bowling ball 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. inserts thumb and middle fingers into the ball b. index finger and little finger spread on ball c. for straight ball delivery the thumb at 12 and fingers behind the ball d. supports the ball with the non-bowling hand 	
Stance	<p style="text-align: center;">NINTH GRADE</p> <p>1.2 Given a verbal request, the student will take the proper stance 4 out of 5 times as characterized by:</p> <ul style="list-style-type: none"> a. feet parallel 1-2 inches apart b. shoulders and hips square with bowling pin c. knees slightly bent, weight on foot opposite bowling hand d. body inclined slightly forward at hips 	<p>1.2</p> 
Approach	<p style="text-align: center;">NINTH GRADE</p> <p>1.3 Given a verbal request, the student will perform a 4 step approach using the proper grip and stance 4 out of 5 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. first step, ball and foot on same side of the body start forward b. push ball diagonally toward floor as the opposite foot begins a forward step c. second step, ball starts pendulum swing downward, foot opposite the bowling arm is forward d. third step, ball at top of back-swing, foot on same side as bowling arm is forward e. fourth step, ball and foot on non-bowling side of body moves forward together f. steps get progressively longer and faster with the 4th step really a slide g. the foot opposite the bowling arm should end up 4-6 inches from the foul line h. steps taken in a straight line 	<p>1.3</p> 

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Bowling

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS																										
Release	<p style="text-align: center;">NINTH GRADE</p> <p>1.4 Given a demonstration and a verbal explanation, the student will properly release the ball, after making a proper 4 step approach in a manner characterized by:</p> <ul style="list-style-type: none"> a. ball released 6-12 inches over the foul line b. trunk is inclined forward over the foul line and opposing knee is bent c. shoulders level and square with the pins d. follow through should reach shoulder height e. position held until ball is two thirds of the way down the alley 																											
Release Plus Accuracy	<p style="text-align: center;">NINTH GRADE</p> <p>1.5 Given a verbal request, the student can properly deliver a bowling ball and knock down the 1, 2 and 3 pins on 3/5 first ball attempts.</p>																											
Release, Accuracy and Spare Conversions	<p style="text-align: center;">NINTH GRADE</p> <p>1.6 Given a verbal request, the student can properly deliver the bowling ball while converting any three of the following starting pins:</p> <ul style="list-style-type: none"> a. 10 pin b. 7 pin c. 1-5 pins d. 2-4-7 pins e. 3-6-10 pins 																											
Participation	<p>2. To participate in a functional game of bowling.</p>																											
Scoring	<p style="text-align: center;">NINTH GRADE</p> <p>2.1 Given a verbal request, the student can correctly score a regulation game of 10 frames as follows:</p> <ul style="list-style-type: none"> a. a strike earns a bonus of all pins knocked down by the next two balls in the next frame using the symbol X for strikes b. a spare earns a bonus of pins knocked down by the first ball in the following frame. Using the symbol / for spare c. an error is failure to knock down all pins with two balls and pin number is added to previous frame total d. score the tenth frame by awarding one extra ball for a spare and two extra balls for a strike 	<p>2.1</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>4</td><td>2</td><td>3</td><td>7</td><td>X</td><td>1</td><td>X</td><td>X</td><td>7</td><td>9</td><td>X</td><td>X</td><td>9</td> </tr> <tr> <td>6</td><td>23</td><td>32</td><td>52</td><td>72</td><td>99</td><td>118</td><td>127</td><td>147</td><td>176</td><td></td><td></td><td></td> </tr> </table>	4	2	3	7	X	1	X	X	7	9	X	X	9	6	23	32	52	72	99	118	127	147	176			
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PHYSICAL EDUCATION

INDIVIDUAL SPORTS

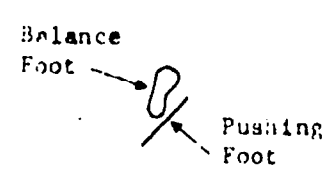
Bowling

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Game	<p style="text-align: center;">NINTH GRADE</p> <p>2.2 Given a regulation bowling alley, with regulation bowling ball, a score sheet and shoes, the student can bowl three games characterized by:</p> <ul style="list-style-type: none">a. proper deliveryb. appropriate adjustments for spare conversionc. score two of the three games correctly	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Skating

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Forward Stroke	<p>1. To demonstrate proficiency in forward stroking.</p> <p style="text-align: center;">NINTH GRADE</p> <p>1.1 Given smooth, unobstructed ice, the student can skate 30 feet without falling (2 out of 3 times) in a manner characterized by:</p> <ul style="list-style-type: none"> a. forward movement with small, parallel steps (shuffle - type movement) b. head up, eyes forward - slight forward lean of upper trunk c. arms out to side for balance <p style="text-align: center;">NINTH GRADE</p> <p>1.2 Given smooth, unobstructed ice, the student can skate forward 20 feet without falling (2 out of 3 times) in a manner characterized by:</p> <ul style="list-style-type: none"> a. starting with feet parallel, 2-3 inches apart b. weight distributed equally over both feet but back toward heels c. head up, shoulders aligned over hips d. both knees bend and feet move diagonally forward and outward to a distance shoulder width apart -upper trunk must remain straight -weight on inside edges of blades -arms out to side e. both knees straighten and both feet move simultaneously back to original line of direction <p style="text-align: center;">NINTH GRADE</p> <p>1.3 Given smooth, unobstructed ice, the student can skate forward 30 feet without falling (2 out of 3 times) in a manner characterized by:</p> <ul style="list-style-type: none"> a. dominant foot placed at 45° angle to front foot and pushes with inside edge of blade b. dominant foot swings forward and is placed parallel to other foot for glide on flat of blade c. body inclined forward during pushing phase and straighten for glide 	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Skating

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Stopping	<p style="text-align: center;">NINTH GRADE</p> <p>1.4 Given smooth, unobstructed ice, the student can skate forward 30 feet without falling (2 out of 3 times) in a manner characterized by:</p> <ul style="list-style-type: none"> a. alternate pushing foot <ul style="list-style-type: none"> -pushing foot placed at 45° angle to balance foot and pushes with inside edge of blade b. balance foot contacts ice with outside edge of blade <ul style="list-style-type: none"> -body straightens during balance phase c. length of glide phase 3 times as long as pushing phase <p>2. To demonstrate functional stopping skill.</p> <p style="text-align: center;">NINTH GRADE</p> <p>2.1 Given that the student is moving at a slow speed, he can stop without falling (3 out of 5 times) in a manner characterized by:</p> <ul style="list-style-type: none"> a. gliding on both feet until momentum is almost gone b. stopping forward motion by putting both hands out to touch a stable object (wall, bench) c. bending the elbows upon contact with the stable object <p style="text-align: center;">NINTH GRADE</p> <p>2.2 Given that the student is moving at a slow speed, he can execute a snow plow stop (2 out of 3 times) in a manner characterized by:</p> <ul style="list-style-type: none"> a. knees slightly bent and feet pushed diagonally forward <ul style="list-style-type: none"> -skates on flat of blade -weight remains slightly forward b. body remains upright from hips <ul style="list-style-type: none"> -head up; eyes forward straight ahead -shoulders aligned over hips <p style="text-align: center;">NINTH GRADE</p> <p>2.3 Given that the student is moving at a moderate speed, he can execute a side stop without falling (3 out of 4 times) in a manner characterized by:</p> <ul style="list-style-type: none"> a. gliding on flat of both blades <ul style="list-style-type: none"> -feet 2-3 inches apart b. hips turn sharply in a 1/4 turn <ul style="list-style-type: none"> -skates move to edges (outside edge of back foot and inside edge of front foot) c. knees bent and feet (edges of skates) press against ice d. arms out to side of body 	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Skating

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Crossovers	<p>3. To demonstrate functional crossovers.</p> <p style="text-align: center;">NINTH GRADE</p> <p>3.1 Given a slow speed, the student can crossover without falling (2 out of 3 times) in a manner characterized by:</p> <ul style="list-style-type: none"> a. two foot glide on flat of both blades b. weight shifts to inside foot as skater approaches turn c. during turn, both feet in contact with ice but weight balanced on inside foot d. arms out to the side for balance <p style="text-align: center;">NINTH GRADE</p> <p>3.2 Given a slow speed and smooth, unobstructed ice, the student can crossover without falling (2 out of 3 times) in a manner characterized by:</p> <ul style="list-style-type: none"> a. balancing on outside edge of inside foot b. crossing the outside foot over the contact leg and placing skate on inside edge -weight transfers at moment of contact with ice c. posture upright in good balance d. arms out to side 	
Change of Direction	<p>4. To demonstrate a functional change of direction.</p> <p style="text-align: center;">NINTH GRADE</p> <p>4.1 Given smooth, unobstructed ice, a slow speed and physical support from a partner, the student can turn 2 out of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. holding hands with partner in crossover position (right hand of skater holds right hand of partner; left hand of skater crosses on top of joined right hands to hold hand of partner) b. gliding on flat of both blades -maintain a slow speed c. turn 180° at hips and glide backward -partner pulls hands to initiate turn -maintain contact on flat of blade 	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Skating

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Backward Stroking</p>	<p style="text-align: center;">NINTH GRADE</p> <p>4.2 Given smooth, unobstructed ice and a slow speed, the student can turn 3 out of 4 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. gliding on flat of both blades b. turning 180° and gliding backward -turn at hips c. arms out for balance <p style="text-align: center;">NINTH GRADE</p> <p>4.3 Given smooth, unobstructed ice and a slow speed, the student can turn 3 out of 4 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. gliding on the flat of <u>one</u> skate b. turning 180° and gliding backwards on contact foot c. free foot held diagonally backward with slight bend at knee; swings forward during turn d. arms out for balance 	
	<p>5. To demonstrate functional backward stroking.</p> <p style="text-align: center;">NINTH GRADE</p> <p>5.1 Given smooth, unobstructed ice, the student can skate (scull) backwards for 20 feet (2 out of 3 times) in a manner characterized by:</p> <ul style="list-style-type: none"> a. starting with feet parallel, 2-3 inches apart b. both knees bent and feet move diagonally backward and outward to a distance shoulder width apart -upper trunk must remain straight -weight on inside edges of blades c. both knees straighten and both feet move simultaneously back to original line of direction d. arms out to side <p style="text-align: center;">NINTH GRADE</p> <p>5.2 Given smooth, unobstructed ice, the student can skate backward for 20 feet (2 out of 3 times) in a manner characterized by:</p> <ul style="list-style-type: none"> a. sculling to gain momentum (about 6-8 feet) b. scull and glide -scull on inside edges -glide on flat c. body "dips" (knees bent, trunk straight) during scull and trunk straight d. arms out to side 	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

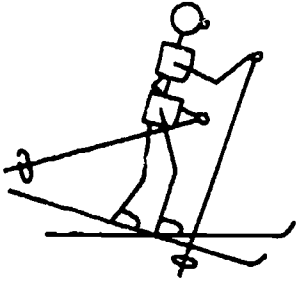
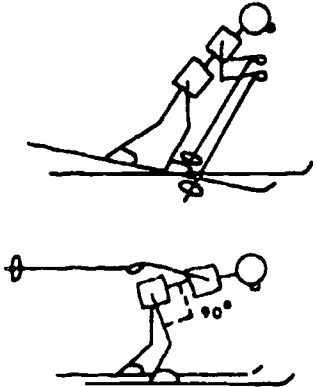
Skating

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<p style="text-align: center;">NINTH GRADE</p> <p>5.3 Given smooth, unobstructed ice, the student can skate backward 20 feet without falling (2 out of 3 times) in a manner characterized by:</p> <ul style="list-style-type: none">a. scull with alternate foot and lift sculling footb. glide on outside edge of contact foot <p style="text-align: center;">NINTH GRADE</p> <p>5.4 Given smooth, unobstructed ice, the student can skate backwards 30 feet without falling (2 out of 3 times) in a manner characterized by:</p> <ul style="list-style-type: none">a. scull with alternate foot and lift sculling footb. glide on outside edge of contract foot	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

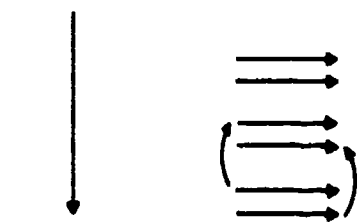
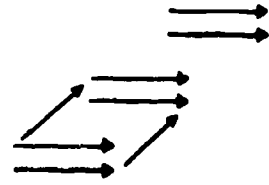
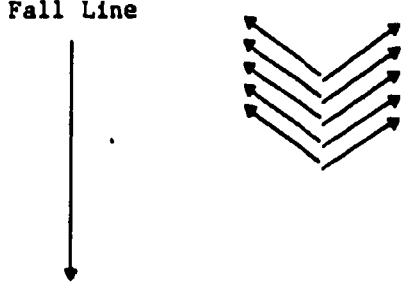
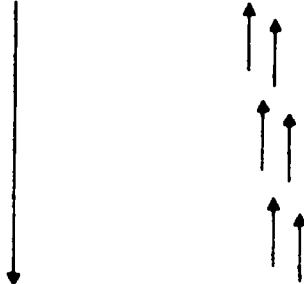
Cross Country Skiing

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Walking Single Poling Step - Glide	<p>1. To demonstrate a functional capacity to move forward on skis while on flat terrain.</p> <p style="text-align: center;">NINTH GRADE</p> <p>1.1 Given a verbal request, the student can walk on flat terrain in a manner characterized by:</p> <ol style="list-style-type: none">a. an alternating forward sliding of the skisb. a cross extension of arms and legs (right foot slides forward as left pole is planted)c. a pole plant even with heel <p style="text-align: center;">NINTH GRADE</p> <p>1.2 Given a verbal request, the student can execute the single poling step-glide on flat terrain in a manner characterized by:</p> <ol style="list-style-type: none">a. a hard push from ball of foot of drive leg (kick leg) and a simultaneous sliding forward of the trail leg to receive weightb. all weight transferred to ball of glide footc. at end of glide step ski is flat and pressed into the snow to provide a base for initiating a glide on the alternating ski (push-off)d. pole on glide leg side planted even with the heel of the drive leg as the glide leg begins to slide forwarde. track of skis 4-6 inches apart	 <p>d. The pole plant used to kick off left foot and glide on right.</p>
Double Poling	<p style="text-align: center;">NINTH GRADE</p> <p>1.3 Given a verbal request, the student can double pole on flat terrain in a manner characterized by:</p> <ol style="list-style-type: none">a. step glide in manner indicated in 1.2b. double pole plant near heel of boot with push of (kick) of each drive legc. the upper body - thigh angle is approximately 90° as the poling motion is completed	
Climbing	<p>2. To demonstrate the ability to climb uphill with skis.</p>	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

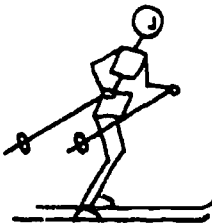
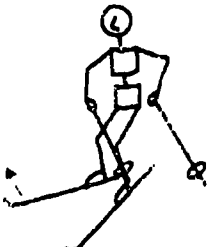
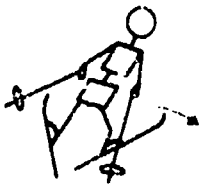
Cross Country Skiing

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Side Step	<p style="text-align: center;">NINTH GRADE</p> <p>2.1 Given a verbal request, the student can side step 15' up an intermediate hill in a manner characterized by:</p> <ol style="list-style-type: none"> a. skis directly across the fall line b. set the edges by keeping ankles, knees and hips into the hill c. step sideways uphill with uphill ski, using the downhill ski as a base from which to push d. bring downhill ski alongside uphill ski 	<p style="text-align: center;">Fall Line</p> 
Diagonal (Traverse) Side Step	<p style="text-align: center;">NINTH GRADE</p> <p>2.2 Given a verbal request, the student can diagonally side step 30' up an intermediate hill in a manner characterized by:</p> <ol style="list-style-type: none"> a. edging and fall line - ski angle the same as side stepping (2.1) b. a step uphill and in front of downhill ski c. downhill ski moves up and forward to become parallel with uphill ski 	
Herringbone	<p style="text-align: center;">NINTH GRADE</p> <p>2.3 Given a verbal request, the student can herringbone 30' up an intermediate hill in a manner characterized by:</p> <ol style="list-style-type: none"> a. heels of skis close together, tips spread wide b. move directly up fall line c. weight transfer alternates from one ski to the other d. inside edge of each ski firmly set e. poles are planted on downhill side of skis near shoulder width in an alternating fashion (right pole planted as left ski is elevated...) 	<p style="text-align: center;">Fall Line</p> 
Straight Up Walk	<p style="text-align: center;">NINTH GRADE</p> <p>2.4 Given a verbal request, the student can walk straight up beginner's hill in a manner characterized by:</p> <ol style="list-style-type: none"> a. use of diagonal stride (1:1.3) b. purchase front ski (flat and well set) c. soft flexible knee action d. step forward gently and then press firmly to set 	<p style="text-align: center;">Fall Line</p> 

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Cross Country Skiing

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Skiing Downhill</p> <p>Straight Run</p> <p>Traverse</p>	<p>3. To demonstrate a functional ability to ski downhill.</p> <p style="text-align: center;">NINTH GRADE</p> <p>3.1 Given a verbal request, the student can straight run down a beginner's hill in a manner characterized by:</p> <ul style="list-style-type: none"> a. skis flat and parallel at hip width b. stance nearly upright with knees and ankles flexed c. weight flat on skis equally distributed on both skis and on the heels of the feet d. hands at hip level, forward and away from body e. pole tips behind boot <p style="text-align: center;">NINTH GRADE</p> <p>3.2 Given a verbal request, the student can traverse an intermediate hill in a manner characterized by:</p> <ul style="list-style-type: none"> a. skis 3-6 inches apart and parallel b. ankles, knees and hips positioned into the slope c. knees, hips slightly flexed d. weight on heels of foot <p style="text-align: center;">NINTH GRADE</p> <p>3.3 Given a verbal request, the student can execute a step turn in a manner characterized by:</p> <ul style="list-style-type: none"> a. lift the ski on the turn side out of the track and toward the direction of the turn b. transfer weight to that ski c. bring other ski alongside d. weight back on heels e. double pole as turn is started <p style="text-align: center;">NINTH GRADE</p> <p>3.4 Given a verbal request, the student can stop from a straight run or traverse by executing a turn into the hill as described in 3.3.</p>	   <p style="text-align: center;">Front View Back View</p>

Physical Awareness

PHYSICAL EDUCATION

PHYSICAL AWARENESS

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Orientation to Self

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS																								
<p>Large Body Parts</p> <p>On Self</p> <p>On Partner</p>	<p>1. To demonstrate knowledge of large body parts.</p> <p style="text-align: center;">THIRD GRADE</p> <p>1.1 Given the names, the student can correctly indicate by pointing to or touching all of the following large body parts:</p> <table style="margin-left: 40px;"> <tr> <td>head</td> <td>back</td> </tr> <tr> <td>arms</td> <td>seat</td> </tr> <tr> <td>shoulders</td> <td>hips</td> </tr> <tr> <td>legs</td> <td>chest</td> </tr> <tr> <td>stomach</td> <td></td> </tr> </table> <p style="text-align: center;">THIRD GRADE</p> <p>1.2 Given the names, the student can correctly indicate by pointing to or touching all of the following large body parts on a partner:</p> <table style="margin-left: 40px;"> <tr> <td>head</td> <td>back</td> </tr> <tr> <td>arms</td> <td>seat</td> </tr> <tr> <td>shoulders</td> <td>hips</td> </tr> <tr> <td>legs</td> <td>chest</td> </tr> <tr> <td>stomach</td> <td></td> </tr> </table>	head	back	arms	seat	shoulders	hips	legs	chest	stomach		head	back	arms	seat	shoulders	hips	legs	chest	stomach						
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<p>Small Body Parts</p> <p>On Self</p> <p>On Partner</p>	<p>2. To demonstrate knowledge of small body parts.</p> <p style="text-align: center;">THIRD GRADE</p> <p>2.1 Given the following names, the student can correctly indicate by pointing to or touching each of the following small body parts:</p> <table style="margin-left: 40px;"> <tr> <td>eyes</td> <td>elbows</td> </tr> <tr> <td>ears</td> <td>feet</td> </tr> <tr> <td>nose</td> <td>toes</td> </tr> <tr> <td>mouth</td> <td>knees</td> </tr> <tr> <td>hands</td> <td>heels</td> </tr> <tr> <td>fingers</td> <td></td> </tr> </table> <p style="text-align: center;">THIRD GRADE</p> <p>2.2 Given the names, the student can correctly indicate by pointing to or touching all of the following small body parts on a partner:</p> <table style="margin-left: 40px;"> <tr> <td>eyes</td> <td>elbows</td> </tr> <tr> <td>ears</td> <td>feet</td> </tr> <tr> <td>nose</td> <td>toes</td> </tr> <tr> <td>mouth</td> <td>knees</td> </tr> <tr> <td>hands</td> <td>heels</td> </tr> <tr> <td>fingers</td> <td></td> </tr> </table>	eyes	elbows	ears	feet	nose	toes	mouth	knees	hands	heels	fingers		eyes	elbows	ears	feet	nose	toes	mouth	knees	hands	heels	fingers		
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<p>Body Surfaces</p> <p>On Self</p>	<p>3. To demonstrate knowledge of body surfaces.</p> <p style="text-align: center;">THIRD GRADE</p> <p>3.1 When asked to identify each of the following body surfaces, the student</p>																									

PHYSICAL EDUCATION

PHYSICAL AWARENESS


Orientation to Self

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p style="text-align: center;">On Partner</p> <p style="text-align: center;">Surfaces of Body Parts</p> <p style="text-align: center;">On Self</p> <p style="text-align: center;">On Partner</p>	<p>can correctly point to or touch the appropriate surface:</p> <p>front of your body back of your body side of your body</p> <p style="text-align: center;">THIRD GRADE</p> <p>3.2 Given a verbal cue, the student can correctly indicate by pointing to or touching on a partner all of the following body planes:</p> <p>partner's front partner's back partner's side</p>	
	<p>4. To demonstrate knowledge of surfaces of body parts.</p> <p style="text-align: center;">THIRD GRADE</p> <p>4.1 When asked to identify each of the following, the student can indicate by pointing to or touching the appropriate plane 2 out of 3 times:</p> <p>front of your leg back of your hand side of your arm top of your foot bottom of your foot</p>	
	<p style="text-align: center;">THIRD GRADE</p> <p>4.2 When asked to identify each of the following, the student can correctly indicate by pointing to or touching the appropriate plane on a partner 2 out of 3 times:</p> <p>front of partner's leg back of partner's head side of partner's foot top of partner's foot bottom of partner's foot</p>	
<p style="text-align: center;">Body Postures</p> <p style="text-align: center;">On Self</p> <p style="text-align: center;">On Partner</p>	<p>5. To demonstrate knowledge of body postures.</p> <p style="text-align: center;">THIRD GRADE</p> <p>5.1 Given a verbal request to <u>lie</u>, <u>sit</u>, <u>stand</u>, or <u>kneel</u>, the student can correctly assume all of the named positions.</p> <p style="text-align: center;">THIRD GRADE</p> <p>5.2 When asked to identify the following basic body positions, the student can correctly point to the student demonstrating each of the following positions:</p> <p style="margin-left: 40px;">sit stand</p> <p style="margin-left: 40px;">lie kneel</p>	

PHYSICAL EDUCATION

PHYSICAL AWARENESS

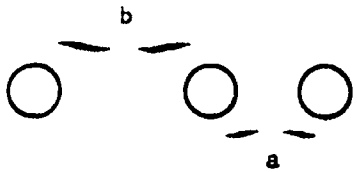
Orientation to the Environment

TOPIC	PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
<p>Effective Use of Space</p> <p>Personal Space</p> <p>General Space</p>	<p>6. To demonstrate use of space.</p> <p>THIRD GRADE</p> <p>6.1 Given the request, "Show me your personal space," the student can move his body in such a manner that he used all of the space within reach that surrounds his body.</p> <p>THIRD GRADE</p> <p>6.2 Given the request, "Show me general space," the student can move throughout the room with some locomotor pattern and/or point to or touch the confines of general space (i.e., walls, floor and ceiling).</p>	
<p>Positions of Space</p> <p>High and Low</p> <p>Front & Back, Over & Under, In & Out</p>	<p>7. To demonstrate positions of space.</p> <p>THIRD GRADE</p> <p>7.1 Given a situation in which one person is standing and one person is stooping (squatting), the student can correctly point to or name the person that is high and the person that is low, 2 out of 3 times as each is requested.</p> <p>THIRD GRADE</p> <p>7.2 Given a request to move in one of the following positions in relationship to an object, the student can respond correctly 2 out of 3 times to all of the following:</p> <p>in front of over in back of under out of</p> <p>THIRD GRADE</p> <p>7.3 Given a request to stand between two objects or students, the student can move into the correct position, two out of three times.</p>	
<p>Between</p> <p>Directions of Space</p> <p>Forward & Backward Sideways Up & Down</p> <p>Around Toward & Away Right & Left</p>	<p>THIRD GRADE</p> <p>8.1 Given a request to move in one of the following directions, the student can respond correctly in every instance.</p> <p>forward up backward down sideways</p> <p>THIRD GRADE</p> <p>8.2 Given the request to move in one of the following directions, the stu-</p>	

PHYSICAL EDUCATION

PHYSICAL AWARENESS

Orientation to the Environment

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Distances of Space</p> <p>Nearer-Farther</p>	<p>dent can respond correctly to all of the following:</p> <p>around me to your right toward me to your left away from the man</p> <p>9. To demonstrate knowledge of distances of space.</p> <p style="text-align: center;">THIRD GRADE</p> <p>9.1 Given that two objects are placed five feet and twenty feet from the learner, the student can correctly identify by pointing to or touching, 2 out of 3 times, the one that is:</p> <p>a. near b. far</p>	
<p>Size of Object</p> <p>Large - Small Big - Little</p>	<p>9.2 Given that three objects are placed five, ten, and twenty feet from the learner, the student can correctly identify the ones that are:</p> <p>a. farthest apart b. closer together</p> <p>10. To demonstrate knowledge of size of objects.</p> <p style="text-align: center;">THIRD GRADE</p> <p>10.1 Given sets of two objects of different sizes, the student can correctly point to or name the object that is largest/biggest, 3 out of 5 times.</p>	
<p>Lengths</p>	<p>10.2 Given sets of two objects of different lengths, the student can correctly point to or name the one that is longest 3 out of 5 times.</p> <p style="text-align: center;">THIRD GRADE</p>	
<p>Shape of Objects</p> <p>Flat Round Straight</p> <p>(Geometric Shapes) Square Circle Line Triangle</p>	<p>11. To demonstrate knowledge of shapes of objects.</p> <p style="text-align: center;">THIRD GRADE</p> <p>11.1 Given three objects of different shapes (mat, bat, batting tee), the student can correctly point to or name the object that is:</p> <p>a. flat b. round c. straight</p> <p style="text-align: center;">THIRD GRADE</p> <p>11.2 Given each one of the following cues, the student can correctly indicate the following shapes by following the instructions:</p>	

PHYSICAL EDUCATION

PHYSICAL AWARENESS

Orientation to the Environment

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<ul style="list-style-type: none">a. Touch four corners of a squareb. Walk around a circlec. Walk a straight lined. Touch three corners of a triangle	

PHYSICAL EDUCATION

PHYSICAL AWARENESS

Orientation to Body Actions

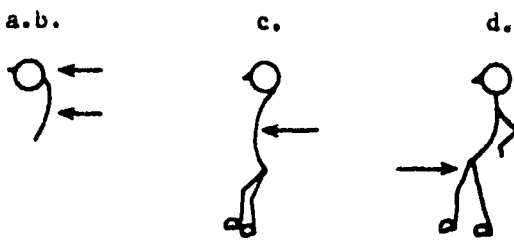
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Body Action</p> <p>Total Body: bend/stretch, side-to-side rotation</p> <p>Body Parts: bend/stretch, swing, twist</p>	<p>12. To demonstrate body action.</p> <p>THIRD GRADE</p> <p>12.1 Given a verbal request to demonstrate each of the following body actions, the student will respond with the correct movements:</p> <p>bending - lie in a supine position with knees bent, hands on shoulders and curl up until his head touches his knees</p> <p>stretching - lie in a supine position and simultaneously stretch all four limbs and the neck</p> <p>side-to-side movement - assume a straddle position and shift his weight from right to left in a continuous pattern with little foot movement</p> <p>rotation - turn in place</p> <p>THIRD GRADE</p> <p>12.2 Given a verbal request to do each of the following body part actions, the student will respond with the correct movement:</p> <p>bend - arm, leg, neck, or at hips</p> <p>stretch - arm or leg, keeping other body parts stationary</p> <p>swing - arm or leg, keeping other body parts stationary</p> <p>twist - arm or leg rotating it inward or outward, keeping other body parts stationary</p>	

Posture

PHYSICAL EDUCATION

POSTURE

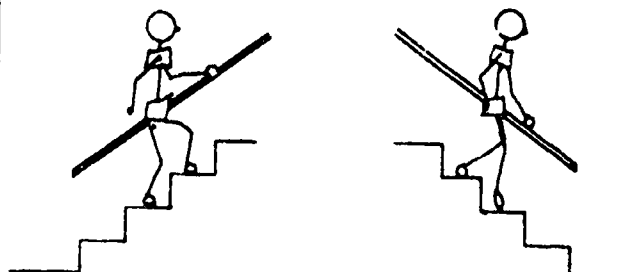
Static and Dynamic Alignment

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Standing</p> <p>Identification (lateral view)</p> <p>Lateral alignment</p> <p>Identification (dorsal view)</p> <p>Dorsal alignment</p>	<p>1. To demonstrate the ability to properly align the body segments when standing.</p> <p style="text-align: center;">THIRD GRADE</p> <p>1.1 Given a verbal explanation and a model, picture or demonstration of good and bad alignment at each body segment from the side, the student can identify by showing, or saying the correct alignment, two out of three times, when asked by the teacher, "Which is the better way to stand?"</p> <p>Body Parts:</p> <ol style="list-style-type: none"> knees hips shoulders head <p style="text-align: center;">THIRD GRADE</p> <p>1.2 Given a verbal explanation and demonstration and the situation of aligning his body segments from the lateral view against a line, the student can assume a position with no more than two deviations.</p> <p>Possible Deviations:</p> <ol style="list-style-type: none"> head - forward, tipped upward shoulders - rotated in, back tense lumbar spine - increased, flat hips - forward pelvis - tilted <p style="text-align: center;">THIRD GRADE</p> <p>1.3 Given a verbal explanation, a model, picture, or demonstration of good and bad alignment at each body segment from the ventral or dorsal view, the student can choose by pointing to, showing, or saying the correct position, two out of three times, when asked by the teacher, "Which is the best way to have your (body part) when standing?"</p> <p>Body Parts:</p> <ol style="list-style-type: none"> feet knees hips shoulders trunk head <p style="text-align: center;">THIRD GRADE</p> <p>1.4 Given a verbal explanation, a demonstration and the situation of assuming a correct position from the ventral or dorsal view, the student can assume the position with no more than two deviations.</p>	

PHYSICAL EDUCATION

POSTURE




Static and Dynamic Alignment

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS																				
<p>Walking</p> <p>Identification</p>	<p>Possible Deviations:</p> <ul style="list-style-type: none"> a. head - lean (R or L) b. shoulders - high, lean, twist (R or L) c. hips - lean, twist (R or L) d. knees - rotated (in or out), knock kneed e. feet - toed i , toed out <p>2. To demonstrate the ability to properly align the body segments while walking.</p> <p style="text-align: center;">THIRD GRADE</p> <p>2.1 Given a verbal request, a model, picture, or demonstration of good and bad actions of different body parts during walking, the student can choose the correct action, two out of three times, when asked by the teacher, "Which is the correct way to have your (body part) when walking?"</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Body Parts:</td> <td style="width: 50%;">Correct Actions:</td> </tr> <tr> <td>a. head</td> <td>-erect, aligned over shoulders</td> </tr> <tr> <td>b. shoulders</td> <td>-easy (with blades flat) balanced</td> </tr> <tr> <td>c. pelvis (hips)</td> <td>-balanced over legs</td> </tr> <tr> <td>d. knees</td> <td>-"easy"</td> </tr> <tr> <td>e. feet</td> <td>-straight ahead</td> </tr> <tr> <td>f. heels</td> <td>-take initial weight change</td> </tr> <tr> <td>g. arms</td> <td>-swing in opposition</td> </tr> </table>	Body Parts:	Correct Actions:	a. head	-erect, aligned over shoulders	b. shoulders	-easy (with blades flat) balanced	c. pelvis (hips)	-balanced over legs	d. knees	-"easy"	e. feet	-straight ahead	f. heels	-take initial weight change	g. arms	-swing in opposition					
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<p>Walking</p>	<p style="text-align: center;">THIRD GRADE</p> <p>2.2 Given a verbal request to walk 20 feet with proper alignment, the student can show proper body alignment in walking.</p>																					
<p>Walking upstairs</p>	<p style="text-align: center;">THIRD GRADE</p> <p>2.3 Given a verbal request, the student can walk up and down at least 8 steps in a manner characterized by:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Direction:</td> <td style="width: 50%;">Acceptable Responses:</td> </tr> <tr> <td>a. both</td> <td>-head-shoulders-hips aligned vertically</td> </tr> <tr> <td></td> <td>-eyes focused at end of stairway</td> </tr> <tr> <td></td> <td>-hand resting on, but not gripping rail</td> </tr> <tr> <td></td> <td>-smooth movement</td> </tr> <tr> <td>b. upstairs</td> <td>-hips slightly flexed</td> </tr> <tr> <td></td> <td>-toes catch initial weight</td> </tr> <tr> <td></td> <td>-whole foot placed on stair</td> </tr> <tr> <td>c. downstairs</td> <td>-one leg bent to lower weight</td> </tr> <tr> <td></td> <td>-toe of down leg</td> </tr> </table>	Direction:	Acceptable Responses:	a. both	-head-shoulders-hips aligned vertically		-eyes focused at end of stairway		-hand resting on, but not gripping rail		-smooth movement	b. upstairs	-hips slightly flexed		-toes catch initial weight		-whole foot placed on stair	c. downstairs	-one leg bent to lower weight		-toe of down leg	
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PHYSICAL EDUCATION

POSTURE

Static and Dynamic Alignment

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Sitting and Rising	<p style="text-align: center;">catches initial weight</p> <p>3. To demonstrate the ability to properly align the body segments in both sitting and rising movements.</p>	
Raising & lowering	<p style="text-align: center;">THIRD GRADE</p> <p>3.1 Given a verbal request, the student can show proper control and alignment of his body parts in lowering and raising his body weight into and out of a chair, as indicated below:</p> <p>Body Part: Proper Control:</p> <p>a. head -aligned over shoulders</p> <p>b. shoulders -even and easy</p> <p>c. hips -slightly bent</p> <p>d. feet -slight forward stride</p> <p>e. back leg -against chair</p> <p>f. thighs -initiate lowering</p>	<p style="text-align: right;">3.1 </p>
Sitting	<p style="text-align: center;">THIRD GRADE</p> <p>3.2 Given a verbal request, the student can show proper body alignment sitting on each of the suggested surfaces:</p> <p>Proper Alignment: Suggested Surface:</p> <p>a. head-shoulders soft chairs</p> <p> -hips aligned hard chairs</p> <p>b. weight evenly bleachers</p> <p> distributed</p> <p>c. back against chair back</p> <p>d. feet on floor</p>	<p style="text-align: right;">3.2 </p>
Sitting at a desk	<p style="text-align: center;">THIRD GRADE</p> <p>3.3 Given a verbal request the student can display correct posture sitting at a table (desk).</p> <p>Acceptable Responses:</p> <p>a. head and trunk aligned</p> <p>b. hip slightly bent</p> <p>c. weight evenly distributed</p> <p>d. feet flat on floor</p> <p>e. body 4" to 6" from desk</p> <p>f. back away from back of chair</p> <p>g. hips resting against back of chair</p> <p>h. arms and hands resting comfortably</p>	<p style="text-align: right;">3.3 </p>

PHYSICAL EDUCATION

POSTURE

Alignment in Work Tasks

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Carrying Objects</p> <p>Level one</p> <p>Level two</p>	<p>4. To demonstrate the ability to properly position the body while holding and carrying objects of different sizes and weights.</p> <p style="text-align: center;">THIRD GRADE</p> <p>4.1 Given objects of various weights and shapes to hold, the student can show proper body position for each of the following objects:</p> <p>Acceptable Response: Objects:</p> <p>a. slight elbow bend -3 lb. package to hold object as 12" x 6"x 18" close to the center of gravity of the body as possible</p> <p>-long object -suitcase</p> <p>b. head-shoulders-hips aligned</p> <p>c. as little tilt as possible toward the object</p> <p style="text-align: center;">THIRD GRADE</p> <p>4.2 Given a verbal request, objects of various weights and shapes to a distance of 30 feet, the student can maintain a proper body position for each of the following objects:</p> <p>Object: Acceptable Response:</p> <p>a. long object -under arm or in hand</p> <p>b. suitcase(s) -by the grip (one in each hand for balance if possible) for one suitcase extend free arm sideward for counter-balance</p> <p>c. 10 lb. package (12"x6"x15") -carry in front of body a little to one side, support on the bottom by hand...?</p>	
<p>Lifting</p> <p>Lifting from floor</p>	<p>5. To demonstrate the ability to position the body when lifting objects of various sizes and weights, from the floor or a shelf.</p> <p style="text-align: center;">THIRD GRADE</p> <p>5.1 Given a verbal request, the student can position the body in lifting and lowering each of the following objects in a manner characterized by:</p> <p>a. Lifting and lowering objects on one side</p> <p>Object: Acceptable Response:</p> <p>-suitcase -position the body close to the object</p> <p>-shopping</p>	

PHYSICAL EDUCATION

POSTURE

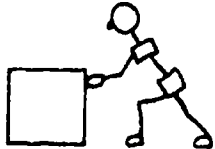
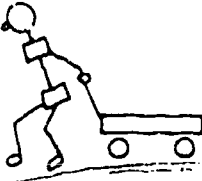
Alignment in Work Tasks

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Lifting with a Partner	<p>bag before stooping -board -grip the object -other firmly with one light hand -lift, using the legs to push the body up- ward -hold the other arm away from the body (for balance), if necessary</p> <p>b. Lifting and lowering objects to the front</p> <p>Object: Acceptable Response: -box -face the direction -bag one is going to move -other -position the body heavy close to the object objects before stooping -stoop, placing the forward knee beside the object -lift object to the forward knee using the arms and upper back -holding the object in both hands with the elbows slightly bent, use the legs to push the body to an upright position</p>	
Lifting from shelf	<p style="text-align: center;">THIRD GRADE</p> <p>5.2 Given a verbal request, the student can position the body in lifting a folded tumbling mat with another person in the following manner:</p> <p>a. face partner b. forward stride position near end of mat c. head-shoulder-hips aligned d. weight evenly distributed e. thighs used as primary movers f. stoop, placing the forward knee beside the object g. both partners grasp mat firmly underneath h. one person lifts mat to forward knee i. second person lifts mat to for- ward knee j. together, both partners rise k. elbows slightly bent</p> <p style="text-align: center;">THIRD GRADE</p> <p>5.3 Given a verbal request, the student can remove an object from a shelf in a manner characterized by:</p>	

PHYSICAL EDUCATION

POSTURE

Alignment in Work Tasks

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Pushing and Pulling</p> <p>Push</p> <p>Pull</p>	<p>a. a forward stride as close to the shelf as possible with proper body alignment</p> <p>b. pulling the object to edge of shelf and taking initial weight on arms and shoulders</p> <p>c. bring object close to the body and transfer full weight to the legs</p> <p>d. assume proper alignment</p> <p>e. no attempt to turn to move in another direction until carry position is reached, then turn slowly</p> <p>6. To demonstrate the ability to properly position the body when pushing or pulling objects of a wide range of shapes, sizes and weights.</p> <p style="text-align: center;">THIRD GRADE</p> <p>6.1 Given a verbal request, the student can push a 15 lb. (2'x2' x 2') object in a manner characterized by:</p> <p>a. faces the object in the direction he wishes to push</p> <p>b. assumes a forward stride position close to the object</p> <p>c. inclines (leans) his body toward the object from the ankles</p> <p>d. places hands at object's center of gravity (weight)</p> <p>e. uses his legs to push strongly against the floor</p> <p>f. holds upper body firm and in alignment</p> <p>g. continues object in motion with legs pushing one after the other</p> <p style="text-align: center;">THIRD GRADE</p> <p>6.2 Given a verbal request, the student can pull a wagon with a 20 lb. weight in it in a manner characterized by:</p> <p>a. faces away from the object in the direction he wishes to pull</p> <p>b. assumes a forward stride position</p> <p>c. grasps wagon's handle firmly in two hands behind the body at hip level</p> <p>d. flexes hips slightly</p> <p>e. keeps body low in relatively straight alignment</p> <p>f. pushes diagonally down and backward with legs</p> <p>g. maintains good body alignment throughout pull</p> <p>h. continues object in motion by alternating pushing with the feet</p>	<p>6.1 </p> <p>6.2 </p>

Track and Field

PHYSICAL EDUCATION

TRACK & FIELD

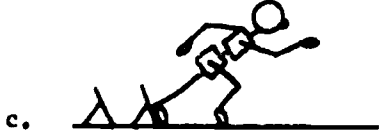
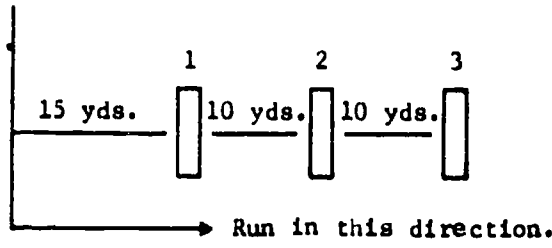
Track Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Sprinting</p> <p>Starting</p>	<p>1. To demonstrate functional sprinting ability.</p> <p>SIXTH GRADE</p> <p>1.1 Given a verbal request and a set of starting blocks, the student can start a sprint race 3/4 times in a manner characterized by:</p> <p>At the command "take your mark":</p> <ul style="list-style-type: none"> a. both feet firmly placed against starting blocks - toes touching the ground b. blocks adjusted with preferred push-off foot forward c. eyes focused on track 10-15 feet in front of starting line - shoulders relaxed d. hands behind line and approximately shoulder width apart e. weight supported by fingers and thumbs (not palm of hand) f. knee of back leg resting on the ground g. a relaxed, motionless position assumed as quickly after the command is given as is possible h. attention directed solely toward the next command of the starter <p>At the command "set":</p> <ul style="list-style-type: none"> a. knee of the back leg is raised from the ground as the buttocks are raised to a position slightly higher than the shoulders b. weight is shifted forward so that the hands now support much more weight c. constant application of even pressure by both feet against the starting blocks d. eye focused on track 10-15 feet in front of starting line (not down the track to the finish line) e. runner moves to this set position f. runner must remain motionless in this position for approximately 2 seconds g. attention is directed solely to the firing of the gun 	

PHYSICAL EDUCATION

TRACK & FIELD

Track Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<p>At the "bang" of the gun:</p> <ol style="list-style-type: none"> a vigorous force applied against both starting blocks by the feet a vigorous thrust forward of the back leg as first stride is begun a vigorous thrust forward of the arm opposite the back leg as the other arm goes backward eyes focused on track no more than 3-5 yards ahead purposeful attempt to throw center of gravity forward of base of support in an effort to get a low, driving start great force applied against blocks by front foot and leg a smooth, running motion away from the mark - as opposed to the tendency to jump away from the blocks and then start to run 	 <p>c.</p>
<p>Running Form</p>	<p>SIXTH GRADE</p> <p>1.2 Given a mature running pattern and a verbal request, the student can sprint 50 yards in a manner characterized by the following modification of the mature run to sprinting:</p> <ol style="list-style-type: none"> foot plan on the ball of the foot - attempt to keep heel from striking the ground a high knee lift (angle at hip approximately 90 degrees) a forward body lean of approximately 25 degrees to 30 degrees vigorous arm action in direction of run (not across body) eyes focused 10-15 yards down the track (not all the way to the finish line) 	<p>A Starting Line</p> 
<p>Sprint Finish</p>	<p>SIXTH GRADE</p> <p>1.3 Given a verbal request, the student can finish three consecutive sprints to the tape in a manner characterized by:</p> <ol style="list-style-type: none"> continuation of a full speed run <u>through</u> the tape to a point at least ten yards beyond the finish line accentuated forward body lean and backward thrust of the arms at the moment the tape is to be broken 	

PHYSICAL EDUCATION

TRACK & FIELD

Track Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Integration of Skills At Various Distances</p>	<p>NINTH GRADE</p> <p>1.4 Given a verbal request, the student can employ proper sprinting skills over 4/6 of the variety of sprint distances listed:</p> <ul style="list-style-type: none"> a. 50 yards b. 60 yards c. 100 yards d. 220 yards e. 300 yards f. 440 yards 	
<p>Distance Running</p>	<p>2. To demonstrate distance running ability.</p>	
<p>Starting</p>	<p>SIXTH GRADE</p> <p>2.1 Given a verbal request, the student can demonstrate the semi-upright start 2/3 times in a manner characterized by:</p> <p>At the command "Take your marks":</p> <ul style="list-style-type: none"> a. a relaxed standing position with toes of front foot just behind the starting line, other foot comfortably behind front foot b. weight on the ball of the front foot c. slightly flex both knees (no more than 45°) d. assume arm position with arm opposite front foot forward e. eyes focused at a point no farther than 10 yards in front of starting line <p>At the "bang" of the gun:</p> <ul style="list-style-type: none"> a. forceful drive of the front foot against the ground b. quickly bring rear foot forward c. vigorous thrust of rear arm forward, and forward arm back - continue to pump arms rapidly in the running motion d. forward lean of body ahead of feet for the first few strides e. vigorous, driving leg action 	
<p>Running Form</p>	<p>SIXTH GRADE</p> <p>2.2 Given the ability to run with a mature pattern and a verbal explanation, the student can run at a 6 to 7 minute mile, run pace in a manner characterized by:</p>	

PHYSICAL EDUCATION

TRACK & FIELD

Track Events

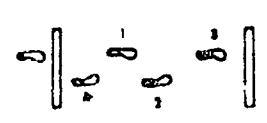
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Finish	<p>a. a foot plant which is low on the ball of the foot, drop to the heel, and then pushes off the ball of the foot (a ball-heel-ball action) in a smooth manner</p> <p>b. a definite knee lift (but not as high as in the shorter sprints) with the angle at the hip approximately 135° (with the exception of a finishing sprint which should call for a higher knee lift.)</p> <p>c. a slight forward body lean (approximately 10°)</p> <p>d. a natural, relaxed, rhythmical arm action (much less vigorous than in the sprints).</p> <p>SIXTH GRADE</p> <p>2.3 Given a verbal explanation and a demonstration of the proper sprint finish (also the correct finish for a distance race), the student can finish a distance run of 600 yards or more in a manner characterized by:</p> <p>a. continuation of full-speed run through the tape to a point at least 10 yards beyond the finish line</p> <p>b. accentuate forward body lean and thrust arms back at the moment the tape is to be reached</p>	
Knowledge of Pace	<p>NINTH GRADE</p> <p>2.4 Given the exposure to <u>at least</u> 10 weeks of appropriate training for running distances (880 yards or more), a verbal explanation of pacing and an opportunity to experience various paces, the student can run a distance (880 yards to 2 miles) so that each 440 yards is within 8 seconds of being the same.</p>	
Integration of Skills at Various Distances	<p>NINTH GRADE</p> <p>2.5 Given a verbal request, the student can employ proper distance running skills over 3/5 of the variety of distances listed:</p> <p>a. 880 yards</p> <p>b. 1,000 yards</p> <p>c. 1,320 yards (3/4 mile)</p> <p>d. 1 mile</p> <p>e. 2 miles</p>	

PHYSICAL EDUCATION

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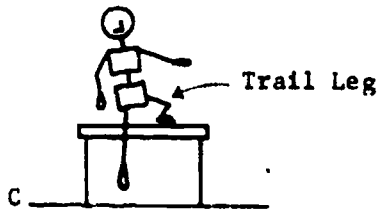
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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Hurdling</p> <p>Starting A Hurdling Race</p>	<p>3. To demonstrate functional hurdling</p> <p>SIXTH GRADE</p> <p>3.1. Given an explanation, a demonstration of the correct starting form and a set of starting blocks, the student can start a hurdle race 3/4 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. both feet firmly placed against starting blocks - toes touching the ground b. blocks adjusted with preferred push-off foot forward c. eyes focused on track 10-15 feet in front of starting line - shoulders relaxed d. hands behind line and approximately shoulder width apart e. weight supported by fingers and thumbs (not palm of hand) f. knee of back leg resting on the ground g. a relaxed, motionless position assumed as quickly after the command is given as is possible h. attention directed solely toward the next command of the starter 	<p>Additional information may be obtained in:</p> <ul style="list-style-type: none"> (1) Roberts, T.K. <u>Track & Field</u> Englewood Cliffs, N.J.: Prentice-Hall, 1963, pp. 120-157 (2) Ross, W. <u>The Hurdler's Bible</u> Palo Alto, California: TAFNEW Press
<p>Hurdle Form</p>	<p>NINTH GRADE</p> <p>3.2 Given a mature leaping pattern and a verbal request, the student can run over 3 hurdles (2'6" height) placed 10 yards apart (see diagram A) 2/3 times, in a manner characterized by:</p> <ul style="list-style-type: none"> a. a running approach to the hurdles (as in sprinting if possible) b. a take-off point 4' - 5' in front of the first hurdle c. an attempt to "run over" the hurdle as opposed to jumping each one d. the lead leg knee is at nearly full extension as the hurdle is cleared e. the arm opposite the lead leg is brought forward toward the toe of the lead leg to help maintain balance f. the shoulders remain square to the direction of the run g. student should attempt to take only three (3) running strides between each hurdle (this can be modified if necessary - see B) 	 <p>Diagram A illustrates the foot placement for clearing a hurdle. It shows a runner's feet in three stages: 1. The lead foot is planted on the ground, and the trail foot is also on the ground. 2. The lead foot is lifted and extended forward, clearing the hurdle. 3. The lead foot is fully extended over the hurdle, and the trail foot is also extended forward, clearing the hurdle.</p> <p>8 Hurdling Foot</p>

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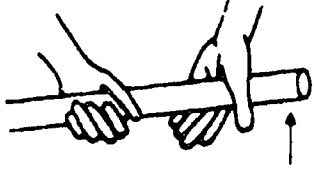
Track Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	<ul style="list-style-type: none"> h. the height of the clearance over hurdle (distance between top of hurdle and buttocks) should be minimal if the student is truly "running over" the hurdle instead of jumping them (should be less than 2" clearance) i. as the runner clears the hurdle, the lead leg is brought down quickly to assume contact with the track no more than 5' beyond the hurdle j. the trailing leg is flexed to at least 90° at the knee and abduction occurs at the hip to allow the leg to be quickly and smoothly brought over the hurdle (See C) k. eyes should focus on the top of the next hurdle to be cleared as the runner proceeds l. the body is maintained on balance at each hurdle clearance, i.e., runner does not run out of his lane, or appear to be leaning backward as the lead foot contacts the ground 	
<p>Finish A Hurdling Race</p>	<p style="text-align: center;">NINTH GRADE</p> <p>3.3 Given a verbal request, the student can finish three consecutive hurdle races to the tape in a manner characterized by:</p> <ul style="list-style-type: none"> a. continuation of a full speed run <u>through</u> the tape to a point at least ten yards beyond the finish line b. accentuated forward body lean and backward thrust of the arms at the moment the tape is to be reached. 	
<p>Integration of Hurdling Skills To Various Hurdling Races</p>	<p style="text-align: center;">NINTH GRADE</p> <p>3.4 Given a verbal request, the student can employ proper hurdling skills over one of the variety of hurdle races listed:</p> <ul style="list-style-type: none"> a. 60 yard H.H. 3'6" High b. 70 yard H.H. 3'6" High c. 120 yard H.H. 3'6" High d. 180 yard L.H. 2'6" High e. 330 yard Int. Hurdles 3' High 	

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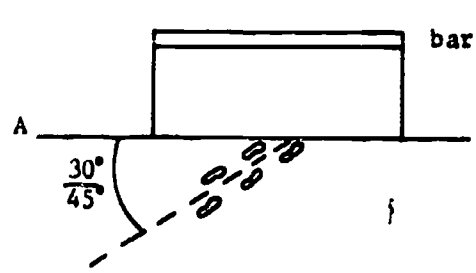
Track Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Relay Races</p> <p>The Baton Exchange</p> <p>Integration of the Baton Exchange Skill Into A Relay Race</p>	<p>4. To demonstrate functional relay running ability.</p> <p>NINTH GRADE</p> <p>4.1 Given a verbal request, the student can perform a baton exchange with two other persons (take and pass baton) as a part of 440 relay race, 2 of 3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a vigorous start by the outgoing runner when the incoming runner reaches a predetermined "trigger" point on the track (as per objective 2.1) b. left arm extended backward (as torso of body continues to face forward) with hand held steady in a "V" grip (thumb & fingers spread, finger pointing down) (See A) c. continued looking at incoming runner over left shoulder until baton is grasped (a visual exchange) d. running to outside edge of the lane e. switch the baton to the right hand as soon as it is received f. baton taken within the allowed 22 yards exchange zone <p><u>Passing Baton</u></p> <ul style="list-style-type: none"> a. continued effort to run at full speed with baton is safely in hand of the outgoing runner b. with the right hand, place the baton into the left hand of the outgoing runner with an upward motion of the baton (See B) c. continued focus of eyes on the "V" formed by the outgoing runner's thumb and forefinger d. running near inside edge of lane as outgoing runner is approached e. slow down and stop while remaining in the assigned lane after the exchange is completed <p>NINTH GRADE</p> <p>4.2 Given a verbal request, the student can employ proper relay racing skills while running a 440 relay.</p>	 <p>A</p>  <p>B</p>

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Field Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>High Jump</p> <p>The Approach</p> <p>The Take-Off and Bar Clearance</p> <p>The Landing</p>	<p>5. To demonstrate functional high jumping ability.</p> <p>SIXTH GRADE</p> <p>5.1 Given a verbal request, the student can approach the cross-bar 3/4 times in a manner characterized by:</p> <ol style="list-style-type: none"> a straight line run up of from 7-12 strides approach angle of between 30° - 40° (See A) speed of approach controlled - a momentum that can be converted to vertical forces lengthen last 3 strides in preparation for the take-off last step is taken with heel of the foot meeting the ground first lower center of gravity in a "gathering" fashion by bending knees more over the last 3 strides both arms are pulled back and down on the last step <p>NINTH GRADE</p> <p>5.2 Given a verbal request, the student can perform the high jump take-off and bar clearance 3/4 times in a manner characterized by:</p> <ol style="list-style-type: none"> a take-off from one foot only a vigorous kick of the lead leg (non-support leg) upward and over the bar a vigorous upward thrust of the arms to aid in lift a jump <u>up</u> - not out (distance covered in jump should be slight) a lay-out position over the bar by turning body toward bar once head and shoulders are above it rotate body around bar at peak of jump point toe of trail leg (the take-off leg) to sky as body rotates around bar to facilitate trail leg clearance <p>NINTH GRADE</p> <p>5.3 Given a verbal request, the student can perform a high jump landing 3/4 times into a safe pit (foam) in a manner characterized by:</p>	

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Field Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
<p>Integration of High Jumping Skill Into Competition</p>	<ul style="list-style-type: none"> a. a rolling motion "off of" the bar b. continued body rotation over the bar so that student lands on side or back c. body axis should be nearly parallel to the stationary bar as jumper hits the pit <p style="text-align: center;">NINTH GRADE</p> <p>5.4 Given a verbal request and an opportunity for appropriate practice with instruction (at least 3 class meetings), the student can perform acceptable (5.1, 5.2, 5.3) high jumping skills in a class competition situation characterized by:</p> <ul style="list-style-type: none"> a. the student is permitted to decide at which height he/she will begin to jump b. once in the competition, each person must jump at each height as the bar is raised 2" at a time c. three misses at any given height results in elimination from the competition 	<ul style="list-style-type: none"> a. Choose an opening height that all can clear
<p>Long Jump</p>	<p>6. To demonstrate functional long jumping ability.</p>	
<p>The Approach</p>	<p style="text-align: center;">SIXTH GRADE</p> <p>6.1 Given a verbal request, the student can approach the long jump take-off board from a distance of at least 90', 2/3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a relaxed sprint reaching full speed near the take-off board b. the approach is started from the same point each time (to serve as a referent point for step adjustment) c. the last step (take-off foot) lands on, but not over the designated take-off board d. steps should be adjusted so that the jumper "runs off-of" the take-off board, rather than stuttering steps to hit the board correctly (requires repeated run throughs) 	

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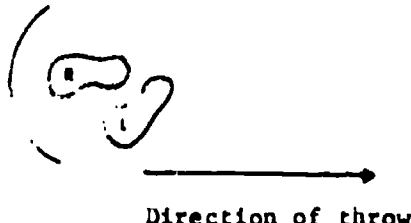
Field Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
The Take-off	<p style="text-align: center;">SIXTH GRADE</p> <p>6.2 Given a verbal explanation and a demonstration, the student can perform the long jump take-off 2/3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. a heel-ball-toe placement of the take-off foot on the board b. a lifting of the eyes, head and chest accompanied with a straightening of the board angle to nearly upright c. a forceful drive up into the air of both arms to aid in conservation of momentum to vertical height d. an arching of the back to help to prevent forward rotation of the upper body. 	
The Landing	<p style="text-align: center;">SIXTH GRADE</p> <p>6.3 Given a verbal explanation and a demonstration, the student can perform the long jump landing 2/3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. flexion of the trunk and hips to facilitate the extension of the legs in preparation for landing b. a flexion of the knees as the feet meet the ground c. thrust of arms down and back as feet meet the ground d. transfer of weight over the feet so that the body continues to move forward e. feet placed parallel in the sand on landing 	
Shot Put	<p>7. To demonstrate functional shot putting ability.</p>	
Grip and Stance	<p style="text-align: center;">NINTH GRADE</p> <p>7.1 Given a verbal request, the student can grip the shot and prepare to throw it, 2/3 times in a manner characterized by:</p> <ul style="list-style-type: none"> a. shot held in the throwing hand so that it rests on the base of the fingers and nigh on the thumb (See A) b. the student faces <u>opposite</u> the direction in which the shot is to be thrown c. shot is rested against the side of the cheek on the throwing arm side for balance 	<p>A¹ Note: Direction given applies to a right-handed thrower.</p>  <p>¹ Adapted from Doherty, K.</p>

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<p>The Shift Across the Circle</p>	<p>d. weight is supported primarily by the right leg (right-hander) with the left foot placed slightly behind the right (See B)</p> <p>e. posture is erect - entire body facing <u>opposite</u> the direction the shot is to be thrown</p> <p style="text-align: center;">NINTH GRADE</p> <p>7.2 Given a verbal request, the student can execute the shift across the circle 2/3 times in a manner characterized by:</p> <p>a. left leg is thrown forcefully toward the front of the throwing circle</p> <p>b. trunk is flexed to approximately a 90° angle with the right thigh</p> <p>c. hips are moved across the circle in the direction of the throw</p> <p>d. eyes remain focused in the direction opposite the direction of the throw</p> <p>e. left foot is placed next to toe board at the front of the circle and in line with the heel of the right foot</p> <p>f. right foot is quickly drawn across the circle to a point approximately in the middle of the circle (toes point to rear of circle)</p> <p>g. shoulders and hips remain squarely facing the direction opposite the throwing direction</p>	 <p style="text-align: center;">B Direction of throw</p> <p>Note: A - D of the objective 7.2 occur simultaneously, not in step-wise order.</p>
<p>The Delivery and Release</p>	<p style="text-align: center;">NINTH GRADE</p> <p>7.3 Given a verbal request, the student can deliver and release the shot 2/3 times in a manner characterized by:</p> <p>a. a driving motion by the right leg which initiates an upward motion by the body</p> <p>b. the left leg acts as a brace to stop momentum</p> <p>c. shoulders are first raised by a forceful extension of the back and then rotated so that the right shoulder comes around into the direction of the throw</p> <p>d. the right arm is now forcefully extended to propel shot at approximately a 45° angle</p> <p>e. eyes are focused up - approximately 70°</p>	

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	<ul style="list-style-type: none">f. wrist is flexed at the last minute to add extra power to shotg. follow through is in the direction of the throw (not falling away from the throw)h. putter is able to maintain balance and avoid stepping outside of the throwing circle (a foul)	