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ABSTRACT

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

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SMALL SCHOOLS

CURRICULUM

PHYSICAL EDUCATION

7-12

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SMALL SCHOOLS

PHYSICAL EDUCATION CURRICULUM

Grades 7-8

PHYSICAL EDUCATION

This is a publication of the Instructional and Professional Services
Division of the State Superintendent of Public Instruction,
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INTRODUCTION .

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

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

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

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

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

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

PHYSICAL EDUCATION CURRICULUM ACTIVITIES Grades K-12

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

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

*See "Guide to the Student Learning Objectives Law," RCW 28A.58.090 SPI, Olympia, Washington 93504.



FORMAT

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

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

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

MALL SCH	Physical	4 Education					Suggest	Placement	Placemen.	30	° 1.
PECIFIC .	AREA: Rhyt	hms				. •		1			-
•	Squa	re Dance	·:			:	7-	B 7	8_	9	
The stud	ient knows:		•								
	to form a squ					,				1	
the	various squa	re dance term	inology.		•						
•							.	'			
The stud	lent is able to	o:				· •				.	
			square dance. ety of step m		in tead	her					'
and	student selec	ctions.	n time with mu			.	1:				-
· · · · · · · · · · · · · · · · · · ·							- .	-	7.	F: 7	
The stud	ent values:	•		7.		. .					
• squ • the	are dance as a social worth	leisure act of square da	iv <u>i</u> ty. nce.								4.7.M
	•			•	•	• 1	1		•	, 1	i



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

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

SHALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement <u>7-8</u>
Student Learning Objective(s) A. The student knows ho	w to form a square. B. The student	is State Goal 2,9
able to participate as a partner in a square dance. C		
	• •	as a District Goal
leisure activity. D. The student values the social wor	rth of square dance.	Program Goal 2,4
Related Area(s)		• .*
<u> </u>		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Forming a Square Group size: entire class	Teacher observation-	Square dance record sets
Materials: record player, square dance records	Teacher explanation.	Harris, Jame A., Pittman, Ann Waller, Marlys, S., Dance A
Psocedure(s): Teacher may be used as a caller to set up and	Record caller.	While, Minneapolis, Burgess Publishing Co., 1968.
describe how to form a basic square, (record may also be used). Once the class is in squares, teacher can go		
through the basic elements of a square, e.g. home position, couple 1, 2, 3, 6 4, head		
couples, side couples, corner lady, right hand lady, opposite lady.		•
 Explain the four parts of a square dance: i.e. introduction, main figure, trimmings or full-ins and ending. 		
 Slowly, with the entire class in their square, go through some basic dance maneuvers and steps: 		District Resources
e.g. honor your partner, all join hands and circle wide, home you go and swing, first and	_•	· · · · · ·
Variation: - Have each square develop their own maneuvers and		
steps and demonstrate to class.		
	•	
	1	



DEFINITION OF FORMAT TERMS

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

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

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

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

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

Student Learning Objectives

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

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

An example of a Knowledge Student Learning Objective is "The student knows guide words in a dictionary indicate the first and last words on the page."



SMALL SCHOOLS PROJECT

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem someting, production service and human relationships.

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

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

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

GOALS FOR THE WASHINGTON COMMON SCHOOLS

- As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgement and imagination in perceiving and resolving problems.
- 2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.
- 3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.
- 4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.
- 5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.
- As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles th significant rapport.
- 7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.
- 8. As a result of the process of education, all students should be prepared for their next career steps.
- 9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.
- 10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

PHYSICAL EDUCATION PROGRAM GOALS.

- 1. The student has an appreciation of the need to participate in regular physical activity and to apply desirable health knowledge to maintain fitness for everyday living throughout life.
- 2. The student develops knowledge and understanding of factors necessary to analyze and perform functional and expressive movement.
- The student will acquire safety skills, habits, and develop awareness regarding safety for themselves and for others.
- 4. The student will be stimulated through physical education to seek participation in and derive enjoyment from wholesome recreation during leisure time.
- 5. The student values the personal qualities of self control, self confidence, good sportsmanship and respect for others that enable him/her to work and play with others for common goals.
- 6. The student knows rules and is able to apply strategies in a variety of physical education activities and sports.
- 7. The student is able to exhibit neuromuscular coordination techniques, agility, balance, and flexibility in a variety of physical education activities and sports.



SMALL SCHOOLS PROJECT

PHYSICAL EDUCATION SCOPE SCOPE (7-8)

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SUBJECT: Physical Education SPECIFIC AREA: Team Sports	*.
Basketball 7-8 7 8 The student knows: that basketball is a team sport that involves the skills of dribbling, passing, shooting, guarding, pivoting and rebounding. the basic rules of basketball sufficiently to play and officiate. The student is able to: dribble the basketball with control with the right and left hands. pass the basketball accurately to a stationary of moving team mate using a chest, bounce, overhead or baseball pass. use proper form in executing a set shot and lay*up. apply the skills of dribbling, passing, shooting, pivoting, rebounding and guarding to a game situation. execute legal pivot in both a front and reverse direction. perform proper guarding techniques in executing a one on one defense. The student values: the skills learned to play the game of basketball. basketball as a lelsure activity.	,
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The student values: the skills learned to play the game of basketball. basketball as a leisure activity.	
 the skills learned to play the game of basketball. basketball as a leisure activity. 	7
 the skills learned to play the game of basketball. basketball as a leisure activity. 	
 the skills learned to play the game of basketball. basketball as a leisure activity. 	
baskethall as a leisure activity.	. .
cooperation required for success in basketball games.	
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cenent 7-8
Student Learning Objective(s) A. The student knows		
involves the skills of dribbling, passing, shooting, gu	arding, pivoting and rebounding. B.	The District Goal
student is able to dribble the basketball with control	with the right and left hands. C.	The Program Goal 4,5,6
student values the skills learned to play the game of b	asketball.	1,5,0
Related Area(s)		
Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: • Dribble Tag	Teacher observation.	David Water David
Group size: small group/entire class	reaction observation.	Dauer, Victor, Pangrazi, Robert Dynamic Physical Education for
Materials: basketball-	Skills test.	Elementary School Children, 6th
Procedure(s):		Ed., Minneapolis, Burgess
• Set up boundaries eg: 1/2 court.		Publishing Co., 1979. Pg. 459
, 1 ball for each participant.		
• Designate a tagger.		
• Designate dribbling hand (eg. R.)		
• Designate tagging hand (eg. L.)		
The dribbler who is tagged becomes "it".		
 Explanation of rules for dribbling eg: continuous dribbling 		
- Variations:		
· Play one on one.		
. Players are frozen when tagged.	, , , , , , , , , , , , , , , , , , ,	
. All tagged players become taggers.		
		District Resources
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	Cement 7.0
Student I coming Objective/-	•,	
Student Learning Objective(s) A. The student knows t	hat basketball is a team sport	that State Goal 2,9
	•	
involves the skills of dribbling, passing, shooting, gua	rding, pivoting and rebounding. B.	The District Goal
student is able to pass the basketball accurately to a	Stationary or moving too.	
onest, sounce, overhead of paseball pass.	stationary or moving team mate usi	ng a Program Goal 4,5,6
Related Area(s)		
		
Suggested Activities: Grade(s)		
suggested activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Birdie in the Cage	Teacher observation.	D
Group size: 8-15	reacher observation.	Dauer, Victor, Pangrazi, Robert
Materials: 1 ball per group	Skills test _v	Dynamic Physical Education for
Procedure(s):		Elementary School Children, 6th Ed., Minneapolis, Burgess
· Circle with one player in the center.		Publishing Co., 1979.
The center player tries to touch the ball as it	•	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Is being passed by the circle players.	,	
• The player who threw the pass that was touched		
goes to the center. If a player causes the hell to leave the start of		
 If a player causes the ball to leave the circle they go to the center. 		
· Players may not pass to the person right next		
to them.		
Variations:		
. Use a variety of passes.		
· More than one player in the center.		
Designate one type of pass.		District Resources
Triangle drill; use only 4 people.		DISTIFUT RESOURCES
• 3-Person ball snatch; 3 in a line, keep away from center.		
		•
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SMALL SCHOOLS PROJECT - Working Copy	. Suggested Objective Place	cement 7-8
Student Learning Objective(s) A The Student beause	•	
Student Learning Objective(s) A. The student knows	that basketball is a team sport	that State Goal 2.9
involves the skills of dribbling passing chapting and		
involves the skills of dribbling, passing, shooting, gua	ituing, pivoting and rebounding. B.	The District Goal
student is able to use proper form in executing a set	shot and lay-up. C. The student va	lues Program Goal 4,5,6
the skills learned to play the game of basketball.		1108101 0001 1,3,0
Related Area(s)		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	
	Suggested monitoring procedures	Possible Resources
Title: Shooting Drills	Teacher observation.	
Group size: small groups	Teacher observations	
Materials: basketballs and baskets	Skills test.	
Procedure(s):		
Lay-in drill:		
· Players line up behind the foul line.		
Player shoots as many lay-ins as possible within		
a specified time limit. (eg: 30 sec./60 sec.)	• :	
· Players return to free throw line between each		
shot.		
Variations:	1	
• Designate hand for shooting.		
Set shot drill:		14.6
Designate shooting spots on floor to shoot from.		
· Players take turns shooting from the spots.		•
Variations:		
· Rotate when they make a basket.		Dianata Da
. Make a certain number.		District Resources
• Team competition.		
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement
Student Learning Objective(s) A. The student knows		
	mat baskerball is a feam sport	that State Goal 2.9
involves the skills of dribbling, passing, shooting, gua	rding minoring and make at	N. S.
student is able to use proper form in executing a set state skills learned to play the same of backerhall	that and larger C. The section	3
the skills learned to play the game of basketball. Related Area(s)	not and lay up. C. the student w	alues rrogram Goal 4,5,6
Suggested Activities: Grade(s)		
observed meetigetes. oraque(5)	Suggested Monitoring Procedures	Possible Resources .
		La production of the second
Tiple of the second of the sec		
Title: Shooting Games	Teacher observation.	
Group size: small		
Materials: basketballs and baskets Procedure(s):	Skills test	
Twenty-One:		
Players on each team line up behind their basket		
at the free throw line.		
· lst player shoots from the foul line and is		4
awarded two points if the basket is made. The		
player then shoots a lay-in from where ever .		
he/she gets the ball and one point is awarded		
for each lay-in made.		
Rotate reams and start again.		
Around the World:		
Players shoot from designated spots around the		
key.		· ·
· Players take turns and continue until they.		<u> </u>
miss, and it's the next players turn.		District Resources
• The first one around wins.		
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reverse rection. B. The student is able to perform		
	one def	ense. Program Goal 4,5,6
elated Areays)		
annound articles Condition		
uggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Astr.		
Passing, Guarding and Pivoting	Teacher observation.	Selected Basketball Articles
Drill	Chenty and	American Association for Health
Caterials: basket alls	Skills test.	Provided Education and
Procedure 8:		Recreation, Washington D.C. 197
	to the second se	
3, 2,		
(3) (2) (1) (1) (2) (2) (3)		
Cold Ux		Digeralet Recourses
(3) + (2) - + (2) (2)		District Resources
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Figure 7		
rgue /		
Passing, Guarding, and Pivoting Drift?		*
Ball starts with 2 who passes to 1 as the latter runs out to meet the pass. 2 then goes to the end of line 3. Meanwhile 3 comes out to		
	· v	
line 2, and 3 goes to the end of line 1. See figure 8.		27
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Placement	7-8	
Student Learning Objective(s) A. The student knows that backet	hall do a har-		2,9
student knows the basic rules of basketball sufficiently to play and	ing and rebounding. B. The		
is able to apply the skills of dribbling, passing, shooting, pivot in a game situation. D. The student values the skills learned to E. The student values basketball as a learned continuous passing.	minu the same of their and	Program Goal	4,5,6
E. The student values basketball as a leisure activity. F. The student values basketball as a leisure activity. F. The student values basketball games.	student values cooperation		
Supposted Activities (models)			

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: 3 on 3 Scrimmage Group size: groups of 3 Materials: basketballs, pinnies Procedure(s):	Teacher observation. Skills test.	Dauer, Victor, Pangrazi, Robert Dynamic Physical Education for Elementary School Children, 6th
• Teams of three; at least two teams at a basketball hoop.		Ed., Minneapolis, Burgess Publishing Co., 1979.
 Regular basketball rules are used for play. Person to person defense. Half court boundaries. 		
• Variations: • If offensive team scores, it remains on the		
floor and the defensive team rotates out. Team scoring a set number of points first stays on and loser rotates out.		
. 4 on 4. . 5 on 5.		
		District Resources

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MALL SCHOOLS PROJECT			rade	/	•
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ID IDCT.	Page	Sugge	Dr. Dr.	Placement	
JBJECT: Physical Education PECIFIC AREA: Team Sports	1		1		
Field Hockey		7–8	7	8 9	7.
The student knows:					
 the basic rules of field hockey. strategies. 		ı			
the skills and strategies for the various offensive and defensive positions.	-				
The student is able to:		1			
 successfully participate in the game of field hockey. apply offensive and defensive strategies in the game of field hockey. 					
 use the hockey stick to pass, receive, shoot and guard with appropriate body mechanics and form. 				1-	
The student values:		·			
 playing by the rules for fun and safety. cooperation required for success in field hockey games. 					
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OOLS PROJECT - Working Copy Suggested Objective Placement earning Objective(s) State Goal is able to successfully participate in the District Goal laying by the rules for fun and safety. The student values cooperation required for Program Goal in field hockey games. rea(s) Activities: Grade(s) 7-12 Suggested Monitoring Procedures Possible Resources. Title: Official Field Hockey Game Observation that students are Barnes, Fox, Loeffler and Scott Group size: 2 teams of 11 & subs using the basic rules and are . Sports Activities for Girls: and Materials: field hockey field w/goals & successful in playing the game. Women, New York, Meredith lines, ball, sticks, goalie Publishing Co., 1966. pads and kickers. e(s): Field Hockey Rule guide lew rules: onstrate situations. ld questions. a game of field hockey: orwards: L. wing, L. inner, center, R.I. lfbacks: L.H., C.H., R.I. llbacks: L.F., R.F. alie. District Resources



OOLS PROJECT - Working Copy	Suggested Objective Place	cement
earning Objective(s) -A. The student knows st		
A. the student knows si	<u>rategies. B. The student knows</u>	the State Goal 2,9
and strategies for the various offensive and de	Foncius assistant C Mar assista	District Cool
	tensive positions. C. The studen	nt is District Goal
o apply offensive and defensive strategie	s in the game of field how	rkey. Program Goal 3 / 6
		1 3,4,0
rea(s)	<u> </u>	
Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
	The second secon	
Title: Controlled Scrimmage Group size: Two teams i.e. 22 players Materials: field, 2 goal cages, 1 hall,	Observe to see that students are positioning correctly.	
sticks for everyone, goalie		
equipment for two.		
re(s):		
lain positioning and place both teams in		
eir position locations.		
never there is more than I player from the		
e team on the ball, the official blows the		
stle and the other team gains possesion of ball at that spot.		
point is awarded whenever there are 2		
plete passes in a row.		
point is awarded to the team when a player		
es a good tackle or steal.		
e points for a goal.	3	District Passes
point for a good clear by the goalie.		District Resources
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S PROJECT - Working Copy	Suggested Objective Place		
ning Objective(s) <u>A. The student is able t</u>	o use the hockey stick to pass, reco	eive. State Goal 2.9	
guard with appropriate body mechanics form.		District Goal	
		Program Goal 3:4,	6
(s)		• • • • • • • • • • • • • • • • • • •	
tivities: Grade(s)7-8	Suggested Monitoring Procedures	Possible Resources	
			'
Nitle: 3 on 3			
Group size: groups of 3	Teacher observation.		
faterials: hockey sticks, balls, field &	Skills test.		
cage, goalie pads & kickers.			.*
»):		•	
s line up on the 25 yard line in 3 lines;			
wing, center, left wing.			
remains on defense while others will	•		
•			
ate 2 players to play the position of cks (defense).			
all starts in the center at the 25 yard			
r 50 yard line and these 3 players pass			· · ·
ll and shoot for a goal.			•
efensive players try to clear the ball			
the defense alone the till	**	District Resources	 -
the defense clears the ball out of the , the play is over.			 -
o outside players rotate to defense, and			
nter returns back to another line.			•
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SMALL SCHOOLS	PROJECT			, Page 1	1	Раде	sted	Tacement Grade	Placement.		
SPECIFIC AREA:	4		•	•					ii		-
	Flicker Bali	<u> </u>			•		7 - 8	7	8	9	
• that fli	nows: c rules of flicker b cker ball is a team the skills of passi	sport played	d with a	football, ending.	∕ and		•		٠		
The student i	s able to:			<u> </u>						: .	
	ally participate in a	a flicker bal	l game.	•			,	` #			
					*	.		-			
The student va	ılues:		• 1			.					
. flicker	oall as a vigorous le	isure game.								.	
Cooperati	on required for succ	cess in flick	er ball ga	mes.							
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of passing, receiving and defending. C. The student flicker ball game. D. The student values flicker ball lated Area(s)	is ablate annual 11	in a Program Goal 4,5,6
ggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Flicker Ball Group size: two teams of 5-il each Materials: target shirts and football Procedure(s): Identify the playing boundaries and goals. Identify teams and assign target shirts to all members of one team. Determine the goal each team will defend. Have students take positions on the field and play the game in accordance with official rules. ariations: Substitute goal area if official goal is not available. Use merf football to enhance success with passing and receiving skills.	Teacher observation of noting student knowledge of the rules and specific skill development.	Wash. State Univ. Units of Instruction. Department of Physical Education W.S.U., Pullman, Wa.
		District Resources
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement 7-8
Student Learning Objective(s) A. The student knows the	basic rules of flicker ball. B.	The State Goal 2.9
student values cooperation required for success in flick	er ball games.	District Goal
		Program Caril
Related Area(s)		Program Goal 4,5,6
Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Flicker Ball Rules Presentation Group size: entire class Materials: handouts, chalkboard or	Written quiz.	Wash. State Univ. Units of Instruction. Department of Physical Education W.S.U.,
transparencies & overhead		Pullman, Wa.
 Procedure(s): Diagram a flicker ball field and goals. Designate playing positions for starting the game. Describe the objectives of the game and methods of scoring. 		
 Define the rules for both offensive and defensive players. Stress safety rules and considerations. Demonstrate skills and maneuvers for clarity and understanding. 		
		District Resources
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CUD TROP						Page		Z/ ;	Vistrict Placemen		
SUBJECT: Physics	al Education						<u> </u>		~ • • •.		
SPECIFIC AREA:	eam Sports										
, Fo	ootball	· · · · · · · · · · · · · · · · · · ·	,			7					
			· .	-	•	+	7-8	7	8	9.	-
The student knows:	•								'		1
• that football	is a team s	port that	involves	the sk	ills of	E .					
passing, catch	ing, kicking,	defending,	blocking	g, center	ing and	i					
• the basic rule	s of touch or.	flag footh	all.				•	.			'
•••											
				*****			:. ·				
The student is able	to:				- • •					. 1	
pypouto a cal-	ol none == ==								.		
 execute a spiral center a football 	si pass to a st sll between the	cacionary c e legs.	or moving	partner.	•			,			
 catch a footba. 	ll while standi	ing or runn	ing.		•		·	٠.		.	
 place kick a fe 	ootball to a pr	re-selected	i target a	area.						l	
• punt a football	1.								1.0		
punt a footballchange a footbe	11 from hand t	o hand whi	le runnir	າຊຸ	-						
 punt a footbal change a footbal defend a pass i 	all from hand to	o hand whi	le runnir	ng•		,		-			
 punt a football change a football defend a pass at execute a legal 	all from hand treceiver. flag or tag.		•	•				•			
 punt a footbal change a footbal defend a pass i 	all from hand treceiver. I flag or tag. screening and b	locking te	chnique.	•		9		•			
 punt a football change a football defend a pass nexecute a legal execute legal a 	all from hand treceiver. I flag or tag. screening and b	locking te	chnique.	•			o	.			
 punt a football change a football defend a pass not execute a legal execute legal and pass not play a flag or 	all from hand treceiver. I flag or tag. screening and b	locking te	chnique.	•		7	٥	•			
 punt a football change a football defend a pass nexecute a legal execute legal a 	all from hand treceiver. I flag or tag. screening and b	locking te	chnique.	•		7	a	•		•	
punt a football change a footba defend a pass r execute a legal execute legal s play a flag or The student values:	all from hand treceiver. I flag or tag. screening and be touch football	olocking te game usin	chnique.g officia	l rules.	•	7	ĭ	•			
change a football change a footbal defend a pass r execute a legal execute legal s play a flag or The student values: the skills lear football as a 1	all from hand to receiver. I flag or tag. screening and be touch football ned to play the eisure activit	olocking te game usin	chnique.g officia	l rules.			ĭ	•		•	
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punt a football change a footbal defend a pass r execute a legal execute legal s play a flag or The student values: the skills lear football as a l	all from hand to receiver. I flag or tag. screening and be touch football ned to play the eisure activit	olocking te game usin	chnique.g officia	l rules.	· ·		1	-			
change a football change a footbal defend a pass r execute a legal execute legal s play a flag or The student values: the skills lear football as a 1	all from hand to receiver. I flag or tag. screening and be touch football ned to play the eisure activit	olocking te game usin	chnique.g officia	l rules.	<u>.</u>		*	-			
change a football change a footbal defend a pass r execute a legal execute legal s play a flag or The student values: the skills lear football as a 1	all from hand to receiver. I flag or tag. screening and be touch football ned to play the eisure activit	olocking te game usin	chnique.g officia	l rules.	·		ĭ				
change a football change a footbal defend a pass r execute a legal execute legal s play a flag or The student values: the skills lear football as a 1	all from hand to receiver. I flag or tag. screening and be touch football ned to play the eisure activit	olocking te game usin	chnique.g officia	l rules.			1	-			
change a football change a footbal defend a pass r execute a legal execute legal s play a flag or The student values: the skills lear football as a 1	all from hand to receiver. I flag or tag. screening and be touch football ned to play the eisure activit	olocking te game usin	chnique.g officia	l rules.			*				
change a football change a footbal defend a pass r execute a legal execute legal s play a flag or The student values: the skills lear football as a 1	all from hand to receiver. I flag or tag. screening and be touch football ned to play the eisure activit	olocking te game usin	chnique.g officia	l rules.			•	-			
change a football change a footbal defend a pass r execute a legal execute legal s play a flag or The student values: the skills lear football as a 1	all from hand to receiver. I flag or tag. screening and be touch football ned to play the eisure activit	olocking te game usin	chnique.g officia	l rules.			*				
change a football change a footbal defend a pass r execute a legal execute legal s play a flag or The student values: the skills lear football as a 1	all from hand to receiver. I flag or tag. screening and be touch football ned to play the eisure activit	olocking te game usin	chnique.g officia	l rules.			•	-			
change a football change a footbal defend a pass r execute a legal execute legal s play a flag or The student values: the skills lear football as a 1	all from hand to receiver. I flag or tag. screening and be touch football ned to play the eisure activit	olocking te game usin	chnique.g officia	l rules.			*				
punt a football change a footba defend a pass r execute a legal execute legal s play a flag or The student values: the skills lear football as a l	all from hand to receiver. I flag or tag. screening and be touch football ned to play the eisure activit	olocking te game usin	chnique.g officia	l rules.				-			
change a football change a footbal defend a pass r execute a legal execute legal s play a flag or The student values: the skills lear football as a 1	all from hand to receiver. I flag or tag. screening and be touch football ned to play the eisure activit	olocking te game usin	chnique.g officia	l rules.							
punt a football change a footba defend a pass r execute a legal execute legal s play a flag or The student values: the skills lear football as a 1	all from hand to receiver. I flag or tag. screening and be touch football ned to play the eisure activit	olocking te game usin	chnique.g officia	l rules.							

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Placement 7-8	
Student Learning Objective(s) A. The student is able t	to execute a spiral pass to a stationary State Goal	2,9
or moving partner. B. The student is able to center		
student is able to catch a football while standing or	running. D. The student is able to Program Goal	3,4,5
defend a pass receiver. Related Area(s)	***************************************	1 2,4,5
artice area(s)		··.
Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures Possible Resources	
Title: Passball Group size: 6-10 people	Observation.	
Materials: football Procedure(s):	Individual skills test.	
. Two teams of equal size, one on offense the		•
other on defense.		•
Ball is hiked to passer, everyone goes out for		
pass. Offense keeps the ball as long as the pass is		
complete. If incomplete or intercepted the		
offense goes to defense.		
- Starting point remains the same.		
 Scoring: one point short pass, two points long pass, one point interception. 		
Play to set amount of points.		•
	Noted of Possess	· .
QB O O center O	District Resources	
\ \		
scrimmage line		
No mans land		
$\frac{\overline{\mathbf{x}} \mathbf{x} \mathbf{x} \mathbf{x} \mathbf{x}}{\mathbf{x}}$		44
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2 point area `		
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
Student Learning Objective(s) A. The student is al	hle to punt a football. B. The stude	
able to catch a football while standing or running.		
to play the game of football.		Program Goal 3,4,5
elated Area(s)		
uggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Kickover Group size: 2 people or more	Observation.	
Materials: footballs Procedure(s): Player A punts the ball to player B.	Individual skills test.	
 If B catches the ball in the air he takes three steps and returns the punt. If B does not catch the ball in the air he returns the punt from the point of retrieval. Set predetermined goals. The game continues until one player has to retreat behind his goal. Variation:	e s	
· Play with teams instead of individual players.		
		District Resources
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement <u>7-8</u>
Student Learning Objective(s) . A. The student is able	to place kick a football to a	pre- State Goal 2,9
selected target area. B. The student values the skills	learned to play the game of footbal	1: District Goal
		Program Goal 3,4,5
Related Area(s)		
Suggested Activities: Grade(s)	Suggested Monitoring Procedurés	Possible Resources
Title: Place Kicking Group size: individual. Materials: footballs & tees	Observation of students kicking techniques.	
Procedure(s): Place kick the football down a line. Measure the length of the kick and subtract the distance away from the line. Mark off specific areas on the field and have		
students kick to the designated area.		
		District Resources
47		48
	-18-	
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
Student Learning Objective(s) A. The student is able	to change a football from band to	hand State Goal 2.9
while running. B. The student values the skills learned		- District Goal
Related Area(s)		Program Goal 3,4,5
	A Part of the second se	
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Football Relay Group size: class Materials: footballs Procedure(s): Divide class into equal teams. Each team lines up with members about 5 yards apart. First person weaves in and out changing the ball from hand to hand. Upon completion of the run he hands the ball to the next person and takes his spot. First team with everyone finished wins.	Observation of individual students noting their ability to change a football from one hand to another while running.	District Resources
49 ERIC Particular to the control of	-19-	50

Student Learning Objective(s) -			ement <u>7-8</u>	
Student Learning Objective(s) A. The student knows (he basic rule of touch	or flag foot	ball State Goal	2,9
B. The student is able to play a flag or touch foot	ball game using official	rules. C.	The District Goal	
student values the skills learned to play the game of as a leisure activity. E. The student values cooperate	ootball. D. The studen	t values foot	Dall Program Goal	3,4,5
lelated Area(s)		100000422	·	X 2
				•
uggested Activities: Grade(s)	Suggested Monitoring	Procedures	Possible Resources	•
			1333101 Nesources	4
Title: Flag or Touch Football	00-			
Group Size: 11 per team	Observation			
Materials: football, flags	Written test.			
Procedure(s): Rules are outlined to both teams.				
Participate in a game using regulation rules.				
			To the state of	e e e e e e e e e e e e e e e e e e e
	,			
				•
			District Resources	•
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51				.
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Student Learning Objective(c)	Suggested Objective Place		
Student Learning Objective(s) A. The student is able			2,9
technique. B. The student knows that football is a tea		ing, District Goal	
catching, kicking, defending, blocking, centering and ca	rrying the football.	Program Goal	3,4,5
elated Area(s)		. 7	
uggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources	
Title: Fleetball Group size: 11 per team or less Materials: football Procedure(s):	Observation.		
 Rules of football unless otherwise stated. The ball may be passed at anytime from anywhere. More than one pass may be completed on any given play. If incomplete, the ball goes back to the point 			
where it was thrown.			
		Diamit a D	
53		District Resources	54

SUBJECT: PI	hysical Educ	ation		•) de	Suggest	Placenent Grade	District Places	Tuesta	
PECIFIC AREA:	Team Spo	rts .				: :	•						
	Frisbee				•	· · · ·			7-8	3 7	8	9	
The student kr	lows:												
 the basic 	c rules of a c strategies ls involved	used in	a var	iety of	team fr	isbee	-games. sing a	nd					-
The student is	able to:	• • • • • • • • • • • • • • • • • • •	•	•	•	:	•	_					
• successfu	lly particip	ate in : defen:	a vari sive	ety of t strategi	eam fri	sbee g	ames. frisbe	ee!					
games.			• •										
The student va		•					•	-					
• team iris	dee games as	tersafe	e activ	vities.	•					1	1	Į .	
cooperati	bee games as	for succ	e activ	vities. n team f	risbee {	games.	٠				• 7		
cooperati	nee games as	for succ	e action	vities. n team f	risbee a	games.	· ·						
cooperati	oe games as	for succ	actions in	vities. n team f	risbee a	games.							
cooperati	on required	for succ	actions in	vities. n team f	risbee a	games.							
cooperati	on required	for succ	eactives i	vities. n team f	risbee	games.							
cooperati	pee games as	for succ	activess in	vities. n team f	risbee	games.							
cooperati	pee games as on required	for succ	activess in	vities. n team f	risbee	games.							

udent Learning Objective(s) A. The student knows skill	The Artist Control of the Control of	
tossing and catching. B. The student knows the basic	strategies used in a variety of	tean District Goal
frisbee games. D. The student is able to apply offen frisbee games. E. The student values cooperation require lated Area(s)	nsive and defensive strategies in ed for success in team frisbee game	team Program Goal 4,5
ggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
Title: Frisbee Football Group size: groups of six Materials: football flags, frisbees	Teacher observation.	Flag Football Rules and Strategies.
Procedure(s): Regular flag football rules apply modified for frisbee, e.g. scoring, centering, playing area.	Written and skills test.	
 Two groups of six play against each other in a specified playing area. Team with the most points at end of playing time wins. 		
ariations: 3 on 3. 4 on 4.		
• Pass and catch contests•		•
		District Resources
		.57
56		

Student Learning Objective(s) A. The student knows the basic rules of a variety of team State Equal . 2.7 frishee games. B. The student knows the skills involved in team frishee games, e.g. tossing District Goal and tag ing. C. The student is able to successfully participate in a variety of team frishee Program Goal 4.5 games. The student values team frishee games as lelsure activities. Related Ifea(s) Suggested Activities: Grade(s) Suggested Monitoring Procedures Fossible Resources Teacher observation. Bud Turmer, Seattle School District. Per observation. Teacher observation. Prev observation. Teacher observation. Prev observation. District. Prev observation. District. Suggested Monitoring Procedures Fossible Resources Teacher observation. District. Prev observation. District. Subtrict Goal A. The festive involving basically baskethall and football skills. The object of ultimate frishee is to gain points by scoring goals, i.e. catching the frishee if the end zone. The frishee may only be passed. The frishee and not prevent the offensive team's pass is incomplete, insercepted, knocked down or goes cut-of-bounds. When a foul occurs, play stops and an opponent player gains possession at the point of infraction. Substitutions can be made only: 1. After a goal and before the ensuing throw-off. 2. To replace an Injured player. 3. After periods of play.	SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8	
And cating. C. The student is able to successfully participate in a variety of team frisbee. Program Goal 4,5 games. The student values team frisbee games as leisure activities. Related Mea(s) Title: Ultimate Frisbee Group size: groups of seven Materials: frisbees, planies Procedure(s): Ultimate frisbee is a fast moving competitive, non-contact sport involving basically basketball and football skills. The object of ultimate frisbee is to gain points by scoring goals, i.e. catching the frisbee in the end zone. The frisbee, may only be passed. The defensive team gains possession whenever the offensive team's pass is incomplete, intercepted, knocked down or goes cut-of-bounds. Then'a foul occurs, play stops and an opponent player gains possession at the point of infraction. Substitutions can be made only: 1. After a goal and before the ensuing throw-off. 2. To replace an injured player.	Student Learning Objective(s) A. The student knows	the basic rules of a variety of	team State Goal	2.9
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player gains possession at the point of infraction. Substitutions can be made only: 1. After a goal and before the ensuing throw-off. 2. To replace an injured player.	knocked down or goes out-of-bounds.			
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throw-off. 2. To replace an injured player.				
	throw-off.			
5. After periods of play.				,
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	SMALL SCHOOL	S PROJECT					1	Suggested C	ade			
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١.	SUBJECT:	Physical Educati	lon				Page	Sug 2	/ 2	Pic		्र •
•		7,500	L partie	4.2		•	-			10.35		
	SPECIFIC ARE	Gym Hockey	· · · · · · · · · · · · · · · · · · ·					·		8	· .	
:			*					7-8	7	8	9	
	The student						, ,		,, ,			40
	stick.	gym hockey is a handling, passing	, checking an			lls ôf						,
	• the ba	sic rules of gym	hockey.				136					
• .	•			i i			17			٠ .		
	The student	is able to:						· ()		: •=:.		
	handlenass t	the hockey stick the puck accuratel	correctly wh	ile passin	g or receiv	ing.		, i	-			
	 receiv 	e a puck from a p m basic goal keep	artner while	stationary	or moving.					3		
	 perfor 	m legal checking	skills.									
	• aucces	sfully participat	e in the game	or gym ho	ckey.			i.č.				
·:[·]												
	The student						• •					- 2
	skills hockey	learned that are as a leisure act:	necessary to: ivity.	• • •	ey effective	1у.						21.7
	cooper	ation required for	r success in g	ym hockey	games.		- 1	'			•	
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SMALL SCHOOLS PROJECT - Working Copy		Suggested Ol	jective Plac	cement	
Student Learning Objective(s) A. The Student knows t			die een van die		
		4	•		2,9
involves the skills of checking. B. The student is				:	
C. The student values skill learned that are necessary	to play hocke	ey effective	ly.	Program Goal	4,5
Related Area(s)					
					.:
Suggested Activiries: Grade(s)	Suggested	Monitoring	Procedures	Possible Resources	
		- u		Tooling incodings	· · · · · · · · · · · · · · · · · · ·
Title: Steal the Bacon Group-size: small	Skills test				***
Materials: hockey stick for each student Procedure(s):	Teacher obs	servation.			1
Line participants up on each side of the gym and give a number to each.			, j		
. Call out one number. A player from each team runs to the middle				* *	
(where the puck is) and tries to take it to the	t.		h julia		**
opposite side, (ower a designated line) with the puck on their stick.		ye.		ja ja	À
Variations:		e eko i			.
. Call 2 or 3 numbers.					
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				District Resources	
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SMALL SCHOOLS PROJECT - Working Copy Suggested Objective Placement	7 - 8	
Student Learning Objective(s) A: The student is able to perform basic goal keeping skills.	State Goal	2.9
handling, passing, checking and goal tending. C. The student values skills learned that are	T	,
necessary to play hockey effectively. D. The student values hockey as a leisure activity. E. The student is able to handle the hockey stick correctly while passing or receiving	D 6 1	
The student is able to pass the puck accurately to a stationary or moving partner. G. The	Trogram cost [7,3

	from a partner while stationary or moving	
ggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
		10331DIE RESOUTCES
A STATE OF THE STA		
Title: , 3 on 2 Scrimmage	Skills tests.	
Group size: 'small		
Materials: hockey sticks, pucks, goal	Game situation.	
rocedure(s):		
• Form 3 lines mid-court facing goal, each playe	Teacher evaluation.	
has a stick; these players are on the offense.	6	y.
· The two defensive players include one goalie an	đ 📗	
one full-back.		
. The three offensive players pass the puck an	d J	
work for the open shot.		Jones Blazilla
The defensive players try to get the puck and	d d	
prevent the shot.		
Play stops when the defense gets the pucl		
cleared or a goal has been scored.		
Rotate: (Two offense players on the sides		
become defense; defense goes to the end of the		District Resources
offense lines).		DISTITUTE RESOURCES
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en		
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ggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Tieles Obsessed Commen		
Title: Obstacle Course		
Group size: small		N.
Materials: hockey sticks and pucks		
Procedure(s):		
. Form teams and lay out courses according to your a		
group size.		
• Use comes or chairs to dribble around.		*
Set up a goal cage at the end for shooting.		
. Pass to wall, receive it on the stick and pass		
it back.		
ariations:		The secretary of the second of
. Use partners and pass back and forth.		
· One plays offense, one defense; dribble and		
guard.		
Team competition.		
Individual contest (time).		
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8	
Student Learning Objective(s) A. The student knows th	e hasic rules of own hashow D	The State Coal	
		<u>`</u> \$	2:9
_student is able to successfully participate in the game	of gym hockey. C. The student y	alues District Goal	· (+
cooperation required for success in gym hockey games.		Program Goal	4.5
Related Area(s)			
Suggested Activities Grade(s)	Suggested Monitoring Procedures	Possible Resources	
			· / / · · · · ·
Title: Gym Hockey Came	Observe to see that basic rules		
Group size: 10-22, teams of 5-11 Materials: hockey sticks, puck goal area	are followed.		•
or cage			· .
Procedure(s):			
Define boundaries, allow puck to be played off the wall where workable.			\$ ₁ .
Designate offense and defense players. (They			
Begin with a face off in center court (players	>		
facing each other and sidelines) on the whistle.			
Sticks must be kept below the knee, cannot kick			
the puck, foul anoth layer or go off-side. Free hits are given to the opposite team when a			
rule is violated.	292		,
• One point for each goal.	*		• .
		District Resources .	31
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	and the second s		
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		E8	
n# No.			
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SMALL SCHOOLS PR	OJECT sical Education				Page	Sted	District	acement	
SPECIFIC AREA:	Team Sports		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	4	•				≅3
The student kno	Hocker					7 - 8	7 8	- 9	
that hocke of hasketb	all and soccer.	ort that involv		ned skill	S				
The student value hocker as cooperation		are activity.	r games.		2				c
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement <u>7-8</u>
Student Learning Objective(s) The student knows the	hasic rules of booker. B. The st	udent State Goal 2.9
knows that hocker is a team sport that involves the co		
C. The student values cooperation required for success		Program Goal 4.6
Related Area(s)		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Hocker Rules Presentation Group size: entire class Materials: handouts, chalkboard, or "	Written quiz covering the basic rules of hocker.	
transparencies and overhead projector. Procedure(s):		
 Diagram a hocker court complete with goals. Design e playing positions for starting the game. Describe the objectives of the game and methods of scoring. 		
 Define the rules for both offensive and defensive players. Demonstrate skills and maneuvers for clarity and understanding. 		
Stress safety rules and considerations.		District Resources
		DISTRICT RESOURCES
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CHOOLS PROJECT - Working Copy	Cuspend Objective Dis-	
chools ranged - working copy	Suggested Objective Plac	ement <u>7-8</u>
Learning Objective(s) A. The student knows the	had wiles of books. By The stu	dent State Goal 2.9
As the standard knows the	LASTE THIES OF HOCKET. B. THE STU	2,9
that hocker is a team sport that involves the co-	mbined skills of basketball and soc	cer. District Goal
he student is able to successfully participate in	n the game of hocker. D. The stu	dent Program Goal 4,6
s hocker as a vigorous leisure activity. Area(s)		
ed Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Hocker	Tanaham abanyarian of andones	
Group size: teams of 5-11 players-	Teacher observation of students to determine if they know basic	
Materials: target shirts and a 16 inch	rules and to evaluate their	
playground ball.	skills	
lure(s):		
Identify the playing boundaries and goals.		
dentify teams and assign target shirts to all members of one team.		
Determine the goal each team will defend.		
ssign positions on the field or court and play		
he game in accordance with official rules.		
ions:		
Play the game in a gym.		
ary the number of players on each team.		그런 게 하는 것 같아. 그렇게 살아

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SUBJECT: Physical Education	Paor	Suggested	Placement Grade	Placemo	<i>สินอก</i>
SPECIFIC AREA: Team Sports					
Soccer	-	7 0			
The student knows:		7-8	1	8	9
 that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal keeping, tackling, shielding, and throwing in. the rules of soccer. 					
The send of the se					# 1.
The student is able to:					
 dribble a soccerball under control at various speeds. trap a soccerball with different body parts. 				ing gr	
 pass a soccerball accurately to a stationary or moving partner using various parts of the foot. head a soccerball properly. perform a legal two hand throw-in. 					
 perform basic goal-keeping skills. execute legal tackling skills. 		-			•
 execute legal tackling skills. shield correctly against a defender. 	2				
 execute legal tackling skills. 					
 execute legal tackling skills. shield correctly against a defender. successfully participate in the game of soccer using official 					
 execute legal tackling skills. shield correctly against a defender. successfully participate in the game of soccer using official 					
 execute legal tackling skills. shield correctly against a defender. successfully participate in the game of soccer using official rules. The student values: the uniqueness of soccer skills. 					
 execute legal tackling skills. shield correctly against a defender. successfully participate in the game of soccer using official rules. The student values:					
 execute legal tackling skills. shield correctly against a defender. successfully participate in the game of soccer using official rules. The student values: the uniqueness of soccer skills. soccer as a leisure activity. 					
 execute legal tackling skills. shield correctly against a defender. successfully participate in the game of soccer using official rules. The student values: the uniqueness of soccer skills. soccer as a leisure activity. 					
 execute legal tackling skills. shield correctly against a defender. successfully participate in the game of soccer using official rules. The student values: the uniqueness of soccer skills. soccer as a leisure activity. 					
 execute legal tackling skills. shield correctly against a defender. successfully participate in the game of soccer using official rules. The student values: the uniqueness of soccer skills. soccer as a leisure activity. 					
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 execute legal tackling skills. shield correctly against a defender. successfully participate in the game of soccer using official rules. The student values: the uniqueness of soccer skills. soccer as a leisure activity. 					

Student Learning Objective(s) A. The student	is able to head a	soccerball properly.	B. The Sta	te Goal 2,9
student is able to perform a legal two hand thr				trict Goal
		en e	- ,,	
Related Area(s)				
Suggested Activities: Grade(s)	Suggeste	d Monitoring Procedure	es Possible	Resources
Title: Throw-Head-Catch Group size: 3 on 3, 4 on 4	Observati	00.		
Materials: soccerball Procedure(s):	Skills te	st.		
. A player starts with the ball in his hands	s. He			
makes an overhand throw to a teammate who	must			•
head the ball to a third player who may	then			
catch the ball again.				
	1 / /			
Interceptions are made by heading.				
. If ball touches ground other team gets it.	1000			
 If ball touches ground other team gets it. The object is to advance the ball over the 	goal :			a:
. If ball touches ground other team gets it.	goal			
 If ball touches ground other team gets it. The object is to advance the ball over the 	goal .			
 If ball touches ground other team gets it. The object is to advance the ball over the 	goal			
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 If ball touches ground other team gets it. The object is to advance the ball over the 	goal		District.	Resources
 If ball touches ground other team gets it. The object is to advance the ball over the 	goal		District 76	Resources

SMALL SCHOOLS PROJECT - Working Copy		Suggested Objecti	ve Placement	7-8
Student Learning Objective(s) A. The student	is able to trap	a soccerball with di	fferent body St	ate Goal 2,9
parts. 3. The student is able to pass a	soccerball accura	itely to a stationar	v or moving Di	strict Goal
partner using various parts of the foot.	<u>.</u>	1	Pro	ogram Goal 1,4,6
Related Area(s)				
				
Suggested Activities: Crade(s)	Sugge	sted Monitoring Proce	dures Possible	Resources
Tirle: Keep Away Group size: 5-10 Materials: soccerball Procedure(s): Group is in a circle with one person		ration.		
niddle. The person in the middle tries to interce ball as it is passed around the circle. Anyone making a bad pass or trap goes middle. Variations:				
Specific trap or pass must be used. Two men in the middle.				
			District	Resources
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tudent Learning Objective(s) The s	tudent is able	to dribble a soccerbal	<u>I under contro</u>	Y'at State Goal	2.9
various speeds.				District Goal	<i>i</i> 5
		A STATE OF THE STA		Program Goal	\$4.6
elated Area(s)					
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eggested Activities: Grade(s)		Suggested Monitorin	g Procedures	Possible Resources	
	/				
<u>Title</u> : Oribble Tag,	į	Observation.	\$		
Group size , class	· ×	Observation.		1	
Materials: specerball	9. 4	Skills test			
Procedure(s):		The state of the s			
· Players scatter as "it" dribbles w	ith the ball				y
and attempts to hit another player.	,				X
Anyone hit with the ball becomes "it				N. A.	
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tudent Learning Objective(s) A. The student is able	Suggested Objective Pla		23.0
B. The student is able to execute legal tackling skil			A. is.
correctly against a defender.			
Plated Area(s)		Program Goal _	1,4,6;
rated Area(8)	•		
proceed Activifican Cu-2-(-)			
ggested Activities: Grade(s)	Saggested Monitoring Procedures	Possible Resources	
			• •
Title: Goal Pursuit Group size: 2 on 2	Observation.		, 1
Materials: soccerball, goal	***		
Procedure(s):			2
. Two forwards go against a defender and a goal keeper on 1/3 of the field.			
Five points are given for a goal.			. 🤏
One point is given for the defense each time the ball is cleared over the 1/3 field line.			ર્સ
and an exercised over one via tream trues.			
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Secreted Activities: Crede(s)		
Secreted Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Soccer Group size: 11 per team	Observation.	
Procedure (all 1/4	Skills test.	
Participate in soccer game using regulation rules.	Written test.	
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SMALL SCHOOLS PROJECT	4.3		Grade		
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SUBJECT: Physical P.		Sugge	Plac	8tr. Plac	•
- Invercal Education	<u></u> ^_	35		3	
SPECIFIC AREA: Team Sports	100	8			Ť
Softball		7-8			_
be student knows:	-	1/-0	7	8	9
that softball is a team sport that the skills of				-	
throwing, catching, batting, fielding and erunning. the basic rules of softball.		*			
The student is able to:					
$x \in \int [x,y] \cdot x = x + x + y = y + y = y + y = y = y = y = y = y$			•		.
throw a softball accurately to a partner at a distance commensurate with their age level.					
successfully bat a softball off a tee or when self-tossed, and			-		9
catch a softhell through	1				
field a softball with appropriate technique. run the bases in proper order and at the proper time. successfully participate in the					
successfully participate in the game of softball using official		• .			
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The student values:	- [.			•	•
playing by the rules for fun and safety		12			1
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the cooperation required for success in softball games.		: [
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	ement <u>7-8</u>
Student Learning Objective(s) A. The standws t	the basic rules of softball: B.	The State Goal 2.9
student is able to successfully participate in the	Pame of softhall using official m	loc District Goal
C. The student values playing by the rules, for fun	and safety. D. The student va	lues Program Goal 1,2,5
cooperation required for success in softball games. Related Area(s)		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
		Tools of the second of the sec
Title: Getting 3		•
Group size: entire class or groups of	Teacher observation.	
12-15		
Materials: gloves, softballs, bases, bat's		
Procedure(s):		
• Select 3 or 4 students to be at bat. The rest		
of the class or group is in the field. The group at bat continues until they have		
accumulated 3 outs		
Select or rotate another group to bat and they		
continue until they have three outs.		
. Continue until every student has had an		
opportunity to lat, keeping track of total runs		
scored by each croup.		
. Came situation batters run bases, strikes are called, walks can be issued.		
Variations:		
outs instead of 3.		District Resources
Each group can have a set amount of hits, e.g.		
three hits per person.		
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Student Learning Objective(s) A. The student knows that softball is a team sport that involves state to 1 the skills of throwing, catching, batting, fielding and base running. B. The student is able to successfully bat a softball off a tee or when self-tossed and pitched and field a softball with appropriate technique. C. The student values softball as a leisure activity. Related Area(s) Suggested Activities: Grade(s) Suggested Monitories Procedures Possible Resources Title: Five Hundred Teacher observation. Turner, Lowell (Bud), and Group size: 6-12 players Turner, Susan L. Freative Materials: softballs, bats, gloves Skills test. Experiences Through Sport, Palo Procedure(s): One person is up to bat (may use batting tee, Alto, CA., Peek Publications, pitcher, or self-tossed). 1979, p. 110. Players out in the field attempt to become the batter by reaching a score of 500. Scoring is as follows: 100 points - catching a fly ball. 75 points - catching a ball on the first bounce. 50 points catching a ball on the second bounce. 25 points stelling a grounder. Points are subtracted from the fielders score if he or she fails to handle a ball properly. Example: dropping a fly ball, fielder subtracts District Resources her coral score.

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	ement 7-8
Student Learning Objective(s) A. The student knows tha	t softball is a team sport that invo	
the skills of throwing, catching, batting, fielding and		
to_successfully_bat a softball off a tee or when self- with appropriate technique. C. The student values soft Related Area(s)	tossed and pitched and field a soft	20
Suggested Accavities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Popping Cans Group size: individuals	Teacher observation.	Turner, Lowell (Bud), and Turner, Susan L., Creative
Materials: three pound coffee cans or equivalent, tennis, rubber or plastic balls	Skills test.	Experiences Through Sport, Pal Alto, CA, Peek Publications, 1979, p. 110.
Procedure(s): . Have students throw the ball in the air and then bry to catch it in the can. (The ball bounces		
high and "pops" in the can.) Have students see how many times they can keep the ball popping.		
This is a good activity for developing eye, hand coordination, as the can is similar to the pocket found in a softball glove.		
Variation: . Have the student attempt to alternate the "pops" from the inside to the outside (bottom) of the A		
can and back inside.		District Resources
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Suggested Objective Placement

. 7–8

t Learning Objective(s) A. The student knows the basic rules of softball. B. The student is able to throw a softball accurately to a partner at distance commensurate with

The, State Goal

District Goal

his/her age level. - C. The student is able to catch a softball thrown by a partner. D. The student is able to run bases in proper order and at the proper time. E. The student values

Program Goal.

1,4,5

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Around the Horn	Teacher observation.	Turner, Lowell (Bud), and
Group size: entire class or groups of 12 Materials: softballs, gloves, bases		Turner, Susan L., Creative Experiences Through Sport, Pal
Procedure(s): Divide the class into 4 groups. One group at		Alto, CA., Peek Publications, 1979, pp. 114-116.
each base. First person in each group steps to a base.	To the second	
base, following throw by running to first base.		
rirst base catcher throws to second base, then runs to second.		
Second base catcher throws to third, then runs		
Third base catcher throws home, then runs home.		
second person in line begins same progression.		
		District Resources

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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement <u>7-8</u>
Student Learning Objective(s) A. The student knows th	e basic rules of softball. B.	The State Goal 1,2,9
student is able to throw a softball accurately to a	partner at distance commensurate	with District Goal
his/her age level. C. The student is able to catch a student is able to run bases in proper order and at the	softball thrown by a partner. D.	The Program Goal 1,4,5
REXXXXXXXXXXXIS) softball as a leisure activity.	e proper time. E., the student va	alues
1'		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Softball Tossing Group size: entire class Laterials: wall number chart; outline map; health poster of the body, beanbags, darts, nerf	Teacher observation.	Turner, Lowell (Bud), and Turner, Susan L., Creative Experiences Through Sport, Palo Alto, CA., Peek Publications, 1979, pp. 114-116.
balls Procedure(s): Make up wall charts for the three disciplines of math, social studies and health.		
Have students throw at the targets from a set distance. Points are given for accuracy, e.g. add, subtract, multiply and divide in math; identify states on maps in social studies; identify body parts in health.		
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. 51	PECIFIC AREA		Sports	<u> </u>		3	<u>.</u>	<u> </u>	-				
· —	•	Spee	dball	•	ζ	3		<u>···</u>	-	7-8	7	8	9
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	dribbli	ng, passi	ng, kick	sport thre	hat invo owing, go	lves that	ne ski lng,,tr	lls, of apping,				1	
	and blow		edball s	ufficient	:ly to pla	y and o	fficiat	` , ' e•			1.		
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	• successi	fully par Lls learn	ticipate	in the	game of	speedbal	l by a	pplying	·			-	
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T	he student \	values:					• •						
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
Student Learning Objective(s) A. The student knows th	e rules of speedball. B. The st	ident State Goal 2,9
knows that speedball is a game that combines the skills	of soccer and football. C. The sti	ident District Goal
knows speedball is a team sport that involves the throwing, goal tending, trapping, and blocking. D. I	skills of dribbling, passing, kick The student knows the rules of speed	ting, Program Goal 4,6
RARRAXARR(s) sufficiently to play and officiate.		
Suggested Activities: Grade(s)*	Suggested Monitoring Procedures	Possible Resources
~		- Toosast McGostees
Title: Speedball Group size: class	Observation.	Soccer Activities.
Materials: soccerball and goals		
<pre>Procedure(s): Identify boundaries and goals. Identify teams.</pre>		
. Determine goal each team is to defend.		
• Play game in accordance with official rules. Variations:		
· Modify rules for varying conditions (i.e. gym)		
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		District Resources
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ALL SCHOOLS PROJECT - Working Copy	Suggested Objec	tive Placement 7-8
ident Learning Objective(s)		
ident Learning Objective(s) A. The student is		· · · · · · · · · · · · · · · · · · ·
of speedball by applying the skills learned. B.	The student values skills lear	ned that are District Goal
necessary to play the game of speedball. C.	The student values cooperation	required for Program Goal 4,6
ated Area(s)		
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packed Applylation Co. L.C.		
gested Activities: Grade(s)	Suggested Monitoring Proc	redures Possible Resources
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Title: Speedball	Observation.	Soccer Activities.
Group size: class		over metricles.
Materials: soccerball and goals		
· Identify boundaries and goals.		
• Identify teams•		
• Determine goal each team is to defend.		
 Play game in accordance with official rules. ariations: 		
· Modify rules for varying conditions (i.e. gym		
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SUBJECT: Ph	sical Education		•	*			Page	Suggester	Z dece	District Place	י	
SPECIFIC AREA:			. t.	•		<u> </u>	-		 	1	-	T
SPECIFIC AREA:	Team Sports										'	
	Team Handball	`	. .	• •				7-8	7	8	9-	
The student know	vs:			•.	·	-:		٠. دو		``		
running, pi • team handba basketball	oall involves lvoting, throwing all developed from and soccer.	ng, guardi com the ga	ng and s	goal tend	ding.						£.	
• the rules o	of team handball	Lé ,	•						, .			
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The student is a	ble to:											
	ball legally b	1	· .									
take the pr	with proper st	rategy and	d techni	.que•		• •	•		٠.			
 perform goa 	oper position a l-keeping skill y participate les.	s and exec	the goa	al block	ing.	sing						
 perform goa successfull official ru 	l-keeping skill y participate les.	s and exec	the goa	al block	ing.	sing	•					
perform goasuccessfull	l-keeping skill y participate les.	s and exec	the goa	al block	ing.	sing	•					
perform goa successfull official ru The student value the need for	l-keeping skill y participate les. cs: r team play and	s and exection a game	the goacute leg	al block	ing.	sing	•			-		
perform goa successfull official ru The student value the need for	l-keeping skill y participate les.	s and exection a game	the goacute leg	al block	ing.	sing						
perform goa successfull official ru The student value the need for	l-keeping skill y participate les. cs: r team play and	s and exection a game	the goacute leg	al block	ing.	sing						
perform goa successfull official ru The student value the need for	l-keeping skill y participate les. cs: r team play and	s and exection a game	the goacute leg	al block	ing.	sing						
perform goa successfull official ru The student value the need for	l-keeping skill y participate les. cs: r team play and	s and exection a game	the goacute leg	al block	ing.	sing					,	
perform goa successfull official ru The student value the need for	l-keeping skill y participate les. cs: r team play and	s and exection a game	the goacute leg	al block	ing.	sing					,	
perform goa successfull official ru The student value the need for	l-keeping skill y participate les. cs: r team play and	s and exection a game	the goacute leg	al block	ing.	sing					,	
perform goa successfull official ru The student value the need for	l-keeping skill y participate les. cs: r team play and	s and exection a game	the goacute leg	al block	ing.	sing					,	
perform goa successfull official ru The student value the need for	l-keeping skill y participate les. cs: r team play and	s and exection a game	the goacute leg	al block	ing.	sing					,	
perform goa successfull official ru The student value the need for	l-keeping skill y participate les. cs: r team play and	s and exection a game	the goacute leg	al block	ing.	sing					,	
perform goa successfull official ru The student value the need for	l-keeping skill y participate les. , es: r team play and	s and exection a game	the goacute leg	al block	ing.	sing					,	
perform goa successfull official ru The student value the need for	l-keeping skill y participate les. , es: r team play and	s and exection a game	the goacute leg	al block	ing.	sing					,	
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perform goa successfull official ru The student value the need for	l-keeping skill y participate les. , es: r team play and	s and exection a game	the goacute legme of the contract of the goacute legme of the contract of the	al block	ing.	sing					,	

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement 7-8	•
Student Learning Objective(s)			
Student Learning Objective(s) A. The student is able	to advance the ball legally by dribb	ling, State Goal	2,9
passing or running.	and the same of th	District Goal	
Related Area(s)		Program Goal	4,6
		· · · · · · · · · · · · · · · · · · ·	
Suggested Activities: Grade(s)			
orage are in the state of the s	Suggested Monitoring Procedures	Possible Resources	
Title: Dribble, Run and Pass Group size: 8 to 10	Observation.		
Materials: handball			المرازي فللمعتب
Procedure(s):		•	
· Teams are arranged in two files facing one		4 3+	
another.	•		
 Have the student dribble the ball, run three steps and pass to a team mate. 			
· The student then returns to the end of his/her			• .*
file.)	
• Each team scores points on the number of			i
accurate combinations of dribbling, taking three steps and passing in a one minute time frame.			* ***
variation:			
• Cut down the size of the group and use more			•
handballs to increase the participation.			
		District Resources	 :
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Student Learning Objective(s) The student is able to take the proper position and defend the State Goal goal areas. District Goal Program Goal 4.6 Related Area(s) Suggested Activities: Grade(s) Suggested Monitoring Procedures Possible Resources Title: Area Responsibility Observation. Suggested Monitoring Procedures Possible Resources The Coroup size: 16 Materials: tean bandball Skill and strategy used. Procedure(s): Skill and strategy used. The content area is a smaller area with one on one. The camer area is a smaller area with one on one. The game is played with the player's learning to stey within their position area. Scoring can be made from any area of the court. District Resources	SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Placement 7-8
Related Area(s) Suggested Activities: Grade(s) Suggested Monitoring Procedures Possible Resources Title: Area Responsibility Group size: 16 Materials: tean handball Procedure(s): The grm is divided into three areas. The two end areas have a goalie, three up men and three defenders. The center area is a smaller area with one on one. The game is played with the players learning to stay within their position area. Scoring can be made from any area of the court. District Resources	Student Learning Objective(s) The student is able to t	ake the proper position and defend the State Goal 2.0
Related Area(s) Suggested Activities: Grade(s) Suggested Monitoring Procedures Fossible Resources Suggested Monitoring Procedures Observation. Skill and strategy used. Skill and strategy used. Skill and strategy used. District Resources District Resources	goal areas.	District Coal
Suggested Activities: Grade(s) Suggested Monitoring Procedures Title: Area Responsibility Group size: 16 Materials: team handball Procedure(s): The gym is divided into three areas. The two end areas have a goalie, three up men and three defenders. The center area is a smaller area with one on one. The game is played with the players learning to stay within their position area. Scoring can be made from any area of the court. District Resources		District Godi
Suggested Activities: Grade(s) Title: Area Responsibility Group size: 16 Materials: team handball Procedure(s): The gro is divided into three areas. The upo end areas have a goalie, three up men and three defenders. The center area is a smaller area with one on one. The game is played with the players learning to stay within their position area. Scoring can be made from any area of the court. District Resources		Program Goal 4.6
Title: Area Responsibility Group size: 16 Materials: team handball Procedure(s): The gym is divided into three areas. The two end areas have a goalie, three up men and three defenders. The center area is a smaller area with one on one. The game is played with the players learning to stay within their position area. Scoring can be made from any area of the court. District Resources	Related Area(s)	
Title: Area Responsibility Group size: 16 Materials: team handball Procedure(s): The gyn is divided into three areas. The two end areas have a goalie, three up men and three defenders. The center area is a smaller area with one on one. The game is played with the players learning to stay within their position area. Scoring can be made from any area of the court. District Resources		
Title: Area Responsibility Group size: 16 Materials: team handball Procedure(s): The gym is divided into three areas. The two end areas have a goalie, three up men and three defenders. The center area is a smaller area with one on one. The game is played with the players learning to stay within their position area. Scoring can be made from any area of the court. District Resources	Suggested Activities: Grade(s)	Suggested Monitoring Procedures Possible Resources
Group size: 16 Materials: team handball Procedure(s): The gym is divided into three areas. The two end areas have a goalie, three up men and three defenders. The center area is a smaller area with one on one. The game is played with the players learning to stay within their position area. Scoring can be made from any area of the court. District Resources		
The center area is a smaller area with one on one. The game is played with the players learning to stay within their position area. Scoring can be made from any area of the court. District Resources	Group size: 16 Materials: team handball Procedure(s): The gym is divided into three areas. The two end areas have a goalie, three up men	
	one. The game is played with the players learning to stay within their position area.	
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SMALL SCHOOLS PROJECT Working Copy		
	Suggested Objective Plants	acement 7-8
Student Learning Objective(s) The student is able to legal blocking.	perform goal-keeping skills and ex	•
		District Goal
Related Area(s)		Program Goal 4,6
	*	•
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Goal Pursuit Group size: Four Materials: team hand ball Procedure(s):	Observation.	
 Two up men go against defender and goalie on one end of the gym. Three points are given for an offensive score. One point is given for a good defender block. One point is given for a goalie block. 		
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		District Resources
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SMALL SCHOOLS PROJECT	- Working Copy		Sugge	ested Objective Pla	icement 7-8	
Student Learning Objec	tive(s) A. The student	knows th	at <u>team handball</u>	involves the skil	ls of State Goal	2,9
dribbling, passing,	running, pivoting, throw				i i	
playing by the rules					Program Goal	4,6
Related Area(s)	8	:			- 110gram doal	4,0
						
Suggested Activities:	Grade(s)		Suggested Moni	toring Procedures	Possible Resources	
Title:	¥ Team Handball		Observation.			
Materials: Procedure(s):	9 per team team handball	•	Škill test.			
 Participate in a The game can be 	game using regular rules. played inside or outside.		Written test.			7.
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SMALL SCHOOLS PROJECT	Page	$\frac{st_{ed}}{s}$. tacement	Placemen.	3	
SUBJECT: Physical Education	<u> </u>	/ "		•		•
SPECIFIC AREA: Team Sports			-			
Volleyball	1	7-8	7	8	9	
The student knows:	^	, 0		,		
 that volleyball is a team sport involving the skills of serving, setting, bumping, digging, blocking and spiking. the basic rules of volleyball. 	-					
					. ·	
The student is able to:		•				
						· · · ·
 successfully participate in a game of volleyball using skills learned. 						
						7
			1		·	* •
The student values:	• 1		.			٠.
playing by the rules for fun and safety.	•					
volleyball as a leisure activity. the cooperation required for success in volleyball games.				·		٠.
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SMALL SCHOOLS PROJECT - Working Copy	. Suggested Objective Placement7-8	
Student Learning Objective(s) . A. The student knows tha		2,9
the skills of serving, setting, bumping, digging, blocki		
the basic rules of volleyball. C. The student values vo	alleviall as a leteral survey	6
Related Area(s)		<u>, v</u>
		• •
Suggested Activities: Grade(s)	Suggested Monitoring Procedures Possible Resources	•
Title: 3 on 3 Group size: groups of 3 Materials: volleyball nets/court volleyballs	Teacher observation.	•
Procedure(s): 1 group begins on each side of the net. Ball is tossed or served to one group and they play the ball over the net.		
 Play continues back and forth until ball is dead or an error is committed. Game consists of 15 points. 		
Variations: Same group of 3 stays on until they reach 6 points. Regulation volleyball rules/skills are involved. 2 teams which send out 3 players at a time. After a point is scored each side sends out a		A
different group of 3. 3 hits on a side. 2 hits on a side. 1 on 1, 2 on 2, 4 on 4, 5 on 5, 6 on 6.	District Resources	
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	ment 7-8
Student Learning Objective(s) . The student knows that	at volleyball is a team sport involv	ing State Goal 2,9
the skills of serving, setting, bumping, digging, blocki		
the basic rules of volleyball. C. The student is able to volleyball using skills learned. D. The student values Related Area(s)	to successfully participate in a game volleyball as a leisure activity.	of Program Goal 4,6
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Elimination Group size: entire class or small to medium groups Materials: volleyball, volleyball net and court. Procedure(s):		Turner, Lowell (Bud), and Turner, Susan L., Creative Experiences Through Sport, Pa Alto, CA., Peek Publications, 1979, p. 182
Divide class into 2 teams. Ball is tossed or served to one team who plays the ball over the net. Play continues until ball is deed on an arrange to the play continues until ball is deed on an arrange.		•

- Play continues until ball is dead or an error is committed.
- If a player makes an error or allows the ball to hit the floor, he/she is eliminated from the game.
- . Game continues until one team is eliminated.

District Resources

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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plan	cement 7-8
Student Learning Objective(a)		
Student Learning Objective(s) A. The student knows that	t volleyball is a team sport invol	ving State Goal 2,9
the skills of serving, setting, bumping, digging, blocks	no and spiking. B. The student b	nove Diseries Co. 1
	•	
the basic rules of volleyball. C. The student is able to	to successfully participate in a gam	e of Program Goal 4,6
volleyball using skills learned. D. The student values Related Area(s)	volleyball as a leisure activity.	
metaces steady		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
	-	
Title: 50 Second Freeze		Turner (2001)
Group size: entire class; two teams	*	Turner, Lowell (Bud), and Turner, Susan L., Creative
Materials: net, peachballs, plastic		Experiences Through Sport, Pal
balls, foam rubber rings,		Alto, Ci., Peek Publications,
frisbees · Procedure(s):		1979, p. 152
· Divide the class into two teams, one on each		
side of the net.		• •
. Have students serve (overhand or underhand) as		
many balls as they can over the net in sixty, *	•	
seconds.		
• Have a sixty second "freeze" signal at the end of which all players stop serving.		
The team with the fewest balls in their court		
wins.		
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SMALL SCHOOLS PROJECT	. :	/ /	rade		•
SUBJECT: Physical Education	Page	Sted	. Acement	Placement	
SPECIFIC AREA: Individual/Dual Sports					T
Aquatics]) "	7-8	7	8	9
The student knows:		 :			
that the area of aquatics may include swimming, diving, and water sports. that water safety skills are important for survival. the definition of swimming terms related to staying afloat including floating, sculling, stroking and treading water.	1-12		•		
The student is able to:					**
describe the various areas of aquatics. demonstrate basic water safety and rescuing techniques. stay afloat using a variety of swimming techniques. demonstrate the basic strokes in swimming.				3	
		 ;			
The student values:		•			1
• swimming as a leisure activity that enhances physical fitness.				-	
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tudent Learning Objective(s) A. The student knows t	that the area of aquatics may in	cement 7-8 nclude State Goal 2,9,10
swimming, diving and water sports. B. The student is		1
	s able to describe the various are	as of District Goal
aquatics.	.0	Program Goal 3,4
lated Area(s)		
		•
ggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
	,	Toosible Resources
Title: Water Softball	•	
Group size: medium		
Materials: plastic bat and ball, 3 buoy bases		
Procedure(s):		
· Have home plate located in the shallow end and		
adjust bases to skill level. When the batter hits, he/she swims to base.		
Variations:		
· · Work-up		
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement <u>7-8</u>
Student Learning Objective(s) . The student knows that for survival. B. The student is able to demonstr		State Goal 2,9,10
techniques.		Program Goal 3,4
Related Area(s)		
Suggested Activities: Grade(s)	Suggested-Monitoring-Procedures	Possible Resources
Title: Reaching/Throwing Assists Group size: small Materials: rope and buoy (ring), kickboard, towel and pole Procedure(s): Explain/demonstrate rescuing techniques of reaching and throwing assists. Have swimmers pair up.	Skills test. Teacher observation.	Red Cross Movies. Red Cross Water Safety Instruction Book.
Rescuer lays on the pool edge and extends one arm to tired swimmer. Same thing with something to extend arm, e.g. towel or pole. Rescuer throws a line and ring to tired swimmer. Rescuer throws a kickboard or life jacket to tired swimmer.	***	
		District Resources
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Student Learning Objective(s) A. The student knows the definition of swimming terms related to State Goa	2,9,10
staying afloat including floating, sculling, stroking and treading water. B. The student is District	Goal
demonstrate the basic strokes in swimming. D. The student values swimming as a leisure	Goal 3,4,
Medached Amea(8) activity that enhances physical fitness.	

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: I. Floating & II. Sculling. Group size: small Materials: swim suits, pool Procedure(s): I.	Skills test. Teacher observation.	Clayton, Robert D., Aquatic Instruction Coaching and Management, Minneapolis, Minneapolis, Purgess Publishing Co., 1970.
 When student is used to the water, have them hold onto the side of the pool and put their face in the water and their legs out behind them. Have the student stand away from the wall and fall towards it, keep backing up until they are floating. Have students do a "dead man's" float, face down, as well as they can. Backfloat: have a partner hold student's head and have them relax on their back with their 		
arms out. II. When students can float on their back and front, have them propel themselves by making small circles with their hands close to their bodies. Try figure eights. Go forward, go backwards (switch hand directions). Have sculling races or routines.		District Resources



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SMALL SCHOOLS PROJECT - Working Copy		Suggest	ed Objec	tive Plac	ement	
Student Learning Objective(s) A. The student knows the	ne definiti	on of swi	mming ter	ms relati	ed to State Goal	2,9,10
staying afloat including floating, sculling, stroking	100					1
able to stay afloat using a variety of swimming tec	chniques.	C. The	student	is ahl	e to Propr àm G oal	3,4
demonstrate the basic strokes in swimming. D. The Krimtecksteen(s) activity that enhances physical fitness.	a student	values s	wimming	as a le	isure	<u> </u>
	,					
Suggested Activities: Grade(s)	Suggest	ed Monito	ring Proc	edures—	Possible Resource	S
	<u> </u>	· .	. •			
Title: Swim Tag/Follow the Leader						
Group size: medium Materials: swim suits, pool			•			
Procedure(s): Participants know how to swim and tread water.						*20
Designate a swimmer as "it".No standing allowed.				,		1
 Use different strokes and tread water to keep from being it. 		•			•	
 Variations: When tagged, swimmer becomes frozen and has to 		,	j			
tread water. (until unfrozen) Designate one swimmer as leader.		•			• •	
 He/she varies the stroke. Group-swims in a large circle around the pool or 		•				
in a snake line.			t	,	Diameter B	
					District Resources	<u>; </u>
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SMALL SCHOOLS PROJECT		/ /	Crade .		· .,	
		Suggested		District Placem	Te ut	
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SUBJECT: Physical Education	1 4	155	/ '	3 	١.	
SPECIFIC AREA: Individual/Dual Sports.		•			,	
Archery		7-8	7	8	9	
The student knows:						
•• the safety rules of archery.						
 the archery equipment necessary for participating in archery. that the basic archery skills are stance, grip, masking, 			_			
drawing, anchoring, aiming, release and follow-through. basic archery terminology.						· · ·
		*				
The student is able to:		:			·	
· participate in various archery games using good safety rules.						
 list the basic pieces of archery equipment. execute the basic archery skills using appropriate form. 	•		:			
 string and unstring a bow safely and correctly. 						
The student values:					1	
archery as a leisure activity.						
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement <u>7-8</u>	
Student Learning Objective(s) A. The student knows the	safety rules of archery, the equipm	ent. State Goal 2,9,	10
and the terminology applied to the various components.			
in various archery games by using good safety rules.	C. The student is able to string	and Program Goal 3,4	
unstring a bow safely and correctly. Related Area(s)			
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources	<u></u>
Title: Safety Precautions Group size: 10-20 Materials: Armguards, fingertabs, bows, arrows, quiver for holding arrows (boxes can be used) Procedure(s): Have each student string and unstring the bow by placing the back of the bow toward the archer with the lower end of the bow against the left instep. Hold the bow with the left hand at the handle, place the heel of the right hand just below the loop of the string. Pull with the left hand and press down with the right until the string can be pushed into the upper notch of the bow. The students will straddle the shooting line, nock, draw, aim, hold and release with follow	Observe. All archers are behind shooting line before arrow is nocked. Arrow is never drawn beyond back of bow. Students shoot with concentration and control. Student steps back from line when arrows are shot. Student waits for signal to retrieve arrows.	Washington State Physical Education Guide, pp. 7-12 1961. District Resources	
through on command, demonstrating safety precautions in each action.			-

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Student learning Objective(s) The student tearning objective(s) The student is able to execute the District Goal Lasis archary skills using appropriate form. C. The student values archery as a leisure Program Goal 4,5- Related Area(s) Suggested Activities: Grade(s) Suggested Activities: Grade(s) Suggested Activities: Grade(s) Suggested Activities: Grade(s) Suggested Monitoring Procedures Prossible Resources Observation and use of the student analyzed the kist. Education Guide, pp. 7-12, 1961. Procedure(s): Have students pair up. Give each student a check list of good form, stringing, stabiling and holding, release and follow through, withdrawing arrows. As one student goes through the techniques of shooting, before will be analyzed by himiterself and his/her fellow student. District Resources 1309 1309	SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plan	cement
hasic archery skills using appropriate form. C. The student values archery as a leisure Program Coal 4,3 activity. Related Area(s) Suggested Activities: Grade(s) Title: Technique of Shooting Group size: 10-20 Materials: Armguards, fingertabs, bows, arrows, quiver Procedure(s): Here students pair up. Sive each student a check list of good form, stringing, standing position, bowgrip, nocking, drawing to anchor point, aiming and holding, release and follow through, withdrawing arrows. So one student goes through the techniques of shooting, he/she will be analyzed by him/derself and his/her fellow student. District Resources District Resources	Student Learning Objective(s) A. The student knows	the skills of stance, grip, mas	ring. State Goal 2.9
hasic archery skills using appropriate form. C. The student values archery as a leisure Program Coal 4,3 activity. Related Area(s) Suggested Activities: Grade(s) Title: Technique of Shooting Group size: 10-20 Materials: Armguards, fingertabs, bows, arrows, quiver Procedure(s): Here students pair up. Sive each student a check list of good form, stringing, standing position, bowgrip, nocking, drawing to anchor point, aiming and holding, release and follow through, withdrawing arrows. So one student goes through the techniques of shooting, he/she will be analyzed by him/derself and his/her fellow student. District Resources District Resources	drawing, arching, aiming, release and follow-through-	B. The student is able to execute	the District Goal
Suggested Activities: Crade(s) Suggested Monitoring Procedures Possible Resources Title: Technique of Shooting Observation and use of the student analyzed check list. Education Guide, pp. 7-12, 1961.	basic archery skills using appropriate form. C.		
Title: Technique of Shooting Group size: 10-20 Materials: Armgwards, fingertabs, bows, arrows, quiver Procedure(s): Tave students pair up. Sive each student a check list of good form, stringing, standing position, bowgrip, nocking, crawing to anchor point, aiming and holding, release and follow through, withdrawing arrows. So one student goes through the techniques of shooting, he/she will be analyzed by him/herself and his/her fellow student. District Resources Nashington State Physical Education Guide, pp. 1-12, 1961.	activity.		3,3
Title: Technique of Shooting Group size: 10-20 Materials: Armgwards, fingertabs, bows, arrows, quiver Procedure(s): Rave students pair up. Give each student a check list of good form, stringing, standing position, bowgrip, nocking, drawing to anchor point, aiming and holding, release and follow through, withdrawing arrows. As one student goes through the techniques of shooting, he/she will be analyzed by him/Merself and his/her fellow student. District Resources Washington State Physical Education Guide, pp. 1-12, 1961. Washington State Physical Education Guide, pp. 1-12, 1961.			
Croup size: 10-20 Materials: Arnguards, fingertabs, bows, arrows, quiver Procedure(s): Bave students pair up. Give each student a check list of good form, stringing, standing position, bowgrip, nocking, drawing to anchor point, aiming and holding, release and follow through, withrawing arrows. As one student goes through the techniques of shooting, he/she will be analyzed by him/herself and his/her fellow student. District Resources	Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Student analyzed check list. Student analyzed check list. Education Guide, pp. 7-12,			
Procedure(s): Have students pair up. Give each student a check list of good form, stringing, standing position, bowgrip, nocking; drawing to anchor point, aiming and holding, release and follow through, withdrawing arrows. As one student goes through the techniques of shooting, he/she will be analyzed by him/Werself and his/her fellow student. District Resources	Group size: 10-20 Materials: Armguards, fingertabs, bows,		Education Guide, pp. 7-12,
130	 Have students pair up. Give each student a check list of good form, stringing, standing position, bowgrip, nocking, drawing to anchor point, aiming and holding, release and follow through, withdrawing arrows. As one student goes through the techniques of shooting, he/she will be analyzed by him/nerself 		
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SUBJECT: Ph	ysical Education					,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Page	Suggest	Placemont	District Place	illo
SPECIFIC AREA: _	Individual/Dua	al Sports	- - -		· · · · · · · · · · · · · · · · · · ·	• •					
	Badminton]	7-	8 7	- 8	9
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of serving the equip	inton is an indige, striking and ment needed for the nology, scoring a	recelving.			the s	kills			7		
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The student is	able to:	2	d d				,	:	1		
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 perform ar 	n underhand serve fficient forehand	into the pand backha	roper cound stroke	rt.	:						
• play a reg	gulation game.										
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The student val	lues:										
hadminton	as a leisure act	ivity.	, X.		•	· . 1			1		1
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• proper use	of equipment.										
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proper use	of equipment.										
proper use	of equipment.									2	
proper use	of equipment.									D	
proper use	of equipment.										
proper use	of equipment.		121								

SMALL SCHOOLS PROJECT - Working Copy Student Learning Objective(s) A. The student knows the involves the skills of serving, striking and receiving needed for the game. C. The student knows the term D. The student values proper use of equipment. Related Area(s)	R. B. The student knows the equi	that State Goal 2,9
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Badminton Introduction Group size: class Materials: handouts, chalkboard or transparencies and overhead projector, film loops. Procedure(s): Diagram a badminton court. Explain positions for starting the game. Describe the objectives of the game and methods of scoring. Define rules for both offensive and defensive players. Demonstrate or show skills and maneuvers for clarity and understanding. Stress care of equipment.	Written test.	Diagram Group, Enjoying Racque Sports, New York and London Paddington Press Ltd., 1978.
ERIC PRE DESTRUCTOR TITLE	-66-	133

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plan	cement
student Learning Objective(s) The student is able to re	erform an underhand serve into the	
	110th an undernand serve Into the	State Goal 2,9
proper court.	•	District Goal
		Programa Goal 4,6
elated Area(s)		
uggested Activities: Grade(s)		
-bo	Suggested Monitoring Procedures	Possible Resources
74.63		
Title: Underhand Serve Group size: individual	Total points achieved.	
Materials: racquet & birdie, net, court		
Procedure(s):		
Designate the court to be served to.		
• Mark the court into areas giving a higher score in preferred areas.		
Designate a set number of serves and total the		
points scored.		
5 points		
3 points		
	V .	District Resources
5 points		
	*	
		r
	1	
134		155
134	-67-	135

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement	
Student Learning Objective(s) The student is able to	perform efficient forehand and bac	khand State Goal	2,9
stokes.		1	.*
		District Goal Program Goal	4,6
Related Area(s)		1,1081000 0001 [7,0
included Area(s)			
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources	
		resources	
Title: Forehand and Backhand Group size: 2-4	Count the number of legal returns without a miss.		
<u>Materials</u> : racquets & birdies, met, court Procedure(s):			
ising forehand and backhand strokes, count the number of times the birdie is kept in play. Variation:			· martin
. Using 2 teams, have the person at the front of the line return the birdie and then move to the			
end of the line.			
		•	
		District Resources	
			•
136		137	
	-68-		•

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Placement 7-8
Student Learning Objective(s) The student is able to pla	y a regulation game. B. The student State Goal 29
values badminton as a leisure activity.	District Goal
	Program Goal 4.6
Related Area(s)	
Suggested Activities: Grade(s)	Suggested Monitoring Procedures Possible Resources
Group size: 2-4	Observation. Monitor scores.
	District Resources
128 ERIC	-69-

SMALL SCHOOLS PROJECT		1	/ /	Placement Grade		•	
				ment (District Place	nent	
		/ 8	ges /		tric	ญ์ ว	
SUBJECT: Physical Education	<u> </u>	Page	$S_{u_{g}}$		D1s P		
SPECIFIC AREA:Individual/Dual Sports		•				T	
Bowling			7-8	7	8	9	
The student knows:			·				,
• proper bowling ball selection suitable to individual requi	re-						
ments; e.g. weight; grip. the definition of terms associated with rules and scor			•				
procedures. the basic skills of bowling, e.g. approach, release, stan							
follow-through.	• .						
	.						
. The student is able to:							
demonstrate the proper bowling skills.					ļ.		
The student values:			; ' '				
 bowling as a leisure activity. 			•		/ 1		
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SMALL SCHOOLS PROJECT			Suggested Obj	•		· ·
Student Learning Objec	tive(s) The stu	ident knows the d	definition of terms	uiv hetkioozz	h State Goal	2,9
rules and scoring pr	ocedures. E. The stud	<u>ient is able to sc</u>	ore a game of bowling		District Goal	
Related Area(s)	<u>~</u>				Program Coal	4,6
Suggested Activities:	Grade(s)	Su	ggested Monitoring Pr	ocedures P	ossible Resources	
Group size	Presentation on Scor Bowling entire class	ing for Sc	oring and terminology	test.		•
	overhead projector a transparencies and/o board, bowling score	r chalk-				
Optional: Procedure(s):	for each student. film strips on scori					
proper terminolo	how to score bowling open and definitions of ce, spare, open frame	terms such				
Practice scoring pinfall for each the scores and	y by providing students ball rolled and have symbols on their office	each enter				
sheet.				Di	Strict Resources	1.5
erione de la companya			And the second s	, r. 1		
141					14	2
	4					

Related area(s) Suggested Activities: Grade(s) Title: Ball Selection Group size: entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a	Related Area(s) Suggested Activities: Grade(s) Title: Ball Selection Group size: entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes.	Related Activities: Grade(s) Suggested Activities: Grade(s) Title: Ball Selection Group size: entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a time select a ball from the storage racks, applying the information presented. Check each student's selection for accuracy of application of the factors presented. Have students note the number or code and color	Student Learning Objective(s) A. The student knows pr	, , , , , , , , , , , , , , , , , , ,	e to state Goal	2,
Suggested Activities: Grade(s) Title: Ball Selection Group size: .entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a	Suggested Activities: Grade(s) Title: Ball Selection Group size: entire class Materials: a variety of bouling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a time select a ball from the storage racks, applying the information presented. Check each student's selection for accuracy of application of the factors presented. Have students note the number or code and color	Suggested Activities: Grade(s) Title: Ball Selection Group size: .entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a time select a ball from the storage racks, applying the information presented. Check each student's selection for accuracy of application of the factors presented. Have students note the number or code and color	individual requirements, e.g. weight, grip.	<u> </u>	District Goal	
Suggested Activities: Grade(s) Title: Ball Selection Group size: entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a	Suggested Activities: Grade(s) Title: Ball Selection Group size: entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Bave groups of approximately six students at a time select a ball from the storage racks, applying the information presented. Check each student's selection for accuracy of application of the factors presented. Have students note the number or code and color	Suggested Activities: Grade(s) Title: Ball Selection Group size: entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a time select a ball from the storage racks, applying the information presented. Check each student's selection for accuracy of application of the factors presented. Have students note the number or code and color			Program Goal	4,
Suggested Activities: Crade(s) Title: Ball Selection Group size: entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Ball Selection Teacher inspection of squdent selection of bowling balls.	Suggested Activities: Grade(s) Title: Ball Selection Group size: entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a time select a ball from the storage racks, applying the information presented. Have students note the number or code and color	Suggested Activities: Grade(s) Title: Ball Selection Group size: entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a time select a ball from the storage racks, applying the information presented. Have students note the number or code and color	Related Area(s)			
Suggested Activities: Grade(s) Title: Ball Selection Group size: entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a	Suggested Activities: Grade(s) Title: Ball Selection Group size: .entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a time select a ball from the storage racks, applying the information presented. Check each student's selection for accuracy of application of the factors presented. Have students note the number or code and color	Suggested Activities: Grade(s) Title: Ball Selection Group size: .entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a time select a ball from the storage racks, applying the information presented. Check each student's selection for accuracy of application of the factors presented. Have students note the number or code and color			* * * * * * * * * * * * * * * * * * * *	
Group size: .entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a	Teacher inspection of student selection of owling balls. Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a time select a ball from the storage racks, applying the information presented. Check each student's selection for accuracy of application of the factors presented. Have students note the number or code and color	Teacher inspection of student selection of owling balls. Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a time select a ball from the storage racks, applying the information presented. Check each student's selection for accuracy of application of the factors presented. Have students note the number or code and color	Suggested Activities: Grade(s)		Possible Resources	
	applying the information presented. Check each student's selection for accuracy of application of the factors presented. Have students note the number or code and color	applying the information presented. Check each student's selection for accuracy of application of the factors presented. Have students note the number or code and color	Group size: .entire class Materials: a variety of bowling balls Procedure(s): Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. Have groups of approximately six students at a	selection of bowling balls.		

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
Student Learning Objective(s) A. The student knows of	te basic skills of bowling e.g. annr	oach, State Goal 2,9
		,
release, stance, follow through. B. The student is	able to demonstrate the proper bo	ling District Goal
skills. C. The student values bowling as a leisure ac	tivity.	Program Goal 4,6
Celated Area(s)		1,5
Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	L Booods 1 D
		Possible Resources
71-1		
Title: Gym Bowling Group size: 2-5 students per gym bowl set	Teacher observation.	
Materials: gym bowl kits	Profest 1	
ocedure(s):	Pinfall on actual gazes.	
Pair up the students and instruct them to	A second	
observe and critique each other based upon the		
demonstration and instructions you give.		_
Start with half the students on a line.		
Have them assume a stance, holding an imaginary		
all ready for their approach. ave a partner critique their stance and		
exchange roles. (Teacher monitors to assure		
compliance.)		
Next teach the 4 step approach by coordinating		
the steps with commands: "Push" - "Down" -		
"Back" - "Slide" or a similar set of descriptive		
terms.		District Resources
Right-handed bowlers should take the first step with their right foot on the command "Push".		STORE RESOURCE
Have partners take turns performing and		
critiquing.		
. Add the gym bowling ball and perform the stance,		4
approach and delivery using the ball.		
Set up three pins and have students bowl for		
accuracy, applying the skills just learned.	.8.	
Progress to a set of 10 pins at the appropriate		
distance and have students practice bowling. Progress to a bowling alley and apply skills		
while "shadow" bowling and/or actual bowling.		•
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SUBJECT: Physical Education	Pao	Suggested	Flacement	platrict Place	Jugar	
SPECIFIC AREA: Individual/Dual Sports	T			1		
Cross Country Running	1	7-8	7	8	9	-
The student knows:		-	 		-	-
		. :				
cetcar i	. ∤					
· proper warm-ups and running form					,	
	.					
The student is able to:						;
run distances that are appropriate to his/her age and level of						
titness.					en e	
 demonstrate appropriate cross country warm-up techniques. run at specific paces for extended lengths of time. 					••	
			, .			
he student values:	1			•		
cross country mending on accept as asset			1			
· cross country running as an aid to cardiovascular endurance and	1					
an aid in maintaining one's overall state of physical fitness.						•
an aid in maintaining one's overall state of physical fitness.		2			3	
an aid in maintaining one's overall state of physical fitness.		-				
an aid in maintaining one's overall state of physical fitness.						
an aid in maintaining one's overall state of physical fitness.						\ \
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an aid in maintaining one's overall state of physical fitness.						
an aid in maintaining one's overall state of physical fitness. 1.17						
an ald in maintaining one's overall state of physical fitness.						

dent Learning Objective(s) A: The student known istances over varying terrain. R. The student is	vs cross-country	involves r	unnine wa	ement 7-0 ving State G	
istances over varving terrain. B. The student is					t Goal
ncrease speed and distance. C. The student variations ardiovascular endurance and an aid in maintaining steed Area(s)	alues cross-coun	kry running	as an aid	to Program	Goal 4.
area(s)	o owerdil	state of phy	sical, fitn	ess.	
ontol Last					
ested Activities: Grade(s) 7-12	Suggested M	foritoring D-	4		
		our cotting PC	ocedures.	Possible Reso	ources
Title: Cross-Country Run		•			1
Group size: small Materials: open area			•		E .
ocedure(s):		()			
Pick out a hilly and varying terrain about 3					The state of the s
Mark it well with red tags					
· Upen spaces are good areas to set		i i			
roads shouldn't be used.					1.00 (1.00) 1.00 (1.00)
Have runners run this same course and decrease					

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District Resources

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SUBJECT: Physical Education	Paor	Suggested	Placement Grade	Jacement	
SPECIFIC AREA:Individual/Dual Sports					
Cycling	\neg	7-8	7		
The student knows:		17-8	1	8 9	
					ļ
 that cycling can be a competitive or recreational sport. the basic terminology related to cycling. 					-
· the rules of the road.					
				132.	
The student is able to:	-	-			
					1
 ride a bicycle using proper technique. ride a bicycle safely exhibiting proper speed, braking, and directional characteristics. 	,				
Griectional Changes.	1				Ĭ.
• make basic bicycle repairs.				1.	
		1			
The student values:	- I - I-	1	1		. 1
•, cycling as a contribute to one's optimum health.					┦.
 cycling as a contribute to one's optimum health. cycling as an accepted social activity. cycling as a leisure and acrobic activity. 		•			
., cycling as a contribute to one's optimum health cycling as an accepted social activity.		•			•
., cycling as a contribute to one's optimum health cycling as an accepted social activity.					
., cycling as a contribute to one's optimum health cycling as an accepted social activity.		•			
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., cycling as a contribute to one's optimum health cycling as an accepted social activity.					
. cycling as a contribute to one's optimum health. cycling as an accepted social activity. cycling as a leisure and aerobic activity.					
., cycling as a contribute to one's optimum health cycling as an accepted social activity.					
. cycling as a contribute to one's optimum health. cycling as an accepted social activity. cycling as a leisure and aerobic activity.					

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plan	cement
Student Learning Objective(s) A. The student knows r		
recreational sport. B. The student knows the rules of	the road. C. The student is ab	le t. District Goal
make basic bicycle repairs. D. The student values cycl	ling as an contribution to one's on	timum Program Goal 3,4,6
health. E. The student values cycling as a leisure and Related Area(s)	aerobic activity.	
		
Suggested Activities: Grade(s) 7-8		
	Suggested Monitoring Procedures	Possible Resources
<u>Title</u> : Bike Tour to Bicycle Repair Shop	Skills tests, e.g. change brake	Film:
Group size: small	pads.	Bicycles are Beautiful E.S.D. #121.
Materials: bike Procedure(s):	Teacher Observation.	2.5.56 #121
• Plot out a safe, enjoyable route to a near		
bicycle shop or bicycle repair shop for a pre-		
arranged demonstration.		
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		District Resources
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement
Student Learning Objective(s) A. The student knows	that cycling can be a competitive	
	Constitution of the probability of the contract of the contrac	
recreational sport. B. The student knows the basic	terminology related to cycling. C.	The District Goal
student is able to ride a bicycle using proper techn:	ique. D. The student is able to m	do a Program Coal a
bicycle safely exhibiting proper speed, braking and di- Related Area(s)	rectional changes.	de a Program Goal 3,4,
Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Bicycle Obstacle Course	Skills tests.	Film:
Group size: 10-20		Bicycling on the Safe Sid
Materials. bikes, comes, parking lot	Teacher Observation.	E.S.D. #121.
Procedure(s): Set up an obstacle course using cones, on a		
paved parking lot that is blocked off from		
traffic.		
· Have the students ride safely using proper		
speed, directional changes and braking.		
Variation:		
 Have time trials through the course. Follow the leader. 	w.c	
The results of the re		
		District Resources
(6)		
		$\frac{1}{2} \left(\frac{1}{2} \right) \right) \right) \right) \right)}{1} \right) \right) \right)} \right) \right) \right) \right) \right) \right)} \right) \right) \right) \right)} \right) \right) \right)}$
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SUBJECT: Physical Education	Paga	Suggested C	District	Placement	
SPECIFIC AREA: Individual/Dual Sports		ä			
Deck Tennis		7-8	7	8 9	
The student knows:					
the rules associated with scoring in deck tennis. the basic skills of deck tennis including grip, serve, catch and return.					٠.
The student is able to:					
participate in a game of deck tennis using appropriate rules.				2	: :::
 execute the basic skills of deck tennis using appropriate rules. execute the basic skills of deck tennis using appropriate 					
form.					
					•
The student values:	***				
• deck tennis as a leisure activity.					
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SMALL SCHOOLS PROJECT - Working-Copy	Suggested Objective Placement 7-8	
Student Learning Objective(s) The student knows t	he rules associated with scoring in deck. State Goal	2,9
tennis	District Goal	
A STATE OF THE STA	Program Goal	4,6
Related Area(s)	. Logiam Goal	7,0
1 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures Possible Resources	
<u> </u>		
Title: Deck Tennis Presentation Group size: entire class	Written test on deck tennis	
Materials: overhead projector and transparencies or a chalkboard		
and chalk, deck tennis ring,		
Procedure(s):		* :
Present an overview of the objectives, concepts and skills of deck tennis.	s la	
Outline the court and describe basic rules of	f /	
play and scoring. Relate the similarities to badminton.		•
Using the court, demonstrate the situations to reinforce the scoring and service courts for		
singles and doubles.		
	Diameter B	
	District Resources	
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Ob	jective Pla	cement	<u>8</u> , <u>.</u>	2,9°.
Student Learning Objective(s) A. The student knows	the basic skills of deck t	ennis incl	iding State	Goal	
				· · · · · · · · · · · · · · · · · · ·	 -
grip, serve, catch and return. B. The student is	able to execute the basic	skills of	<u>deck</u> Distri	ct Goal	4,6
tennis using appropriate form.			Progra	m Coal	î. !
Related Area(s)				- 0001 L	
The state of the s		• • • • • • • • • • • • • • • • • • •			
Suggested Activities: Grade(s) 7-8	Suggested Monitoring P	rocedures	Possible Re	sources	**************************************
Tiel.				1	
Title: Skill Drills Group size: entire class	Teacher observation.	ر ا موم			
Materials: nets, standards and deck	Skill test involving	catching		į.	:
tennis rings	and accuracy tossing.	carcuing			
Procedure(s): . Divide the class into the number of groups equal			· · · · · · · · · · · · · · · · · · ·		
to the number of deck tennis rings (ideal= 1					
ring per 2 players).		•			
· Instruct students to toss and catch the deck		**		•	
tennis ring with either hand. As soon as students develop some competence,			•	4 *	
assign each group to half a deck tennis court.					•
· Position half the group on each side of the net				19	•
in a shuttle turnback formation with the first					
one in line in the court area and the rest benind the baseline. Each player shuttles to		V. Jan	ر مساد		
the end of the net.			· Mahadan B		
· Attempt to get as many consecutive tosses and			District_Res	ources	• •
catches as possible using right hand only, left hand only and either hand.					ζ.
Variations:			,		
· Have groups compete with each other to determine					ţ,
which group can make the most consecutive tosses					
and catches. . Have students alternate catching near the net		***			
and tossing to opponents back court.					
					•
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement7-8
Student Learning Objective(s) A. The student is able	To participate in/a same of deck *	amnic State Cool 2.0
using appropriate rules. B. The student is able to e	execute the basic skills of deck t	ennis District Goal -
using appropriate rules. C. The student values deck te	ennis as a leisure activity.	Program Goal 4,6
Related Area(s)		1.000
The state of the s		
Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Deck Tennis Game	Teacher observation.	
Group size: 2-4 players per court Materials: deck tennis courts, standards,		
nets and deck tennis rings		
Procedure(s): Have students play deck tennis, applying skills		
practiced and rules learned.		3.7
Attempt to match students to keep competition as equal as possible.		
ednas as hospities		
		District Resources
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-SMALL SCHOOLS PROJECT		/:/	ade			
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		seste	acemi	rice Boem		
SUBJECT: Physical Education	Page	Sus a	L'acement Grade	Placement.		
SPECIFIC AREA:Individual/Dual Sports					1	 :
Frisbee		7-8	7	8	9	• •
The student knows:		•				2 4
• that / individual and dual frisbee activities include tossing,				ĺ		
and catching, frishee golf (folf), and freestyling. that frishees come in a variety of sizes and weights.	,		* 1 * 1 L	~ ±		•
	>					
The student is able to:						
demonstrate basic frisbee skills.			ا د ت	8		•
		.;₩ ₁	•			
The student values:				.	-	
· individual and dual frisbce skills as leisure activities.						1
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	enènt <u>7-8</u>
Student Learning Objective(s) A. The student knows the	at individual and dual friscee activ	ities State Goal 2,9,10
include tossing and catching, frishee golf (folf) and f		
frishees come in a variety of sizes and weights. C.	The student is able to demonstrate	Pagio Bassian Co. 1
frisbee skills. D. The student values individual Relatedvares(s)xx activities:	and dual frisbee skills as a le	basic Program Goal 4,6,7
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Frisbee Golf (Folf) Group size: entire class, groups of 2, 3, or 4	Teacher observation. Skills test.	
Materials: frisbees, (different sizes and weights) materials or equipment for targets: ex. hula hoops, cardboard		
boxes, tree or pest Procedure(s): Divide class into small groups (2, 3, or 4).		
Each group begins at a different hole or target area. Each group progresses through each hole or target until all holes have been played.		And the second second
• Each participant keeps track of the number of throws it takes to hit each target.		District Resources
Person or group with lowest score wins.		91stite Assources
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SMALL SCHOOLS PROJECT - Working Copy Suggested Objective Placement 7-	
Student Learning Objective(s) A. The student knows that individual and dual frisbee activities State O	60al 2,9,10
frishees come in a wardern of affice golf (folf) and freestyling. B. The student knows that District	,
frisbees come in a variety of sizes and weights. C. The student is able to demonstrate basic frisbee skills. D. The student values individual and dual frisbee skills as leisure Relaxativation activities.	Goal 4,6,7
Suggested Activities: Grade(s) Suggested Monitoring Procedures Possible Res	ž.
Title: Pass and Catch Folf Teacher observation. Group size: entire class divided into	qurces

Procedure(s):

. Each pair begins at a different target area

pairs

Materials: frisbees, target areas, soone

- Each pair tosses and catches the frisbee moving toward the target area, keeping track of number of throws it takes to reach the target.
- Each pair progresses through each target until all targets have been played.
- . Pair with lowest total score wins.

Variation:

A penalty could be added for failure to carchthe frisbee. Skills test.

District Resources

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SUBJECT: Physical Education		Page	Suggested	Die	Placemo	305	•
SPECIFIC AREA: Individual/Dual Sports		<u>.</u>					44
Golf			7-8	7	.8	9	
The student knows:			44.				
 the basic skills and techniques of golf. that there are different types of courses. the definition of terms associated with rules of etiq scoring procedures. 		rzię rzier rzier					
that certain clubs are associated to the lie of the ba	11.	Ţ.			•		
The student is able to:							
. demonstrate proper skills, drive, e.g. grip drive, pi	tch, chip			Œ.			-
and putting techniques. score a game of golf using either match or medal play	• 1						i .
			, -	30.			
The student values:				7		•	
golf as a leisure activity.							
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SMALL SCHOOLS PROJECT - Working Copy		Suggested Ob	· · · · · · · · · · · · · · · · · · ·		,
Student Learning Objective(s). A. The stud	dent knows that cer	tain clubs are a	ssociated to	the State Goal	2,9
The of the ball. 5.4 The student knows t	hat there are diff	erent types of co	ourses. C.	The District Goal	
student knows the definition of terms assoc					
D. The Student is able to score a game of	golf using either m	atch or medal pla	rules. E.	The	4,6,
Reduced areads) student values golf as a le	isure activity.				
Suggested Activities: Grade(s)	- Cugan	atad Mada mila - F			
		sted Monitoring F	rocedures	Possible Resources	•
Title: Golf Group size: 1-4	• Obse	vation.			•
Materials: clubs and balls Procedure(s):	Score	2.			
courses.	types of Writt	en test.			· ',
Use appropriate rules of etiquette and	scoring.	-			1.
 Use proper clubs associated with liball. 	e of the		-		
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Prior Transfer Proposed by Ellic					

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Placement 7-8	
Student Learning Objective(s) A. The student knows th	e basic skills and techniques of only State Coa	2,9
		. 21.14
R. The student is able to demonstrate proper skills, e.	g. grip, drive, pitch, chip and putting District	Goal
techniques	.	
SCC-MICE STATE OF THE STATE OF	Rrogram Go	$(a.1) \underline{4,6,7}$
Related Area(s)		<i>ال</i> المراجع
Süggested Activities: Grade(s)	Suggested Monitoring Procedures Possible Resour	
	rossible Resour	rces
Title: Chipping	Keep score.	
Group size: individual Materials: '9 iron, large box, ball		
Procedure(s):		
• Place the box a designated distance from the		
ball.		
. Attempt to chip the ball into the box.		
g Give points for getting it in the box with	The state of the s	
lesser points for coming close.		
	The state of the s	
	District Resour	ces
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SUBJECT: Physical Education	Page	Suggested Gr	District Plan	Come'nt
SPECIFIC AREA:Individual/Dual Sports	3, 1 3, 3,		1	•
Gymnastics		7-8	7 8	9
The student knows:				
 that the following are competive gymnastic events; balance beam, floor exercise, pommel horse, vaulting, horizontal bar, parallel bars, uneven bars and rings. terminology and rules, related to the specific events. good form and skills are related to scoring in competition gymnastics. 				
The student is able to:		**		
perform individual and combination movements on self-selected pieces of apparatus.				
 perform appropriate warm-ups. combine movements into routines using proper form. score performances in the various events. identify unsafe conditions including sporting, use of equipment and condition of equipment. 	3.			1
The student values:		***	(, #
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OOLS PROJECT - Working Copy	Suggested Objective Flac	ement 7-8
earning Objective(s) A. The student is	de to perform appropriate warm	ups. State Goal 2,9
		District Goal
		Program Goal 4,6
rea(s)		a.
Activities: Grade(s)	Suggested Monitoring Procedures	X X X
	Suggested modificating procedures	Possible Resources
Tieles the transfer of the tra		
Title: Warm-Ups Group size: class	Observation.	Films:
Materials: mats and apparatus		WOMEN'S GYMNASTICS: Floor
re(s):		Exercise Fundamentals
idents take turns leading warm ups.		14 min
e student may design his/her own warm up.		
m-up should include stretching and simp		ESD 121 Film Library
dividual or partner stunts or routines.		
· · · · · · · · · · · · · · · · · · ·		
Title: Follow the Leader	Observation.	8
Group size: class	Observacium.	
Materials: selected apparatus		
e(s):	i de la companya de l	
k a leader to compose a routine.		
rest of the class will-follow his/her lead.	19-	
		District Resources
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various s. C. The student values the content values the content decided area(s)		Program Goal 4,6
elated Area(s)		
uggested Activities: Grade(s)		
	Suggested Montgoring Procedures	Possible Resources
Title: Routines Group size: class	Average the class score of the routine.	
Procedure(s): Student will perform a routine that he/she h	Teacher score of routine.	
The class will observe the routine and score the	ne l	
event		The state of the s
	0	
		District Resources
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SMALL SCHOOLS, PI	ROJECT				. <i>[</i> ~.	ade	/ -	•
SUBJECT: Ph	ysical Education				Page C.	Placement	District Placemo	Jus
SPECIFIC AREA:	Individual/Dual Sp	orts		.5				
The student kno	Hacky Sack			\$ \$	7	-8 7°	8	g*
that the in constant that hacky	sack is basically as	ck is to keep	the object f	* 1				
The student is perform the kick, knee	able to: e basic skills involkick, back kick, and	wed in hacky sai outside kick.	ack, e.g., ti	ne toe				
					,		k	4
The student value that hacky be played	sack is a game of b in or out-of-doors as	alance and coor a leisure act	dination tha	t can				3.00
that hacky	sack is a game of b	alance and coor a leisure act	dination tha	E can			X.	
that hacky	sack is a game of b	alance and coor a leisure act	dination tha	E can			X.	
that hacky	sack is a game of b	alance and coor a leisure act	dination that	Can				
that hacky	sack is a game of b	alance and coor a leisure act	dination that	Can				

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
Student Learni Ctive(s) 1. The student knows th	ar hacky sack can be played individ	dually State Goal 2,9
or in groups. B. The student knows that the idea.	behind hacky sack is to keep the o	object District Goal
hacky sack, e.g. the toe kick, knee kick, back kick and	to perform the basic skills involve outside kick.	red in Program Goal 4,6
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Hacky Sack Kicks Group size: individual or dual	Teacher observation.	Pastime Enterprises P.O. Box 771
Procedure(s): hacky sacks Explain and demonstrate each type of hacky sack	Skills test.	Oregon City Oregon 97045
kick. Each student works with his/her hacky sack individually, working to attain a certain goal, e.g. 10 inside kicks in a row, 10 knee kicks, 10 back kicks, 10 outside kicks, 10 toe kicks. Set each class period with individual and/or		
class goals working so improve each individuals skill and performance. Note: It is important that each individual work at his/her own pace, and that goals are		
attainable. **: Variation:		District Resources
• With a partner, hacky sack is tossed so each type of kick can be practiced.		
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Per Dan Frankrijk (1905)		

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MALL-SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
tudent Learning Objective(s)		
tudent Learning Objective(s) The student knows	that macky sack is basically an ev	e-foot State Goal * 2,9.
coordination game. B. The student is able to perform	m the bacic children and with	make & Dioreston Const
No. 10 perior	THE MASKE SKITESPIEWOLDER IN METER	Suck, v Discrict Goal
e.g. the toe kick, knee kick, back kick and outside	kick. C. The stilled was that	hacky Program Coal 4.6
sack is a game of balance and coordination that can	be played in or bigs doors as a li	fisoge,
tinted Action activity.		
iggested Activicies: Grade(s)		
observation of the state of the	Suggested Monitoring The Green	Possible Resources
Title: Hacky Sack Net	Teacher observation	
Group size: individual or small groups		
Materials: nets or ropes	Skills test.	
Procedure(s):		3,
. With a partner or two groups, idea is to volley		
the hacky sack over the net or rope.		
Net height can be varied.		
Nûmber of kicks on a side can be varied.		
• Game is bassically scored like volleyball. • Point is scored if hacky sack as kicked out of		
bounds; hits the floor; played above the waist	The state of the s	
or exceeds number of kicks on a side.		
		District Resources
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SMALL SCHOOLS PROJECT		Sted	acement "Fade	Placement.		<i>†</i>
SUBJECT: Physical Education	Page	Sugar	$\frac{1}{2}$	ld .		
SPECIFIC AREA: Individual/Dual Sports	1.			-		1
Handbal1		7-8	7	8	9	
The student knows:						
handball is an individual sport involving the skills of serving, receiving and striking with either hand. rules and scoring procedures for both singles and doubles. the terminology related to handball.	•			7		
The student is able to:	-					
 demonstrate a variety of legal shots. participate in singles or doubles game using appropriate rules, strategies and techniques. 			,			
The student values:						
handball as a vigorous leisure activity.						
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SHALL SCHOOLS PROJECT - Working Copy		Suggested Objective Pla	gement
Student Learning Objective(s)			State Goal
		1/4	District Goal
			3
Related Area(s)		•	Program Goal
a rocco area(o)		6.50	
Suggested Activities: Grade(s)	Sugges	ted Monitoring Procedures	Possible Resources
No activities have been written f	or these		ð.
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Additional activities may be developed the pilot phase of the project.	ed during	1	
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			District Resources
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		And the second s	
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SMALL SCHOOLS PROJECT		/\/=		
SUBJECT: Physical Education	Page	Suggested G	Diakelor Placence	
SPECIFIC AREA: Individual/Dual Sports				
Horseshoe Pitching	-	7-8	8	9
The student knows: the official rules for playing and scoring in horseshoe. the appropriate form for the skills involved in pitching a horseshoe; e.g. grip, sight, stance, pitch, release and follow-through.				
The student is able to:				
apply learned knowledge, skill, and strategy in a game situation.	•			
The student values: horseshoe pitching as a leisure activity.	a 5 9 74			
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective, Plac	cement 7-12
Student Learning Objective(s) A. The student knows to		- Land Land
A. The student knows t	he official rules for playing and so	oring State Goal
in horseshoes, including ringers, leaners and closest		
game correctly. C. The student values horseshoe pitch	hing as a leisure activity.	Propro- 0. 3
Related Area(s)		Linguage Goal
\$		
Suggested Activities: Grade(s) 9-12	Suggested Mandagerica D	The state of the s
	Suggested Monitoring Procedures	Possible Resources
Title: Horseshoe Pitching	Check to see that players are	Physical Education, Caldforn
Group size: 2 or 4	observing the correct rules	Department of Education.
<pre>Procedure(s):</pre> horseshoes	when throwing.	The state of additional state of
• A coin is tossed (shoe will work) to determine		TO A
who pitches first. Winner has choice.	Assist students in measuring to	
At beginning of a new game, loser of previous	determine ringers, leaners and	4
game pitches first.	closest to the stake shoes.	• •
· If slab of box is not provided, players must)(
have instep of rear foot not farther forward		•
than stake position.		
Thrower may stand on either side of stake. Each	•	
thrower throws his shoes in sequence.		
 Shoe pitched while player is not standing in 		•
legal position is a foul shoe and will not be		
scored.		
• A player may not touch his or opponent's shoe		Diagram D
after they have been pitched until final		District Resources
decision is made as to scoring. If shoes are touched, shoe is declared foul, the opponent is		
entitled to the new score determined by position		
of his shoe in relation to the stake.		
. A shoe that encircles a stake far enough to		
permit straight edge to touch both heel calks		
simultaneously is a ringer.		
• When a thrown shoe moves a shoe already at a		
stake, all shoes are scored in their new		
position. A removed ringer does not score.		
When a player knocks a non-ringer to a ringer	3	189
position, the changed shoes have scoring value.		100
A leaner is a shoe that comes to rest leaning on the stake and counts as one point		//

gested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
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9-12		C .
	#	
Measure the shoe closest to the stake by using		
a since, putting one heel against the state of		<i>j</i>
the Shoe touchoo in		
codites as one point.		
Procedure(s):	/	1
· l point closest shoe to stake.		
2 point 2 shoes closer than opponents shoes		•
. 3 point ringer.		
b points ringers.		4 1
 4 points it player & closest to stake. 3 points if player has 2 ringers & opponent has 1 pinser. 		,
3 points if player has 2 ringers :		
I minger.		
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SUBJECT: Physical Education	Pape	Suggested of	7 / 14 C.	Ustrict Placem		
SPECIFIC AREA: Individual/Dual Sports						T
Pickle Ball	7.	7-8	7	8	9	
The student knows:					-	f
• the rules for the game.						
• that pickle ball can be played as either singles or doubles.	. •					
]					
The student is able to:						
• execute pickle ball skills; e.g. forehand, backhand, serve.						
• score a game.					. d.	
			,]		
The student values:						
that pickle ball is a court game than can be played for a life-				`		٠.
time. that good sportsmanship implies making honest calls.						
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	s that pickleball can be played	
singles or doubles. B. The student is able to	execute pickleball skills: e.e.	• forehand District Goal
hackhand, serve. C. The student values that pickleb a lifetime. lated Area(s)	pall is a court game that can be	played for Program Goal 4,6
racea area(s)		<u> </u>
<i>).</i>		
ggested Activities: Grade(s)/	Suggested Monitoring Proced	ures Possible Resources
		10351DIE KESOUTCES
Title: Volley-Pickleball Group size: pairs or group of four	Teacher observation.	
Group size: pairs or group of four Materials: pickleball paddle, pickleball Procedure(s):	Skills test.	
 ith a partner, volley the pickleball using either a forehand stroke, a backhand stroke or 		
combination forehand and backhand. • A point is scored if the ball hits the floor or		
an incorrect stroke is used. A game consists of 11 points.		
Variations: Add a bounce.		
Player who gets 3 points first takes on a new challenger.		
		District Resources
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	
Student Learning Objective(s)	•	
The student knows i	hat pickleball can be played as	either State Goal 2 g
singles or doubles. R. The organization		
singles or doubles. B. The student is able to ex	ecute pickleball skills; e.g. for	ehand District Goal
hackhand, serve. C. The student values that good spor	temanchin implication	
Related Area(s)	ramananty imputes making honest call	ls. Program Goal 4.6
mater nied(s)		
		, i
Suggested Activities: Grade(s)	Suggested Medicaria B	
	Suggested Monitoring Procedures	Possible Resources

Title: 4-Square Pickleball	Teacher observation.	
Group size: groups of four Materials: pickleball paddle, pickleball		
rrocedure(s):	Skills test.	
. In groups of four, utilize floor space to set up		
4-square courts. (Lines or masking tape can be		
used.)		
 Person in #1 square begins by serving underhand to #2, #3 or #4. 		
• Play continues using forehand or backband		
strokes until ball is dead. Ball must be hit		
after one bounce. Object is to stay and main-		
tain the #1 square by forcing your opponents into committing an error.		
• Rotation - Whenever an error is made player		•
moves to the #4 square, e.g. if player #2		
commits an error, he/she moves to #4, #4 player		District Resources
moves to #3, #3 player moves to #2 square.		DISCIPLE RESOURCES
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	èment 7_e
Student Learning Objective(s) A. The student knows the	5.	
able to score a game. C. The student values that g		
calls.		Program Goal 4,6
Related Area(s)		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Rule Bingo Group size: entire class	· Teacher observation.	
Materials: bingo cards with pickleball rules and scoring answers. bingo markers (felt pens of other markers)	Written test.	
Procedure(s): Teacher orally asks a question in which the answer is on the bingo cards. Questions are related to scoring, rules and		
etiquette. If student knows the answer he/she marks the bingo card. A bingo is made if a column of correct answers is marked on the card.		
Regular bingo rules can apply; i.e. horizontal, vertical and diagonal.		
		District Resources
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				•/	Suggested Gr Placement	District Placement	
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A)			. /	Page	/ 🕉 L /	ist Ple	سر
SUBJECT: PH	ysical Education			_//	00	2	
SPECIFIC AREA:	Individual/Dual Spo	rts					
	Racket ball	•		7	7-81.7	8 9	1
The student kn	ows:			1-1		+-+-	+
	•		• • •			0	.
rules/and	scoring procedures for	both singles and	doubles.				
· che cermi	ology related to handl	oall.	•				
			, <u>Ē</u>		•	$ \cdot $	
The student is				_		1.	
The student Is	able to:			[·]			1 .
• demonstrat	e a variety of legal	shots including	serve vollo	1.1			
and other	SCIALURIC SHOES INVOIV	hee salants of ha	doublas	3. 1 .			
Partitual	e in game using appr I techniques.	opriate rules, s	trategies and	a			
	- comitques.		•	-			
The student val	166.			- .	i.i.		+
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OOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
earning Objective(s) A. The student knows	the rules and scoring procedures for	The State Cool
and doubles B The	and the second s	both. State Goal 2.9
and doubles. B. The student is able to demo	ostrate a variety of legal shots inc	Judine District Coal
volley and other strategic shore in the		Section 1
volley and other strategic shots involved in participate in a game using appropriate rule	singles and doubles. C. The stude	ent is Program Goal
participate in a game using appropriate rule ea(s) D. The student values racketball as a	es, strategies and racketball techn.	iques.
/	vigorous leisure activity.	
Activities Co. 1 ()		
Activities: Grade(s) 7-8	· Suggested Monitoring Procedures	Pagadhlan
	Tocedates	Possible Resources
. Title: Team Wall Rally		
Group size: small	Teacher observation.	Enjoying Racquet Sports:
Materials: racketball, racket & balls,	01	Diagram Group, Paddington Press
one wall and hard floor	Skills test.	LTD, New York.
. surface		
<u>e(s)</u> :		The Secondary Physical
ride into two groups and form two lines.		Education Curriculum Guide,
st player from each team will rally.		Spokane, Spokane Public
dents will have one serve each and then go to		Schools, 1977.
st team to "21" wins.		
nts are kept continuously."		
e: set up appropriate boundaries for plan		•
for waiting players to stand.		
	•	
	- * -	District Resources

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S PROJECT - Working Copy	Suggested Objective Place	cement
ing Objective(s) A. The student knows t	he rules and scoring procedures for	both State Goal 2,9
d doubles. B. The student knows the termino	plogy related to racketball.	District Goal
	*	Program Goal 4,6
s)		
ivities: Crade(s)		
	Suggested Monitoring Procedures	Possible Resources
Title: Racketball Discussion/Game Group size: small Materials: racketball court, rackets, balls s): ss the following points: A player goes on ng as long as he/she is winning points. he/she fails to win a point the service s to his/her partner (if doubles, except erve) or his/her opponent in singles. Only erver can score on any service. teams and play games of racketball.	Written test of terms: hinder, short, long, ace, lob and drop. Teacher observation.	Enjoying Racquet Sports: Diagram Group, Paddington Pres LTD, New York. District Resources
202	-107-	.203



SMALL SCHOOLS	PROJECT Physical Edu	cation		•			Page	Suggested	, tacement rade	Placemen.	3 11.5	_ /
SPECIFIC AREA:	Indivi	lual/Dual Sp	orts	·			-					
	Roller	Skating				\	·	7-8	7	8	. 9	
The student	knows:											
The student i	s able to: der control th a partner	air of equip	oment.						•		-	
The student v			•	•						1	.	
physical	fitness.	activity t	nat can co	ntribute	to one's	s own						
			2:14 -108-									

B. The student is able to skate under control. B. The student is able to skate under control. B. The student is able to skate under control. B. The student is able to skate under control. Title: Safety Tips for Beginners Group size: large Materials: skates, floor, chalkboard Procedure(s): Post the following safety rules and discuss them with students: Skate in control. Don't lie on the floor. Tie skates on the sidelines. Skate in the same direction as the class. Skate at the same general speed as the class. Tips for beginners: Relax. Stiff, exaggerated posture should be avoided. Keep body erect. All raising and lovering of the body is achieved through the bending of the skating Ieg. Warm-ups: Hurdlers stretch, the plow, hanstring stretch, triangle stretch, trunk twisting.	onitoring Procedures	ating. State Distri	ict Goal 4,	6
B. The student is able to skate under control. Control	onitoring Procedures	Distri	ict Goal 4,	
Title: Safety Tips for Beginners Group size: large Materials: skates, floor, chalkboard Procedure(s): Post the following safety rules and discuss them with students: Skate in control. Don't lie on the floor. Tie skates on the sidelines. Skate at the same direction as the class. Skate at the same general speed as the class. Tips for beginners: Relax. Stiff, exaggerated posture should be avoided. Keep body erect. All raising and lowering of the body is achieved through the bending of the skating Teg. Warm-ups: Hurdlers stretch, the plow, hanstring stretch		Progra	am Goal 4,	6
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Keep body erect. All raising and lowering of the body is achieved through the bending of the skating leg. Warm-ups: Hurdlers stretch, the plow, hanstring stretch			, "	
Keep body erect. All raising and lowering of the body is achieved through the bending of the skating leg. Warm-ups: Hurdlers stretch, the plow, hanstring stretch				* *
All raising and lowering of the body is achieved through the bending of the skating leg. Warm-ups: Hurdlers stretch, the plow, hanstring stretch		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		•
Warm-ups: Hurdlers stretch, the plow, hanstring stretch	• •	,		, .
Hurdlers stretch, the plow, hanstring stretch			•	V
Hurdlers stretch, the plow, hamstring stretch, triangle stretch, trunk twisting.		District Res	ources	
triangle stretch, trunk twisting.				<u>_</u>

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STALL SCHOOLS PROJECT - working Copy	Suggested Objective Pla	
Student Learning Objective(s) A. The student is able to	o skate with a partner. R. The s	tudent State Goal 2 9
is able to change speeds, levels and directions. C	•	
activity that can contribute to one's own physical fitne		Program Goal 4.6
Related Area(s)		1,4,6
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: I. Shoot the Duck II. Partner Disco Moyements	Skills test:	
Group size: large Materials: skates, floor, chalkboard Procedure(s):	Teacher observation.	
 I. Skaters bend down with one leg out straight, both arms reached out to it, the other leg bent. Skaters coast as long as they can after the whistle or signal sounds. 		3
II. Partner and Disco Movements: Head and arm position, one forward, one back- ward.		
Turning in threes.Snoball.Pass the cloth.		
"Leggin'" almond pattern.		District Day
		District Resources
		238
207	-110-	

SMALL SCHOOLS PROJECT	/	Suggested C	nt cade		,
	P_{age}	ggeste	, acemei	Placement	
SUBJECT: Physical Education	\ d \ e d	$S_{u,v}$	/ =	3 ~	·•.
SPECIFIC AREA: / Individual/Dual Sports					
Self Defense		7-8	7	8	9
The student knows:		, ,			
 strategies for preventing jeopardizing situations. the ways in which body parts may be used as self defense weapons. vulnerable body parts in self defense. 					
 the definition of basic self defense terms. that self defense is historically linked to martial arts such as judo and karate. confident, responsbile uses of self defense techniques. 					
	.				
The student is able to:		. 4	l		
 perform kicks and punches basic to self defense. demonstrate proper form in deflection, blocking, and evasion techniques. describe proper procedures for reporting an assault. evaluate performance in self defense activities. 					
The student values:					
that screaming and running away are self defense techniques.					
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SMALL SCHOOLS PROJECT - Working Copy.		Suggested Objective Pla	cement		-
Student Learning Objective(s)				State Goal	
			•	District Goal	
	· · · · · · · · · · · · · · · · · · ·		•	Program Goal	-"
elated Area(s)					
			· · · · · · · · · · · · · · · · · · ·		
eggested Activities: Grade(s)	•	Suggested Monitoring Procedures	Possi	ble Resources	
)	-!\	1	**
No activities have been written for the objectives.	iese				· · · · · · · · · · · · · · · · · · ·
Additional activities may be developed dur the pilot phase of the project.	ing				•
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			Distr	ict Resources	\
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Skiing 7-8 7 8 9 The student knows: the differences between downhill skiing, and cross country skiing, how to select proper equipment. slope etiquette. The student is able to: select the proper skiing equipment, demonstrate the basic skills of skiing; e.g. climbing, snow plowing, turning, braking, describe proper safety procedures for skiing. The student values: skiing as a leisure activity that enhances physical fitness: safe conduct on the slopes.	SMALL SCHOOLS PROJECT. SUBJECT: Physical Educa	t fon			Page	15.5	riacement Grade	Place Place	Juan
The student knows: . the differences between downhill skiing, and cross country skiing how to select proper equipment slope etiquette. The student is able to: . select the proper skiing equipment demonstrate the basic skiils of skiing; e.g. climbing, snow plowing, turning, braking describe proper safety procedures for skiing. The student values: . skiing as a leisure activity that enhances about 1500.		1/Dual Sports		. 193					
the student is able to: select the proper skiing equipment. demonstrate the basic skills of skiing; e.g. climbing, snow plowing, turning, braking. describe proper safety procedures for skiing.						7-8	7	8	9
how to select proper equipment. slope etiquette. The student is able to: select the proper skiing equipment. demonstrate the basic skills of skiing; e.g. climbing, snow plowing, turning, braking. describe proper safety procedures for skiing. The student values:	· the differences betw	een downhill ski	ling, and cross	S country					
The student is able to: select the proper skiing equipment. demonstrate the basic skills of skiing; e.g. climbing, snow plowing, turning, braking. describe proper safety procedures for skiing. The student values:	• how to select proper e		g, =::=:: 0100 <u>.</u>	Council					
select the proper skiing equipment. demonstrate the basic skills of skiing; e.g. climbing, snow plowing, turning, braking. describe proper safety procedures for skiing. The student values: skiing as a leisure activity that enhances absented to the student skiing.	slope etiquette.			,					
select the proper skiing equipment. demonstrate the basic skills of skiing; e.g. climbing, snow plowing, turning, braking. describe proper safety procedures for skiing. The student values: skiing as a leisure activity that enhances absented to the student skiing.			•						
The student values: skiing as a leisure activity that enhances should be should be should be skiing as a leisure activity that enhances should be		•							
describe proper safety procedures for skiing. The student values: skiing as a leisure activity that expenses about 15.	· demonstrate the basic	Skills of skill	ng: p.o. alimbi	no c==				- 1	
The student values: skling as a leisure activity that enhances about 15.				ng, snow					
skling as a leisure activity that enhances about 1.5.		Proceduates 101 s	KIIIIG.		, '				
skling as a leisure activity that enhances about 1	The student values								
safe conduct on the slopes. 212	L	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \			. 1	- 1			.
212	skiiin aa a lat								
212	skiing as a leisure act	ivity that enhance	es physical fit	ness.		,			
212	skiing as a leisure act safe conduct on the slo	ivity that enhance	es physical fit	ness.				•	
21.2	skiing as a leisure act safe conduct on the slo	ivity that enhance	es physical fir	ness.					
212	skiing as a leisure act safe conduct on the slo	ivity that enhance	es physical fit	ness.					
212	skiing as a leisure act safe conduct on the slo	ivity that enhance	ces physical fit	ness.				•	
212	skiing as a leisure act safe conduct on the slo	ivity that enhance	ces physical fit	ness.				•	
212	skiing as a leisure act safe conduct on the slo	ivity that enhance	ces physical fit	ness.					
212	skiing as a leisure act safe conduct on the slo	ivity that enhance	ces physical fit	ness.					
212	skling as a leisure act safe conduct on the slo	ivity that enhance	ces physical fit	ness.					
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	skiing as a leisure act safe conduct on the slo	ivity that enhance	ces physical fit	ness.					

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
Student Learning Objective(s) . A. The student knows t		
cross country skiing.		2,7
Journal Okaling		District Goal
	, ,	Program Goal
Related Area(s)		11,1
		<u> </u>
Suggested Activities: Grade(s) 7-8		4
	Suggested Monitoring Procedures	Possible Resources
Title: View Films or Film Strips	Preview materials prior to used	Wash. State Film Library.
Group size: entire class	with class to assure	Local Ski Shop Manager.
Materials: training films or film strips on cross country and down hill	appropriate learning resources.	Local Ski School Director.
skiing		
Procedure(s):		SKIING ABOVE THE CLOUDS,
Contact the nearest ski shop, ski school, ski		12 minutes.
club and/or film library and select films or	•	TAKE OFF, 10 minutes.
film strips that provide an orientation to cross country or downhill (alpine) skiing and describe		and only to mindles.
some of the basic skills involved with each.		E.S.D. #121 films
· Discuss with the class the basic skills of each.		
· Determine the types of physical training needed	•	,
to prepare for skiing either downhill or cross	;	
country.	•	•
		District Resources .
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SMALL SCHOOLS PROJECT - Working Copy	C	
Student Learning Objective(s)	Suggested Objective Pl	lacement
THE STUGERT KNOWS	how to select proper equipment.	B. The State Goal
student is able to select the proper skiing equipment.		
		District Goal
Related Area(s)		Program Goal 1,7
Suggested Activities: Grade(s) 7-8		
Grade(s) 7-8	Suggested Monitoring Procedures	<u> </u>
Ti+1	· · · · · · · · · · · · · · · · · · · ·	Possible Resources
Title: Field Trip to a Ski Shop Group size: 10-20	Administer a written test to	
Materials: None	determine the learning the	Local Ski Shops.
Procedure(s):	takes place.	Ski School Director.
Contact the nearest ski shop manager and arrange a date for the class to manager and arrange		,
• Make transportation arrangements well in		
· Orient students and shop person		
How to fit a ski boot properly.		
"nat to know about hindings		
now to match a ski to your aking		
Types of clothing materials and their protective cualities.		
ariations:		
· Invite a ski show		
· invite a ski shop manager or ski school director to the class to highlight the		District Resources
to the class to highlight the concepts of equipment selection and show samples of the		- A WESOUTCES
latest trends.		
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8	
Student Learning Objective(s) A. The student knows sl	ope etiquette. B. The student i	. ;	2,9
to describe proper safety procedures for skiing. C.	The student is able to demonstrat	e the District Coal	-,,
basic sails of skiing; e.g. climbing snow plowing to	enias kult n		
safe conduct on the slopes. E. The student values sk: RELEXEMENT (APPROXIMATION CONTROL OF CONTROL	iing as a leisure activity that en	nances Program Goal	1,7
Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources	
Title: Skill Drills Group size: 5-10	Teacher observation.		<u> </u>
Materials: students equipped and dressed for downhill (Alpine) skiing			
Procedure(s):			
Teach students the basic skills for Alpine skiing using the progression of straight running, gliding wedge, wedge stop (snow plow),			••.`.
wedge turns, basic Christies, etc. Demonstrate proper form and skill technique. Critique each student as they take turns			
practicing the skill demonstrated. Apply skill as you move the group over appropriate terrain (follow the leader). Demonstrate the next skill and repeat the			
sequence.			•
		District Resources	
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	00000
Student Learning Objective(s)		, 1-8,
Student Learning Objective(s) A. The student knows s	lope etiquette. B. The student is	able State Goal 2,9
to describe proper safety procedures for skiing. C.	The student to all a	2,7
hadio ekilla at any	the student is able to demonstrat	e the District Goal
basic skills of skiing; e.g. climbing, snow plowing, to	urning, braking.	Program Goal 1,7
Related Area(s)		rrogram Goal [1,/
Suggested Activistan Cold		
Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Per
Title: Skill Drills		Possible Resources
Group size: 5-10	Teacher observation.	Yovie:
Materials: students equipped and dressed		Skinny Skiis
for cross country skiling		, als
(Snow)		
Procedure(s):		e e e e e e e e e e e e e e e e e e e
• Teach students the basic skills of cross country skiing using the progression to include: moving		
on level terrain, paddle turns, straight		•
. Comming, poling, telemarking, telemark turns		
crimping, etc.		***************************************
Demonstrate proper form and skill technique.		
each student as they take turns !		•
Practicing the Skill demonstrated.		
Apply the skill as you move the group over appropriate terrain (follow the leader).		
Demonstrate the next skill and repeat the		
- Sedactice.		
Incorporate variations such as follow the	· · · · · · · · · · · · · · · · · · ·	District Resources
leader, obstacle courses, etc.		
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JBJECT: Pt	ysical Edu	eat lon_							Page /	Place	Vist.	Placoment		
ECIFIC AREA:	Individu	ual/Dual	Sports											
	Table Te	ennis							;	-8	7.	8	9	,
The student kn	ows:		· · · · · · · · · · · · · · · · · · ·			,								
rules, scterminolo	oring proce gy related	dures ar	nd strate game.	egies.			•					}		
<u> </u>	· · · · · · · · · · · · · · · · · · ·			· -		· 			.					
The student is	able to:	· ·			, 1				1					
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MALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	
tudent Learning Objective(s) A. The student knows	Tules, scoring procedures devate	oing State Carl
and terminology release	Procedures, Strate	gies, State Goal 2,9
and terminology related to the game. B. The student v	alues proper care of equipment.	District Goal
Parad Ara-(-)	0	Program Goal 4,6
Plated Area(s)		•
ggested Activities: Grade(s)	Suggested Western	
	Suggested Monitoring Procedures	Possible Resources
Tiele		**
Title: Terminology Word Search Group size: entire class	Teacher observation.	Turner, Lowell (Bud), and
Materials: word search sheets, pencils &		Turner, Susan L., Creative
pens pens	Written test.	Experiences Through Sport, P.
Procedure(s):		Alto, CA., Peek Publications
· Locate and circle terms related to table tennis	• 1	1979, pp. 124.
- these may vary.	•	
 Individual credit or work in teams. See example on back. 		
Title: Table Tennis Bingo	-	
Group size: entire class		
Materials: bingo cards, marking pens Procedure(s):		
· Teacher asks a question dealing with scoring,		
rules, strategy and/or care of equipment.	A	
· Answers are on bingo cards in a variety of		
different orders.		District Resources
* First student to get a bingo with the correct answers is the winner.		
amounts to the attition.		
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Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Peasure
	- A COCCUMICS	Possible Resources
TENNIS WORDSEARCH		
TENNIS TERMS		
Locate and circle these terms that are familier to the game of tennis		
1 court		
2 coubles 4 et quette		
5 suit 0 P		
3 grip		
ADNAHEROFOANS		$\mathcal{M}_{ij} = \{ i, j \in \mathcal{M}_{ij} \mid i \in \mathcal{M}_{ij} \}$
LOOPPORDALUEE		
1 VBISNNTUYPMI	·	
EEONEIROLZIAB ZRWVPUINZTYANU		
HHRSOUTGRIPRO		
TEKCARBCLDLUD		
SAGHIVOLLEYON		
ADDNAHKCABST B		
M N O H		
		District Resources .
N N		
X X		
Y V		(4) (4)
F		
N		
$\{ e_{ij}, e_{ij}, e_{ij}, e_{ij} \} \in \{ e_{ij}, e_{ij} \}$		
8		in the first of the second of
Overtions to Think About:		
1. Were there any words in the accurate		
2. Can you make up a sentance using at least five of the words listed above?		
	-120-	

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7–8
Student Learning-Objective(s) A. The student is able	to execute the skills of table to	ennis; State Goal 2,9
e.g. serving, receiving, spinning, slicing, smashing.	B. The student is able to partici	ipate District Goal
successfully in a game of table tennis. C. The stu		
activity. Related Area(s)	dent values table tennis as a lei	sure Program Goal 4,6
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Table Tennis Circuit Group size: entire class divided into groups of four Materials: station set-up numbered cue cards, table tennis tables, paddles, ping-pong balls Procedure(s): Set up a variety of stations covering table tennis skills e.g. serving, receiving, smashing, spinning and slicing. You can also set up conditioning or fun activities related to table tennis. Each group spends a specific time at each station rotating until all stations are completed. When stations are completed, class can engage in	Teacher observation. Skills test.	Turner, Lowell (Bud), and Turner, Susan L., <u>Greative</u> Experiences Through Sport, Palo Alto, CA., Peek Publications, 1979, p. 136.
regulation table tennis games.		District Resources

Student Learning Objective(s) A. The student knows B. The student is able to execute the skills	of table tennis; e.g. ser	ving, recei	ving, District Goal	1
spinning, slicing, smashing. C. The student is abtable tennis. D. The student values table tennis as	le to participate successful	lly in a ga	me of Program Goal	4,6
Related Area(s)	s a telsure activity.	· · · · · · · · · · · · · · · · · · ·		
uggested Activities: Grade(s)	Suggested Montport - D			<u>.</u>
	Suggested Monitoring P	rocedures	Possible Resources	
Title: Round the Table			<u>•</u>	ą ·
Title: Round the Table Group size: 4-6				
Materials: table tennis tables, paddles,			••	•
ping-pong balls				•.
Procedure(s):				
 At each table tennis table a group of four. A regulation doubles game is played. 		}		
o and and and and an played.				
. After each hit participants rotate clockwise		* **		
 After each hit participants rotate clockwise around the table attempting to keep the ball in 				1.
 After each hit participants rotate clockwise around the table attempting to keep the ball in play. 				,)
 After each hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time 				,\
 After each hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: 				.\
 After each hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: Six at a table - two on each end, two on each 				,1
After each hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: Six at a table - two on each end, two on each side. Side people can not touch the ball until				,1
 After each hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: Six at a table - two on each end, two on each 				,1
After each hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: Six at a table - two on each end, two on each side. Side people can not touch the ball until			District Resources	,\
After each hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: Six at a table - two on each end, two on each side. Side people can not touch the ball until			District Resources	
After each hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: Six at a table - two on each end, two on each side. Side people can not touch the ball until			District Resources	,\
 After each hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: Six at a table - two on each end, two on each side. Side people can not touch the ball until 			District Resources	.\
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 After each hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: Six at a table - two on each end, two on each side. Side people can not touch the ball until 			District Resources	
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 After each hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: Six at a table - two on each end, two on each side. Side people can not touch the ball until 			District Resources	
After each hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: Six at a table - two on each end, two on each side. Side people can not touch the ball until			District Resources	
After each hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: Six at a table - two on each end, two on each side. Side people can not touch the ball until			District Resources	
After each hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: Six at a table - two on each end, two on each side. Side people can not touch the ball until			District Resources	

Tennis Tennis 7-8 7 8 9 The student knows: . rules, strategies and etiquette associated with the game terminology associated with the game. The student is able to: . execute the skills necessary to play the game; e-g. serve, receive, forehand, backhand, lob, voiley and smmash participate, using appropriate seoring, strategy and atiquette in both single and doubles play. The student values: . tennis as a leisure activity that can improve one's overall physical fitness fair play. 230 -123-	SUBJECT: Phys	sical Education					Pape	Suggested	Placenenc Grade	Ustrici Placement	• • • • • • • • • • • • • • • • • • • •
The student knows: . rules, strategies and eriquette associated with the game. terminology associated with the game. The student is able to: . execute the skills necessary to play the game; e.g. serve, receive, forehand, backhand, lob, volley and smash. participate, using appropriate scoring, strategy and etiquette in both single and doubles play. The student values: . tennis as a leisure activity that can improve one's overall physical fitness. fair play.	SPECIFIC AREA:	Individual/Dua	l Sports				1	 	1		.
The student knows: rules, strategies and etiquette associated with the game. terminology associated with the game. The student is able to: execute the skills necessary to play the game; e.g. serve, receive, forehand, backhand, lob, voiley and smash, participate, using appropriate scoring, strategy and etiquette in both single and doubles play. The student values: tennis as a leisure activity that can improve one's overall physical fitness. fair play.		Tennis					1	7-8	7		á
The student is able to: - execute the skills necessary to play the game; e-g serve, receive, forehand, backhand, lob, voiley and smash participate, using appropriate scoring, strategy and etiquette in both single and doubles play. The student values: - tennis as a leisure activity that can improve one's overall physical fitness fair play.	The student know	/s:			<u></u>		-				
The student is able to: - execute the skills necessary to play the game; e-g serve, receive, forehand, backfand, lob, voiley and smash participate, using appropriate scoring, strategy and etiquette in both single and doubles play. The student values: - tennis as a leisure activity that can improve one's overall physical fitness fair play.	• rules, stra	tegies and etiq	luette assoc	lated with	n the can						
execute the skills necessary to play the game; e.g. serve, receive, forehand, backhand, lob, voiley and smash. participate, using appropriate scoring, strategy and etiquette in both single and doubles play. The student values: tennis as a leisure activity that can improve one's overall physical fitness. fair play.	 terminology 	associated with	h the game.		•	•					· · ·
execute the skills necessary to play the game; e.g. serve, receive, forehand, backhand, lob, voiley and smash. participate, using appropriate scoring, strategy and etiquette in both single and doubles play. The student values: tennis as a leisure activity that can improve one's overall physical fitness. fair play.		188	in to the first		· · · · · · · · · · · · · · · · · · ·						
participate, using appropriate seoring, strategy and etiquette in both single and doubles play. The student values: . tennis as a leisure activity that can improve one's overall physical fitness. . fair play.	The student is a	ble to:		•	•						
participate, using appropriate seoring, strategy and etiquette in both single and doubles play. The student values: . tennis as a leisure activity that can improve one's overall physical fitness. . fair play.	 execute the 	skills necess	ary to play	the sam	e: e <u>-g-</u>	CATUO					
The student values: • tennis as a leisure activity that can improve one's overall physical fitness. • fair play.		CHANG. DACKOADA	1 100 3003 10								
tennis as a leisure activity that can improve one's overall physical fitness. fair play.	in both sing	gle and doubles	play.	strategy	and eti	quette		-			•
tennis as a leisure activity that can improve one's overall physical fitness. fair play.				•	*	•					•
fair play.	The student value	s:						1			
fair play.		•					.				
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	
Student Learning Objective(s) A. The student is able	to execute the skills necessary t	
		o play State Goal 2,9
the game: serve, receive, forehand, backhand, lob, vol1	ley and smash.	District Goal
		, District Goal
		Program Goal 4,6
Related Area(s)		7,0
metated Attacks		<u></u>
Suggested Activities: Grade(s) 7-8	Suggested Montecodes Devil	
· · · · · · · · · · · · · · · · · · ·	Suggested Monitoring Procedures	Possible Resources:
		, -
Title: Forehand/Backhand Rally	Teacher observation.	Films:
Group size: small (partners) (two pairs		GROUNDSTROKES; The:
per court)	Skills test. A	Forehand and Backhand
Materials: .tennis rackets and balls Procedure(s):		Toronand and backnand
		TENNIS BASICS: The
In pairs; one person stands at the baseline of each alley; partners are in the same alley,		Backhand
opposite sides of the net.		
One partner hits forehand, the other backhand,		TENNIS BASICS: The
one point is awarded for each hit that lands in		Forehand
the alley.		
· Switch forehand/backhand.		E.S.D. #121 film library
	• • • • • • • • • • • • • • • • • • • •	Diagram 2
	•	District Resources
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SMALL SCHOOLS PROJECT - Working Copy	20000000	•
Student Learning Objective(s) A. The student knows	terminology associated with the case State Con	1
3. The student is able to execute the skills necess	sary to play the game; serve, receive, District	1. 2,9 Goal
Related Area(s)	Program G	oal 4,6
Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures Possible Resour	rces -
Title: Serve/Receive Game Group size: small (two per court) Materials: tennis rackets, balls and per	Teacher observation. Films: TENNIS BASICS:	

Procedure(s):

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

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District Resources

SMALL SCHOOLS PROJECT, - Working Copy	Suggested Objective Pla	cement 748
Student Learning Objective(s) A. The student is able the game; serve, receive, forehand, backhand, lob, voll	to execute the skills necessary t	o play State Goal 2,9
	ey and Shashi.	District Goal
Related Area(s)		Program: Goal 4,6
Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Lob/Smash Drill Group size: small Materials: tennis rackets and balls Procedure(s):	, Teacher observation. Skills test.	Films: VOLLEY, LOB AND OVERHEAD, THE
• Form two lines in mid-backcourt, one on each side of the net. • One side hits a high lob, then runs around court to end of other line.		
• The other side hits an overhead smash and runs behind the opposite line.		
Try to keep the ball going.		
		District Resources
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Suggested Activities: Grade(s) 7-8		
	Suggested Monitoring Procedures	Possible Resources .
Title: Australian Doubles Group size: three per court		
Procedure(s): One side plays doubles, two people; one person plays singles (appropriate the side plays doubles).		
Regular rules of tennis and		
except one side is playing doubles lines, the other singles lines. Rotate so everyone plays singles and doubles.		
singles and doubles.		
		District Resources
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SMALL SCHOOLS PROJECT - Working Copy	Sugges	ted Óbjective Pi	acement 7-8,	
Student Learning Objective(1). A. The student is able	to participate usi	ng appropriate sc	oring, State Goal	2,9
strategy and sticuette in both singles and doubles play.				
skills necessary to play the game; serve, receive, forely	nand, backhand, lol	b, volley and sma	sh. Program Goal	4,6
Related Area(s)				
Suggested Activities: Grade(s) 7-8	Suggested Monito	oring Procedures	Possible Resources	1
Title: Can Para Unio		<u> </u>	a	
Title: Six Team Wall Tennis (emphasize scoring) Group size: small Materials: rackets, balls, wall & floor (inside or outside) Procedure(s):				
Divide into as many even teams as space allows. Teams are paired up. Players line up with their rackets.				
First player in each line will be involved in the first rally. The teams keep score as they would in a regular.				
Players switch after each point. Those finished go to the end of the line.				٠,
• One team serves one game, the other the next - play a set.			District Resources	
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ERIC **

*Full Text Provided by ERIC**

SMALL SCHOOLS PROJECT		/ /	rade		•	
		sted	Cement	Place	יוופונר,	
SUBJECT: Physical Education	$A_{R_{R_{o}}}$	Sugar		786 P1a		
SPECIFIC AREA: Individual/Dual Sports	*				<u> </u>	
Track and Field	1	7 - 8-	7.	8	9	
The student knows:	·				9.	<u> </u>
that track and field is an individual sport that involves the skills of running, jumping and throwing.	-		•			
 warm-ups are an important ingredient for successful participation. 				••		••
 terminology and rules for the various events included in track and field. 						
The student is able to:	-					
 use proper form in running, jumping and throwing. apply basic safety procedures in track and field events. demonstrate appropriate warm-ups related to specific events. analyze their performance related to participation in the)	
various events.						
The student values:				-		
 track and field as an activity that can benefit one's overall physical fitness. 						
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement 7-8
Student Learning Objective(s) A. The student knows th	e form and skill of running. B.	The State Goal 2,9
student knows that track and field is an individual spo	1 · · · · · · · · · · · · · · · · · · ·	, '
participation. D. The student knows warm-ups ar	e an important ingredient for succe ules for the various events includ	ssful Program Goal
Ratarrate) track and field.		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Running Drill Group size: class Materials: field 50 yards long Procedure(s):	Observe, the skill of running - express all sign of improvement. Test in running time.	
 Focus on arm action (sprinter and distance). High knee run through. Running high, tippie toe. Foward bounding; lifting bent knee then kicking leg straight. Running on straight line. Easy form running. Relay races short and long for training devises. 		
		District Resources
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objects
Student Learning Objective(s)	Suggested Objective Placement 7-8
Successful partialant	warm-ups are an important ingredient for State Goal 2,9
The student is able to	demonstrate appropriate warm-ups related District Goal
A CONTRACTOR OF THE CONTRACTOR	
Related Area(s)	Program Goal 4,6
Suggested Activities: Grade(s)	Suggested Monitoring Procedures Possible Resources
	Suggested Monitoring Procedures Possible Resources
Title: Warm Up and Learning Group size: full class participation \ Materials: gym or field space and marked	Observe techniques and skill of student abilities.
Procedure(s):	Test on speed, distance and
· Use group training for specific	height.
Have the class participate in development	
TOWNS OF THE STORY OF THE PROPERTY OF	
Have students use the proper techniques and skills in jumping, e.g. take off, proper foot,	
approach run and body coordination.	
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HOOLS PROJECT - Working	Сору		Suggested Objecti	ve Placement	7-8	
Learning Objective(s)	A. The student knows	s the skill of		• 1		
	55.00	-50°		Barrer B	State Goal	2,9
					District Goal	
					Program Goal	4,6
Area(s)		<u>.</u>	10 m			
Activities: Grade(s)_		Suggeste	d Monitoring Rroced	lures Possi	ble Resources	
Title: Throwing Group size: four grown state shot put	oups		echniques and skill			Tr.
ıre(s):		l bho abuda	ndividual distance	of		
ive students develop the eeded to throw the shot p cress safety with the stu	ut and the discus.	s •				
t up competitive relays udents with lesser skil od in the events.	in throwing, combining is with those who are	8 e				
				7 Dictri	ct Resources	
					ct Resources	
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•	SMALL SCHOOLS PROJECT		/ /	ape	/	
	SUBJECT: Physical Education	P. d	Suggested	Jacement Grade	Placement	
•	SPECIFIC AREA: Individual/Dual Sports	+	1 :	\vdash	*	
ນ ື ເ	Tumbling	 	7.0			
	The student knows:	-	7-8		8 9	-
	 that tumbling consists of rolling, jumping, skipping, sliding, balancing and other movement skills, warming up is fundamental to successful participation. that spotting and safety procedures are important. 					
				1.		
	The student is able to:					
•	execute simple and complex tumbling stunts with appropriate body mechanics.				. ,	
	 combine stunts into routines. develop routines showing changes of directions, levels, and pauses with smooth transition. spot other students in simple tumbling stunts. 	•		<i>f</i>		
	The student values:					•
	 that tumbling is a basis for movement in nearly all sports and activities. 					3.
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					. ;	
; ;						*
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skipping, sliding, balancing and other movement skill	s. B. The student knows warming	up is District Goal 2,9
fundamental to successful participation C The		
procedures are important. D. The student values to nearly all sports and activities.	hat tumbling is a basis for movement	safety Program Goal 4,6
	*	
ggested Activities: Grade(s)	Suggested Monitoring Procedures	
	. seems managering flocedures	Possible Resources
Title: Tumbling Presentation Group size: class	Written test.	Films:
Materials: handouts, transparencies and	Demonstration.	BASIC TUMBLING SKILLS (2nd Ed
Procedure(s): overhead projector, film loops	Observation.	
Describe the various skills involved. Demonstrate warm-up fundamentals.	observacions.	See tumbling activities grade
Demonstrate spotting and safety procedures		
Relate tumbling skill to other sports activities.		
A definities.		
		Charles Andrews
		District Resources
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stunts with appropriate body mechanics. B. The student is	s able to e	xecute simple	and complex	tumbling	_ State Goal	2,9
simple tumbling stunts.	ic student	TS apre to s	pot other st	udents in	_ District Goa	1
ated Area(s)					Program Goal	4,6
gested Activities: , Grade(s)			•			
	Sug	gested Monito	ring Procedur	es Pos	sible Resource	S
Title: Stunts Group size: class	Ski	lls test.	, Jan	See	tumbling acti	vities of a
Materials: mats	Obs	ervation.		4-6		6.80
 Divide class in groups of two or three. Perform stunts with a partner(s) doing 						
spotting.						
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				Dist	rict Resources	<i>∕</i>
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SMALL SCHOOLS PROJECT - Working Copy		Suggested Objective Pl	acement 7-8
Student Learning Objective(s) A. The student is able	to combine		
student is wife to evelop routines showing changes of	directions	b	3. The State Goal 2,9
A. The student is able student is able transition.	directions,	levels and pauses with	SDooth District Goal
Related Area(s)			Program Goal 4,6
Suggested Activities: Grade(s)	Suggested	Monitoring Procedures	Pacell P
		· · · · · · · · · · · · · · · · · · ·	Possible Resources
Title: Tumbling Rout Snes Group size: individual Materials: mats	Score the	routines.	See tumbling activities graces
Procedure(s): Practice by giving sample routines of progressive difficulty:	, this		
Have students write their own routine containing a specific number of stunts. Have students perform their routines.			
		8	District Resources
		A second	
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SUBJECT: Physical Education SPECIFIC AREA: Individual/Dual Sports Weight Training	Pao	$\frac{est_{ed}}{}$	bistri	Placement
SPECIFIC AREA: Individual/Dual Sports Weight Training	Page /	Suggest	Distri	Places
SPECIFIC AREA: Individual/Dual Sports Weight Training	Pas	88ng	$\frac{1}{\sqrt{18x}}$	<u>a</u>
SPECIFIC AREA: Individual/Dual Sports Weight Training		 	1 -	
Weight Training	_	1 .	1 -	
		1 :		
		7-8	7	8 9
The student knows:		-		
the heads and add lands		2.4		
 the basic principles of overload and repetition. the safety procedures of weightlifting including weightlifting 	hr			ı
selection and spotting well				
that the basic lifes include military press, bench press, cur snatch, clean and jerk, shrug.	1,			
proper use and care of equipment.				1 1
		1 4		invol 1
The student is able to:	_		•	
demonstrate proper safety procedures of spotting.		 		
 execute the various weightlifting skills using the appropriate 				
 increase arm strength, leg strength, and endurance by applying weight training skills. 	ng			
weight training skills.				
	_	•		
The student values:		-	-	400
• strength training as contributing to one's overall level of	<u>.</u>			
physical fitness and positive self image.)[:		
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HOOLS PROJECT - Working Copy Suggested Objective Pla	cement 7-8
earning-Objective(s). The student knows the basic principles of overload	The second secon
and the second s	
3. The student knows the safety procedures of weightlifting including	weight District Goal
ton-and spotting. C. The student knows that the basic lifts include military press, curl, snatch, clean and jerk, shrug. D. The student knows proper use and carriers and carriers and carriers and carriers and carriers and carriers.	press, Program Goal 4,6
********* equipment.	are of
Activities: Grade(s) Suggested Monitoring Procedures	Possible Resources
The state of the s	Possible Resources
Title: Weightlifting Procedures Waiten took	
<u>Citle:</u> Weightlifting Procedures Written test.	The Secondary Physical
	Education Program Curriculum
overhead projector, film	Guide, Spokane, Spokane Public
loops, weight training Demonstration.	Schools, 1977.
equipment	
(re(s):	
plain basic principles of weight training.	
monstrate safety procedures of weightlifting.	
monstrate fierbasic lifts, e.g. presses, dead	
ft, curling at, clean, snatch, jerk, shrug. scribe program use and care of equipment.	
and care of equipment.	
	District Resources
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Student Learning Objective(s)	The second second	Suggested Obje	ective Placement	7-8	
Student Learning Objective(s) A. skills using the appropriate for	 3. The student 	to execute the various	weightlifting	State Goal	2,9

skills using the appropriate form. 3. The student is able to increase arm strength, leg District Goal strength, and endurance by applying weight training skills. C. The student values strength. Program Goal training as contributing to one's overall level of physical fitness and positive self-image. Related Area(s)

Suggested Activities: Grade(s)		
	Suggested Monitoring Procedures	Possible Resources
Title: PTA Program (Pain, Torture & Agony). Group size: one to thirty Materials: weight machine; e.g. universal	Record starting weights for PTA program.	
Procedure(s): If necessary, work with a partner. Perform at least eight different excercises; (fout for the upper body four facilities)	Record starting maximum lifts. Measure size of body parts before and after.	
60-70% of maximum weight. Work up to three sets of ten repetitions of each excercise. When able to do three sets of ten received.		
increase weights.		District Resources

SMALL SCHOOLS PROJECT		- -	i cade		·
SUBJECT: Physical Education	$P_{\mathbf{age}}$	sted	Die	Placement	
SPECIFIC AREA: Individual/Dual Sports			ı.		T
Wrestling		7 - 8	"7	8. 9	
The student knows:					+
 that wrestling is an individual sport which consists of four main skills, takedowns, breakdowns, reversals and escapes. the starting positions for each of the three rounds of wrestling. 					
. rules, scoring and terminology of wrestling.	×				
The student is able to:				1.1.1	-
 perform wrestling skills using the appropriate body mechanics, form and rules. demonstrate proper warm-up procedures before wrestling. 	}			0 -	
procedures before wrestling.					
The student values:					
 wrestling as a combative sport which builds strength; flexibility and endurance. safety of holds. 					
2CO					4.
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SMALL SCHOOLS PROJECT - Working Copy		
	Suggested Objective Pla	cement 3 7-8
Student Learning Objective(s) A. The student	Knows rules coming that and	
	Study Said Certainogo	of State Goal 29
wrestling. B. The student knows that wrestling	is an individual sport which consists of	four District Goal
main skills, takedowns, breakdowns, reversale and		
main skills; takedowns, breakdowns, reversals and	escapes.	Program Goal 66
Related Area(s)		
	Ca.	
Suggested Activities: Grade(s)	Control	
	Suggested Monitoring Procedures	Possible Resources

Title: Wrestling Presentation	Written test.	Films:
Group Stze: class		WRESTLING FUNDAMENTALS, 11
Materials: handouts, mats, demonstrator film	· · · · · · · · · · · · · · · · · · ·	
Procedure(s):	skills pointing out areas of	E.S.D. #121
· Present the rules, scoring, skills a	weakness that need developing.	
terminology of wrestling through the use	of .	Meridian di Maria. Maria di Maria di Ma
handouts and demonstration.		7
Demonstrate wrestling skills and have the students perform each of the four main skills	he p	
e.g., takedowns, breakdowns, reversals an		* *.
escapes.		
Have students practive with a partner to develo	p	
skills in each of the four skills.		sy. 18
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		District Resources (
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Student Learning Objective(s) A. The student is able before wrestling.			
	.,		District Goal
Related Area(s)		1	Program
		/-	197
Suggested Activities: Grade(s)	Suggested Monitoring	Procedures	Possible Resources
Title: Wrestling Warm-Ups Group size: entire class Materials: mats Procedure(s): Have students take turns leading a warm-up	Observation.		
The routine should include stretching and			
working individually or with a partner on wrestling skills.		•	
			District Resources
253			District Resources

		Suggested Of	jective Pla	cement 7-8	
timent Learning Objective(s) A. The student knows	the starting	positions	or each of	the State Goal	2:
three rounds of wrestling. B. The student is ab	le to perform	wrestling s	kills using	the District G	oal
appropriate body mechanics, form and sales of my		19 (19 (19 (19 (19 (19 (19 (19 (19 (19 (
sport which builds strength, flexibility and endurance elated Area(s)	e. D. The stu	ident values	safety of h	olds. Program Go	al <u> 4,</u>
	-	·		 ,	
uggested Activities: Grade(s)		of the state of th			
-os-steed Accivities: Grade(s)	·Suggested	Monitoring	Procedures	Possible Resour	Ces
	•	<u> </u>	•		
Title: Prestling Tournament	Observation	П•	•		
Group size: class Materials: mats				0	1
Procedure(s):	Skills tes	t.			
Divide the class into suitable weight classes.					
· nave students wrestle in their weight class.					
· Becermine a champion of each weight group.			• •	,	* * *
Have an even number in each weight class.		• .•			
Divide the class into teams.		•		•	
· Determine a team champion by keeping a team					
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205				District Resource	es .

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	page /	Suggested G	rst. Pla	-/
SUBJECT: Physical Education		<u>~ / </u>	م ' * _	
SPECIFIC AREA: New and Cooperative Games				
	.	7-8 7	8	2
The student knows:				+
	4			
the rules, strategies and safety procedures involved in a variety of new and cooperative games.				
* Now to officiate a variety of new and cooperative games.				
	,			
The student is able to:				
participate successfully in a variety of new games including:				, ,
boffing				
bug tug hunker-haser	٠ ا	المرابع المالية		-
skin the snake				
- slaughter tweezlis - whop	· -	8	-	
participate successfully in a variety of cooperative games	ŀ			
including:				
collective blowball				
- collective score towel ball - scooter basketball				
volley-volley-volleyball			•	
	_			
The student values:	ה		•	
• the joy and social aspects associated with participating in non-competitive new and cooperative games activities.	3 -			
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HOOLS PROJECT - Working Copy		
	Suggested Objective Place	ement <u>7-8</u>
earning Objective(s) A. The student knows the	rules, strategies and safety proced	
		· · · · · · · · · · · · · · · · · · ·
d in a variety of new and cooperative games. B.	The student knows how to office	
or new games including: ActivedIts = whop, boff	ing hinker hauser claushram white	- NO
		the Program Goal 4,6
YEXTS) participating in non-competitive new and	cooperative games activities.	
Activities: Grade(s) 7-9	Suggested Monitoring Procedures	Possible Resources
	,	rossible Resources
Title: Tweezlis - Whop		
Pillow Fighting	Teacher observation.	The New Games Book, Fluegelman,
Group size: Two		Andrew (editor) Doubleday & Co.
Materials: two burlap sacks filled with	•	Inc., Garden City, New York
straw and wooden rail perched		. 1976. Pg. 23
high enough to keep your feet		
from toughing the ground,		
a naystack		
<u>:e(s)</u> :		
e student and his/her partner straddle the		
1, face-to-face.		
e the two students "whop" each other with the		
ks until one, (and frequently both) fall off.		
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		District Resources
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State Goal Comparison of the comparison of th	SMALL SCHOOLS, PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
wattery of new and cooperative games. B. The student knows to officiate a variety of new and cooperative games. C. The student is able to participate successfully in a variety of new and cooperative games. C. The student is able to participate successfully in a variety of new and cooperative games. C. The student is able to participate successfully in a variety of new and cooperative games activities. State of the poy and social aspects associated with participating in non-appetitive new and cooperative games activities. MINIMALIANALISMS) participating in non-appetitive new and cooperative games activities. Disgested Activities: Grade(s) 7-9 Duggested Activities: Grade(s) 7-9 Duggested Monitoring Procedures Possible Resources The New Games Book, Fluggelma Andrew Cooperative games activities. The New Games Book, Fluggelma Andrew Cooperative games activities. Procedure(s): Rules discourage wild swiping and pounding. Hits must be made between the shoulder and the vaist. Award points only for a well placed thwack with the try of the sabre. District Resources District Resources	Student Learning Objective(s) A. The student knows the		
wariety of me games including: tweezis - whop, boffing, bunker hawser, slaughter, skin the stake, and bug tug. D. The student values the joy and social aspects associated with MEMBERGATEMS) participating in non-depetitive new and cooperative games activities. Suggested Activities: Grade(s) 1-9 Suggested Monitoring Procedures Possible Resources Title: Boffing Group size: two or more Waterfals: boffier is a three foot dealing sound adde of polyethylene foam, profightive every and air galacts Procedure(s): Aules discourage wild swiping and pounding. Bits mist be made between the shoulder and the valst: Award points only for a well placed thwack with the tip of the sabre. District Resources District Resources	Water Market		
Stake, and bug Tug. D. The student values the joy and social aspects associated with	variety of new and cooperative games. B.	The student knows to official	ite a District Goal
MISCREMANNELS) participating in non-expectifive new and cooperative games activities. Suggested Activities: Grade(s) Title: Boffing Stoup Size: two or more Naterials: boffer is a three foot duelling sord made of. podyethylene foar, productive eye and ear grants Procedure(s): Rules discourage wild swiping and pounding. Hits must be made between the shoulder and the waist Award points only for a well placed thwack with the try of the sabre. District Resources District Resources	The state of the s	190 hamilani Larra	
Suggested Activities: Grade(s) 1-9 Suggested Monitoring Procedures Possible Resources Title: Boffing Reaches observation. The New Games Book, Florgelma Andrew (editor) Doubleday's Color. Inc., Garden City, New York Procedure(s): Roles discourage wild swiping and pounding. Hits must be made between the shoulder and the waist. Award points only for a well-placed thwack with the try of the sabre. District Resources	/ Alle Stillelli Vallige Fra 1/	17 20d 04441	with Program Goal 4,6
Title: Soffing Group size: two or more Vaterials: boffer is a three foot duelling sword cade of, polyethylene foam, profestive eye, and ear grands Procedure(s): Rules discourage wild swiping and pounding. Hits must be made between the shoulder and the waist. Award points only for a well placed thwack with the tip of the sabre. District Resources District Resources	participating in non-cappetitive new and	cooperative games activities.	
Title: Soffing Group size: two or more Vaterials: boffer is a three foot duelling sword cade of, polyethylene foam, profestive eye, and ear grands Procedure(s): Rules discourage wild swiping and pounding. Hits must be made between the shoulder and the waist. Award points only for a well placed thwack with the tip of the sabre. District Resources District Resources			•
Title: Soffing Group size: two or more Vaterials: boffer is a three foot duelling sword cade of: polyethylene foam, profective eye, and ear gnards Procedure(s): Rules discourage wild swiping and pounding. Hits must be made between the shoulder and the waist. Award points only for a well placed thwack with the trp of the sabre. District Resources	Suggested Activities: Grade(s) 1-9	Suggested Monitoring Procedure	
Group size: two or more Naterials: boffer is a three foot dealing sword made of polyethylene foam; profestive eye, and ear grands Procedure(s): Rules discourage wild swiping and pounding. Hits mist be made between the shoulder and the waist. Award points only for a well; placed thwack with the tip of the sabre. District Resources District Resources		k anglested monitoring procedures	Possible Resources
Group size: two or more Naterials: boffer is a three foot dealing sword made of polyethylene foam; profestive eye, and ear grands Procedure(s): Rules discourage wild swiping and pounding. Hits mist be made between the shoulder and the waist. Award points only for a well; placed thwack with the tip of the sabre. District Resources District Resources	Title: Boffine		
duelling sword cade of polyethylene foam, protestive eye and ear grands Procedure(s): Rules discourage wild swiping and pounding. Hits must be made between the shoulder and the waist. Award points only for a well placed thwack with the trp of the sabre. District Resources	Group size: two or more		The New Games Book, Fluegelna
polyethylene foam, protentive eye and ear grands Procedure(s): Rules discourage wild swiping and pounding. Hits must be made between the shoulder and the waist. Award points only for a well placed thwack with the tro of the sabre. District Resources	vacerials: boffer is a three foot		Andrew (editor) Doubleday & Co
eye and ear goards Procedure(s): Rules discourage wild swiping and pounding. Hits must be made between the shoulder and the waist. Award points only for a well placed thwack with the trp of the sabre. District Resources	duelling sword made of	A	1976. Pg. 25
Procedure(s): Rules discourage wild swiping and pounding. Hits must be made between the shoulder and the waist: Award points only for a well-placed thwack with the tip of the sabre. District Resources	poryethyrene roam protective	\iint	
Hits mist be made between the shoulder and the waist. Award points only for a well placed thwack with the tip of the sabre. District Resources	Procedure(s):		
waist. Award points only for a well-placed thwack with the tip of the sabre. District Resources	Rules discourage wild swiping and pounding.		
Award points only for a well placed thwack with the trp of the sabre. District Resources	Hits must be made between the shoulder and the		
District Resources			
	the tip of the sabre.		
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Procedure(s):

- · Note: platforms are about six feet apart.
- . Each player holds one end of the rope.
- At a starting signal: players reel in the rope.

 The object is to unbalance an opponent by tightening or slackening the rope.

so players can't move their

feet without losing balance, rope in long, l'im diameter

District Resources

1976. Pg. 31

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Student Learning Objectives	
A. The student knows the rules strategies and action	
Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures State Goal	2.9
involved in a variety of new and cooperative across no	
involved in a variety of new and cooperative games. B. The student knows how to officiate a District Goal	
variety of new and cooperative games. C. The student is able to participate successfully in a variety of new games including: tweezlis - when besself.	- 3.
snake and have games including: tweezlis - whop, boffing, hunker hawser slavebrar all a	
variety of new games including: tweezlis - whop, boffing, hunker hawser, slaughter, skin the Program Goal	4,6
snake, and bug tug. D. The student values the joy and social aspects associated with	
participating in non-competitive new and cooperative games activities.	• .

Suggested Activities: Grade(s) 7-9 -			. ~
00-11-11-11-11-11-11-11-11-11-11-11-11-1	Suggested Monitoring Proc	edu res	Possible Resources
Title: Skin the Snake Group size: large (any) teams of 20-25 Materials: none Procedure(s):	Teacher seem at fon.		The New Gapes Book, Profesional Andrew (editor) Doubleday & Carden City, New York
Players line up one behind the oth Players reach between their legs hand and grab the right hand behind them.			1976. Pg. 119
At the starting signal, the last person in the line lays down on his/her back. The person in front of him/her back up, straddling the			
body and lies down on his/her back right behind him/her still horning hands. When the last person has touched his/her head on the ground, he/she gets up and starts forward			
again, pulling everyone else up and along.		<i>X</i> ,	District Resources

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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	namanu Ta
Student Learning Objective(s) A. The student knows the	rules, strategies and safety proces	Jures Store Cont 20 Year
involved in a variety of new and cooperative games. B.	The student knows how to official	ite a District Goal
The conductive squeets the conductive squeets	C object and the control of the cont	
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The second of the second of the second values the second	11 224 224	with
participating in non-competitive new and	cooperative games activities.	
Suggested Activities: Grade(s) 7-9		
o-spected nectificies. Glade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Bág Tug	7	
Group size: two - 200	Teacher observation.	The New Games Book, Fluegelman,
Materials: none		Andrew (editor) Doubleday & Co.
Procedure(s):		Inc., Garden City, New York
• Mark a line on the ground.	•	1976. Pg. 121
Have partners stand back to back on either side		
of it. Both people bend forward, reach between		$\int d^2 x dx dx$
their legs and grasp each other's wrists - start		e PM
tugging and see who gets pulled over the line		
irst.		
Variation:		
• Two lines, everyone back to back. Students benefit		
down, cross arms between legs, and find a hand		
on the right and left.		
Then everyone starts pulling.		The second secon
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SMALL SCHOOLS PROJECT - Working Copy	Supported Objective Die	
dilling copy	Suggested Objective Place	cement 7-5
Student Learning Objective(s) A. The student knows the	e rules, strategies and safety proced	lures State Goal 2,9
involved in a variety of new and cooperative games.	B. The student is able to partici	pate District Goal
successfully in a variet; of cooperative games including	o: scooter haskethall for The eru	dont Day 2 1 / 6
values the joy and social aspects associated with pa	articipating in non-competitive new	dent Program Goal 4,6
ASTANCE NAME (S) cooperative games activities.		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Scooter Basketball	Teacher observation.	Orlick, Terry
Group size: small groups, 6-8		The Cooperative Sports & Games
Materials: scooters, basketballs, garbage cans or boxes		Book. New Itra, Pantheon
Procedure(s):		Books, 1978.
• Each player sets on a scooter and propels him or		
herself by pushing off the floor with the feet.	1	
 Dribbling is optional. 		
• Every player on the team must touch the ball	/	
before attempting to score. Boxes, garbage cans or nets can be used as goals		
- one point for each goal.		
. The team with the most points wins.		•
Variation:		
. Two balls can be in play at the same time.		
 The team with the most goals in a specific time period wins. 		
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement
Student Learning Objective(s) A. The student knows the	rules, strategies and safety proced	dures State Goal 2,9
involved_in_a_variety_of_new_and_cooperative_games. B	The condens bearing the second	N
variety of new and cooperative games. C. The student is	is able to participate successfully	te a pistrict Goal
variety of cooperative games including: collective sco	ore rowel ball. D. The student va	alues - Program Goal 4,6
the joy and social aspects associated with participating	g in con-competitive new and coopera	stive
KAKYKAKYXXEXIS) games activities.	S very some confidence	
	<u> </u>	•
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Collective Score Towel Ball	Teacher observation.	Orlication
Group size: entire class Materials: nets, towels, beach balls Procedure(s):		The Compative Sports & Games Book New York, Pantheon
• Players work in pairs within their teams.		Books, 1976.
. Team members propel the beach ball over the net		
using towels.		
. One collective point is scored every time the		
ball goes over the net and is caught by a pair	•	
on the other side. \mathcal{L}		
 The ball must be passed to a second pair before 		
being volleyed over.		.1
Variation:		
• Played with groups of three or four.		
 Played with towels of different sizes and shapes. 		
Number of pairs and number of balls can vary.		
. Number of parts and number of parts can vary.		District Resources
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SHALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement 7-8.
Student Learning Objective(s) A. The student knows the	rules, strategies and safety proced	lures State Goal 2,3
involved in a vertery of animal accounts.	T	
involved in a variety of new and cooperative games. B.	the student knows how to officia	te a District Goal
variety of new and cooperative games. Co The student i	s able to participate successfully	in a
variety of cooperative games including: collective blo	wball. D. The student values the	joy Program Goal 4,5
and social aspects associated with participating in no: RETAXENTATES) activities.	n-competitive new and cooperative g	ames
	<u> </u>	
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
	- Special Control of the Control of	10331DIE RESUUICES
Title: Collective Blowball	Teacher observation.	Orlick, Terry
Group size: small groups 5-8		The Cooperative Sports & Games
Materials: mats, ping-pong balls		Book. New York, Pantheon
Procedure(s):		Books, 1978.
• One person lies on his/her stomach on a mat		2000.5
while four to six others drag or carry the mat.	•	
The object is for the person on the mat to blow		
a ping-pong ball from a starting line to a		
finish line about ten feet away.		
• Once the ball goes over the finish line, the		
blower switches and becomes a carrier.		
The players attempt to see how quickly they can		•
have their whole team blow a ball back and forth		i a i
between two lines or how many times the ball can		
be blown back and forth in a specific time		
period.		
Variation:		
• Five people lie on there stomachs in front of a		District Resources
starting line facing five others who are lying		<u> </u>
across a finish line. Several ping-pong balls		
are used and are placed at the mid-point between		
the two lines.		
. The objective is to blow the balls back and		
forth as many times as possible on a specific		
time.		
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SUBJECT: Physical Education	P_{age}	Suggested Gr	Dfor	Placement	,	
			-			
PECIFIC AREA: Rhythms	1					
Aerobic Danca	-	7-8	.7.	3	9	
The student knows:						
 aerobic dance is an individual and group activity. the definition and elements of aerobic dance. 						
•						
The student is able to:				·		
		1				. <
 perform teacher selected routines. perform self-created routines. 						. , .
. perform routines individually and in groups.			1			
The student values:		. [
. the life time benefits of aerobic activities.						
the fire time benefits of detoble delivities.			ł			
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SMALL SCHOOLS PROJECT - Working Copy	• Suggested Objective Pla	cement 7-8	•
Student Learning Objective(s) A. The student knows t	he definition and elements of ae	cobic State Goal	2,9
dance. B. The student is able to perform teacher sele	ected routines. C. The student va	alues District Goal	-
the life time benefits of aerobic activities.		Program Goal	2,4,6
Related Area(s)			
			
Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources	i a.
Title: Aerobic Dance Group size: small or large Materials: music and sound system, mats open spaces	Teacher observation. Compare heartbeat at beginning and end.		
Procedure(s): Teacher leads exercise, stretches and movement patterns (predetermined) to prerecorded music. Movement examples: lots of stretching, (choose slower music) legs, arms, sides, neck, leg			•
kicks, step kicks, side kicks, lunges, jump, cross feet, arm movements, circles, up and down or out, sit-ups, bicycle ride, (modern dance movements, swings, body circles) leg lifts, running, hopping, skipping, leaping.			•
Your imagination is your limit. Have the movement fit the music. Stay with the beat. Increase amount and length of activity slowly. Students follow instructor in movement or		District Resources	,
exercise. Teacher stresses continual movement for heart conditioning.	-155-	253	

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	dement 7-8
Student Learning Objective(s) A. The student knows th	at aerobic dance is an individual	and State Goal 2,9
group activity. B. The student is able to perform s	elf-created routines. C: The st	ident District Goal
is able to perform routines individually and in groups.		Program Goal 2,4,5
Related Area(s)		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Aerobic Dance Routines Group size: medium Materials: music, floor space, mats Procedure(s):	Teacher observations Monitor resting heart beat at beginning and end, compare.	
Have each student, in a group of three, create a routine for one song. The members put their three routines and songs together for a group routine. Have each group lead the whole group one day.		
. Mare each group lead ene whole group one day.		
		District Resources
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SMALL SCHOOLS PROJECT	. 1	/ /	t Gade		1 · · · · · · · · · · · · · · · · · · ·
SUBJECT: Physical Education	Page	s_{ted}	Dec Caccment	Placemen.	y
SPECIFIC AREA: Rhythms				-	
Fad Dance		7-8	7	8	9
The student knows:				,	
the terminology for current fad-dances. The student is able to:			:		٥
perform teacher selected current fad dances. assist other students in learning fad dances. perform variety of fad dances with music.	:2				
The student values: . the social worth of fad dancing fad dancing as a leisure activity.	**				
contribution to physical fitness.					
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SMALL SCHOOLS PROJECTWorking Copy	Suggested Objective Place	ment <u>7-8</u>
Student Learning Objective(s) A. The student knows the	e terminology for current fad danc	es. State Goal 2,9
B. The student is able to perform teacher selected curre	ent, fad dances. C. The student is a	ble District Goal
to perform a variety of fac cances with music. D. Indianing. E. The student values fad dancing as a leisure	he student values social worth of eactivity. F. The student values	the Program Goal 2,4
contribution to physical fitness. Related Area(s)	•	
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Possures
	- cassaged nonreoling itoredutes	Possible Resources
Title: Fad Dance Elimination	Taaahan ahaa aasa	<u> </u>
Group size: entire class	Teacher observation.	1
	Student observation.	_
or tapes		
Procedure(s): Play a variety of fad music and cue the class to		
a specific fad dance. (Grally or on cue cards.)		
. The object is to identify the music, cues or		
terminology and to correctly dance that		
particular fad dance.		
. If the dance is improperly executed, dancer is		•
eliminated until only one dancer remains. Variation: Fad Dance Freeze		
If, when the music stops, dancer fails to be		
frozen in position, he/she is eliminated.		Ψ
	λ	District December 1
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SMALL SCHOOLS PROJECT - Working Copy .	Suggested Objective Pla	cement 7-8
Student Learning Objective(s) A. The student knows th		
B. The student is able to perform a variety of fad dance		<u></u> - 1
to assist other students in learning fad fances. D. leisure activity.	The student values fad dancing	as a Program Goal 2,4
Related Area(s).		
Suggested Activities: Grade(s)		
	Suggested Monitoring, Procedures	Possible Resources
Title: Fad Dance Group size: entire class Materials: record player, current music for fad dancing, microphone Procedure(s):	Teacher observation. Student observation.	Students input about current fad dances. Disco centers.
 Divide class into groups. Each group is to devise or work on a different fad dance. Each group performs their own dance for the rest of the class, and then teaches each group that dance. 		
. Then entire class executes the dance together.		•
		District Resources
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SMALL SCHOOLS PROJECT SUBJECT: Physical Education	Page	Bted	h.	Placemon	305	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
SPECIFIC AREA: Rhythms						4.4
Folk Dance		7-8	7	8	9	
The student knows:		•	,			
 country origin of selected folk dances. terminology of folk dance steps. the traditional costume for selected folk dances. 					. 1.	
		,	•	-		
The student is able to: participate in teacher selected folk dances. perform a variety of folk dances in time with music. 			·)		
The student values:				•		•
 the heritage of folk dances to their country. folk dance as a leisure activity. the social worth of folk dance. 						
				•	-	
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	Cement
Student Learning Objective(s) A. The student knows	the terminology of folk dance of	tone State Conl
B. The student is able to participate in teacher-select	ed folk dances. C. The student is	able District Coal
to perform a variety of folk dances in time with music. leisure activity.	D. The student values folk dance	as a Program Goal 2.4.
related Area(s)		1 4,45
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Folk Dance Group size: entire class	Teacher observation.	Folk dance record sets.
Materials: record player, folk dance records, microphone Procedure(s):	Dance test.	
 Divide class into groups. Beginning with one group, play a portion of the 	Student evaluation.	
previously.		
Group must then get in proper formation and execute proper dance steps to the music. Devise a point system to evaluate each group's		
Try to give each group at least two oppor-		
The group with the most points is folk dance		
group of the day! Variation: If one group has problemed as a second as a sec		District Resources
If one group has problems or fails to execute properly, another group may give it a try to obain their points.		
After each group displays formation and steps, entire class joins in.		
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	Cement 7o
Student Learning Objective(s) 1 The student has		
Student Learning Objective(s) A. The student knows the	country origin of selected folk day	nces. State Goal 29
B. The student knows the traditional costume for select	ed folk dances. C. The student is	able District Goal
_ to perform a variety of fall denote :		
to perform a variety of folk dances in time with music. folk dances to their country. Related Area(s)	D. The student values the heritage	re of 'Program Goal 2.
	*	
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
		P - Control Mesonaties
Title: Folk Dance Group size: entire class	Teacher observation.	Community involvement; some
Materials: record player, folk dance	Student evaluation and input.	communities have festivals or dances where information could
records, costume ideas and materials		be obtained.
Procedure(s):		
Divide class into groups. (Group size may vary.)		Library
· Assign each group a country or let each group		Harris, Jane A., Pittman, Anne
select a country. Each group then learns one to three dances	•	Waller, Marlys, S., Dance A While, Minneapolis, Burgess
representing that country.		Publishing Co., 1968.
Each group exhibits costumes representing that country.		
. The class may then decide on a day when the		
students wear the costumes and perform dances of		•
their selected country to the rest of the class.		District Resources
Variation:		acsources
· All groups exhibit their costumes and dances on	•	
Folk Rance Day (can be for entire school). Include potluck foods from each country.		
potition from each country.		
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
Student Learning Objective(s) A. The student knows t	the terminology of folk dance s	teps. / State Goal 2,9
B. The student is able to participate in teacher-select	ed folk dances. C. The student va	alues District Goal
folk dance as a leisure activity. D. The student value	s the social worth of folk dance.	Program Goal 2,4
Related Area(s)		<u></u>
		7
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Folk Dance	Teacher observation.	Harris, Jane A., Pittman, Anne
Group size: entire class		Waller, Marlys, S., Dance A
Materials: record player, folk dance	Dance test.	While, Minneapolis, Burgess
records, microphones Procedure(s):	3	Publishing Co., 1968.
• Teacher demonstrates or talks through the dance		Talle Dance Dance 1 Cons
steps. Dance steps are then put to misic.		Folk Dance Record Sets
· Class can be broken into small groups to help	\	
individuals master steps and music.		
• Entire class can then regroup and execute steps		
to music.		
• A format could be:		
 Basic steps, positions and formations. Variation in numbers within a group. 		
3. Dance terminology.		
4. A representative number of countries		
covering a variety of folk dances.		Diagnica Deservation
5. Dances and styles popular to a peculiar	•	District Resources
or specific locale.		
Music variation - style and tempo. Socially acceptable practices.	*	
socially acceptable practices.		
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	Pape	S.E.		2	•	
SUBJECT: Physical Education	1	1 -	 	1 . 1	· ,	-{ · ·
SPECIFIC AREA: Rhythms		.				
Rhythmic Gymnastics	:	7-8	7	8	9	
The student knows:	1.					1
· characteristic moves for various pieces of equipment	-		٠,٠			
 various 'equipment which is used in rhythmic symnastics. 			٠,٠١			
 rules for composing routines. events in rhythmic gymnasties. 						
	4			′ ·:		
			}			
The student is able to:						
perform routines with a variety of hand apparatus.						
compose own routines.	35%	•	*			-
The student values:		·	-			
the body awareness and coordination learned through rhythmic						
gymnastics.				"		1
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udent Learning Objective(s)	State Goal	
	District Goal	
	Program Goal	
lated Area(s)		
		1, 4,
ggested Activities: Grade(s)	Suggested Monitoring Procedures Possible Resources	
No activities have been written for the		. 2
Objectives.		
Additional activities may be developed during the pilot phase of the project.	g	
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	District Resources	
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SUBJECT: Physical Education	 	 		, T	1	1 .	/
SPECIFIC AREA: Rhythms							
Modern Dance	<u>. </u>	7–8	7	8	9		
The student knows:			:				
 that modern dance is a creative expression of one's self. that modern dance is an individual and group activity. that level, energy and space are qualities that effect modern dance. 							
The student is able to:		. :					•
	-					,	
 demonstrate a creative dance routine. participate in a group dance of one's own creativity. 		•					• .
							: .
The student values:							
	:						
 how creativity can be used to express one's moods, feelings, and ideas. 							:
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
Student Learning Objective(s) A. The student knows the	hat modern dance is an individual	and State Coal 2.0
- In the seddent knows to	mat modern dance is an individual	and State Goal 2,9
group activity. B. The student knows that level, ene	Toy and charge are qualified that to	Seat Branch C
The Student knows that level, the	tgy and space are quartities that en	District Goal
modern dance.		
modela dance	· · · · · · · · · · · · · · · · · · ·	Program Goal,+
Related Area(s)		
Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
		1000101c Mesodices
Title: Working With Levels . /	Teacher observation.	Cheney, Gay, Strader, Janet,
Group size: any		Modern Dance, Boston, Allyn and
Materials: clothing: tights and leotards		Bacon, Inc.
preferred space		sacon, Inc.
Procedure(s):		Jackham Milana Basa
• The group is spread out all over the floor in		Lockhart, Aileene, Pease,
their own space.		Ester, Modern Dance, William C. Brown Co Publishers.
1. Low-Level: Students lay on the floor and		brown w rublishers.
imagine that they are in a box as long as		
their body and 1/2 foot higher. They ex-		
plore all possible movement in that space,	•	
with their eyes closed.		
2. Medium: Have students stand and define		
medium level as "waist area", have them ex-		
plore the many ways they can fill that space.		
3. <u>High-Level</u> : Same as above, only high. Ima-		
gine you are in a glass cylinder with no		
top. Explore that space and how you can		District Resources
move in it.		profiter Resources
4. Level Mix-up: Teacher calls out a level,		
students do continuous movement in that		
level. Teacher keeps calling out different		
levels.		
5. Level Composition: Have students compose a		
dance using a variety of levels.		
6. Sculpture: Divide the class into groups;		
have one student in each group make a shape		
and hold it, the next person makes another		•
shape in a different level and so on. When		
last person has gone, the first person comes out and goes back into the sculpture with a		
new shape.	P	•
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Annear remove for entry	•	

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	ement 7 + 8
Student Learning Objective(s) A. The student knows th	at modern dance is an individual	and State Goal 2,9
group activity. B. The student knows that level, energy	•	
modern dance.	egy and space are quarreres that en	
		Program Goal 2,4
Related Area(s)		
Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
72.1		
Title: Working With Energy Group size: any Materials: open space, appropriate dress, variety of fast, slow, smooth music Procedure(s):	Teacher observation.	Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc. Lockhart, Aileene, Pease,
 Have class spread out over the floor "find their own space". 		Ester, Modern Dance, William C. Brown Co Publishers.
 Vibratory: Move like you are riding on a bumpy bus or trotting on a horse. Show vibration in just your hand, add your arm, upper body, entire body. Swing: Just your arm, then your body. Force: Imagine there is a two ton metal box in front of you, try to move it. Float: Pretend you are a feather and floating to the ground. 		District Resources
5. Melt: From a standing position, pretend you are melting. 6. Call out different words; mad, melt, float, fizzle, free, cold, afraid, happy, hurried, nervous, jell-o, and have students move like those.		
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
Student Learning Objective(s) A. The student knows the	at level, energy and space are qual	ities State Goal 2,9
that effect modern dance.		,
elated Area(s)		Program Goal 2,4
uggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
Title: Ways of Moving Through Space	Teacher observation.	Cheney, Gay, Strader, Janes,
"Locomotor" Group size: any Materials: open space Procedure(s):	Partner observation.	Modern Dance, Boston, Allyn and Bacon, Inc.
 Form two lines diagonal from each other. First person in one line combines locomotor skill pattern, e.g. step, step, leap across the floor, first person in other line does it back In open spaces have students do a variety of locomotor skills; skip, hop, jump, leap, run, walk, gallop. 		Lockhart, Aileene, Pease, Ester, <u>Modern Dance</u> , William C. Brown Co Publishers.
	•	District Resources
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f.

Student Learning Objective(s) A. The student knows that modern dance. C. The student knows that modern dance is a way of constudent is able to participate in a group dance of one's Related Area(s)	municating ideas of feelings. D.	State Goal 2.9 vity. District Goal
Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
Title: Poem Dance Group size: groups of 3 of 4 Materials: poems mounted on paper, open	Telacher observation. Video-tape.	Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.
space Procedure(s): Read some selected appropriate poems. Have class divide into groups of three or four and select poem. Create a dance which expresses the selected		Lockhart, Aileene, Pease, Ester, <u>Modern Dance</u> , William C. Brown Co Publishers.
poem. After allowing sufficient time have groups perform their dance and have the poem read as they perform or read it before and after. Variations: Have students select a color and make a dance		
for that color. Choose an emotion and express that in a dance. Do not tell the audience and see if they can tell what emotion is being expressed. Note: This activity is somewhat advanced.		District Resources
212		
313 ERIC	-170-	314.

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Placement	∼ 7-8	
Student Learning Objective(s) A. The student knows that			9
of one's self. B. The student knows that modern dance C. The student knows that modern dance is a way of comm student knows that level, energy and space effect modern demonstrate a creative dance routine.	nunicating ideas or feelings. D. The	District Goal . Program Goal 2,	4
demonstrate a creative dance routine. F. The student express one's moods, feelings and ideas.	values how creativity can be used to		
uggested Activities: Grade(s)7-12	Suggested Monitoring Procedures Poss	ible Resources	

Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
Title: Creative Dance Group size: any, performed individually Materials: choice of music, costumes or props	Teacher observation.	Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.
Procedure(s): Assign students the task of creating their own dance to express an idea or feeling - using music, poems, props and/or costumes. Practice.		Lockhart, Aileene, Pease, Ester, Modern Dance, William C. Brown Co Publishers.
Perform for audience (class or other).		

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District Resources

ce steps.

B. The student knows the rhythmic count of selected of		s the District Goal
etiquette in dancing. E. The student values the social elated Area(s)	ent is able to perform correct s worth of social dance.	ocial Program Goal 2,4
uggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Social Dance Group size: entire class Materials: record player, social dance records, microphone Procedure(s): . Handout sheets can be issued to each student explaining terminology and etiquette. Teacher can then go through orally and demonstrate a variety of dance steps and etiquette involved allowing students to learn and practice each step. After a variety of steps have been mastered, steps can then be put to music - beginning with basic rhythmic counts. Students can then work in small groups, partners, circles to continue to master steps, rhythmic counts and etiquette involved in social dance.	Written test.	Harris, Jane A., Pittman, Ann Waller, Marlys, S., Dance A While, Minneapolis, Burgess Publishing Co., 1968. Social dance record sets.

OOLS PROJECT - Working Copy	Suggested Objective Place	
earning Objective(s) A. The student knows the	rhythmic count of selected dance st	teps. State Goal 7 - 2.9
	J. DEVELLED GUMEL 3	2.3
student is able to perform teacher selected danc	e steps individually and with a part	ner. District Goal
student is able to assist other students in	the learning of dance steps. D.	The Program Goal + 2.4
values social worth of social dance.		
rea(s)		<u> </u>
Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
<u> </u>		
Title: Social Dance	Teacher observation.	Social dance record sets
Group size: entire class		
Materials: record player, social dance	Dance test.	Harris, Jane A., Pittman, Anne,
records, microphone		Waller, Marlys, S., Dance A
<u>e(s)</u> :	Written test.	While, Minneapolis, Burgess
e entire class spread out and face you.		Publishing Co., 1968.
onstrate a variety of dance steps to entire	Ŷ	
ss (be sure you are facing same direction as		Dance Studio
ss - you will have to demonstrate with your		
k to class and look back to evaluate). music and rhythmic counts.		
ide class into partners and have them		1
ctice steps learned while you move around to		
p or direct.		7
er class has mastered steps divide class into		
11 groups with partners to further develop		•
hnique and correct style - students can help		
luate, correct, encourage partners in their		District Resources
up.		
n:		
ign a specific step to each group - have them	•	
ter it then demonstrate and teach rest of		
ss.		
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DLS PROJECT - Working Copy	Suggested Objective Place	'ement' 7.0
rning Objective(s) A. The student knows t		
student knows the rhythmic count of selected	dance steps. C. The student knows	the District Goal
tudent values social dance as a leisure activity a(s)	values the social worth of social daty.	nce. Program Goal 2,4
		
ctivities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Social Dance Alternatives Group size: entire class	Teacher observation.	Dance Studio Listings.
Materials: record player, social dance records, microphone	Student evaluation.	-College dance classes.
your class to a dance studio. g in social dance experts, e.g. dance studio le, professional dancers, college dancers. your class to a professional dance exhibi- , e.g. musicals. a ballroom dance for class - social music, band, dress for occasion. sor a senior citizen dance.		
		District Resources



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SUBJECT: Physical Education	Pake		/ =	2. S. S.	•	,-
SPECIFIC AREA: Rhythms					Ť	
Square Dance						`
The student knows:		7-8	7	8	9	-
 how to form a square. the various square dance terminology. 						
						•
The student is able to:						
	٠. ا					k
 participate as a partner in a square dance. demonstrate correctly a variety of step maneuvers in teacher 	-	-			r.	•
and student selections. • perform steps and maneuvers in time with music.		•	.		. [:
	.					
The student values:						
 square dance as a leisure activity. the social worth of square dance. 	.	i .			- ;	
dance.						
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plan	cement 7-8	
Student Learning Objective(s) A. The student knows how	to form a square. B. The student	is State Goal	2,9
able to participate as a partner in a square dance. C.	, · · · · · · · · · · · · · · · · · · ·		
leisure, activity. D. The student values the social wor	th of square dance.	Program Goal	2,4
Related Area(s)			
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources	
Title: Forming a Square Group size: entire class	Teacher observation.	Square dance record	sets
Materials: record player, square dance records	Teacher explanation.	Harris, Jame A., Pit	
Procedure(s): Teacher may be used as a caller to set up and describe how to form a basic square, (record may also be used).	Record caller.	Waller, Marlys; S., While, Minneapolis, Publishing Co., 1968	Burgess
once the class is in squares, teacher can go, through the basic elements of a square, e.g. home position, couple 1, 2, 3, & 4, head couples, side couples, corner lady, right hand			
lady, opposite lady. Explain the four parts of a square dance: i.e. introduction, main figure, trimmings or full-ins			
Slowly, with the entire class in their square, go through some basic dance maneuvers and steps:		District Resources	
e-g. honor your partner, all join hands and circle wide, home you go and swing, first and third go forward and back.			
• Have each square develop their own maneuvers and steps and demonstrate to class.			
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Student Learning Objective(s) A. The student knows the various square dance terminology. State Goal B. The student is able to demonstrate a variety of step maneuvers in teacher and student. District Goal selections. C. The student is able to perform steps and maneuvers in time with music. D. The Program Goal 2,4 student values square dance as a leisure activity. Related Area(s) Suggested Activities: Grade(s) Title: Single Circle (and variations) Teacher observation. Square dance record sets Group size: entire class
B. The student is able to demonstrate a variety of step maneuvers in teacher and student. District Goal selections. C. The student is able to perform steps and maneuvers in time with music. D. The Program Goal 2,4 student values square dance as a leisure activity. Related Area(s) Suggested Activities: Grade(s) Title: Single Circle (and variations) Teacher observation. Square dance record care.
selections. C. The student is able to perform steps and maneuvers in time with music. D. The Program Goal 2.4 student values square dance as a leisure activity. Related Area(s) Suggested Activities: Grade(s) Suggested Monitoring Procedures Possible Resources Title: Single Circle (and variations) Teacher observation.
Related Area(s) Suggested Activities: Grade(s) Suggested Monitoring Procedures Possible Resources Title: Single Circle (and variations) Teacher observation. Square dance record core
Related Area(s) Suggested Activities: Grade(s) Suggested Monitoring Procedures Possible Resources Title: Single Circle (and variations) Teacher observation. Square dance record core
Suggested Activities: Grade(s) Suggested Monitoring Procedures Fossible Resources Title: Single Circle (and variations) Teacher observation.
Title: Single Circle (and variations) Teacher observation. Square dance record core
Title: Single Circle (and variations) Teacher observation. Square dance record core
Title: Single Circle (and variations) Teacher observation. Square dance record core
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" TEACHEL OUSELVALIONS MICHAEL AND TOUCHER OFF
" TEACHEL OUSELVALIONS MICHAEL AND TOUCHER OFF
Materials: record player, square dance.
records
Procedure(s): Rasic step: Arrange couples in a factor of the state of
Additional a single circle
racing, center. the basic step is the first 1
fundamental to be dealt with.
Balance: Arrange couples in a single circle facing center. Demonstrate balance with counts.
Class practice. Class executes in response to
call and music.
· Swing: Explain the swing position and movement.
Class practice. Class executes in response to
call and music.
• The single circle can be used to explain, demon-
strate and perform a variety of square dance Steps and maneuvers. District Resources
steps and maneuvers.
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	acement <u>7-8</u>
Student Learning Objective(s) A. The student knows h	now to form a square. B. The st	
knows the various square dance terminology. C. The	e student is able to perform step	s and District Goal
E. The student values the social worth of square dance Related Area(s)	es square dance as a leisure acti .	vity. Program Goal 2,4
		_
Suggested Activities: Grade(s)	Suggested Maritanias D.	
	Suggested Monitoring Procedures	Possible Resources
Title: Square Dance	Teacher observation.	Cause 3
Group size: entire class		Square dance record sets
Materials: record player, square dance		
records Procedure(s):		in the state of th
• Divide the class into squares.		
. After class has mastered a variety of square		*
dance steps and maneuvers allow each square to		
devise their own square dance routine to music	with the second second	
without calls. They can combine the stens and		
maneuvers they have learned to this point and		
use their own imagination and creativity to		
develop a routine or dance.		
• Each square after a number of practice times		
will demonstrate their dance to the class. Variation:		
 Tell each square to combine six or more steps and maneuvers into a routine. Short routine. 		District Resources
Combine the routines of two or more squares into		
one dance routine.		
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					*		Page	Suggested	Tacel	Placement		
UBJECT:	Physical E	ducation		<u>.</u>	7.00	<u> </u>		\ <u>``</u>	[=). 	· 	_/.
PECIFIC AREA	: Physic	cal Fitness		•					}			\Box
	Active	e Health						7–8	7	8	9	
The student	knows:			•								
body sy	stems.	ivity enhan	•			- :	1 1	e sa Ale Tab			•	
 that danger healthy 	aily, vigo lifestyle.	rous exerci	se is a	desirable	aspect	of a						
that the physica	he body re 1 stress.	sponds in	a positive	wanner	to reas	onable						
	· :	·				*					•	
The student	is able to:	6							,			
 provide 	a scientii	fically sou	nd _rational	e for th	ne benef:	its of						
daily v	igorous phy	sical activ th training	ity.		•	٠.	1	•				
adolésce	ent develop	ment. orous physi		. •,		· ·			· *			
schedule	2•			, as a p	are or a	Marly						
*		* * * * * * * * * * * * * * * * * * * *		1.5	<u> </u>							
he student v	values:		•			1						
•			luity to en	hance on	ele beals	th and	}	· · }	1		1	
	ortance of	onysical act	ittey to the	ingrice on	e's healt	cii aiid						
well bei	ng. Ortunity t	onysical act o participa gram of phys	ite in a v	vell pla						- 1		
well bei	ng. Ortunity t	o participa	ite in a v	vell pla						-		
well bei	ng. Ortunity t	o participa	ite in a v	vell pla						-		
well bei	ng. Ortunity t	o participa	ite in a v	vell pla	nned, co							
well bei	ng. Ortunity t	o participa	ite in a v	vell pla	nned, co	ompre-						
well bei	ng. Ortunity t	o participa	ite in a v	vell pla	nned, co	ompre-						
well bei	ng. Ortunity t	o participa	ite in a v	vell pla	nned, co	ompre-						
well bei	ng. Ortunity t	o participa	ite in a v	vell pla	nned, co	ompre-						
well bei	ng. Ortunity t	o participa	ite in a v	vell pla	nned, co	ompre-						
well bei	ng. Ortunity t	o participa	ite in a vical educat	well plation.	nned, co	ompre-						
well bei	ng. Ortunity t	o participa	ite in a v	well plation.	nned, co	ompre-						

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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
Student Learning Objective(s) A. The student knows t	hat the hade wasterde to a series	Ca
	6. * 11. a	. 7
to reasonable physical stress. B. The student is	able to participate in vigorous phy	sical District Goal
activity as a part of a daily schedule. C. The s	tudent values the importance of phy	sical
narticipate in a well placed and well being. D.	The student values the opportunit	y to Program Goal 1,7
participate in a well planned, comprehensive, daily pro- Related Area(s)	ogram of physical education.	
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Daily Warm-Up	Observation.	Harlan B.L. W. N. N.
Group size: class	onservacion.	Hockey, Robert V., Physical Fitness, St. Louis, The C.
Materials: none		Mosby. Co. 1973.
Procedure(s):		
 Establish a daily routine, e.g.: 20 Jumping Jacks 	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
20 Push ups		
· 20 Sit ups		
20 Mountain Climbers		
· Hurdle Stretch		
· V-sit		
 Groin Stretch Jog five minutes 		
and vive minites		
		District Resources
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The student knows that physical activity enhances the healthy

State Goal

2,9

The student knows that daily, vigorous exercise is a ifestyle. C. The student is able to provide a scientifically s of daily vigorous physical activity. D. The student is able Program Goal

1,7

; activities are critical for early adolescent development.

	Suggested Monitoring Procedures	Possible Resources
alth Presentation	Written test. Observation.	Hockey, Robert V., Physical Fitness, St. Louis, The C. V. Mosby Co. 1973.
vity enhances health		Films:
e for the benefits of		EXERCISE AND PHYSICAL FITNESS 17 min
ning is critical for to the terminal to the terminal term		EVERYONE'S A WINNER: Program For Physical Fitness 15 min
		ESD 121 Film Library
		District Resources
	-182-	335

SMALL SCHOOLS PROJECT					ent Grade	ent	· •
SUBJECT: Physical	Education			Page	Placement	Ulstrict Placement	٠.
SPECIFIC AREA: Phys	sical Fitness	•				T	
Aero	bics			_ 7	-8 7	8	9
The student knows:							: -
• definition of ac							
swimming must be	activities such as sustained for a minim	jogging, bicycli num of 12 minutes i	ng, or n order		-		
to produce train	ing benefits. ining provides a solid		. 1		do as		٠.:
physical fitness	development and train	ing.	Ciner				•
							•
The student is able t	•						_ :
 participate in a select and wear 	teacher-selected aero clothing (including	bic training progr shoes) and gear t	am.				
appropriate for	participating safely i	n aerobic activiti	es•				
The student values:							•
 the nealth promote the relative low 	ing benefits of regularions and convenience of	ar aerobic activit: of aerobic activit:	les.				
	*			.			-

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		and the second					
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Student Learning Objective(s) A. The student knows	
student knows that aerobic training provides a solid for	oundation for all other physical
development and training. C. The student malus at	
aerobic activities. D. The student values the relational relationships activities.	e health promoting benefits of ive low cost and convenience of
Suggested Activities: Grade(s)	Suggested Monitoring Procedure
	oossested nonitoring Procedure
Title: Aerobics Presentation	Written test.
Group size: class	
Materials: handouts, films Procedure(s):	
• Provide a definition of aerobics.	
 Relate aerobics to sports activities. 	
 Explain benefits of aerobics. 	
• Give examples of low cost and convenience of	
aerobic activities. Variations:	•
Show the film RUN DICK, RUN JANE. (This film is	
pased on Kenneth Cooper's book "The New)	
Aerobic's, and deals with the subject of fitness	
and the prevention of heart disease.)	
Discuss the main points of the film with the class.	
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	-104-

e State Goal 2,9

s District Goal

r Program Goal 1,2,7
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ossible Resources

oper, Kenneth, Aerobics, New ork, Bantam Books, Inc. 1968.

tness, St. Louis, The C. V. sby Co. 1973.

lm:

N DICK, RUN JANE Col 20 min

D 121 Film Library

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SMALL SCHOOLS PROJECT - Working Copy

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Student Learning Objective(s)

A. The student knows that aerobic actibicvcling, or swimming must be sustained for a minimum of 12 minute

training benefits. B. se student is able to participate in a t training program. C. The student is able to select and wear clothing gear that is appropriate for participating safely in accordance of the student is appropriate.

gear that is appropriate for partici	Dating safely in a
	formation of the state of the s
Suggested Activities: Grade(s)	d Current 1 M
	Suggested Moni
· · · · · · · · · · · · · · · · · · ·	
Title: Twelve Minute Run	
Group size: class	Record Disconc
Materials: stop watch and measured	
distance	
Procedure(s):	
. After proper warm-up, all students must run as	
far as possible in twelve minutes.	
A good measure of conditions	
 A good measure of cardiovascular fitness is as follows: 	
More than 1 3/4 miles - Excellent	
1 1/2 - 1 3/4 miles - Good	
1 1/4 - 1 1/2 miles - Average	
1 - 1 1/4 mile - Poor	
less than 1 mile - Very Poor	
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eta , which is 339 from -7.5 from -7.5	

		<i>9</i> :
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ed Objective Pla	cement 7-8	\mathcal{N} .
1. 1.		in English and the second of
<u>les such as jog</u>	ging, State Goal 2.9	
in and		
in order to pr	oduce District Goal	
cher-selected ae	robic Program Carl	
(including shoes)	robic Program Goal 1,2,7	
bic activities.		
		.
ring Procedures	Possible Resources	N.
	Cooper Kennoth to-	
	Cooper, Kenneth, Aerobics, New York, Bantam Books, Inc. 1968.	To the Control of the
	Hockey, Robert V., Physical Fitness, St. Louis, The C. V.	
	Fitness, St. Louis, The C. V.	
	Mosby Co. 1973.	-
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	Page	Suggested	DIS.	Placemen			
Physical Education REA: Physical Fitness		الرة ا	/		· f.		
Agility		7-8	7	8	9		_5
nt knows:		7-0		0	9		· · · · · · · · · · · · · · · · · · ·
agility is the ability to perform a variety of coordinated ments quickly.	•]	4.4		2		10.00	4 7.
agility, can be improved by increasing the speed with hone performs coordination exercises and activities. the shuttle run is a test for agility:	1						
		# A	3				`
nt is able to:							•
nstrate a variety of agility exercises. ss personal agility through the administration of two or professionally recognized agility tests.						-	
					1	Ž	
it values:							
Importance of agility in sports achievement. lty as a desirable characteristic.							•
							•



Suggested Objective Placement

Student Learning Objective(s) The student knows that the shuttle run is a test for agility. State Goal .

The student is able District Goal

o assist personal apility through the administration of two or more professionally recognized

agility tests.

verared	Area(s)
7.	-

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Illinois Agility Run Group size: individual Materials: stop watch, cones, measured area Procedure(s): Student starts in prone position with hands beside chest and forehead on starting line. He jumps up on starting signal and follows		Adams, W. C., Foundation of Physical Activity, Champaign, Ill., Stripes Publishing Co. Hockey, Robert V., Physical Fitness, St. Louis, The C. V. Mosby Co. 1973.
diagrammed partern. Cones are tea feet apart.		
		District Resources

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	•
Suggested Activities: Grade(s)	T 0
orace states.	Suggested Monit
Title: Shuttle Run	Record times.
Group size: individual Materials: stop watch, wood blocks.	
Materials: stop watch, wood blocks, measured area	
Procedure(s):	
Two lines marked off thirty feet apart.	
Two wood blocks placed in the line opposite the starting point.	
Student runs down, picks up one block, brings in	
for the second block and brings it back. The second time he/she may run through the line and	
Lime stops.	
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ıres	Possible Resources
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	Hunsicker, Paul, Reiff, Guy,
•	AAHPER Youth Firness Test
	Manual, AAHPER, Publications Wash. D.C., 1976.
	Masile Dece, 1970.
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<u> </u>	District Resources
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Student Learning Objective(s) A. The	Student basis -1		Suggested Object	7		
The state of the s	ij •	•			rm a State Goal	2,9
variety of coordinated povements quickly	. B. The stude	ent knows th	at agility can be	improve	d by District Goal	
increasing the speed with which one pe	and the second second			* * * * * * * * * * * * * * * * * * * *	1	
		evement. D.	The student va	S. C. Ines aci	The Program Goal	2,4,7
as a desirable characte	ristic.		4.0		**************************************	
			. 0			•
uggested Activities: Grade(s)		Suggested	Monitoring Proce	duran	Disastra D	3*
, A		- 55000000	tottug floce	suares	Possible Resources	
Title: Agility Drills	1					<u>e de la companya de</u> La companya de la companya de
Title: Agility Drills Group size: class						\
Materials: none						
Procedure(s):		£				
• Students in lines, first person performs the given drill.	in each, line			*		
· Carioca						
• Bear Walk	*				•	
Crab Walk						
Backward Run Spinner						
				,		
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SMALL SCHOOLS PROJECT			ra ,	<i>[</i>	•		
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	AR.	180	:/	12		•	
SUBJECT: Physical Education		\ \dots	\$ 5)	}		/ .
	/ \						
SPECIFIC AREA: Physical Fitnes.					•		
Evaluation		7-8	7.	8	9.	'-	
Evaluation , P. (7-0			•		
The student knows:		î.					
				•	\		
that physical fittess components can be tested.	,	•					
 that there are two AAHPERD physical fitness tests composed of several items with national achievement norms. 					•		
that the President's Council on Physical Fitness and sports has							
established an award system to motivate high achievement in	1	٠,					
hysical fitness.	•	;; , ,t				1	•4.
** That achievement of the 85th percentile on each item on the	1 1			,			
AAHPERD Youth Fitness Test is required to qualify for the President's Physical Fitness Team Award.					,		
that improvement in physical fitness requires vigorous				,		n	
participation in-progressively increased resistive activities.	, s	• • •				*	: ' -
	,	- 1	,				
			•		.		
The student is able to:	~ j						*
	3				- 独	•	
perform the exercises included in the AAHPERD physical fitness					• •		vi.
test batteries accurately. achieve the best possede score on each item of the AAHPERD			• ,			•	,
test batteries a minimum of once per year.	• •				1	٠,	· • •
	2.0						•
	17			. .	,		8.0
			4 4		Ì	•	
The student values:							٠. و
a level of physical fitness that permits vigorous participation		, ·			.	.	
without undue fatigue.		•	رخد.		.		
FRIC e opportunity to assess personal levels of physical fitness							
:hievement on a regular basis.			. [. 1		
The Charles of the Control of the Co)				<u> </u>	• •

OLS PROJECT - Working Copy Suggested Objective Placement arning Objective(s) student knows that there are two AAHPERD physical fitness State Goal mposed of several items with national achievement norms. B. The student knows that the t's Council on Physical Fitness and sports has established an award system to motivate District Goal nievement in physical fitness. C. The student knows that achievement of the 85th le on each item on the AAPHERD Youth Fitness Test is required to qualify for the t's Physical Fitness Team Award. Activities: Grade(s) Suggested Monitoring Procedures `Title: Fitness Test Presentation Group size: class charts, handouts, sample awards, test equipment, demonstrators e(s): lain and demonstrate procedures for testing events involved. lath national norms, percentile rankings and losophy of test. lain Award System and qualifying District Resources



HOOLS PROJECT - Working Copy	Suggested Objective ***	cement 7-8
Learning Objective(s) A. The student knows		
Start Ribbs	That improvement in physical [1]	tness State Goal 2,9
es vigorous participation in progressively incr	reased resistive activities R	The District Goal
To transfer		
is able to perform the exercises included in the	AAPHERD physical fitness test batt	eries Program Goal 1.4
tely. C. The student values a level of p	hysical fitness that permits vigo	prous
Participation sithout under latigue.	 	
d Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
		2 10331ble Resources
		<u> </u>
Title: Circuit Training	Observation.	
Group size: class		
<pre>Materials: available area re(s):</pre>	Administration of Fitness Test.	
 		
udents run continuously when not performing other exercise.	Time the Circuit.	
on command or when reaching the given area		
rform the predetermined exercise, e.g. situps,		
llups, jumping, pushups.		
clude exercises in the fitness test and any		
hers that may be herpful.		
ke the circuit progressively harder.		
		District Resources
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		and the second s
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	ement 7-8
Student Learning Objective(s) The student knows t	har physical fitness components can	he State Goal 2,9
tested. B. The student is able to achieve the best po-		
test batteries; a minimum of once per year. C. The s	tudent values the opportunity to ass	sess Program Goal 1,4
personal levels of physical fitness achievement on a reg Related Area(s)	gular basis.	
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: President's Fitness Test Group size: individual	Record Scores.	Hunsicker, Paul, Reiff, Guy,

Procedure(s);

Administer the test according to the guidelines given in the AAHPERD Youth Fitness Test Manual. Post qualifying scores and times so students know minimum qualifying marks.

stop watches, mats, measured

long jump area, measured area.

for 50 yard dash and 600 yard run, wood blocks and measured shuttle run area, pullup bar

District Resources

AAHPER Youth Fitness Test

Wash. D.C., 1976.

Manual, AAHPER, Publications

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	Page	Uggested	11acement	Istrict Placeme	19 / 19 / 19 / 19 / 19 / 19 / 19 / 19 /	· · · · · · · · · · · · · · · · · · ·	1
SUBJECT: Physical Education		\sqrt{\sq}}\sqrt{\sq}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}	1.5	• •	-		_/
SPECIFIC AREA: Physical Fitness							
Flexibility		7-8	7	8	9		
The student knows: that flexibility refers to the elasticity of the muscle groups which permits the range of movement at joints.							
that flexibility can be increased by stretching exercises. that static stretching performed by gradual steady pressure is the safest and most desirable method of sustaining flexibility.							
The student is able to: demonstrate stretching exercises that can be used to increase flexibility of the major muscle groups.							
 document increased flexibility in two or more muscle groups resulting from the application of stretching exercises. 	•			٠			
The student values:				· 4			
 the importance of flexibility in sports achievement. flexibility as a desirable characteristic. 	ě						
		* - 2					



OOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
earning Objective(s)		
earning Objective(s) A. The student knows the muscle groups which permits the range of movement	at joints. R. The student beauti	city State Goal 2,9
ity can be increased by stretching exercises.	C. The student knows that sr	aric District Goal
ing performed by gradual steady pressure is the	e safest and most desirable method	1 Af 1
ng flexibility. D. The student is able to demonincrease flexibility of the major muscle groups.	istrate stretching exercises that ca	n be Program Goal 1,4,7
rea(s)		
Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Flexibility Program	Observation .	Films:
Group size: class \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	003017421011	riims:
Materials: none ·		EVERYONE'S A WINNER:
e(s):		Balance, Flexibility, and
elop a routine of stretching exercises. lude all major muscle groups		Power 13 min
Rurdle stretch		POD 101 Pr. 1 741
V-sit		ESD 121 Film Library
Groin stretch		
Shoulder		
Calves		
		District Resources
	\cdot	
		F. Annual Control of the Control of



SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	Cement 7_o
Student Learning Objective(s)		cement 7-8
Student Learning Objective(s) A. The student is able	e to document increased flexibility i	n two State Coal 2.9
or more muscle groups resulting from the application of	of Stretching evergions	
	A VALUE EXELLISES.	District Gord
		Program Goal 1,4,7
Related Area(s)		1 1,4,7
Supported Catalan		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
		indoodices.
Title: Stand and Reach	Possed	
Group size: individual	Record scores before and after flexibility program.	Hockey, Robert V., Physical
Materials: ruler and bench	brogram.	Fitness, St. Louis, The C.V. Mosby Co., 1973.
Student stands on the back		1050y 00., 1543.
Student stands on the bench and reaches down as far as possible without bending the legs.		
Measure the distance from the edge of the bornh		
to the hands. Measures above the bench ata		
negative and below are positive.		
		District Resources
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SMALL SCHOOLS PROJECT - Working Copy	
Student Learning Objective(s) 1. The student is able t	6 document increased flex(Nility-in two State Goal 2.9
· or more muscle groups resulting from the application of	- Particle Programme America (特別の開発的では) America (America) Americ
values the importance of flexibility in sports achievement as a desirable characteristic. Related Area(s)	nt. C. The student values flexibility Program Goal 1279.
Suggested Activities: Grade(s)	Suggested Monitoring Procedures Possible Resources
Title: Shoulder lift Group size: individual Materials: rulers Procedure(s): Student lies face cown on the floor with arms parallel and holding a ruler in his hands. Chin and forehead remain on the floor while the ruler is raised as high as possible with the arms straight. Measure the distance from the floor to the lower edge of the ruler.	Record distances before and after flexibility program. Hockey, Robert V., Physical Fitness, St. Louis, The C.V. Mosby Co., 1973.
	District Resources
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	Page	1882	1/ 5	7	·	1
SUBJECT: Physical Education		ا بن		No.	ر مد	/-
	1			~] :	*	1
SPECIFIC AREA: Physical Fitness	4 .					
Muscular Endurance		7-8	7	8	9	
The student knows:	`				35]:
The seddent knows.		- 1		· e,	· .	
that muscular engurance is the ability of a muscle to maintain						1
a repeated movement over an extended period of time.		-	•		. [-
that muscular endurance can be increased by progressively increasing the number of repetitions of an exercise.	5.7			.	•	:
that muscular endurance enhances one's success in a variety of			· 1.			
sports and vecational activities.						1
		•	- 1			. 3
		*	- 1			-
The student is able to:			٠. ا			
. demonstrate exercises that can be used to increase endurance of		4				
the major muscle groups of the body.				-		1
. assess muscular endurance of various large muscle groups of	7	. 9	E		•	
his/her body.		- 1	•		`	
participate regularly in activities designed to increase endurance of the major muscle groups.		• †				
				3		
		•				
The student values:		· .				
		-	-		1	•
. the importance of muscular endurance in sports achievement.	· · · [
muscular endurance as desirable characteristic.				• }		•
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		1.				
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reactivities of the control of the c	ì	· 1		~ 1	1 1	. 1



Student Learning Objective(-muscle to matrically a repe the body. C. The gradent his/her body. D. The st Welated Area(s) uggested Activities: . Grad Title: Mu. Group size: in Materials: st Sit-ups Bent knominute.

Pull-ups - As many a hang. Procedure(*): Burpees, - Time for 'or



Robert V., Physical, St. Louis, The C.V.

t Resources



MINLE SCHOOLS PROJECT - WORKING COPY Student Learning Objective(s) Related Area(s) Suggested Activities: Muscular Endura Group size: class. pull-up bar Procedure(s) Establish progressive muscular cise program. Start easy and gradually increase petitions or length of time. lactude sit ups, pull-ups, push-e

Suggested Objective Placement int knows that muscular endurance can be increased by titions of an exercise. The student is able to Disprict Goal to increase endurance of the major muscle groups. Program Goal Suggested Monitoring Procedures Possible Resources Observation: Films: EVERYOUE'S A WINNER: Screpath and Endurance



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ows t	nat muşcular end	urance enbances	one's State Goal	2.9
rities.	. B. The student	values the import	tance District Go	pal .
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	Suggested Monit	oring Procedures	Possible Resource	es
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	Record times.			
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SUBJECT: - Physical Education	\vdash	1			+A	-
SPECIFIC AREA: Physical Fitness	•		11/1		1	1
Power		7-8	7	8 9	•	>
The student knows:						•
that power refers to the dynamic force an individual can exert	• • •	\$			•	
with various muscle groups. that power can be increased through proper resistive exercises.					\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
that the standing long jump and the vertical jump are pro-						_
a ressionaria recognized tests of powers					•	•
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The student is able to:	ý	ija.				~
demonstrate a variety of excises designed to increase the power of the major muscle groups.				24		
assess personal power through the administration of two or more professionally recognized tests for power.	ø					•.
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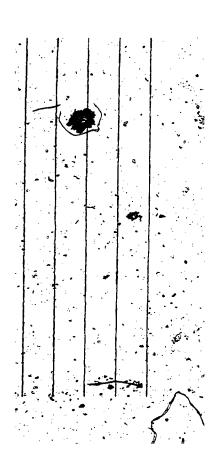
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A. The student knows th	at power refers to the dynamic for	ce an State Goal 2.9
arious muscle groups. B. T	he student knows that the standing	long is a
are professionally recognize	ed tests of power. C. The stude	nt is District Goal
power through the administ	ration of two or more professio	nally Program Goal 1,4,7
)	Suggested Monitoring Procedures	Possible Resources
Tests	Record distance and height.	Hockey, Robert V., Physical
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easured from the point of		
the body landing nearest		σ
figure the difference		
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of the major musele group	•	· · · · · · · · · · · · · · · · · · ·			Program Goal	1,4,7
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MALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8
tudent Learning Objective(s) A. The student value	S the importance of nover in	
		Maria de la companya della companya della companya della companya de la companya della companya
achievement. B. The student values power as a desiral	ble characteristic.	Distr Coal.
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Program Goal, 1,4,7
elated Area(s)		
ggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
		resources
Title: Power as Related to Track	Measure distances.	Film:
Group size Individual		CHENTON IO A TENENDA
Materials: long jump area		EVERYONE'S A WINNER: Balance, Flexibility and Power'
rocedure(s): Demonstrate use of power in long jump and triple		13 min
jump events	N	ESD 121 Film Library
Have student practice long jumps and triple jump events		
· Record distances of students.		
	A second	
		District Resources
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SUBJECT: Physics		•						12	1	<i>[</i>	1	·		
SPECIFIC AREA: P	hysical F	itņess			<u> </u>			-						
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SMALL SCHOOLS PROJECT - Working Copy Suggested Objective Planement 7-8	\ . ·
Student Learning Objective(s) A. The student knows that speed refers to the amount of the state Goal	2.9
takes a person to move from one place to another. B. The student knows that speed can be increased through a combination of strength, endurance, flexibility, and coordination exercises. District Goal	
C. The student is able to demonstrate how certain factors enhance running speed; e.g. Stile body alignment, body lean, placement of feet. D. The student is able to assets the Program Goal	1,4,7
running speed. Related Area(s)	
Suggested Activities: Grade(s) Suggested Monitoring Procedure Consider Resources	, ,
Title: Time Trials Group size: individual Materials: stopwatch; optional-track and starting blocks	•

Procedure(s):

- Assess time at varied distances; e.g., 25m, 50m, 100m, 200m, 400m.
- Discuss how times are affected by starts; e-gis the 25m time exactly twice as fast as the 50m?
- Discuss how speed is affected by endurance; e.g. is the 100m time exactly four times the 400m time?
- . Record times in each event.
- Begin a program with students to enhance their speed; e.g. stride, body alignment, body lean, placement of feet.
- Record times after the program is underway to determine if growth is forthcoming.

District Resources

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OOLS PROJECT - Working Copy	Suggested Objective Pla	Cement 7 o
earning Objective(s) <u>A. The student values</u>	the importance of speed in s	norts State Coal 2 0
ment. B. The student values running and		ports State Goal 2.9.
ment. B. The student values running speed as a	desirable characteristic.	District Goal
<u> </u>		, Program C. 1
rea(s)		Program Goal / 1,4,7
		<u> </u>
<u> </u>		
Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Speed Demonstration Group size: class Materials: bats, balls, bases e(s):	Record times.	
e students to determine their speed to first		
e•	•	
e the ball to first base as various in- lders make the play.		
w that a small difference in speed will many		
es decide whether you are safe or out.		
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SUBJECT: P	hysical Educat	ion					/ ^a	1/8	-/	0	•
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SPECIFIC AREA:	Physical F	<u>itness</u>		<u> </u>	·		4	1			-
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement 7-8°
Student Learning Objective(s)	•	
Student Learning Objective(s) A. The student knows Progressively enhancing the amount of registeres residents.	that strength can be increase	d by State Goal 2,9
progressively enhancing the amount of resistance require knows that strength training can enhance safe and succe student is able to demonstrate around a second student is able to demonstrate around student is a succession of the student is a succession of	of to tations a muccio R The en	
student is able to demonstrate proper execution of a v	ariety of greenth orbania	The District Goal
the seddent values strength as a delrable charact	teristic. F. The student values	ises.
importance of strength in sports achievement. Related Area(s)	THE SEGUENC VALUES	the Program Goal 4,7
		<u></u>
Suggested Activities: - Grade(s)	Suggested Monitoring Procedures	
	adgested monitoring Procedures	Possible Resources
Title: 10 Lift Program	Record maximum weights.	
Group size: individual Materials: weights		
<pre></pre>		
Start each exercise with the maximum lift.		
Reduce the weight 10 lbs. and lift as many		•
times as possible.		
Continue until 10 repetitions have been		
performed.	<u></u>	
• Move to next exercise.		
 Increase maximum weight if lifted two or more times. 	}	
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 7-8	
Student Learning Objective(s) A. The student knows			2,9
resistance a muscle or muscle group can overcome. B.	The student is able to document incr	eased District Goal	
strength in two or more major muscle groups resulting f	rom strength training exercises.	Program Goal	4,7
Related Area(s)		,	- ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '
Spacetod Activity			, .
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources	
Title: Testing for Maximum Lifts Group size: individual	Record weight lifted.		
Materials: weights Procedure(s):		•	
 Test for a maximum lift on the bench press. Test for a maximum lift on the leg press. 			
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		District Resources	
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Archery - Golf

Basketball

Bowling - Fencing

Field Hockey - La Crosse

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Motor Learning

Psycho - Social Aspects of PE

Humanittes in PE

Motor Development

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Childhood

Adolescent

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SMALL SCHOOLS

PHYSICAL EDUCATION CURRICULUM

Grades 9-12

PHYSICAL EDUCATION

This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

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INTRODUCTION

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

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

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

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

RELATIONSHIP TO THE SLO LAW

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

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

PHYSICAL EDUCATION CURRICULUM ACTIVITIES Grades K-12

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

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



FORMAT

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

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

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

SUBJECT: Physical Education	Pake	Suggested S	Dr.	Placemen		•
SPECIFIC AREA: Individual and Dual Sports Aquatics		9-12	9	10	11	12
.The student knows:		7		-		12
 the appropriate forms of swimming stroking skills including back, breast, side, crawl, and butterfly. basic lifesaving skills including swimming skills. that the area of aquatics may include swimming, diving and water sports. that water safety skills are important for survival. 						
			1		\cdot	•
· · · · · · · · · · · · · · · · · · ·			.			
The student is able to:	1		.1	- 1	-	- 1
describe the various areas of aquatics.	.		-A:	- 1	- 1	. 1
 describe the various areas of aquatics. demonstrate basic water safety and rescuing techniques. stay afloat using a variety of swimming techniques. demonstrate basic strokes including back breast side around 			*			
 describe the various areas of aquatics. demonstrate basic water safety and rescuing techniques. stay afloat using a variety of swimming techniques. 						



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

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

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement <u>9-12</u>
Student Learning Objective(s) A. The student knows to		
including back, breast, side, crawl and butterfly stroke	he appropriate forms of sulimming sl	ulla State Goal 2.9
of squatics may include swimming diving and water sport	s. C. The student knows that the	area
the various areas of aquatics. D. The student is	able to stay affort using a variet	y of
swimming techniques. E. The student is able to dem	onstrate basic strokes including.	ack. Program Goal 4.6
breast, side, crawl and butterfly strokes. F. The	student values swimming as a lei	sure
BRIRKERAKERIER ACTIVITY.		
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Proceduces	Possible Resources
		4
Title: Aquatics	Teacher observation.	Torney, John A., Clayton,
Group size: large	*	Robert D., Aquatic
Materials: swim suits Procedure(s):	Skills tests.	Instruction, Coaching and
Have students follow the leader, alternating		Management, Minneapolis,
strokes, while swimming around the pool.		Minn., Burgess Rublishing Co.
 Tag ("Freeze") when a student is tagged, 	}	1370.
he/she treads water until unfrozen. More than	•	
one person may be "it".	p	
Interscholastic Swim Meet or Water Festival		
including races, relays, partner swim, diving, water volleyball, basketball or softball.		-
Try synchronized swimming routine.		
Sylvenitonized Salaming Loueling.		
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		District Resources
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DEFINITION OF FORMAT TERMS_

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

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

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

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

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

Student Learning Objectives

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

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

An example of a Knowledge Student Learning Objective is "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production service and human relationships.

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

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

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

GOALS FOR THE WASHINGTON COMMON SCHOOLS

- 1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgement and imagination in perceiving and resolving problems.
- 2: As a result of the process of education, all students should understand the elements of their physical and emotional well-being.
- 3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.
- 4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.
- 5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.
- 6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.
- 7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.
- 8. As a result of the process of education, all students should be prepared for their next career steps.
- 9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.
- 10. As a result of the process of education, all-students should be committed to life-long learning and personal growth.



PHYSICAL EDUCATION PROGRAM GOALS

- The student has an appreciation of the need to participate in regular physical activity and to apply desirable health knowledge to maintain fitness for everyday living throughout life.
- 2. The student develops knowledge and understanding of factors necessary to analyze and perform functional and expressive movement.
- 3. The student will acquire safety skills, habits, and develop awareness regarding safety for themselves and for others.
- 4. The student will be stimulated through physical education to seek, participation in and derive enjoyment from wholesome recreation during leisure time.
- 5. The student values the personal qualities of self control, self confidence, good sportsmanship and respect for others that enable him/her to work and play with others for common goals.
- 6. The student knows rules and is able to apply strategies in a variety of physical education activities and sports.
- 7. The student is able to exhibit neuromuscular coordination techniques, agility, balance, and flexibility in a variety of physical education activities and sports.

PHYSICAL EDUCATION SCOPE SCOPE (9-12)

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Grades 9-12 TEAM SPORTS		
Basketball	1 -	4.
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Grades 9-12	NEW AND COOPERATIVE GAMES				
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	Modern Dance				•
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	Flexibility				
	Muscular Endurance				
	Power	• • I	83 -	182	
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SUBJECT: Physical Education	-\ q	Suggested '	`/ .š	Placement		
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SPECIFIC AREA: Team Sports	1	1				
Basketball		9-12	9.	10	11	
Daoret vall	1-	1	 	10	+	+
The student knows:	 	ļ		ļ	ļ	\vdash
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 the rules of basketball sufficiently to play and officiate. the basic offensive and defensive strategies. 						-
the techniques and application of a variety of offensive and	1			1	}	
defensive skills.		*	-		1 12	1
. historical aspects of the game of basketball	1		1			1
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The student is able to:						
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 play\a basketball game using official rules. employ offensive strategies; e.g., screening, picking, give and 						
go.						1
employ defensive strategies; e.g., one to one, zone, switching,	1		·			
screening off.		· "			1	
perform fundamental shots; e.g., set shot, lay-up, reverse						
lay-up, jump shor and hook with correct body mechanics and		•		1		}
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Basketball games. Related Area(s) Suggested Activities: Crade(s) 9-12 Title: Basketball Group size: 12 Materials: Masketball, whistles Procedure(s): Play a regulation game with two students officiating. Modify the rules for emphasisie.g. five passes before a shot, no dribbling, "stars" can't shoot. District Resources District Resources	Student Learning Objective(s) A. The student knows to play and officiate. B. The student is able to play C. The student values playing by the rules for fun basketball as a leisure activity. E. The student values.	a basketball game using official ru and safety. D. The student va	les. lues District Goal
Suggested Activities: Crade(s) 9-12 Title: Basketball Group size: 12 Materials: basketball, whistles Procedure(s): Play a regulation game with two students officiating. Modify the rules for emphasisie.g. five passes before a shot, no dribbling, "stars" can't shoot. District Resources District Resources			
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Play a regulation game with two students officiating. Modify the rules for emphasis; e.g. five passes before a shot, no dribbling, "stars" can't shoot. District Resources	Materials: basketball, whistles	Written test.	
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no dribbling, "stars" can't shoot. District Resources			
District Resources 404	•		•
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Placement	• 9 - 12
Student Learning Objective(s) A. The student knows	the basic offensive and defensive	State Goal 2 g
strategies. B. The student knows the techniques and a defensive skills. C. The student is able to employ picking, give and go. D. The student is able to employ zone, switching, screening off.	pplication of a variety of offensive and offensive strategies, e.g. screening,	District Goal
zone, switching, screening off. Related Area(s)	y derensive strategies, e.g. one to one,	Program Goal 4,5
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures Poss	ible Resources
Title: Two on Two Group size: 4 Materials: basketball and basket Procedure(s): Have students play games of two on two. Define general playing rules. Modify the game for emphasis on certain skills, e.g. no shot may be taken until a screen has been set and accepted. Variation: Work with students on specific shots, e.g. set, jump and hook. Work with students on defensive tips, e.g. assume boxer's stance, knees bent, weight on balls of feet.	Score the games Observation of specific skill development of students.	
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement 9-12
Student Learning Objective(s) A. The student knows th	ne techniques and application of a va	riety State Goal 2,9
of offensive and defensive skills.		District Goal
		Program Goal 4,5
Related Area(s)		riogiam Goal 4,5
	\	
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Three on Two, Two on One Group size: Nine or more Materials: basketball; two baskets Procedure(s):	Observation of offensive and defensive skills, giving assistance when needed.	
Two players start at the far end of the court. The remaining players are in three lines at the near end. Play starts with three players bringing the ball down against the two at the far end. The defensive players obtain the ball on a rebound, successful shot or turnover and break back to the other end of the floor. The other two stay on defense and wait for the next three offensive players.		
		District Resources
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SMALL SCHOOLS PROJECT - Working Copy Student Learning Objective(s) A. The student knows basketball.	Suggested Objective Pl	acement 9-12
basketball.	aspects of the ga	me of State Goal 2,9
	1.	District Goal
elated.Area(s)		Program Goal 4,5
uggested Activities: Grade(s) 9-12		
	Suggested Monitoring Procedures	Possible Resources
Title: Basketball History		
Group size: class	Written test.	P(1-
Materials: handouts, films Procedure(s):		Film:
Have students research the library and write a paper on the history of body and write a		PLAYING BASKETBALL 13 mi
research the library and write a		13.111
· Show films about basketball and		WOMEN'S BASKETBALL 14 mi
Show films about basketball and/or lecture on the history of the game.		WOMEN'S BASKETBALL 14 mi
• Show films about basketball and/or lecture on the history of the game. Variation:		WOMEN'S BASKETBALL 14 mi
Show films about basketball and/or lecture on the history of the game. Variation: Contact the NBA and obtains to 5		ESD 121 Film Library
 Show films about basketball and/or lecture on the history of the game. Variation: Contact the NBA and obtain information on the history of basketball and obtain. 		ESD 121 Film Library Readers' Guide
Show films about basketball and/or lecture on the history of the game. Variation: Contact the NBA and obtains to 5		ESD 121 Film Library Readers' Guide National Baskerhall
 Show films about basketball and/or lecture on the history of the game. Variation: Contact the NBA and obtain information on the history of basketball and obtain. 		ESD 121 Film Library Readers' Guide National Basketball Assocication
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Student Learning Objective(s) A. The student is able t	Suggested Objective Pla o employ offensive strategies.e.g.	give State Goal 2:9
and go. B. The student is able to perform fundamental		
lay-up, jump shot and hook with correct body mechanics ar	· •	erse District Goal
	nd form.	Program Goal 4,5
Related Area(s)		
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resourcés
Title: Give and Go Group size: five or more Materials: basketball and basket Procedure(s):	Observation of techniques in shooting, assisting students as needed.	-
Player A starts at half court with the ball. Player B will break to a spot along the free throw line extended. A passes the ball to B and breaks to the basket.		
A receives a return pass from B and performs the prescribed shot, e.g. lay-up, reverse lay-up, jump shot.		
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SMALL SCHOOL						Page -	uksestod	Placement	Placemen.	3 055
SUBJECT:	Physical Educat	ion					\ \sigma_{\sqrt{\sq}\}}}}}}}}}}} \end{\sqrt{\sq}}}}}}}}}} \end{\sqrt{\sq}}}}}}}}}}}}} \end{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sqrt{\sinq}}}}}}}}}}} \end{\sqrt{\sqrt{\sq}\sq}\sqrt{\sq}\end{\sq}\sq}}}}}}}} \end{\sqrt{\sqrt{\sinq}\end{\sq}\signt{\sqrt{\sq}\sig		<u> </u>	
SPECIPIC AREA	A:Team.Sport	:8		,	*		. 1			
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defens	ive positions.			Official	ve and					
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The student	is able to:								.	
• 'succes	sfully participa	te in the gam	e of field ho	ckey.		}	•	.3		
 apply 	offensive and de	efensive stra	tegies in the	e game o	field	.				
hockey	•			•					1.00	
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	wal was								•	-
The student							**			
The student • playing	by the rules for	or fun and sa	fety.							
The student • playing		or fun and sal	fety. field hockey	gamejā.		3	÷÷		-	
The student • playing	by the rules for	or fun and sal	fety. field hockey	games.			÷÷		-	
The student • playing	by the rules for	or fun and salor success in	fety. field hockey	games.					-	
The student • playing	by the rules for	or fun and sal	fety. field hockey	games.					•	
The student • playing	by the rules for	or fun and salor success in	fety. field hockey	games.					•	
The student • playing	by the rules for	or fun and salor success in	fety. field hockey	games.						
The student • playing	by the rules for	or fun and sal	fety. field hockey	games.						
The student • playing	by the rules for	or fun and salor success in	fety. field hockey	gameā.						
The student • playing	by the rules for	or fun and sal	fety. field hockey	games.						
The student • playing	by the rules for	or fun and salor success in	field hockey	gameā.						
The student • playing	by the rules for	or fun and sal	fety. field hockey	games.						
The student • playing	by the rules for	or fun and salor success in	field hockey	gameā.						
The student • playing	by the rules for	or fun and salor success in	fety. field hockey	game š .						
The student • playing	by the rules for	or fun and salor success in	field hockey	gameā.						
The student • playing	by the rules for	or fun and salor success in	fety. field hockey	games						
The student • playing	by the rules for	or fun and salor success in	field hockey	gameā.						
The student • playing	by the rules for	or fun and salor success in	fety. field hockey	games						
The student • playing	by the rules for	or fun and salor success in	field hockey	gameā.						
The student • playing	by the rules for	or fun and salor success in	fety. field hockey	games						
The student • playing	by the rules for	or fun and salor success in	field hockey	gameā.						
The student • playing	by the rules for	or fun and salor success in	field hockey	games						

MOOLS PROJECT - Working Copy	Suggested Objective Place	ement 9-12
Learning Objective(s) A. The student knows the		
ive and defensive positions. B. The student is	able to apply offensive and defen	Sive District Coal
		Jack Goal
gies in the game of field hockey.		Program Goal 4,6
Area(s)		
d Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
<u>Title</u> : Strategies	Teacher evaluation.	
Group size: in pairs (20-30).	reacher evaluation.	Seidel, Biles, Figley, Neuman,
Materials: sticks for everyone, balls	Skills tests.	Sports Skills, A Conceptual Approach to Meaningful
for partners.		Movement, Dubuque, Iowa,
constrate each pass; a flat is to the side, a		William C. Brown Co.
rough is straight ahead.		
ve partners pass diagonals; running down the		
eld.		
ve one partner pass flat, the other pass rough, then switch roles.		
ve students use a combination of passes.		
ay three on three on half a field.		
ve offense working on passing combinations to		
ore, and the defense on clearing the ball to		
e side away from the goal.		
		District Resources
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HOOLS PROJECT - Working Copy	Suggested Objective Pla	
Learning Objective(s) A. The student knows student knows strategies. C. The student	the basic rules of field hoc	key. State Goal 2,9
and a student	knows the skills and strategies	for
pate in the game of field hockey. E. The same of field hockey.		
ve strategies in the game of field hockey.	student is able to apply offensive	
rea(s)	The state of the s	Program Goal 4,6
Activities: Grade(s) 9-12	1 6	
	Suggested Monitoring Procedures	Possible Resources
Teal		
Title: Creating Spaces "Offense": Clearing Away "Defense":	Teacher evaluation.	Seidel, Biles, Figley, Neuman,
Group size: five on five, 20-30		Sports Skills, A Conceptual .
Materials: sticks for everyone, balls,		Approach to Meaningful Movement, Dubuque, Iowa,
cages e(s):	1	William C. Brown Co.
y five on five; half a field. Designate one		
up offense and one defense, then switch	1	
es. Give points for goals scored and		
ensive clears. y an official game of field hockey.		
, and grant of freed indicates.		
		•
		District Resources,
		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
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UBJECT: Physical Education				Page	Suggested C.	Die	Placement		/
PECIFIC AREA: Team Sports		in the second se				77			
Flickerball	•		•		9-12	9	10	11	12
The, student knows:		•							
 the rules of flickerball suf the offensive and defensive that the game of flickerball 	strategies of fli	ckerball.	ate.		<u> </u>			····-	
The student is able to:									
• apply the official rules	of flickerball	as a pla	yer or	}			. II e.		
official. apply basic offensive and de evaluate the aerobic conditional aerobic conditioning program	fensive strategies						-		
			•						
	•	• • • •		1					
he student values: flickerball as a fun, aerobic cooperation required for succ	c activity. cess in flickerbal	l games.			/		-		-
flickerball as a fun, aerobic	e activity. cess in flickerbal	l games.							
The student values: flickerball as a fun, aerobic cooperation required for succ	activity.	l games.							
flickerball as a fun, aerobic	activity.	l games.							
flickerball as a fun, aerobic	activity.	l games.							

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	
	suggested objective rise	
Student Learning Objective(s) A. The student knows th	e basic rules of flicker ball. B.	The State Goal 2,9
student is able to apply the official rules of flicker	ball as a player or official.	District Goal
	•	Program Goal 4,5,6
Related Area(s)		
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Flicker Ball Group size: two teams of 5-11 each Materials: target shirts and football Procedure(s): Identify the playing boundaries and goals.	Teacher observation of noting student knowledge of the rules and specific skill development.	Wash. State Univ. Units of Instruction. Department of Physical Education W.S.U., Pullman, Wa.
 Identify teams and assign target shirts to all members of one team. Determine the goal each team will defend. Have students take positions on the field and 		
 play the game in accordance with official rules. Variations: Substitute goal area if official goal is not available. Use nerf football to enhance success with passing and receiving skills. 		
		<u> </u>
		District Resources
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	
Student Learning Objective(s) A. The student knows t	he basic rules of flicker ball. 8.	The State Goal 2,9
student values cooperation required for success in fli	cker ball cames.	District Goal
		Program Goal 4,5,6
Related Area(s)		
uggested Activities: Grade(s) 9-12 -	Suggested Monitoring Procedures	Possible Resources
<u> </u>		
Tielos Elichon Poll Pols		
Title: Flicker Ball Rules Presentation	Written quiz.	Wash. State Univ. Units of
Group size: entire class		Instruction. Department of
Materials: handouts, chalkboard or		Physical Education W.S.U.,
transparencies, soverhead		Pullman, Wa.
projector.		
Procedure(s):		
. Diagram a flicker ball field and goals.		•
, Designate playing positions for starting the		
game.		
. Describe the objectives of the game and methods		
of scoring.		
 Define the rules for both offensive and defensive players. 		•
• Stress safety rules and considerations.		
. Demonstrate skills and maneuvers for clarity and		
understanding.		7
		District Resources
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	SUBJECT: Physical Education	Раде	Suggested	19cement	Placeme.	3 115.	
	SPECIFIC AREA: Team Sports						-2
	Footbal1	1	9-12	9	10	iı	12
•	The student knows:				-		
	 the rules of flag or touch football sufficiently to play and officiate. the basic offensive and defensive strategies. the techniques and applications of a variety of offensive and defensive skills. 						
•.							
•	The student is able to: • play a flag/touch football game using official rules.					(1	
	 play a variety of offensive and defensive football positions. apply a variety of offensive formations. apply a variety of defensive strategies to meet specifically playing situations. 						
	The student values:						· , · ·
-	 playing by the rules for fun and safety. football as a léisure activity. cooperation required for success in football games. 						
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	Suggested Objective Place	ement <u>9-12</u>
Student Learning Objective(s) A. The student knows	the basic offensive and defen	sive State Goal 2,9
strategies. B. The student knows the techniques and	applications of a variety of offen	sive District Goal
and defensive skills. C. The student is able to ap	ply a variety of offensive formati	ons.
D. The student is able to apply a variety of defensive situations.	Ve strategies to meet specific pla	ving Program Goal 4,6
Related Area(s)		
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
	A .	1000101C WESURICES
Title: Football Formations and	Teacher evaluation.	Film:
Strategies,	· **	
Group size: any		PLAYING TOUCH FOOTBALL
Materials: football, belts, and flags. Procedure(s):		12 mi
Teach the students the offensive and defensive		•
sets and strategies and purpose and defensive		ESD _{\(\} 121 Film Library
sets and strategies and purpose of each. (e.g. goal-line defense, pass prevent defense)		•
Line students up in a few simple sets.		
Have students run a few simple plays.	Programme Annual Control	
Have students call plays and signals using	· g	
correct terminology.		•
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		District Resources
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the rules of flag or touch football	suf- State Goal	2,9
able to play a flag/touch football	game District Goal	
lay a variety of offensive and defer e activity.	sive Program Goal	4,6
Suggested Monitoring Procedures	Possible Resources	
Teacher evaluation.	Film:	
	PLAYING TOUCH FOOTBAL	LL 12 min
	ESD 121 Film Library	
		· ·
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	able to play a flag/touch football lay a variety of offensive and defen e activity. Suggested Monitoring Procedures Teacher evaluation.	Suggested Monitoring Procedures Possible Resources Teacher evaluation. Film: PLAYING TOUCH FOOTBA ESD 121 Film Library

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District Resources

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MALL SCHOOLS PROJECT		/ /	t t			. 30 23
UBJECT: Physical Education	Page	$\frac{sted}{}$) tacement	Placement		
PECIFIC AREA: Team Sports						
Frishee		9-12	9	10	11	12
The student knows:						
the basic rules of a variety of team frisbee games. the basic strategies used in variety of team frisbee games. the skills involved in team frisbee games, e.g. tossing and catching. The student is able to:						0.
 successfully participate in a variety of team frishee games. teach one or more team frishee games to others. apply offensive and defensive strategies in a team frishee game. 						
he student values: team frisbee games as leisure activities. cooperation required for success in team frisbee games.						-
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OOLS PROJECT - Working Copy	Suggested Objective Pla	cement	9-12-	
arning Objective(s) A. The student knows ski and catching. B. The student knows the basic	c strategies used in a variety of	team'	State Goal District Goal	2,9
games. D. The student is able to apply offe games. E. The student values cooperation requiea(s)	nsive and defensive strategies in red for success in team frisbee game	team	Program Goal	4,5
Title: Frisbee Football	Suggested Monitoring Procedures Teacher observation.		ble Resources Football Rules	
Group size: groups of six Materials: football flags, frisbees e(s): clar flag football rules apply modified for sbee, e.g. scoring, centering, playing area.	Written and skills test.		egies.	auu ,
groups of six play against each other in a ified playing area. with the most points at end of playing time				
s: 3. 4. and catch contests.			n.	9 .

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District Resources

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	Cement <u>9-12</u>
Student Learning Objective(s) A. The student knows t	the basic rules of a varioty of	team State Goal 2,9
	•	
frisbee games. B. The student knows the skills invol	ved in team frisbee games, e.g. to	ssine District Cool
		· · · · · · · · · · · · · · · · · · ·
and catching. C. The student is able to successfully	participate in a variety of team fr	isbee Program Goal 4,5
games. D. The student values team frisbee games as lei Related Area(s)	sure activities.	1103100 0001 4,5
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	
	Suggested Monitoring Procedures	Possible Resources
	0	
Title; Ultimate Frishee	Teacher observation.	D. J. T
Group size: groups of seven	reaction observations	Bud Turner, Seattle School
Materials: frisbees, pinnies	Peer observation.	District.
Procedure(s):		
· Ultimate frisbee is a fast moving competitive,		
non-contact sport involving basically basketball		
and football skills.		
- The object of ultimate frishee is to gain points		
by scoring goals, i.e. catching the frisbee in		•
the end zone.		
The frisbee may only be passed.	Y	
The defensive team gains possession whenever the	ρ	
offensive team's pass is incomplete, intercepted,		
knocked down or goes out-of-bounds.		•
When a foul occurs, play stops and an opponent		
player, gains possession at the point of		
infraction. Substitutions has be made as less		District Resources
Substitutions can be made only:		District Resources
1. After a goal and before the ensuing		
throw-off.		
2. To replace an injured player.		
3. After periods of play.		
		en e
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SUBJECT:	LS PROJECT Physical	Educatio	on					Page	gred -	Tacement Grade	Placemon	300	
SPECIFIC ARE	EA: <u>Tea</u>	m Sports		<u> </u>		. -			22.				
	Gym	Hockey		· · · · · · · · · · · · · · · · · · ·			•	• -	9-12	. 9	10	11	12
• strate • the state of the student	asic rules egies. skills and sive posit	d strate	gies fo	r the var		ensive	and						
• succes		*											
apply hockeyuse the	offensive y: he hockey	and def	ensive s	game of gym trategies eceive, sho and form. `	in the goot, guard					A			
apply hockey use the with a	offensive y. he hockey appropriate : values:	and def	ensive s	trategies eceive, sho and form.	in the goot, guard								
 apply hockey use the with a The student playin 	offensive y. he hockey appropriate : values:	and def stick to body me	ensive s pass, re chanics a	trategies eceive, sho and form.	in the g	l and p							
 apply hockey use the with a The student playin 	offensive y. he hockey appropriate : values:	and def stick to body me	ensive s pass, re chanics a	trategies eceive, sho and form. safety.	in the g	l and p							



SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement <u>9-12</u>
Student Learning Objective(s) A. The student knows the	e strategies of gvm hockey. R. Tha	stu- State Goal 2.9
dent is able to use the hockey stick to pass, receive,	shoot, guard and pivot with approp	riate District Goal
body mechanics. G. The student values playing by a		
body mechanics. G. The student values playing by the student values the cooperation required for success in a	ng rules for run and safety. D.	The Program Goal 4,6
Related Area(s)		
Suggested Activities: Grade(s)	Current W. J.	
	Suggested Monitoring Procedures	Possible Resources
Title: Keep Away	Teacher observation.	
Group size: entire class, divided into		
small groups		
Magerials: hockey sticks, hockey pucks,		
Procedure(s):		
Divice class into small groups (5-6).		•
. Designate playing areas and boundaries with two		
groups at each area.		
· A puck is placed in the center of each playing		
area. On the whistle, one player from each		
group goes for the puck trying to control it for		
his/her team. Once a team has controlled the puck, they pass and move within their playing		
area, trying to keep the other team from getting		
the puck. At end of time period, opposite group		
can begin with the puck.		
Variations:		District Resources
• 2 against 2		
• 3 against 3		
· Every player in each group must play		
the puck.		
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SMALL SCHOOLS PROJECT - Working Copy		
Service Schools Product - Working Copy	Suggested Objective Pla	cement9-12
Student Learning Objective(s) a The condent to	1.11	
Student Learning Objective(s) A. The student knows the	skills and strategies for the var	ious State Coal 2,9
offensive and defensive positions. 8. The student is	able to apply offensive and defen	Promise Cast
	(1859) Villa 1	
strategies in the game of gym hockey. * C. The student	values cooperation required for suc	cess Program Goal 4,6
in 3ym hockey games. Related Area(s)		
actaced reads)		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Pagethia Pagethia
	1 Secret Housefully Flocedules	Possible Resources
		4
Title: Three on Two Fast Break	Teacher observation. 2	
Group size: small groups 8-10		
Materials: hockey sticks, hockey pucks, goal areas or nets		
Procedure(s):		
Depending upon class size, utilize as much floor		
space and maximum participation as possible.		
Set up two or three hockey playing areas with	X Y	
goal nets at each end of each playing area with	, / x	
one group at each playing area. Station two defenders at each end with the rest		
of the group divided into two lines on opposite		
sidelines of the playing area.		
Beginning at one end, give the puck to the two		
defenders. They pick up the first person on	0	
their sideline passing and moving down to the	0 0	
opposite end trying to score a goal. Once a goal is made or the two defenders control the		District Resources ,
puck, they move with first person in their line		
down to the opposite end.		
· Offensive players become defenders, defenders		
become offensive players.		407
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LL SCHOOLS PROJECT - Working Copy	Suggested Objective Placement 9-12
dent Learning Objective(s)	نو را برای مطالب و این
dent Learning Objective(s) A. The student knows th	e basic rules of gym bookey. B. The State Goal
tudent is able to successfully participate in the game	of evm hockey. C. The student values District Goal
The same	or sym norkey. C. the student values District Goal
laying by the rules for fun and safety. D. The stude	ent values the cooperation required for Program Goal
uccess in gym hockey games.	
gested Activities: Grade(s)	Suggested Monitoring Procedures Possible Resources
	- BB House the Resources
Title: Game Rotation Group size: small groups 5-6 Materials: hockey sticks, hockey pucks,	Teacher observation.
goal areas or nets	
games. Run each game like a regulation hockey game for a specific length of time or until a specific	
goal is accomplished, e.g. each group scores three goals. Rotate groups so they have a chance to play a different opponent. (Rotation can be according to most goals, least goals, combination goals of both groups at one area, or direction.) Variation: Each playing area has a specific goal for each	Diameter D
group to obtain e.g. each group scores three	District Resources
goals; each group combines goals; work on zone defense; two types of offensive work; man-to-	
man defense; free lance offense.	409
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•	SUBJECT:	Physical Ed	ucation				
. •	SPECIFIC ANDA			•		i.	•
	SPECIFIC AREA	Team_S	ports	·			
		11 - 1	•				
	177	Hocker	<u> </u>	1.1	***		
	The student	knows:		91		1	
	e, or ducing	initial in the second				,	7. *
	the bas	ic rules of	hocker.	·			
		cker is a		that invol	ves the	comby ned	ekille
•	of bask	etball and	soccer.	21100	.ves ene		SKILIO
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			: ·				•
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	The student	is able to:					
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:	 success 	fully partic	cipate in th	ne game of	hocker.		•
	teach N	be game of 1	hocker to of	hers.		• • •	
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	The student	values:					,
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	nocker	as a vigorou	is leisure a	ctivity.			
	– • coopean	tion require	d for succe	ss in hoci	ker games	•	
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		required for succ		. games.		
Related Area(s)				•		
Suggested Activitie	s: Grade(s)		Sugges	ted Monitoring	g Procedures	Poss
<u>, </u>						-
Title:	Hocker Rules	s <u>Presentation</u>		quiz covering	the basic	
Maceria		s halkboard, or	rules o	of hocker.	•	
	t ransparenci	ies and overnead		•		
Procedure(s):	projector.	·				
• Diagram a ho	cker court complet	e with goals.				
Designate pgame.	laying positions	for starting the	e.			
• Describe the	objectives of the	e game and methods	s			
of scoring.		X	· • I	•		
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defensive pl	rules for bot yers.	offensive and	đ		j	
defensive pl • Demonstrate	ayers. skills and maneuve	offensive and			J	
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MALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement 9-12
tudent Learning Objective(s) A. The student knows t	he basic rules of bocker. B. The stu	done State Coal's Co.
	NE ALLE VILLE VI. INCREI. 3. THE SCO	dent State Goal (2,9
knows that hocker is a team sport that involves the	combined skills of basketball and soc	cer. District Goal
C. The student is able to successfully participate values hocker as a vigorous leisure activity.	in the game of hocker. D. The stu	dent Program Goal 4,6
elated Area(s)		State of the state
		 -
	/ 2	
uggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Tirle: Hocker	Teacher observation of students	
Group size: teams of 5-11 players	to determine if they know basic	
Materials: target shirts and a 16 inch	rules and to evaluate their	
playground ball.	skills.	
Procedure(s):		
. Identify the playing boundaries and goals. Identify teams and assign target shirts to all		X
members of one team.		
. Determine the goal each team will defend.		
. Assign positions on the field or court and play		10
the game in accordance with official rules. Variations:		
Play the game in a gym.		
Vary the number of players on each team.		
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SUB IFCT.	/ ²	Suggested C	ءَ /	.placemen.	•	٠.
SUBJECT: Physical Education	/	4		T		- : /
SPECIFIC AREA: _ Team Sports		3.1		'		.
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Soccer		9-12	9.	10	el l	12
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The student knows:	, ,			-		,
the rules of leasur sufficiently he blow and agent						
the rules of soccer sufficiently to play and officiate. the skills and strategies for the various offensive and	4		G.			
defensive posttions.	:					
• the basic offensive and defensive team strategies.		· · · · · · · ·				
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		احتراق سر				
The student is abde to		e				
The Student 18 acre to		.]	٠, ,	, 1	•	
successfully participate in the game of soccer using official					}	
rules.				.	ĺ	
apply appropriate skills to various offensive and defensive		1				
positions		- P	٠.	. 7		
official a soccer game using official rules. demonstrate the role of individual players for the basic		.]	.	ŀ]	
offensive and defensive posttions.		- :	,		. 1	•
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	-		.]	$\cdot \cdot \mid$	- 1	
The student values	٠.]	; .		- 1		
• playing by the rules for fun and safety.			_	ر ا		
soccer as a leisure activity.	- !	. `	1	1		•
cooperation required for success in soccer games.		•]				
. the uniqueness of soccer skills.		-	.			
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arning Objective(s) A. The student knows the rules of soccer sufficiently to play State Goal ciate. B. The student is able to officate a soccer game using official rules. District Goal is able to successfully participate in the game of soccer using official rules. Program Goal values playing by the rules for fun and safety. Activities: Grade(s) Suggested Monitoring Procedures. Possible Resources Title: Schedule a Soccer Rules Clinic Observe ability of students to ESD Film Library ⊅Group size: entire class recognize rule infractions and Materials: stop watch, soccer balls, enforce them. Local Soccet Clubs whistles, linesman flags, chalkboard, projector, rule Administer a written test based books, films or filmstrip. upon the rules emphasized for e(s): safe and organized play. ite the soccer officials chairman to class to erpret soccer rules and demonstrate enforcet situations. films, chalkboard and classroom setting for tial presentation and set up game situations illustrate and reinforce concepts. ign students as linesmen and have them perm official functions. ign other students to playing positions to onstrate situations involving the application various rules.

Suggested Objective Placement

OLS PROJECT - Working Copy

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plan	cement <u>9-12</u>
Student Learning Objective(s) A. The student knows the	ha baata seessii	
He the Student Knows (ne pasic offensive and defensive	team State Goal 2,9
strategies. 3. The student is able to demonstrate the r	ole of individual playons for the	None Diagram
	ole of individual players for the	pasic pretrict coar
offensive and defensive positions. C. The student value	es the cooperation required for on	20000 Program Coul / 6
in soccer games. D. the student values soccer as a leis	ure activity.	cess Program Goal 4,6
Related Area(s)		
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
		100 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Title: Attacking Strategies	Teacher observation.	Films:
Group size: entire class grouped into		i e
attacking teams		ESD Film Library
Materials: soccer balls, goals and		
Procedure(s):		
· Assign one group as as defensive team consisting		
of halfbacks and fullbacks. Omit the goalie to		
enhance offensive success.		
Assign the remaining students as offensive units:		•, •
consisting of forwards and halfbacks.		
. Assign one attacking unit at a time to attempt		
to score by applying a specific offensive		
strategy.	Santa Santa	
Have other offensive units observe and evaluate		
the success.		
Rotate offensive and defensive units.		Diatrias Bassass
		District Resources
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SMALL SCHOOLS PROJECT - Working Copy Student Learning Objective(s)	Suggested Objective Plac	,
Student Learning Objective(s) A. The student knows the content of the student student warrious offensive and defensive positions. B. The student various offensive and defensive positions. C. The skills.	is able to apply appropriate skills	to District Goal
Related Area(s)		
Suggested Activities: Grade(s) 9-12 Title: Position Analysis Group size: entire class grouped so some	Suggested Monitoring Procedures Teacher observation.	Possible Resources Soccer-coaches

Procedure(s):

Materials:

 Assign students to specific player positions with appropriate opposing players.

with goals

soccer balls and soccer field

- Describe a common situation for that area of the field.
- . Have students describe the skills they would apply in the situation.
- Have students demonstrate the application of skills in a "slow motion" pace.
- . Have evaluators assess the skill applications.
- . Gradually speed up the play.
- . Apply this technique to all player positions.
- Rotate students so they all have opportunities as applicators (demonstrating skills) and evaluators.

District Resources

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SMALL SCHOOLS PROJECT SUBJECT: Physical Education	Page	sted	Diar.	*placement			: :
SPECIFIC AREA: Team Sports				· .			
Softball Softball		9-12	9	10	11	12	د.
The student knows: the skills and strategies for the various offensive and defensive positions. the basic offensive and defensive team strategies. the rules of fast and slow pitch to sufficiently play and officiate.							
The student is able to: • successfully participate in the game of softball using official cules. • apply appropriate skills to various offensive and defensive positions.	χ.	· •		-			o Lido puri.
umpire a softball game using appropriate rules. demonstrate appropriate defiveries for fast and slow pitch. The student values: playing by the rules for tun and safety. softball as a leisure activity. cooperation required for success in softball games.							



SMALL, SCHOOLS PROJECT - Working Copy	Suggested Objective Placement 9-12
Student Learning Objective(s). A. The student knows the	skills and strategies for the various State Goal 29
offensive and defensive positions. 3. The student knows strategies. C. The student knows the pules of foot	*
	THE CLASS CONTRACTOR OF THE CO
officiate. D. The student is able to apply appropridefensive positions. Belated Area(s)	riate skills to various offensive and Program Goal 4,6
Supposerved to be used to the same of the	
Suggested Activities: Grade(s)	Suggested Monitoring Procedures Possible Resources
Title: Softball Skills Group size: 20-40 Materials: softballs for each group of	Teacher observation. Film: Skills Tests. PLAYING COFFRALL
Procedure(s):	PLAYING SOFTBALL
· Catch and throw with a partner. Variations;	ESD 121 Film Library
grounders, fly balls.	
Two on two. One team bats and runs to the base and home again before the ball is caught at	
home—when out; switch rolles.	
Pickle game; one ball, three people (one in the middle). Have students run down the middle	
person de students fun down the middle	
Running Sasas for time.	
Infield practice; hit to certain players; work on covering bases and backing up players.	
Play a regulation game of softball.	
	District Resources

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plan	rement <u>9-12</u>
Student Learning Objective(s) A. The student lealnes :	12	0
B. The student values softball as a leisure activity.	laving by the rules for fun and say	etv. State Goal 2,9
required for success in softball games. D. The student	is able to umpire a soft half came	sine District Coal
appropriate rules. E. the student is able to demonstr	ate appropriate deliverses for fact	and Town
slow pitch. I. The student is able to successfully pa	rticipate in the game of softball o	sing Program Goal 14,65 c
official rules. Related Area(s)		
Suggested Activities! Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
The first of the second	to the second se	
Title: Softball Variations	Teacher monitors that students	e de la companya de l
Group size: 7-10 per team	play by the rules.	
haterials: bats, balls, bases		
Protedure(s):	Teacher selects atudents to	
innings. Continue play from first day until	umpire to show knowledge of	
nine innings, are completed.	rules.	
burry-up softball: in this activity, the batting		
team supplies the pitcher who delivers only;		
three pitches to a batter (he)she cannot field		
the ball).		
. Work-up: in this activity rotate positions, when		
a batter is put out. If a fly ball is caught, -		
the batter and that fielder trade places.		8
Whiffle ball: use plastic equipment in this activity.	, ,	and the second of the second
Indoor: in this activity, use a real soft rubber		
softball; batters hit with their hand.		District Resources

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	SIPPIECO	Page		· La	ğ. <u>a</u> .		٠.
	SUBJECT: Physical Education	/ -	-		<u> </u>	. g	
	SPECIFIC AREA: Team Sports					ا با	
	Speedball		9-12	9	10	13	12
	The student knows:		-				
	that speedball is a game that combines the skills of soccer and	,					-
	football. the rules of speedball sufficiently to play and officiate.					.	
							1
		•					
	The student is able to:						·~.
	successfully participate in the game of specdball using official rules.		2 32 0				ور سر
	, apply appropriate skills to various offensive and defensive		- de "				,
	positions. officiate speedball using appropriate rules.		(3)				• .
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•							
	The student values:			$\cdot \mid$			
	• skills learned that are necessary to play the game of speedball.						٠.
. 🔻	· cooperation required for sucess in speedball games.						•
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DLS PROJECT - Working Copy	Suggested Objective Plac	ement 9-12
rming Objective(6) A. The student knows the	e rules of speedball. B. The stu	dent State Goal 2,9
rules of speedball sufficiently to play and o	officiate. C. 'The student is able	e to District Goal
ally participate in the game of speedball using of	official rules. D. The student is	able Program Goal , 4,6
ea(s).		
Activities: Gide(s) 9-12	Suggested Northanda Brand	
	Suggested Monitoring Procedures	Possible Resources
Title: Indoor Speedball	Teacher monitors players:	
Group size: 8-10 per team	reaction monitors prayers.	
Materials: soccer balls and a basketball	Teacher selects players who	
court with boxes in the four	have demonstrated knowledge of	
corners and a 1/2 court line	rules to officiate.	
(s):		
c Speedball Rules: Players can throw and		
dribble to move the ball. The ball must		
haplayer's foot, leg or hip, before hands;		
r touching the ground.		
feam has an offensive and defensive team		
h has to stay on their side of the mid-court		
points are awarded for a basket, three		
ts for a touchdown (ball caught in the	300	
		* *
one person from each team is allowed in the		District Resources
et one time.		District Resources
ftion:	, 30	
s are in bounds.		
playing outdoors, the game is played with		
ndowns and field goals.	1.049	
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ECT - Working Copy	Suggested Objective Pla	Cement o
Djective(s) A. The studet translate		
jective(s) A. The student knows the	at speedball is a game that combine	s the State Coal 2.9
and football. B. The student is able ensign sitions. C. The student walk	to apply appropriate skills to va	rious District Goal
ensity sitions. C. The student values to specify D. The student values to	the conseration required for	ry to
	succes	ss in Program Goal 4,6
s: Grade(s) 9-12		
	Suggested Monitoring Procedures	Possible Resources
Drills for Shills for The		3.4
Drills for Skills: For Indoor Speedball	Teacher observation.	
ze: small	Skills tests.	
s: balls, one for every two		
air dribble and pass to a partney		
shoot baskets from an air dribble;		
g a pass.		
pivot and pass to a partner. play two on one with the offense		
ne derender in the box. When the		
the ball, he/she trades places		
play keep away:		
		District Resources
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	Page		"/ 🕏	2 4	. •		
SUBJECT: Physical Education	1.	/ -	<u> </u>	1		<u> </u>	[
SPECIFIC AREA: Tenn Sport:							
Team Handball] ; ³	≇ 9–12∈	9	10	11	12	
	1	3		10			
The student knows:							
the rules of team handball sufficiently to play and officiate.							
the skills and strategies for the various offensive and defensive positions.		•		٠. ا		·	
. the basic offensive and defensive team strategies.				., .		•	
	•]	Ì		
					l	Ì	:
The student is able to:							
		ا بنسرت			. }		
 participate successfully in the game of team handball using official rules. 	•	15.0		-1	:		را .
. apply appropriate skills to various and defensive positions.			<i>j.</i>				
officiate a team handball game applying offical rules.				- 1	-		
	XPE						
	`	• • •	-	. [
The student values:			· • •				
playing by the rules for fun and safety.				- 1			
the cooperation required for success in team handhall games.		.					•

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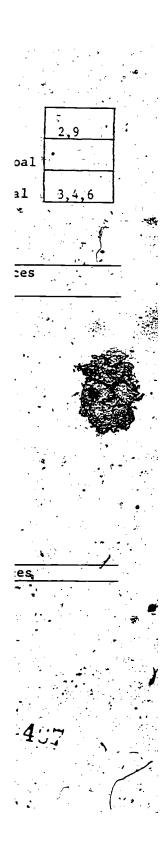
SMALL SCHOOLS PROJECT - Working Copy		Suggested Obje	ctive Plan	ement.	• jr
Student Learning Objective(s)					•
Student Beating Objective(3)	<u> </u>		<u>~</u> .	State Goal	<u> </u>
				District Goal	,
				Program Gogl	·. :
Related Area(s)	, ,	•		• • • • • • • • • • • • • • • • • • • •	•
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Suggested Activities: Grade(s)	Suggested	Monitoring Pr	ocedures	Possible Resources	
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No activities have been written for these objectives.					海,
Additional activities may be developed during		to the second	•	And the state of t	
the pilot phase of the project.					, i
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SUB 2 2 1 2 Car Education	n Papa.	Suggested S	r.1acement	Placemen.	₩		
Wolleybalt	*	9-12	9	10	3	12	
The student constitute of volleyball sufficiently to play and of ciate. the wills and strategies for the various offensive and defensive positions.		39		3	•		**
the basis offensive and defensive team strategies. The student is able to:					•	. 1	
 participate successfully in the game of volleyball using appropriate skills. apply appropriate skills to various offensive and defensive sitions. Officiate a volleyball game with official rules. 	1			~	*-		.
The student values: playing by the rules for fun and safety. the cooperation required for success in volleyball games.				·			
volleybail as a leisure activity.	3 4	30,					
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Student Learning Objective(s) A. The student knows the rules of volleyhall sufficiently to State play and officiare. B. The student is able to officiate a volleyhall game with official rules. District of the student values playing by the rules for fun and safety. D. The student values volleyhall as a letture activity, Related Area(s) Suggested Activities: Grade(s) Title: Volleyhall Game Variations Croup size: saall Materials; volleyhalls, nets, courts Procedure(s): Three on three: same rules as volleyhall, or adapt then (three hits on a side, each person contacts the hall once, bump, set and spike). Six on six: Just bumps wolleyhall (bump three times on a side). Six on six: bump/set combination. Infinitive volleyhall: combination. Infinitive volleyhall: combination. Infinitive volleyhall: combination. Regular volleyhall. District Re			• • • • • • • • • • • • • • • • • • •
Student Learning Objective(s) A. The student knows the rules of volleyball sufficiently to State play and officiate. B. The student is able to officiate a volleyball game with official rules. C. The student values playing by the rules for fun and safety. D. The student values Progra volleyball as a lefture activity. Related Area(s) Suggested Monitoring Procedures Possible Re Title: Volleyball Came Variations Croup size: small Materials: volleyballs, nets, courts Procedure(s): Three on three: same rules as volleyball, or adapt them (three hits on a side, each person contacts the ball once, bump, set and spike). Six on six: just bumps volleyball (bump three times on a side). Six on six: just bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.	SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement 9-
play and officiare. B. The student is able to officiate a volleyball game with official rules. C. The student values playing by the rules for fun and safety. D. The student values Progra volleyball as a leisure activity. Related Area(s) Suggested Activities: Grade(s) Title: Volleyball Game Variations Group size: small that they are playing by the rules. Procedure(s): Three on three: same rules as volleyball, or adapt then (three hits on a side, each person contacts the ball once; bump, set and spike). Six on six: just bumps volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.			• • • • • • • • • • • • • • • • • • • •
C. The student values playing by the rules for fun and safety. D. The student values Progra volleyball as a lefsure activity. Related Area(s) Suggested Activities: Grade(s) Suggested Monitoring Procedures Possible Re Title: Volleyball Game Variations Group size: small Materials: volleyballs, nets, courts Procedure(s): Three on three: same rules as volleyball, or adapt them (three hits on a side, each person contacts the ball once, bump, set and spike). Six on six: "just bumps" volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.	Student Learning Objective(s) . A. The student knows	the rules of volleyball sufficient Y	<u>v to</u> State
C. The student values playing by the rules for fun and safety. D. The student values Progration values as a leisure activity. Related Area(s) Suggested Activities: Grade(s) Suggested Monitoring Procedures Possible Reference on the control of t	play and officiate. B. The student is able to official	te a volleyball game with official ru	les. Distri
Suggested Activities: Grade(s) Title: Volleyball Game Variations Group size: small Materials: volleyballs, nets, courts Procedure(s): Three on three: same rules as volleyball, or adapt them (three hits on a side, each person contacts the ball once, bump, set and spike). Six on six: just bumps volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.	Play and Octobraces Dec. the delication of the second		
Suggested Activities: Grade(s) Title: Volleyball Game Variations Group size: small Materials; volleyballs, nets, courts Procedure(s): Three on three: same rules as volleyball, or adapt them (three hits on a side, each person contacts the ball once, bump, set and spike). Six on six: 'just bumps' volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball. Suggested Monitoring Procedures Teacher monitors' players' to see that they are playing by the rules. Teacher selects student's to officiate who, have demonstrated knowledge of rules.		n and safety. D. The student va	<u>lues</u> Progra
Title: Volleyball Game Variations Group size: stall Materials: volleyballs, nets, courts Procedure(s): Three on three: same rules as volleyball, or adapt them (three hits on a side, each person contacts the ball once, bump, set and spike). Six on six: "just bumps" volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.	volleyball as a lefsure activity. Related Area(s)		
Title: Volleyball Game Variations Group size: stall Materials: volleyballs, nets, courts Procedure(s): Three on three: same rules as volleyball, or adapt them (three hits on a side, each person contacts the ball once, bump, set and spike). Six on six: "just bumps" volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.			(
Group size: small Materials: volleyballs, nets, courts Procedure(s): Three on three: same rules as volleyball, or adapt them (three hits on a side, each person contacts the ball once, bump, set and spike). Six on six: "just bumps" volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.	Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Re
Group size: small Materials: volleyballs, nets, courts Procedure(s): Three on three: same rules as volleyball, or adapt them (three hits on a side, each person contacts the ball once, bump, set and spike). Six on six: "just bumps" volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.			
Group size: small Materials: volleyballs, nets, courts Procedure(s): Three on three: same rules as volleyball, or adapt them (three hits on a side, each person contacts the ball once, bump, set and spike). Six on six: "just bumps" volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.	Title: Valleyboll Come Verietiese	Trial and a second seco	
Materials: volleyballs, nets, courts Procedure(s): Three on three: same rules as volleyball, or adapt them (three hits on a side, each person contacts the ball once, bump, set and spike). Six on six: "just bumps" volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.			
Procedure(s): Three on three: same rules as volleyball, or adapt them (three hits on a side, each person contacts the ball once, bump, set and spike). Six on six: just bumps volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.			
Three on three: same rules as volleyball, or adapt them (three hits on a side, each person contacts the ball once, bump, set and spike). Six on six: "just bumps" volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.			
adapt them (three hits on a side, each person contacts the ball once, bump, set and spike). Six on six: "just bumps" volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.		Teacher selects students to.	
contacts the ball once, bump, set and spike). Six on six: just bumps volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.			
Six on six: "just bumps" volleyball (bump three times on a side). Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.	contacts the ball once, bump, set and spike).		•
Six on six: bump/set combination. Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.	Six on six: "just bumps" volleyball (bump three		
Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. Regular volleyball.			
the number of hits when the ball goes over the net. Regular volleyball.			
net. Regular volleyball.			
Regular volleyball.	· · · · · · · · · · · · · · · · · · ·		
District Re	Regular Volleyball.		•
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SHALL SCHOOLS PRO Student Learning games. Related Area(s) Suggested Activit Group Mater S t S d. S Explain ... expland positioning a. (in b) aı Oi



Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Sitdown Volleyball Group size: 24 (two teams) Materials: volleyball court, net, ball e(s): down volleyball is usually played with one 1. The big difference from regulation		Turner, Lowell, (Bud), Turner, Susan L., Create Experiences Through Sp Palo Alto, CA., Peek Publications, 1979. p.
leyball is that students sit or kneel rather n stand. e students play the game from a sitting or eling position. dents can play the ball regardless of the ber of bounces.		
iation: eight to ten balls to-the game.		
		District Resources
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SMALL SCHOOLS PROJECT		/ /	1acement	/		
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SUBJECT: Physical Education	/ å.	ري	/ =	3		
SPECIFIC AREA: <u>Individual and Dual Sports</u>	1. .				·	
Aratics	1	9-12	9	10	11	12
The student knows:					•	:
 the appropriate forms of swimming stroking skills including back, breast, side, crawl, and butterfly strokes. 		,				
 basic lifesaving skills including swimming skills. that the area of aquatics may include swimming, diving and water sports. 					•	
that water safety skills are important for survival.				·		: {
			-			
The student is able to: describe the various areas of aquatics.						
 stay afloat using a variety of swimming techniques. demonstrate basic strokes including back, breast, side, crawl, and butterfly strokes. 		:	,			
The student values:						
• swimming as a leisure activity that enhances physical firmess.	,					
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CHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement 9-12
Learning Objective(s)		
ing back, breast, side; crawl and butterfly stroke atics may include swimming, diving and water spor rious areas of aquatics. E. The student is	ts. C. The student is able to desc	area rihe District Goal
ng techniques: E. The student is able to dem side, crawl and butterfly strokes. F. The exercision activity.	constrate basic strokes includion. L	and Program Coal
Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Aquatics & Group size: large	Teacher observation.	Torney, John A., Clayton,
<pre>Materials: swim 'suits re(s):</pre>	Skills tests.	Robert D., Aquatic Instruction, Coaching and Management, Minneapolis.
ve students follow the leader, alternating rokes, while swimming around the pool. g ("Freeze") — when a student is tagged, /she treads water until unfrozen. More than . e person may be "it".		Minn., Burgess Publishing Co., 1970.
terscholastic Swim Meet or Water Festival cluding races, relays, partner swim, diving, ter volleyball, basketball or softball.		
		District Resources
		474
4.3	-43-	



OULS PROJECT - Working Copy	Suggested Objective Pla	cement - 9-12	•.
earning Objective(s) <u>A. The student know</u>			2.9.
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skills. B. The student knows that water	safety skills are important for surv	ival. District Goal	,
student is able to demonstrate basic water sa	afety and rescuing techniques.	Program Goal	4.6
ea(s)*		.——	
		<u> </u>	• 1
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Activities: Grade(s) 9-12	Suggested Monitoring Design	 	
	Suggested Monitoring Procedures	Possible Resources	
		 	<u> </u>
Title: , water Safety			
Group size: small			
Materials: towels, ring buoys, lines,		•	
kickboards, poles			$\mathcal{L} = \mathcal{L}_{\mathcal{L}}$
e(s): •		•	•
ide students in groups of two.			
e students practice reaching assists with a		,	
ther on the deck of the pool. Use a towel			•
pole.		*	•
ctice throwing assist using a buoy, kick			• •
rd or life jacket.			•
form hair carries and across-the-chest			
ies for an unconscious victim.			<u> </u>
tired swimmers carry a struggling victim:			
ease and carry.			
nasize Safety. \		` . •	
ent dangerous stuations.			
		District Resources	 .
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SMALL	SCHOOLS PI	ROJECT	·			•		· .	//	Grade	/	<u>ي</u>
SUBJEC	T: <u>Ph</u>	 nysical Educa	ation			•		Paor	Suggeste	Placement	Vistrict Placemen	•
SPEC1F	IC AREA:	Individus	al and Dua	1 Sports								
	. · .	Archery		•	•	•]	9-12	2 9	10	I Ł
The s	student kn	ows:				*	. 2 4	1	ist.	. 0.	3 1	1
•	including	nition of t end and rou	ınd.	chery ten	ns relate	d'to	scoring	3				
•	that the	les of arche basic arch anchoring, a	hery skil	ls are •s	tance, gr	rip, ma	sking,	·				
			iming, ie.	rease and	TOTTOW-LIII	rougn•	•					-
The s	tudent is	able to:	. 1					<u> </u>				
		end and/or/a									-	
·	execute th	te in various	s archery hery skill	games using a	ng good sa	form.	les.	•				
The s	tudent val	ues:		•			•	•				-
	archery as	a leisure a	activity.	1 :	•						•	
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 9-12
Student Learning Objective(s) A. The student know	is the safety rules of archery. B.	The State Goal 2,9,10
student is able to participate in various archery ga	mes by using good safety rules.	District Goal
		Program Goal 334
Related Area(s)		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Safety Precautions Group size: 10-20 Materials: Armguards, fingertabs, bows, arrows, quiver for holding arrows (boxes can be used) Procedure(s): Have each student string and unstring the bow by placing the back of the bow toward the arched with the lower end of the bow against the left instep. Hold the bow with the left hand at the handle place the heel of the right hand just below the loop of the string. Pull with the left hand and press down with the right until the string can be pushed into the upper notch of the bow. The students will straddle the shooting line, nock, draw, ain, hold and release with follows.	Students shoot with concentration and control. Student steps back from line when arrows are shot. Student waits for signal to retrieve arrows.	Washington State Physical Education Guide, pp. 7-12, 1961.
through on command, demonstrating safety		District Resources
precautions in each action.		
4.8	-46-	479

SMALL SCHOOLS PROJECT Working Copy	
STREET SCHOOLS PROJECT - WORKING COPY	Suggested Objective Placement 9-12
Student Learning Objective(s) A. The student knows the	at the basic archery skills are stance, State Goal 2,9
	follow through. 3. The student is able District Goal
to execute the basic archery skills using appropriate fo	
Related Area(s)	
Suggested Activities: Grade(s)	Suggested Monitoring Procedures Possible Resources
Title: Technique of Shooting Group size: 10-20 Materials: Armguards, fingertabs, bows, arrows, quiver Procedure(s): have students pair up. Give each student a check list of good form, stringing, standing position, bowgrip, nocking, drawing to anchor point, aiming and holding, release and follow through, withdrawing arrows. As one students, through the techniques of shooting, he/she will be analyzed by hin/herself and his/her fellow student.	Observation and use of the student analyzed check list. Washington State Physical Education Guide, pp. 7-12, 1961.

District Resources

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SMALL SCHOOLS PROJECT			$\frac{Gr_{ade}}{t}$	/	
	Page	8808164	1	Placement	/
SUBJECT: Physical Education	/ =	Su	-/ =	3	
SPECIFIC AREA: Individual and Dual Sports					
Badminton		9-1:	2 9	10	11 12
The student knows:					
 that badminton is an individual sport that involves the skills of serving, striking and receiving. the equipment needed for the game. the terminology and rules of the game. the condition under which particular badminton strokes are used. 					
The student is able to:					
 perform an underhand serve into the proper court. perform efficient forehand and backhand strokes. play a regulation game. 					di
The student values:			p ···		
 badminton as a leisure activity. proper use of equipment. 					
	•	•			
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DLS PROJECT - Working Copy	Suggested Objective Plac	ement <u>q_12</u>
urning Objective(s)		
rning Objective(s) A. The student knows the	ar badminton is an individual sport.	rhat State Goal 29
the skills of serving, striking and receiving	R. The equidant length the equi-	District Cool
THE DIRECTION OF HELETY, MY	• a: the student knows the equip	ment District Goal
or the game. C. The student knows the termi	inology, scoring and rules of the s	ame. Program Goal 4.6
ctudent values proper use of equipment.		
	*	
ctivities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
	Juggested Monitoring Trocedures	rossible kesources
Title: Badminton Introduction	Written test.	Diagram Group, Enjoying Racquet
Group size: class		Sports, New York and London,
Materials: handouts, chalkboard or		Paddington Press Ltd., 1978.
transparencies and overhead		
projector, film loops.		
ram a badminton court.		
ain positions for starting the game.		
ribe the objectives of the game and methods		•
coring.		•
ne rules for both offensive and defensive		
ers.		
estrate or show skills and maneuvers for	1	
ity and understanding.		· · · · · · · · · · · · · · · · · · ·
ss care of equipment.		
		District Resources
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Student Learning Objective(s)	
Student Learning Objective(s) A. The student is able	to perform an underhand serve into the State Goal 2,9
proper court	District Goal
	Program Goal 4.6
elated Area(s)	Program Goal 4,6
uggested Acylvities: Grade(s)	
0.000(3)	Suggested Monitoring Procedures Possible Resources
Title: Underhand Serve Group size: individual Materials: racquet & birdie, net, court Procedure(s):	Teacher check each student on his/her underhand serve and give help where needed.
 Designate the court to be served to. Mark the court into areas giving a higher score in preferred areas. Designate a set number of serves and total the points scored. 	
) points	
5 points	
3 points	
3 points	District Resources
	District Resources
3 points	District Resources
3 points 5 points	District Resources
3 points 5 points	District Resources 406

IALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement <u>9-12</u>
udent Learning Objective(s) A. The student is abl	e to perform efficient forehand	and State Goal 2,9
backhand strokes.		District Goal
lated Area(s)		Program Goal 4,6
ggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Forehand and Backhand Group size: 2-4 Materials: racquets & birdies, net, court	Count the number of legal returns without a miss.	
Procedure(s): Using forehand and backhand strokes, count the number of times the birdie is kept in play. Variation:	Give help on forehand and back- handstrokes where needed.	
Using 2 teams, have the person at the front of the line return the birdie and then move to the end of the line.		
		District Resources
104		
45(1)		488

student Learning Obj	ective(s) A. The s	student is able	to play a regulation game. B.	The State Goal 2,9
student values badr	rinton as a leisure ac	tivity.		District Goal
<u> </u>		<u> </u>		Program Goal 4,6
Related Area(s)		· · · · · · · · · · · · · · · · · · ·		
				
1		·		
uggested Activities	Grade(s)	. •	Suggested Monitoring Procedures	Possible Resources
	-	<u> </u>		
Title:	{ Badminton	,	Observation.	
Group siz				
Materials	racquets & birdie	s, net, court	Monitor scores.	
Procedure(s):				
Identify oppor				
Play a game in	accordance with offi	cial rules.		
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				District Resources
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Student Learning Objective(s) A. The student knows baddinton is an individual sport that student shows the skills of serving, striking and receiving. B. The student knows the condition of the c	SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement 9-12	· ·
under which particular badminton strokes are used. C. The student is able to play a regulation Program Goal 4,6 game. Related Area(s) Suggested Activities: Grade(s) Suggested Moditoring Procedures Possible Resources Title: Lob-Smash	Student Learning Objective(s) A. The student knows back	dminton is an individual sport	that State Goal	2,9
under which particular badminton strokes are used. C. The student is able to play a regulation Program Goal 4,6 game. Related Area(s) Suggested Activities: Grade(s) Suggested Moditoring Procedures Possible Resources Title: Lob-Smash	involves the skills of serving, striking and receiving.	B. The student knows the condi	tion District Goal	
Suggested Activities: Grade(s) Suggested Moditoring Procedures Possible Resources Title: Lob-Smash Group size: small (in pairs) Materials: racquiets birdies, nets Procedure(s): Review and denonstrate the lob for students. Partners stand opposite each other. One hits lobs and the other hits, an overhead smash. After students have practiced, divide into teams and have students play a regulation game. District Resources	· ·			
Suggested Activities: Grade(s) Title: Lob-Smash Group size: small (in pdirs) Materials: racquets birdies, nets Procedure(s): Review and demonstrate the lob for students. Review and demonstrate the smash for students. Partners stand opposite each other. One hits lobs and the other hits, an overhead smash. After students have practiced, divide into teams and have students play a regulation game. District Resources	. Хате.	to occurred to able to play a regula	rion Program Goal [4,0
Title: Lob-Smash Group size: small (in pdirs) Materials: .racquets birdies, nets Procedure(s): Review and demonstrate the lob for students. Review and demonstrate the smash for students. Partners stand opposite each other. One hits lobs and the other hits, an overhead smash. After students have practiced, divide into teams and have students play a regulation game. District Resources	Kelated Area(s)			` , · . ·
Title: Lob-Smash Group size: small (in pdirs) Materials: .racquets birdies, nets Procedure(s): Review and demonstrate the lob for students. Review and demonstrate the smash for students. Partners stand opposite each other. One hits lobs and the other hits, an overhead smash. After students have practiced, divide into teams and have students play a regulation game. District Resources				
Croup size: small (in pdirs) Materials: racquets birdies, mets Procedure(s): Review and demonstrate the lob for students. Review and demonstrate the smash for students. Partners stand opposite each other. One hits lobs and the other hits, an overhead smash. After students have practiced, divide into teams and have students play a regulation game. District Resources	Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources	
402	Group size: small (in pairs) Materials: racquets birdies, nets Procedure(s): Review and demonstrate the lob for students. Review and demonstrate the smash for students. Partners stand opposite each other. One hits lobs and the other hits an overhead smash. After students have practiced, divide into teams		District Resources	
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SMALL SCHOOLS PROJECT	1	/ /s	· /		•		•
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SUBJECT: Physical Education	A B	Suggested Cr	/, a			• • ;	/ -
	(-		-			{
SPECIFIC AREA: Individual and Dual Sports		-					
Bowling]						
		9-12	- 9	10	1 T	12	
The student knows:						1	1
the pin number system.						.	
that a proper approach and release will aid in one's			- 1				•
proficiency		`					-
 the proper procedure for scoring. the definition of terms with rules and scoring procedures. 		-	ł				
bowling eriquette.	1		.	ŀ			
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	1						
The student is able to:					1		•
			.	· [-		
· demonstrate the proper approach and release with a ball of the appropriate weight.					1		•
demonstrate the beginning stance and various approaches.				-			ζ.
 release the ball properly in front of the body. 	. 1					-	
• select a ball which is suitable to individual requirements e.g. weight, grip.			4.				
score a game.	.]		1				
· demonstrate how to hook the ball into the pocket.					.		
					,	·	٠
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The student values:					•		•.5
• bowling as a leisure activity.	.		: -				•
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Student Learning Objective(s). A. The student knows the definition of terms associated with State Goal 2,9 rules and scoring procedures. B. The student is able to score a game of bowling. Program Goal 4,6 Related Area(s)	SMALL SCHOOLS PROJECT - Working Copy	Suggested Objectiv	e Placementg_12
Related Area(s) Suggested Activities: Grade(s) Suggested Monitoring Procedures Possible Resources Sources Title: Presentation on Scoring for Bowling Croup size: entire class Materials: overhead projector and transparencies and/or chalk-board, bowling score sheets for each student. Optional: film strips on scoring bowling Procedure(s): Teach students how to score bowling along with proper terminology and definitions of terms such as frame, strike, spare, open frame, turkey, split. Practice scoring by providing students with the pinfall for each tall rolled and have each enter the scores and symbols on their official score sheet.	Student Learning Objective(s) A. The student		
Suggested Activities: Grade(s) Title: Presentation on Scoring for Bowling Group size: entire class Materials: overhead projector and transparencies and/or chalk-board, bowling score sheets for each student: Optional: film strips on scoring bowling Procedure(s): Teach students how to score bowling along with proper terminology and definitions of terms such as frame, strike, spare, open frame, turkey, split. Practice scoring by providing students with the pinfall for each tall rolled and have each enter the scores and symbols on their official score sheet.	rules and scoring procedures. B. The student i	s able to score a game of bowling.	District Goal
Suggested Activities: Grade(s) Title: Presentation on Scoring for Bowling Group size: entire class Materials: overhead projector and transparencies and/or chalk-board, bowling score sheets for each student: Optional: film strips on scoring bowling Procedure(s): Teach students how to score bowling along with proper terminology and definitions of terms such as frame, strike, spare, open frame, turkey, split. Practice scoring by providing students with the pinfall for each ball rolled and have each enter the scores and symbols on their official score sheet.			Program Goal 4,6
Title: Presentation on Scoring for Bowling Group size: entire class Materbals: overhead projector and transparencies and/or chalk-board, bowling score sheets for each student: Optional: film strips on scoring bowling Procedure(s): Teach students how to score bowling along with proper terminology and definitions of terms such as frame, strike, spare, open frame, turkey, split. Practice scoring by providing students with the pinfall for each ball rolled and have each enter the scores and symbols on their official score sheet.	Kelated Area(s)		
Title: Presentation on Scoring for Scoring and terminology test. Bowling: Group size: entire class Materbals: overhead projector and transparencies and/or chalk-board, bowling score sheets for each student: Optional: film strips on scoring bowling Procedure(s): Teach students how to score bowling along with proper terminology and definitions of terms such as frame, strike, spare, open frame, turkey, split. Practice scoring by providing students with the pinfall for each ball rolled and have each enter the scores and symbols on their official score sheet.	Suggested Activities: Grade(s)	Suggested Monitoring Proced	ures Possible Resources
Bowling Group size: entire class Materials: overhead projector and transparencies and/or chalk- board, bowling score sheets for each student: Optional: film strips on scoring bowling Procedure(s): Teach students how to score bowling along with proper terminology and definitions of terms such as frame, strike, spare, open frame, turkey, split. Practice scoring by providing students with the pinfall for each ball rolled and have each enter the scores and symbols on their official score sheet.	Title		
Materials: overhead projector and transparencies and/or chalk- board, bowling score sheets for each student: Optional: film strips on scoring bowling Procedure(s): Teach students how to score bowling along with proper terminology and definitions of terms such as frame, strike, spare, open frame, turkey, split. Practice scoring by providing students with the pinfall for each ball rolled and have each enter the scores and symbols on their official score sheet.	Bowling	Scoring and terminology test.	
board, bowling score sheets for each student: Optional: film strips on scoring bowling Procedure(s): Teach students how to score bowling along with proper terminology and definitions of terms such as frame, strike, spare, open frame, turkey, split. Practice scoring by providing students with the pinfall for each ball rolled and have each enter the scores and symbols on their official score sheet.	Materials: overhead projector and	lk−	
Procedure(s): Teach students how to score bowling along with proper terminology and definitions of terms such as frame, strike, spare, open frame, turkey, split. Practice scoring by providing students with the pinfall for each ball rolled and have each enter the scores and symbols on their official score sheet.	board, bowling score sheet for each student:	:s	
proper terminology and definitions of terms such as frame, strike, spare, open frame, turkey, split. Practice scoring by providing students with the pinfall for each ball rolled and have each enter the scores and symbols on their official score sheet.	Procedure(s):		
Practice scoring by providing students with the pinfall for each ball rolled and have each enter the scores and symbols on their official score sheet.	proper terminology and definitions of terms	such	
the scores and symbols on their official score	split. Practice scoring by providing students with	the	
District Resources 4:0.7 ERIC	the scores and symbols on their official s	nter	
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement <u>9-12</u>
Student Learning Objective(s) A. The student knows pr	oper bowling ball selection suitabl	e to State Goal 2.9
individual requirements, e.g. weight, grip.		*
14.		District Goal
		Program Goal 4.6
Related-Area(s)		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
	John Market Mark	10221016 KEROMICER
Title: Ball Selection Group-size: entire class Materials: a variety of bowling balls	Teacher inspection of student selection of bowling balls.	
Procedure(s):		•
 Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. 		
 Weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the 		
right distance) and the right size and depth of finger holes.	ż	•
Have groups of approximately six students at a time select a ball from the storage racks and		•
 apply the information presented. Check each student's selection for accuracy of application of the factors presented. 		
· Have students note the number or code and color		
of the ball selected for future reference.		District Resources
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 9-12
Student Learning Objective(s) A. The student knows the	•	
release, stance, follow through. B. The student is		
skills. C. The student values bowling as a leisure act	ivity.	Program Goal 4,6
Related Area(s)		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Gym Bowling Group size: 2-5 students per gym bowling	Teacher observation.	
set <u>Materials</u> : gym bowling kits	Pinfall on actual games.	
Procedure(s): Pair up the students and instruct them to observe and critique each other based upon the demonstration and instructions you give. Start with half the students on a line. Have them assume a stance, holding an imaginary		
 ball ready for their approach. Have a partner critique their stance and exchange roles. (Teacher monitors to assure compliance.) 		(
 Next, teach the 4 step approach by coordinating the steps with commands: "Push" - "Down" - "Back" - "Slide" or a similar set of descriptive terms. 		District Resources
 Right-handed bowlers should take the first step with their right foot on the command "Push". Have partners take turns performing and critiquing. 		
Add the gym bowling ball and perform the stance, approach and delivery using the ball. Set up three pins and have students bowl for		
accuracy, applying the skills just learned. Progress to a set of 10 pins at the appropriate distance and have students practice bowling. Progress to a bowling alley and apply skills		
while "shadow" bowling and/or actual bowling.	-57-	499

in one's proficiency. 8. The student is able to det	monstrate the beginning stance and yar	aid State Goal 2,9 ious District Goal
approaches. C. The student is able to release the be	•	
student is able to demonstrate how to hook the ball in	nto the pocket.	The Program Goal 4,6
elated Area(s)		
	4	
uggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Approach Drill	Teacher observation.	
Group size: entire class in groups of .		•
three Materials: gym bowling balls	Student critique.	
Procedure(s):		
. Mark alleys with tape on gym floor to designate		
approach area.		
 Have students take turns in their group of three practicing the three step, four step and five 		
step approaches.		
. Have them practice looking at the pins and also		
the method of using the marks on the alley. When their approach is smooth, have them		
, concentrate on the hand position and delivery		
(release) that causes the ball to spin and hook		
into the poeket.		
		District Resources
		DISTITUTE RESOURCES
		DISTITUTE RESOURCES
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		Printing Resources
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MALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	'emant n'in
udent Learning Objective(s)		
udent Learning Objective(s) A. The student knows the	ne pin number system. B. The stu	dent State Goal 2,9
knows bowling etiquette.	•	District Goal
0'	e.	Program Goal 4,6
lated Area(s)		<u></u>
ggested Activities: Grade(s) 9-12	Suggested Monftoring Procedures.	Possible Resources
		<u> </u>
Title: Orientation to Bowling Pin Numbers and Etiquette	Teacher observation.	· · · · · · · · · · · · · · · · · · ·
Group size: entire class —	Written test of what con-	
Materials: chalkboard or overhead pro-	stitutes a spare, a split, a	
jector and transparencies, cards marked with individual	strike and pin numbers.	
aumbers (1)		
rocedure(s):		
Diagram the number of each pin and its placement at the end of an alley.		•
Give the students cards with a number 1-10.		
Have students demonstrate the position of their		
number pin when all pins are standing.		
Have them assume positions to indicate the	}	
different combinations of spares and splits. Provide each student with a hand-out describing		
bowling etiquette.		
		District Resources
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SMALL SCHOOLS PROJECT		g. f.e.d	acement stade	Placemen	305	
SUBJECT: Physical Education -	Page	Sus		87		
SPECIFIC AREA: Individual and Dual Sports						
Circus Skills		9–12	9	10	11	12
 the historical origins of the various circus acts. that commercial equipment can be modified, i.e., hose rings, tennis, or handballs, bleach bottle clubs. 						12
The student is able to: • juggle two and three ball variations including - columns,						
• vary the pattern size.						
• exchange equipment (passing).						
The student values:						
• that circus skills are recreationally oriented•						
-60 5 U4 -						•

udant Landar Obligation ()	-Suggested Objective Plac	- including
udent Learning Objective(s)		State Goal
		District Goal
	•	
lated Area(s)		Program Goal
tated area(3)		
ggested Activities: Grade(s)		
Sested vertatries. Plane(s)	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives.		
Additional activities may be developed during the pilot phase of the project.	•	
		District Resources
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SUBJECT: Physical Education	Person	sted	. Lacement	Placement	•	•
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A Company of the Comp					. '	
Cross Country Running		9-12	9	-10	11	12
The student knows:						
the concept of pace and how it is used in training. cross country involves running varying distances over varying terrain.	1					
The student is able to:						
run distances that are appropriate to his/her age and level of fitness. demonstrate appropriate cross country warm-up techniques.						
 run at specific paces for extended lengths of time. apply proper training techniques to increase speed and distance. 			3			
The student values: cross country running as an aid to cardiovascular endurance and as an aid in maintaining one's overall state of physical fitness.						
-62- 507	1					
ERUC. Prattus Provided by BIC.		1.3.5			1.	

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Placement9-12
Student Learning Objective(s) A. The student knows the	
training. B. The student is able to run distances t	hat are appropriate to his/her age and District Goal
level of fitness. C. The student is able to run at time. Related Area(s)	specific paces for extended lengths of Program Goal 1,3,4
weidled Area(s)	
Suggested Activities: Grade(s) 7-12.	Suggested Monitoring Procedures Possible Resources
Title: Pacing Group size: small	
Materials: stop watches, track Procedure(s):	
Have one person timing and calling out the times, or use a large clock.	
* Have the runners run one mile on the track with a set goal for each lap. Variation:	
Have a beginning runner run with someone who is experienced in packing and have him/her set the	
pace. Then reverse rolls.	
	District Resources
₹.10	
Section 1985	

-63-

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	ement <u>9-12</u>
Student Learning Objective(s) A. The student knows of	ross-country involves running va	rying State Goal 2,9
distances over varying terrain. B. The student is able	to apply proper training technique	es to District Goal
increase speed and distance. C. The student values crovascular endurance and as an aid in maintaining one's over Related Area(s)	ess-country running as an aid to careful state of physical fitness:	rdio- Program Goal 1,3,4
Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
Title: Cross Country Run Group size: small Materials: open area Procedure(s):	Encourage students to keep their own times, and attempt to better their own records.	
niles (women) and five miles (men). Mark the run well with red tags. Open spaces are good areas to set up courses. Roads should not be used. Have runners run this same course several times and attempt to decrease their time.		
		District Resources
ERIC SIL	-64-	511

LS PROJECT - Working Copy	# P	gested Objective Pl		9-12	
rning Objective(s) A. The student is able	to demonstrate	appropriate cross-	country_	State Goal	2.9
achni mac		•		District Goal	
				Program Goal	1.3.4
(s)					L_1,3,4_1
			·	•	
tivities: Grade(s) 7-12	Suggested Mo	nitoring Procedures	Poss	ible Resources	 .
			+		
Title: Cross Country Warm-up			Films	s:	
Stretches Group size: any				DICK, RUN JANE	
Materials: running attire s):					
rs should stretch before and after they run lp prevent injury and increase flexibility.		6		MAKES MILLIE RI	
ollowing exercises are suggested:	Programme and the second		ESD 1	121 Film Library	7
hurdlers stretch: sitting, with one leg straight, one bent.					
ieg overs: sitting, both legs over head to touch ground.					
toe touch: legs out straight. butterfly: soles of feet together, push	•	,			•
kees down.	•				
hanstring stretch: squatting, hands on ground, raise up slowly.			Distr	ict Resources	
stork stretch: grab toes, and pull back (standing).					
knee pull: standing, pull one knee into		•			
sprinters stretch: squat, with one foot up			}		•
ichilles stretch: stand with hands on wall, one leg back, heel down.					
umps.					
runk twists.				51	
E10	•			•	1
こう: ツート	-65-				



	P	
SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 9-12
Student Learning Objective(s) A. The student knows h		
trip. B. The student is able to ride safely with traff		
leisure activity. 0	The Stateme Values CVIIIIN	r.
Related Area(s)		Program Goal 1,3,4
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Preparing for a Bike Trip	Check maps for evidence of	Filmer
Group size: small Materials: bikes, maps, flags and poles,	detailed planning.	Films:
Procedure(s): Have maps of the area for each group.	Check safety items, perhaps using a checklist.	RUN DICK, RUN JANE WHAT MAKES MILLIE RUN
Have each group map a course for a trip they would later take.		ESD-121 Film Library
 Have them make safety flags and put together repair kits. Have the students, by themselves or with their 		
parents, drive through their course checking for dangerous curves and checking to make sure there is plenty of riding area on the roadside.		
Also take into account the number and size of hills.		
		District Resources
ERIC APAILER PROMOTE TIES	-67-	515

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement <u>q-12'</u>
Student Learning Objective(s) A. The student knows the	he strategies of various types of	open State Goal 2.9
pursuit and match races. B. The student is able to	participate in short and long dis	tance District Goal
racing.		Program Goal
Related Area(s)		
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Bicycle Racing Group size: small Materials: tracks Procedure(s):	Assist students in using good strategies for the type of race they enter.	
 Set up different heats by distances according to the ability of the students. Run races like a track meet, e.g. sprints, middle distances, long distances. Record times of students for future races and competition. 	1	
		No.
		District Resources
516	-68-	517

NEUGONE LABERTON (INCANTINATE)	4				ement	9-12	
Student Learning Objective(s) A. The student is	able to m	ake basic	bicycle repa	irs.	<u> </u>	State Goal	2,9
				· ·		District Goal	
				,	,	Program Canl	
						Program Goal	1,3,4
Related Area(s)				<u> </u>	· ·		· •
		1	4			•	
Suggested Activities: Grade(s) 9-12		Suggested	Monitoring P	rocedures	Poss	ible Resources	
		· · · ·	•			<u> </u>	
		٠.					
Title: Bicycle Repair Demo.		N _a si N			<u> </u> -	•	
Group size: class			•				ئ ىر .
Materials: resource person, bike and tools							
Procedure(s):		٠.		,			•
. Contact a bicycle shop which has a per							7
willing to come to your school for	a						
demonstration on basic bicycle repairs.							
 Have demonstration and discussion. Variation: Bike Doctor 		•	, , , ,				
Have students bring their bikes and show sim	mole					45	
repairs of various problems on different ty					· ·		
of bikes.				.			
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	•	· · · · · ·						/ ,	Suggested	A_{Ce}	VISECTOR Placemen			
SUBJECT: PI	ysical Educ	ation		•				Page	1 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	7/ 2	810 P.			
SPEÇIFIC AREA:										1-	T	Γ.		(.
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	Deck Ten	nis		<u>. </u>			•		9-12	9	10	11	12	
The student kn	lows:				0									
• the rules	difference	between	singles	and dou	ıbles pl	lay.	77.27.4							
 the basic return. 	skills of	deck ter	nnis inc	lude gri	p, serv	e, catch	h and		V.				1	
•						•								.:
The student is	able to:))					
2.7								- 1	٠,٠					•
• execute t	te in a game the basic s	e of decl skills o	k tennis of deck	using a tennis	ppropri using	ate rule	es.						** .	•
ruies.	he basic s	•				•		- 1		. •		ľ		:
form.		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	. deck	cenins	using	appropr	lace						. †	<u> </u>
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The student val	lues:	•						\cdot	•	.				•
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deck tenni	s as a lete	ure seti	od to		•	4.5	- 1					•		
• deck tenni	s as a leis	ure acti	vity.								-		-	
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deck tenni	s as a leis	ure acti	vity	-70-	520									
deck tenni	s as a leis	ure acti	vity.	-70-	5 20									

SMALL SCHOOLS PROJECT	' - Working Co	py		Suggested Objective	Placement	9-12	
Student Learning Obje	ctive(s)	he student know	s the rules di	fference between sin	gles and	State Goal	2,9
doubles play. B.	The student i	s able to partic	ipate in a game, o	of deck tennis using t	he appro-	District Goal	
priate rules. C.	The student	is able to exec	ute the basic sk	ills of deck tennis	using the	Program Goal	4,6
appropriate rules. Related Area(s)						9.cm odg1 [•

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Deck Tennis Presentation Group size: entire class Materials: overhead projector and transparencies or a chalkboard and chalk, deck tennis ring, deck tennis court Procedure(s): Present an overview of the objectives, concepts and skills of deck tennis. Outline the court and describe basic rules of play and scoring. Relate the similarities to badminton. Sing the court, demonstrate the situations to reinforce the scoring and service courts for singles and doubles.	Written test on deck tennis rules.	
		District Resources

5.1

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-71-

SMALL SCHOOLS PROJECT - Working Copy
Student Learning Objective(s) A. The student knows
erip. serve. catch and return. B. The student is
tennis using appropriate form.
Related Area(s)
Suggested Activities: Grade(s)
Title: Skill Drills
Group size: entire class
Materials: nets, standards and deck
tennis rings
Procedure(s): Divide the class into the number of groups equal to the number of deck tennis rings (ideal= 1
ring per 2 players).
. Instruct students to toss and catch the deck
tennis ring with either hand.
- 4.1 OFGETTS GEAETON SOME COMPETENCE
assign each group to half a deck tennis court.
Position half the group on each side of the net in-a shuttle turnback formation with the first
one in line in the court area and the rest
behind the baseline. Each player shuttles to
the end of the net.
. Attempt to get as many consecutive tosses, and
catches as possible using right hand only left
nand only and either hand.
Variations:
· Have groups compete with each other to determine
which group can make the most consecutive tosses and catches.
Have students alterants
Have students alternate catching near the net and tossing to opponents back court.

5±3

Suggested Objective Place	cement <u>9-12</u> 2,9
Is of deck tennis incl	
e the basic skills of	
	Program Goal
Monitoring Procedures	Possible Resources
ervation. involving catching y tossing.	
	District Resources
	5.24



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ng Copy	Suggested Objective Plac	ement	9-12	
i. The student is abl	e to execute the basic skills of	deck	State Goal	2,9
les. 3. The student values	deck tennis as a leisure activity.	· 	District Goal	•
		. ·	Program Gôal	4,6
;)		Ī		
<u>'</u>	Suggested Monitoring Procedures	Possi	ble Resources	
Tennis Game players per court tennis courts, standards,	Teacher observation.			
and deck tennis rings k tennis, applying skills urned.				
its to keep competition as				
		Distr	ict Resources	
		•	.	
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•	·			



SMALL SCHOOLS PROJECT

- 4	
SUBJECT:	Physical Educat
SPECIFIC AREA	:Individua
	Frisbee
The student	knows:
• varied the fr	hand grips and
• that a	ir bounces, cata mily of frisbee
<u> </u>	
The student	is able to:

- throw accurately to a long distance.
 - · catch the frisbee while
 - experiment with numerou
 - throw a roll curve accu

The student values:

individual and dual fris



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Sports						
		9-12	9	10	11	12
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k thumb, and spinners are from						
n the move at both short and		2				
ve. le techniques.						
isure activities.			. -			
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S PROJECT - Workin	o Conv				
			Suggested Objective P	lacement	
ning Objective(s)_	<u> Partitorio de la compaño de </u>		·	State Goal	
		•		District Goal	
				Program Goal	إلـــل
(s)	<u> </u>	· .			
	46.				
ivities: Grade(s)	Suggested	Monitoring Procedures		
			<u>×</u>		
ivities have been ves.	en written for these				
ves•					•
nal activities ma	y be developed during				
ot phase of the pr	oject.	, , , , , , , ,			
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		3		District Resources	<u> </u>
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San Carrier Control					Page	188e	7 2 6		
JECT: Physical Education		•	į.		\ \alpha \ \alpha \ \ \alpha \alpha \ \	\mathred{m}_{\text{\textit{m}}} \cdot \ \	77		
	, , , , ,	<u>·</u>			1 1	-+		1	
CIFIC AREA:Individual a	ind Dual Spor	ts			1 1	. }		, J	
Golf			•	•		9-12		1	
					+	5-121	9 1	0 11	12
ne student knows;					100	•	•		
· proper body mechanics an	d success.	-				:			
 that stances in golf can 	be open clo	sed, and so	uared.						
the rules for match and the different types of c	medal play. lubs includir	o woode d						- '	
	1 Cladia	rg woods, it	ons, pur	cer.			· · · .		
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student, is able to:		Artista de la companya della companya della companya de la companya de la companya della company					≒		
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 play and score a regulation employ proper strokes and hall and environmental 	on game.]	
POTT BUT SUATTOUMBULST CO	onditions.	ending upon	ine 11e	or the					
analyze performance in go	lf.	.		4				:	`
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student values:	•2					^			- A
golf as a leisure activit	у				•				
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L SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	
lent Learning Objective(s) A. The student is		
The student is able to employ proper strokes	and stances depending upon the lie o	f the District Goal
all and environmental conditions.		Program Goal
ted Area(s)		
ested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Golf Group size: 1-4	Observation.	
Materials: clubs and balls	Score.	
ocedure(s):		
Play a match at one of the various types of courses.	Written test.	
Use appropriate rules of etiquette and scoring.		
Use proper clubs associated with lie of the ball.		
		District Resources
		DISCITCE RESOURCES
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SMALL SCHOOLS PROJECT	/	الح /	t de	ا نام		
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	Page	,	// ﴿	Placeme		.
SUBJECT: Physical Education	<u> </u>	/				
SPECIFIC AREA:Individual and Dual Sports	.					
Gymnastics	1	9-12	9	. 10	îì	12
						\exists
The student knows:					•	
• tumbling and gymnastics are basic to all sports.			•			
 appropriate body mechanics aid performance. basic terminology. 		1 mark				
rules and guidelines for competition.	ļ .			'	· 1.	
• criteria for scoring; i.e. basic deductions.		. "	-			
 fatigue may lead to accidents. safety factors related to equipment and stunts. 						
		•		1		
			ł			
The student is able to				-		
evaluate personal performances.						
combine movements into routines.	.1			, ا		• }.
 perform basic spotting techniques. differentiate between some beginning, intermediate and advanced 				•		
stunts.						
	``]	3.		. 6		
The student values:						
• the contributions of tumbling and gymnastics to overall	٠. ا			. ا		
fitness.						
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SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s) A. The student is knows the criteria for scoring, i.e. basic deduction related to equipment and stunts.

Related Area(s)

Suggested Activities: Grade(s)

Title: Gymnastics Presentation
Group size: class
Materials: handouts, chalkboard or transparencies and overhead projector, film loops

Procedure(s):

- . Describe the various events.
- Explain rules and terminology related to e event.
- . Explain scoring of each event.
- Identify unsafe conditions including spotti use and condition of equipment.
- Demonstrate with use of transparencies, for loops or proficient student.

Suggested Objective Placem ic términology. ne student knows the safety facto gested Monitoring Procedures ten test. . 1 nstration. rvation. E



ment 9-12

ent State Goal 2,9

of District Goal

Program Goal 4,6

Possible Resources

Films:

WOMEN'S GYMNASTICS: An Introduction 14 min

BALANCE BEAM FUNDAMENTALS
15 min

ESD 121 Film Library

District Resources





SMALL SCHOOLS PROJECT - Working Copy	Cunnantal Objection ma	
	Suggested Objective Plan	
Student Learning Objective(s) A. The student knows	the foofbag game utilizes five	hasic State Gnal
		basic State Goal 2,9
kicks. The student is able to perform five basic step	25.	District Goal
		Day 1
		Program Goal 4,6
Related Area(s)		
Suggested Activities: Grade(s)	Subsected Monitories Prince	D
	Suggested Monitoring Procedures	Possible Resources
71.67	A Company of the Comp	
Title: Hacky Sack Kicks Group size: individual or dual		Pastime Enterprises
Materials: hacky sacks		9 P.O. Box 771
Procedure(s):	Skills test.	Oregon City, Oregon 97045
Explain and demonstrate each type of hacky sack		
kick.		The state of the s
Each student works with his/her hacky sack individually, working to attain a certain goal,		
e.g. 10 inside kicks in a row, 10 knee kicks 10		
back kicks, 10 outside kicks, 10 toe kicks.		
Set each class period with individual and/or		
class goals working to improve each individuals skill and performance.		
Note: It is important that each individual work	\$ 4	
at his/her own pace, and that goals are		
, attainable.	and the same of th	
Variation:		District Resources
 With a partner, backy sack is tossed so each type of kick can be practiced. 		
was consumpt actived.		
	A Company of the Comp	
		*
EKUC Production production production		$\delta_{\mathcal{J}_{\mathcal{I}}}$
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Student Learning Objective(s) A. The student knows	that the sack (foofbag) must not	touch State Goal 2,9
above the waist. B. The student is able to kick ove		
		District Goal
		Program Goal 4,6
elated Area(s)		The Art Art Art Art Art Art Art Art Art Art
uggested Activities: 5 Grade(s)	Suggested Monitoring Procedures	Possible Resources
	, oo a saa saa saa saa saa saa saa saa sa	10351016 KeSources
Title: Hacky Sack Net	Tanks at	
Group size: individual or small groups	Teacher observation.	
Materials: @mets or ropes	Skills test.	
Procedure(s): With a partner or two groups, idea is to volley		
the hacky sack over the met or rope.		de la companya de la companya de la companya de la companya de la companya de la companya de la companya de la
. Net height can be varied.	● 1970 - 1. 19	
· Number of kicks on a side can be varied.		
	1	•
Game is basically scored like volleyball. Point is scored if: backy sack is kicked out of		
 Point is scored if: hacky sack is kicked out of bounds; hits the floor; played above the waist 		9,
Point is scored if: hacky sack is kicked out of bounds; hits the floor; played above the waist or exceeds number of kicks on a side.		
 Point is scored if: hacky sack is kicked out of bounds; hits the floor; played above the waist 		
 Point is scored if: hacky sack is kicked out of bounds; hits the floor; played above the waist 		
 Point is scored if: hacky sack is kicked out of bounds; hits the floor; played above the waist 		
 Point is scored if: hacky sack is kicked out of bounds; hits the floor; played above the waist 		District Recourage
 Point is scored if: hacky sack is kicked out of bounds; hits the floor; played above the waist 		District Resources
 Point is scored if: hacky sack is kicked out of bounds; hits the floor; played above the waist 		District Resources
 Point is scored if: hacky sack is kicked out of bounds; hits the floor; played above the waist 		District Resources
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 Point is scored if: hacky sack is kicked out of bounds; hits the floor; played above the waist 		District Resources
Point is scored if: hacky sack is kicked out of bounds; hits the floor; played above the waist or exceeds number of kicks on a side.		District Resources
 Point is scored if: hacky sack is kicked out of bounds; hits the floor; played above the waist 		District Resources

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SMALL SCHOOLS PROJECT			, ad	
		Suggested C	r r	.
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SUBJECT: Physical Education	Pago	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	Dis.	
SPECIFIC AREA: Individual and Dual Sports				
Handball.	1	9-12	9 10	11 12
The student knows:	1			
handball is an individual sport involving the skills of				
serving, receiving and striking with either hand. rules and scoring procedures for both singles and doubles.		- 3 em	. 7	
• the terminology related to handball.				
The student is able to:			•	
demonstrate a variety of legal shots.				
participate in singles or doubles game using appropriate rules, strategies and techniques.				
The student values:				
• handball as a vigorous leisure activity.				
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Learning Objectiv	ve(s)	***	- 6	ine.		1		
						 .	State Goal	
		<u> </u>	-		<u> </u>		District Goal	2_2
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Area(s)_						- 	Program Goal	
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d Activities: Gra	ade(c)					• 70		
			Suggeste	d Monitoring	Procedures	Poss	ble Resources	
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SUBJECT	<u>Physical</u>	Education						\int_{∞}	1 9		
SPECIFI	C AREA:Ind	lividual and	i Dual Spor	rts			, A				
				•			-				
	H1k	ing and Out	door Survi	lva1				9-12	9	10	1
The si	tudent knows:										
• 1	now to warm up.	and stretch	for a half	•	• • • • • • • • • • • • • • • • • • •						· ·
•	proper equipment	t needed fo	r hikino a	מידעילעם	1.	, , ,		· .			
• •	basic survival :	skills e.g.	man comp	ass, shelt	er.						.*.
• •	pasic first aid	for surviv	al.								
		,				<u> </u>	-				
The at	udont do -11-	•			_	- 44	T	·]	1	- I.	
The st	udent is able t	to: .			· · · · • • • • • • • • • • • • • • • •				3.0		ج. الأما
• p	articipate in a	a hiking ac	tivity.						3 0		1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1
• p		a hiking ac	tivity. activity.				•				1. T
• p	articipate in a	a hiking ac	tivity.	7			3				1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
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p p	articipate in a articipate in a articipate in a	hiking ac	activity.								
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The sta	articipate in a articipate in a articipate in a udent values: iking as a heal afety precautic	thful leisu	activity.	y. Dot travel	in wi					Ta	
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CHOOLS PROJECT - Working Copy	. E	Suggested Objective	Placement.	-
Learning Objective(s)				
			State Go	
est.			District	Goa 1
Area(s)			Program (Goal
area(s)	***		4:	
d Activities: Grade(s)	•			
oraue(s)	Suggested	Monitoring Procedure	Possible Resou	rces
o activities have been written for these bjectives.				
iditional activities may be developed during ne pilot phase of the project.				
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	<u> </u>		District Resour	ces
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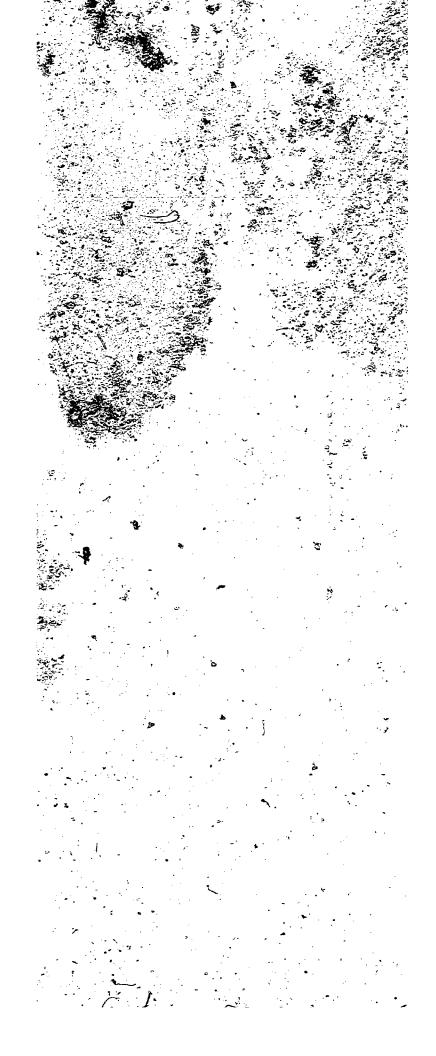
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		[]	Grade			
SMALL SCHOOLS PROJECT		' /,	z . /	/		
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	J. ag		7/-/	E Z		•
SUBJECT: Physical Education		100		3 J. 7.	<u> </u>	
SPECIFIC AREA: Individual and Dual Sports		6	1			
						1
Horseshoe Pitching	<u>`</u>	9-i2	j ğʻ	10	-11	
The student knows:	٠.			این و		
how to set up an official horseshoe pit with needed equipment.	.		• (
of the official rules for scoring in horseshoe including ringer	• • •	(**)	1 3	3		-
Teaner and closest shoe.			[!	-	٠,	
basic skills of horseshoe pitching e.g. grip, sight, stance, pitch, release and follow-through.					-	
	j					
	.]			,		ĺ
The student is able to:	-		ار	c		
score a game of horseshoes correctly.		,				
. execute the pitch, using the appropriate forms including twist						ŀ
pitch and the flip pitch. to apply learned knowledge, skill, and strategy in a game						
situation.	, 1					
	N.					
The second secon		ŀ				
The student values:].		
· horseshoe pitching as a leisure activity.					•	
		. •		B.		
		` • 1	•	- 1		
		- 1	i	- 4 : 1 ¹	' .	
	· .				'	



SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plan	cement
Student Learning Objective(c)		117
Student Learning Objective(s) A. The student knows t	he official rules for playing and so	oring State Goal 2.9
	· · · · · · · · · · · · · · · · · · ·	
in_horseshoes_including ringers, leaners and closest	shoe. B. The student is able to sc	ore a District Goal
		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
game correctly. C. The student is able to apply leg	armed knowledge, skill and strategy	in a Program Goal 1,60
Related Area(s)	iling as a leisure activity.	
Suggested Activities: Crade(s) 9-12	Suggested Monitoring Procedures	Pagaible Paga
	- 100	Possible Resources
Title: Horseshoe Pitching	Check to see that players are	Physical Education, Galifornia
Group size: 2 or 4	observing the correct rules.	Department of Education.
Materials: horseshoes	when throwing.	
Procedure(s):		The second secon
A coin is tossed (shoe will work) to determine	Assist students in measuring to	
who pitches first. Winner has choice.	determine ringers, leaners and	
At beginning of a new game, loser of previous	closest to the stake shoes.	
game pitches first. 3,		
If slab or box is not provided, players must		
have instep of rear foot not farther forward than stake position.		
. Thrower may stand on otherseld as a sale		
Thrower may stand on either side of stake. Each thrower throws his shoes in sequence.		
Shoe pitched while player is not standing in		
legal position is a foul shoe and will not be		
scored.		1 5
· A player may not touch his or opponents shoe		<u> </u>
after they have been pitched until final		District Resources
decision is made as to scoring. If shoes are		
touched, shoe is declared foul, the opponent is		
entitled to the new score determined by position		
of his same relation to the stake.		Mill the many that the same of the
shop deircles a stake far enough to		
permit edge to touch both heel calks		
simultaheouglylis a ringer.		
when a thrown shoe moves a shoe already at a		
stake, all shoes are scored in their new		
position. A removed ringer does not score.		Sho
Then a player knocks a non-ringer to a ringer		579
5 ERIC osition, the changed shoes have scoting value.		
A leaner is a shoe that comes to rest leaning on		<u> </u>

SMALL SCHOOLS PROJECT	Papa	Suggested C.	'strict Placement's
SUBJECT: Physical Processing Specific AREA: Individual and Duck Saans		/ v	/ ã
Pickle Ball	1	0.10	
The student knows:	, .	9-12	9 10
the rules and scoring procedures for the game. that pickle ball can be played either in singles or doubles.	5 12.5		
The student is able to:			
 perform the hard and lob serve. perform the lob, smash and dink shot. serve a ball underhand into a designated court. return a ball over a net consistently using forehand and backhand strokes. 			100
score a game. play in an official pickle ball game.		3C - 29	
The student values:			
 pickle ball as a court game that can be played for a lifetime. that good sportsmanship implies making honest calls. 			







SMALL SCHOOLS PROJECT Working Copy	Suggested Object P	lacement9_12
Student Learning Objective(s) A. The student knows		
simples or doubles. By The and San King		either State Goal 2,9,
singles or doubles. B. The student is able to ex	ecute pickleball skills, e.g. for	ehand; District Goal
backhand, serve. C. The student values pickleball a	S'a Court game that can be played	for a Program Coal //
lifetime. Related Area(s)	And the party of t	ror a Program Goal 4,6.
Cunnant & A Lead of the Control of t		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Volley-Pickleball	Teacher observation.	
Group size: pairs or group of four		
Materials: pickleball paddle, pickleball Procedure(s):	Skills test.	
· With a partner, volley the pickleball using		
either a forehand stroke, a backhand stroke or		
combination forehand and backhand. A point is scored if the ball hits the floor or		
an incorrect stroke is used.		
· A game to lists of 11 points.		
Variations: Add a beance.		
· Player who gets three points first takes on a		
new challenger		
		District Resources
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ALL SCHOOLS PROJECT - Working Copy Suggested Objective Placement mearning Objective(s) eball can be played as either State Goal ated Area(s) gested Activities: Grade(s) Suggested Monitoring Procedures Possible Resources # 4-Square Pickleball Teacher observation Group size: groups of four pickleball paddle, pickleball. Skills test In groups of four, utilize floor space to set, up 4-square courts, lines or masking tape can be Person in #1 square begins by serving underhand to.#2, #3 or #4. Play continues using forehand or backhand strokes until ball is dead. Ball must be hit after one Counce. Object is to stay and maintain the 1/2 square by forcing your opponents into committing an error. Rotation - Whenever an error is made, player, moves to the #4 square, e.g. if player #2 commits an error, he/she moves to #4, #4 player to #3, #3 player moves



SUBJECT: Physical Education	Page Suggesto
SPECIFIC AREA: Individual and Dual Sports Racketball	
The student knows: the basic rules, terms, scoring, safety, and etiquette of the game. the standard equipment used such as, balls, eye guards, gloves. how to modify rackerballs to the dysical environment available the history of rackerballs. the basic strategies of the game. The student is at to: perform the basic skills of the game including, stance, court positioning, forehand, backhand, and overhead strokes. perform a variety of serves. execute basic shots including, passing shorts, well or alley shots, angle pass, cross court pass lob, drap, celling.	
The student values: that racketball contributes to one's overall physical fitness. that racketball is a good leisure pursuit.	



SMALL SCHOOLS PROJECT - Working Copy		Suggested Object	ive Placement	- **	
Student Learning Objective(s)				State Goal	*
		., • • • • • • • • • • • • • • • • • • •	•	District Goal	<u>·</u>
			,		,
Related Area(s)				Program Goal	•
				**	
Suggested Activities: Grade(s)					\$
		ested Monitoring Proc	edures Poss	ible Resources .	•.
No attivities have been written objectives.					•
Additional activities may be developed the pilot phase of the project.	ed during		₹		, •
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			Distr	ict Resources	
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SMALL SCHOOL'S SPECIFIC AREA: The student k that in i rol. spec rol some of t The student is skate bac perform c stop saf∈ stop and perform 1 skate wit The student va skating a



. SMALL SCHOOLS PROJECT - Wor	king Copy		Suggested Objecti	ve Placement
Student Learning Objective(ŝ)			
				State
				Distr
Related Area(s)	<u> </u>			Progr.
			And Andrews	
Suggested Activities: Grade	e(s)/		ed Markowing Proced	ures Possible Re
No activities have objectives.	المو			
additional activities the pilot phase of the	may be developed of project.	during		
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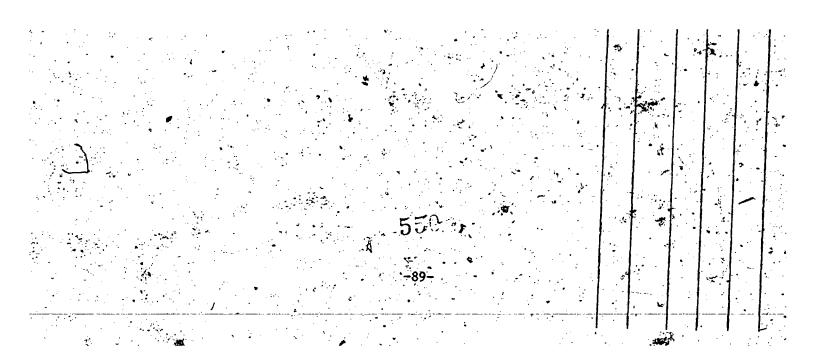
SUBJECT: Physical E SPECIFIC AREA: Indiv Self | The student knows: strategies for pre the ways in whice weapons. vulnerable body pa the definition of nelson, countering that self defense as judo and karate that screaming and The student is able to: perform kicks and demonstrate proper techniques.

The student values:

confident and resp

describe proper pr evaluate performan deliver kicks and







WOLD FAMILE - WOLKING COPY	Suggested Objective Place	cement
earning Objective(s)		State Goal
		District Goal
area(s)		Program Goal
rea(s)		 *
Activities: Grade(s)	T Comment No.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	Suggested Monitoring Procedures	Possible Resources
activities have been written for these jectives.		
ditional activities may be developed during e pilot phase of the project.		
	•	
		District Resources
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	SMALL SCHOOLS PROJECT	·		$\frac{{}^{\mathrm{c}}{}^{\mathrm{f}}{}^{\mathrm{a}}{}^{\mathrm{d}}{}_{\mathrm{e}}}{}$	/ ·		•
,	SUBJECT: Physical Education		Suggested	Die	Placemen		· .
. }	SPECIFIC AREA: <u>Individual and Dual Sports</u>		1				-
		1					
	Skling	+	9-12	9	10	11	12
	The student knows:				·		
	 the differences between downhill skiing, and cross-country skiing. how to select proper equipment. the basic skills of skiing include hill climbing, snow plowing, turning and braking. the essential elements of caring for the equipment including 		C			•	
	water-proofing and waxing.				.		
•						. : /	
	The student is able to:						
(evaluate his or her own performance in skiing. select the proper skiing equipment using accepted criteria. demonstrate the basic skills of downhill skiing. describe proper safety procedures for skiing. to adapt his downhill and cross-country skiing techniques to changes in snow conditions and terrain. 	,		•			•
• •	The student values:			-			
	 skiing as a leisure activity that enhances physical fitness. safe conduct on the slopes. 				•		
		•	-		*		·
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	
Student Learning Objective(s) A: The student knows the	e difference between downhill skiin	and State Goal, 2,9
cross country skiing.		District Goal
		22001200 0001
0		Program Goal 1;7
Related Area(s)		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: View Films or Film Strips Croup size: entire class Materials: training films or film strips on cross-country and downhill	Preview materials prior to use with class to assure appropriate learning resources.	Wash. State Film Library. Local Ski Shop Manager. Local Ski School Director.
Procedure(s): Contact the nearest ski shop, ski school, ski		SKIING ABOVE THE CLOUDS,
club and/or film library and select films or film strips that provide an orientation to cross-country or downhill (alpine) skiing and describe		TAKE OFF, 10 minutes. E.S.D. #121 films
some of the basic skills involved with each. Discuss with the class the basic skills of each. Determine the types of physical training needed		
to prepare for skiing either downhill or cross-country.		
		District Resources
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MALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	gement 9-12
tudent Learning Objective(s) A. The student knows ho	w to select proper equipment. B.	The State Goal 2,9
student is able to select the proper skiing equipment.		District Goal
		Program Goal 1,7
elated Area(s)		
uggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
<u> </u>	buggested monitoring frocedures .	Lossinie vesonices
		7
Title: Field Trip to a Ski Shop	Administer a written test to	Local Ski Shops.
Group size: 10-20	determine the learning that	Ski School Director
Materials: None Procedure(s):	takes place.	
. Contact the nearest ski shop manager and arrange		
a date for the class to visit the ski shop.		
• Make transportation arrangements well in	4	
advance.		
Orient students and shop manager to the purpose		
of the field trip and identify specific concepts		
to learn:		•
How to fit a ski boot properly.		
What to know about bindings.	8	
How to match a ski to your ability and likes.		
Types of clothing materials and their protective		
qualities.		
Variations:		
Invite a ski shop manager or ski school director .	,	- District Resources
to the class to highlight the concepts of		•
equipment selection and show samples of the		
latest trends.		· Programme in the
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and the same the same and the same the same the same the same same the same	to adapt his downhill and cross-c	ountry State Goal	2,9
skiing techniques to changes in snow conditions and terr	ain.	District Goal	
		Program Goal	1,7
elated Area(s)	•		
			•
ggested Activities: Grade(s)_,	Suggested Monitoring Procedures	Possible Resources	
Title: Skill Drills	Teacher observation.	1.0	id a
Group size: 5-10		<u>.</u>	
Materials: students equipped and dressed			
for downhill (Alpine) skiing (snow)			•
Procedure(s):			
• Teach students the basic skills for Alpine			
skiing using the progression of straight			
running, gliding wedge, wedge stop (snow plow), wedge turns, basic Christies, etc.			• :
Demonstrate proper form and skill technique.			•
· Critique each student as they take turns	: 1		
		ή ,	
practicing the skill demonstrated.			
 Apply skill as you move the group over 			
 Apply skill as you move the group over appropriate terrain (follow the leader). 			
 Apply skill as you move the group over 			
 Apply skill as you move the group over appropriate terrain (follow the leader). Demonstrate the next skill and repeat the 		District Resources	
 Apply skill as you move the group over appropriate terrain (follow the leader). Demonstrate the next skill and repeat the 		District Resources	
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SMALL SCHOOLS PROJECT	1	/ /	urade L	/	٠	
SUBJECT: Physical Education	Page	Suggested	Die	Placemen	·	
		=======================================				
SPECIFIC AREA: Individual and Dual Sports	1	. :				
Table Tennis	1-4	9-12	9	10	11	12
The student knows:			1			
. that table tennis can be played individually or with a			* . =			
partner. the difference between singles and doubles rules.						•
			7.8			
The student is able to:						
			·			
 employ strategies such as playing to an opponent's weaknesses, e.g. hitting to the backhand, short shots, using English and varying the speed of return shots. create and play modified table tennis games such as Around the World. 	, ,	,,,,				
						•
The student values:		•				
table tennis as a leisure activity. proper use of equipment.				•		•••
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Related Area(s) Suggested Activities: Grade(s) Suggested Monitoring Procedur Title: Round the Table Group size: 4-6 Materials: table tennis tables, paddles, ping-pong balts. Procedure(s): At each table tennis table a group of four. A regulation doubles game is played After each, bit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: Six at a table - two on each end, two on each side. Side people can not touch the ball until they rotate to the end.	
Title: Round the Table Group size: 4-6 Materials: table tennis tables, paddles, ping-pong balls Procedure(s): At each table tennis table a group of four. A regulation doubles game is played. After each, hit participants rotate clockwise around the table attempting to keep the ball in play. Game can be played for points or length of time ball can be kept in play. Variation: Six at a table - two on each end, two on each side. Side people can not touch the ball until they rotate to the end.	District Goal
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ball can be kept in play. Variation: Six at a table - two on each end, two on each side. Side people can not touch the ball until they rotate to the end.	
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Six at a table - two on each end, two on each side. Side people can not touch the ball until they rotate to the end.	
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SUBJECT: Physical Education SPECIFIC AREA: Individual and Dual Sports Tennis 9-12 9 10 The student knows: that tennis originated in Europe. terminology associated with the game. rules and scoring procedures, for both singles, doubles, pro-sets and sudden, death. boundaries of the court for both singles and doubles. The student is able to: execute basic skills with the appropriate body mechanics and form. employ strategies involved in playing singles and doubles. exhibit proper etiquette associated with the game of tennis. exhibit proper etiquette associated with the game of tennis. evaluate his/her performance. The student values: tennis as a game contributing to one's physical fitness and well being.	1	ROJECT	D	•			. /		ent Grade	ر في د	בים בים בים בים בים בים בים בים בים בים
The student is able to: - execute basic skills with the appropriate body mechanics and form. - execute basic skills with the appropriate body mechanics and form. - employ strategies involved in playing singles and doubles. The student values: - tennis as a game contributing to one's physical fitness and						•		88est	$J_{acem}^{p_I}$	$^{strict}_{^{ol}}$	₹.
The student knows: that tennis originated in Europe. terminology associated with the game. rules and scoring procedures, for both singles, doubles, pro-sets and sudden death. boundaries of the court for both singles and doubles. The student is able to: execute basic skills with the appropriate body mechanics and form. employ strategies involved in playing singles and doubles. exhibit proper etiquette associated with the game of tennis. evaluate his/her performance. The student values: tennis as a game contributing to one's physical fitness and	CT.: Phy	sical Educat	ion 😉		· , · · · · · · · · · · · · · · · · · ·		J a	S_{u}		5	
The student knows: that tennis originated in Europe. terminology associated with the game. rules and scoring procedures, for both singles, doubles, pro-sets and sudden death. boundaries of the court for both singles and doubles. The student is able to: execute basic skills with the appropriate body mechanics and form. employ strategies involved in playing singles and doubles. exhibit proper etiquette associated with the game of tennis. evaluate his/her performance. The student values: tennis as a game contributing to one's physical fitness and	FIC AREA: _	<u> Individual</u>	and Dual Spo	rťs						1	
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The student values: tennis as a game contributing to one's physical fitness and	form. employ stra	ategies invol	lved in playin	ng singles	and doubl	es•					•
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement <u>9-12-</u>
Student Learning Objective(s) A. The student knows to	terminology associated with the	game. State Goal 2,9
		District Goal
		Program Goal 4.6
Related Area(s)		4,0
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Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Serve/Receive Game Group size: small (two per court) Macerials: tennis rackets, balls and net Procedure(s):	Teacher observation. Skills test.	Films: TENNIS BASICS: THE SERVE E.S.D. #121
 Partners serve and receive to and from each other. Server serves ten serves and gets one point for each one that is good. Two points if it is in the corner. Receiver receives serve, two points for down the alley, two points for cross-court or one point 		
for anywhere. Rotate server.	•	
		District Resources
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UBJECT: Physi	cal Educa	tion			·		•		A Pag		'بہ م /		87 d	•	
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	Track and	• •		¥					1.					,	١.
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The student knows:				· .	•	•	- . ·	;			` :				
• that track a	nd field	is an i	ndivi	dual s	ort th	nat inv	olves	s the	•			,			
7. skills of run warm-ups an	re an	mping and importar	d thro	owing. ingredi	ent	for	succes	sful		:	8				
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and field.								rack							
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SMALL SCHOOLS PROJECT - Working Copy	. Suggested Objective Pla	cement 9-12
Student Learning Objective(s) A. The student knows the	at track and field is an individual	sport State Goal 2,9
that \involves the skills of running, jumping and thro		
proper form in running jumping and throwing.		Program Goal 4,6
Related Area(s)		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Running Drill Group size: class Materials: field 50 vards long Procedure(s): Focus on arm action (sprinter and distance). High knee' run through. Running high, tippie toe. Foward bounding; lifting bent knee then kicking leg straight. Running on straight line. Easy form running. Rèlay races short and long for training devises.	Observe, the skill of running - express all sign of improvement. Test in running time.	District Resources
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement 9-12
Student Learning Objective(s) A. The student knows wa	rm-ups are an important ingredient	for State Goal 2,9
successful participation. B. The student is able to	demonstrate appropriate warm-ups rel	ated District Goal
to specific events.		Program Goal 4,6
Related Area(s)		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Warm Up and Learning Group size: full class participation Materials: gym or field space and marked	Observe techniques and skill of student abilities.	
Procedure(s): Use group training for specific running form drills that are exciting and fun.	Test on speed, distance and height.	
Have the class participate in developing skills, techniques and safety of the throwing events. Have students use the proper techniques and skills in jumping, e.g. take off, proper foot, approach run and body coordination.		
		District Resources
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 9-12
Student Learning Objective(s) A. The student knows tha	t track and field is an individual	
that involves the skills of running, jumping and throwin		
		District Goal
		Program Goal 4,6
elated Area(s)		:
rggested 'Activities: Grade(s)'		
Aggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Throwing Group size: four groups	Observe techniques and skill.	
Materials: shot put, discus Procedure(s):	Record individual distance of	
 Have students develop the skills and techniques needed to throw the shot put and the discus. Stress safety with the students. 	the students.	
• Set up competitive relays in throwing, combining students with lesser skills with those who are good in the events.		
		District Resources
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SMBJE	T: Physical Education	. \ _{\\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\}		/	7		
SPECT			-				Ť
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 	Tumbling	1_	9-12	9	10	.11	12
The	student knows:	,	,	i			
•	that tumbling consists of rolling, jumping, skipping, sliding				nyr _		· .
	balancing and other movement skills.	"					
• . • .	warming-up is fundamental to successful participation. that spotting and safety procedures are important.						
							·
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The.	tudent is able to:			.			* /
.•	execute simple and complex tumbling stunts with appropriat	e	- '		.	- - : ,	
•	body mechanics. combine stunts into routines.			٠ ۽	. :	•	
•	develop routines showing changes of directions, levels, an	d l					
•	pauses with smooth transition. spot other students in simple tumbling stunts.	1 1		'			
		- ·	. [.		, ,
The	tudent values:	†			Y		,
•	tumbling as a basis for movement in nearly all sports and		\$			$ \cdot $	-
	activities.						
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HOOLS PROJECT - Working Copy	Suggested Objective Plac	ement <u>9-12</u>
Learning Objective(s) A. The student knows that	rt tumbling consists of rolling, jump	oing, State Goal 2,9
tas validins halamatas ani seban mayaman akilla	D ma	
ing, sliding, balancing and other movement skills and complex tumbling stunts with appropriate t	• b. The student is able to exe	District Goal
ing as a basis for movement in nearly all sports an	d opedwielog	
and as a sasis for movement in hearty all sports an	id activities.	Program Goal 1,3,4
Area(s)		
d Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Tumbling Circuit	Teacher observation.	ERCAPEP: Physical Education
Group size: entire class, divided into		Programmed Activities for
small groups	Skills test.	Grades 4-6, Columbus, Ohio,
Materials: tumbling mats		Charles E. Merrill
ure(s);		Publishing, Co.
et up a variety of stations designed to		
ccommodate a variety of tumbling skills and		•
ctivities.		
tilize maximum floor space, wall space and		
trive for maximum participation.		
twide the class into groups with each group	7.	
eginning at one station.		
ach group rotates to each station for a		
pecific time period until all stations have		
een visited.		
ariations:		
group can work at one station each day		
tilizing skills taught in class and then work	,	District Resources
n individual goals.		
ombine two groups and the skills they have		
earned at each station so they can teach the		
ther group those saills.		
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement <u>9-12</u>
Student Learning Objective(s) A. The student knows	warming-up is fundamental to succe	ssful State Goal 2,9
participation. B. The student is able to combine st	unts into routines. C. The studer	nt is District Goal
able to develop routines showing showing as dimen		
transitions. Related Area(s)	ctions, levels and pauses with s	mooth Program Goal 1,3,4
intacted Alea(6)		 -
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
	<u> </u>	
Title: Tumbling Combo's or Build-ups Group size: entire class	Teacher observation.	ERCAPEP: Physical Education
	00.11	Programmed Activities for
Materials: tumbling mats Procedure(s):	Skills test.	Grades 4-6, Columbus, Ohio,
• Set up a variety of tumbling stations.		Charles E. Merrill
Divide the class into small groups of two to		Publishing, Co.
four.		.
Begin each group at a station.		• 1
Before station skills are begun, each group is		
instructed to do some warm-up activities of		[
their choice.		,
Each group is to select three stunts or skills		•
they would like to practice.		
After a time period, each group chooses another		
station and adds or combines three skills or	*	A Commence of the second of th
stunts to previous station skills.		
• Each group then rotates to another station and		
utilizes three more skills to add to previous		District Resources
skills.		
. Note: The idea is to create a combo or routine		
• of skills and stunts.		
• Only one group can be at each station at one	•	
time.		
Variation:		
• After a routine has been put together, group can		•
build down or break up routine from complex to		
simple or twelve skills to one skill.		The same of the sa
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And their recommendation state:		
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Title: Spotting for Safety and Fun Group size: entire class divided into groups of three Student obs Materials: tumbling mats Procedure(s): Divide the class into small groups of three. Each student in each group executes three to four tumbling skills while group members spot and evaluate each other's performance. Rotate until all group members have executed tumbling skills and spotted. Variations: one member executes tumbling skills. one member spots. one member evaluates spotting technique.	and safety procedures are State Goal 2.9
Itle: Spotting for Safety and Fun Teacher obs Group size: entire class divided into groups of three Materials: tumbling mats Procedure(s): Divide the class into small groups of three. Each student in each group executes three to four tumbling skills while group members spot and evaluate each other's performance. Rotate until all group members have executed tumbling skills and spotted. Variations: one member executes tumbling skills. one member evaluates spotting technique.	
Suggested Activities: Grade(s) Suggested Title: Spotting for Safety and Fun Group size: entire class divided into groups of three Materials: tumbling mats Procedure(s): Divide the class into small groups of three. Each student in each group executes three to four tumbling skills while group members spot and evaluate each other's performance. Rotate_until all group members have executed tumbling skills and spotted. Variations: one member executes tumbling skills. one member evaluates spotting technique.	tumbling stunts. District Goal
Suggested Activities: Grade(s) Title: Spotting for Safety and Fun Group size: entire class divided into groups of three Materials: tumbling mats Procedure(s): Divide the class into small groups of three. Each student in each group executes three to four tumbling skills while group members spot and evaluate each other's performance. Rotate_until all group members have executed tumbling skills and spotted. Variations: one member executes tumbling skills. one member evaluates spotting technique.	Program Goal 1,3,4
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Assign different spotting techniques to different groups who learn to do them correctly. Then have each group teach those spotting skills to another group or the entire class. 501 -114-	National Association for Gi

SUBJECT: Physical Education SPECIFIC AREA: Andividual and Dual Sports Weight Training 9-12 9 10 1	OJECT.			/	ر ا	rade			
Weight Training 9-12 9 10 1 The student knows: that weight training is a very useful rehabilitation tool for injuries. the basic principles of overload and repetition. the safety procedures of weightlifting including weight selection and sporting. that the basic lifts include military press, bench press, curl, snatch, clean and jerk, shrug and squat. The student is able to: use proper breathing techniques during lifting activities. demonstrate proper safety procedures of sporting. execute the various weightlifting skills using the appropriate form. increase arm strength, leg strength, and endurance by applying weight training skills. The student values: weight training as an aid to one's overall level of physical fitness and positive self image.	No.		•		7	ן װֵּ <i>[</i>	ž	יוור	. •
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The student values: • weight training as an aid to one's overall level of physical fitness and positive self image.	e various weightlifting skills usi	ing the appr	: 1						
• weight training as an aid to one's overall level of physical fitness and positive self image.	e various weightlifting skills usi om strength, leg strength, and end	ing the appr	: 1	٠.					
• weight training as an aid to one's overall level of physical fitness and positive self image.	e various weightlifting skills usi om strength, leg strength, and end	ing the appr	: 1	5	•				
fitness and positive self image.	e various weightlifting skills usi om strength, leg strength, and end	ing the appr	: 1	< .	•				
fitness and positive self image.	e various weightlifting skills usion strength, leg strength, and end ning skills.	ing the appr	: 1	4	•				
12 500	e various weightlifting skills usion strength, leg strength, and endining skills.	ing the appr	pplying	<i>x</i>	•				
503	e various weightlifting skills usion strength, leg strength, and endining skills. Hes: Lining as an aid to one's overall	ing the appr	pplying		•				
	e various weightlifting skills usion strength, leg strength, and endining skills. Hes: Lining as an aid to one's overall	ing the appr	pplying	<					
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	e various weightlifting skills usion strength, leg strength, and endining skills. Hes: Lining as an aid to one's overall	ing the appr	pplying						
	e various weightlifting skills usion strength, leg strength, and endining skills. Hes: Lining as an aid to one's overall	ing the appr	pplying						

bench.)

head and assists the lifter if he/she fails to raise the bar, (also to return the bar to the

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SMALL SCHOOLS PROJECT - Working Copy Suggested Objective Placement	9-12	
Student Learning Objective(s) A. The student knows that weight training is a very useful	State Goal	2,9
rehabilitation tool for injuries. B. The student knows the basic principles of overload and		
repetition. C. The student is able to increase arm strength, leg strength and endurance by	District Goal	,
applying weight training skills. D. The student values weight training as an aid to one's	1	
overall level of physical fitness and positive self image.	Program Goal	1,3,4

Program Goal

Related Area(s)

Suggested Activities: Grade(s)	Suggested: Monitoring Procedures	Possible Resources
· · · · · · · · · · · · · · · · · · ·		
Title: Weight Training Group size: small (depends on equipment) Materials: weights, bench Procedure(s):	Teacher observation.	
Point out to students that in order to achieve results with weight training they must be		
consistent in their schedule of workouts. Have the student choose a weight exercise that pertains to the muscle he/she wants to improve or rehabilitate. Students should use a weight they can handle easily for eight repetitions.* Have students do three sets* with the same weight.		
 Have students do three sets of eight repetitions with the same weight then add 10 lbs. at the next workout. Note: Every other day is ideal for workout. *Any exercise done one time is a repetition. 		District Resources
Eight repetitions is one set. Rest from one to three minutes between sets.	,	

SMALL SCHOOLS PROJECT			ent fade	/	• 305		
SUBJECT: Physical Education	Page	Suggested	7.48Cem	Placement	-	•	1
							1
SPECIFIC AREA: Individual and Dual Sports							
Wrestling	٠.	9-12	9	10	11	12	
The student knows:							-
 wrestlers compete by weight classes. the length of wrestling matches varies with different levels of competition. the basic rules and regulations of a match. wrestling is an individual sport which consists of four main 			y		•		
skills: takedowns, breakdowns, reversals and escapes.					·		
							ĺ
The student is able to:							
 perform the four main wrestling skills using the appropriate body mechanics, form and rules. demonstrate the three wrestling starting positions. demonstrate proper warm-up procedures before wrestling. perform a variety of takedowns, breakdowns, reversals and escapes. officiate a wrestling match. 		•					,
		·;			.		
The student values:				,	1.		•
 wrestling as a compative sport which builds strength, flexibility and endurance. the safety of holds. 			S			•	
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SMALL SCHOOLS PROJECT - Working	Сору		•	Sugges	ted Objectiv	e Placement	9-12	; · · ·
Student Learning Objective(s)	A. The	student knows	that wrestl				5 m	2,9
consists of four main skills:					,		District Goal	
able to demonstrate the three	wrestling	starting pos	sitions.	ř	•		Program Goal	1,3,4
Related Area(s)						v.		¥. 7

Suggested Activities: Grade(s) 9-12

Possible Resources.

Title: Starting Positions Group size: class (20-25)

Materials: standard wrestling mat

Procedure(s):

- In the "basic athletic" position stand with legs shoulder width apart with knees flexed.
- Place hands on both knees. Straighten the back and keep head forward.
- Take both hands off knees and hold in front, palms down.
- Move to right, left, forward, back. Do not cross feet when moving.
- In the bottom of the "referee's position" the student is on all fours on the mat with knees shoulder, width apart. Hands are the same distance apart and one foot ahead of knees. The elbows are in, arms slightly flexed. The toes are curled with the head up and back arched.
- With the "referee's position" top, the wrestler is off to the side; legs cannot touch any part of opponents body. Right knee on mat, left knee up and behind. The left arm is around the opponent's waist, palm of hand on the navel. The right hand should be on the opponent's elbow with thumb on the backside of elbow, fingers in front. The chest is on the lower back and head looking down the mid-line of the back.

Teacher observation.

Suggested Monitoring Procedures

As room allows, pair students and have them practice procedures on the teacher's signal. All perform at once and the teacher can correct errors.

Gianakaris, George, Action
Drilling in Wrestling, New
Jersey, A.S. Barnes & Co. Inc.,
1969.

District Resources

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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 9-12
Student Learning Objective(s) A. The student knows the	e basic rules and regulations of a ma	stch. State Goal 2,9
B. The student knows the length of wrestling mat	ches varies with different levels	of District Goal
competition. C. The student values wrestling as a flexibility and endurance. D. The student values the s	combative sport which builds stren	gth, Program Goal 1,3,4
Related Area(s)	erecy or noids.	
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Wrestling Match Group size: 20-30	Teacher observation.	Gianakaris, George, Action Drilling in Wrestling, New
Materials: standard wrestling mats, clock, whistle	Teacher referees standard high school match of three, two-	Jersey, A.S. Barnes & Co. Inc. 1969.
Procedure(s): Match begins with wrestlers on their feet facing	minute rounds with one-minute rest between rounds.	
one another. Referee's whistle begins the match. At the end of the first round, a coin is	Students will take turns ref-	
flipped and the winner has a choice of positions	ereeing matches.	
for the next round, with positions reversed for the third round.		
. The match ends when one, or both shoulders of		
one wrestler are pinned to the mat for a count		
of one and a half seconds or if one wrestler has accumulated more points at the end of the three		
Tounds.		
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of four main skills: takedowns, breakdowns, reversals and escapes. B. The student is District Goal perform a variety of takedowns, breakdowns, reversals and escapes. C. The student Program Goal 1,3,4 as afety of holds. a(s) Title: Escapes (Set Out) Group size: large class Haterials: standard vrestling mat their weight to right foot and left hand. students bring their right foot forward and their weight to right foot and left hand students throw the left foot forward as student then pivots on the left knee and wand turns to face his/her opponent. By for action. District Resources Teacher observation. Hake sure when setting out that the students in one motion to avoid being pulled back onto his/her back. District Resources District Resources District Resources	S' PROJECT - Working Copy	Suggested Objective Plac	
perform a variety of takedowns, breakdowns, reversals and escapes. C. The student Program Goal 1,3,4 e safety of holds. a(s) Ctivities: Grade(s) 9-12 Suggested Monitoring Procedures Feacher observation: Teacher observation: Teacher observation: Make sure when setting out that the students bring their right foot forward and their weight to right foot and left handstudents throw the left foot forward as far ossible and drop on their left elbow. Student then pivots on the left knee and w and turns to face his/her opponent. The student throws his/her arms forward by for action.			
e safety of holds. a(s) Suggested Monitoring Procedures Fossible Resources Title: Escapes (Set Out) Group size: large class Maferials: standard wrestling mat (s): Students bring their right foot forward and their weight to right foot and left hand. students throw the left foot forward as far ossible and drop on their left elbow. student then pivots on the left knee and w and turns to face his/her opponent. lly the student throws his/her arms forward y for action.		•	
Title: Escapes (Set Out) Group size: large class Materials: standard wrestling mat (5): students bring their right foot forward and their weight to right foot and left hands students throw the left foot forward as far ossible and drop on their left elbow. student then pivots on the left knee and w and turns to face his/her opponent. lly the student throws his/her arms forward y for action. Suggested Monitoring Procedures Possible Resources Hess, Irwin, T., Physical Education for High School Students, 1970, AAHPER.	safety of holds.	reversals and escapes. C. The stu	dent Program Goal 1,3,4
Title: Escapes (Set Out) Group size: large class Materials: standard wrestling mat (s): Students bring their right foot forward and t their weight to right foot and left hands students throw the left foot forward as far ossible and drop on their left elbow. student then pivots on the left knee and w and turns to face his/her opponent. lly the student throws his/her arms forward y for action.			
Group size: large class Materials: standard wrestling mat (s): Students bring their right foot forward and their weight to right foot and left hand. students throw the left foot forward as far cossible and drop on their left elbow. student then pivots on the left knee and w and turns to face his/her opponent. lly the student throws his/her arms forward y for action.	tivities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
students bring their right foot forward and their weight to right foot and left hand. students throw the left foot forward as far ossible and drop on their left elbow. student then pivots on the left knee and whand turns to face his/her opponent. Ily the student throws his/her arms forward by for action.		Teacher observation.	Hess, Irwin, T., Physical Education for High School
students bring their right foot forward and their weight to right foot and left hand. students throw the left foot forward as far ossible and drop on their left elbow. student then pivots on the left knee and w and turns to face his/her opponent. lly the student throws his/her arms forward y for action.			Students, 1970, AAHPER.
students throw the left foot forward as far ossible and drop on their left elbow. student then pivots on the left knee and w and turns to face his/her opponent. lly the student throws his/her arms forward y for action.	students bring their right foot forward and	motion to avoid being pulled	
ossible and drop on their left elbow. student then pivots on the left knee and v and turns to face his/her opponent. lly the student throws his/her arms forward v for action.		back offer first fiel back.	
w and turns to face his/her opponent. lly the student throws his/her arms forward y for action.			,
lly the student throws his/her arms forward y for action.		1 6	
y for action.			
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earning Objective(s) A. The tudent knows w		
s of four main skills: takedowns, breakdowns. rev	ersals and escapes. B. The studen	t is District Goal
perform a variety of takedowns, breakdowns, re	wereals and occasion C. The answer	dans Program 0 1 1 2 /
the safety of holds. rea(s)	versars and escapes. C: .The Stu	dent Program Goal 1,3,4
		
Activities: Grade(s) 9-12	Suggested Monitoring Procedures	- W
<u>, , , , , , , , , , , , , , , , , , , </u>	Suggested Monitoring Procedures	Possible Resources
Title: Wrestling Reversals Group size: large class	Teacher observation.	Hess, Irwin, T., Physical Education for High School
Materials: standard wrestling mat	Make sure student switching	Students, 1970, AAHPER.
e(s):	makes a continuous motion and	,,,,,
teacher gives the following verbal	leans back on his/her	<u> </u>
tructions for a "switch".	opponent's arm.	
ck your opponent's left arm with your right d. Bring your left hand across to your right		
e to counter for loss of support.		
ft all your weight to your left hand and		
ht foot, raising your right knee off the mat.		
the same time.		•
ot on your right foot and bring your left leg		•
ough to the right. At the same time, throw		
r right arm over your left leg and throw to		,
r right, thus switching positions. The son underneath ends up on top.		
son underneath ends up on top.		District Resources
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SMALL SCHOOLS PROJECT - Working Copy	Sı	uggested Obje	ective Plac	ement 9-12	
	•	•	. 5		
Student Learning Objective(s) A. The student knows	wrestling is	an individua	1- sport w	hich State Goal	2,9
consists of four main skills: takedowns, breakdowns, re-	versals and es	capes. B.	The student	is District Goa	1
	•				
able to perform a variety of takedowns, breakdowns; r	eversals and e	<u>escapes. C.</u>	The stu	<u>ient</u> . Program Goal	1,3,4
values the safety of holds. elated Area(s)					•
	76 3, 4		* 196		•
uggested Activities: Grade(s) 9-12	Suggested M	ionitoring Pr	ocedures	Possible Resources	
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Title: Wrestling Takedown	Teacher obse	ervation.		Hess, Irwin, T., P	hvsical
Group size: 12-25			•	Education for High	
Materials: standard wrestling mat	Make_sure	the move f	or the	Students, 1970, A	
Procedure(s):		dive is one			
• Explain that the single leg takedown is	ment.	• •	-		
attainable from an upright position or a tie-up			***		
position.			` .		
Have students follow through the following steps					
as you explain them.				*	•
. Make a quick thrust forward and grab behind your					
opponent's knee joint.		·	. :		
. Drop on both knees with your head on the same					
side as the leg you grasp. At the same time				•	` •
bring your outside leg forward and pivot on your		•			
knee in order to move behind your opponent.		30			•
. Move your left arm up around his/her waist and	1.				1
straddle his/her right. leg as he/she goes	1		.	District Resources	
forward to the mat.		•	}	District Resources	j.
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of Position by Elec-					and the second
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Student Learning Objective(s) A. The student knows w	restling is an individual sport w	hich State Goal 2,9
consists of four main skills: takedowns, breakdowns, rev		
able to perform a variety of takedowns, breakdowns, re	eversals and escapes. C. The stu-	dent Program Goal 1,3,4
values the safety of holds. Related Area(s).		
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Wrestling Breakdowns	Teacher observation.	Hess, Irwin, T., Physical
Group size: large class		Education for High School
<pre>Materials: standard wrestling mat Procedure(s):</pre>	Make sure both the pull of the ankle and waist is simultaneous	Students, 1970, AAHPER.
Explain that students should follow through as	and that the body weight is	
you give step by step directions.	exerted at the same time.	•
In breaking the opponent down with the far ankle		
and near waist, reach across with the left hand and grasp your opponent's ankle, at the same		
time placing the right arm around his/her waist.		
Pull his/her left ankle forward: This either		
breaks the opponent down or keeps him/her under		
control.		
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SUBJECT: Physical Education	Page	Suggested G.	Di	Placement	J	
SPECIFIC AREA: New and Cooperative Games	<u> </u>					:
		9-12	9	10	11	
The student knows:		3	,			
• the rules, strategies and safety procedures involved in	a					
variety of new and cooperative games. how to officiate a variety of new and cooperative games.						
. now to officiate a variety of new and cooperative games.						
The student is able to:			•		,	
• successfully participate in a variety of new games including:						
- aura				·		
- bone game	.					
- dho-dho - island		`				
- people pass						
- people pyramids						
successfully participate in a variety of cooperative game including:	5				-	
			·		-	
- collective blowball - collective score towel ball					.]	
scooter basketball						
- volley-volley-volleybal,		·	.			
						•
The student values:					. [• .
 the joy and social aspects associated with participating in 					.	
non-competitive new and cooperative games activities.	1		-			;
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tudent Learning Objective(s) A. The Trudent knows t	the	rules, strategies and safety proced	ures State Goal 2,9
involved in a variety of new and cooperative games.	R.	The student to able to de deler	ndo District Cons
dho-dho-dho, people pass, aura, people pyramids, bone social aspects associated with participating in n	gam	e. C. The student values the joy	and
activities. elated Area(s)		competitive new and cooperative	game Program Goal [1,3,4
		9	
uggested Activities: Grade(s) 9-12		Suggested Monitoring Procedures	Pagathia Pagaman
	,	suppressed montrottus trocedutes	Possible Resources
	- 1		,
Title: Aura	:	Teacher observation.	Fluegelman, Andrew, editior,
Group size: any, groups of two			The New Games Book, Doubleday
Materials: none		4	and Company, Inc., Garden City
Procedure(s):			New York, 1976. p. 37
. Have students follow through as you explain the	-		
game.	1		
Stand facing your partner at arm's length.	4		
Touch palms and close your eyes and turn around	Ì		• ' ' '
three times.			
 Without opening your eyes, try to relocate your energy bodies by touching palms again. 			
emergy bodies by concurring parms again.	- 1		5
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	
Student Learning Objective(s) A. The student knows t	se rules, strategies and safety proced	ures State Goal 2,9
involved in a variety of new and cooperative games.	B. The student is able to do isla	nds. District Goal
dno-dno-dno, people pass, aura, people pyramids, bone social aspects associated with participating in no	game. C. The student values the lov	and
activities. Related Area(s)		
Suggested Activities: \Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Bone Game	Teacher observation.	Fluegelman, Andrew, editior,
Group size: ten		The New Games Book, Doubleday
Materials: four bones or round sticks small enough to be concealed.		and Company, Inc., Garden City
in the student's closed fist.		New York, 1976. p. 79
Two are marked with thread.		real control of the second of
Procedure(s):		
• Two tribes of five each, sit or kneel in lines facing each other. Each team has ten counters;		
rocks, sticks		
. One team chooses two people to hide the ma-		
terials. They sit in the center of their tribe,		
each concealing in his or her fists two of the		
bones, one marked, one unmarked. The other team chooses one shooter who will try		
to guess where the marked bones are.		
Note: There are four possible guesses of ar-		District Resources
rangement of sticks. The shooter should make		
signals for each other.		

SMALL SCHOOLS PRO

Student Learning

involved in a dho-dho-dho, pe social aspects activities.
Related Area(s)

Suggested Activit

Title Group Mater

Procedure(s):

- Divide the line.
- Players, i the line,
- them.
 One player
 players an
 rapidly, "I
 - If members hold him/h runs out (
 - member of t
- If he/she r come over t
- Grab only a Variation:
- · Play for pc

. SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement 9-12
Student Learning Objective(s) A. The student knows the	rules, strategies and safety proced	ures State Goal 2,9
involved in a variety of new and cooperative games.	B. The student is able to do isla	nds. District Goal
dho-dho-dho, people pass, aura, people pyramids, bone ga	me. C. The student values the joy	and
social aspects associated with participating in non- activities.	-competitive new and cooperative	game Program Goal 1,3,4
Related Area(s)		
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
		1
Title: Islands	Teacher observation.	Fluegelman, Andrew, editior,
Group size: 20-30	2446161 ODDC178110119	The New Games Book, Doubleday
Materials: a few frisbees		and Company, Inc., Garden City
Procedure(s):	1	New York, 1976. p. 127
• Place a few frisbees on the ground with everyone		
prancing around them clapping and chanting. • When the referee signals "Islands" everyone runs		
to touch a frisbee. The last person to get to a		
frisbee is out. If any two people touch in the		
process of scrambling for the frisbees they are		
both out of the game.		
 As the group gets smaller reduce the number of 		
frisbees.		
Variation;		1 3
See how many people can touch a frisbee without		•
touching each other.		
		District Resources
	4.5	613
A 100 - 100		
[1.5] (6.25)		
ERĬC	-129-	
Production Provided by 1000		

SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s)

______A. The student knows the
______involved in a variety of new and cooperative games. B.
______dho-dho-dho, people pass, aura, people pyramids, bone gam
______social aspects associated with participating in non______activities.
Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: People Pass
Group size: large
Materials: none

Procedure(s):

- Have everyone stand facing forward in a double line, and have passers stand as close together as possible.
- One person at the head of the line leans back and is hoisted up to start his/her high, hand-delivered journey.

State Goal

District Goal

Program Goal

1,3,4

ssible Resources

uegelman, Andrew, editior, e New Games Book, Doubleday d Company, Inc., Garden City, w York, 1976. p. 157

strict Resources

Suggested Objective Placement 9-12

State Goal 2.9

Variety of new and cooperative games. B. The student is able to do islands. District Goal people pass, aura, people pyramids, bone game. C. The student values the joy and s associated with participating in non-competitive new and cooperative game. Program Goal 1.3,4

Ities: Grade(s). 9-12

Suggested Objective Placement 9-12

State Goal 2.9

Variety of new and cooperative games. District Goal people pass, aura, people pyramids, bone game. C. The student values the joy and s associated with participating in non-competitive new and cooperative game. Program Goal 1.3,4

Teacher observation. Fluorelmon Andrew additional procedures. Procedures and the procedures of the procedure of

		• • • • • • • • • • • • • • • • • • •
e: People Pyramids :	Teacher observation.	Fluegelman, Andrew, edition,
orsize: small		The New Games Book, Doubleday
tals: none;		and Company, Inc., Garden City,
dents build a pyramid using the	The state of the s	New York, 1976. p. 57
procedures:		
four large students on the bottom row,		
mid-sized on the next row, then		
maller students, and finally		
mall student on top.		
cular base with more students.		
		District Resources
	\downarrow	
restation of the second of the second of the second of the second of the second of the second of the second of		
12		
		623
	$\left[\frac{1}{2} \left(\frac{1}{2} \right) \right) \right) \right) \right)}{1} \right) \right) \right)} \right) \right) \right) \right] \right) \right]} \right) \right) \right)} \right) \right]$	~~
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		A



SUBJECT:	Physical Edu	cation					Suggested	Placeme.	Placemen.		
SPECIFIC AREA:					3 .						
	Aerobic	Dance			•		9-12	9	10	11	12
The student k	cnows:				4						
the defi	inition and 4	elements of a	sorobio don		•	,					
• how to a	select music	and put dance	e steps to	the rhyth	n •					4	. ر
• aerobic	dance is an	individual a	and group a	ctivity.	•						
	- 6				<u> </u>						
The student i	s able to:			: J.					7		
						1.12	\ ^ .				
perform	teacher sele	ected routine	es• .					J		^ }	
	0016-0wookad					1 '		15%	l' 1		
		l routines. Lividually an		3 •					. 4		
		l routines. dividually an		3 •					· •		
				·	3. 8.1 <u>.3.1</u>						
	routines ind			3•						8 6 70 5	
The student v	routines ind	dividually an	d in groups								
The student v	routines ind		d in groups								
The student v	routines ind	dividually an	d in groups			8					
The student v	routines ind	dividually an	d in groups								
The student v	routines ind	dividually an	d in groups								
The student v	routines ind	dividually an	d in groups								
perform The student v	routines ind	dividually an	d in groups								
The student v	routines ind	dividually an	d in groups								
The student v	routines ind	dividually an	d in groups							A CONTRACTOR OF THE PARTY OF TH	
perform The student v	routines ind	dividually an	d in groups								
The student v	routines ind	dividually an	d in groups							· · · · · · · · · · · · · · · · · · ·	
perform The student v	routines ind	dividually an	d in groups								
perform The student v	routines ind	dividually an	d in groups							是一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个	



SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective P.	lacement
Student Learning Objective(s)		
Student Learning Objective(s) A. The student knows	the definition and elements of	aerobic State Goal 2.9
		————
dance. B. The student knows how to select music and	put dance steps to the rhythm. (The District Goal
student is able to perform teacher selected routines routines individually and in groups.	D. The student is able to	perform Program Goal 1.2.7
Related Area(s)		
		
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	1 2 22
	odegested monituring Procedures	.Possible Resources
Title: Aerobic Dance	Teacher observation of the	Community of the contract of t
Group saze: small or large	students abilities to:	Cooper, Kenneth, Aerobics, 1
Materials: music and sound system, mats	Take their resting and ac-	York, Bantam Books, Inc. 19
open spaces	tive heart rates	
Procedure(s):	*	
· Take resting heart rate of student for ten	Adjust their activity	
seconds, then multiply by six and record the	level to achieve optimum	
rate.	heart rate level. (Refer	
· Teacher leads exercise, stretches and movement	to Kenneth Cooper's Aero-	
patterns (predetermined) to prerecorded music.	bics.)	
Movement examples: (slow music) various		
stretches for all major muscle groups, (i.e. legs, neck, arms abdomen, back,		
torso):		a series and the series and the series and the series are
· (Medium paced music) leg kicks, step kicks,		
side kicks, lunges, jump, cross feet, arm		
movements, (circles, up, down, forward,		
backward); sif-ups; bicycle ride; modern		· District Resources
dance movements, swings, body circles; leg		
lifts; running, hopping, skipping, leaping.		▼ 「熱馨としまきょうだい
· Inform students their imagination is their		
limit. Movement should fit the music and the		
beat.		
. Have students increase the amount and length of		
activity slowly.		
Students follow instructor in movement or		K :
exercise.		
· Teacher stresses continual movement for heart		
conditioning throughout the activity period.		
Take active heart rate and record.		1 626
. Have students do cool down exercises.		
	-133-	

SMALL SCHOOLS PROJECT - Worki	ng Copy	Suggested *Obj	ective Placement	9-12	1,2
Student Learning*Objective(s)	A. The student know	s that aerobic dance is an	individual and	State Goal	-2,
group activity. B. The	student is able to perfo	rm self-created routines.	C. The student	District Goal	
values the lifetime benefi		3		Program Goal	Ι,
welated Area(s)				•	
					. 1
uggested Activities: Grade(s)9-12	Suggested Monitoring P	rocedures Poss	ible Resources	·
Group size: med	obic Dance Routines ium ic, floor space, mats	± ± ± ± ± ± ± ± ± ± ± ± ± ± ± ± ± ± ±		, , <u>\$</u>	
Procedure(s): Have each student to rates and record it.	ake his/her resting hear			and Specific Specification Specification	
aerobic dance routine	in groups and create a to their selected music. e his/her active heart rat				•
Variation: Each student, in a routine for one song.					•
together for a group :	three routines and song routine. The whole group one day.	S			
		A Property of the Control of the Con	Dist	rict Resources	
				ar etyliet Oress	•
				b∠s	
U~ 4.		-134-			
RIC Francis to Etc.		•			· .

SMALL SCHOOLS	PROJECT	•	•		#	/ Ÿ;
	Physical Educa	<u>tion</u>			Pape	Suggested Gr
SPECIFIC AREA:	: Rhythms	3,		,		
	Fad Dance					9-12
• "\ appropr	knows: minelogy for cu factorizing for of addances.	current fad	ances.			
The student i	s able to:		and the second			
• perform	ther students		own in the second			
The student v	alues:	ad dances wi	th the music.	÷		
The student v	alues: al worth of fac ing as a leisu	d dancing.		a		
The student v	alues:	d dancing.				
The student v	alues: al worth of fac ing as a leisu	d dancing.				



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CHOOLS PROMECTy- Working Copy	Suggested Objective Place	rement 0-12
	Sukkeeren onlective Light	cement 9-12
Learning Objective(s) A. The student knows the	terminology for current fad den	ices. State Goal 2,9
	Total and the control of the control	State Goal 2,7
e student is able to perform teacher selected curre	nt fad dances. C. The student is	able District Coal
form a variety of fad dances with music. D. T	he student values social worth of	fad
g. E. The student values fad dancing as a leisure		
bution to physical fitness. Area(s)		
the state of the s		
d Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Fad Dance Elimination	Teacher observation.	
Group·size: 'entire class	0. 1	
Materials: record tape player, records or tapes	Student observation.	
ure(s):		
lay a variety of fad music and cue the class to		
specific fad dance. (Orally or on cue cards.)		
he object is to identify the music, cues or		1
erminology and to correctly dance that		
articular fad dance.		
f the dance is improperly executed, dancer is		
liminated until only one dancer remains.		
ariation: Fad Dance Freeze		
f, when the music stops, dancer fails to be		•
rozen in position, he/she is eliminated.		
	and the second s	District Resources
	m8	
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NOOLS PROJECT - Working Copy	Suggested Objective Place	ement 9-12
earning Objective(s) A. The student knows th		· · · · · · · · · · · · · · · · · · ·
student is able to perform a variety of fad dance	es with music. C. The student is	able District Goal
st other students in learning fad dances. D.		
activity. rea(s)	-inc Stateme Values rau dameting	as a Program Goal 2,4
Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Fad Dance Group size: entire class	Teacher observation.	Students input about current fad dances.
for fad dancing, microphone re(s):	Student observation.	Disco centers.
ride class into groups. ch group is to devise or work on a different i dance.		
group performs their own dance for the rest the class, and then reaches each group that		
n entire class executes the dance together.		
		District Resources



SMALL SCHOOLS PROJECT SUBJECT: Physical Education SPECIFIC AREA: Rhythms Folk Dance - country origin of selected folk dances terminology of folk dance steps the traditional costume for selected folk dances history and social implications of a variety of folk dances participate in teacher selected folk dances perform a variety of folk dances in time with music. The student values: - the heritage of folk dances to his/her country: - folk dance as a leisure activity the social worth of folk dance.		•	/ ./	ر آھ	/.	j.,	• .	
SPECIFIC AREA: Rhythms Folk Dance Poll 9 10 11 12 The student knows: . country origin of selected folk dances terminology of folk dance steps the traditional costume for selected folk dances history and social implications of a variety of folk dances. The student is able to: . participate in teacher selected folk dances perform a variety of folk dances in time with music. The student values: . the heritage of folk dances to his/her country folk dance as a leisure activity.	SMALL SCHOOLS PROJECT		/ /,	rac	/-	4 , 1		٠,
SPECIFIC AREA: Rhythms Folk Dance Poll 9 10 11 12 The student knows: . country origin of selected folk dances terminology of folk dance steps the traditional costume for selected folk dances history and social implications of a variety of folk dances. The student is able to: . participate in teacher selected folk dances perform a variety of folk dances in time with music. The student values: . the heritage of folk dances to his/her country folk dance as a leisure activity.		: [/6	ent		ent		
SPECIFIC AREA: Rhythms Folk Dance Poll 9 10 11 12 The student knows: . country origin of selected folk dances terminology of folk dance steps the traditional costume for selected folk dances history and social implications of a variety of folk dances. The student is able to: . participate in teacher selected folk dances perform a variety of folk dances in time with music. The student values: . the heritage of folk dances to his/her country folk dance as a leisure activity.		$\int d$	Ste	Gem C	Total		5.	
SPECIFIC AREA: Rhythms Folk Dance Poll 9 10 11 12 The student knows: . country origin of selected folk dances terminology of folk dance steps the traditional costume for selected folk dances history and social implications of a variety of folk dances. The student is able to: . participate in teacher selected folk dances perform a variety of folk dances in time with music. The student values: . the heritage of folk dances to his/her country folk dance as a leisure activity.		/ 8	88.	er/	Str	,		1
The student knows: . country origin of selected folk dances terminology of folk dance steps the traditional costume for selected folk dances history and social implications of a variety of folk dances. The student is able to: . participate in teacher selected folk dances perform a variety of folk dances in time with music. The student values: . the heritage of folk dances to his/her country . folk dance as a leisure activity.	SUBJECT: Physical Education	/ a	\sigma_2.		in .		·	
The student knows: country origin of selected folk dances. terminology of folk dance steps. the traditional costume for selected folk dances. history and social implications of a variety of folk dances. The student is able to: participate in teacher selected folk dances. perform a variety of folk dances in time with music. The student values: the heritage of folk dances to his/her country folk dance as a leisure activity.	SPECIFIC AREA: Rhythms							
The student knows: country origin of selected folk dances. terminology of folk dance steps. the traditional costume for selected folk dances. history and social implications of a variety of folk dances. The student is able to: participate in teacher selected folk dances. perform a variety of folk dances in time with music. The student values: the heritage of folk dances to his/her country folk dance as a leisure activity.	Folk Dance		9-12		10		1'2:	
country origin of selected folk dances. terminology of folk dance steps. the traditional costume for selected folk dances. history and social implications of a variety of folk dances. The student is able to: participate in teacher selected folk dances. perform a variety of folk dances in time with music. The student values: the heritage of folk dances to his/her country. folk dance as a leisure activity.				<u> </u>	1		1	1.
the traditional costume for selected folk dances. history and social implications of a variety of folk dances. The student is able to: participate in teacher selected folk dances. perform a variety of folk dances in time with music. The student values: the heritage of folk dances to his/her country. folk dance as a leisure activity.	ine student knows:	· · ·	3					*,.
 the traditional costume for selected folk dances. history and social implications of a variety of folk dances. participate in teacher selected folk dances. perform a variety of folk dances in time with music. The student values: the heritage of folk dances to his/her country. folk dance as a leisure activity. 	• country origin of selected folk dances. "							
The student is able to: participate in teacher selected folk dances. perform a variety of folk dances in time with music. The student values: the heritage of folk dances to his/her country. folk dance as a leisure activity.	 terminology of folk dance steps. the traditional costume for selected folk dances 		7. 5			1		
The student is able to: • participate in teacher selected folk dances. • perform a variety of folk dances in time with music. The student values: • the heritage of folk dances to his/her country. • folk dance as a leisure activity.	history and social implications of a variety of folk dances.		•			3.0	• .	
 participate in teacher selected folk dances. perform a variety of folk dances in time with music. The student values: the heritage of folk dances to his/her country. folk dance as a leisure activity. 								
 participate in teacher selected folk dances. perform a variety of folk dances in time with music. The student values: the heritage of folk dances to his/her country. folk dance as a leisure activity. 						16.		
 perform a variety of folk dances in time with music. The student values: the heritage of folk dances to his/her country folk dance as a leisure activity. 	The student is able to:					5.1	•	
 perform a variety of folk dances in time with music. The student values: the heritage of folk dances to his/her country folk dance as a leisure activity. 	• participate in teacher selected folk dances.							
• the heritage of folk dances to his/her country. • folk dance as a leisure activity.	• perform a variety of folk dances in time with music.	,					ه ند	
the heritage of folk dances to his/her country folk dance as a leisure activity.			á			1	•	1
the heritage of folk dances to his/her country folk dance as a leisure activity.								
folk dance as a leisure activity.	The student values:	•			,		4.3	ŀ
	the heritage of folk dances to his/her country							
the social worth of fork dance.				100 A	•			
	• the Social worth of fork dance.					•		
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Suggested Objective Placement State Goal The student is able District Goal orm a variety of folk dances in time with music. D. The student values folk dance Suggested Monitoring Procedures *Folk Dance .<u>Titl</u>e: Teacher observation Folk dance record sets. Group size: entire class Materials: record player, folk dance Dance test. records, microphone . re(s) Student evaluation. ride class into groups. inning with one group, play a portion of the ic of a folk dance which has been learned viously. up must then get in proper formation and cute proper dance steps to the music. ise a policy system to evaluate each group's formance. Each group can evaluate the other. to give each group at least two opporities to perform. group with the most points is folk dance. up of the day! District Resources iation: one group has problems or fails to execute perly, another group may give it a try to obn their points. er each group displays formation and steps, ire class joins in.



OOLS PROJECT - Working Copy

earning Objective(s) The student knows the country origin of selected folk dances. e student knows the traditional costume for selected folk dances. C District Goal form a variety of tolk dances in time with music. ances to their country. rea(s) Activities: Grade(s) Suggested Monitoring Procedures Possible Resources Title: Folk Dance Teacher observation. Community involvement; some entire class Group size: communities have festivals or Materials: record player, folk dance Student evaluation and input. dances where information could records, costume ideas and be obtained. materials re(s): Library. lvide class into groups. (Group size may ıry.) Harris, Jane A., Pittman, Anne, sign each group a country or let each group Waller, Madys, S., Dance A lect a country. While, Minneapolis, Burgess ch group then learns one to three dances Publishing Co., 1968. presenting that country. ch group exhibits costumes representing that untry. e class may then decide on a day when the udents wear the costumes and perform dances of eir selected country to the rest of the ass. ríation: 1 groups exhibit their costumes and dances on lk Dance Day (can be for entire school). clude potluck foods from each country.

Suggested Objective Placement



HOOLS PROJECT - Working Copy

OOLS PROJECT - Working Copy	Suggested Objective Plac	ement9-12
	•	
arning Objective(s) A. The student knows	the terminology of folk dance s	teps. State Goal 2,9
Control of the Contro		
student is able to participate in reacher-selec	ted folk dances. C. The student v	alues District Goal
nce as a leisure activity. D. The student valu	es the social worth of folk dance:	Program Goal 2,4
ea(s)		
Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Folk Dance	Teacher observation.	Harris, Jane A., Pittman, Anne,
Group size: entire class	2.95	Waller, Marlys, S., Dance A
Materials: record player, folk dance	Dance test.	While, Minneapolis, Burgess
records, microphones		Publishing Co., 1968.
re(s):		Tubilishing Co., 1300.
acher demonstrates or talks through the dance		Folk Dance Record Sets
eps. Dance steps are then put to music.	, A	Total bance Record Sets
ass can be broken into small groups to help		8th
dividuals master steps and music.		
tire class can then regroup and execute steps		
music.		
format could be:	Service Control of th	
321. Basic steps, positions and formations.	layer 22 Co.	
2. Variation in numbers within a group.		
 Dance terminology. 		
4. A representative number of countries		
covering a variety of folk dances.		
5. Dances and styles popular to a peculiar		District Resources ,
or specific locale.		
6. Music variation - style and tempo.		
7. Socially acceptable practices.		
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SMALL SCHOOLS PROJECT	1		crade			<i>(</i>	
SUBJECT: Physical Education	Page	sted	Dis	Placoment			/
SPECIFIC AREA: Rhythms			2	,			٠,٠
Modern Dance		9-1/2°	9	10.	11	12	i
The student knows:							•
that modern dance is a creative expression of one's self.		.)		26		•	:
that modern dance is a way of communicating ideas or feelings. that level, energy and space are qualities that effect modern		3		ن چُرِي. د			•
dance.	30		3		-	•	
The student is able to:)					٠,
 demonstrate creative dance routines. participate in a group modern dance of one's own creativity. 		1					
 demonstrate improvisational skills. assist in the mechanics of a dance production. 							
		•					جر
The student values:							
how creativity can be used to express one's moon lings and ideas.		,.	•	·			
							•
		· •			-		•
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OOLS PROJECT - Working Copy	Suggested Objective Plan	cement 9-12
earning Objective(s) A. The student knows th	et modern dance is a creative expre	ession State Goal 2,9
's self. B., The student knows that modern da	nce is a way of communicating ide	as or District Coal
s. C. The student is able to demonstrate in	provisational skills. D. The st	
how creativity can be used to express one's mood rea(s)	, feelings and ideas.	
Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Improvisation		
Group size: medium	1	Martha Graham, video tape
Materials: appropriate music, poems, colors		Cheney, Gây, Strader, Janet,
re(s);		Modern Dance, Boston, Allyn and Bacon, Inc.
ve students dance improvisationally (no edetermined routine) to selected music, a		≥
em or a color. riation:		
e an idea, mood or specific feeling to dance live music; flute, piano, drums		
		District Resources
Remark to the second		1. C. 1. C.



SMALL SCHOOLS PROJECT - Working Copy	To all and a state of the second to the	
ACKTUR CODO LUCASO LA MOLKETUR CODY	Suggested Objective Pla	0-12
Student Learning Objective(s) A. The student knows t	hat modern dance is an individual	and State Goal 29
		*44
group activity. B. The student knows that level ene	rev and space are qualities that e	ffect District Goal
modern dance		Program Goal 2,4
Related Area(s)		
Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources

Title: . Working With Levels	Teacher observation.	Cheney, Gay, Strader, Janet,
Group size: any		Modern Dance, Boston, Allyn and
Materials: clothing: tights and leotards		Bacon, Inc.
Procedure(s):		
The group is spread out all over the floor in		Lockhart, Aileene, Pease,
their own spage.		Ester, Modern Dance, William C. Brown Co Publishers.
1. Low-Level: Students lay on the floor and		Storm of Idolishers
imagine that they are in a box as long as		
their body and 1/2 foot higher. They ex- plore all possible movement in that space,		
with their eyes closed.		
2. Medium: Have students stand and define		ш
medium level as "waist area", have them ex-		
plore the many ways they can fill that space.		
3. <u>High-Level</u> : Same as above, only high. Ima-		(
gine you are in a glass cylinder with no	1	
top. Explore that space and how you can.		District Resources
move in it. 4. Level Mix-up: Teacher calls out a level,	2	
students do continuous movement in that		
level. Teacher keeps calling out different		
levels.		
5. Level Composition: Rave students compose a dance using a variety of levels.		
Sculpture: Divide the class into groups,		, n
have one student in each group make a shape		
and hold it; the next person makes another		
shape in a different level and so on. When		
last person has gone, the first person comes out and goes back into the sculpture with a		
new shape:		6
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	The first the same of the same	
SMALL SOHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement 39-12
Student Lagraing Objective(s) A. The stree of knows t	hat modern dance is an individual	and State Goal . 2.9
group activity: B. The student knows that level end	ergy and space are qualities that e	District Goal,
modern dance.		Program Goal 2,4
Related Area(s)		
Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
Title: Working With Energy	Teacher observation.	
Group size: sany		
Materials: open space, appropriate dress,		
variety of fast, slow, smooth		
Procedure(s):		
Have class spread out over the floor-"find their		
own space".		
1. Vibratory: Move like you are riding on a		
bumpy bus or trotting on a horse. Shops		
vibration in just your hand, add your arm,		
upper body, entire body. 2. Swing: Just your arm, then your body.		
Forces Imagine there is a two ton metal box		
in front of your try to move it.		
4. Float: Pretend you are a feather and		
floating to the ground.		District Resources
Melt: From a standing position, pretend you		
are melting. 6. Call out different words, mad, mert, float,		
fizzle, from cold, afraid, happy, hurried,		
nervous, jell-o, and have students move like		
those		No.
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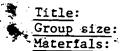
udent Learning Objective(s) A. The student kno	and the state of t	re Placement , 9-12
A. THE STUDENT RIM	ows that level, energy and space are	e qualities State Goal 2,9
that effect modern dance.		.District Goal
		Program Goal 2,4
lated Area(s)		
	No.	
prograd Assistance Crada(a) 0.10		
ggested Activities: Grade(s) 9-12	Suggested Monitoring Proced	ures Possible Resources
Tirle: Ways of Moving Through Spac	ce Teacher observation.	Cheney, Gay, Strader, Jan
"Lacomptor"		Modern Dance, Boston, Al.
Group size: any Materia space	Partner observation.	Bacon, Inc.
rocedure(s):		
l. Form two was diagonal from each oth	er. D	Lockhart, Aileene, Pease,
First person in one line combines locomo	tor	Ester, Modern Dance, Will Brown Co Publishers
skill partern, je.g. step, step, leap		Town to Indiances.
across the floor, fifst person in other 1	ine	
does it back		
2. In open spaces have students do a variety	of	
locomotor skills; skip, hop, jump, le	of ap,	
2. In open spaces have students do a variety locomotor skills; skip, hop, jump, le run, walk, gallop.	of ap,	
locomotor skills; skip, hop, jump, le	of ap,	
locomotor skills; skip, hop, jump, le	of ap,	
locomotor skills; skip, hop, jump, le	of ap,	Mistrict Resources
locomotor skills; skip, hop, jump, le	of ap,	District Resources
locomotor skills; skip, hop, jump, le	of ap,	District Resources
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locomotor skills; skip, hop, jump, le	of ap,	District Resources

SMALL SCHOOLS PROJECT -

Student Learning Object

of one's self. B.
C. The student knows
student knows that 1
demonstrate a creati

Suggested Activities:



Procedure(s):

- Assign students dance to expres music, poems, pr
- · Practice.
- Perform for audi



SMALL SCHOOLS PROJE

SUBJECT: __Physin

SPECIFIC AREA:

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The student knows:

various type gymnastics, e rules for com events in rhy characteristic rhythmic gymn

The student is abl

perform routi compose own r

The student values

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Symnastics	Y.	9-12
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quipment which is used for rhythmic	1	1
s, hoops, balls.	1.	} .
outines.	1.	}
mastics.	ľ	1
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for various pieces of equipment.	1	·
- an individual and group activity.		
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a variety of hand apparatus.		E.
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nd grace of rhythmic gymnastics.		
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	
Student Learning Objective(s)		State Goal
		District Goal
		• , ,
		Program Goal
elated Area(s)		
uggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives.		
Additional activities may be developed during		
the pilot phase of the project.		
		$\mathbf{c}_{i} = \mathbf{c}_{i}$
		No.
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		District Resources
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RIC		

SMALL SCHOOLS PROJECT SPECIFIC AREA: The student know the terminology of selected dance step the rhythmic count of selected dance s the etiquette involved in social danci ethnic origin of social dancing. origin of selected dance music. The student is able to: perform teacher selected dance steps partner. perform correct social etiquette in dan assist, other students in the learning (perform steps to the rhythm of music. The student values the social worth of social dance. social dance as a leisure activity



SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement <u>9-12</u>
Student Learning Objective(s) A. The student knows th	ne terminology of selected dance s	teps. State Goal 2,9
Student Learning Objective(s) A. The student knows the terminology of selected dance steps. State Goal 2,9 B. The student knows the rhythmic count of selected dance steps. C. The student knows the District Goal etiquette involved in social dancing. D. The student is able to perform correct social Program Goal 2,4 etiquette in dancing. E. The student values the social worth of social dance. Related Area(s) Suggested Monitoring Procedures. Possible Resources Title: Social Dance Teacher observation: Harris, Jane A., Pittman, A. Waller, Marlys, S., Dance A. Materials: record player, social dance Skills test. While, Minneapolis, Burgess		
R. The student knows the rhythmic count of selected dance steps. C. The student knows the District Goal. retiquette involved in social dancing. D. The student is able to perform correct social Program Goal 2,4 efiquette in dancing. E. The student values the social worth of social dance. Related Area(s) Suggested Activities: Crade(s) Title: Social Dance Group size: entire class Materials: record player, social dance records, microphone Procedure(s): Randout sheets can be issued to each student explaining terminology and etiquette. Teacher can then go through orally and demonstrate a variety of dance steps and etiquette. Involved allowing students to learn and practice each step. After a variety of steps have been mastered, steps can then be put to music - beginning with basic rhythmic counts. Students can then work in small groups, partagers, circles to continue to master steps, rhythmic counts and etiquette involved in social District Resources		
Kelated Area(s)		
Suggested Activities: 'Grade(s)	Suggested Monitoring Procedures	Possible Resources
Group size: entire class Materials: record player, social dance		,
Procedure(s): Handout sheets can be issued to each student explaining terminology and etiquette. Teacher can then go through orally and demon-	Written test.	
each step. After a variety of steps have been mastered, steps can then be put to music - beginning with		
ners, circles to continue to master steps, rhythmic counts and etiquette involved in social		District Resources
dance.		
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement <u>9-12</u>
Student Learning Objective(s) r A. The student knows the	e rhythmic count of selected dance st	teps. State Goal 2,9
B. The student is able to perform teacher selected dan		
C. The student is able to assist other students in	the learning of dance steps. D.	The Program Goal 2,4
student values social worth of social dance. Related Area(s)	w v	· ·
	· · · · · · · · · · · · · · · · · · ·	
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possi
Title: Social Dance	Teacher observation.	Social dance record sets
Group size: entire class		
Materials: record player, social dance records, microphone	Dance test.	Harris, Jane A., Pittman, And
Procedure(s):	Written test.	Waller, Marlys, S., Dance A While, Minneapolis, Burgess
· Have entire class spread out and face you.	, 1111111111111111111111111111111111111	Publishing Co., 1968.
 Demonstrate a variety of dance steps to entire 		
class (be sure you are facing same direction as		Dance Studio
class - you will have to demonstrate with your		taring the second secon
back to class and look back to evaluate).		
. Add music and rhythmic counts.		*
 Divide class into partners and have them practice steps learned while you move around to 		
help or direct.		•
. After class has mastered steps divide class into		
small groups with partners to further develop		
technique and correct style - students can help		, District Resources
evaluate, correct, encourage partners in their		
f group. • Variation:		
Assign a specific step to each group have them		
master it then demonstrate and teach rest of		- به از این از این از این از این از این از این از این از این از این از این از این از این از این از این از این از این از ای
class.		`
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	-12
Student Learning Objective(s) A. The student knows the terminology of selected dance steps. Stat	e Goal 2,9
B. The student knows the rhythmic count of selected dance steps. C. The student knows the Dist	71-4 0-1
etiquette involved in social dancing D. The student values the social worth of social dance. Prog	ram Goal 2.4
E. The student values social dance as a leisure activity. Related Area(s)	1-2
	,
Suggested Activities: Grade(s) Suggested Monitoring Procedures Possible	Resources
Title: Social Dance Alternatives Teacher observation.	
Group size: entire class Teacher observation. Dance Stu	dio Listings.
Material restrictions and all and and all and and all and and all and and all and and all and and all and and all and and all and and all and and all all and all all and all all and all all and all all all and all all all all all all all all all al	
records, microphone	ance classes.
Procedure(s):	
Take your class to a dance studio.	• •
Bring in social dance experts, e.g. dance studio people, professional dancers, college dancers.	•
Take your class to a professional dance exhibi-	•
tion, e.g. musicals	. 4
Have a ballroom dance for class - social music,	
live band, dress for occasion.	7
• Sponsor a senior citizen dance.	
District R	200
DISTIFICE A	esources
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Full text Provided by EBID	

_	AALL SCHOOLS PROJECT			orade.	<i> </i> -	
		Page	Suggested of	Тасешел	Istrict Placemon	<u> </u>
S	JBJECT:Physical Education.	/~	100	/ · · ·	5	•
S	PECIFIC AREA: Rhythms	ŀ				'
- -	Square Dance		9-12	9	10	11
	The student knows:		·			
,	 how to form a square. the various square dance terminology. 			-	• • •	•
	• the various square dance terminorogy.				-	
		,				
	The student is able to:			,	•	
	 participate as a partner in a square dance. demonstrate correctly, a variety of maneuvers selected by teacher or student. 					
	 call a self-selected square dance. perform steps and maneuvers in time with music. 					
٠						
	The student values:					
	• square dancing as a leisure activity.					١.
	the social worth of square dancing.	٠.			-	
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*	C. The student values square dance	as a District Goar
ivity. D. The student values the social w	orth of square dance.	Program Goal 2,4
s)	#	
ivities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
itle: Forming a Square roup size: entire class	Teacher observation.	Square dance record sets
aterials: record player, square dance records	- Teacher explanation.	Harris, Jane A., Pittman, Anne, Waller, Marlys, S., Dance A
<u>)</u> :	Record caller.	While, Minneapolis, Burgess
r may be used as a caller to set up and be how to form a basic square, (record may e used).		Publishing Co., 1968.
he class is in squares, teacher can go the basic elements of a square, e.g.		
position, couple 1, 2, 3, & 4, head s, side couples, corner lady, right hand.		*
opposite lady. n the four parts of a square dance: i.e.		
action, main figure, trimmings or full-ins		
, with the entire class in their square,		District Resources
ough some basic dance maneuvers and steps:	•	,
wide, home you go and swing, first and go forward and back.		
ch square develop their own maneuvers and		
and demonstrate to class.		
		6 08



District Resources

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call and music.

steps and maneuvers.

The single circle can be used to explain, demonstrate and perform a variety of square dance

SMALL SCHOOLS PROJECT - Working Copy	Suggested C	bjective Plac	ement <u>9-12</u>	-
Student Learning Objective(s) A. The student knows he	ow to form a square.	B. The st	ident State Goal	2.9
knows the various square dance terminology. C. The	Student is able to	arform areas	and District Cool	
		•		
maneuvers in time with music. D. The student value	s square dance as a	leisure activ	rity. Program Goal	2,4
E. The student values the social worth of square dance. Related Area(s)				
				•
Suggested Activities: Grade(s)	Suggested Monitoring	Procedures	Possible Resources	•
		<u> </u>		•
Title: Square Dance	Teacher observation.			•
Group size: entire class	reactier observation.		Square dance record	_sets
Materials: record player, square dance		•	•	
récords \			•	•
Procedure(s):	•			
• Divide the class into squares.				
. After class has mastered a variety of square			(•
dance steps and maneuvers allow each square to				٠.
device their our course done reuting to	/ ,			
devise their own square dance routine to music				
without calls. They can combine the steps and				j
maneuvers they have learned to this point and	•			,
use their own imagination and creativity to			•	• • •
develop a routine or dance.		. \		•
· Each square after a number of practice times			•	
will demonstrate their dance to the class.		•	-	•
Variation:				
. Tell each square to combine six or more steps			District Resources	<u> </u>
and maneuvers into a routine. Short routine.	•	4.	CONTRACTOR RESOURCES	<u> </u>
 Combine the routines of two or more squares into 	341	* * * * * * * * * * * * * * * * * * * *		
one dance routine.	i i	\$5 "		
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	No.	
SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement <u>9-12</u>
Student Learning Objective(s) A. The student knows	which types of physical activi	ties' State Goal 2,9
contribute most to a healthy lifestyle. B. T	he student values the acceptance	of District Goal
responsibility for one's own health.		Program Goal 1,4
Related Area(s)		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Healthy Lifestyle Group size: class Materials: handouts, films Procedure(s): Discuss with students how different physical activities enhance health. Discuss various community and recreation programs and facilities where fitness activities are offered, e.g. YMCA, YWCA, spas. Emphasis that health is an individual responsibility. Make a chart with two columns, one for community programs and one for community facilities. Invite representatives of community programs to talk with students.	Have students report on a fitness program or facility in the area.	Community health agency representative. Films: EXERCISE AND PHYSICAL FITNESS 17 min EVERYONE'S A WINNER: Program For Physical Fitness 15 min ESD 121 Film Library
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SUBJI	L SCHOOLS PROJECT ECT: Physical Education	Page	Sted	Die	Placement		•	/
SPEC	IFIC AREA: Physical Fitness			٠.	: /			٧.
	Active Health] `	9-12	9.	10	11	12	\ -\
The	student knows:		, .	/-				
	how the body will respond to physical stress resulting from various types of physical exercise. which types of physical activities contribute most to a healthy lifestyle.	}	/					
The	student is able to:					`\.		•
· —	develop a personal action plan for applying the appropriate principles and theories of fitness to the present and to the future. implement the current aspects of the personal action plan.		•		-			\
-							. .	
The	student values:							• .
The	the acceptance of responsibility for one's own health.				-			· .
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement 9-12 .
Student Learning Objective(s) A. The student knows	which types of physical activi	ties. State Goal 2,9
contribute most to a healthy lifestyle. B. Th	e student values the acceptance	of District Goal
responsibility for one's own health.	•	Program Goal 1,4
Related Area(s)		
Suggested Activities: Grade(s).	Suggested Monitoring Procedures	Possible Resources
Title: Physical Activities and a Healthy Lifestyle Group size: class Materials: handouts, films Procedure(s):	Have students report on a fitness program or facility in the area.	Community health agency representative. Films:
 Discuss with students how different physical activities enhance health. Discuss various community and recreation programs and facilities where fitness activities are offered, e.g. YMCA, YWCA, spas. Emphasis that health is an individual responsibility. 		EXERCISE AND PHYSICAL FITNESS 17 min EVERYONE'S A WINNER: Program For Physical Fitness 15 min
 Make a chart with two columns, one for community programs and one for community facilities. Invite representatives of community programs to talk with students. 		ESD 121 Film Library
		District Resources
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ERC		

-162-

SUBJECT: Physical Education FECIFIC AREA: Physical Fitness Aerobics Aerobics 9-12 9 10 11 The student knows: that aerobic activities such as jogging, bicycling, or swimming must be sustained for a minimum of 12 minutes in order to produce training produces, a lower resting heart rate, a positive change in blood cholesterol and promotes ideal weight and mental health. that aerobic training provides a solid foundation for all other physical fitness development and training. The student is able to: develop and monitor a personal aerobic training program. select and wear clothing (including shoes) and gear that are appropriate for participating safely in aerobic activities. The student values: the health promoting benefits of regular aerobic activities. the relative low cost and convenience of aerobic activities.
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The student values: • the health promoting benefits of regular aerobic activities.
• the health promoting benefits of regular aerobic activities.
• the health promoting benefits of regular aerobic activities.
• the health promoting benefits of regular aerobic activities.
. the relative low cost and convenience of aerobic activities.

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement 9-12
bicycling, dancing, or swimming must be sustained for	at aerobic activities such as jog a minimum of 12 minutes in orde	r to
produce training benefits. B. The student is able to training program. C. The student is able to select a	and wear clothing (including shoes)	cobic District Goal
gear that is appropriate for participating safely in aer	obic activities.	Program Goal 1,2,7
Related Area(s)		5 235,
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Introduction to Aerobics Group size: entire class Materials: large room, paper and pencils, music (optional) Procedure(s): Start with slow music. Spread the class out and have each student take his or her own resting pulse rate for ten seconds. Multiple the beats by six and record. Teacher demonstrates stretching exercises for major muscle groups. Between each demon- stration, the students perform the exercise. As the students are holding each stretch for 30 seconds, the teacher will discuss the need for and selection of appropriate clothing and footwear to maximize the safe participation in	Teacher observation of the students' ability to: Take pulse rates. Use heart rate formula. Adjust activity levels to achieve their optimal heart rates.	Cooper, Kenneth, Aerobics, Ne., York, Bantam Books, Inc., 1968.
aerobic activities while reducing the chance of injury.		District Resources
After stretching, have the students walk fast in a circle around the room while the teacher discusses the various kinds of aerobic activi-		
ties (walking, jogging, jumping rope, dance, roller skating, swimming, bicycling, exercising). Have the students run in place for a minute.		
Then take their active heart rates for 10 seconds and multiple by six.		

Suggested Activities: Grade(s)	10	
	Suggested Monitoring Procedures	Possible Resources
House obvidents were at 6 1	-	
heart rate for aerobic activities from Kenneth		
Cooper's book, Aerobics, to determine the heart	The state of the s	
rate they need to attain to achieve aerobic fitness.		
The teacher will discuss the need to sustain an		
optimum heart rate for a minimum of twelve		
minutes at least three days a week. Jog for five minutes then check heart rate.		
Adjust activity level to achieve desired heart		
Jog for five minutes. Check heart rate again.	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
Teacher will discuss the need to cool down		
exercises.		•
Have students do cool down stretching exercises.	1. n. n. n. n. n. n. n. n. n. n. n. n. n.	
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Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Jumping-Aerobic Style Group size: large group Materials: One jump rope per person, paper and pencil, music (optional), film Procedure(s): Take resting heart rate for 10 seconds and	Teacher observation of the students' ability to adjust their programs according to their aerobic fitness levels.	Cooper, Kenneth, Aerobics, New York, Bantam Books, Inc., 1968. Films: RUN DICK, RUN JANE
multiply by six. Compare to previously taken resting heart rates. Stretch large muscle groups. Hold each stretch		(a motivational film based on Kenneth Cooper's book, The New Aerobics) 20 min
for 30 seconds. During stretches, the teacher will discuss why the students' resting heart rates are getting slower and why this is beneficial. The teacher will also discuss the		WHAT MAKES MILLE RUN? 16 min ESD 121 Film Library
long term benefits of aerobic fitness such as a positive change in blood cholesterol, promotion of ideal body weight and good mental health. . Have students discuss the physical fitness		District Resources
activities that are based on aerobic fitness. Put on medium-paced popular music and jump rope for six minutes. (Vary between one foot, two feet, small arm circles, large arm circles, bobbing with feet while swinging the rope with		

to achieve the optimum heart rate.

according to the group's aerobic

Take active heart rate and adjust activity level

Set the duration of the aerobic activity

large arm movement.)

level.

Related Area(s)

-166-

• Stop, take active heart rate. Record. • Wait one minute and take heart rate again. Re-	Suggested Monitoring Procedures	Possible Resources
. Wait one minute and take heart rate again. Re-		
cord.		
. Repeat once a minute until the heart rate falls		
within a normal range. (Recovery rate.)		
. Have students do cool down stretching exercises.		(
. The teacher will explain what the recovering		
heart rate is and that the heart rate will drop		
within the normal ranges faster as the body		
achieves aerobic fitness.		
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement <u>9-12</u>
Student Learning Objective(s) A The student knows t	the definition of aerobics. B.	The State Goal 2,9
student knows that aerobic activities must be sustained produce training benefits. C. The student is able to p	articipate in a teacher selected ae	robic
training program. D. The student is able to select an participating safely in aerobic activities. E. The s	d wear clothing that is appropriate tudent values the relative low cost	for Program Goal 1,2,7
Related nienals of aerobic activities.		•
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Aerobics Presentation Group size: class Materials: handouts, films Procedure(s): Provide a definition of aerobics. Relate aerobics to sports activities. Explain benefits of aerobics. Give examples of low cost and convenience of aerobic activities. Variations: Show the film RUN DICK, RUN JANE. (This film is based on Kenneth Cooper's book The New	Written test.	Cooper, Kenneth, Aerobics, New York, Bantam Books, Inc. 1968 Hockey, Robert V., Physical Fitness, St. Louis, The C. V. Mosby Co. 1973. Film: RUN DICK, RUN JANE Col 20 min
Aerobic's, and deals with the subject of fitness and the prevention of heart disease.) Discuss the main points of the film with the class.		ESD 121 Film Library
		District Resources
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SMALL SCHOOLS PROJECT - Working Copy Suggested Objecti	ve Placement	9-12	•
Student Learning Objective(s) A. The student knows that aerobic training provide	es a solid	State Goal	2,9
foundation for all other physical fitness development and training. B. The student			
participate in a teacher-selected aerobic training program. C. The student values		Program Goal	1,2,7
promoting benefits of regular aerobic activities. Related Area(s)			

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
		1 ,41
Title: Twelve Minute Run	Record Distances.	Cooper, Kenneth, Aerobics, New
Group size: class		York, Bantam Books, Inc. 1968.
Materials: stop watch and measured		
distance		Hockey, Robert V., Physical
Procedure(s):		Fitness, St. Louis, The C. V.
• After proper warm-up, all students must run as		Mosby Co. 1973.
far as possible in twelve minutes.		
A.good measure of cardiovascular fitness is as	The stage of the stage of the stage of	
follows:		
More than 1 3/4 miles - Excellent		
1 1/2 - 1 3/4 miles - Good		
1 1/4 - 1 1/2 miles - Average		
1 - 1 1/4 mile - Poor		•
less than 1 mile - Very Poor		
		District Resources
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SMALL SCHOOLS PROJECT			ent rade	ent	Υ	· ,
SUBJECT: Physical Education	. Page	Suggested C	Distri	Placement	•	
SPECIFIC AREA: Physical Fitness	٠,		-		$\overline{}$	1
Agility	٠.	9–12		,,	,	
The student knows:		9-12	9	10	11 12	-
 the current theory for improving and maintaining agility. a variety of agility enhancing activities and exercises. which sports require agility for successful participation. 						
		•				-
The student is able to:						-
apply the current theory for improving and maintaining agility. demonstrate a variety of agility exercises and activities.						
• apply agility activities to specific sports.						
The student values:						
• the importance of agility to sports and everyday activities.						
		•				
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	ment <u>9-12</u>
Student Learning Objective(s) A. The student knows	which efforts require agility	for State Goal 2,9
successful participation. B. The student values t	ne importance of agility to sports	and District Goal
everyday_activities.		Program Goal 1,4,7
Related Area(s)	 	•
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
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Title: Dribble a Set of Lines	Keep chart of student times.	
Group size: individual students, entire		
class		
Materials: basketballs, stopwatches		
Procedure(s):		
· Have students dribble a "set of lines" for time,		
e.g. end lines, foul lines, half court.		
. Have student start on the end line dribbling at		
full speed to the foul line and back; to the		
half court line and back; far foul line and	1	
back; and the full court and back.		
 Record times (or have students time and record 		•
one another).		
 Note: This exercise requires students to change 		•
directions while performing a sports skill at		
top speed.		
	<u> </u>	District Resources
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement 9-12
Student Learning Objective(s) A. The student known		
A. the student knows	the current theory for improving	and State Goal 2,9
maintaining agility: B. The student knows a variety	by of antition and district the site	
	ty of agility enhancing activities	
exercises. C. The student is able to apply the curre	nt theory for improving and mainta	ining Program Coal 1 / 7
against the property to appe to demonstrate a Asile	ty of agility exercises and activit	ies.
Related Area(s).		
Suggested Activities: Grade(s)		
orace(s)	Suggested Monitoring Procedures	Possible Resources
Title: Jump Rope	Record personal records.	Film:
Group size: individual	,	riim.
Materials: jump rope		-ROPE SKIPPING: Basic Steps
Procedure(s):		16 min
Have students perform a variety of jump rope activities; e.g. backward, double jump, cross		
the arms.		ESD 121 Film Library
· Have students work to increase repetitions of		Jacob March Associated
Tope exercises in a given time.		Local Heart Association
• Have students enroll in a local Heart		
Association rope jumping program.		
		District Resources
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		Suggested	Placement	Platerice.	- illent	
SUBJECT: Physical Education	. \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	n's		7		•
SPECIFIC AREA: Physical Fitness						
Evaluation		0_12	ļ	10	11	ŀ
	-	3-12		10	11	+
The student knows:						
• that physical fitness is an important component of a compr	e-					
hensive physical education program. that physical fitness tests can be used to screen for minim] ' ·		j .	_	
levels and/or used to assess the individual's level						
fitness.				[.		
• that a comprehensive physical education program will include extensive physical fitness testing and remediation component.	an		-			
• how to assess personal fitness through the use of pr	0-					-
fessionally recognized tests with state or national norms. the difference between the purposes of the two AAHPERD physic					-	:
fitness tests.	31 .					
that improvement in physical fitness levels required person	al					
commitment and consistent, regular practice.			1			
The student is able to:			į į			
the Student 13 able to.						
						•
accurately perform the exercises included in the AAHPE	മ	•				
accurately perform the exercises included in the AAHPE physical fitness test batteries. accurately administer the AAHPERD physical fitness tests		•			7	•
physical fitness test batteries.			` ` ` ` ` ` \	•	7	
physical fitness test batteries. accurately administer the AAHPERD physical fitness tests		,		•	•	
physical fitness test batteries. accurately administer the AAHPERD physical fitness tests siblings, peers, or adults.		ſ	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		•	
physical fitness test batteries. accurately administer the AAHPERD physical fitness tests		ſ		•		
physical fitness test batteries. accurately administer the AAHPERD physical fitness tests siblings, peers, or adults. The student values:	co					
physical fitness test batteries. accurately administer the AAHPERD physical fitness tests siblings, peers, or adults. The student values: the use of state and national normed tests to assess levels ophysical fitness.	io if	ſ				
physical fitness test batteries. accurately administer the AAHPERD physical fitness tests siblings, peers, or adults. The student values: the use of state and national normed tests to assess levels ophysical fitness. the opportunity to measure oneself against state and/o	io if					
physical fitness test batteries. accurately administer the AAHPERD physical fitness tests siblings, peers, or adults. The student values: the use of state and national normed tests to assess levels ophysical fitness.	io if					
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physical fitness test batteries. accurately administer the AAHPERD physical fitness tests siblings, peers, or adults. The student values: the use of state and national normed tests to assess levels ophysical fitness. the opportunity to measure oneself against state and/o	io if					
physical fitness test batteries. accurately administer the AAHPERD physical fitness tests siblings, peers, or adults. The student values: the use of state and national normed tests to assess levels of physical fitness. the opportunity to measure oneself against state and/onational standards.	io if					
physical fitness test batteries. accurately administer the AAHPERD physical fitness tests siblings, peers, or adults. The student values: the use of state and national normed tests to assess levels ophysical fitness. the opportunity to measure oneself against state and/o	io if					
physical fitness test batteries. accurately administer the AAHPERD physical fitness tests siblings, peers, or adults. The student values: the use of state and national normed tests to assess levels of physical fitness. the opportunity to measure oneself against state and/onational standards.	io if					

SMALL SCHOOLS PROJECT - Working Copy		
Student Learning Objective(s) A. The student knows component of a comprehensive physical education progra fitness tests can be used to screen for minimum level level of fitness. D. The student values the use of s	am. B. The student knows that phy	rtant State Goal 2,9
levels of physical fitness.	osete and national notweet tests to a	Program Goal 1,7
Related Area(s)	• solve	
	4	
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Presidential Fitness Test Group size: entire class Materials: stopwatches, mats, wood blocks, measured areas, pull-	Record student scores and compare with national norms. Also compare with previous scores for each individual.	AAHPER Youth Fitness Test Manual, Washington D.C. AAHPER, 1976.

scores for each individual.

Procedure(s):

- . Have students perform the following:
 - . Sit-ups number performed in 60 seconds.

up bar, test manual

- Pull-ups, bent arm hang number performed or time held.
- Shuttle run timed.
- 600 yard run timed.
- 50 yard dash timed.
- Standing long jump distance jumped.

District Resources

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: AAHPERD Health Related	Record scores in each event.	AAHPERD Health Related Physical
Physical Fitness Test	The state of the s	Fitness, Reston, Virginia,
Materials: track or measured area, skin-	Compare scores with national norms.	AAHPERD, 1980.
fold calipers, mats, stop- watch Procedure(s):		
Have students do the following:		
One mile run for time or nine minute run		•
for distance.		
 Skinfold test given according to the test manual. 		
• Sit-ups: Knees bent with arms crossed grabbing the opposite shoulder. Perform as many sit-ups as possible in 60 seconds.		
Sit and Reach: Sit with legs straight and		
reach as far forward as possible.		
. Measure the tests according to directions in the		District Resources
test manual.		
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	ement 9-12
Student Learning Objective(s) A. The student knows how	to assess personal fitness through	the State Goal 2.9
use of professionally responded tooks with state or an	n m	District O. 1
use of professionally recognized tests with state or nat difference between the purposes of the AAHPERD physical	fitness tests. \ C. The student is	the District Goal able
to accurately administer the AAHPERD physical fitness te	sts to siblings, peers, or adults.	Program Goal 1,7
Related Area(s)		
	•	
Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Test Administration	Record results and placement	AAHPERD Health Related Physic
Group size: individual,	according to national norms.	Fitness, Reston, Virginia,
Materials: test manual and equipment for		AAHPERD, 1980.
test to administer		······································
Procedure(s): Student must know the differences between the	8	AAPHER Youth fitness Test
two tests, i.e. AAHPER Youth Fitness and AAHPERD		Manual, Washington D.C., AAPHER, 1976.
Health Related Physical Fitness tests.		AM 117/0.
 Student must know how to assess personal fitness 		
using the norms given in the manuals.		
• Student will administer the test that is		
appropriate to a willing subject or subjects.		
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SUBJE	CT: Phy	sical Educa	at Ion				7		88nS		Placement		
SPECI	FIC AREA:	Physical	Fitness	· 	••		·,						
·	•	Flexibili	ty	•		• 			9-12	9	10	11	
The	student kno	ws:											
<i>y</i>	the currer	t theory	for impro	oving an	nd mainta	aining i	function	al					
•	a variety groups.	of flexi				٠.): 		,
		ility enha	nces succ	essful	participa	tion in	specif	ic					
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The	student is	able to:		•			•	;		. ,	,	j 🛴 .	
•	apply the	current the	ory for i	mproving	flexibi	lity.	•				, ;		
•	demonstrate muscle grou	ıps.					_	1	*				
•	apply specactivities.	ific flexi	bility e	kercises	to spec	ific sp	orts a	nd	3.	38,		.	
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The	student valu	ies:	, i	1.									
The			flexibil	lity to	a ph	vsically	acti	ve					·
The	student valu the impor lifestyle.		flexibi	lity to	a ph	ysically	acti	ve					
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The	the impor		flexibil	793	a ph	ysically	acti	ve					

participation in specific sports. B. The streexcises to specific sports and activities. flexibility to a physically active lifestyle.	udent is C. Th	able to apply e student valu	specific flexibites the importance	e of
Related Area(s)		*		Program Goal 1,7
neraced Arca(s)	<u> </u>			- 1. Property of the second
Suggested Activities: Grade(s)	, .	Suggested Monit	oring, Procedures.	Possible Résources
Title: Hurdle Demonstration Group size: individual Materials: hurdles, film loop Procedure(s): Have student put lead leg on top of a hurdle		Observation.		
lean forward. Ask the student if he/she feel the stretch in the back of the leg. Show or demonstrate the proper hurdle form. Demonstrate the flexibility it takes to clear hurdle properly.				
Title: Hurdling Game Group size: entire class, four sets of partners Materials: none - indoors or outdoors				Turner, Lowell, (Bud) F. Turner, Susan L., Creati Experiences Through Spor
Procedure(s): The hurdling game is an adaptation of activity played in the Philippines. Have four sets of student partners in a line syards apart or in a circle.	an ·			Alto, CA., Peek Publicat
 Partners sit facing, with legs straight, her and toes joined. Other class members begin running and jumps each set of partners' feet in the formation. 				District Resources
. After a time, have the feet raised.				DISTITUT RESOURCES

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement <u>9-17</u>
Student Learning Objective(s) A. The student knows the	current theory for improving and m	ain- State Goal 2,9 f
taining functional flexibility. B. The student knows		
the major muscle groups. C. The student is able to flexibility. D. The student is able to demonstrate a v	apply the current theory for improvariety of flexibility exercises for	ving the Program Goal 1/1
major muscle groups. Related Area(s)		
		The state of the s
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Floribility Everices	Oba	

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Flexibility Exercises Group size: entire class Materials: none	Observation of students in the specific stretching exercises.	Film: EVERYONE'S A WINNER: Balance,
Procedure(s): Students will perform a variety of flexibility		Flexibility and Power 13 min
exercises using a static stretch. Each major muscle group should be stretched. Stretches include: hurdle stretch, V-sit, groin		ESD 121 Film Library
stretch, calf stretch. Variation: Show the film and discuss the value of		
exercises. Do flexibility exercises.		
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SMALL SCHOOLS PROJECT	1		rade (
SUBJECT: Physical Education	Page	$\frac{st_{ed}}{}$	1.4acement	Astrict. Placement		
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SPECIFIC AREA: Physical Fitness	}				3,:	
Muscular Endurance		9-12	9	10	11 1	2
The student knows:						
 the current theory for improving and maintaining muscular endurance. a variety of exercises designed to increase muscular endurance 						
in the major muscle groups. how muscular endurance enhances enjoyable and successful participation in specific sports.	1	•	-	_		
			نب. ا		/	
The student is able to:						
 apply the current theory for improving muscular endurance. demonstrate a variety of exercises designed to increase the major muscle groups. apply muscle endurance exercises to enhance successful participation in specific sports and activities. 			•			
parazza promining sports and accuraces.						
The student values:				-		
 the importance of muscular endurance in a health enhancing lifestyle. 						
the relative freedom from muscle fatigue.						
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SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Pla	cement <u>9-12</u>
Student Learning Objective(s) A The review the	Anguar than for	State Coul
A. THE STIME ROWS TOP	current theory for improving and	main- State Goal 2.9
taining muscular endurance. B. The student knows a va	riety of exercises designed to inc	rease District Goal
muscular endurance in the major muscle groups. C. The theory for improving muscular endurance. D. The students	e student is able to apply the cu	rrent
exercises designed to increase the major muscle groups. Related Area(s)		1.11
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
		a ′
Title: Exercises for Muscular Endurance Group size: entire class	Record the progression of repetitions and muscular endurance tests.	Hockey, Robert V., Physical Fitness, St. Louis, The C.V. Mosby Co., 1973.
Materials: weights, pull-up bar		
Procedure(s): To increase muscle endurance with weights, the	•98	Film:
student must work with light weights and perform many repetitions. Perform exercise involving the major muscle		EVERYONE'S A WINNER: Muscula Strength and Endurance
groups. Work to increase number of repetitions, e.g. sit-ups, pull-ups, push-ups, burpees.		l6 min ESD 121 Film Library
Variation: Show film and discuss the program shown to develop strength and endurance.		
. Have students do exercises.		
	A.	District Resources
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SUBJECT: Phys:	ECT ical Educat	ion		o.			Page	Suggested G	D. C. Cement	Placement	3	•
SPECIFIC AREA:	Physical F	itness										•
	Power		· · · · · · · · · · · · · · · · · · ·				_	9-12	9	10	11	12
The student knows the current	theory for					•					•	•
a variety of which sports]				
willen opores	, require p	Juci 201		par czczpo.					:			
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The student is at	le to:									i i		:
 apply the cultivate of the cult	a varię́ty ises to	of exer	cises to		nd maint	ain						
demonstrate power.apply exerc	a varię́ty ises to	of exer	cises to	improve a	nd maint	ain						
 demonstrate power. apply exercispecific specific /li>	a variéty ises to orts.	of exer	power to	improve a	nd maint	ain						
 demonstrate power. apply exerc specific spo 	a variéty ises to orts.	of exer	power to	improve a	nd maint	ain						•
 demonstrate power. apply exercispecific specific /li>	a variéty ises to orts.	of exer	power to	improve a	nd maint	ain						•
 demonstrate power. apply exercispecific specific /li>	a variéty ises to orts.	of exer	power to	improve a	nd maint	ain						
 demonstrate power. apply exercispecific specific /li>	a variéty ises to orts.	of exer	power to	improve a	nd maint	ain						
 demonstrate power. apply exercispecific specific /li>	a variéty ises to orts.	of exer	power to	improve a	nd maint	ain						
 demonstrate power. apply exercispecific specific /li>	a variéty ises to orts.	of exer	power to	improve a	nd maint	ain						



SMALL SCHOOLS PROJECT - Working Copy Student Learning Objective(s)	Suggested Objective Place	
Student Learning Objective(s) A. The student knows w		· · · · · · · · · · · · · · · · · · ·
participation. B. The student is able to apply exerci	ses to increase power to enhance su	ccess District Goal
in specific sports. C. The student values the impo	ortance of power to sports and eve	ryday Program Goal 1,7
activities. Related Area(s)		 •
		
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Paggible Person
		Possible Resources
<u>Title</u> : Power as Related to Track Events	Record long jump distances.	Film:
Group size: individual Materials: measuring tape, long jump area Procedure(s):		EVERYONE'S A WINNER: Balance Flexibility and Power
. Demonstrate to students the use of power in the		13 min
long jump. Measure long jump distances before and after power program.		ESD 121 Film Library
Record the distances to see improvements. Variations:		
Show film and discuss the value of power in a program.		
· Do exercises.		
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		District Resources
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OLS PROJECT - Working Copy	Suggested Objective Plac	ement <u>9-12</u>
arning Objective(s) A. The student knows the	current theory for improving and t	main- State Goal 2,9
power. B. The student knows a variety of en	kercises to improve and maintain po	ower. District Goal
student is sole to apply the current theory		
student is able to demonstrate a variety of exerea(s)		
Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Box Jumping Group size: individual	Observation.	Film:
Materials: jumping boxes e(s):	Measure vertical jump before and after beginning the	EVERYONE'S A WINNER: Balance, Flexibility and Power
e two wooden boxes or find something suitable jump on.	program.	13 min
box should be 30-36 inches high and the		ESD 121 Film Library
er 18-24 inches high. rt by standing on one box and jumping to the		
und, then up to the other box, then back to		
ground and back to the other box. o in a smooth, continuous motion. 10-15 repetitions per set.		
		District Resources
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SMALL SCHOOLS PROJECT		and the second of the second o					· •		1	•	
SUALL SCHOOLS PROSEC					7	/.		ant Grade	,	-/IC	
							Suggested	G G G G G G G G G G G G G G G G G G G	Placemen		
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SUBJECT: Physica	1 Education	<u>*</u> 			<u> </u>	#_		\leftarrow	·	<u> </u>	<u> </u>
SPECIFIC AREA: Ph	ysical Fitnes	SS				∫					
Sp	eed						9–12	9	10	11	12
The student knows:		•	•								
• the current the	eory for incr	escine and	maintain	na sheed	1215					1	7.
 a variety of me 	ethods and ac	tivities t	o increase	e speed.	•		ia ia Maria ara	1 2	ľ		
 which types of specific sports 		e required	l to enh	ance suc	cess in						
						10					
	1				•						
The student is able	to:							8			· ·
• Lapply the curre demonstrate a								``			}
	variety of	meetingen an) 1	•		
speed.				• 7,				10 to ye			
speed. • apply specific	methods of i	ncreasing s		•							
	methods of i	ncreasing		•						0.00	
	methods of i	ncreasing s		•)		0.65	
• apply specific The student values:			speed in s	specific	sports.				•		
• apply specific			speed in s	specific	sports.				•		
• apply specific The student values:			speed in s	specific activiti	sports.				•		
• apply specific The student values:			speed in s	specific activiti	sports.						
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• apply specific The student values:			speed in s	specific activiti	sports.						



SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Plac	ement 9-12
Student Learning Objective(s) A. The student knows w	hich types of speed are required	
enhance success in specific sports. B. The student	is able to apply specific method	s of District Goal
increasing speed in specific sports. C. The student v		
and everyday activities. Related Area(s)		1,7
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Increase Running Speed by Improving Endurance	Time the varied distances. Figure the times assuming they	
Group size: individual Materials: stopwatches, measured distance Procedure(s): Students will be timed from a running start in	maintained maximum speed at the longer distance. Figure time lost due to fatigue.	
the 25, 50, 100 and 200 meter dashes. Show students that times may not be proportional at the longer distances because their endurance		
does not allow them to maintain top speed. Discuss a program wherein students can improve their performance by improving their endurance.		
		District Resources
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SMALL SCHOOLS PROJECT - Worki

Student Learning Objective(s)

taining speed. B. The sty

C. The student is able to concern the student is able to conce

Suggested Activities: Grade(

Title: Downh
Group size: indiv
Materials: stopw

rocedure(s):

Point out to studen increased by increase length, endurance and r one method of improvirunning down hills.

• Find a hill that is co

Practice running the hi

ested Objective Placement	9-12	
ior increasing and main-	State Goal	2.9
ies to increase speed.	District Goal	
and maintaining speed.	Program Goal	1,7
s to increase speed.		

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SMALL SCHOOLS PROJECT SUBJECT: Physical Education	Page	Sted	Distr.	Placement /	2.0
SPECIFIC AREA: Physical Fitness					T =
	4				
Strength	-	9-12	9	10 1	1 12
The student knows:					
- the current theory for improving and maintaining muscula	r ·			•	
strength. • a variety of exercises which increase strength in major muscl	 e				
groups.					1
The student is able to:					
apply the current theory for improving and maintaining muscula	_	·			/
* strength.	1 1			* **	1
 demonstrate a variety of strength increasing activities an exercises for the major muscle groups. 	d)			1	2
 apply the appropriate strength increasing method and exercise for remediation, rehabilitation, specific sports and everyday 	3		·····]		
activities.			- }		
				- 3	37
The student values:		•			1
		.	;]		
• the importance of muscular strength to sports and everyday activities.	7	· · [
	1 1			, J. 20	
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earning Objective(s) State Goal B. The student knows a variety of exercises which increase strength, District Goal muscular strength. r muscle groups. C. The student is able to apply the current theory for improving and ning muscular strength. D. The student is able to demonstrate a variety of strength Program Goal ing activities and exercises for the major muscle groups. rea(s) -Activities: Grade(s)°≪9-12 Suggested Monitoring Procedures Possible Resources Hockey, Robert V., Physical Isometric Exercises Test isometric abdominal Group size: individual and partner strength by noting the time a Fitness, St. Louis, The C.V. Materials: Mosby Co., 1973. student is able to hold the re(s): V-Sit position (to a maximum of form students that the limited range of motion 90 seconds). a drawback. ow Push: Student stands with back against e wall with elbows at shoulder height and also iching the wall. Forearms are flexed with nds beneath the chin with palms down. Elbows e pressed against the wall at maximal conaction for five seconds. nd Push: Student stands with palms together delbows raised to shoulder height. Hands are essed together at maximal contraction for five onds. Sit: Student sits on the floor, places the nds on the him and leans backward until the ink forms a 45° angle with the floor. Keeping e legs straight, the feet are raised approxitely $1\overline{2}$ -20 inches off the floor, as a V sition is formed and held for a given time.

Suggested Objective Placement



OOLS PROJECT - Working Copy.

SMALL SCHOOLS PROJECT - Working Copy	Suggested Objective Place	cement <u>9-12</u>
Student Learning Objective(s) A. The student is abl	e to apply the appropriate str	ength State Goal . 2,9
increasing method and exemcises for remediation, rehab		
activities. B. The student values the importance of m	uscular strength to sports and even	ryday Program Goal 1,7
activities. Related Area(s)		
		To the second se
Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Strength Maintenance	Return to weights periodically	Film:
Group size: entire class Materials: none	to check and see if strength has remained constant.	EVERYONE'S A WINNER: Muscular
Procedure(s): Inform students that the following activities		Strength and Endurance 16 min
can maintain strength during a sports season when weight training is not possible.		ESD 121 Film Library
Take a two count to reach the		
Jackknife Sit-ups: With arms straight on		
floor behind the head, bring arms and legs up simultaneously so they meet overhead.		
Return to start position. Repeat 10-20		
		District Resources
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