

**MANSFIELD PUBLIC SCHOOLS**  
**PHYSICAL EDUCATION CURRICULUM GUIDE**

**K-4**

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## **VISION STATEMENT**

All students in Mansfield's Elementary Physical Education Program will:

- acquire motor skills to perform a variety of physical activities.
- gain physical fitness knowledge.
- be intrinsically motivated to pursue an active lifestyle.

## PHILOSOPHY

Physical education and health education are part of a wellness formula. The prevention of future health problems should be a basis for what is taught and learned in physical education classes. To achieve this, physical education must begin early in a child's life. The preschool child and early elementary child have an inherent desire to move. This desire, together with the development of good habits, should be nurtured into adulthood.

The National Association for Sport and Physical Education's (NASPE) 1992 definition of a physically educated person:

*A physically educated person is one who:*

*HAS learned the skills necessary to perform a variety of activities;*

*DOES participate regularly in physical activity;*

*IS physically fit;*

*KNOWS the implications of and the benefits from involvement in physical activities; and*

*VALUES physical activity and its contributions to a healthy lifestyle.*

Physical education remains unique in its ability to challenge and develop all three domains of the learner: psychomotor, cognitive, and affective. Psychomotor development in physical education occurs when students are given opportunities to understand movement concepts and build competence and confidence to perform a variety of motor skills through developmentally appropriate activities. It involves the attainment of competency in fundamental movement patterns, selected sport skills, adventure activities, and physical fitness activities.

Cognitive development involves knowledge, questioning, problem solving, reasoning, analyzing and communicating. The cognitive concepts related to physical education, such as knowledge of game rules, biomechanical principles, principles of training, and physical fitness, are necessary applications for the performance of physical skills. Included in the cognitive domain is the accumulation of knowledge that leads to the ability to make informed decisions about one's physical well-being. Affective development in physical education allows the learner to express an appreciation of self and others through experiences in movement participation. Developmentally appropriate activities are designed to allow students an opportunity to work together and develop social and cooperative skills. Appreciation of cooperation, fairness, following the rules of the games, and the social and cultural values of dance are examples of the affective benefits derived from physical education. Affective development occurs when students have opportunities to experience and feel the satisfaction and joy that results from regular participation in physical activity.

The philosophy of the Mansfield Public Schools is that physical education is an integral part of every child's education program. The Mansfield K-4 Physical Education program is based on the premise that all children are individuals with unique needs, interests, and potential.

Guide to Curriculum Development in Physical Education  
State of Connecticut Board of Education 2000

## **PROGRAM DESCRIPTION**

Physical education in grades K-4 is a developmental program based on the skill-theme approach. Children progress at an individual pace to explore and discover their physical capabilities. Divergent and convergent problem solving, discovery learning, and creative movement are used as tools to help children develop a broad foundation of basic motor skills. Skills are introduced in a closed environment that is void of external stimuli. This allows the child to practice the skill without any outside influences. Once the skill is learned, children apply the skill in an open environment, one which introduces a variety of controlled external stimuli. The child makes decisions (strategies) in order to apply the skill to successfully participate in these dynamic environments.

Students are introduced to a variety of activities which promote group cooperation, individual motor success, development of self confidence, and motor knowledge. Students learn the concepts of how their bodies work and move and how movement relates to the development of health and the maintenance of wellness. These fundamental skills are later refined to more specific sport skills, recreational skills, lifetime physical fitness skills, and work related skills.

Student achievement and success is based on a differentiated instruction model. Through the use of movement concepts (e.g. pathways, speeds, distances, relationships, etc.), students are provided with opportunities to choose their own level(s) of challenge (invitation approach). When students demonstrate a lack of success, the teacher will modify the activity to match their individual skill level(s) (intratask approach).

The elementary physical education program is aligned with the Mansfield Board of Education Health and Wellness Policy in promoting health and well being of the districts students.

In kindergarten physical education, the activities promote the exploration of basic motor skills, direction following, and cooperation, while decreasing fears in a motor environment.

In the 1<sup>st</sup> and 2<sup>nd</sup> grades, the activities introduce skills related to: fundamental motor patterns (locomotor, manipulative), physical fitness (health related), motor fitness (skill related), perceptual motor skills, and rhythmic and dance; as well as other activities.

Third and 4<sup>th</sup> grade activities reinforce skills introduced at the 1<sup>st</sup> and 2<sup>nd</sup> grades and apply these skills in various motor environments. In addition, sport skill, adventure activities, and other recreational activities are introduced. Students in grade 4 are required to participate in the Connecticut Physical Fitness Assessment. The assessment is administered each year and measures lower back flexibility, abdominal strength and endurance, upper body strength and endurance, and aerobic endurance.

Each kindergarten student has physical education one or two times per week for a total of 60 minutes. Students in grades one through four have physical education three times per week for a total of 90 minutes.

Preschool classes may have physical education one time per week for 30 minutes.

## **ASSESSMENT**

The purpose of assessment is to:

- identify student needs
- identify students' present level of performance
- revise and update curriculum benchmarks
- communicate with parents
- communicate with students to improve performance, knowledge, and/or behavior
- measure psychomotor, cognitive, and affective domains.

Students are assessed on an ongoing, formative basis specific to the biomechanical rubric for each curriculum objective. They are routinely evaluated using authentic assessment. Specific feedback and reinforcement are given to students following teacher observation. Summative assessment may also be used to evaluate psychomotor, cognitive, and/or affective learning at the end of a class period or at the conclusion of an activity unit.

The mature form of a skill denotes the stage of motor development where the performance criteria of a skill are mastered at a developmentally appropriate level and is aligned with the Mansfield's Public Schools Elementary Physical Education Curriculum, November 2006.

The qualitative criteria for mastery of a mature skill are defined for each objective in the activity section of the curriculum. The quantitative criteria for mastery will be the point where the student can perform the skill correctly 80% of the time.

Students in grades three and four are given the Connecticut Mastery Test for Physical Fitness and a report is sent home to parents/guardians with the first report card. These reports are generated using a specially designed software program developed exclusively for the physical education program. This technology reports student scores in each of four areas tested and provides state standards for both health and challenge levels, as well as the mean score for Mansfield students of a similar age.

## **GRADING CRITERIA\***

### **MOTOR SKILL DEVELOPMENT**

1. The student demonstrates competence in the skills presented this marking period.
2. The student demonstrates skills appropriate to their age level.
3. The student correctly applies motor skills in a variety of activities.

### **UNDERSTANDS AND APPLIES CONCEPTS**

1. The student understands the concepts presented, including:
  - a. knowledge of motor skill cues
  - b. rules and regulations of the activities presented.
2. The student demonstrates his/her knowledge of the concepts by successfully applying strategies while participating in a variety of motor activities.

### **APPROPRIATE BEHAVIOR/WORKS COOPERATIVELY**

1. The student listens to and follows all directions.
2. The student works well independently and in a variety of groups.
3. The student shares equipment, space, and takes turns with other students.
4. The student offers encouragement and or assistance to peers attempting an activity.

### **APPROPRIATE EFFORT**

1. The student attempts all of the activities presented in class.
2. The student performs up to his/her ability level.
3. The student attempts a successful trial following an unsuccessful one.
4. The student works to improve his/her skills.

This evaluation system is a means to communicate to parents the progress of the work completed during a specific grading period. If your child has any difficulty participating in physical activities or has a problem with motor development, I will contact you and discuss the matter. Please contact me if your child has any medical condition that may affect their performance in physical education or if you would like more information regarding your child's motor progress.

\*This grading criteria sheet is sent home to all parents/guardians with the first progress report of the school year.

## KEY TO THE SKILL PROGRESSION CHART

- e = EXPLORATION** = Provide movement experiences (non-specific).
- i = INTRODUCE** = Present a new skill (specific).
- r = REVIEW** = Process of going over an introduced skill a second or repeated times, provide additional repetitions.
- m = MASTERY** = Mastery of a skill denotes the level of performance where the student displays the skill characteristics consistently. At this level of performance the student must meet the qualitative (process) and quantitative (product) criteria for each skill.
- a = APPLICATION** = Basic skills will be applied in a variety of dynamic environments.
- o = OPTIONAL** = Supplemental skills that the teacher may select.

## **ACTIVITY UNITS**

## ADVENTURE UNIT

Objective	K	1	2	3	4	State of CT Content Standard
<p>1. COOPERATIVE GAMES (ICE BREAKERS) – The teacher will design, teach and facilitate a variety of cooperative activities to introduce teamwork and cooperative learning. The activities will be presented using a convergent and or divergent guided discovery approach.</p> <p>Resources include: Project Adventure Manuals, Pro Image Manuals, Karl Rohnke’s and Terry Orlick’s books, etc.</p>				i	r	
<p>2. GOAL SETTING – The teacher will teach challenging, attainable goals for individual and/or groups of students.</p>				o	o	#4, 5
<p>3. PROBLEM SOLVING – The student will use cooperative learning while attempting to problem solve a variety of physical challenges presented by the teacher. These problem solving activities will be presented by a convergent and or divergent guided discovery approach.</p> <p>Resources include: Project Adventure Manuals, Pro Image Manuals, Karl Rohnke’s and Terry Orlick’s books, etc.</p>				i	r	#2
<p>4. PROTOCOL – The student will demonstrate the proper safety protocol as the faller as well as the spotter during trust falls.</p> <p>Faller – “Ready to fall (says spotter’s name)”            Spotter – “Ready to catch (says faller’s name)”            Faller – “Falling (says partner’s name)”            Spotter – “Fall away (says faller’s name)”</p>				i	r	#2,4,5
<p>5. SPOTTING – The student will demonstrate the proper spotting technique while participating in a variety of trust fall, low ropes and other adventure activities.</p> <p>Spotter – protects partner from injury            Hands up behind partner’s should blades, “bumpers.”            Looking at partner            Wide base of support, feet front to back, knees bent, “shock absorbers.”            Catch partner’s weight as soon as possible.            Gently push partner back into balance.            Use proper protocol.</p>				i	r	#2
<p>6. FALLING – The student will demonstrate the proper falling technique while participating in a variety of trust fall, low ropes and other adventure activities.</p> <p>Faller – trust partner to protect them.            Keep body straight and rigid.            Lock hands and arms across chest.            Fall backwards toward spotter.            Use proper protocol.</p>				i	r	#1,2, 4,5
<p>7. TRUST FALLS – The student will demonstrate proper safety protocol, spotting technique and falling technique while participating in a variety of trust fall activities.</p>				i	r	#1,2, 4,5
<p>8. LOW ROPES – The student will divergently problem solve successfully climbing a variety of low rope elements while being spotted by the cooperative group.</p> <p>Rope Elements</p> <ol style="list-style-type: none"> <li>a. Two line bridge</li> <li>b. Multi-Vine</li> <li>c. Pirates Crossing</li> <li>d. Burma Loops</li> <li>e. Burma Bridge</li> </ol>				i	r	#1-6

Objective	K	1	2	3	4	State of CT Content Standard
<ul style="list-style-type: none"> <li>f. Thru Loops</li> <li>g. Teacher Designed Elements</li> </ul>						
<ul style="list-style-type: none"> <li>9. OPTIONAL <ul style="list-style-type: none"> <li>a. After school adventure program</li> <li>b. Rappelling</li> <li>c. Climbing wall</li> </ul> </li> </ul>				o	o	#1-6

## **BASKETBALL**

Objective	K	1	2	3	4	State of CT Content Standard
1. DRIBBLE (see Manipulative Skills, page 28)	e	i	r	m	a	#1,2,3
2. PASSING						
a. Chest Pass –The student will demonstrate the proper chest pass characterized by the following: <ul style="list-style-type: none"> <li>▪ Hold ball with two hands (behind the ball) thumb down, elbows out.</li> <li>• Face the target, person throwing the ball to.</li> <li>• Step toward target with opposite foot, push ball to the receiver, extend arms.</li> <li>• Transfer weight, maintain balance.</li> <li>• Follow through</li> <li>• Accuracy</li> </ul>				i	r	#1,2
b. Bounce Pass – The student will demonstrate the proper bounce pass characterized by the following: <ul style="list-style-type: none"> <li>• Hold ball with two hands, (behind the ball) thumb down, elbows out.</li> <li>• Face the target, person throwing ball to..</li> <li>• Step toward target with opposite foot, push ball to the floor, one bounce to the receiver.</li> <li>• Transfer weight, maintain balance.</li> <li>• Follow through.</li> <li>• Accuracy.</li> </ul>	e	e	l		r	#1,2
c. Overhead Pass – The student will demonstrate the proper overhead pass characterized by the following: <ul style="list-style-type: none"> <li>• Hold ball above head with 2 hands, face the target.</li> <li>• Step toward target with opposite foot, throw ball with 2 hands (soccer throw in).</li> <li>• Transfer weight, maintain balance.</li> <li>• Follow through.</li> <li>• Accuracy.</li> </ul>				o	o	#1,2
3. SHOOTING						
a. Two handed set shot – The student will demonstrate the proper overhead pass characterized by the following: <ul style="list-style-type: none"> <li>▪ Hold ball with two hands (behind the ball) thumb down, elbows out.</li> <li>• Face the target, look at the basket.</li> <li>• Bend knees, push the ball high and soft (arc) towards the basket.</li> <li>• Transfer weight, maintain balance.</li> <li>• Follow through</li> <li>• Accuracy</li> </ul>	o	o	o	o	o	#1,2
b. One-handed set shot – The student will demonstrate the one-handed set shot characterized by the following: <ul style="list-style-type: none"> <li>• Hold ball with two hands, dominate hand under the ball non-dominate hand in front of the ball for balance (BEEF).</li> <li>• Face the target, look at the basket.</li> <li>• Bend knees, push the ball high and soft (arc) towards the basket.</li> <li>• Transfer weight, maintain balance.</li> <li>• Follow through.</li> <li>• Accuracy.</li> </ul>		e	e	i	r	#1,2



## **BOWLING**

Objective	K	1	2	3	4	State of CT Content Standard
1. ROLLING ▪ (see Manipulative Skills, page 28)	e	i	r	m	a	#1,2
2. ACCURACY	e	i	r	m	a	#1,2
3. SCORING – Fundamental vocabulary terms and definitions consistent with duck pin bowling.						
a. Score Sheet				i	r	#1,2
b. Frame		e	e	i	r	#1,2
c. Spare		e	e	i	r	#1,2
d. Strike		e	e	i	r	#1,2
e. Addition for accurate scoring		e	e	r	r	#1,2
4. BOWLING						
a. Duck Pin		o	o	i	r	#1,2
b. Ten Pin		o	o	o	o	#1,2
5. ETIQUETTE		o	o	o	o	#4

## **CIRCUS SKILLS**

Objective	K	1	2	3	4	State of CT Content Standard
<b>JUGGLING</b>						
1. EXPLORATION – The student will demonstrate appropriate control of one or two scarves as he/she creatively explores movements presented by juggling scarves, working individually, with a partner or in small groups	i	r				#2
2. THROWING – The student will be able to demonstrate the proper way to toss a juggling scarf as characterized by the following: a. Hold center with fingertips (ghost) b. Release upwards to propel scarf to its maximum height c. Knuckles up d. Palm always facing away from the body upon release e. Accuracy in throwing, scarf floats to catching hand		r	m	a	a	#1,2
3. CATCHING – The student will be able to demonstrate the proper catch of a juggling scarf as characterized by: a. Visual tracking b. Catching with palm facing away from the body in a downward motion “knuckles up” c. Catch top of scarf with downward motion	i	r	m	a	a	#1,2
4. EYE-HAND COORDINATION – The student will demonstrate control of the scarf as characterized by the following: (see Perceptual Motor Skills, page 33) a. Using the dominant hand b. Using the non-dominant hand	a	a	a	a	a	#1,2
5. LEVELS – The student will demonstrate control while juggling at the following levels: a. High b. Medium c. Low	i	r	m	a	a	#1,2
6. DIRECTIONALITY – The student will be able to demonstrate proper juggling technique while moving in a variety of directions.	e	e	e	e	e	#1,2
7. POSITIONS – The student will demonstrate proper juggling technique in a variety of body positions: a. Static b. Dynamic	i	r	m	a	a	#1,2
8. PATTERNS a. Two scarf cascade The student will demonstrate appropriate control of his/her juggling scarves while throwing them in a two scarf cascade. b. Three scarf cascade The student will demonstrate appropriate control of his/her juggling scarves while throwing them in a three scarf cascade. c. Two scarf shower The student will demonstrate appropriate control of his/her juggling scarves while throwing them in a two scarf shower. d. Three scarf shower The student will demonstrate appropriate control of his/her juggling scarves while throwing them in a three scarf shower. e. Two scarf column The student will demonstrate appropriate control of his/her juggling scarves while throwing them in a two scarf column. f. Three scarf column The student will demonstrate appropriate control of his/her juggling scarves while throwing them in a three scarf column.		i	r	m	a	#1,2
				i	r	#1,2
	e	i	r	m	a	#1,2
				i	r	#1,2
	e	i	r	m	a	#1,2
				i	r	#1,2
9. EXPLORATION- The student will explore (create) a variety of juggling patterns with a variety of objects e.g. balls, beanbags, sticks, etc.	e	e	e	e	e	# 1, 2

Objective	K	1	2	3	4	State of CT Content Standard
10. OBJECT BALANCE (see Motor Fitness page 30) a. Peacock Feathers b. Spinning Plates c. Devil Sticks	i	r	m e	a i i	a r r	# 1, 2
11. DYNAMIC BALANCE ( see Motor Fitness page 30) a. Rollers b. Spools c. Foot Stompers d. Stilts e. Unicycle f. Go-Go Cycle g. Duck Walkers h. Other	i      e	r      i	m      r	a      m	a      a	# 1, 2

## **CROSS COUNTRY SKIING**

Objective	K	1	2	3	4	State of CT Content Standard
1. BOOTS a. Size b. Tying				i	r	# 4
2. INSERTING BOOTS INTO BINDING a. Align boot with binding b. Raise heel slightly, clip in				i	r	# 2, 4
3. REMOVE BOOTS FROM BINDINGS a. Press release with pole or hand b. Lift foot up / lift toe up				i	r	# 2, 4
4. PROPER POLE GRIP a. Put hand up through pole loop b. Grip the pole and strap with thumb and index finger				i	r	# 2
5. WALKING ON SKIIS a. Keep skis parallel b. Slide skis in the snow, don't lift them up				i	r	# 1, 2, 3
6. GLIDE WITHOUT POLES a. Keep skis parallel b. Slightly bend knees, maintain body control / balance				i	r	# 1, 2, 3, 6
7. GLIDE WITH POLES a. Keep skis parallel b. Slightly bend knees, maintain body control / balance c. Contra lateral movement d. Pole used for balance				i	r	# 1, 2, 3, 6
8. TURNING WHILE GLIDING a. Slightly turn inside ski b. Bring outside ski parallel c. Repeat until you are in the proper / desired direction				i	r	# 1, 2, 3, 6
9. DOUBLE POLE, DOUBLE POLE STRIDE a. Keep skis parallel b. Bend knees, slight forward posture c. Push off with both poles				i	r	# 1, 2, 3, 6

Objective	K	1	2	3	4	State of CT Content Standard
10. FALLING DOWN AND GETTING UP a. Land on your bottom when you are out control b. Get skis parallel in the air, while lying on your back c. Lie on your side, keep skis parallel in the snow d. Both hands in front of body "push up position", knees in snow e. Push up to standing position f. Don't use your poles				i	r	# 1, 2, 3, 6
11. DOWNHILL CONTROL a. Keep skis parallel b. Bend knees, forward posture c. Keep poles in the air, parallel to the ground				i	r	# 1, 2, 3, 6
12. SNOWPLOW a. Ski tips together, widen stance b. Lean onto the inside edge of skis				o	o	# 1, 2, 3, 6
13. UPHILL RUN a. Glide, with speed b. Forward posture c. Plant poles behind you for balance, momentum, prevent you from going downhill				o	o	# 1, 2, 3, 6
14. HERRINGBONE a. Toes out, heels in b. Lean on inside edges of the skis c. Walk uphill d. Plant poles behind you for balance, momentum, prevent you from going downhill				o	o	# 1, 2, 3, 6
15. SIDE STEP a. Perpendicular to hill, skis parallel b. Uphill ski steps uphill, downhill ski follows c. Keep weight on uphill edged. plant poles next to boots for balance, prevent you from going downhill				i	r	# 1, 2, 3, 6
16. FALLING DOWN AND GETTING UP ON A HILL a. See # 10, above b. Body and skis perpendicular to hill				i	r	# 1, 2, 3, 6

## DANCE

Objective	PK	K	1	2	3	4	State of CT Content Standard
<b>UNIVERSAL DANCE FORMATIONS AND CALLS</b>							
<b>1. FORMATIONS</b>							
a. Line	o	e	i	r	m	a	#2
b. Square	o	o	e	i	r	m	#2
c. Circle	o	o	i	i	m	a	#2
d. Scattered	i	i	r	m	a	a	#2
<b>2. RELATIONSHIP</b>							
a. Individual	i	i	r	m	a	a	#4,5
b. Partners	o	e	i	r	m	a	#4,5
c. 3's, 4's, etc.	o	o	e	i	r	m	#4,5
d. Whole Group	o	o	i	r	m	a	#4,5
<b>3. STEPS/CALLS</b>							
a. Partner	o	e	i	r	m	a	#1,2,3,4,5
b. Corner	o	o	e		i	r	#1,2, 3
c. Opposite	o	o	o	e	i	r	#1,2, 3
d. Honor	o	o	o	e	i	r	#1,2, 3
e. Circle		i	r	m	a	a	#1,2, 3
f. Swing							
g. Elbow	o	e	i	r	m	a	#1,2, 3
h. Two hand	o	e	i	r	m	a	#1,2, 3
i. Promenade	o	o	o	e	i	r	#1,2, 3
j. Dos-a-Dos	o	o	e	i	r	m	#1,2, 3
k. Grand (right & left)	o	o	o	e	i	r	#1,2, 3
l. Allemande left	o	o	o	o	o	o	#1,2, 3
m. Balance	o	o	o	o	o	o	#1,2, 3
n. Center & Back	o	o	o	r	r	m	#1,2, 3
o. Ladies Chair	o	o	e	o	o	o	#1,2, 3
p. Forward & Back			e	i	r	m	#1,2, 3
q. Star (right & left)				e	i	r	#1,2, 3
r. Sashay			i	r	m	a	#1,2, 3
s. Cast Off			e	i	r	m	#1,2, 3
t. Arch			e	i	r	m	#1,2, 3
u. Peel				e	i	r	#1,2, 3
v. Grapevine Step				e	i	r	#1,2, 3
w. Specialty Steps/Dances	i	i	i	i	i	i	#1,2, 3
x. R&L Thru				o	o	o	#1,2, 3
y. Pass Thru			o	o	o	o	#1,2, 3
z. Curtsey				o	o	o	#1,2, 3

## **FLOOR HOCKEY**

Objective	K	1	2	3	4	State of CT Content Standard
1. GRIP- The student will be able to demonstrate a proper grip of a floor hockey stick as characterized by the following: <ol style="list-style-type: none"> <li>a. Dominant hand holds the stick half way between the blade and the knob at the top of the stick.</li> <li>b. Non-dominant hand is placed at the top of the stick on the knob.</li> <li>c. Blade should rest on the floor.</li> </ol>	e	e	i	r	m	# 1
2. FOREHAND- The student will be able to demonstrate a proper forehand shot in floor hockey as characterized by the following: <ol style="list-style-type: none"> <li>a. Preparation phase               <ul style="list-style-type: none"> <li>• Use the proper grip as described above.</li> <li>• Stand sideways, opposite shoulder faces target</li> <li>• Bend at the knees so the blade rests flat on the floor behind the object to be hit.</li> <li>• Weight transfers to the back foot.</li> <li>• Trunk rotates as stick is drawn back.</li> </ul> </li> <li>b. Action phase               <ul style="list-style-type: none"> <li>• Weight transfers forwards</li> <li>• Push forward with the dominant hand to hit object with stick.</li> <li>• At the same time, step forward towards the target with non-dominant foot.</li> <li>• Blade is swung forward along a full arc.</li> </ul> </li> <li>c. Follow through</li> <li>d. SAFETY – DO NOT ALLOW STUDENTS TO RAISE STICKS HIGHER THAN KNEES ON ANY STROKE</li> <li>e. Accuracy               <ul style="list-style-type: none"> <li>• The object goes towards the intended target/goal.</li> </ul> </li> </ol>	e	e	i	r	r	# 1, 2
3. BACKHAND – The student will be able to demonstrate a proper backhand shot in floor hockey as characterized by the following: <ol style="list-style-type: none"> <li>a. Preparation phase               <ul style="list-style-type: none"> <li>• Using the proper grip</li> <li>• Bend at the knees so the blade rests on the floor behind the object to be hit.</li> <li>• Stand sideways striking shoulder faces target.</li> <li>• Weight is on non-dominant foot.</li> <li>• Stick is drawn back.</li> </ul> </li> <li>b. Action Phase               <ul style="list-style-type: none"> <li>• Weight shifts forward.</li> <li>• Body rotates forward.</li> <li>• Pull stick forward with the dominant hand to hit the object with the blade.</li> <li>• At the same time, step towards the target with the dominant foot.</li> </ul> </li> <li>c. Follow through</li> <li>d. SAFETY – DO NOT ALLOW STUDENTS TO RAISE STICKS HIGHER THAN KNEES ON ANY STROKE</li> <li>e. Accuracy               <ul style="list-style-type: none"> <li>• The object goes towards the intended target/goal.</li> </ul> </li> </ol>	e	e	i	r	r	#1,2

Objective	K	1	2	3	4	State of CT Content Standard
4. DRIBBLING – The student will be able to demonstrate dribbling of an object in floor hockey as characterized by the following: <ul style="list-style-type: none"> <li>a. Use the proper forehand grip as described above.</li> <li>b. Strike object using forehand and backhand strokes with little, short, light taps so the object stays close to the stick.</li> <li>c. At the same time, move around the space under control.</li> </ul>	e	e	e	r	r	#1,2
5. SHOOTING – Same as forehand and backhand	e	e	i	r	r	#1,2
6. SLIDE DRIBBLE <ul style="list-style-type: none"> <li>a. Proper grip</li> <li>b. Bend the knees and at the waist</li> <li>c. Slide puck on floor, keep puck in contact with blade.</li> <li>d. Move with body control and puck control.</li> <li>e. Look where you are going (spatial awareness).</li> </ul>	e	i	r	m	a	#1,2
7. PASSING <ul style="list-style-type: none"> <li>a. Proper grip.</li> <li>b. Stand on the side of the puck, non-dominant side facing the target, bend knees and at waist.</li> <li>c. Blade on the floor behind the puck.</li> <li>d. Slide blade straight back, forward with force so that receiver can control.</li> <li>e. Follow through.</li> <li>f. Accuracy.</li> <li>g. SAFETY – DO NOT ALLOW STUDENTS TO RAISE STICKS HIGHER THAN KNEES ON ANY STROKE.</li> </ul>	e	i	r	m	a	#1,2

## FRISBEE

Objective	K	1	2	3	4	State of CT Content Standard
1. GRIP – The student will demonstrate a backhand grip of the Frisbee characterized by the following: <ol style="list-style-type: none"> <li>a. Frisbee is held between thumb and fingers of dominant hand.</li> <li>b. Index finger is on the edge of the Frisbee.</li> <li>c. Frisbee held parallel to the ground.</li> </ol>		i	r	m	a	#1
2. THROWS – The student will demonstrate a backhand throw of the Frisbee characterized by the following: <ol style="list-style-type: none"> <li>a. Proper grip</li> <li>b. Look at the target – dominant side facing target</li> <li>c. Step with dominant foot towards target (transfer of weight)</li> <li>d. Arm motion is parallel with ground.</li> <li>e. Extension of wrist and arm during follow through</li> <li>f. Accuracy, Frisbee goes towards the target/goal.</li> </ol>		i	r	r		#1
3. CATCHES – The student will demonstrate proper catch of the Frisbee characterized by the following: <ol style="list-style-type: none"> <li>a. Eyes on the Frisbee (visual tracking)</li> <li>b. Hands ready to receive the Frisbee.               <ul style="list-style-type: none"> <li>• Two-hand sandwich or crocodile catch</li> <li>• One hand catch.</li> </ul> </li> </ol>		i	r	r	r	#1
		i	r	r	r	#1
		i	r	r	r	#1
4. POSITIONS – The student will demonstrate throwing and catching of the Frisbee in the following body positions: <ol style="list-style-type: none"> <li>a. Static</li> <li>b. Dynamic</li> </ol>	e	e	e	e	e	#1.2

## ***FUNDAMENTAL MOVEMENT PATTERNS***

## LOCOMOTOR MOVEMENT PATTERNS

Objective	K	1	2	3	4	State of CT Content Standard
<p>1. WALKING- The student will walk a minimum distance of 60 feet in a straight line demonstrating a mature walking pattern characterized by the following:</p> <ol style="list-style-type: none"> <li>a. An upright posture.</li> <li>b. Contra lateral coordination of arms and legs.</li> <li>c. Heel to toe foot placement.</li> <li>d. Feet point straight ahead.</li> <li>e. An even and rhythmical gait.</li> </ol>	n/a	a	a	a	a	#1,2,3
<p>2. RUNNING- The student will run a minimum distance of 60 feet in a straight line demonstrating a mature running pattern characterized by the following:</p> <ol style="list-style-type: none"> <li>a. An upright posture.</li> <li>b. Definite flight phase.</li> <li>c. Contra lateral coordination of arms and legs.</li> <li>d. Arms are bent at approximately right angles.</li> <li>e. An even and rhythmical gait.</li> </ol>	n/a	a	a	a	a	#1,2,3
<p>3. STANDING LONG JUMP- The student will jump a maximum distance demonstrating a mature jumping pattern characterized by the following:</p> <ol style="list-style-type: none"> <li>a. Preparation Phase <ul style="list-style-type: none"> <li>• Feet are parallel and slightly apart.</li> <li>• Flexion at the ankles, knees and hips with the arms extended backwards,</li> <li>• Looking straight ahead.</li> </ul> </li> </ol>	e	i	r	m	a	#1
<p>4. VERTICAL LONG JUMP- the student will jump a maximum height demonstrating a mature jumping pattern characterized by the following:</p> <ol style="list-style-type: none"> <li>a. Preparation Phase <ul style="list-style-type: none"> <li>• Feet are parallel and slightly apart.</li> <li>• Flexion at the ankles, knees and hips with the arms extended backwards.</li> </ul> </li> <li>b. Action Phase <ul style="list-style-type: none"> <li>• Forceful extension of ankles, knees and hips.</li> <li>• Accompanied by forward and upward thrust of the arms.</li> </ul> </li> <li>c. Recovery Phase <ul style="list-style-type: none"> <li>• Balance, landing on two feet.</li> <li>• Flexion at ankles, knees and hips.</li> <li>• Body weight is forward, use arms to maintain balance.</li> </ul> </li> </ol>	e	i	r	m	a	#1
<p>5. SKIPPING- The student will skip a minimum distance of 60 feet in a straight line demonstrating a mature skipping pattern characterized by the following:</p> <ol style="list-style-type: none"> <li>a. Rhythmical repetition of a step then hop, alternating feet.</li> <li>b. Contra lateral coordination of arms and legs.</li> <li>c. Smooth flowing weight transfer during each step phase of the skipping pattern.</li> </ol>	i	r	m	a	a	#1,2,3

Objective	K	1	2	3	4	State of CT Content Standard
<p>6. HOPPING- The student will hop forward a minimum distance of 35 feet hopping on the left foot, repeat on the right foot, demonstrating a mature hopping pattern, characterized by</p> <ul style="list-style-type: none"> <li>a. upright posture over the support foot, flexion of support</li> <li>b. An upward movement effected by extension of the support leg.</li> <li>c. Upward shoulder and arm lift coordinated with an upward and forward movement of the flexed nonsupport leg.</li> </ul>	e	i	r	m	a	#1,2,3
<p>7. GALLOPING- The student will gallop forward a minimum distance of 60 feet in a straight line, first leading with the right leg and then the left leg, demonstrating a mature galloping pattern characterized by the following:</p> <ul style="list-style-type: none"> <li>a. A forward step with the lead leg.</li> <li>b. A definite flight phase, transfer of weight from the lead foot to the trail foot as it assumes a position behind the lead foot</li> <li>c. A lifting movement of arms coordinating with the forward movement of the train foot.</li> </ul>	i	r	m	a	a	#1,2,3
<p>8. LEAPING- The student will leap forward over a 12 inch high or 24 inches across obstacle without touching the obstacle, demonstrating a mature leaping pattern characterized by the following:</p> <ul style="list-style-type: none"> <li>a. Running forward in a straight line gradually lengthening the stride.</li> <li>b. Takes off with force exerted from rear leg, lead leg extends forward over obstacle.</li> <li>c. Lands on lead foot while maintaining balance and speed.</li> <li>d. Trail leg recovers quickly , smooth transition to running.</li> </ul>	e	i	r	m	a	#1,2
<p>9. LANDING- The student will jump two feet together off of a 40 inch high obstacle, demonstrating a mature landing pattern characterized by the following:</p> <ul style="list-style-type: none"> <li>a. Landing on balls of two feet.</li> <li>b. Flexion at ankles, knees and hips, absorb force.</li> <li>c. Arms used to maintain balance, "stick the landing".</li> </ul>	i		r	m	a	#1,2
<p>10. SLIDING- The student will slide sideways in a straight line a minimum distance of 35 feet, first using the right leg as a lead, then repeating with the left leg, demonstrating a mature sliding pattern characterized by the following:</p> <ul style="list-style-type: none"> <li>a. A step sideways with the lead foot, maintaining a sideways body position.</li> <li>b. A period of nonsupport during which there is a transfer of weight from the lead foot to the trail foot as the trail foot assumes a position besides the lead foot.</li> <li>c. A lifting movement of the arms coordinated with the sideways movement of the trail foot.</li> </ul>	a	a	a	a	a	#1,2
<p>11. DODGING- The student will demonstrate an efficient ability to dodge consistently demonstrating a mature dodging pattern characterized by the following:</p> <ul style="list-style-type: none"> <li>a. Change of direction while maintaining body control.</li> <li>b. Changing body levels while maintaining body control.</li> <li>c. Changing speeds while maintaining body control.</li> </ul>	a	a	a	a	a	#1,2

Objective	K	1	2	3	4	State of CT Content Standard
12. DESCEND STAIRS- The student will descend 4 consecutive stairs in a straight line without support demonstrating a mature movement pattern characterized by the following: <ul style="list-style-type: none"> <li>a. Maintain upright body alignment.</li> <li>b. Appropriate foot lift, does not over step or under step.</li> <li>c. Contra lateral coordination of arms and legs.</li> <li>d. Moves evenly and rhythmically maintaining good body control.</li> </ul>	r	m	a	a	a	#1
13. CLIMBING- The student will successfully transverse elementary apparatus (Trestle Tree & Rope Elements)	e	a	a	a	a	#1,2,3

## MANIPULATIVE MOTOR PATTERNS

Objective	K	1	2	3	4	State of CT Content Standard
<p>1. FIELDING- The student will successfully field a tennis ball with two hands, without juggling or dropping the ball. The ball must be rolled at a moderate speed from a distance of 35'. The student will demonstrate a mature fielding pattern characterized by the following:</p> <ol style="list-style-type: none"> <li>a. Visual tracking of the ball</li> <li>b. Positions body in front of the ball.</li> <li>c. Flexion of knees and hips.</li> <li>d. Fingers pointed down ("pinky to pinky"), palms facing ball, grasp ball with 2 hands.</li> <li>e. Arms give upon contact to absorb force of the ball.</li> </ol>	e	i	r	m	a	#1,2
<p>2. CATCHING- The student will successfully catch a tennis ball with two hands, without juggling or dropping the ball. The ball must be thrown at chest level from a distance of 10' and in a soft underhanded manner. The student will demonstrate a mature catching pattern characterized by the following:</p> <ol style="list-style-type: none"> <li>a. Visual tracking of the ball.</li> <li>b. Arms in front of the body with elbows flexed, thumbs are held in opposition to each other, palms facing each other.</li> <li>c. Catches with hands only, without trapping against chest, arms give upon contact to absorb force of ball.</li> <li>d. Arms adjust to flight of the ball, fingers pointing up for high throw, and fingers pointing down for low throw.</li> </ol>	i	r	r	m	a	#1,2
<p>3. OVERHAND THROWING- The student will throw a tennis ball a maximum distance demonstrating a mature overhand throwing pattern characterized by the following:</p> <ol style="list-style-type: none"> <li>a. Preparation Phase <ul style="list-style-type: none"> <li>• Stand sideways, shoulder and hip of non-dominant side faces target.</li> <li>• Look at target.</li> </ul> </li> <li>b. Action Phase <ul style="list-style-type: none"> <li>• Step toward target with opposite foot</li> <li>• Shoulder and hip rotates</li> <li>• Overhand pattern</li> <li>• Release ball toward target in one smooth motion</li> </ul> </li> <li>c. Follow Through Phase <ul style="list-style-type: none"> <li>• Bring dominant foot forward to maintain balance (transfer of weight) as needed.</li> <li>• Arm continues motion across body.</li> <li>• Maintain balance.</li> </ul> </li> </ol>	i	r	m	a	a	#1,2
<p>4. UNDERHAND THROWING- The student will throw a tennis ball a maximum distance demonstrating a mature underhand throwing pattern characterized by the following:</p> <ol style="list-style-type: none"> <li>c. Preparation Phase <ul style="list-style-type: none"> <li>• Stand facing the target, feet parallel.</li> <li>• Look at the target.</li> <li>• Hold the ball in dominant hand at waist level.</li> </ul> </li> <li>a. Action Phase <ul style="list-style-type: none"> <li>• Bring dominant hand back with an underhand motion.</li> <li>• Step toward target with opposite foot, swing arm forwards toward the target.</li> <li>• Release ball toward target in one smooth motion.</li> <li>• Accuracy</li> </ul> </li> </ol>	i	r	m	a	a	#1,2

Objective	K	1	2	3	4	State of CT Content Standard
c. Follow Through Phase <ul style="list-style-type: none"> <li>• Bring dominant foot forward to maintain balance – as needed.</li> <li>• Arm continues swinging toward target.</li> </ul>						
5.KICKING- The student will kick a stationary a maximum distance, demonstrating a mature kicking pattern characterized by the following: <ol style="list-style-type: none"> <li>a. Preparatory Phase               <ul style="list-style-type: none"> <li>• Look at the ball</li> <li>• Body is at 45 degree angle to approach the ball.</li> </ul> </li> <li>b. Action Phase               <ul style="list-style-type: none"> <li>• Approach ball at appropriate speed.</li> <li>• Plant non-dominant foot slightly behind and beside ball.</li> <li>• Contact ball with instep of dominant foot.</li> <li>• Maintain balance over support leg.</li> <li>• Accuracy</li> </ul> </li> <li>c. Follow Through Phase               <ul style="list-style-type: none"> <li>• Continue leg action through ball.</li> <li>• Maintain balance.</li> </ul> </li> </ol>	l	r	m	a	a	#1,2
6. DRIBBLING- The student will bounce a 8 ½” utility ball 10 consecutive times with good control, with the non-dominant hand, demonstrating a mature bouncing pattern as characterized by the following: <ol style="list-style-type: none"> <li>a. Looking at the ball, as necessary.</li> <li>b. Fingers spread apart and slightly cupped.</li> <li>c. Ball is pushed straight down using wrist flexion controlled by finger pads.</li> <li>d. Ball will bounce between hip and chest level.</li> <li>e. Repeat rhythmically with control.</li> </ol>	e	l	r	m	a	#1,2
7.ROLLING – The student will roll a tennis ball a distance of 30” in a straight line demonstrating a mature rolling pattern characterized by <ol style="list-style-type: none"> <li>a. Preparatory Phase               <ul style="list-style-type: none"> <li>• Stand with body facing target.</li> <li>• Look at the target.</li> <li>• Hold ball in dominant hand at waist level.</li> </ul> </li> <li>b. Action Phase               <ul style="list-style-type: none"> <li>• Step toward target with opposite foot, flexion at ankles, knees, waist.</li> <li>• Release ball at floor level towards target, in one smooth motion, with an underhand arm action.</li> <li>• Accuracy</li> </ul> </li> </ol>	e	l	r	m	a	#1,2
8. FOOT DRIBBLE- The student will dribble a ball a distance of 70’ in a straight line, demonstrating a mature foot dribbling pattern characterized by the following: <ol style="list-style-type: none"> <li>a. Looking at the ball, as necessary.</li> <li>b. Using both dominant and non-dominant foot to push the ball ahead while moving at a moderate speed.</li> <li>c. Maintain control of the ball, keeping it close to body.</li> </ol>	e	l	r	r	r	#1,2
9.TRAPPING- The student will trap a ball rolled to him/her from a distance of 15’ demonstrating a mature trapping pattern characterized by the following: <ol style="list-style-type: none"> <li>a. Looking at the ball (visual tracking).</li> <li>b. Body positioned behind the ball.</li> <li>c. Weight on support foot.</li> <li>d. Stopping and controlling ball with foot.</li> <li>e. Control ball, maintain balance.</li> </ol>	e	l	r	r	r	#1,2

Objective	K	1	2	3	4	State of CT Content Standard
<p>10. STRIKING – The student will propel a stationary object with good accuracy demonstrating a mature striking pattern characterized by the following:</p> <ul style="list-style-type: none"> <li>a. Looking at the object</li> <li>b. Body position relative to object and target.</li> <li>c. Strike object (eye-hand coordination).</li> <li>d. Propel object towards target (eye-hand accuracy).</li> <li>e. Appropriate follow through.</li> <li>f. Maintain proper body position and control.</li> <li>g. Accuracy.</li> </ul>	e	e	e		e	#1,2
<p>11. RAQUETS</p> <p>a. Forehand -The student will strike a suspended softball size whiffle ball using a handheld paddle characterized by the following:</p> <ul style="list-style-type: none"> <li>• Preparation Phase <ul style="list-style-type: none"> <li>o Stand sideways, non dominant shoulder faces target, proper grip, looking at ball.</li> <li>o Weight shifts to back foot, racquet brought back.</li> <li>o Trunk rotates between 45 to 90 degrees.</li> </ul> </li> <li>• Action Phase <ul style="list-style-type: none"> <li>o Weight shifts forward</li> <li>o Body rotates forward, hips and shoulders.</li> <li>o Forward step on the foot opposite the striking arm (transfer of weight).</li> <li>o Racquet is swung forward along a full arc.</li> </ul> </li> <li>• Follow through <ul style="list-style-type: none"> <li>o Racquet continues toward target, maintain balance.</li> </ul> </li> </ul> <p>b. Backhand – The student will strike a suspended softball size whiffle ball using a handheld paddle characterized by the following:</p> <ul style="list-style-type: none"> <li>• Preparation Phase <ul style="list-style-type: none"> <li>o Stand sideways striking shoulder faces target, proper grip.</li> <li>o Weight shifts to back foot.</li> <li>o Trunk rotates between 45 to 90 degrees.</li> <li>o Racquet is drawn back with arm crossing in front of the body (across the mid-line).</li> </ul> </li> <li>• Action Phase <ul style="list-style-type: none"> <li>o Weight shifts forward.</li> <li>o Body rotates forward, hips and shoulders.</li> <li>o Step forward on same foot as striking arm (transfer of weight).</li> <li>o Arm uncoils in front of body along a full arc.</li> </ul> </li> <li>• Follow Through <ul style="list-style-type: none"> <li>o Racquet continues toward target, maintain balance.</li> </ul> </li> </ul>	e	i	r		r	#1
<p>c. Underhand Serve- The student will strike a softball size whiffle ball, dropped by their non-dominant hand, using a handheld paddle characterized by the following:</p> <ul style="list-style-type: none"> <li>• Preparation Phase <ul style="list-style-type: none"> <li>o Stand facing target.</li> <li>o Racquet is drawn back with dominate hand.</li> <li>o Dominate foot steps back.</li> </ul> </li> <li>• Action Phase <ul style="list-style-type: none"> <li>o Weight shifts forward.</li> <li>o Forward step on the non-dominate foot.(transfer of weight).</li> <li>o Racquet is swung forward along a full arc.</li> </ul> </li> </ul>	e	e	i	r	r	#1

Objective	K	1	2	3	4	State of CT Content Standard
d. Follow Through <ul style="list-style-type: none"> <li>• Racquet continues toward target, maintain balance</li> <li>• Accuracy</li> </ul>						
12. BATTING-The student will strike a softball size whiffle ball off a tee using a mature striking pattern characterized by the following: <ol style="list-style-type: none"> <li>a. Preparation Phase               <ul style="list-style-type: none"> <li>• Stand sideways(non-dominate side) to the target, looking at the ball.</li> <li>• Weight shifts to back foot.</li> <li>• Trunk rotates between 45 to 90 degrees.</li> <li>• Bat is drawn back.</li> <li>• Hold the bat with 2 hands, hands touching each other, dominant hand on top</li> </ul> </li> <li>b. Action Phase               <ul style="list-style-type: none"> <li>• Weight shifts forward with a step (transfer of weight)</li> <li>• Body rotates forward, hips and shoulders.</li> <li>• Bat moves along a horizontal plane, striking the ball.</li> </ul> </li> <li>c. Follow Through               <ul style="list-style-type: none"> <li>• Continue the swing, wrap bat around body.</li> <li>• Maintain balance.</li> <li>• Accuracy</li> </ul> </li> </ol>	e	i	r	m	a	#1
13. PUNTING- The student will successfully punt a ball a maximum distance by demonstrating a mature punting pattern characterized by the following: <ol style="list-style-type: none"> <li>a. Preparation Phase               <ul style="list-style-type: none"> <li>• Ball is held in two hands, arms extended in front of the body.</li> </ul> </li> <li>b. Action Phase               <ul style="list-style-type: none"> <li>• Step forward with non-dominant foot.</li> <li>• Drop ball to instep of kicking foot.</li> <li>• Kick with full extension and toe pointed toward target.</li> <li>• Visual tracking (eye foot coordination).</li> </ul> </li> <li>c. Recovery Phase               <ul style="list-style-type: none"> <li>• Follow through with kicking leg.</li> <li>• Maintain balance.</li> <li>• Accuracy</li> </ul> </li> </ol>			e	i	r	#1
14. OBJECT MANIPULATION SKILLS (EXPLORATION) – The student will explore fundamental motor skills, motor fitness skills, perceptual motor skills through the use of racquets, paddles, hoops, wands, bean bags, balls, ropes, rings, balloons, scooters, sport equipment and other assorted equipment. Divergent problem solving and convergent problem solving activities will be utilized. <p>The student will demonstrate the use of bilateral and lateral (dominant, non-dominant limbs) manipulative movement patterns through the following activities:</p> <ol style="list-style-type: none"> <li>a. Rolling and fielding objects</li> <li>b. Throwing and catching objects</li> <li>c. Balancing objects</li> <li>d. Moving through space with objects</li> <li>e. Bouncing objects</li> <li>f. Striking objects</li> </ol>	e	e	e	e	e	#1,2

Objective	K	1	2	3	4	State of CT Content Standard
<ul style="list-style-type: none"> <li>g. Kicking, trapping, and foot dribbling objects</li> <li>h. Gripping objects</li> <li>i. Passing objects</li> <li>j. Rotating objects on body parts</li> <li>k. Changing speeds, directions, levels and force</li> <li>l. Climbing</li> <li>m. Jumping and landing activities</li> <li>n. Exploring a variety of speeds, directions, pathways, levels, etc. (movement concepts).</li> </ul>						

## **MOTOR FITNESS (skill related)**

Objective	K	1	2	3	4	State of CT Content Standard
<p>1. STATIC BALANCE</p> <p>a. Stand two feet - The student will stand two feet together, eyes closed for a minimum of 10 seconds, demonstrating a mature static balance pattern characterized by the following:</p> <ul style="list-style-type: none"> <li>• Stands erect and aligns body parts.</li> <li>• Maintains head centered, body balanced.</li> <li>• Shoulders and arms used maintain balance, no movement.</li> <li>• Weight equally distributed on two feet without swaying for a minimum of 10 seconds.</li> </ul> <p>b. Stand left/right foot - The student will stand first on left foot repeating with right foot, for a minimum of 10 seconds, demonstrating a mature static balance pattern characterized by the following:</p> <ul style="list-style-type: none"> <li>• Stands erect on support leg and aligns body parts.</li> <li>• Maintains head centered, body balanced.</li> <li>• Shoulders and arms used maintain balance, no movement.</li> <li>• Weight equally distributed on two feet without swaying for a minimum of 10 seconds.</li> </ul> <p>c. Exploration with static balances (divergent problem solving) - The student will explore a variety of static balances individually, with partners, and or groups.</p> <ul style="list-style-type: none"> <li>• body parts</li> <li>• body levels</li> <li>• body shape</li> <li>• on various objects or others</li> <li>• etc.</li> </ul>	m	a	a	a	a	#1,2
	i	r	m	a	a	#1,2
	e	e	e	e	e	#1,2
<p>2. DYNAMIC BALANCE- 4" balance beam</p> <p>c. Beam walk - forwards - The student will walk forward across the entire length of the 4" floor balance beam demonstrating mature dynamic balance characterized by the following:</p> <ul style="list-style-type: none"> <li>• Walks erect, aligns body parts.</li> <li>• Head is held straight, eyes forward.</li> <li>• Walks heel to toe, alternates feet.</li> <li>• Uses arms to maintain balance, as necessary.</li> </ul> <p>b. Beam walk – backwards - The student will walk the entire length of a 4" floor balance beam demonstrating a mature dynamic balance characterized by the following:</p> <ul style="list-style-type: none"> <li>• Walks erect and aligns body parts.</li> <li>• Head is straight, eyes forward</li> <li>• Places one foot behind the other, toe to heel.</li> <li>• Uses arms to maintain balance, as necessary</li> </ul> <p>c. Beam walk – sideways left/right - The student will walk sideways first left and then right, the entire length of a 4" floor balance beam, demonstrating a mature dynamic balance characterized by the following:</p> <ul style="list-style-type: none"> <li>• Walks erect, aligns body parts.</li> <li>• Head is held straight.</li> </ul>	i	r	m	a	a	#1,2
	i	r	r	r	m	#1,2
	i	r	m	a	a	#1,2

Objective	K	1	2	3	4	State of CT Content Standard
<ul style="list-style-type: none"> <li>• Brings feet together, then leads with foot in the direction of the walk.</li> <li>• Uses arms to maintain balance, as necessary.</li> </ul> <p>d. Beam walk – change direction – The student will walk to the center of the 4” floor balance beam, turn in the opposite direction, using arms for balance, and return to starting position, demonstrating a mature dynamic balance.</p> <p>e. Beam walk – pick up object – The student will walk forward to the center of a 4” beam, demonstrating a mature dynamic balance. Bend won and pick up an object while maintaining balance and continuing to the end of the beam.</p> <p>f. Beam walk – step over object – The student will walk forward to the center of a 4” beam, stepping over a wand held horizontally at knee level above the beam, without touching the wand. Demonstrating a mature dynamic balance, while maintaining balance and continuing to the end of the beam.</p> <p>g. Beam walk – step under object – The student will walk forward to the center of a 4” balance beam, stepping under a wand held horizontally at chest level without touching the wand demonstrating a mature dynamic balance, while maintaining balance and continuing to the end of the beam.</p>	i	r	m	a	a	#1,2
	i	r	m	a	a	#1,2
	i	r	m	a	a	#1,2
	i	r	m	a	a	#1,2
<p>3. OBJECT BALANCE- The student will balance a variety of objects listed below for 5 seconds using various body parts (static).</p> <ul style="list-style-type: none"> <li>a. Bean bags</li> <li>b. Wands</li> <li>c. Yard sticks</li> <li>d. Beanie babies</li> <li>e. Noodles</li> <li>f. Feathers</li> <li>g. other</li> </ul>	e	i	r	m	a	#1,2
<p>4. BODY CONTROL- The student will demonstrate mature control of the body, including: gross body; limbs; and extremities during a variety of motor activities.</p>	m	m	m	m	a	#1,2
<p>5. AGILITY- The student will demonstrate the ability to change directions quickly and effectively while maintaining good body mechanics and equilibrium. Agility involves moving the body through space by an efficient combination of coordination and strength.</p> <p>a. Agility while running_ The student will run through an obstacle course using effective body mechanics at maximum speed within an age appropriate time characterized by the following:</p> <ul style="list-style-type: none"> <li>• Changing direction of movement without stopping.</li> <li>• Shortening stride and breaking with lead foot.</li> <li>• Absence of crossing feet.</li> <li>• Leaning the body in the direction of the movement.</li> </ul>	a	a	a	a	a	#1,2,3

## NON-LOCOMOTOR MOVEMENT PATTERNS

Objective	K	1	2	3	4	State of CT Content Standard
1. BODY POSITIONS AND MOVEMENTS - The student will demonstrate the following body positions correctly while participating in a variety of movement activities:					a	#1,2
a. Curling - Bring all body parts to the center of the body, involve a single joint or many joints and body parts; flexion of body parts to occupy more space (flexion)	e	i	r	m	a	#1,2
b. Stretching - Stretching involves moving all body parts away from the center of the body, stretching can involve a single joint or body part or many joints or body parts; extension of body parts to occupy more space (extension).	e	i	r	m	a	#1,2
c. Bending - A combination of curl and stretch, characterized by a pike position; some joints are flexed while others are extended.	a	a	a	a	a	#1,2
d. Rotating - Twisting of some body parts around its own long axis; occurring only at the spine, neck, shoulder, hip and wrist joints.	a	a	a	a	a	#1,2
e. Turning - Pivot or circular movement of the body or body parts around in space.	a	a	a	a	a	#1,2
f. Falling - Falling should involve the principle of force absorption, with some muscles relaxing and others eccentrically contracting allowing joints to give gradually, allowing the force to be absorbed over a longer period of time.	a	a	a	a	a	#1,2
g. Swaying - Feet are stationary; with a stable base of support and an upright posture; moves upper body and moves in a back and forth, side to side or diagonal motion.	a	a	a	a	a	#1,2
▪ Swinging - Pendulum motion of a body part which can proceed in any anatomically possible direction.	a	a	a	a	a	#1,2

## PERCEPTUAL MOTOR SKILLS

Objective	K	1	2	3	4	State of CT Content Standard
<p>1. SPACIAL ORIENTATION</p> <p>a. Perception of Height, Width, Distance and Depth - The student will be able to successfully transverse the obstacle course without overestimating or underestimating the obstacles (not touching)</p> <ul style="list-style-type: none"> <li>• Over obstacles- horizontal bar               <ul style="list-style-type: none"> <li>o Floor level</li> <li>o Mid calf level</li> <li>o Knee level</li> </ul> </li> <li>• Under obstacles- horizontal bar               <ul style="list-style-type: none"> <li>o Chest level</li> <li>o Waist level</li> <li>o Knee level</li> </ul> </li> <li>• Between obstacles – chairs               <ul style="list-style-type: none"> <li>o 6' beyond hip-width distance apart</li> <li>o Hip-width distance apart</li> <li>o 3" inside hip-width distance part</li> </ul> </li> <li>• Around</li> </ul> <p>b. Directionality- (Spatial relationship of object to oneself) - The student will be able to successfully demonstrate the following directions while participating in a variety of activities.</p> <ul style="list-style-type: none"> <li>• In front of</li> <li>• In back of</li> <li>• Left side</li> <li>• Right side</li> <li>• Up</li> <li>• Down</li> <li>• Over</li> <li>• Under</li> <li>• Beside</li> <li>• Between (through)</li> <li>• On top of</li> <li>• Forward</li> <li>• Next to</li> <li>• Beneath</li> </ul> <p>c. Laterality - The student will demonstrate the ability to control two sides of the body together in perceptual motor activities, e.g. body image, visual motor integration.</p> <p>d. Mid-line - The student will be able to cross the mid-line if the body to control an object (not turning the entire body to reach) with both dominant and or non-dominant hands.</p>	a	a	a	a	a	#1,2
	e	e	e	e	e	#1,2
	e	e	e	e	e	#1,2
	e	e	e	e	e	#1,2
<p>2. VISUAL PERCEPTION</p> <p>a. Visual Discrimination - The student will demonstrate in physical education activities the ability to distinguish depth, distance, shape and form, size, speed, color, and texture.</p> <p>b. Figure-Ground Discrimination - The student will demonstrate in physical education activities the ability to distinguish a specific figure isolated from a complex background</p> <p>c. Visual Tracking - The student will visually track moving objects with the eyes; does not over exaggerate head movements.</p>	a	a	a	a	a	#1,2

Objective	K	1	2	3	4	State of CT Content Standard
<p>3. VISUAL MOTOR INTEGRATION</p> <p>a. Eye-Hand Coordination - The student will demonstrate age appropriate eye-hand coordination while participating in manipulative activities.</p> <p>b. Eye-Foot Coordination - The student will demonstrate age appropriate eye-foot coordination while participation in manipulative activities.</p> <p>c. Eye-Hand Accuracy - The student will demonstrate age appropriate eye-hand accuracy while participating in manipulative activities:</p> <ul style="list-style-type: none"> <li>• Overhand throw- dominant</li> <li>• Underhand throw- dominant</li> </ul> <p>d. Eye-Foot Accuracy - The student will demonstrate age appropriate eye-foot accuracy while participating in manipulative activities:</p> <ul style="list-style-type: none"> <li>• Kick-dominant foot</li> <li>• Kick-non-dominant foot</li> </ul> <p>e. Visual Direction Following - The student is able to respond appropriately to visual demonstrations in physical education activities.</p>	a	a	a	a	a	# 1, 2
<p>4. AUDITORY PERCEPTION</p> <p>a. Auditory Discrimination - The student is able to hear verbal directions accurately in physical education activities.</p>	a	a	a	a	a	# 1, 2
<p>5. AUDITORY MOTOR INTEGRATION</p> <p>a. Direction Following - The student is able to follow verbal directions in physical education activities.</p> <p>b. Auditory Cue - The student is able to listen to auditory cues (whistles) and respond by jumping straight up with two feet, replicating the number of auditory cues:</p> <ul style="list-style-type: none"> <li>• Number of whistles will range from 1 to 8 whistles.</li> <li>• Sequences of whistles and pauses.</li> </ul> <p>c. Auditory Cue - The student is able to follow auditory cues (whistles) in physical education activities with the appropriate verbal response, (commands: stop, go, turn, etc.)</p> <p>d. Sound Intensity - The student is able to discriminate between loud and soft auditory cues (whistles, clapping, drums, etc.) and respond with the correct motor action, as demonstrated by the following skill:</p> <ul style="list-style-type: none"> <li>• The student will listen to the whistle and respond by hopping once on the left foot for each loud whistle and once on the right foot for each soft whistle.</li> </ul>	a	a	a	a	a	# 1, 2
<p>6. RHYTHMIC-MOTOR ABILITY (see Dance)</p> <p>a. Limb Movements (even beat) - The student will listen to a beat provided by handclapping or other sound producing device and respond to the beat by handclapping or other sound producing device and respond to the beat with the following movements:</p> <ul style="list-style-type: none"> <li>• arm swing to the beat</li> <li>• foot stomp to the beat</li> <li>• handclap to the beat</li> </ul> <p>b. Limb movements (uneven beat) – (see 6.a. above)</p> <p>c. Fundamental movements (even beat) – The student will listen to a beat provided and respond by performing a fundamental locomotor movement of his choice (i.e. skip,</p>	a	a	a	a	a	# 1, 2

Objective	K	1	2	3	4	State of CT Content Standard
gallop, slide, hop, run, walk, etc.) to the beat. <ul style="list-style-type: none"> <li>• slow beat (slow motion)</li> <li>• medium beat</li> <li>• fast beat</li> </ul> d. Fundamental movements (uneven beat) – (see 6.c. above)						





Objective	K	1	2	3	4	State of CT Content Standard
<ul style="list-style-type: none"> <li>o Hands on the top of the box.</li> <li>o Jump off floor with 2 feet.</li> <li>o Swing legs to the right, straight legs.</li> <li>o Land safely on two feet on the opposite side.</li> <li>• Straddle <ul style="list-style-type: none"> <li>o Approach the vault box, with a controlled run.</li> <li>o Hands on the top of the box.</li> <li>o Jump off floor with 2 feet.</li> <li>o Straddle the vault box, straight legs, on either side.</li> <li>o Land safely on two feet on the opposite side.</li> </ul> </li> </ul>				e	e	#1

## **GYMNASTICS – TUMBLING**

Objective	K	1	2	3	4	State of CT Content Standard
1. ROLLS						
a. Log Roll -The student will roll a distance of 10' maintaining the proper body position characterized by the following: <ul style="list-style-type: none"> <li>• Body in complete extension, "tight".</li> <li>• Arms over head.</li> <li>• Hands, arms, feet and legs together.</li> <li>• rolling straight across the mat</li> <li>• Maintain body shape.</li> <li>• Roll straight and slow across the mat.</li> </ul>	i	r	m	a	a	# 1
b. Egg Roll - The student will roll a minimum of 10 seconds maintaining the proper body position characterized by the following: <ul style="list-style-type: none"> <li>• Body in complete flexion, lying on your back.</li> <li>• Moving with control, rolling sideways.</li> <li>• Holding legs to chest with arms, tuck your chin, "tight", curve back.</li> <li>• Maintain body shape, rolling sideways.</li> </ul>	i	r	m	a	a	#1
c. Rocking Chair Roll - The student will roll for a minimum of 10 seconds maintaining the proper body position characterized by the following: <ul style="list-style-type: none"> <li>• Body in complete flexion in sitting position.</li> <li>• Holding legs to chest with arms, tuck your chin, "tight", curve back.</li> <li>• Fall backwards and roll along the back to head and return to sitting position and repeat continually.</li> <li>• Moving with control without falling to the side.</li> <li>• Maintain body shape.</li> </ul>	i	r	m	a	a	#1
d. Scrambled Egg Roll <ul style="list-style-type: none"> <li>• Sitting position, soles of feet together, knees out.</li> <li>• Hold under ankles with hands, elbows against inner thighs.</li> <li>• Fall to the side, roll back, roll to side, and return to sitting position.</li> <li>• Maintaining body shape as you roll.</li> <li>• Repeat the action.</li> </ul>	e	i	r	m	a	#1
e. Elementary Forward Roll On Wedge Mat - The student will roll down the wedge mat maintaining the proper body position characterized by the following: <ul style="list-style-type: none"> <li>• Squat, hands on mat (frog squat).</li> <li>• Tuck chin to chest and push forward with feet together, with force.</li> <li>• Land on back of shoulders, not head/neck.</li> <li>• Maintain body shape, keep knees to chest, roll to feet in one smooth motion.</li> </ul>	e	l	r	m	a	#1
f. Elementary Forward Roll On Floor Mat - The student will roll 2 consecutive rolls maintaining the proper position characterized by the following: <ul style="list-style-type: none"> <li>• Squat on floor mat (frog squat).</li> <li>• Tuck chin to chest and push forward with feet, with force</li> <li>• Maintain curl shape.</li> </ul>	e	l	r	m	a	#1

Objective	K	1	2	3	4	State of CT Content Standard
<ul style="list-style-type: none"> <li>• Land on back of shoulders, not head/neck.</li> <li>• Maintain body shape, keep knees to chest, roll to feet in one smooth motion.</li> </ul> <p>g. Dive Roll - The student will successfully demonstrate a dive roll on a crash mat characterized by the following:</p> <ul style="list-style-type: none"> <li>• Running, in control, towards the wedge mat.</li> <li>• Push off floor mat with both feet.</li> <li>• Dive with arms extended forward (flight phase).</li> <li>• Place hands on wedge mat.</li> <li>• Tuck chin to chest and curl the body.</li> <li>• Roll down the wedge mat and maintain curl position.</li> <li>• Roll to feet, extend arms forward and come to a standing position in one smooth motion.</li> </ul>				o	o	#1
<p>2. INVERTED POSITIONS</p> <p>a. Tripod - The student will successfully demonstrate a tripod for a minimum of 5 seconds characterized by the following:</p> <ul style="list-style-type: none"> <li>• Head and hands form a triangle.</li> <li>• Center of gravity over a base of support (hips).</li> <li>• Knees on arms or against the chest.</li> <li>• Distribute weight equally among the three body parts</li> <li>• Maintain body shape, no movement (static).</li> <li>• Safely return feet to floor mat, don't fall onto back!</li> </ul> <p>b. Head Stand - The student will successfully demonstrate a head stand for a minimum of 5 seconds characterized by the following:</p> <ul style="list-style-type: none"> <li>• Forehead and hands form a triangle on the mat, same as tripod.</li> <li>• "Press up" to inverted position, trunk and legs are in extension, maintain balance.</li> <li>• Bring knees to chest, slowly return to feet- do not fall onto back.</li> </ul> <p>c. Mule Kick - The student will successfully demonstrate a mule kick characterized by the following:</p> <ul style="list-style-type: none"> <li>• Standing position, two hands on the mat, keep head up, do not tuck chin.</li> <li>• Kick up with one leg as the other pushes off mat, inverted position, arms extended.</li> <li>• Both feet brought down forcefully, land on mat.</li> <li>• Return to a standing position.</li> </ul>				i	r	#
				e	e	#1
	e	e		i	r	#1
<p>d. Handstand - The student will successfully demonstrate a handstand for a minimum of 5 seconds characterized by the following:</p> <ul style="list-style-type: none"> <li>• Standing position, two hands on mat, keep head up- do not tuck chin.</li> <li>• Kick up with one leg as the other pushes off mat, arms extended, both feet meet in an inverted position, maintain balance.</li> <li>• Slowly return to standing position- do not fall onto your back.</li> </ul> <p>e. Cartwheel - The student will successfully demonstrate a cartwheel characterized by the following:</p> <ul style="list-style-type: none"> <li>• Stand sideways on mat, arms extended up and apart, move along the mat.</li> </ul>		e	e	i	r	# 1
		e	e	e	e	#1

Objective	K	1	2	3	4	State of CT Content Standard
<ul style="list-style-type: none"> <li>• Bend down and place lead hand on mat, kick with one leg, push off with the other, place second hand on mat, maintain extension with four points of contact.</li> <li>• Return to feet, maintain balance.</li> </ul> <p>f. Jumping - The student will jump off a 40 inch height demonstrating a mature jumping pattern characterized by the following:</p> <ul style="list-style-type: none"> <li>• Feet parallel and slightly apart, flexion at ankles, knees and hips with arms extended backwards, looking straight ahead at landing point.</li> <li>• Forceful extension of ankles, knees and hips accompanied by forward and upward thrust of the arms, trunk is propelled forward at approximately 45 degree angle.</li> <li>• See landing.</li> </ul> <p>g. Landing - The student will jump two feet together off a 40 inch high obstacle characterized by the following:</p> <ul style="list-style-type: none"> <li>• Landing on the balls of both feet.</li> <li>• Flexion at ankles, knees, and hips.</li> <li>• Arms used to maintain balance.</li> <li>• Land softly, absorption of force.</li> </ul>	e	i	r	m	a	#1
	e	i	r	m	a	#1
<p>3. EXPLORATION</p> <p>a. Individual Stunts</p> <ul style="list-style-type: none"> <li>• Round off</li> <li>• Bridge</li> <li>• Back walkover</li> <li>• Headspring</li> <li>• Handspring</li> <li>• Vaulting</li> <li>• Knee walk</li> <li>• Knee spring</li> <li>• Heel click</li> <li>• Monkey roll</li> <li>• Jump turn</li> <li>• Mule kick</li> <li>• Crane dive</li> <li>• Squat thru</li> <li>• V-seat</li> <li>• Coffee grinder</li> <li>• Flank around</li> <li>• Seat walk</li> <li>• Inch worm</li> <li>• Seal walk</li> <li>• Crab walk</li> <li>• Bear walk</li> <li>• Puppy walk</li> <li>• Crane stand</li> <li>• Knee hang</li> <li>• Skin the cat</li> <li>• Bird's nest</li> <li>• Scale</li> <li>• Frog jump</li> <li>• Knee jump</li> </ul>	o	o	o	o	o	#1
	o	o	o	o	o	#1

Objective	K	1	2	3	4	State of CT Content Standard
<p>b. Partner and Group Stunts</p> <ul style="list-style-type: none"> <li>• Back to back</li> <li>• Wheel barrow</li> <li>• Wheel barrow lifts</li> <li>• Double wheel barrow</li> <li>• Pyramids</li> <li>• Double forward roll</li> <li>• Wring the dishrag</li> <li>• Twister</li> <li>• Tandem walk</li> <li>• Rocking scooter</li> <li>• Bouncing ball</li> <li>• Two way wheel barrel</li> <li>• Partner hopping</li> <li>• Double touch</li> <li>• Toe touch</li> <li>• Double bear</li> <li>• Flank around</li> <li>• Seat walk</li> <li>• Inch worm</li> <li>• Seal walk</li> <li>• Crab walk</li> <li>• Bear walk</li> <li>• Puppy walk</li> <li>• Crane stand</li> <li>• Knee hang</li> <li>• Skin the cat</li> <li>• Bird's nest</li> <li>• Scale</li> <li>• Frog jump</li> <li>• Knee jump</li> </ul> <p>c. Partner and Group Stunts</p> <ul style="list-style-type: none"> <li>• Back to back</li> <li>• Wheel barrel</li> <li>• Wheel barrel lifts</li> <li>• Double wheel barrel</li> <li>• Pyramids</li> <li>• Double forward roll</li> <li>• Wring the dishrag</li> <li>• Twister</li> <li>• Tandem walk</li> <li>• Rocking scooter</li> <li>• Bouncing ball</li> <li>• Two way wheel barrel</li> <li>• Partner hopping</li> <li>• Double touch</li> <li>• Toe toucher</li> <li>• Double bear</li> <li>• Leap frog</li> <li>• Dromedary walk</li> <li>• Horizontal stand</li> <li>• Stick carry</li> <li>• Wave</li> <li>• People rolling</li> </ul>	e	e	e	e	e	#1

Objective	K	1	2	3	4	State of CT Content Standard
<ul style="list-style-type: none"> <li>• Lap</li> <li>• Ball lift</li> </ul>						

## **LACROSSE**

<b>Objective</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>State of CT Content Standard</b>
<p>1. GRIP - The student will be able to demonstrate the proper grip for the lacrosse stick as characterized by the following:</p> <ul style="list-style-type: none"> <li>a. Dominant hand holds the top of the shaft below the net.</li> <li>b. The non-dominant hand is placed near the bottom of the shaft.</li> </ul>				i	r	# 1
<p>2. SCOOPING (GROUND BALLS) - The student will be able to demonstrate scooping up a ground ball with the lacrosse stick characterized by the following:</p> <ul style="list-style-type: none"> <li>a. Using the proper grip, bend at the knees getting the stick parallel with the ground.</li> <li>b. The net of the stick should touch the ground 6 – 12 inches behind the ball.</li> <li>c. Run through and scoop the ball bringing the stick straight towards your head.</li> <li>d. Keep back arm straight.</li> <li>e. Safety: the end of the stick should be to one side of the body to prevent jabbing into the students' stomach or leg.</li> </ul>				i	r	#1,2
<p>3. THROWING - The student will be able to demonstrate overhand lacrosse stick throw as characterized by the following:</p> <ul style="list-style-type: none"> <li>a. Top hand draws the stick back over the shoulder, holding the stick parallel to the ground.</li> <li>b. Push with the top hand in a throwing motion much the same as throwing a ball, step toward target with opposite foot.</li> <li>c. At the same time, pull with the bottom hand.</li> <li>d. Follow through with the stick facing the target with the pocket side of the net facing the ground.</li> <li>e. The ball should have some arc in flight.</li> <li>f. The throw should be directly over hand and not side arm.</li> <li>g. Accuracy.</li> </ul>				i	r	#1,2
<p>4. CATCHING - The student will be able to demonstrate a good catch using the lacrosse stick as characterized by the following:</p> <ul style="list-style-type: none"> <li>a. The stick is held in a position where the open net faces the direction from which the ball is thrown.</li> <li>b. Catch the ball in the center of the net.</li> <li>c. Absorb the force.</li> </ul>				i	r	#1,2
<p>5. SHOOTING</p> <ul style="list-style-type: none"> <li>a. Same as throwing, accuracy with target.</li> </ul>				i	r	#1,2
<p>6. CRADLING - The student will be able to demonstrate a cradle keeping the ball in the lacrosse stick while moving as characterized by the following:</p> <ul style="list-style-type: none"> <li>a. Stick may be held horizontally with stick parallel to the ground.</li> <li>b. The opening of the net should face up.</li> <li>c. Absorb the force as you run to maintain control.</li> </ul>				i	r	#1,2

## PARACHUTE

Objective	K	1	2	3	4	State of CT Content Standard
1. PERSONAL SPACE- The student will find and maintain his/her own space (equal with classmates) around the circumference of the parachute throughout the entire activity period.	i	r	m	a	a	# 1
2. GRIP a. Two Handed - The student will maintain a firm two handed grip on the parachute for the entire activity period. b. One Handed - The student will maintain a firm one handed grip on the parachute for the entire activity	i	r	m	a	a	#1
3. BASIC SHAPES a. Ripples The student will shape the parachute for a minimum of 10 seconds correctly demonstrating: • Shaking up and down very hard, fast and small. b. Waves - The student will shape the parachute for a minimum of 10 seconds correctly demonstrating waves characterized by the following: • Shaking up and down soft, slow, and big. c. Umbrella - The student will correctly demonstrate, for a minimum of 5 seconds, an umbrella, characterized by the following: • Cooperatively lifting the parachute off of the floor and over your head. • Hold parachute as high and as soft without moving parachute on your body. d. Mushroom - The student will correctly demonstrate, for a minimum of 5 seconds, an umbrella characterized by the following: • Cooperatively lifting the parachute off of the floor and over your head. • Cooperatively walk towards the center (# of steps given by teacher). • Maintain circle formation. • Hold parachute as high and as soft without moving the parachute or your body. e. Mountain - The student will correctly demonstrate, for a minimum of 10 seconds, a mountain characterized by the following: • Make an umbrella. • On signal, cooperatively bring parachute slowly to the ground. • Kneel on edge of parachute in own personal space. • Prevent air from escaping out of the parachute.	i	r	m	a	a	#1,2
	i	r	m	a	a	#1,2
	i	r	m	a	a	#1,2
	e	i	r	a	a	#1,2
	e	i	r	a	a	#1,2
	l	r	r	r	r	#1,2
<i>Games, activities to extend basic shapes, teacher designed.</i> <i>Games, activities for direction following and cooperation, simple to complex, teacher designed.</i>						
4. DIRECTION FOLLOWING a. Auditory • Directions will be given verbally. • Students will listen, process the verbal information and demonstrate the correct response. b. Visual • Directions will be show by demonstration. • Students will watch a demonstration, process the	i	r	r	r	r	#1,2

Objective	K	1	2	3	4	State of CT Content Standard
visual information and demonstrate the correct response.						
5. COOPERATION a. Working together to make the shapes and or games successful. b. Helping others near you when they show misunderstanding.	i	r	r	r	r	#1,2

## **PHYSICAL FITNESS – CMT**

<b>Objective</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>State of CT Content Standard</b>
1. MUSCULAR STRENGTH & ENDURANCE a. Upper Body, Push-ups <ul style="list-style-type: none"> <li>• The student will attain the health standard according to the CMT criteria.</li> </ul>	e	i	r	r	r	#3,6
2. MUSCULAR STRENGTH AND ENDURANCE a. Abdominals, Curl-ups <ul style="list-style-type: none"> <li>• The student will attain the health standard according to the CMT criteria.</li> </ul>	e	i	r	r	r	#3,6
3. FLEXIBILITY a. Hamstrings, lower back, modified Sit & Reach <ul style="list-style-type: none"> <li>• The student will attain the health standard according to the CMT criteria.</li> </ul>	e	i	r	r	r	#3,6
4. CARDIO-RESPIRATORY a. Heart & Lungs, Mile Run <ul style="list-style-type: none"> <li>• The student will attain the health standard according to the CMT criteria.</li> </ul>	e	i	r	r	r	#3,6
5. BODY COMPOSITION a. BMI (Body Mass Index) b. Score derived from a formula using height and weight. <ul style="list-style-type: none"> <li>• The student will attain the health standard according to the CMT criteria.</li> <li>• Refer abnormalities to school nurse for health evaluation.</li> </ul>	e	i	r	r	r	#3,6
6. FITNESS ROUTINE a. Students in grades one through four will participate in a daily fitness routine at the start of each class. b. Fitness routine includes exercises specific to the CMT's. <ul style="list-style-type: none"> <li>• Running to elevate heart rate and respiration</li> <li>• Stretching hamstring and lower back muscles.</li> <li>• Curl ups for abdominal muscles.</li> <li>• Push ups for back, triceps and pectoral muscles.</li> </ul>	o	i	r	r	r	

**PHYSICAL FITNESS CONCEPTS (HEALTH RELATED)**  
**COGNITIVE DOMAIN**

Objective	K	1	2	3	4	State of CT Content Standard
<p>1. HEART AND PULSE RATE</p> <p>a. Your pulse is an indication of your heart pumping blood through your body.</p> <p>b. Find your pulse rate by feeling your neck (groove next to the Adams-apple) or wrist with your fingers, but not your thumb.</p> <p>c. A fast pulse rate during exercise means that you are working hard and improving your health.</p> <p>d. Your heart gets stronger if you exercise more and increases your health.</p> <p>e. Your heart pumps blood to your muscles to give them the energy to work.</p>				i	r	# 4, 6
<p>2. OXYGEN INTAKE</p> <p>a. Breathing heavy is good for you; it won't hurt you.</p> <p>b. Breathing heavy means that you are working hard.</p> <p>c. Oxygen supplies your blood with the energy for the muscles.</p> <p>d. Pace yourself; don't start too fast or you will tire too soon; don't move too slow or your body will not improve.</p>				i	r	# 4, 6
<p>3. FREQUENCY</p> <p>a. You must exercise by getting your heart pumping faster at least three times per week. Daily movement activities are recommended.</p>				i	r	# 4, 6
<p>4. DURATION</p> <p>a. You must move and keep your heart beating fast for at least 20-30 minutes.</p> <p>b. Recess is a good time to be physically active.</p>				i	r	# 4, 6
<p>5. INTENSITY</p> <p>a. Move until your heart beats faster. (over 100 beats/min.)</p> <p>b. Count your pulse for 15 seconds and multiply times 4 to find your working pulse rate.</p>				i	r	# 4, 6
<p>6. OVERLOAD</p> <p>a. Your body will improve if you do a harder exercise.</p> <p>b. Your muscles and heart will get stronger if you challenge them.</p>				i	r	#4, 6
<p>7. TYPES OF EXERCISE</p> <p>a. Any activity that uses many large muscles and stimulates the heart to beat faster can be a good exercise. These activities can be specific exercises, games or sports, or a work activity.</p>	i	r	r	r	r	# 4, 6
<p>8. WELLNESS</p> <p>a. You feel better when you exercise regularly and eat healthy foods.</p>	i	r	r	r	r	# 4, 6

Objective	K	1	2	3	4	State of CT Content Standard
<p>9. WARMING UP</p> <ul style="list-style-type: none"> <li>a. Warm up to prevent injury.</li> <li>b. Prepare your body for activity.</li> <li>c. Warm up methods: <ul style="list-style-type: none"> <li>• Static stretching- slowly and hold; no bouncing; stretch until you feel the pull without any pain. Each individual will have their own limit on each stretch.</li> <li>• Start activity slowly and build up gradually</li> </ul> </li> </ul>	e	i	r	r	r	#4,6
<p>10. COOLING DOWN</p> <ul style="list-style-type: none"> <li>a. Cool down to prevent injury</li> <li>b. Prepare your body for rest.</li> <li>c. Cool down methods <ul style="list-style-type: none"> <li>• Walk around; don't stop, sit or lie down immediately after vigorous activity.</li> <li>• Static stretching.</li> </ul> </li> </ul>	e	i	r	r	r	# 4, 6
<p>11. CALORIC EXPENDITURE</p> <ul style="list-style-type: none"> <li>a. Exercises and running will burn off the food that you eat.</li> <li>b. Exercise can be used to lose weight.</li> </ul>				o	o	# 4, 6
<p>12. COMPONENTS OF PHYSICAL FITNESS</p> <ul style="list-style-type: none"> <li>a. Muscular strength- how strong you are; each muscle or body part has its own degree of strength</li> <li>b. Muscular endurance- how long the muscle can continue to exercise.</li> <li>c. Flexibility- range of motion around each joint.</li> <li>d. Cardio respiratory endurance- how your heart, lungs and circulatory system supports your ability to move, work and exercise.</li> <li>e. Relaxation- your ability to slow down your body and turn your muscles off after use.</li> </ul>	e	i	r	m	m	# 4, 6
<p>13. SOME BENEFITS OF REGULAR PHYSICAL EXERCISE</p> <ul style="list-style-type: none"> <li>a. You become physically fit.</li> <li>b. You are able to perform everyday activities with more strength, energy, and alertness.</li> <li>c. Stronger</li> <li>d. Lose or maintain weight and fat</li> <li>e. Feel better</li> <li>f. Look better</li> <li>g. Play sports and games better.</li> <li>h. Play sports and games longer.</li> <li>i. Develop good health habits</li> <li>j. Live a longer and healthier life.</li> </ul>				o	o	# 4, 6

## **SAFETY UNITS**

## FIRST AID

Objective	K	1	2	3	4	State of CT Content Standard
1. The student will understand elementary first aid procedures. Resource – First Aid/CPR/AED for Schools and the Community, The American National Red Cross 2006. <i>The First Aid objectives are aligned with Mansfield's Public Schools Health Curriculum.</i>	i	r	r	r	r	# 4, 6
a. How to call for help in an emergency. - 911	i	r	r	r	r	#4,6
b. Clean Minor Cuts		i	r	r	r	#4,6
c. Apply a sterile bandage (band aid)		i	r	r	r	#4,6
d. Nose bleeds		i	r	r	r	#4,6
e. Minor burns		i	r	r	r	#4,6
f. Abrasions		i	r	r	r	#4,6
g. Bruises		i	r	r	r	#4,6
h. Poison plants		i	r	r	r	#4,6
i. Insect bites		i	r	r	r	#4,6
j. Broken bones and sprains			i	r	r	#4,6
k. Animal bites			i	r	r	#4,6
l. Bee sting allergies (system reactions)			i	r	r	#4,6
m. Chemicals on skin and in eyes			i	r	r	#4,6
n. Objects in eye			i	r	r	#4,6
o. Ingestion of Poison				i	r	#4,6
p. Obstructed airway (choking)				i	r	#4,6
q. Rescue breathing				i	r	#4,6
r. Severe bleeding				i	r	#4,6
s. Sudden illness						
• Heart attack						
• Stroke				i	r	#4,6
• Shock				i	r	#4,6
• Seizures				i	r	#4,6

## **BICYCLE SAFETY**

Objective	K	1	2	3	4	State of CT Content Standard
1. The student will understand that bicycle safety is essential for the prevention of accidents.	i	r	m	a	a	# 4, 6
2. The student will understand that responsible operation of a bicycle requires knowledge and practice of safety regulations.	i	r	m	a	a	#4, 6
a. A bicycle must be appropriate in size and type and kept in good mechanical order.	i	r	m	a		#4, 6
b. Follow the traffic rules established for bicycles: <ul style="list-style-type: none"> <li>• Ride on the right side of the road, with the traffic flow.</li> <li>• Use proper hand signals when riding on the road. Left arm extended with finger pointing for a left turn; left arm flexed upward at 90 degrees for a right turn; left arm extended downward 45 degrees for a stop.</li> <li>• Only ride on the roads where your parents give you permission.</li> <li>• Pedestrians have the right of way</li> </ul>						
c. Courtesy for others can prevent accidents.	i	r	m	a		#4, 6
d. A helmet and proper clothing are essential for safe riding	i	r	m	a		#4, 6
e. Park bicycle properly.	i	r	m	a		#4, 6
f. Be aware of hazards (i.e. parked cars, rough roads, sand wet leaves, animals, etc.). Concentrate on operating bicycle safely.	i	r	m	a		#4, 6
g. Proper lighting and other equipment are necessary for dusk and after dark riding. Do not ride after dark or in bad weather.	i	r	m	a		#4, 6

## **RECREATIONAL SAFETY**

<b>Objective</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>State of CT Content Standard</b>
1. The student will understand that water safety can prevent injury a. Buddy system b. Proper supervision c. Swimming lessons and survival techniques are important d. Proper boating procedures need to be followed.	i	i	i	i	i	# 4, 6
2. The student will understand the need to follow rules established at any recreational facility.	i	r	r	r	r	#4, 6
3. The student will understand that the need for proper equipment and specific safety measures when using recreational equipment. <i>Longfellow's Video, American Red Cross, used to teach these objectives.</i>	i	r	r	r	r	#4, 6

## SCOOTERS

Objective	K	1	2	3	4	State of CT Content Standard
<p>1. EXPLORATION- divergent problem solving</p> <p>a. Individual</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body as he/she creatively solves a variety of movement problems presented by the teacher.</li> </ul> <p>b. Partner</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body as he/she creatively solves a variety of movement problems presented by the teacher.</li> </ul> <p>c. Small groups</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body as he/she creatively solves a variety of movement problems presented by the teacher.</li> </ul>	e	e	e	e	e	# 2
<p>2. BODY POSITIONS</p> <p>a. Sitting</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while traveling in a sitting position.</li> </ul> <p>b. Kneeling</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while traveling in a kneeling position.</li> </ul> <p>c. Lying (prone)</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while traveling in the prone lying position</li> </ul> <p>d. Lying (supine)</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while traveling in the supine lying position</li> </ul> <p>e. Variations/combinations</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while exploring numerous body positions.</li> </ul>	e	i	r	m	a	#1, 2, 3
	o	o	o	o	o	#1, 2, 3
	e	i	r	m	a	#1, 2, 3
	e	e	e	e	e	#1, 2, 3
	e	i	m	m	a	#1, 2, 3
<p>3. PATHWAYS</p> <p>a. Straight</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while traveling in a straight line.</li> </ul> <p>b. Curved</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while traveling in a curved pathway</li> </ul> <p>c. Zig-Zag</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while traveling in a zig-zag pathway.</li> </ul>	e	i	r	m	a	#1, 2, 3
	e	i	r	m	a	#1, 2, 3
	e	i	r	m	a	#1, 2, 3

Objective	K	1	2	3	4	State of CT Content Standard
<p>4. SPEEDS</p> <p>a. Slow</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while moving at a slow rate of speed.</li> </ul> <p>b. Medium</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while moving at a medium rate of speed.</li> </ul> <p>c. Fast</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while moving at a fast rate of speed.</li> </ul> <p>d. Variations/Combinations</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while changing their rate of speed.</li> </ul>	e	i	r	m	a	# 1, 2, 3
	e	i	r	m	a	# 1, 2, 3
	e	i	r	m	a	# 1, 2, 3
	e	i	r	m	a	# 1, 2, 3
<p>5. DIRECTIONALITY</p> <p>a. Forwards</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while traveling forwards.</li> </ul> <p>b. Backwards</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while traveling backwards.</li> </ul> <p>c. Sideways (right)</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while traveling to the right.</li> </ul> <p>d. Sideways (left)</p> <ul style="list-style-type: none"> <li>The student will demonstrate appropriate control of his/her scooter and body while traveling to the left.</li> </ul>	e	i	r	m	a	# 1, 2, 3
	e	i	r	m	a	# 1, 2, 3
	e	i	i	r	m	# 1, 2, 3
	e	i	i	r	m	# 1, 2, 3
<p>6. OPEN SKILL ACTIVITIES / GAMES – teacher designed to promote and extend the objectives above in a variety of open environments</p>	a	a	a	a	a	# 1, 2, 3

## **STRESS MANAGEMENT**

Objective	K	1	2	3	4	State of CT Content Standard
1. The student will be able to explain the value of managing stress in our fast-paced society.	0	0	0	0	0	# 4, 6
2. The student will be able to explain the signs and symptoms of stress, and what situations cause stress.	0	0	0	0	0	#4, 6
3. The student will be able to demonstrate and explain techniques used to manage and become aware of stress: a. Progressive Muscular Relaxation b. Autogenics c. Visualization d. Biofeedback e. Meditation	0	0	0	0	0	#4, 6
4. The student will be able to demonstrate and explain techniques to calm themselves down and proceed through stressful situations. a. Deep Diaphragmatic Breathing b. Quieting Reflex	0	0	0	0	0	#4, 6
5. The student will be able to demonstrate and explain techniques used to reduce muscular tension. (Understand the relationship between muscle usage and after activity) a. Stretching b. Yoga	0	0	0	0	0	#4, 6
6. The student will be able to demonstrate or explain how to reduce excess anger in safe, appropriate ways.	0	0	0	0	0	#4, 6

## STRIKING

Objective	K	1	2	3	4	State of CT Content Standard
<p>1. VOLLEYING - hand and/or arms</p> <p>a. Set</p> <ul style="list-style-type: none"> <li>• Hold hands above head, elbows bent.</li> <li>• Spread fingers and form a diamond/triangle with index fingers and thumbs.</li> <li>• Looking at ball (visual tracking).</li> <li>• Bend knees, strike ball with finger pads.</li> <li>• Extension of legs and arms to propel ball.</li> <li>• Accuracy.</li> <li>• Follow through.</li> </ul> <p>b. Bump</p> <ul style="list-style-type: none"> <li>• Place one hand into the other, palms up, arms straight.</li> <li>• Look at ball (visual tracking).</li> <li>• Bend knees, strike ball with forearms.</li> <li>• Lifting at the shoulders (don't bend the elbows), straighten legs.</li> <li>• Accuracy.</li> <li>• Follow through.</li> </ul> <p>c. Underhand Serve</p> <ul style="list-style-type: none"> <li>• Step toward target with non-dominant foot.</li> <li>• Bring dominant arm back (e.g. underhand), weight slightly back.</li> <li>• Swing arm forward toward target, transfer weight.</li> <li>• Strike ball (object) with dominant hand, transfer weight.</li> <li>• Accuracy.</li> </ul> <p>d. Overhand Serve</p> <ul style="list-style-type: none"> <li>• Hold ball (object) in non-dominant hand.</li> <li>• Throw ball (object) above head and in front of dominant shoulder, look at ball (visual tracking).</li> <li>• Raise dominant hand above head, swing with overhand motion.</li> <li>• Strike ball while you step toward target with opposite foot.</li> <li>• Transfer of weight to front foot, maintain balance.</li> <li>• Accuracy.</li> <li>• Follow through.</li> </ul> <p>e. Volley – divergent activities, teacher designed</p> <ul style="list-style-type: none"> <li>• Eye-hand coordination and accuracy.</li> <li>• Strike object.</li> <li>• Maintain control, ball doesn't touch the floor, walls or ceiling.               <ul style="list-style-type: none"> <li>o Using a variety of implements e.g. paddles, racquets, body parts, etc.</li> <li>o Using a variety of objects to strike e. g. whiffle balls, ping pong balls, balloons, etc.</li> </ul> </li> </ul>			e	i	r	#1, 2
			e	i	r	#1, 2
		i	r	r	m	#1, 2
				i	r	#1, 2
	e	e	e	e	e	#1, 2
<p>2. EXTENDED OBJECTS</p> <p>a. Paddles, Racquets</p> <ul style="list-style-type: none"> <li>• Underhand Serve (<i>see hands &amp; arms, add correct grip criteria under Manipulative Skills</i>)</li> </ul>		i	r	r	m	#1, 2

Objective	K	1	2	3	4	State of CT Content Standard
<ul style="list-style-type: none"> <li>Volley (see hands &amp; arms, add correct grip, horizontal face under Manipulative Skills)</li> </ul>		e	e	e	e	#1, 2
<ul style="list-style-type: none"> <li>Forehand               <ul style="list-style-type: none"> <li>Proper forehand grip.</li> <li>Non-dominant side to target, paddle back, look at object.</li> <li>Step toward target with opposite foot.</li> <li>Swing paddle/racquet, parallel to floor. Rotate shoulders and hips.</li> <li>Transfer of weight, maintain balance.</li> <li>Follow through.</li> <li>Accuracy.</li> </ul> </li> <li>Backhand               <ul style="list-style-type: none"> <li>Proper backhand grip.</li> <li>Look at object.</li> <li>Dominant side toward target.</li> <li>Bring paddle/racquets across midline to opposite side.</li> <li>Step toward target with dominant foot.</li> <li>Swing paddle/racquet parallel to floor.</li> <li>Transfer weight, maintain balance.</li> <li>Follow through.</li> <li>Accuracy.</li> </ul> </li> </ul>		e	i	r	m	#1, 2
<ul style="list-style-type: none"> <li>Other – teacher designed activities to extend the above objectives in a variety of closed and open environments.</li> </ul>		o	o	o	o	#1, 2
<p>b. Batting</p> <ul style="list-style-type: none"> <li>1. Hold bat properly; dominant hand on top, hands touching.</li> </ul>	e	i	r	m	a	#1, 2

## TRESTLE TREE UNIT

Objective	K	1	2	3	4	State of CT Content Standard
1. ADVENTURE PHILOSOPHY				i	r	# 1 – 6
2. MOVEMENT EXPLORATION	i	r	r	r	r	#2
3. PROBLEM SOLVING (divergent, convergent)	i	r	r	r	r	#2
4. LANDING (see Locomotor Skills page 23)	i	r	r	r	r	#1, 2
5. BALANCE	e	e	e	e	e	#1, 2
6. MUSCULAR STRENGTH	r	r	r	r	r	#1, 3
7. MUSCULAR ENDURANCE	r	r	r	r	r	#1, 3
8. COOPERATION	r	r	r	r	r	#4, 5
9. CLIMBING	e	r	r	r	r	#4, 5
10. GAMES (coop., competitive, etc.)	e	r	r	r	r	#1-6
11. ROPE ELEMENTS	e	r	m	m	m	#1-6

### TRESTLE TREE PHILOSOPHY NARRATIVE

While children believe that the Trestle Tree (Whittle Apparatus) is “rooted” in fun, it enables students to “branch out” and develop skills in many areas of the Physical Education Curriculum. Skills required to participate in various Trestle Tree activities are specifically taught as individual skills in other activity units. Students are able to use these basic skills in a variety of motor experiences using the Trestle Tree. The Trestle Tree consists of several components and is creatively assembled in various forms resembling a cross between gymnastics apparatus and an indoor playscape. The components of the Trestle Tree include: various height trestles, balance beams, bridges, ladders, bars, boards, cargo nets, slides, mats and incorporates rope elements.

As the students develop skills, the Trestle Tree “grows” to allow the students to “climb to new heights”. These skills include: jumping, landing, leaping, balancing (static and dynamic), tumbling, motor planning, creative movement, and physical fitness components. Just as a tree “flowers”, the problem-solving abilities, self-esteem, risk-taking, creativity and confidence levels of our students “blossom” throughout this unit.

Just as we would nurture a tree at its various stages of development, our Trestle Tree Unit satisfies the differentiated needs of all of our children. Beginning with low heights and simple challenges in preschool and kindergarten, the teacher then progressively extends the tasks by elevating the height of the components and increasing the levels of challenge. This is done as the children get older and more skilled. Activities on the Trestle Tree include creative movement, problem solving initiatives, movement exploration activities, team building and activities.

The Trestle Tree is an individually-paced unit and children will safely “go out on a limb” to challenge themselves during the unit and over the years. As our tree continues to grow and the students continue to climb to their own pinnacle, they can look down with a feeling of success and self-confidence.

## **SPECIAL PHYSICAL EDUCATION**

The Special Physical Education program in grades K-8 is designed to comply with Public Law 94-142, the Education for All Handicapped Children Act. The law states that physical education services, specially designed if necessary, must be made available to every handicapped child. The program is a fusion of special education and physical education.

### **Definitions**

Physical education for students with disabilities is a program of physical education that provides for the individual needs and abilities through special provisions, including adapted, corrective, and developmental activities.

1. Adapted: a physical education program that has the same objectives as a regular physical education, but adjustments are made to meet the needs and abilities of exceptional students.
2. Corrective: a physical education program that emphasizes the improvement in function by means of selected exercises and activities.
3. Developmental: a physical education program that stresses the development of motor ability and physical fitness in those who are below the desired level.

### **1. Philosophy**

The philosophy of the Mansfield Public Schools is that physical education is a fundamental part of every student's total educational program. The Mansfield Special Physical Education Program is based on the premise that all students are individuals with unique needs. The program is designed to comply with Public Law 94-142, The Education for All Handicapped Children Act (1975). This law states that physical education services, specially designed if necessary, must be made available to every handicapped child who is receiving a free regular physical education program in its goals and objectives. The activities included in the program should promote growth and development in all areas of the student's educational experience, including physical (psychomotor and organic), social, emotional, and intellectual (cognitive).

### **2. Goals**

General Goals- The overall goal of the program is to meet the individual needs of every student who requires special physical education services to be successful in physical activity.

A major goal is to serve the student in the least restrictive environment, where he/she can maximize his/her full motor potential. Educating the student in the environment closest to his or her normal peers is of the utmost importance, since group interaction ranks high in all areas of learning. In most cases, the program is implemented individually or in small groups. The thrust is to teach the skills necessary for the student to succeed in integrated environments (e.g., regular physical education,

playground, etc.). Only when integration would be disadvantageous to the student or the group would a self-contained environment be used. An underlying assumption of the program is that the student who requires special physical education is more like his/her normal peers than unlike them. While he/she may exhibit some special characteristics, his/her needs and interests will be similar to normal children of the same age. An important goal is to find and promote the students' strengths as well as their weaknesses. The final general goal, and perhaps the most important, is to graduate the students from the program.

Annual Goals- The annual goals for special physical education are consistent with the statewide goals for education. The broad goals of organic development, psychomotor development, cognitive development, and affective development apply to special programs as well as to regular physical education programs. The annual goals are a statement of what the student will accomplish (learn) in a one year period. They are:

- To improve fundamental movement patterns;
- To improve motor fitness;
- To improve physical fitness;
- To improve skills in sports, games, dance and (aquatics)
- To improve school transport skills such as the use of crutches and wheelchairs;
- To improve self-concept and self-confidence, knowing strengths, weaknesses, limitations, and potentialities;
- To improve perceptual motor skills;
- To improve self-sufficiency in recreational and leisure time activities;
- To eliminate fear related to physical activity;
- To improve group interaction skills;
- To understand the rules of activities.

# **PHYSICAL EDUCATION CURRICULUM FRAMEWORK**

Connecticut State Department of Education  
Division of Teaching and Learning  
March 1998

## **PHYSICAL EDUCATION**

By the end of Grade 12, students will recognize the importance of and choose to participate regularly in physical activities designed to maintain and enhance healthy lifestyles.

### **PROGRAM GOALS**

As a result of education in Grades K-12, students will:

- demonstrate the skills and knowledge necessary to participate in a variety of physical activities;
- make decisions to establish and maintain a healthy lifestyle to promote individual wellness throughout his or her entire life;
- recognize and understand the different effects of physical activity on one's mind and body; and
- develop interpersonal skills and exhibit positive character traits during physical activity.

### **K – 12 CONTENT STANDARDS**

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|---|---|
| <b>1) Physical Activity</b>             | Student will become competent in a variety of, and proficient in a few, physical activities.  |
| <b>2) Human Movement</b>                | Students will understand and apply principles of human movement to the learning and development of motor skills.                            |
| <b>3) Fitness</b>                       | Students will use fitness concepts to achieve and maintain health-enhancing levels of physical fitness.                                     |
| <b>4) Responsible Behavior</b>          | Students will exhibit responsible personal and social behavior in physical activity settings.   |
| <b>5) Respect For Differences</b>       | Students will exhibit an understanding of and respect for differences among people in physical activity settings.                           |
| <b>6) Benefits of Physical Activity</b> | Students will identify and understand how physical activity provides personal enjoyment, challenge, self expression and social interaction. |

## CONTENT STANDARD 1: Physical Activity

Students will become competent in a variety of, and proficient in a few, physical activities.

### K-12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will assure that students:

- demonstrate developmentally mature form in the fundamental movement skills: locomotor (e.g., walk, jump, skip); nonlocomotor (e.g., bend, twist, swing); and selected manipulative skills (e.g., throwing, kicking, striking);
- demonstrate simple applications combining locomotor, nonlocomotor and selected manipulative skills to accomplish developmentally appropriate play and fitness activities;
- explore and adapt fundamental movement skills to meet a variety of challenges; and
- acquire basic skills to be applied to activities and games.

Education experiences in Grades 5-8 will assure that students:

- demonstrate developmentally mature applications combining locomotor, nonlocomotor and selected manipulative skills;
- demonstrate increasing competence in more advanced specialized skills;
- adapt and combine skills to meet the demands of increasingly complex situations (e.g., creating sequences and patterns of movement for gymnastics or dance); and;
- participate in modified versions of a variety of movement forms (e.g., games, dance, gymnastics) and activities

Educational experiences in Grades 9-12 will assure that students:

- demonstrate competence in basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills;
- analyze complex skills, showing their connections with the fundamental movement skills;
- develop advanced skills in selected physical activities; and
- use basic movement skills to participate in a wide variety of leisure and work-related physical activities.

## CONTENT STANDARD 2: Human Movement

Students will understand and apply principles of human movement to the learning and development of motor skills.

### K-12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will assure that students:

- apply movement concepts (e.g., body space, effort, relationships) to a variety of basic locomotor, non-locomotor and manipulative skills;
- identify and apply critical elements and characteristics of mature performance (e.g., moving in opposition, follow through) to improve their individual skills;
- use understanding of the critical elements of basic and skills to provide feedback to others; and
- recognize and apply the concepts of body space, effort and relationships in developing movement sequences and game strategies.

Education experiences in Grades 5-8 will assure that students:

- identify the critical elements of increasingly more complex movement and game forms;
- understand and apply increasingly more complex movement sequences and game strategies;
- identify and apply principles of practice and conditioning which enhance movement performance; and
- use information from a variety of sources to improve performance.

Educational experiences in Grades 9-12 will assure that students:

- identify and apply characteristics of highly skilled performance to enable the development of movement competence and proficiency;
- understand and apply discipline-specific information to their own performances (e.g., biomechanical and physiological principles);
- understand and apply pertinent scientifically based information regarding movement performance;
- analyze and improve performance of themselves and others;
- understand various offensive and defensive strategies for game forms; and
- display and understanding of the connection between the purpose of movement and its effect on performance.

## CONTENT STANDARD 3: Fitness

Students will use fitness concepts to achieve and maintain a health enhancing level of physical fitness.

### K-12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will assure that students:	Education experiences in Grades 5-8 will assure that students:	Educational experiences in Grades 9-12 will assure that students:
<ul style="list-style-type: none"> <li>• demonstrate several activities related to each component of health related fitness (e.g., cardiovascular and respiratory efficiency, muscular strength and endurance, and flexibility) necessary for a healthy lifestyle;</li> <li>• engage in sustained physical activity that causes increases in heart rate and breathing;</li> <li>• recognize the personal physiological effects that accompany moderate to vigorous physical activity; and;</li> <li>• meet and/or show improvement in all components of the health-related fitness standards as defined by the Connecticut Health-Related Fitness Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• assess physiological indicators (e.g., heart rate, body temperature, perspiration) of exercise during and after physical activity;</li> <li>• understand and apply basic principles of training to improve physical fitness;</li> <li>• maintain personal records of moderate to vigorous physical activity;</li> <li>• develop personal goals and strategies for the improvement of selected fitness components necessary for a healthy lifestyle;</li> <li>• participate in a variety of health-related fitness activities in and out of school; and</li> <li>• meet and/or show improvement in all components of the health-related fitness standards as defined by the Connecticut Health-Related Fitness Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate the skills, knowledge and desire to monitor and adjust activity levels to meet personal fitness needs;</li> <li>• use the results of fitness assessments to guide changes in personal programs of physical activity;</li> <li>• design a personal health fitness program based on an accurately assessed fitness profile; and</li> <li>• attain and maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthy lifestyle.</li> </ul>

## CONTENT STANDARD 4: Responsible Behavior

Students will exhibit responsible personal and social behaviors in physical activity settings.

### K-12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will assure that students:

- follow classroom rules, activity-specific rules, safety practices, procedures, etiquette and good sportsmanship in various physical activity settings;
- function independently remain on-task for a prescribed period of time;
- work cooperatively and productively with partners or in small groups to complete assigned tasks; and
- develop skills needed for resolving conflicts.

Education experiences in Grades 5-8 will assure that students:

- identify the purpose for and participate in establishing and modifying rules, procedures and etiquette that reflect food sportsmanship and are safe and effective for specific activity situations;
- develop skills to participate productively in groups, in both cooperative and competitive activities;
- use time effectively to complete assigned tasks;
- solve problems and make choices by analyzing consequences and solutions; and
- apply appropriate skills for resolving conflicts peacefully.

Educational experiences in Grades 9-12 will assure that students:

- apply safe practices, rules, procedures and etiquette in all physical activity settings;
- demonstrate leadership and cooperate, as appropriate, in order to accomplish goals
- accept the decisions and respect the role of an official;
- anticipate and avoid potentially dangerous situations in physical activities;
- balance the goal of winning with other established goals of participation; and
- initiate responsible behaviors and function independently while being a positive influence on the behavior of others in physical activity settings.

## CONTENT STANDARD 5: Respect for Differences

Students will exhibit an understanding of and respect for differences among people in physical activity settings.

### K-12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will assure that students:

- work cooperatively with peers of varying skill levels;
- experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins; and
- recognize the contributions that individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) add to group activities.

Education experiences in Grades 5-8 will assure that students:

- explore their own cultural/ethnic heritage through participation in physical activity;
- recognize the role of sport, games and dance in modern culture;
- demonstrate behaviors that are supportive and inclusive when meeting the individual needs of peers in physical activity settings; and
- participate with others, despite differences that may exist.

Educational experiences in Grades 9-12 will assure that students:

- develop strategies for including persons from different backgrounds and abilities in leisure activities;
- adjust performance to the differences in individual physical, emotional and social characteristics; and
- recognize the influence physical activity can have in fostering an appreciation of cultural, ethnic, gender, physical and age differences.

## CONTENT STANDARD 6: Benefits of Physical Activity

Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.

### K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> <li>• express feelings about participating in physical activity;</li> <li>• experience enjoyment while participating in physical activity;</li> <li>• understand that practicing activities increases skill competence;</li> <li>• interact with peers while participating in group activities;</li> <li>• use physical activity as a means of self-expression; and</li> <li>• try new activities.</li> </ul>	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> <li>• use physical activity as a positive opportunity for social and group interaction;</li> <li>• recognize that meeting challenges in physical activities leads to self-actualization and recognition from peers;</li> <li>• seek personally challenging experiences through physical activity; and</li> <li>• participate in and enjoy physical activities outside the regular physical education class.</li> </ul>	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> <li>• pursue new activities, both as individuals and with others;</li> <li>• enjoy participating in a variety of physical activities;</li> <li>• pursue lifelong physical activities that meet individual needs;</li> <li>• recognize that physical activity can provide opportunities for positive social interaction;</li> <li>• identify feelings that result from participating in physical activity both as individuals and with others; and</li> <li>• display heightened confidence and broadened interest by selecting new physical activities.</li> </ul>
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