An intermediate school physical education curriculum: a guide and its development

Donald Leieritz

Follow this and additional works at: https://scholarworks.lib.csusb.edu/etd-project

Part of the Health and Physical Education Commons

Recommended Citation
https://scholarworks.lib.csusb.edu/etd-project/538

This Thesis is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
AN INTERMEDIATE SCHOOL PHYSICAL EDUCATION CURRICULUM: A GUIDE AND ITS DEVELOPMENT

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the Degree of
Master of Arts
in
Education: School Administration

by

Donald Leieritz, M.A.
San Bernardino, California
1988
California State University
San Bernardino

AN INTERMEDIATE SCHOOL PHYSICAL EDUCATION CURRICULUM:
A GUIDE AND ITS DEVELOPMENT

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the
Degree of
Master of Arts
in
Education: School Administration

by

Donald Leieritz, M.A.
San Bernardino, California
1988

APPROVED BY:

Advisor: Dr. G. Keith Dolan

Committee Member: Dr. Alvin Wolf
AN INTERMEDIATE SCHOOL PHYSICAL EDUCATION CURRICULUM:
A GUIDE AND ITS DEVELOPMENT

Donald Leieritz, M.A.

The primary objective of this project is the development of a curriculum guide for intermediate school physical education classes in the San Bernardino City Unified School District. No current guide exists; after a thorough search, the most recent document found was a 1964 junior and senior high school guide for boys physical education.

The guide developed for this project is the result of a review of current literature, teacher survey, new state guidelines, administrative input and an increasing concern and awareness regarding the importance of physical fitness. The guide seeks to be as comprehensive as possible, while recognizing the need for flexibility. This is necessary due to the differences found at the various intermediate schools in the district. Such factors as the size and number of facilities, location and the size of individual school site populations require that teachers have certain parameters (rather than rigid standards) under which to function.

While much of the project is dedicated to the curriculum guide, the administrative functions and considerations used in its developmental process are also discussed. These processes are viewed as essential to both the development and implementation of the curriculum.
# Table of Contents

Summary ............................................................................................................. iii

List of Tables ........................................................................................................ v

Chapter One: Development of a Course of Study .............................................. 1

Chapter Two: A Review of the Literature ......................................................... 4

Chapter Three: Needs Assessment ...................................................................... 13

Chapter Four: Administration of the Curriculum Guide ................................. 21

Chapter Five: Evaluation .................................................................................... 25

Appendix A: Curriculum Guide ......................................................................... A1

Appendix B: Bibliography .................................................................................... B1
List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Teacher Survey</td>
<td>17</td>
</tr>
<tr>
<td>II</td>
<td>Survey Responses</td>
<td>19</td>
</tr>
<tr>
<td>III</td>
<td>California Physical and Health Related Fitness Test</td>
<td>31</td>
</tr>
<tr>
<td>IV</td>
<td>Criterion-Referenced Observation Checklist</td>
<td>32</td>
</tr>
<tr>
<td>V</td>
<td>Star Program</td>
<td>33</td>
</tr>
</tbody>
</table>
CHAPTER ONE: DEVELOPMENT OF A COURSE OF STUDY

The impetus for this project began in August, 1983, when the author was hired as a new physical education teacher by the San Bernardino City Unified School District. One of his first priorities was to obtain a district curriculum guide in the subject area. He was dismayed when he learned that no one knew where or if any existed. The author was informed that whatever he wanted to do with his physical education classes constituted the curriculum. He was also given the name of a veteran physical education teacher at a neighboring school to contact for advice. This occurred the year before the district initiated a mentor teacher program.

It was not until this past spring that the author ever saw a San Bernardino physical education curriculum guide. It was discovered by a retiring colleague clearing out her filing cabinets. The document, a guide for junior and senior high school boys physical education, was published in 1964.

The author had become aware of the acute need for a curriculum guide early in his tenure in San Bernardino. Although there are no formal district-wide physical education meetings, he had shared ideas and concerns with other physical education teachers at coaching meetings, district Olympic meetings and other informal gatherings.

Through these encounters, the author became aware of the lack of continuity in existing programs within the district. This is an
item of concern in a district with a highly transient population, with large number of students attending more than one school during the seventh and eighth grades. Some programs are highly structured while others are very relaxed in structure and expectations. One teacher, in a survey conducted for this project, conceded: "In down to earth terms, we have what you would call a 'throw out the ball and play' type of program."

While observing these concerns, the author was also working on a master's degree in school administration. He became aware of how detrimental the lack of a clear, concise curriculum guide in physical education was to the needs of students, teachers and administrators. These concerns were discussed with district office personnel, principals and other teachers. The author was encouraged to develop a physical education program for use at Arrowview Intermediate School which could be adapted to meet the needs of the other intermediate schools in the district.

Before undertaking such an endeavor, the author felt it was essential to scrutinize the existing (1964) guide and contrast it with current research and philosophies in physical education. This led to reading and reviewing numerous books and journal articles as well as visits to the district Office of Secondary Instruction and the San Bernardino County Schools Education Resource Center. A survey of district physical education teachers was conducted to determine which
activities they felt were important to a physical education program. The result of these efforts was a clear indication that the primary emphasis of the old guide, team sports, was no longer considered the focal point of a good physical education program. Current literature and state guidelines are concerned with physical fitness and the development of interest in life-long fitness activities. Since many of these activities utilize individual or dual involvement, it was apparent that a new curriculum guide was needed.

The process of the actual development of this guide has included a thorough review of literature, a needs assessment process, formulating chapters dealing with administration and evaluation as well as the actual writing of the curriculum guide. Although the guide is the primary purpose of this project, all of the above considerations must be addressed if implementation of the guide is to be successful.

The guide itself seeks to conform with new state guidelines for physical education issued in 1986. The goals and objectives of the guide are consistent with those developed by the California State Department of Education. The author recognizes that there are varying interests of teachers as well as a wide discrepancy in the availability of physical facilities. Therefore, the guide provides flexibility regarding the physical activities to be implemented at a given school site. Each teacher will be accountable, however, for meeting stated district goals and objectives.
CHAPTER TWO: A REVIEW OF THE LITERATURE

Like most areas of education, physical education has come under close scrutiny in recent years. Declining test scores are as much a matter of concern for physical education teachers as they are for other teachers. Mellinger (1986) found that:

Recent studies indicate that students are less fit today than at any other time data have been gathered. Children's performance levels on various tests of physical endurance have declined during the past ten years.

While physical fitness testing is not the sole criterion for evaluating the effectiveness of a physical education program, it indicates a strong need for improvement. A study conducted by the President's Council on Physical Fitness in 1984 found that of the 84,000 students tested, less than one percent reached the 85th percentile (Steinhardt, 1986).

The Maryland State Board of Education (1983) agreed with others that immediate action was necessary to reverse this trend. They felt that this could best be addressed by introducing students to concepts of physical fitness and education at an early age:

Students should learn at an early age that their bodies must be used to remain healthy and able to meet emergencies which require strength, speed or endurance. They must acquire skills, understanding and the motivation to maintain an optimal fitness level for effective work and play.
Many school districts have tried to meet this need by hiring elementary physical education specialists. Although their contact time with students is usually limited to one or two class periods per week, the expertise of the specialists enables them to teach physical education concepts in greater depth than a regular elementary classroom teacher.

Districts which do not employ elementary specialists (including San Bernardino) leave the introduction of physical education principles to the intermediate physical education teacher. It is usually the grade level at which formal physical education instruction begins on a regular basis. As Willgoose (1979) observed, this places a special responsibility upon the junior high school physical education teacher and program:

There is a time in the lives of young people when they are curious and the iron is hot for discovering and trying new things. That is the 'teachable moment' in which to strike home with solid experiences. The junior high school is such a time. The age level is wonderful to instruct, for boys and girls are capable of extensive physical activity. They have not yet begun to slow down and become semisedentary in an affluent and ultrasophisticated society.

In order to take advantage of these "teachable moments," it will be necessary to reevaluate the role of existing physical education curricula. The objectives of existing physical education programs
have dealt mainly with social development and team-oriented activities. Steinhardt (1986) notes that this was not always the situation:

Historically, physical education curricula were based purely on fitness concepts, consisting mainly of calisthetics used for the purpose of becoming and staying fit. However, over the last fifty years, physical fitness has become less of an explicit objective of physical education programs and more of an underlying assumption all too often taken for granted.

The underlying assumption that physical fitness needs will be met somehow has damaged the credibility and validity of many existing physical education programs. As a result, physical education programs are often overlooked. Because it is usually viewed as a non-academic course, physical education is often relegated to a position of lesser importance by administrators. The Maryland State Board of Education (1983) sought to reverse this viewpoint:

Since the strength of a nation is but the sum of the vigor and productivity of its citizens. America must promote the health, vitality and total education of all its citizens. To this end, physical education makes a major contribution as the primary area of the curriculum concerned with helping students develop and maintain optimal health, fitness and physical skills.

It is a challenge to physical education teachers and administrators to reestablish the role of physical education in our education
system and society. Although there is a need to readjust priorities, society is more receptive than ever to the importance and principles of physical fitness. The National Education Association (1983) found that:

Today's health and physical education classes need to emphasize the lifelong need for information, attitudes and habits that will help students reach their full potential — physically, mentally, spiritually.

In seeking to fulfill these needs, educators must reevaluate their goals and objectives. Physical education programs must offer more to students than forty-five minutes of physical activity. They must create an awareness of the importance of physical education and fitness concepts in student's lives. Templin (1987) stated:

Through improved instruction, we must move students to a point where the relevance of physical education and continued involvement activity is internalized.

The reasons for increased awareness of the role of the human body and physical fitness is readily recognized by the American Association of Health, Physical Education and Recreation (1970) which stated:

Remember — a healthy, attractive, fully functioning body is your most prized asset and it is one of the aims of physical education to help you develop just this.

In order to reach this objective, the primary focus of physical education programs must be changed. Team activities, while teaching
many valuable concepts, should be a component of the program rather than the central theme of the program as is often the case today. In addressing curriculum concerns in secondary physical education programs, Lambert (1987) noted that:

Secondary physical education programs can be typified as highly sports centered (limited in scope), lacking in cohesion with lower grades, and redundant (same content taught in the same sequence year after year). If our intentions are to provide knowledge and experiences which will best prepare our students for a lifetime of physical activity and exercise, many of our programs are invalid and quite possibly negligent. We must analyze what we do in light of what will provide the richest experiences for our students.

Since most students will not participate in interscholastic sports, a physical education curriculum should emphasize activities promoting physical fitness in order to meet the needs of students. There is still a place for team-oriented activities, as Gillam (1985) suggests:

Sports and games would still be retained in physical education programs but would be used as tools or exercises through which to meet physical fitness and motor performance objectives. In other words, activities would no longer be the end, but rather a means to an end.
While physical fitness is a significant and admirable objective, it is only one component of a physical education program. It is essential that teachers and administrators are mindful of this distinction. Barkdull (1985) defined the difference between the concepts as:

Physical fitness is concerned only with physical well-being.

Physical education seeks to develop the whole human being — physically, socially, intellectually, spiritually and ethically.

A good physical education curriculum recognizes the importance of addressing the social as well as the physical developmental needs of students. Taylor and Chiogloji (1987) see the goals of physical education as physical fitness, self-esteem, and cognitive and social development. They describe these needs as basic to self-reliance for students.

Evans and Roberts (1987) address the responsibility of physical education for meeting the social needs of students. They view this role as a way for physical education to reassert its importance in education:

At a time when physical education is being challenged to justify its place in school curriculum, there is an even greater need to demonstrate its potential for enhancing the personal and social development of each child. An extremely valuable and worthwhile undertaking would be to initiate programs that facilitate the
competence and confidence of children who have difficulty establishing peer relationships.

There is disagreement in the literature about the use of grouping to meet student needs. In a program at Prospect High School in Mount Prospect, Illinois, students were grouped by performance level. Before being allowed to participate in any elective physical education class, students were required to pass physical performance proficiency testing. Pifer (1987) supports this approach, stating:

With established performance level classes, we have created a special teaching environment in which we can structure the outcomes to meet the special needs of students.

This approach is innovative. Physical Education classes, with the exception of school teams and adaptive programs, have traditionally been a melting pot for the student body. Students of various ability levels work together in physical education activities, unlike many subject areas. Arbogast and Lavay (1986), while acknowledging the extra effort and preparation involved for the teacher, see significant benefits from this approach:

Combining students of different ability levels in the same game at the same time will never be easy. However, the instructor that considers the student, the skill, the equipment and environment during planning is taking a positive step toward enhancing successful participation, enjoyment and learning of all games and sports.
Grouping of students by sex is also an area of extensive discussion today. While some activities (such as contact sports) are not appropriate for coeducational classes, others can be readily adapted for mixed participation. With the adoption of Title IX legislation mandating equal educational opportunities for both sexes, coeducational activities must be considered for inclusion in any physical education program. In such activities, the teacher must provide adequate learning time for all students, emphasizing fundamentals and basic skills. Arrighi (1985) warns of potential problems if this is not done:

The assumption is that sex-integrated classes are inherently equal by the very fact that boys and girls are in the same class. In fact, educational inequity has increased primarily because of instructional design which perpetuates differences among individuals rather than accommodating them.

Griffin (1985) sees current practices as a hindrance to the success of coeducational programs. Too often teachers are given little input into how to initiate such a program. Instead of being supportive of the program, they oppose it because they were overlooked or ignored. Since coeducational programs usually involve added responsibilities, this will often lead to resentment. Griffin (1985) states:

Teachers have reasons for their resistance to coeducational physical education and their sense of powerlessness in changing
student behavior ... Taking action for equity might be perceived as an extra responsibility rather than an integral part of quality education. If teachers already feel overwhelmed by the demands of trying to provide useful instruction to several large classes each day, the time and energy required to identify and address equity problems might appear to be an unreasonable extra burden.

Administrators who firmly believe in their teachers and curriculum can enhance staff involvement and morale by allowing teachers the autonomy to implement the physical education program utilizing the methods they find most effective for themselves and their students. Willgoose (1979) found that:

Among physical educators, from the supervisor of the department to the instructor in the gymnasium, the act of rationalizing the program -- of thinking and struggling with diverse viewpoints -- is as germane to program development as are space and facilities. In fact, to rely solely on others to think out and prepare lists of desired pupil competencies and curriculum content is to miss experiencing some of the richly challenging activities that endear them to the profession of teacher.
CHAPTER THREE: NEEDS ASSESSMENT

In assessing the needs for an updated physical education curriculum for the intermediate schools of San Bernardino, the author utilized the following process:

1. Formulation of a set of tentative goals and objectives. This included a review of current literature and state guidelines.
2. Assignment of priorities to goal areas and activities.
4. Transferring goals and objectives into a concise, practical curriculum.

The process of establishing tentative goals and objectives required a review of current literature in physical education and curriculum development. Much of this has been discussed.

A major purpose for this project and the resulting curriculum guide is to implement the six major goals delineated by the California State Department of Education in its 1986 Handbook for Physical Education. These goals, which will be developed further in the curriculum guide, include:

Goal 1: Physical Activity
Goal 2: Physical Fitness and Wellness
Goal 3: Movement Skill and Movement Knowledge
Goal 4: Social Development and Interaction
Goal 5: Self-Image and Self-realization

Goal 6: Individual Excellence

Addressing these goals will be a major emphasis of the curriculum guide. While authors use different terminologies in describing what they feel are the components of a sound physical education program, these goals are consistent with their findings. Although some of these components are present in existing programs at some schools in San Bernardino, the lack of consistent application of these objectives throughout the district indicates a valid need for a revised curriculum.

Having determined that many of the objectives and goals of a proposed curriculum are not currently being addressed, the author sought to establish priorities for various goals and objectives. This was largely accomplished by processing input from three primary sources: district office personnel, intermediate principals and intermediate physical education teachers. Concerns of principals and teachers were collected in a series of conversations and interviews. There was a strong consensus that the goals outlined earlier in this chapter were essential and that their adoption was inevitable, given the direction of the State Department of Education Handbook.

Teachers were most concerned with the type of activities to be included in any new curriculum guide. In order to obtain their input about the merits of various activities, the author conducted a survey regarding their importance. Teachers were asked to indicate on a
scale of 1 (not important) to 5 (very important) how important activities were to their physical education program. A copy of the survey was provided to each intermediate school principal. The survey and a summary of its results appear at the end of this Chapter in Tables I and II.

The survey indicated that a daily calisthenics program (4.5) and cross country/distance running (4.6) were the items of highest priority. In group activities, softball (4.5) received the strongest backing. Hustleball (2.4) was the team activity with the lowest level of support. Among individual activities, dance (1.5) and aerobics (2.6) were considered least important. The fact that the survey indicates that they are not currently included in several programs may be a factor in their low rating. Despite the low numbers they received in the survey, dance and aerobics should be given serious consideration for inclusion as part of any physical education program due to their potential lifelong benefits and application.

The survey further demonstrated that approximately one-half of the respondents utilize some coeducational activities. Few programs offer intramural opportunities, a concept the district seeks to promote in its proposed middle school program.

A determination of learner performance levels and standards is a significant component of any curriculum program. Methods for analyzing and evaluating student physical fitness exist under the state
mandated physical fitness testing program. Although required for seventh grade students, most programs currently test all students. Current test results indicate that improvement is needed. Evaluation of test results following implementation of the new curriculum guide will indicate how well it addresses Goal 2: Physical Fitness and Wellness.

Learner performance objectives for various activities are outlined in the curriculum guide. Wide parameters for determining mastery are provided: the final decision regarding mastery of a skill will rest with the individual instructor. Overall expectations as to skill development, attitude and knowledge are clearly expressed. Many of the skills are stated in objective terms. Other areas, such as attitude, are more subjective and deal with the interpersonal and individual goals established by the State of California (Goals 4-6).

The final step in the needs assessment process involves transferring goals and objectives into a practical, concise curriculum guide. The early steps in the process clearly indicate the need for a revised, updated curriculum guide for the intermediate schools of San Bernardino. Administration and analysis of the resulting guide are explored further in the next two chapters. The actual guide is presented as a major appendix following those segments.
Dear Colleague:

I am working on a Master's Project at Cal State San Bernardino dealing with P.E. curriculum. As you may know, our district has no current intermediate school curriculum in P.E. The primary objective of my project will be to establish some guidelines in this area.

I am asking for your input on this project. I would greatly appreciate your cooperation in filling out this survey and returning it to me via district mail.

Thanks!!

Don Leieritz
Arrowview

<table>
<thead>
<tr>
<th>School: __________________________</th>
<th>Years Teaching P.E.: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years in District: ____ Other Teaching: __________________________</td>
<td>Boys or Girls P.E.:______ Assignments: __________________________</td>
</tr>
</tbody>
</table>

Please circle the number which indicates how important the following activities are in your P.E. program. Please circle the activity itself if it is not currently part of your P.E. program.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not Very Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobics</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Basketball</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Calisthenics/Exercises (Daily)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Cross Country/Distance Running</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Dance</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Football</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Gymnastics/Tumbling</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hustleball</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Soccer</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Softball</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Activity</td>
<td>Not Important</td>
<td>Important</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Speedball</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Tennis</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Track and Field</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Volleyball</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Weightlifting</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Wrestling</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Please list any activities not listed above which you feel should be part of an intermediate school P.E. program:

Does your school implement coeducational P.E. activities?
If so, which activities?

On how regular a basis?

In addition to teaching P.E., are you involved in an intramural program at your school site?

Do you coach in the district's interscholastic sports program?

Comments:
Table II
Survey Responses

Teachers were asked to indicate on a 1 (not important) to 5 (very important) scale how important the following activities were to their P.E. program. They were also asked to indicate if an activity was not currently a part of their program. Respondents also indicated if they taught boys, girls or in a coeducational program.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Girls Average</th>
<th>Boys Average</th>
<th>Coed Average</th>
<th>Overall Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Respondents</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Aerobics</td>
<td>3.7 (3)</td>
<td>1.7 (3)</td>
<td>2.3</td>
<td>2.6 (9)</td>
</tr>
<tr>
<td>Basketball</td>
<td>4.2</td>
<td>4.3</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Calisthenics</td>
<td>4.7</td>
<td>4.3</td>
<td>4.7</td>
<td>4.5</td>
</tr>
<tr>
<td>Cross Country/Distance Running</td>
<td>4.8</td>
<td>4.3</td>
<td>4.7</td>
<td>4.6</td>
</tr>
<tr>
<td>Dance</td>
<td>1.0 (1)</td>
<td>1.0 (4)</td>
<td>2.3</td>
<td>1.5 (8)</td>
</tr>
<tr>
<td>Gymnastics/Tumbling</td>
<td>2.5 (4)</td>
<td>2.5 (2)</td>
<td>3.3</td>
<td>2.8 (9)</td>
</tr>
<tr>
<td>Hustleball</td>
<td>3.0 (3)</td>
<td>2.5 (4)</td>
<td>1.5 (2)</td>
<td>2.4 (9)</td>
</tr>
<tr>
<td>Soccer</td>
<td>3.7 (3)</td>
<td>4.4 (5)</td>
<td>3.0</td>
<td>3.8 (11)</td>
</tr>
<tr>
<td>Softball</td>
<td>4.8</td>
<td>4.2</td>
<td>4.6</td>
<td>4.5</td>
</tr>
<tr>
<td>Speedball</td>
<td>4.5 (2)</td>
<td>3.6 (5)</td>
<td>1.7</td>
<td>3.2 (10)</td>
</tr>
<tr>
<td>Tennis</td>
<td>2.5 (2)</td>
<td>2.3 (4)</td>
<td>3.3</td>
<td>2.7 (9)</td>
</tr>
<tr>
<td>Track and Field</td>
<td>3.8 (4)</td>
<td>3.8 (5)</td>
<td>4.3</td>
<td>3.9 (12)</td>
</tr>
<tr>
<td>Volleyball</td>
<td>4.8</td>
<td>4.2 (5)</td>
<td>3.7</td>
<td>4.4 (14)</td>
</tr>
<tr>
<td>Volley Tennis</td>
<td>4.3</td>
<td>1.5 (4)</td>
<td>3.7</td>
<td>3.4 (13)</td>
</tr>
<tr>
<td>Weightlifting</td>
<td>1.0 (1)</td>
<td>3.0 (3)</td>
<td>2.0</td>
<td>2.3 (7)</td>
</tr>
<tr>
<td>Wrestling</td>
<td>1.0 (1)</td>
<td>2.7 (3)</td>
<td>2.7</td>
<td>2.4 (7)</td>
</tr>
</tbody>
</table>

( ) Indicates an activity is not a part in all respondents programs. The number in parentheses indicates the number of programs implementing an activity.
Teachers were asked to indicate on a 1 (not important) to 5 (very important) scale how important the following activities were to their P.E. program. They were also asked to indicate if an activity was not currently a part of their program. Respondents also indicated if they taught boys, girls or in a coeducational program.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Girls</th>
<th>Boys</th>
<th>Coed</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Respondents</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Aerobics</td>
<td>3.7 (3)</td>
<td>1.7 (3)</td>
<td>2.3</td>
<td>2.6 (9)</td>
</tr>
<tr>
<td>Basketball</td>
<td>4.2</td>
<td>4.3</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Calisthenics</td>
<td>4.7</td>
<td>4.3</td>
<td>4.7</td>
<td>4.5</td>
</tr>
<tr>
<td>Cross Country/Distance Running</td>
<td>4.8</td>
<td>4.3</td>
<td>4.7</td>
<td>4.6</td>
</tr>
<tr>
<td>Dance</td>
<td>1.0 (1)</td>
<td>1.0 (4)</td>
<td>2.3</td>
<td>1.5 (8)</td>
</tr>
<tr>
<td>Gymnastics/Tumbling</td>
<td>2.5 (4)</td>
<td>2.5 (2)</td>
<td>3.3</td>
<td>2.8 (9)</td>
</tr>
<tr>
<td>Hustleball</td>
<td>3.0 (3)</td>
<td>2.5 (4)</td>
<td>1.5 (2)</td>
<td>2.4 (9)</td>
</tr>
<tr>
<td>Soccer</td>
<td>3.7 (3)</td>
<td>4.4 (5)</td>
<td>3.0</td>
<td>3.8 (11)</td>
</tr>
<tr>
<td>Softball</td>
<td>4.8</td>
<td>4.2</td>
<td>4.6</td>
<td>4.5</td>
</tr>
<tr>
<td>Speedball</td>
<td>4.5 (2)</td>
<td>3.6 (5)</td>
<td>1.7</td>
<td>3.2 (10)</td>
</tr>
<tr>
<td>Tennis</td>
<td>2.5 (2)</td>
<td>2.3 (4)</td>
<td>3.3</td>
<td>2.7 (9)</td>
</tr>
<tr>
<td>Track and Field</td>
<td>3.8 (4)</td>
<td>3.8 (5)</td>
<td>4.3</td>
<td>3.9 (12)</td>
</tr>
<tr>
<td>Volleyball</td>
<td>4.0</td>
<td>4.2 (5)</td>
<td>3.7</td>
<td>4.4 (14)</td>
</tr>
<tr>
<td>Volley Tennis</td>
<td>4.3</td>
<td>1.5 (4)</td>
<td>3.7</td>
<td>3.4 (13)</td>
</tr>
<tr>
<td>Weightlifting</td>
<td>1.0 (1)</td>
<td>3.0 (3)</td>
<td>2.0</td>
<td>2.3 (7)</td>
</tr>
<tr>
<td>Wrestling</td>
<td>1.0 (1)</td>
<td>2.7 (3)</td>
<td>2.7</td>
<td>2.4 (7)</td>
</tr>
</tbody>
</table>

() indicates an activity is not a part in all respondents programs. The number in parentheses indicates the number of programs implementing an activity.
Respondents were asked to list any activities not listed in the survey which they felt should be part of an intermediate school P.E. program. Activities suggested were:

- field hockey
- handball
- hockey
- physical fitness
- training
- racquetball
- relays
- team handball
- weight control program
- weight training

Teachers were also asked if their program was coeducational, if it included intramurals and if they coached in the district interscholastic sports program. Responses are listed below:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Occasionally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coeducational?</td>
<td>6</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Intramurals?</td>
<td>3</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Coach?</td>
<td>4</td>
<td>11</td>
<td>1*</td>
</tr>
</tbody>
</table>

*response by cheerleader adviser.
CHAPTER FOUR: ADMINISTRATION OF THE CURRICULUM GUIDE

The curriculum guide developed in this project assumes a thorough understanding of its goals and objectives by administrators for its successful implementation. It is the ultimate responsibility of each administrator to be the curriculum leader at his school site. Although he can not be an expert in all subject areas, it is important for the administrator to be familiar with the basic goals and objectives of the curriculum programs offered at his school. He must be willing to utilize the knowledge and expertise of qualified faculty members and district personnel to supplement his background.

With this in mind, the administrator should seek to develop a sense of shared responsibility with others involved with curriculum changes and decisions. A sense of mutual goals and expectations will increase the probability of successful implementation of any program. The effort expended to establish a positive working relationship with faculty and district personnel is almost as important to the success of a new program as its actual goals and objectives.

Utilizing the input of students, faculty and district personnel is an integral part of the needs assessment process. Assessing the needs of students and the school is a major, ongoing responsibility for any administrator contemplating change. The research and needs assessment process already undertaken as a part of this project clearly indicate its significance for meeting the needs of the district.
Any new curriculum guide or program involves direct changes for those most directly affected by its implementation, the teachers. Administrators should seek to develop support for any new curriculum at their school site and ultimately at the district level by working cooperatively with the teachers involved. In the case of this project, previous discussions with physical education teachers have led to an increased awareness of the need for a revised curriculum. An activity and interest survey (see Tables I and II) allowed them to offer their opinions. From an administrative standpoint, this should increase the level of acceptance for the curriculum guide since teachers can establish a sense of ownership in the final product. The guide also seeks to retain autonomy and flexibility for teachers, establishing basic standards while offering the opportunity to select from a variety of activities. This is especially important for successful changes in situations where teachers have been allowed to do whatever they wished with their classes for a period of several years.

Effective implementation of this curriculum guide will be facilitated by the clear delineation of its goals and objectives. It is the responsibility of the administrator to understand these goals and objectives, clearly communicating his expectations to the teachers implementing the guide. An effective administrator will provide leadership but avoid stifling the initiative of his teachers when change is introduced. While overall goals and objectives must be followed, the
administrator should allow the teacher to exercise the individual flexibility and latitude present in this guide. By also providing encouragement, the effective administrator can help teachers and students achieve levels of performance which benefit everyone.

An administrator should constantly be monitoring performance levels and the effectiveness of all instructional programs at his school. This is of even greater importance with a new program. Recommendations regarding evaluation and analysis of the curriculum guide developed for this project will be dealt with more fully in Chapter Five. It is important to utilize both formative and summative evaluation in determining the results of this project. Reorganization and modifications will be considered as part of the administrative function needed in improving the effectiveness of this new curriculum.

Administration of any school program requires ongoing attention to detail. Although most programs will not be as closely scrutinized in subsequent years as when they are initially implemented, a good administrator is always aware of strengths and weaknesses as well as possible changes.

Administrative decisions will effect all school programs, including physical education, every year. Scheduling and the assignment of staff have a direct impact on the quality of any education program. Decisions regarding a stationary versus a rotating schedule can have a significant effect on a physical education program. Budget allocations and the quality of physical facilities are other important
factors influencing physical education over which the administrator has some degree of control.
CHAPTER FIVE: EVALUATION

The primary purpose of evaluation is to improve the educational program by facilitating judgments about its effectiveness based upon an analysis of data. This is imperative with new as well as existing curricula. With a new program, the process should be both formative and summative. Formative evaluation begins with the implementation of the program, allowing for changes to be made as needed during the course of the program. Summative evaluation occurs at the end of the school year, determining how well the program addressed its stated goals and objectives.

The evaluation process requires the administrator to make decisions on how the program will be evaluated and what types of data should be analyzed. It is then the responsibility of the administrator or program director to assemble or delegate the task of collecting these data. Judgments about the effectiveness of the program can be formulated through analysis of these data. Conclusions can be made which will serve as the basis for decisions regarding the future of the program, including any necessary changes. Of course, these decisions must also undergo evaluation, making it an ongoing process.

For this project, the physical fitness, movement and activity goals in the accompanying curriculum guide (pages A6-A8) can be objectively analyzed and evaluated. This can be done by utilizing
pre-tests and post-tests, analysis of state physical fitness test results, and other methods discussed in this chapter.

Teachers should be encouraged to pre-test and post-test students in order to assess the progress made as the result of instruction. The use of post-test results alone would not take into consideration skills and knowledge the student had before beginning the unit of instruction. Pre-testing and post-testing can be done through the use of criterion-referenced and norm-referenced tests.

State mandated physical fitness testing is an example of a norm-referenced, standardized achievement test. This test, revised in the 1986-87 school year, measures bodily functions relating to physical fitness objectives. It has four primary subtests, utilizing standard measurements of performance. A copy of the test form used in San Bernardino follows this chapter as Table III.

The body structure component of the test provides basic information regarding individual student's height, weight and body fat composition. This information is useful in a pre-test/post-test situation where the level of body fat provides an indicator of improved physical fitness. While weight reduction can also indicate an increased level of physical fitness in some students, many students will experience significant gains in height and weight due to physical maturation over the course of the school year or from one grade level to the next.

The neuromuscular function section of the test measures reaction
time and quickness. There is only one test component, the shuttle run, to measure these functions. By contrast, the musculoskeletal portion of the test incorporates three items -- sit and reach, situps and pullups or arm hang. These tests measure flexibility, muscular strength and endurance. The last segment of the test, the mile run, measures cardiorespiratory function and endurance.

Each school is provided with data for the test performance of each seventh grade student. With the cooperation of the data processing center, a printout can also be provided for eighth grade students. Such information would enable the teacher or evaluator to compare the performances of individual students with the performance of a standardized, normative group. While the achievement of any individual student may not be totally accurate, a norm-referenced testing provides a very accurate picture of the achievement of the entire test group. The author plans to analyze the results of state physical fitness testing in evaluating the effectiveness of the new curriculum guide in meeting its physical fitness objectives.

Physical activity objectives can be evaluated through the use of criterion-referenced testing. In this type of testing, student progress is related to a stated learning task rather than to a norm. The administrator and the teacher can establish the criteria to be tested, seeking feedback about areas emphasized in the curriculum guide. Skill objectives are listed in the curriculum guide for each physical
activity (page A13-A44).

Criterion-referenced testing allows the teacher to determine when a student has mastered a specific skill. This is well-suited for evaluation of physical education activities. In a tennis unit (see page A-35), for example, mastery of basic skills might include hitting a designated number of serves successfully into the service court. This criterion is clearly defined and readily measurable. A criterion-referenced checklist, such as the example shown in Table IV, can be used to measure the success of students in meeting stated performance objectives.

Other goals, such as those dealing with social development and self-image (see A10-A11), are more difficult to evaluate due to their subjective nature. In these areas, formal and informal observation of student behaviors and attitudes is necessary. Some measures, such as the number of behavioral referrals from physical education classes to the office, can be used to help indicate progress toward these goals. A decreased number of referrals is an indication that student behavior and attitude have improved toward either the subject matter of the teacher. While this measurement does not take into account other factors effecting discipline and student behavior, it does provide a standard which can assist in analyzing social developmental goals.

The goal of individual excellence (see page A12) may be evaluated by examining the incentives provided by the teacher as well as the
sense of accomplishment experienced by the students. Many physical education programs provide tangible, visible rewards for outstanding or improved performance. Iron-on stars, for example, is a method of encouraging and recognizing individual excellence and improved performance. Table V outlines how such a program is implemented at an intermediate school in San Bernardino. While giving all students an incentive to improve performance, the program also addresses the individual excellence goal advocated in the curriculum guide. Evaluating a program such as this is mainly a matter of seeing that it is applied in a consistent, ongoing manner.

Another method of acknowledging individual excellence is to post top times and marks in various events and activities. An example is listing the top ten times by grade level on a weekly cross country run, updating it each week throughout the year. Students in the final top ten receive special recognition; all students who were listed at some point during the year receive satisfaction from having their accomplishments noted and recognized.

The development of other attributes listed under individual excellence, such as perseverance, is most subjective to determine and difficult to validate. Evaluation of whether such an objective has been met must be based upon observation by the teacher or administrator.

The above means of evaluation deals with student performance.
The administrator must also consider other factors when evaluating the effectiveness of a new curriculum. The attitudes of students and teachers will be important in determining the success of the program. It might be necessary to modify elements of the program if new or existing attitudes have a negative effect. It will require skill on the part of the administrator to make the necessary changes in a program while still addressing its goals and objectives.

In closing, evaluation of the guide which follows will require formative and summative evaluation, utilizing both formal and informal means. Some of these approaches will be objective, while others will be more subjective and rely upon the skill and expertise of the administrator in order to be useful. Determining which data to collect and how to utilize them is a significant challenge for any evaluator.
Table III
California Physical and Health Related Fitness Test

<table>
<thead>
<tr>
<th>TEACHER NAME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TEST DATE</td>
<td></td>
</tr>
<tr>
<td>SEASON</td>
<td>YEAR</td>
</tr>
<tr>
<td>FALL</td>
<td>1-8</td>
</tr>
<tr>
<td>SPRING</td>
<td>1-8</td>
</tr>
<tr>
<td>CLASS</td>
<td>SEX</td>
</tr>
<tr>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>BIRTHDATE</td>
<td>MONTH</td>
</tr>
<tr>
<td>HEIGHT</td>
<td>WEIGHT</td>
</tr>
<tr>
<td>HEAD</td>
<td>ARMS</td>
</tr>
<tr>
<td>NEUROMUSCULAR FUNCTION</td>
<td></td>
</tr>
<tr>
<td>SHUTTLE RUN</td>
<td>RESPONSE</td>
</tr>
<tr>
<td>CARDIORESPIRATORY FUNCTION</td>
<td></td>
</tr>
<tr>
<td>1 MILE</td>
<td>300 YD SWIM</td>
</tr>
</tbody>
</table>
Table IV
Criterion-Referenced Observation Checklist

<table>
<thead>
<tr>
<th>Name</th>
<th>Skill Measured</th>
<th>Performance Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Trials:**

Circle X if the trial is successful; circle 0 if it is unsuccessful.

1. X 0   6. X 0   11. X 0   16. X 0
2. X 0   7. X 0   12. X 0   17. X 0
3. X 0   8. X 0   13. X 0   18. X 0
4. X 0   9. X 0   14. X 0   19. X 0
5. X 0   10. X 0  15. X 0   20. X 0

**Number of Successful Trials:**

**Total Number of Trials:**

**Percentage of Successes:**

**Comments:**
The stars awarded in P.E. classes at Arrowview are one-inch iron-on awards given to students in recognition of improved or outstanding performance.

Stars are awarded for the following reasons:

A. Being a team captain.

B. Being a member of a class championship team.

C. Running the weekly cross-country run in a time under five minutes. Students who also improve upon their best time by ten seconds or more while breaking five minutes can earn two stars (see D).

D. Improving upon a student's best cross-country time from the first quarter by ten seconds or more. If the student improves upon the new test by ten seconds, an additional star is awarded.

Example: John's best time from the first quarter is 7:40. He then runs a time of 7:28, earning a star. By running a time of 7:18 or faster, he can earn his next star. This is an ongoing program for the remainder of the school year, with no limitations on the number of stars a student may earn.
APPENDIX A

CURRICULUM GUIDE FOR PHYSICAL EDUCATION:
INTERMEDIATE SCHOOLS
SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

Developed by:
Donald Leieritz. M.A.
Arrowview Intermediate School
Fall, 1987
Foreward

The specific purpose of this curriculum guide is to address the needs of physical education students at Arrowview Intermediate School. It is hoped that the guide can be adapted by other schools in the district to meet their needs and insure continuity of instruction within the San Bernardino City Unified School District. The goals and objectives stated in the guide meet new state guidelines as well as concerns outlined by teachers, principals and district personnel.

This guide does not seek to usurp the authority or autonomy of the individual teacher. It strives to establish some basic parameters in a course of study, providing for some standardization within intermediate physical education programs.

There are more activities included in this guide than can be implemented into any physical education program. It is the responsibility of each teacher to decide which components and activities best meet the needs of his students. This includes determining the length and level of skill development needed to achieve stated objectives. Emphasis should be placed upon mastering skill objectives rather than team play. Individual drills need to be included as a major part of any unit throughout its duration. Finally, some activities must be modified or eliminated when adequate facilities are not available.

From an administrative standpoint, efforts must be made to reduce class sizes to the levels found in academic areas. In this
manner, teachers will be able to offer greater individual attention and direction in skill development activities. Failure to do this will compromise the efforts of this guide to fully meet the needs of students.
Philosophy

Physical education involves the active participation of the human body in utilizing its physical capabilities. It is the responsibility of the schools and teachers to provide an environment in which students can learn about and develop these capabilities to their fullest potential.

The philosophy of this guide involves addressing the needs, interests, and abilities of students in intermediate physical education classes in this district. The goals and objectives contained in this guide seek to meet individual needs, enhancing the potential and lifestyle of each student. Thus, it retains flexibility, allowing the teacher the opportunity to meet changing interests and needs.
Goals and Objectives

The California State Department of Education specified six major goals for physical education in its 1986 Handbook for Physical Education. It is a primary function of this guide to utilize and implement those goals within this document. The goals, which will be outlined in greater detail on the following pages, are:

Goal 1: Physical Activity
Goal 2: Physical Fitness and Wellness
Goal 3: Movement Skill and Movement Knowledge
Goal 4: Social Development and Interaction
Goal 5: Self-image and Self-realization
Goal 6: Individual Excellence

The state also provides a brief statement regarding the expectations of each goal. This statement will appear at the top of the page dealing with that goal and its related objectives. It will be analyzed further and specific objectives for each goal will be provided.
Goal 1: Physical Activity

Statement: Developing interest and proficiency in movement skills is essential to lifelong participation in physical activity.

At the intermediate school level, this goal requires that students experience a wide variety of physical activities. In addition to class activities, students should be encouraged to become involved in intramural, extracurricular, or community activities.

Objectives for intermediate students utilizing this goal include:

- Provide exposure to and develop appreciation for a wide variety of physical activities. Specific skill, knowledge and attitude objectives for many physical education activities follow in the next section of this guide.

- Identify and utilize school and community recreational activities. This knowledge will help promote lifelong participation and interest in physical activity.

- Know and practice safety precautions during physical activity.

- Exhibit and understanding of the role of individual/dual activities as well as team sports in an ongoing program of physical activity.

- Demonstrate an awareness of the relationship between physical activity and one's interests and anticipated lifestyle.
Goal 2: Physical Fitness and Wellness

Statement: Developing and maintaining the highest possible level of physical fitness and wellness is necessary to meet the demands of high-level physical performance during work, play and emergency situations.

The development and maintenance of a high level of physical fitness is a primary objective in any physical education program. Specific objectives for the district include:

- Improve cardiorespiratory endurance through activities of sufficient intensity and duration to raise the pulse rate to a level providing a training effect.
- Develop basic muscular strengths and coordinations used in fundamental skills to the extent of each student's individual capacity.
- Develop and maintain the useful capacity of specific muscle groups by increasing their range of motion, flexibility and endurance.
- Maintain a healthy relative percentage of lean body mass to fat mass through awareness of caloric consumption and expenditure.
- Develop concepts of wellness by understanding and utilizing the proper warmups, conditioning and cooldowns. These precautions will help prevent or reduce the severity of injuries.
- Develop an ongoing personal physical fitness program based upon personal assessment, lifestyle and career choice.
Goal 3: Movement Skills and Movement Knowledge

Statement: Increasingly effective motor skills are developed and the fundamentals of movement are understood by practicing and analyzing purposeful movement.

The major emphasis of this goal is for students to understand movement principles and develop effective motor skills. Objectives designed to accomplish this are:

- Demonstrate ability in locomotor and non-locomotor movements.
- Demonstrate a variety of gross and fine motor skills.
- Develop agility, balance, flexibility and lateral movement skills.
- Participate in a variety of individual/dual and team activities which utilize a variety of movements.
- Transfer movement skills and principles from one activity to another. Many skills, such as a golf swing and a baseball swing, are closely related.
- Display a positive attitude toward personal skill development for oneself and others.
Goal 4: Social Development and Interaction

Statement: Appropriate social behaviors are developed by working independently and with others during planned physical activity.

Physical education activities have great potential to enhance the development of social skills and the ability to interact with others. Objectives designed to meet this goal are:

- Exhibit awareness and tolerance for the similarities and differences among individuals, including their physical capabilities.
- Develop emotional stability by offering proper outlets for tensions, aggressions, problems, etc.
- Share in the development of social skills of other students by providing and receiving support.
- Develop the concepts of leadership and followership through participation in supervised activities.
- Understand the importance of accepting and fulfilling responsibility.
- Develop an understanding of the principles of fair play, sportsmanship, courtesy, respect for rules and authority, cooperation and teamwork.
- Exercise independence, self-confidence and self-reliance.
Goal 5: Self-Image and Self-Realization

Statement: A positive self-image is developed and maintained and self-realization is achieved through planned physical activities.

Physical activities offer the opportunity for students to improve their self-images. Self-realization skills can be developed through an appreciation of the components and benefits of physical activity.

Objectives for this goal include:

- Develop an awareness and acceptance of one's body, its capabilities, and its limitations.
- Recognize potentially stressful situations and develop the skills and strategies for successfully dealing with them.
- Understand the relationship between bodily functions and human anatomy as they impact the development of a positive self-image.
- Experience and appreciate the beauty of human movement as a form of self-expression.
- Assume responsibility for one's personal well-being through self-evaluation and critical thinking.
- Understand how the concepts of self-image and self-realization contribute to developing one's potential and lifestyle.
Goal 6: Individual Excellence

Statement: The highest level of physical performance is achieved through setting realistic personal goals.

An understanding of one's self, abilities and potential is essential to attaining a level of personal excellence. Objectives for reaching this goal are:

- Evaluate honestly one's present capabilities in order to establish realistic personal goals.

- Seek to excel in physical fitness training by developing the confidence and perseverance required to attain a high level of achievement.

- Experience the sense of satisfaction resulting from attainment of a goal requiring a high-level physical performance.

- Establish realistic personal goals and exhibit a willingness to take reasonable risks to reach them.
Table of Physical Education Activities

Individual/Dual Activities

Aerobics
Calisthenics/Physical Fitness Training
Cross Country/Distance Running
Dance
Gymnastics/Tumbling
Handball
Racquetball
Tennis
Track and Field
Weight Training
Wrestling

Team Activities
Basketball
Hustleball
Soccer
Softball
Speedball
Team Handball
Touch Football
Volleyball
Volley Tennis
Recommended Coeducational Activities

- Calisthenics/Physical Fitness Training
- Cross Country/Distance Running
- Handball
- Hustleball
- Racquetball
- Softball
- Tennis
- Track and Field
- Volleyball
Aerobics

Unit Description:

Aerobics are designed to develop cardiovascular fitness. Since aerobics can include a wide variety of activities, their selection is left to the discretion of the individual teacher. The main emphasis of this unit should be the introduction of the aerobic principle of gaining and maintaining an optimal level of cardiovascular and cardiorespiratory fitness.

Objectives:

Skills
- develop muscular endurance, strength and power
- demonstrate flexibility of movement
- demonstrate coordination, speed and agility
- improve level of cardiorespiratory endurance

Knowledge and Attitude
- identify exercises and activities which can utilize aerobic principles to strengthen or improve personal physical fitness level
- understand importance and benefits of ongoing exercise for meeting lifelong physical fitness needs
- develop improved self-image
- demonstrate desire to improve individual level of physical fitness
Aerobics

- exhibit tolerance and acceptance of the needs of other students
- use proper warmup and safety procedures
- develop an appreciation of aerobics as a lifelong physical fitness activity
Basketball

Unit Description:

This unit gives students the opportunity to develop and refine knowledge and skills in basketball. It includes an understanding of basic skills, rules, and strategy as well as practice and game play.

Objectives:

Skills
- exhibit basic ball handling skills
- be able to pass a basketball in various ways—bounce pass, chest pass and baseball pass
- catch and throw basketball
- demonstrate proper form for shooting field goals and free throws
- play defense effectively without excessive fouling
- make the transition from offensive to defensive play
- develop hand, eye and foot coordination
- display basic elements of movement
- develop cardiorespiratory endurance
- demonstrate coordination, speed, agility and timing

Knowledge and Attitude
- understand the rules and terminology of basketball
- know and utilize proper warmup and safety procedures
- develop different strategies for use against opponents
- show tolerance for others with various ability levels
Basketball

- exhibit respect for rules and authority
- demonstrate sportsmanship and teamwork
- develop an appreciation of basketball as a lifelong physical fitness activity
Calisthenics/Physical Fitness Training

Unit Description:

This unit is an ongoing one and part of the daily physical education program. Usually done at the start of the class period, calisthenics and physical fitness training include general conditioning, jogging, flexibility exercises and other activities promoting overall physical fitness.

Objectives:

Skills
- demonstrate coordination, agility and quickness
- improve level of cardiorespiratory endurance
- develop muscular power, strength and endurance
- demonstrate balance and flexibility in movements
- demonstrate a variety of activities comprising a balanced, comprehensive physical fitness plan

Knowledge and Attitude
- identify exercises which strengthen or improve the performance of different parts of the human body
- know the importance and benefits of an ongoing exercise program for maintaining lifelong physical fitness
- develop improved self-image through knowledge and use of physical fitness activities
Calisthenics/Physical Fitness Training

- demonstrate a desire to improve one's individual level of physical fitness
- use proper warmup and safety procedures
- develop an appreciation of physical fitness training as a lifelong activity
Cross Country/Distance Running

Unit Description:

This unit should be an ongoing part of the physical fitness program. It can be incorporated as part of the aerobics unit cited earlier. In order to be effective, students should be involved in running activities several times a week.

Objectives:

Skills
-demonstrate improved performance levels during the course of the year
-be able to adapt running style and pace to various conditions, such as distance to be run, weather or terrain
-demonstrate coordination, speed and agility
-develop increased muscular strength, power and endurance
-improve level of cardiorespiratory endurance

Knowledge and Attitude:
-identify benefits obtained from running for present and future physical fitness needs
-demonstrate desire to improve personal performance level
-show an understanding of the significance of running as a potential lifelong physical fitness activity
-use proper warmup and safety procedures
Dance

Unit Description:

The purpose of this unit is to develop an appreciation and awareness of the recreational value of dance as well as its cultural background. The unit provides an opportunity for students to develop fundamental skills, learn basic steps, and gain exposure to a variety of folk, square, social and/or ethnic dances.

Objectives:

Skills
-be able to demonstrate basic dance steps
-demonstrate basic movement skills
-improve agility and flexibility
-gain skill in rhythm, balance and poise
-utilize dance as a means to develop and maintain physical fitness

Knowledge and Attitude
-appreciate various forms of dance
-understand the relationship between music and dance
-recognize the role of dance in various societies and cultures
-appreciate dance as a potential lifelong physical fitness activity
-use proper warmup and safety procedures
Gymnastics/Tumbling

Unit Description:

The major emphasis in this unit is to develop basic gymnastics and tumbling skills. The unit will stress fundamental skills of movement, balance, flexibility and body conditioning. Emphasis will be placed upon proper warmup and safety precautions.

Objectives:

Skills

- be able to execute forward and backward rolls, hand stands, head stands and walk overs
- develop ability to perform a variety of floor exercise routines
- develop gross and fine motor coordination
- improve level of hand, eye and foot coordination
- increase muscular power, strength and endurance
- improve flexibility and range of motion
- demonstrate balance, speed, agility and coordination

Knowledge and Attitude

- know proper safety precautions, including how to "spot" for other students
- work cooperatively with others in tumbling and gymnastic activities
- demonstrate a desire to improve one's skill level
- appreciate gymnastics and tumbling as a form of self-expression
Gymnastics/Tumbling

- identify activities which can be continued in a lifelong physical fitness program
- use proper warmup and safety procedures
Unit Description:

The primary objective of this unit is to provide an opportunity for students to become familiar with handball. During the unit, students will learn basic skills, safety concerns, court courtesy, rules and strategy.

Objectives:

Skills
-be able to hit backhand and forehand drives
-develop accuracy in the placement of service
-develop skill in offensive and defensive play
-develop hand, eye and foot coordination
-improve level of lateral quickness and mobility
-develop cardiorespiratory endurance
-display agility, speed, timing and coordination

Knowledge and Attitude
-know rules and strategies for playing handball
-exhibit respect for rules and authority
-demonstrate knowledge of warmup and safety procedures
-identify physical benefits gained from playing handball
-develop an appreciation of handball as a potential lifelong physical fitness activity
Hustleball

Unit Description:

Hustleball is essentially a simplified, speeded up version of softball. Incorporating softball rules, it seeks to develop the confidence and skills of players by allowing them to hit softballs pitched by teammates rather than opposing players. Basic skills learned include batting, catching, throwing and base running. In addition to skill development, the unit will cover game rules, safety concepts, duties of each player's position and game situations.

Objectives:

Skills
- demonstrate ability to hit a pitched ball
- develop ability to pitch accurately to teammates
- field routine ground balls
- successfully judge and field routine fly balls
- catch and throw the ball while playing a defensive position
- demonstrate proper base running technique
- develop gross motor coordination skills
- utilize hand and eye coordination
- demonstrate speed, agility, timing and coordination

Knowledge and Attitude
- know and understand the rules of hustleball
- develop strategies for offensive and defensive play utilizing knowledge of the rules
Hustleball

- exhibit an awareness of safe playing practices
- show respect for rules and authority
- display tolerance toward teammates and opponents
- demonstrate sportsmanship and teamwork
- use proper warmup and safety procedures
Racquetball

Unit Description:

This activity, which can be played indoors or outdoors, combines many of the principles of handball and tennis. The major emphasis of this unit is to provide opportunities for students to develop and refine skills and knowledge dealing with racquetball. It will include skill development, knowledge of rules and strategy and learning sportsmanship and court courtesy.

Objectives:

Skills
- serve accurately in the service area
- demonstrate ability to hit forehand and backhand drives
- become skillful in offensive and defensive play
- develop hand, eye and foot coordination
- develop lateral quickness and mobility
- improve cardiorespiratory endurance
- display agility, speed, timing and coordination

Knowledge and Attitude
- know rules and strategies of play
- exhibit respect for rules and authority
- identify physical benefits gained from playing racquetball
- develop an appreciation of racquetball as a potential lifelong physical fitness activity
- use proper warmup and safety procedures
Soccer

Unit Description:

The major emphasis of this unit is to provide students with opportunities to gain skill and knowledge about soccer. Soccer is an excellent physical fitness team activity, utilizing speed, skill, and endurance. This unit will stress fundamental techniques, offensive and defensive strategies and play, discussion of rules and game play.

Objectives:

Skills

- demonstrate ability to dribble and kick the ball
- demonstrate proper passing form, including throw-in
- block the ball with head, shoulders and/or torso
- develop skill in playing all positions on the field
- be able to make quick transition from offensive to defensive play
- control the ball in free kick and penalty kick situations
- demonstrate hand, eye and foot coordination with moving objects
- develop gross and fine motor coordination
- improve cardiorespiratory endurance
- display agility, speed, timing and coordination

Knowledge and Attitude

- know and be able to implement rules and strategies of soccer
- know and utilize proper warmup and safety procedures
Soccer

- show respect for rules and authority
- develop tolerance and sportsmanship
- desire to improve individual and team skills
- develop an appreciation of the role that conditioning and physical fitness have for playing soccer
Softball

Unit Description:

The major emphasis of this unit is to provide the opportunity for students to develop knowledge and skills in playing softball. Skill development will stress batting, catching, throwing and running skills. Students will also learn game rules and strategy, safety concepts, duties for each player's position and game play.

Objectives:

Skills
- demonstrate ability to field ground balls
- demonstrate ability to judge and field fly balls
- catch and throw the ball while playing a defensive position
- demonstrate ability in batting
- demonstrate proper base running principles
- develop gross and fine motor coordination skills
- improve hand and eye coordination
- demonstrate speed, agility, timing and coordination

Knowledge and Attitude
- know basic rules and strategies of the game
- implement proper warmup and safety procedures
- show respect for rules and authority
- exhibit tolerance for teammates and opponents
- demonstrate cooperation, sportsmanship and teamwork
Speedball

Unit Description:

The purpose of this unit is to introduce students to the game of speedball. Speedball combines many of the elements of basketball, soccer and touch football. Skill development will emphasize catching, kicking and throwing the ball. The unit will also review rules, strategies of play and game play.

Objectives:

Skills

- dribble the ball with both feet and hands
- execute both chest and baseball pass
- develop skill in catching the ball in game conditions
- develop ability to "kick up" the ball during play
- be able to make transition from one set of rules to another (soccer or basketball) during play
- utilize appropriate basketball and soccer skills
- develop hand, eye and foot coordination
- improve level of cardiorespiratory endurance
- display speed, agility, timing and coordination

Knowledge and Attitude

- understanding the rules of speedball and be able to adapt to conditions (basketball or soccer) in effect at any point of play
- know terminology and basic penalties
Speedball

- understand offensive and defensive strategies
- develop an awareness of safe playing practices
- develop an appreciation of the importance of teamwork
- demonstrate tolerance and sportsmanship
- exhibit respect for rules and authority
- utilize proper warmup and safety procedures
Team Handball

Unit Description:

Team handball includes elements of basketball, hockey, soccer and water polo. Its basic objective is to outmaneuver opposing players and throw the ball past the goaltender. The purpose of this unit is to familiarize students with the game of team handball, to develop basic skills and to allow students to participate in game activities.

Objectives:

Skills
- develop catching and dribbling skills
- demonstrate ability to pass the ball.
- develop shooting skills
- become skilled in individual and team defensive play
- demonstrate gross motor skill development
- develop hand and eye coordination
- improve level of cardiorespiratory endurance
- display agility, speed, timing and coordination

Knowledge and Attitude
- exhibit knowledge of rules and strategy
- demonstrate an understanding of safety considerations
- display respect for rules and authority
- show tolerance and sportsmanship toward others
- develop ability to play cooperatively with teammates
- utilize proper warmup and safety procedures
Tennis

Unit Description:

The main emphasis of this unit is to develop and refine tennis skills. The unit will include instruction in basic skills, rules, strategy, scoring, positioning, court courtesy and match play.

Objectives:

Skills
- develop accuracy in the placement of service
- demonstrate ability to hit forehand and backhand shots
- develop skill in hitting variety of shots (lob, volley, overhead, etc.)
- become skilled in offensive and defensive play
- be able to play either singles or doubles
- demonstrate gross and fine motor coordination skills
- develop hand, eye and foot coordination
- improve level of cardiorespiratory endurance
- display agility, speed, timing and coordination

Knowledge and Attitude
- understand rules and strategies of play for tennis
- exhibit respect for rules and authority
- show tolerance for partners and opponents
- use proper warmup and safety procedures
- show an appreciation for tennis as a potential lifelong physical fitness activity
Unit Description:

The major emphasis of this unit is to provide opportunities for students to develop knowledge and skills in touch or flag football. The course of study includes fundamental skill development, strategy, game rules and game play. Due to the physical contact involved in the sport, safety rules and concepts must be emphasized.

Objectives:

Skills
- develop ability to pass, catch and kick the football
- demonstrate ability in offensive and defensive play
- develop hand, eye and foot coordination
- display gross and fine motor coordination skills
- demonstrate lateral mobility, balance and quickness
- display agility, speed, timing and coordination

Knowledge and Attitude
- demonstrate knowledge of game rules and strategy
- implement proper warmup and safety procedures
- display respect for rules and authority
- show tolerance toward teammates and opponents
- display cooperation, fellowship and teamwork
Track and Field

Unit Description:

The activities in track and field date back to the earliest civilizations. Concepts of running, jumping and throwing were found in everyday life and adapted by many sports. The major emphasis of this unit will be to provide students with opportunities to develop skills found in various track and field events. This unit can include sprinting, distance running, relays, jumping events and the softball throw. Activities included in the unit are often determined by the availability of physical facilities.

Objectives:

Skills

- demonstrate ability to use the running style appropriate for the distance covered (sprints, distance runs, etc.)
- display ability to work with others in running relays
- demonstrate various jumping techniques
- throw a softball for distance and accuracy
- develop hand, eye and foot coordination
- improve gross and fine motor coordination skills
- improve flexibility and balance
- increase muscular power, strength and endurance
- improve level of cardiorespiratory endurance

Knowledge and Attitude

- understand rules and strategies of various track and field events
Track and Field

-exhibit respect for rules and authority
-show tolerance and respect for abilities and efforts of others
-develop an awareness and appreciation of the fact that many track activities can be part of a lifelong physical fitness program
-utilize proper warmup and safety procedures
Volleyball

Unit Description:

The major emphasis of this unit is to provide students with the opportunity to gain knowledge and skills used in playing volleyball. The unit covers basic skills, rules, strategy, sportsmanship, practice drills and game play.

Objectives:

Skills
- demonstrate ability to bump and set the ball
- display accuracy in the placement of service
- develop ability to spike and block the ball
- become proficient in net recovery
- follow proper rotation on court during play
- demonstrate hand and eye coordination
- develop lateral mobility and movement
- improve gross and fine motor coordination skills
- display agility, speed, timing, balance and coordination

Knowledge and Attitude
- know the rules of volleyball, including proper rotation and scoring procedures
- utilize knowledge of rules to implement effective strategies of play
- follow proper warmup and safety procedures
Volleyball

-exhibit respect for rules and authority
-show tolerance and sportsmanship toward others
-develop sense of teamwork and cooperation
-develop an awareness of volleyball as a lifelong sports activity
Volley Tennis

Unit Description:

Volley Tennis is played on a volleyball court, utilizing concepts from volleyball and tennis. It is a good introduction to concepts and skills found in those two sports. The unit includes fundamental skill development, learning rules and strategies, court courtesy, practice drills and game play.

Objectives:

Skills

- demonstrate ability to return a volley
- develop accuracy in the placement of service
- exhibit skill in offensive play
- show ability to make defensive plays
- follow proper rotation during game play
- demonstrate hand and eye coordination
- improve gross and fine motor coordination skills
- develop lateral mobility and movement
- display agility, speed, timing and coordination

Knowledge and Attitude

- implement rules of play, including proper rotation
- utilize knowledge of rules to implement effective strategies of play
- display respect for rules and authority
- utilize proper warmup and safety procedures
Weight Training

Unit Description:

The major emphasis of this unit is to provide students with an opportunity to develop muscular strength, power and endurance through weight training. The course includes instruction in proper lifting techniques, safety rules and principles of progressive body building.

Objectives:

Skills
- demonstrate ability to properly lift and control weights
- be able to "spot" for other students as needed
- improve muscular power and strength
- develop muscular endurance
- develop and maintain flexibility and balance
- demonstrate quickness, agility and coordination

Knowledge and Attitude
- demonstrate knowledge of safety rules and proper lifting techniques
- develop an awareness of the need to maintain an optimal fitness level
- exhibit cooperation and tolerance toward others
- improve self-concept
- recognize the role that weight training can hold in a lifelong physical fitness program
- utilize proper warmup and safety procedures
Wrestling

Unit Description:

The primary emphasis of this unit is to give students the opportunity to develop and refine wrestling skills. Because wrestling involves training with physical contact in a competitive situation, there must be close monitoring for student safety. Basic wrestling skills and techniques, safety precautions and strategy will be included in this unit.

Objectives:

Skills
- demonstrate basic wrestling moves: takedowns, breakdowns, reverses, escapes, counters, etc.
- demonstrate gross motor skills coordination
- combine eye, hand and foot coordination
- display elements of movement
- increase flexibility and balance
- develop muscular power, strength and endurance
- improve level of cardiorespiratory endurance
- demonstrate agility, speed, timing and coordination

Knowledge and Attitude
- know rules and scoring procedures
- mastery of fear that may arise from anticipation of intense physical contact
Wrestling

-show an awareness of safety needs for oneself and opponent
-exhibit respect for rules and authority
-appreciate that the conditioning involved in wrestling can improve the overall level of one’s physical fitness
-utilize proper warmup and safety procedures
APPENDIX B

Bibliography


Guidelines for developing a course of study in physical education (7-12). (1982). Columbus, OH: Ohio Department of Education.


