

2011

PHYSICAL EDUCATION CURRICULUM Grades 9-12



EAST PROVIDENCE SCHOOL DISTRICT

Curriculum Writers: Paula Agresti, Bonnie Clayton, John Gendron, Department Chair, John Gorham, Jay Monteiro, Shane Messier, Kristin Bovi Pallotta, and Jonathan Stringfellow

6/1/2011

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.1 Show competence (e.g., basic skills, strategies, and rules) in an increasing number of more complex versions in at least three types of movement forms (e.g., individual, team, and recreational activities).</p>		<p>The student</p> <p>1.1.1 Knows, understands, and applies the components of fitness that include:</p> <ul style="list-style-type: none"> • flexibility • muscular strength and endurance • cardio vascular endurance. <p>1.1.2 Understands and demonstrates the concepts of flexibility</p> <ul style="list-style-type: none"> • definition/terminology • static stretches (hold stretch with no movement) vs. dynamic stretches (stretching through movement) • FITT principle (frequency, intensity, time and type) • benefits. <p>1.1.3 Understands and demonstrates the concepts of muscular strength and endurance (e.g. sit-ups, push-ups)</p> <ul style="list-style-type: none"> • definition/terminology • FITT principle (frequency, intensity, time and type) • Benefits. <p>1.1.4 Understands and demonstrates the concepts of cardio vascular endurance (e.g. jog, walk)</p> <ul style="list-style-type: none"> • definition/terminology • FITT principle (frequency, intensity, time and type) • THR formula (220 minus age times .60 or .85) and maximum heart rate formula (220-age) • benefits. <p>1.1.5 Understands that competency is sufficient ability to enjoy safe and knowledgeable participation in an</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • anchoring • cubing, etc. • jigsawing • pre/post assessments • think/pair/share • tiered assignments <p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> • authentic • challenging • cognitive • collaborative • constructivist/heuristic • democratic • developmental • experiential • expressive • holistic • reflective • social • student-centered <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • communication • critical thinking • problem solving 	<p><u>Textbooks</u></p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • <i>Appropriate Instructional Practice Guidelines for Middle School Physical Education</i> • <i>Fitnessgram/Activitygram Test Administration Manual 4th Edition</i> • <i>Guidelines for Physical Education Programs, 2nd edition</i> • <i>Moving into the Future National Standards for Physical Education</i> • <i>Opportunity to Learn Guidelines for Middle School Physical Education NASPE</i> • <i>P.E. Teacher's Skill by Skill</i> • <i>Physical Best Activity Guide, NASPE</i> • <i>Presidential Fitness Challenge</i> • <i>Shape-up Rhode Island</i> • <i>Success Oriented P.E. Activities for Secondary Students</i> • <i>Supporting Physically Active Lifestyles through Quality Physical Education (RIDE)</i> • <i>The Rhode Island Physical Education Framework</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • CDs, I-Pod, radio • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches • VCR/DVD • X-Box Kinect/Wii • www.aahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov 	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> • Common tasks • Formative/summative assessments <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <p>Performance-based tasks</p> <p>Self-assessment</p>

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		<p>activity; or the ability to perform and apply skills.</p> <p>1.1.6 Demonstrates competence (e.g., basic skills, strategies, and rules) in an increasing number of more complex versions in at least two types (grades 9-10) and three types (grades 11-12) of movement forms</p> <ul style="list-style-type: none"> • Team Sports (soccer, speedball, flag football, softball, basketball, floor hockey, and others) <ul style="list-style-type: none"> ○ skills: <ul style="list-style-type: none"> ▪ basketball (dribbling, passing shooting) ▪ football (passing, catching, kicking/punting) ▪ soccer (kicking, trapping, passing, shooting, heading) ▪ softball (catching, throwing, hitting, fielding) ▪ speedball (catching, throwing, converting) ○ strategies: offensive and defensive ○ rules: objective of the game • Net Sports: (badminton, volleyball, tennis) <ul style="list-style-type: none"> ○ skills: <ul style="list-style-type: none"> ▪ badminton and tennis (forehand, backhand, serving) ▪ volleyball (passing, setting, hitting, serving) ○ strategies: offensive and defensive ○ rules: objective of the game • Fitness Aerobics: (aerobic dance, step aerobics, fitness walking, ballroom dance, zumba, cardio kick-boxing, yoga, Pilates, spinning, cardio-vascular training equipment, selectorized, and weight machines) <ul style="list-style-type: none"> ○ skills: posture, balancing, weight 	<ul style="list-style-type: none"> • reflection/evaluation • research <p>Applies best practice of teaching physical education: The physical education teacher</p> <ul style="list-style-type: none"> • Provides clear expectations for student learning • Organizes pairs, groups, and teams • Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instruction • Uses a variety of direct and indirect teaching styles • Allows students guided choices • Emphasizes critical thinking and problem-solving tactics • Demonstrates enthusiasm for an active, healthy lifestyle • Provides for appropriate practice 	<ul style="list-style-type: none"> • www.pecentral.com • www.presidentschallenge.org • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>PE Equipment</p> <ul style="list-style-type: none"> • athletic tape • balls • bases • bats • cones • field marking paint • fitness equipment • Frisbees • gloves, bocce balls • hula hoop • jump ropes • locks • mats • nets • paddles • parachutes • ping pong tables • pinnies • rackets • shuttle- cocks • standards, goals • sticks <p>Materials</p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library books • Current Physical Education Magazines <p>School/Community</p> <ul style="list-style-type: none"> • School nurse 	<p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> • Arguments • Informative

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		<p>transfer, locomotor and non-locomotor skills, step/dance formations, and positions, proper use of cardio vascular training equipment and weight machines</p> <ul style="list-style-type: none"> ○ rules: safety, spotting, hygiene, room decorum, and objective of the activity <ul style="list-style-type: none"> ● Fitness Resistance Training: muscular strength and endurance, circuit training, weight training (free weights and machine), cardio vascular training equipment <ul style="list-style-type: none"> ○ skills: proper use/technique of free weight, machine weight, and cardio vascular equipment, plyometrics and body weight ○ rules: safety, spotting, hygiene, room decorum, and objective of the activity ● Swim (grades 9-10): water entries, water aerobics, stroke development, and lifesaving skills <ul style="list-style-type: none"> ○ Swim skills: diving, stride jump, compact jump, stroke development, waterman ship (e.g. use of masks, fins, snorkels, small crafts), and non-swimming rescues ○ Water aerobics skills: low impact, bounding, kicking against wall and with boards, walking and running against the water ○ rules: safety and hygiene 			
1. Students will demonstrate competency in many		<p>The student</p> <p>1.2.1 Understands that proficiency is</p> <ul style="list-style-type: none"> ● adequate ability to engage in the activity in a 	<p>Applies best practice of teaching physical education: The physical education teacher</p>	<p><u>Textbooks</u></p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> ● <i>Appropriate Instructional</i> 	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> ● Common tasks ● Formative/summative

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<p>movement forms and proficiency in a few movement forms.</p> <p>1.2 Show proficiency in a few movement forms (e.g. individual, team, and recreational activities).</p>		<p>meaningful way.</p> <ul style="list-style-type: none"> • active participation in increased complexity of movement forms to enjoy safe participation in an activity. <p>1.2.2 Demonstrates proficiency (e.g., basic skills) in an increasing number of more complex versions in at least two types (grades 9-10) and three types (grades 11-12) of movement forms (e.g., individual, team, and recreational activities):</p> <ul style="list-style-type: none"> • Team Sports (soccer, speedball, flag football, softball, ultimate Frisbee, basketball, floor hockey) <ul style="list-style-type: none"> ○ skills: <ul style="list-style-type: none"> ▪ basketball (dribbling, passing shooting) ▪ football (passing, catching, kicking/punting) ▪ soccer (kicking, trapping, passing, shooting, heading) ▪ softball (catching, throwing, hitting, fielding) ▪ speedball (catching, throwing, converting) ○ strategies: offensive and defensive ○ rules: objective of the game • Net Sports: (badminton, volleyball, tennis) <ul style="list-style-type: none"> ○ skills: <ul style="list-style-type: none"> ▪ badminton and tennis (forehand, backhand, serving) ▪ volleyball (passing, setting, hitting, serving) ○ strategies: offensive and defensive ○ rules: objective of the game • Fitness Aerobics: (aerobic dance, step aerobics, fitness walking, ballroom dance, 	<ul style="list-style-type: none"> ○ Provides clear expectations for student learning ○ Organizes pairs, groups, and teams ○ Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional ○ Uses a variety of direct and indirect teaching styles ○ Allows students guided choices ○ Emphasizes critical thinking and problem-solving tactics ○ Demonstrates enthusiasm for an active, healthy lifestyle ○ Provides for appropriate practice 	<p><i>Practice Guidelines for Middle School Physical Education</i></p> <ul style="list-style-type: none"> • Fitnessgram/Activitygram Test Administration Manual 4th Edition • Guidelines for Physical Education Programs, 2nd edition • Moving into the Future National Standards for Physical Education • Opportunity to Learn Guidelines for Middle School Physical Education NASPE • P.E. Teacher's Skill by Skill • Physical Best Activity Guide, NASPE • Presidential Fitness Challenge • Shape-up Rhode Island • Success Oriented P.E. Activities for Secondary Students • Supporting Physically Active Lifestyles through Quality Physical Education (RIDE) • The Rhode Island Physical Education Framework <p>Technology</p> <ul style="list-style-type: none"> • CDs, I-Pod, radio • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches • VCR/DVD • X-Box Kinect/Wii • www.aahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov • www.pecentral.com • www.presidentschallenge.org • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>PE Equipment</p>	<p style="text-align: center;">assessments</p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Written responses - Common Core</p>

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		<p>zumba, cardio kick-boxing, yoga, Pilates, spinning, cardio-vascular training equipment, selectorized, and weight machines)</p> <ul style="list-style-type: none"> ○ skills: posture, balancing, weight transfer, locomotor and non-locomotor skills, step/dance formations, and positions, proper use of cardio vascular training equipment, weight machines, and walking mechanics ○ rules: safety, spotting, hygiene, room decorum, and objective of the activity <ul style="list-style-type: none"> • Fitness Resistance Training: muscular strength and endurance, circuit training, weight training (free weights and machine), cardio vascular training equipment <ul style="list-style-type: none"> ○ skills: proper use/technique of free weight, machine weight, and cardio vascular equipment, plyometrics and body weight ○ rules: safety, spotting, hygiene, room decorum, and objective of the activity • Swim (grades 9-10): water entries, water aerobics, stroke development, and lifesaving skills <ul style="list-style-type: none"> ○ swim skills: diving, stride jump, compact jump, stroke development, watermanship (e.g. use of masks, fins, snorkels, small crafts), and non-swimming rescues ○ water aerobics skills: low impact, bounding, kicking against wall and with boards, walking and running against the water ○ rules: safety and hygiene 		<ul style="list-style-type: none"> • See 1.1 <p><u>Materials</u></p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers <p><u>School library</u></p> <ul style="list-style-type: none"> • Computer lab and library books • Current Physical Education Magazines <p><u>School/Community</u></p> <ul style="list-style-type: none"> • School nurse 	<ul style="list-style-type: none"> • Arguments • Informative

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>2. Students will apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.1 Apply activity-specific knowledge to develop movement competence or proficiency.</p>		<p>The student</p> <p>2.1.1 Applies activity- specific knowledge to develop movement competence or proficiency in</p> <ul style="list-style-type: none"> • Team Sports (soccer, speedball, flag football, softball, ultimate Frisbee, basketball, floor hockey) <ul style="list-style-type: none"> ○ skills: <ul style="list-style-type: none"> ▪ basketball (dribbling, passing shooting) ▪ football (passing, catching, kicking/punting) ▪ soccer (kicking, trapping, passing, shooting, heading) ▪ softball (catching, throwing, hitting, fielding) ▪ speedball (catching, throwing, converting) • Net Sports: (badminton, volleyball, tennis) <ul style="list-style-type: none"> ○ skills: <ul style="list-style-type: none"> ▪ badminton and tennis (forehand, backhand, serving) ▪ volleyball (passing, setting, hitting, serving) • Fitness Aerobics: (aerobic dance, step aerobics, fitness walking, ballroom dance, zumba, cardio kick-boxing, yoga, Pilates, spinning, cardio-vascular training equipment, selectorized, and weight machines) <ul style="list-style-type: none"> ○ skills: posture, balancing, weight transfer, locomotor and non-locomotor skills, step/dance formations, and positions, proper use of cardio vascular training equipment and weight machines, and walking mechanics • Fitness Resistance Training: muscular 	<p>Applies best practice of teaching physical education: The physical education teacher</p> <ul style="list-style-type: none"> ○ Provides clear expectations for student learning ○ Organizes pairs, groups, and teams ○ Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional ○ Uses a variety of direct and indirect teaching styles ○ Allows students guided choices ○ Emphasizes critical thinking and problem-solving tactics ○ Demonstrates enthusiasm for an active, healthy lifestyle ○ Provides for appropriate practice 	<p>Textbooks</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • Appropriate Instructional Practice Guidelines for Middle School Physical Education • Fitnessgram/Activitygram Test Administration Manual 4th Edition • Guidelines for Physical Education Programs, 2nd edition • Moving into the Future National Standards for Physical Education • Opportunity to Learn Guidelines for Middle School Physical Education NASPE • P.E. Teacher's Skill by Skill • Physical Best Activity Guide, NASPE • Presidential Fitness Challenge • Shape-up Rhode Island • Success Oriented P.E. Activities for Secondary Students • Supporting Physically Active Lifestyles through Quality Physical Education (RIDE) • The Rhode Island Physical Education Framework <p>Technology</p> <ul style="list-style-type: none"> • CDs, I-Pod, radio • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches • VCR/DVD • X-Box Kinect/Wii • www.aahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov • www.pecentral.com • www.presidentschallenge.org 	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> • Common tasks • Formative/summative assessments <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <p>Performance-based tasks</p> <p>Self-assessment</p>

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		<p>strength and endurance, circuit training, weight training (free weights and machine), cardio vascular training equipment</p> <ul style="list-style-type: none"> ○ skills: proper use/technique of free weight, machine weight, and cardio vascular equipment, plyometrics and body weights • Swim (grades 9-10): water entries, water aerobics, stroke development, and lifesaving skills <ul style="list-style-type: none"> ○ Swim skills: diving, stride jump, compact jump, stroke development, watermanship (e.g. use of masks, fins, snorkels, small crafts), and non-swimming rescues ○ water aerobics skills: low impact, bounding, kicking against wall and with boards, walking and running against the water 		<ul style="list-style-type: none"> • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>PE Equipment</p> <ul style="list-style-type: none"> • See 1.1 <p>Materials</p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library books • Current Physical Education Magazines <p>School/Community</p> <ul style="list-style-type: none"> • School nurse 	<p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> • Arguments • Informational writing
<p>2. Students will apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.2 Identify and apply critical elements to enable the development of movement competence or</p>		<p>The student</p> <p>2.2.1 Identifies and applies simple movement skills to develop and refine more complex motor skills, e.g.</p> <ul style="list-style-type: none"> • Team Sports (soccer, speedball, flag football, softball, ultimate Frisbee, basketball, floor hockey) <ul style="list-style-type: none"> ○ e.g. in football, single receiver routes to combination routes • Net Sports: (badminton, volleyball, tennis) <ul style="list-style-type: none"> ○ e.g. in tennis simple drive shot vs. top spin, slice, undercut shot • Fitness Aerobics: (aerobic dance, step aerobics, fitness walking, ballroom dance, 	<p>Applies best practice of teaching physical education: The physical education teacher</p> <ul style="list-style-type: none"> ○ Provides clear expectations for student learning ○ Organizes pairs, groups, and teams ○ Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with 	<p>Textbooks</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • Appropriate Instructional Practice Guidelines for Middle School Physical Education • Fitnessgram/Activitygram Test Administration Manual 4th Edition • Guidelines for Physical Education Programs, 2nd edition • Moving into the Future National Standards for Physical Education • Opportunity to Learn Guidelines for Middle School Physical Education NASPE • P.E. Teacher's Skill by Skill 	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> • Common tasks • Formative/summative assessments <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student

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proficiency		<p>zumba, cardio kick-boxing, yoga, Pilates, spinning, cardio-vascular training equipment, selectorized, and weight machines)</p> <ul style="list-style-type: none"> ○ e.g. step aerobics, step, combination steps <ul style="list-style-type: none"> • Fitness Resistance Training: muscular strength and endurance, circuit training, weight training (free weights and machine), cardio vascular training equipment <ul style="list-style-type: none"> ○ e.g. in free weight training, half squat, box squat to a full squat • Swim (9-10 only): water entries, water aerobics, stroke development, and life- saving skills <ul style="list-style-type: none"> ○ swim e.g. on the breast stroke, palms facing down drawing a (Valentine's day heart vs. competitor style thumb rotates down and palms press out to a position of 10"-12" outside the shoulder ○ water aerobics, e.g. using the weightlessness of water to improve joint flexibility, increase muscular strength, endurance, coordination, and cardio vascular endurance 	<p>physiological cool down and a review of instructional</p> <ul style="list-style-type: none"> ○ Uses a variety of direct and indirect teaching styles ○ Allows students guided choices ○ Emphasizes critical thinking and problem-solving tactics ○ Demonstrates enthusiasm for an active, healthy lifestyle ○ Provides for appropriate practice 	<ul style="list-style-type: none"> • Physical Best Activity Guide, NASPE • Presidential Fitness Challenge • Shape-up Rhode Island • Success Oriented P.E. Activities for Secondary Students • Supporting Physically Active Lifestyles through Quality Physical Education (RIDE) • The Rhode Island Physical Education Framework <p>Technology</p> <ul style="list-style-type: none"> • CDs, I-Pod, radio • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches • VCR/DVD • X-Box Kinect/Wii • www.aahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov • www.pecentral.com • www.presidentschallenge.org • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>PE Equipment</p> <ul style="list-style-type: none"> • See 1.1 <p>Materials</p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library 	<ul style="list-style-type: none"> • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> • Arguments • Informative

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
				books <ul style="list-style-type: none"> • Current Physical Education Magazines <u>School/Community</u> <ul style="list-style-type: none"> • School nurse 	
2. Students will apply movement concepts and principles to the learning and development of motor skills. 2.3 Transfer movement skills, concepts, and principles between activities at a more complex level.		<p>The student</p> <p>2.3.1 Understands</p> <ul style="list-style-type: none"> • movement skills, e.g. striking skills - tennis and volleyball serve; similarities and differences. • concepts (understanding), e.g. transfer of similar concepts from skill to skill; similarities and differences. • principles (why), e.g. good performance is linked to process ; similarities and differences between activities at a more complex level. <p>2.3.2 Transfers and uses complex movement and patterns within movement form categories</p> <ul style="list-style-type: none"> • Team Sports (soccer, speedball, flag football, softball, ultimate Frisbee, basketball, floor hockey) <ul style="list-style-type: none"> ○ skills: <ul style="list-style-type: none"> ▪ basketball (dribbling, passing shooting) ▪ football (passing, catching, kicking/punting) ▪ soccer (kicking, trapping, passing, shooting, heading) ▪ softball (catching, throwing, hitting, fielding) ▪ speedball (catching, throwing, converting) ○ example of transfer: throwing a ball to a stationary target vs. a moving target • Net Sports: (badminton, volleyball, tennis) 	<p>Applies best practice of teaching physical education: The physical education teacher</p> <ul style="list-style-type: none"> ○ Provides clear expectations for student learning ○ Organizes pairs, groups, and teams ○ Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional ○ Uses a variety of direct and indirect teaching styles ○ Allows students guided choices ○ Emphasizes critical thinking and problem-solving tactics ○ Demonstrates enthusiasm 	<p>Textbooks</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • Appropriate Instructional Practice Guidelines for Middle School Physical Education • Fitnessgram/Activitygram Test Administration Manual 4th Edition • Guidelines for Physical Education Programs, 2nd edition • Moving into the Future National Standards for Physical Education • Opportunity to Learn Guidelines for Middle School Physical Education NASPE • P.E. Teacher's Skill by Skill • Physical Best Activity Guide, NASPE • Presidential Fitness Challenge • Shape-up Rhode Island • Success Oriented P.E. Activities for Secondary Students • Supporting Physically Active Lifestyles through Quality Physical Education (RIDE) • The Rhode Island Physical Education Framework <p>Technology</p> <ul style="list-style-type: none"> • CDs, I-Pod, radio • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches 	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> • Common tasks • Formative/summative assessments <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p>

EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 9-12

Curriculum Writers: Paula Agresti, Bonnie Clayton, John Gendron, Department Chair, John Gorham, Jay Monteiro, Shane Messier, Kristin Bovi Pallotta, and Jonathan Stringfellow

PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> ○ skills: <ul style="list-style-type: none"> ▪ badminton and tennis (forehand, backhand, serving) ▪ volleyball (passing, setting, hitting, serving) ○ example of transfer: in badminton vs. tennis skills • Fitness Aerobics: (aerobic dance, step aerobics, fitness walking, ballroom dance, zumba, cardio kick-boxing, yoga, Pilates, spinning, cardio-vascular training equipment, selectorized, and weight machines) <ul style="list-style-type: none"> ○ skills: posture, balancing, weight transfer, locomotor and non-locomotor skills, step/dance formations, and positions, proper use of cardio vascular training equipment and weight machines and walking mechanics ○ example of transfer: outdoor riding vs. spinning • Fitness Resistance Training: muscular strength and endurance, circuit training, weight training (free weights and machine), cardio vascular training equipment <ul style="list-style-type: none"> ○ skills: proper use/technique of free weight, machine weight, and cardio vascular equipment, plyometrics and body weight ○ example of transfer: free weights vs. machine weights • Swim (9-10): water entries, water aerobics, stroke development, and life saving skills <ul style="list-style-type: none"> ○ swim skills: diving, stride jump, compact jump, stroke development, 	<ul style="list-style-type: none"> for an active, healthy lifestyle ○ Provides for appropriate practice 	<ul style="list-style-type: none"> • VCR/DVD • X-Box Kinect/Wii • www.aahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov • www.pecentral.com • www.presidentschallenge.org • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>PE Equipment</p> <ul style="list-style-type: none"> • See 1.1 <p>Materials</p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library books • Current Physical Education Magazines <p>School/Community</p> <ul style="list-style-type: none"> • School nurse 	<p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> • Arguments • Informative

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<p>watermanship (e.g. use of masks, fins, snorkels, small crafts), and non-swimming rescues</p> <ul style="list-style-type: none"> ○ water aerobics skills: low impact, bounding, kicking against wall and with boards, walking and running against the water ○ example of transfer: open water swimming vs. pool swimming; water aerobics vs. aerobics 			
<p>2. Students will apply movement concepts and principles to the learning and development of motor skills.</p> <p>2.4 Analyze and apply basic offensive and defensive strategies in games and sports.</p>		<p>The student</p> <p>2.4.1 Analyzes and applies basic offensive and defensive strategies in games and sports.</p> <ul style="list-style-type: none"> • Team Sports (soccer, speedball, flag football, softball, ultimate Frisbee, basketball, floor hockey) <ul style="list-style-type: none"> ○ movement off the ball (offense) <ul style="list-style-type: none"> ▪ positioning to receive passes ▪ positioning to threaten the goal ▪ cutting ▪ communication ○ movement off the ball (defense) <ul style="list-style-type: none"> ▪ mark/guard opponents ▪ pressure ball carrier ▪ communication ○ movement with the ball (offense) <ul style="list-style-type: none"> ▪ pass, shoot/score, move ▪ faking ▪ communication ○ examples of strategies <ul style="list-style-type: none"> ▪ zone vs. man defenses in football and basketball ▪ underhand pitch in softball (spin/arch of the ball) • Net Sports: (badminton, volleyball, tennis) <ul style="list-style-type: none"> ○ attack (offense) 	<p>Applies best practice of teaching physical education: The physical education teacher</p> <ul style="list-style-type: none"> ○ Provides clear expectations for student learning ○ Organizes pairs, groups, and teams ○ Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional ○ Uses a variety of direct and indirect teaching styles ○ Allows students guided choices 	<p>Textbooks</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • Appropriate Instructional Practice Guidelines for Middle School Physical Education • Fitnessgram/Activitygram Test Administration Manual 4th Edition • Guidelines for Physical Education Programs, 2nd edition • Moving into the Future National Standards for Physical Education • Opportunity to Learn Guidelines for Middle School Physical Education NASPE • P.E. Teacher's Skill by Skill • Physical Best Activity Guide, NASPE • Presidential Fitness Challenge • Shape-up Rhode Island • Success Oriented P.E. Activities for Secondary Students • Supporting Physically Active Lifestyles through Quality Physical Education (RIDE) • The Rhode Island Physical Education Framework <p>Technology</p> <ul style="list-style-type: none"> • CDs, I-Pod, radio 	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> • Common tasks • Formative/summative assessments <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration-</p>

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> ▪ ready position ▪ shot placement <ul style="list-style-type: none"> • hit to open spaces • move opponent to create spaces ○ defend (defense) <ul style="list-style-type: none"> ▪ ready position ▪ defend spaces ▪ blocking (volleyball) ○ examples of strategies <ul style="list-style-type: none"> ▪ singles vs. doubles in badminton and tennis ▪ outside hitter vs. an inside hitter in volleyball 	<ul style="list-style-type: none"> ○ Emphasizes critical thinking and problem-solving tactics ○ Demonstrates enthusiasm for an active, healthy lifestyle ○ Provides for appropriate practice 	<ul style="list-style-type: none"> • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches • VCR/DVD • X-Box Kinect/Wii • www.aahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov • www.pecentral.com • www.presidentschallenge.org • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>PE Equipment</p> <ul style="list-style-type: none"> • See 1.1 <p>Materials</p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library books • Current Physical Education Magazines <p>School/Community</p> <ul style="list-style-type: none"> • School nurse 	<p>interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <ul style="list-style-type: none"> • Oral presentation • Writing <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> • Arguments • Informative
3. Students will understand the implications of and		<p>The student</p> <p>3.1.1 Identifies (grades 9-10), analyzes and applies (grades 11-12) the physical benefits of regular participation in physical activity e.g.</p>	<p>Applies best practice of teaching physical education: The physical education teacher</p>	<p>Textbooks</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Appropriate Instructional Practice Guidelines for</i> 	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> • Common tasks • Formative/summative assessments

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>the benefits derived from involvement in physical activity.</p> <p>3.1 Analyze the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention).</p>		<ul style="list-style-type: none"> • Flexibility <ul style="list-style-type: none"> ○ Improved physical performance ○ Decrease risk of injury ○ Reduce muscle soreness ○ Improve posture ○ Reduce risk of lower back pain ○ Increase blood and nutrients to tissues ○ Improve muscle coordination ○ Enhance enjoyment of physical activities • Muscular endurance <ul style="list-style-type: none"> ○ Increase metabolism ○ Reduce fatigue ○ Less strain on heart, joints, and back ○ Improve posture ○ Help prevents injuries by reducing weakness or fatigue ○ Reduce back problems (muscles that support trunk help support vertebrae problem) • Muscular strength <ul style="list-style-type: none"> ○ Improve body composition ○ Injury prevention ○ Improve performance of physical activities ○ Enhance self-image and quality of life ○ Increase muscle and bone mass ○ Increase muscle strength, flexibility and dynamic balance ○ Prevention of chronic diseases (arthritis, depression, type 2 diabetes, osteoporosis) • Cardio vascular <ul style="list-style-type: none"> ○ Heart becomes more efficient 	<ul style="list-style-type: none"> ○ Provides clear expectations for student learning ○ Organizes pairs, groups, and teams ○ Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional ○ Uses a variety of direct and indirect teaching styles ○ Allows students guided choices ○ Emphasizes critical thinking and problem-solving tactics ○ Demonstrates enthusiasm for an active, healthy lifestyle ○ Provides for appropriate practice 	<p><i>Middle School Physical Education</i></p> <ul style="list-style-type: none"> • Fitnessgram/Activitygram Test Administration Manual 4th Edition • Guidelines for Physical Education Programs, 2nd edition • Moving into the Future National Standards for Physical Education • Opportunity to Learn Guidelines for Middle School Physical Education NASPE • P.E. Teacher's Skill by Skill • Physical Best Activity Guide, NASPE • Presidential Fitness Challenge • Shape-up Rhode Island • Success Oriented P.E. Activities for Secondary Students • Supporting Physically Active Lifestyles through Quality Physical Education (RIDE) • The Rhode Island Physical Education Framework <p>Technology</p> <ul style="list-style-type: none"> • CDs, I-Pod, radio • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches • VCR/DVD • X-Box Kinect/Wii • www.aahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov • www.pecentral.com • www.presidentschallenge.org • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>PE Equipment</p> <ul style="list-style-type: none"> • See 1.1 	<p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> • Arguments

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> ○ Blood volume and hemoglobin increases ○ Decrease resting blood pressure ○ Arteries grow larger ○ Decrease body fat ○ Increase energy levels ○ Quicker recovery time after exercise ○ Reduce risk of heart of disease <p>3.1.2 Identifies (grades 9-10), analyzes and applies (grades 11-12) the physical benefits of regular participation in physical activity to reduce health risks, disease, and prevention, e.g.</p> <ul style="list-style-type: none"> • arthritis • depression • heart disease • obesity • osteoporosis • sleep disorders • stress/anxiety • type 2 diabetes. 		<p>Materials</p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library books • Current Physical Education Magazines <p>School/Community</p> <ul style="list-style-type: none"> • School nurse 	<ul style="list-style-type: none"> • Informative
<p>3. Students will understand the implications of and the benefits derived from involvement in physical activity.</p> <p>3.2 Analyze the emotional benefits of regular participation in physical activity</p>		<p>The student</p> <p>3.2.1 Identifies (grades 9-10) and analyzes (grades 11-12) the emotional benefits of regular participation in physical activity</p> <ul style="list-style-type: none"> • increases <ul style="list-style-type: none"> ○ self-esteem ○ self-image and self-confidence ○ endorphins that trigger positive feelings (e.g. runners high) ○ self-discipline ○ overall feeling of wellness and well being • reduces <ul style="list-style-type: none"> ○ stress ○ depression 	<p>Applies best practice of teaching physical education: The physical education teacher</p> <ul style="list-style-type: none"> ○ Provides clear expectations for student learning ○ Organizes pairs, groups, and teams ○ Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness 	<p>Textbooks</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • Appropriate Instructional Practice Guidelines for Middle School Physical Education • Fitnessgram/Activitygram Test Administration Manual 4th Edition • Guidelines for Physical Education Programs, 2nd edition • Moving into the Future National Standards for Physical Education • Opportunity to Learn Guidelines for Middle School Physical Education NASPE • P.E. Teacher's Skill by Skill 	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> • Common tasks • Formative/summative assessments <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p>

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>(e.g., increased self-esteem, stress reduction, reduces depression, self-discipline).</p>		<p>3.2.2 Participates in activities that provide enjoyment and challenge (e.g. run a road race).</p> <ul style="list-style-type: none"> ○ anxiety. 	<p>activities, and closes with physiological cool down and a review of instructional</p> <ul style="list-style-type: none"> ○ Uses a variety of direct and indirect teaching styles ○ Allows students guided choices ○ Emphasizes critical thinking and problem-solving tactics ○ Demonstrates enthusiasm for an active, healthy lifestyle ○ Provides for appropriate practice 	<ul style="list-style-type: none"> • Physical Best Activity Guide, NASPE • Presidential Fitness Challenge • Shape-up Rhode Island • Success Oriented P.E. Activities for Secondary Students • Supporting Physically Active Lifestyles through Quality Physical Education (RIDE) • The Rhode Island Physical Education Framework <p>Technology</p> <ul style="list-style-type: none"> • CDs, I-Pod, radio • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches • VCR/DVD • X-Box Kinect/Wii • www.aahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov • www.pecentral.com • www.presidentschallenge.org • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>PE Equipment</p> <ul style="list-style-type: none"> • See 1.1 <p>Materials</p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library 	<ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <ul style="list-style-type: none"> • Oral presentation • Writing <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> • Arguments • Informative

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
				books • Current Physical Education Magazines <u>School/Community</u> • School nurse	
3. Students will understand the implications of and the benefits derived from involvement in physical activity. 3.3 Analyze the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork).		<p>The student</p> 3.3.1 Identifies (grades 9-10), analyzes, and applies (grades 11-12) the social benefits of regular participation in physical activity e.g., <ul style="list-style-type: none"> • cooperation • sportsmanship • teamwork • relationships <ul style="list-style-type: none"> ○ friends (motivation to work-out with a companion) ○ family ○ school community ○ co-workers. 3.3.2 Understands that physical activity provides an opportunity for positive social interaction through <ul style="list-style-type: none"> • positive communication • honesty • trust • respect • cooperation • self-discipline. 	See instructional strategies in 3.1.1	See resources in 3.1.1	See assessments in 3.1.1
3. Students will understand the implications of and the benefits derived from involvement in physical activity.		<p>The student</p> 3.4.1 Identifies the cognitive benefits of regular participation in physical activity e.g. <ul style="list-style-type: none"> • increases levels of serotonin and endorphins in the brain • increases blood flow (oxygen) to the brain • increases nerve growth • produces state of relaxed alertness conducive 	See instructional strategies in 3.1.1	See resources in 3.1.1	See assessments in 3.1.1

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>3.4 Identify the identify the cognitive benefits of regular participation in physical activity (e.g., increases levels of serotonin and endorphins in the brain, producing state of relaxed alertness conducive to learning.)</p>		<p style="padding-left: 40px;">to learning</p> <ul style="list-style-type: none"> • improves focus and concentration • improves memory • increases the resilience of the brain for later life. <p>3.4.2 Understands that physical activity can improve</p> <ul style="list-style-type: none"> • test scores (increase academic performance) • levels of attention • attendance in schools • productivity in the work place. 			
<p>4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</p> <p>4.1 Participate in the health-related physical fitness assessment.</p>		<p>The student</p> <p>4.1.1 Participates in The President's Challenge Fitness Test to assess</p> <ul style="list-style-type: none"> • agility/speed • cardiovascular endurance • flexibility • muscular strength and endurance. 	<p>Applies best practice of teaching physical education:</p> <p>The physical education teacher</p> <ul style="list-style-type: none"> ○ Provides clear expectations for student learning ○ Organizes pairs, groups, and teams ○ Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional ○ Uses a variety of direct and indirect teaching 	<p>Textbooks</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • Appropriate Instructional Practice Guidelines for Middle School Physical Education • Fitnessgram/Activitygram Test Administration Manual 4th Edition • Guidelines for Physical Education Programs, 2nd edition • Moving into the Future National Standards for Physical Education • Opportunity to Learn Guidelines for Middle School Physical Education NASPE • P.E. Teacher's Skill by Skill • Physical Best Activity Guide, NASPE • Presidential Fitness Challenge • Shape-up Rhode Island • Success Oriented P.E. Activities for Secondary Students • Supporting Physically Active Lifestyles through Quality 	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> • Common tasks • Formative/summative assessments <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences</p>

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			<p>styles</p> <ul style="list-style-type: none"> ○ Allows students guided choices ○ Emphasizes critical thinking and problem-solving tactics ○ Demonstrates enthusiasm for an active, healthy lifestyle ○ Provides for appropriate practice 	<p><i>Physical Education (RIDE)</i></p> <ul style="list-style-type: none"> • <i>The Rhode Island Physical Education Framework</i> <p>Technology</p> <ul style="list-style-type: none"> • CDs, I-Pod, radio • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches • VCR/DVD • X-Box Kinect/Wii • www.aahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov • www.pecentral.com • www.presidentschallenge.org • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>PE Equipment</p> <ul style="list-style-type: none"> • See 1.1 <p>Materials</p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library books • Current Physical Education Magazines <p>School/Community</p> <ul style="list-style-type: none"> • School nurse 	<p>assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <ul style="list-style-type: none"> • Oral presentation • Writing <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> • Arguments • Informative

EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 9-12

Curriculum Writers: Paula Agresti, Bonnie Clayton, John Gendron, Department Chair, John Gorham, Jay Monteiro, Shane Messier, Kristin Bovi Pallotta, and Jonathan Stringfellow

PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</p> <p>4.2 Show improvement in, meet, or exceed the health-related fitness standards of the assessment tool.</p>		<p>The student</p> <p>4.2.1 Meets health-related physical fitness standards established by The President's Challenge Fitness Test</p> <ul style="list-style-type: none"> • V-sit and reach • Sit-ups, curl-ups • Shuttle run • Mile run (endurance walk run). <p>4.2.2 Identifies the nationally recognized scores for exemplary fitness (85th percentile, established by The President's Challenge Fitness Test, data 2011)</p> <ul style="list-style-type: none"> • V-sit and reach, inches <ul style="list-style-type: none"> ○ Boys age 14 (+4.5) ○ Boys age 15 (+5.0) ○ Boys age 16 (+6.0) ○ Boys age 17 (+7.0) ○ Girls age 14 (+8.0) ○ Girls age 15 (+8.0) ○ Girls age 16 (+9.0) ○ Girls age 17 (+8.0) • Sit-ups, curl-ups, number per minute <ul style="list-style-type: none"> ○ Boys age 14 (56) ○ Boys age 15 (57) ○ Boys age 16 (56) ○ Boys age 17 (55) ○ Girls age 14 (47) ○ Girls age 15 (48) ○ Girls age 16 (45) ○ Girls age 17 (44) • Shuttle run, seconds <ul style="list-style-type: none"> ○ Boys age 14 (9.1) ○ Boys age 15 (9.0) ○ Boys age 16 (8.7) 	<p>Applies best practice of teaching physical education: The physical education teacher</p> <ul style="list-style-type: none"> ○ Provides clear expectations for student learning ○ Organizes pairs, groups, and teams ○ Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional ○ Uses a variety of direct and indirect teaching styles ○ Allows students guided choices ○ Emphasizes critical thinking and problem-solving tactics ○ Demonstrates enthusiasm for an active, healthy lifestyle ○ Provides for appropriate practice 	<p>Textbooks</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • Appropriate Instructional Practice Guidelines for Middle School Physical Education • Fitnessgram/Activitygram Test Administration Manual 4th Edition • Guidelines for Physical Education Programs, 2nd edition • Moving into the Future National Standards for Physical Education • Opportunity to Learn Guidelines for Middle School Physical Education NASPE • P.E. Teacher's Skill by Skill • Physical Best Activity Guide, NASPE • Presidential Fitness Challenge • Shape-up Rhode Island • Success Oriented P.E. Activities for Secondary Students • Supporting Physically Active Lifestyles through Quality Physical Education (RIDE) • The Rhode Island Physical Education Framework <p>Technology</p> <ul style="list-style-type: none"> • CDs, I-Pod, radio • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches • VCR/DVD • X-Box Kinect/Wii • www.aahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov • www.pecentral.com • www.presidentschallenge.org 	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> • Common tasks • Formative/summative assessments <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <ul style="list-style-type: none"> • Oral presentation • Writing <p>Performance-based tasks</p> <p>Self-assessment</p>

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		<ul style="list-style-type: none"> ○ Boys age 17 (8.7) ○ Girls age 14 (10.1) ○ Girls age 16 (10.1) ○ Girls age 17 (10.0) • Mile run (endurance walk run), minutes/seconds <ul style="list-style-type: none"> ○ Boys age 14 (6:26) ○ Boys age 15 (6:20) ○ Boys age 16 (6:08) ○ Boys age 17 (6:06) ○ Girls age 14 (7:59) ○ Girls age 15 (8:08) ○ Girls age 16 (8:23) ○ Girls age 17 (8:15) 		<ul style="list-style-type: none"> • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>PE Equipment</p> <ul style="list-style-type: none"> • See 1.1 <p>Materials</p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library books • Current Physical Education Magazines <p>School/Community</p> <ul style="list-style-type: none"> • School nurse 	<p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> • Arguments • Informative
<p>4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</p> <p>4.3 Interpret results of fitness assessment to understand</p>		<p>The student</p> <p>4.3.1 Compares personal test scores with The President's Challenge Fitness Test</p> <ul style="list-style-type: none"> • flexibility • cardiovascular endurance • muscular strength and endurance. <p>4.3.2 Analyzes pre President's Challenge Fitness Test scores (formative) and identifies personal strengths and weaknesses,</p> <ul style="list-style-type: none"> • e.g. a 14 year old girl does 35 curl-ups in one minute: <ul style="list-style-type: none"> ○ analyze and compare the score to the standard (47) ○ identify and implement an exercise 	<p>Applies best practice of teaching physical education:</p> <p>The physical education teacher</p> <ul style="list-style-type: none"> ○ Provides clear expectations for student learning ○ Organizes pairs, groups, and teams ○ Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with 	<p>Textbooks</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • <i>Appropriate Instructional Practice Guidelines for Middle School Physical Education</i> • Fitnessgram/Activitygram Test Administration Manual 4th Edition • Guidelines for Physical Education Programs, 2nd edition • Moving into the Future National Standards for Physical Education • <i>Opportunity to Learn Guidelines for Middle School Physical Education NASPE</i> • P.E. Teacher's Skill by Skill 	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> • Common tasks • Formative/summative assessments <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student

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personal health status.		<p style="text-align: center;">routine to improve.</p> <p>4.3.3 Determines how the results of The President's Challenge Fitness Test are important to present and future health.</p> <p>4.3.4 Compares and analyzes post President's Challenge Fitness Test scores (summative) and identifies personal strengths and weaknesses.</p>	<p>physiological cool down and a review of instructional</p> <ul style="list-style-type: none"> ○ Uses a variety of direct and indirect teaching styles ○ Allows students guided choices ○ Emphasizes critical thinking and problem-solving tactics ○ Demonstrates enthusiasm for an active, healthy lifestyle ○ Provides for appropriate practice 	<ul style="list-style-type: none"> • Physical Best Activity Guide, NASPE • Presidential Fitness Challenge • Shape-up Rhode Island • Success Oriented P.E. Activities for Secondary Students • Supporting Physically Active Lifestyles through Quality Physical Education (RIDE) • The Rhode Island Physical Education Framework <p>Technology</p> <ul style="list-style-type: none"> • CDs, I-Pod, radio • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches • VCR/DVD • X-Box Kinect/Wii • www.aahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov • www.pecentral.com • www.presidentschallenge.org • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>PE Equipment</p> <ul style="list-style-type: none"> • See 1.1 <p>Materials</p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library 	<ul style="list-style-type: none"> • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <ul style="list-style-type: none"> • Oral presentation • Writing <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> • Arguments • Informative

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				books <ul style="list-style-type: none"> Current Physical Education Magazines <u>School/Community</u> <ul style="list-style-type: none"> School nurse 	
4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness. 4.4 Apply fitness assessment results to develop personal fitness goals and create (grades 11-12) a detailed plan to achieve those goals to improve personal health status.		The student 4.4.1 Uses physical fitness test results to set and adjust goals to improve fitness. 4.4.2 Develops personal incentives for attaining goals. 4.4.3 Maintains and improves physical fitness by adjusting physical activity levels according to the principles of exercise. <ul style="list-style-type: none"> specificity - type of exercises that increases fitness in each of these five designated areas <ul style="list-style-type: none"> aerobic capacity/cardiovascular endurance muscular endurance muscular strength flexibility body composition progression - gradual increase in FITT <ul style="list-style-type: none"> frequency intensity time type overload - providing a greater stress on the muscle group than it usually handles in order to increase fitness FITT <ul style="list-style-type: none"> frequency intensity time type sets - group of repetitions <ul style="list-style-type: none"> frequency (amount of times exercising a particular muscle) intensity (how hard and heavy) 	Applies best practice of teaching physical education: The physical education teacher <ul style="list-style-type: none"> Provides clear expectations for student learning Organizes pairs, groups, and teams Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional Uses a variety of direct and indirect teaching styles Allows students guided choices Emphasizes critical thinking and problem-solving tactics Demonstrates enthusiasm 	<u>Textbooks</u> <u>Supplementary books/materials</u> <ul style="list-style-type: none"> Appropriate Instructional Practice Guidelines for Middle School Physical Education Fitnessgram/Activitygram Test Administration Manual 4th Edition Guidelines for Physical Education Programs, 2nd edition Moving into the Future National Standards for Physical Education Opportunity to Learn Guidelines for Middle School Physical Education NASPE P.E. Teacher's Skill by Skill Physical Best Activity Guide, NASPE Presidential Fitness Challenge Shape-up Rhode Island Success Oriented P.E. Activities for Secondary Students Supporting Physically Active Lifestyles through Quality Physical Education (RIDE) The Rhode Island Physical Education Framework <u>Technology</u> <ul style="list-style-type: none"> CDs, I-Pod, radio Computer lab Elmo Internet LCD projector/ laptop pedometers Smart Board stop watches 	<u>STANDARDIZED AND REQUIRED</u> <ul style="list-style-type: none"> Common tasks Formative/summative assessments <u>SUGGESTED</u> Anecdotal records Exhibits Graphic organizers Interviews <ul style="list-style-type: none"> Student to student Teacher to student Student to third party Journals Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.) Oral Rubrics/checklist

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		<ul style="list-style-type: none"> ○ time (resting time between sets) ○ type (drop sets, super sets) ● repetition (reps) - repeating a certain action a certain number of times ○ frequency (amount of times exercising a particular muscle) ○ intensity (how hard and heavy) ○ time (heavy 8-10, moderate 12-15, light 15-20) ○ type (free weights, body weights, machine weights). <p>4.4.4 Develops and implements a personal physical fitness plan (grades 11-12 only).</p> <p>4.4.5 Applies warm-up and cool-down principles in a fitness plan:</p> <ul style="list-style-type: none"> ● warm-up <ul style="list-style-type: none"> ○ low intensity activity, e.g. walking, jogging ○ dynamic stretching, e.g. walking lunges, high knees (stretching with movement) ○ static stretching, e.g. triceps overhead stretch (stretching with no movement) ● cool-down <ul style="list-style-type: none"> ○ low intensity activity, e.g. walking, jogging ○ static stretching. <p>4.4.6 Applies exercise principles to a personal fitness plan (grades 11-12 only):</p> <ul style="list-style-type: none"> ● overload ● progression ● repetition (reps) ● sets ● specificity. <p>4.4.7 Self evaluates personal fitness plan and determines changes needed to achieve personal fitness goals (grades 11-12 only).</p>	<p>for an active, healthy lifestyle</p> <ul style="list-style-type: none"> ○ Provides for appropriate practice 	<ul style="list-style-type: none"> ● VCR/DVD ● X-Box Kinect/Wii ● www.aahperd.org ● www.cdc.gov ● www.edhelper.com ● www.mypyramid.gov ● www.pecentral.com ● www.presidentschallenge.org ● www.riahperd.org ● www.shapeupri.org ● www.wikipedia.com <p><u>PE Equipment</u></p> <ul style="list-style-type: none"> ● See 1.1 <p><u>Materials</u></p> <ul style="list-style-type: none"> ● binders ● clip boards ● construction ● DVDs ● markers ● poster boards ● student white boards ● white board markers and erasers <p><u>School library</u></p> <ul style="list-style-type: none"> ● Computer lab and library books ● Current Physical Education Magazines <p><u>School/Community</u></p> <ul style="list-style-type: none"> ● School nurse 	<p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> ● Arguments ● Informative

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<p>4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</p> <p>4.5 Explain how and why participation in a variety of activities can affect fitness and health.</p>		<p>The student</p> <p>4.5.1 Explain how and why regular participation in a variety of activities affect present and future health.</p> <p>4.5.2 Understands that a variety of activities is needed to live a healthy life style.</p> <p>4.5.3 Selects a variety of activities that are personally appealing (fun).</p>	<p>See instructional strategies in 4.1.1</p>	<p>See resources in 4.1.1</p>	<p>See assessments in 4.1.1</p>
<p>4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</p> <p>4.6 Participate in activities to improve physical skills and fitness (include activities related to each</p>		<p>The student</p> <p>4.6.1 Participates regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting.</p> <p>4.6.2 Identifies and participates in physical activities to improve skills and fitness in</p> <ul style="list-style-type: none"> • cardiovascular endurance <ul style="list-style-type: none"> ○ walk, jog, run ○ swim, water aerobics ○ bike, spinning ○ aerobics, dance, step aerobics, zumba, cardio kick-boxing • muscular strength endurance <ul style="list-style-type: none"> ○ push-ups ○ sit-ups ○ resistance training ○ machine weights, free weights, circuit 	<p>See instructional strategies in 4.1.1</p>	<p>See resources in 4.1.1</p>	<p>See assessments in 4.1.1</p>

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component of health-related physical fitness).		<ul style="list-style-type: none"> training • flexibility <ul style="list-style-type: none"> ○ yoga, Pilates ○ static stretching ○ dynamic stretching. 			
<p>4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</p> <p>4.7 Analyze factors that affect physical activity and apply behavioral and cognitive strategies to adopt and maintain a physically active lifestyle.</p>		<p>The student</p> <p>4.7.1 Identifies (grades 9-10), analyzes and applies (grades 11-12) factors that affect physical activity and apply behavioral and cognitive strategies to adopt and maintain a physically active lifestyle.</p> <p>4.7.2 Identifies (grades 9-10) and analyzes (grades 11-12) factors that inhibit or encourage a physically active lifestyle, e.g.</p> <ul style="list-style-type: none"> • inhibit: time constraints, financial considerations, motivation, accessibility, environment • encourage: friends and family role models, time management, confidence, motivation with a companion. 	See instructional strategies in 4.1.1	See resources in 4.1.1	See assessments in 4.1.1
<p>4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a</p>		<p>The student</p> <p>4.8.1 Maintains an activity log (grades 9-10 provided routine, grades 11-12 students' individual fitness plan) to document U.S. Department of Health and Human Services recommendations for physical activity, e.g.</p> <ul style="list-style-type: none"> • 1 hour or more a day of moderate or vigorous 	See instructional strategies in 4.1.1	See resources in 4.1.1	See assessments in 4.1.1

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<p>health-enhancing level of physical fitness.</p> <p>4.8 Show improvement in, meet or exceed national physical activity recommendations* by participating in physical activities in structured and non-structured settings that promote lifelong fitness and health.</p>		<p>intensity aerobic physical activity every day</p> <ul style="list-style-type: none"> • vigorous intensity activity at least 3 days per week • muscle and bone strengthening activity at least 3 days per week. 			
<p>4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</p> <p>4.9 Utilize a variety of technologies to assess, plan, maintain or enhance physical activity level.</p>		<p>The student</p> <p>4.9.1 Monitors physical activity and intensity levels using technology e.g.</p> <ul style="list-style-type: none"> • pedometer • heart rate monitor • physical activity log • weight training log. <p>4.9.2 Assesses plans (grades 11-12), maintains or enhances physical fitness using:</p> <ul style="list-style-type: none"> • pedometer <ul style="list-style-type: none"> ○ under 5,000 steps per day, sedentary ○ 10,000 steps per day, active ○ 12,500 steps per day, highly active • heart rate monitor <ul style="list-style-type: none"> ○ keeping within target heart rate and maximum heart rate zone • physical activity log • weight training log. 	<p>See instructional strategies in 4.1.1</p>	<p>See resources in 4.1.1</p>	<p>See assessments in 4.1.1</p>

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<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings.</p> <p>5.1 Apply safe practices, rules, and procedures in all physical activity settings.</p>		<p>The student</p> <p>5.1.1 Applies safe practices, rules, and procedures in all physical activity settings.</p> <p>5.1.2 Wears appropriate clothing and protective equipment to participate in physical activity.</p> <p>5.1.3 Understands and applies safety considerations for:</p> <ul style="list-style-type: none"> • Team Sports <ul style="list-style-type: none"> ○ proper attire ○ rules of the game ○ proper technique • Net Sports <ul style="list-style-type: none"> ○ proper attire ○ rules of the game ○ proper technique • Fitness Aerobics <ul style="list-style-type: none"> ○ proper attire ○ use of machines ○ proper technique • Fitness Resistance Training <ul style="list-style-type: none"> ○ proper attire ○ proper technique ○ spotting • Swim (9-10 only): <ul style="list-style-type: none"> ○ proper attire ○ safe water entries ○ swimming conditions ○ proper technique <p>5.1.4 Identifies and avoids actions or behaviors that endanger others, e.g.</p> <ul style="list-style-type: none"> • bullying • cyber bullying <p>5.1.5 Describes safety protocol to avoid</p> <ul style="list-style-type: none"> • dehydration • over exertion 	<p>Applies best practice of teaching physical education: The physical education teacher</p> <ul style="list-style-type: none"> ○ Provides clear expectations for student learning ○ Organizes pairs, groups, and teams ○ Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional ○ Uses a variety of direct and indirect teaching styles ○ Allows students guided choices ○ Emphasizes critical thinking and problem-solving tactics ○ Demonstrates enthusiasm for an active, healthy lifestyle ○ Provides for appropriate practice 	<p>Textbooks</p> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • Appropriate Instructional Practice Guidelines for Middle School Physical Education • Fitnessgram/Activitygram Test Administration Manual 4th Edition • Guidelines for Physical Education Programs, 2nd edition • Moving into the Future National Standards for Physical Education • Opportunity to Learn Guidelines for Middle School Physical Education NASPE • P.E. Teacher's Skill by Skill • Physical Best Activity Guide, NASPE • Presidential Fitness Challenge • Shape-up Rhode Island • Success Oriented P.E. Activities for Secondary Students • Supporting Physically Active Lifestyles through Quality Physical Education (RIDE) • The Rhode Island Physical Education Framework <p>Technology</p> <ul style="list-style-type: none"> • CDs, I-Pod, radio • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches • VCR/DVD • X-Box Kinect/Wii • www.aahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov • www.pecentral.com • www.presidentschallenge.org 	<p>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> • Common tasks • Formative/summative assessments <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <p>Performance-based tasks</p> <p>Self-assessment</p>

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		<ul style="list-style-type: none"> • hypo/hyperthermia during physical activity • proper attire for weather conditions. <p>5.1.5 Selects and uses appropriate warm-up and cool-down activities to prevent injuries.</p>		<ul style="list-style-type: none"> • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>PE Equipment</p> <ul style="list-style-type: none"> • See 1.1 <p>Materials</p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library books • Current Physical Education Magazines <p>School/Community</p> <ul style="list-style-type: none"> • School nurse 	<p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> • Arguments • Informative
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.2 Explain why and how rules make participation in physical activity safe.</p>		<p>The student</p> <p>5.2.1 Explains why and how rules make participation in physical activity safe, e.g.</p> <ul style="list-style-type: none"> • proper attire and footwear • rules and regulations pertaining to the sport <p>5.2.2 Understands and applies the criteria for proper, appropriate, and safe attire for physical activity:</p> <ul style="list-style-type: none"> • Sneakers (tied) • Athletic shorts of appropriate length (minimum 5" in seam) or sweat pants • Crew neck t-shirts or athletic jersey (appropriate fitting) <p>5.2.2 Understands how a learning environment is appropriate and safe for assigned tasks, e.g.</p> <ul style="list-style-type: none"> • gymnasium 	See instructional strategies in 5.1.1	See resources in 5.1.1	See assessments in 5.1.1

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Curriculum Writers: Paula Agresti, Bonnie Clayton, John Gendron, Department Chair, John Gorham, Jay Monteiro, Shane Messier, Kristin Bovi Pallotta, and Jonathan Stringfellow

PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> ○ ventilation ○ flooring ○ lighting ○ care and maintenance of equipment ○ cleanliness • grounds <ul style="list-style-type: none"> ○ up-keep and maintenance ○ cleanliness • pool <ul style="list-style-type: none"> ○ up-keep and maintenance ○ temperature ○ cleanliness ○ chemicals ○ clarity of water ○ deck 			
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.3 Act independently of negative peer pressure.</p>		<p>The student</p> <p>5.3.1 Identifies positive and negative peer pressure and responds appropriately, e.g.</p> <ul style="list-style-type: none"> • bullying • cyber bullying <p>5.3.2 Encourages appropriate etiquette and socially responsible behavior of participants and audience in physical activities.</p> <p>5.3.3 Demonstrates self- direction, effective communication skills that result in responsible personal behaviors in physical activities.</p> <p>5.3.4 Avoids situations involving negative peer pressure.</p>	See instructional strategies in 5.1.1	See resources in 5.1.1	See assessments in 5.1.1
<p>5. Students will demonstrate responsible personal</p>		<p>The student</p> <p>5.4.1 Communicates effectively with others to promote respect, tolerance, and conflict resolution in cooperative and competitive activities, e.g. respond</p>	See instructional strategies in 5.1.1	See resources in 5.1.1	See assessments in 5.1.1

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>and social behavior in physical activity settings</p> <p>5.4 Resolve conflicts in appropriate ways.</p>		<p>appropriately to bullying.</p> <p>5.4.2 Applies a conflict resolution process when confronted with a behavior choice</p> <ul style="list-style-type: none"> ○ <i>define the conflict</i> ○ <i>agree to solve the problem</i> ○ <i>exchange reasons for opinions</i> ○ <i>revise opinions</i> ○ <i>brainstorm solutions</i> ○ <i>determine the best solution.</i> <p>5.4.4 Shows respect for others in positive and negative game situations.</p> <p>5.4.5 Accepts all decisions of game officials, e.g. teachers, students, and coaches.</p>			
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.5 Work cooperatively and productively with a partner and/or a group setting to accomplish a set goal.</p>		<p>The student</p> <p>5.5.1 Identifies and engages the key elements of cooperative and productive group processes:</p> <ul style="list-style-type: none"> • cooperation/collaboration/synergy • creativity/thoughtful • listening skills <ul style="list-style-type: none"> ○ active ○ reflective • positive risk taking • leadership/shared leadership • respect • trust <p>5.5.2 Develops group goals with others and works with others to accomplish the goals.</p> <p>5.5.3 Identifies and utilizes the potential strengths of each individual in physical activities.</p> <p>5.5.4 Modifies group activities or game expectations to accommodate individuals with lesser or greater skills or needs, e.g. modifies rules, equipment,</p>	<p>See instructional strategies in 5.1.1</p>	<p>See resources in 5.1.1</p>	<p>See assessments in 5.1.1</p>

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		scoring, playing area, and/or number of players.			
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.6 Anticipate potentially dangerous consequences and outcomes of participation in physical activities.</p>		<p>The student</p> <p>5.6.1 Applies the appropriate use of the following in all physical activity settings to ensure safety:</p> <ul style="list-style-type: none"> • appropriate equipment/clothing • field conditions/facility awareness • good sportsmanship • procedures • proper etiquette • rules <p>5.6.2 Recognizes how to prevent injuries e.g.</p> <ul style="list-style-type: none"> • extreme weather conditions • hydration • importance of warm-ups and cool downs • stop if in pain • awareness of potential facility hazards <p>5.6.3 Recognizes and applies proper technique to prevent injury to self and others</p> <ul style="list-style-type: none"> • essential elements of physical skills • biomechanical principles of physical skills related to activity • kinesthetic awareness of physical skills related to activity 	See instructional strategies in 5.1.1	See resources in 5.1.1	See assessments in 5.1.1
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.7 Describe how physical activity can</p>		<p>The student</p> <p>5.7.1 Understands that physical activity provides opportunities to meet new friends and develop existing relationships.</p> <p>5.7.2 Participates meaningfully in physical activities that provides and results in positive social interactions with others.</p>	See instructional strategies in 5.1.1	See resources in 5.1.1	See assessments in 5.1.1

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
provide opportunities for positive social interaction.					
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.8 Participate with others in games, sports, and activities to achieve a common goal.</p>		<p>The student</p> <p>5.8.1 Identifies and appreciates the key elements of cooperative and productive group processes:</p> <ul style="list-style-type: none"> • cooperation/collaboration/synergy • creativity/thoughtful • listening skills <ul style="list-style-type: none"> ○ active ○ reflective • positive risk taking • leadership/shared leadership • respect • trust • self-discipline <p>5.8.2 Applies elements of good sportsmanship in games, sports and activities</p> <ul style="list-style-type: none"> • cooperation/collaboration/synergy • creativity/thoughtful • listening skills <ul style="list-style-type: none"> ○ active ○ reflective • positive risk taking • leadership/shared leadership • respect • trust • self-discipline 	See instructional strategies in 5.1.1	See resources in 5.1.1	See assessments in 5.1.1
6. Students will understand that internal and external environments		<p>The student</p> <p>6.1.1 Identifies various safe locations that are intended for physical activity, e.g.</p> <ul style="list-style-type: none"> • private and public facilities (YMCA, Boy's Club) • bike paths 	<p>Applies best practice of teaching physical education:</p> <p>The physical education teacher</p> <ul style="list-style-type: none"> ○ Provides clear 	<p><u>Textbooks</u></p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • <i>Appropriate Instructional Practice Guidelines for Middle School Physical</i> 	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> • Common tasks • Formative/summative assessments

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>influence physical activity.</p> <p>6.1 Evaluate appropriate and safe areas within the community to participate in physical activity.</p>		<ul style="list-style-type: none"> • parks • playgrounds • lakes/beaches/pools • school grounds • skate parks • others <p>6.1.2 Understands what constitutes a safe location for physical activity:</p> <ul style="list-style-type: none"> • facilities and equipment are inspected and maintained • regulations for safe and acceptable conduct are established • alcohol and other drugs are prohibited • law enforcement patrols provided • night lighting may be provided • safe locations for winter activities 	<p>expectations for student learning</p> <ul style="list-style-type: none"> ○ Organizes pairs, groups, and teams ○ Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional ○ Uses a variety of direct and indirect teaching styles ○ Allows students guided choices ○ Emphasizes critical thinking and problem-solving tactics ○ Demonstrates enthusiasm for an active, healthy lifestyle ○ Provides for appropriate practice 	<p><i>Education</i></p> <ul style="list-style-type: none"> • Fitnessgram/Activitygram Test Administration Manual 4th Edition • Guidelines for Physical Education Programs, 2nd edition • Moving into the Future National Standards for Physical Education • Opportunity to Learn Guidelines for Middle School Physical Education NASPE • P.E. Teacher's Skill by Skill • Physical Best Activity Guide, NASPE • Presidential Fitness Challenge • Shape-up Rhode Island • Success Oriented P.E. Activities for Secondary Students • Supporting Physically Active Lifestyles through Quality Physical Education (RIDE) • The Rhode Island Physical Education Framework <p>Technology</p> <ul style="list-style-type: none"> • CDs, I-Pod, radio • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches • VCR/DVD • X-Box Kinect/Wii • www.eahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov • www.pecentral.com • www.presidentschallenge.org • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>PE Equipment</p> <ul style="list-style-type: none"> • See 1.1 	<p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> • Arguments

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
				<p>Materials</p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library books • Current Physical Education Magazines <p>School/Community</p> <ul style="list-style-type: none"> • School nurse 	<ul style="list-style-type: none"> • Informative
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.2 Identify physical activities that can be performed in a variety of settings.</p>		<p>The student</p> <p>6.2.1 Identifies physical activities that can be performed in a variety of settings, e.g.</p> <ul style="list-style-type: none"> • Team Sports (soccer, speedball, flag football, softball, ultimate Frisbee, basketball, floor hockey) <ul style="list-style-type: none"> ○ intramural activities ○ interscholastic teams ○ recreational activities ○ elite (e.g. AAU, development team) • Net Sports: (badminton, volleyball, tennis) <ul style="list-style-type: none"> ○ intramural activities ○ interscholastic teams ○ recreational activities ○ elite (e.g. AAU, development team) • Fitness Aerobics: (aerobic dance, step aerobics, fitness walking, ballroom dance, zumba, cardio kick-boxing, yoga, Pilates, spinning, cardio-vascular training equipment, selectorized weight machines) 	See instructional strategies in 6.1.1	See resources in 6.1.1	See assessments in 6.1.1

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<ul style="list-style-type: none"> ○ public/private facilities ○ personal and home training ○ senior center <ul style="list-style-type: none"> • Fitness Resistance Training: muscular strength and endurance, circuit training, weight training (free weights and machine), cardio vascular training equipment, plyometric and body weights <ul style="list-style-type: none"> ○ public/private facilities ○ personal and home training ○ senior center • Swim (grades 9-10): water entries, water aerobics, stroke development, and lifesaving skills <ul style="list-style-type: none"> ○ public/private facilities ○ Masters Swim ○ competitive/intramural swim 			
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.3 Analyze how media and technology can impact one's level and type of physical activity.</p>		<p>The student</p> <p>6.3.1 Identifies (grades 9-10) and analyzes (grades 11-12) and understands that the various media and technology can positively influence one's level of physical activity tracking programs e.g.</p> <ul style="list-style-type: none"> • heart rate monitors • pedometers • fitness logs • DVDs - exercise programs • games - Wii Fitness, X-Box <p>6.3.2 Applies various media and technology that positively influences one's level and type of physical activity.</p> <ul style="list-style-type: none"> • heart rate monitors • pedometers • fitness logs • DVDs - exercise programs • games - Wii Fitness, X-Box 	See instructional strategies in 6.1.1	See resources in 6.1.1	See assessments in 6.1.1

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.4 Explain how the home/family environment can impact one's level of physical activity.</p>		<p>The student</p> <p>6.4.1 Understands how a family's lifestyle and appreciation for physical activity can influence one's desire to be physically active.</p> <p>6.4.2 Understands and analyzes how physical activity is influenced by the following factors:</p> <ul style="list-style-type: none"> • finances • nutrition • geographical location • family support • internal and external influences, e.g. , health issues, work commitment <p>6.4.3 Recognizes that one's home/family environment can have positive and/or negative influences.</p>	See instructional strategies in 6.1.1	See resources in 6.1.1	See assessments in 6.1.1
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.5 Design healthy ways to promote physical activity with one's peers.</p>		<p>The student</p> <p>6.5.1 Describes healthy ways to promote physical activity with one's peers through:</p> <ul style="list-style-type: none"> • modeling (activities outside of the school) • inclusion (inviting others, joining groups) • challenging experiences (signing up for a 5K) • positive reinforcement (buddy system) 	See instructional strategies in 6.1.1	See resources in 6.1.1	See assessments in 6.1.1
<p>6. Students will understand that internal and</p>		<p>The student</p> <p>6.6.1 Identifies youth organizations in the community that offer physical activity programs</p> <ul style="list-style-type: none"> • Boys and Girls Club of America 	See instructional strategies in 6.1.1	See resources in 6.1.1	See assessments in 6.1.1

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>external environments influence physical activity.</p> <p>6.6 Identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWCA, Recreation departments, PAL).</p>		<ul style="list-style-type: none"> • CYO • health centers • Organized youth sports teams • Recreation Department • YMCA • Dance schools • Competitive cheerleading <p>6.6.2 Recognizes resources in the community:</p> <ul style="list-style-type: none"> • extracurricular activities • interscholastic teams • community recreation programs • YMCA • Boys and Girls Club of America 			
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.7 Analyze a variety of resources to select physical activity information that is reliable and valid.</p>		<p>The student</p> <p>6.7.2 Analyzes and uses a variety of resources to select physical activity information that is reliable and valid, e.g.</p> <ul style="list-style-type: none"> • athletic trainer • classroom teacher • coach • churches • health teacher • internet resources • library • parents • peers • physical education teacher • print resources • school nurse 	See instructional strategies in 6.1.1	See resources in 6.1.1	See assessments in 6.1.1
<p>6. Students will understand that internal and external environments</p>		<p>The student</p> <p>6.8.1 Identifies (grades 9-10) and analyzes (grades 11-12) how physical activity can be helpful in coping and overcoming negative emotions</p> <ul style="list-style-type: none"> • positive self-talk 	See instructional strategies in 6.1.1	See resources in 6.1.1	See assessments in 6.1.1

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>influence physical activity.</p> <p>6.8 Identify and analyze how positive and negative emotions can impact physical activity levels, and describe ways to overcome emotional barriers to physical activity.</p>		<ul style="list-style-type: none"> • set realistic goals • rewarding success • recognizes self-accomplishments • motivational techniques e.g. (music, friends, activity logs, goals, etc.). <p>6.8.2 Identifies (grades 9-10) and analyzes (grades 11-12) how positive emotions can embrace/promote physical activity levels, e.g.</p> <ul style="list-style-type: none"> • the effect of endorphins • positive experience results in desire to continue • self-confidence, self-body image. 			
<p>7. COMMON CORE ELA (Science and Technical Subjects)</p> <p>7.1 Reading Informational Text</p>		<p>The student</p> <p>Key Ideas and Details</p> <p>7.1.1 Cites specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions, e.g. (RST.9-10.1)</p> <ul style="list-style-type: none"> • reading current events and articles relating to fitness and sports or relevant activity • analyzing published and on-line research, e.g. world-wide obesity rates <p>7.1.2 Determines the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text, e.g. (RST.9-10.2)</p> <ul style="list-style-type: none"> • summaries, marking-up text, 3-2-1 • graphic organizers, e.g. Frayer model, Venn diagram, two column notes, drop-down model, KIM model 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • anchoring • cubing, etc. • jigsawing • pre/post assessments • think/pair/share • tiered assignments <p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> • authentic • challenging • cognitive • collaborative • constructivist/heuristic • democratic • developmental • experiential • expressive 	<p><u>Textbooks</u></p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • Appropriate Instructional Practice Guidelines for Middle School Physical Education • Fitnessgram/Activitygram Test Administration Manual 4th Edition • Guidelines for Physical Education Programs, 2nd edition • Moving into the Future National Standards for Physical Education • Opportunity to Learn Guidelines for Middle School Physical Education NASPE • P.E. Teacher's Skill by Skill • Physical Best Activity Guide, NASPE • Presidential Fitness Challenge • Shape-up Rhode Island • Success Oriented P.E. Activities for Secondary Students • Supporting Physically Active Lifestyles through Quality Physical Education (RIDE) 	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> • Common tasks • Formative/summative assessments <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role</p>

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		<p>7.1.3 Follows precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text, e.g. (RST.9-10.3)</p> <ul style="list-style-type: none"> • skills self-assessment, e.g. basketball free throw • create and perform fitness programs, e.g., flexibility, muscular strength and endurance, and cardio vascular routines <p>Craft and Structure</p> <p>7.1.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>, e.g. (RST.9-10.4)</p> <ul style="list-style-type: none"> • academic vocabulary • word banks • KIM model • Frayer model <p>7.1.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (RST.9-10.5) (e.g., <i>physical activity and body composition</i>), e.g.</p> <ul style="list-style-type: none"> • graphic organizers • essential questions <p>7.1.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address (RST.9-10.6)</p> <ul style="list-style-type: none"> • marking-up the text • response to questions <p>Integration of Knowledge and Ideas</p> <p>7.1.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a</p>	<ul style="list-style-type: none"> • holistic • reflective • social • student-centered <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • communication • critical thinking • problem solving • reflection/evaluation • research 	<ul style="list-style-type: none"> • <i>The Rhode Island Physical Education Framework</i> <p>Technology</p> <ul style="list-style-type: none"> • CDs, I-Pod, radio • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches • VCR/DVD • X-Box Kinect/Wii • www.aahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov • www.pecentral.com • www.presidentschallenge.org • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>Materials</p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library books • Current Physical Education Magazines <p>School/Community</p> <ul style="list-style-type: none"> • School nurse 	<p>playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> • Arguments • Informative

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PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<p>table or chart) and translate information expressed visually or mathematically into words, e.g. (RST.9-10.7)</p> <ul style="list-style-type: none"> • bulleted items • KIM model <p>7.1.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem, e.g. (RST.9-10.8)</p> <ul style="list-style-type: none"> • classroom discussion • DECIDE Decision-making model <p>7.1.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts (RST.9-10.9)</p> <ul style="list-style-type: none"> • graphic organizers e.g. FITT principles related to the fitness components, muscular strength vs. muscular endurance • compare/contrast fitness programs <p>7.1.10 Reads and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently (RST.9-10.10)</p>			
<p>8. COMMON CORE ELA (Science and Technical Subjects)</p> <p>8.1 Writing Arguments and Informational Texts</p>		<p>The student</p> <p>8.1.1 Writes arguments through formative and summative assessments, on-demand and extended portfolio tasks</p> <ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. (WHST.9-10.1a) • Develop claim(s) and counterclaims fairly, 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • anchoring • cubing, etc. • jigsawing • pre/post assessments • think/pair/share • tiered assignments 	<p><u>Textbooks</u></p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • <i>Appropriate Instructional Practice Guidelines for Middle School Physical Education</i> • Fitnessgram/Activitygram Test Administration Manual 4th Edition • Guidelines for Physical Education Programs, 2nd edition • Moving into the Future National Standards for 	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> • Common tasks • Formative/summative assessments <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p>

EAST PROVIDENCE SCHOOL DISTRICT PHYSICAL EDUCATION CURRICULUM GRADES 9-12

Curriculum Writers: Paula Agresti, Bonnie Clayton, John Gendron, Department Chair, John Gorham, Jay Monteiro, Shane Messier, Kristin Bovi Pallotta, and Jonathan Stringfellow

PE STANDARDS	Other	BENCHMARKS (East Providence School District)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<p>supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. (WHST.9-10.1b)</p> <ul style="list-style-type: none"> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (WHST.9-10.1c) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (WHST.9-10.1d) Provide a concluding statement or section that follows from or supports the argument presented. (WHST.9-10.1e) <p>8.1.2 Writes informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (WHST.9-10.2) through formative and summative assessments, on-demand and extended portfolio tasks</p> <ul style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (WHST.9-10.2a) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, 	<p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> authentic challenging cognitive collaborative constructivist/heuristic democratic developmental experiential expressive holistic reflective social student-centered <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> communication critical thinking problem solving reflection/evaluation research 	<p><u>Physical Education</u></p> <ul style="list-style-type: none"> <i>Opportunity to Learn Guidelines for Middle School Physical Education NASPE</i> <i>P.E. Teacher's Skill by Skill</i> <i>Physical Best Activity Guide, NASPE</i> <i>Presidential Fitness Challenge</i> <i>Shape-up Rhode Island</i> <i>Success Oriented P.E. Activities for Secondary Students</i> <i>Supporting Physically Active Lifestyles through Quality Physical Education (RIDE)</i> <i>The Rhode Island Physical Education Framework</i> <p>Technology</p> <ul style="list-style-type: none"> CDs, I-Pod, radio Computer lab Elmo Internet LCD projector/ laptop pedometers Smart Board stop watches VCR/DVD X-Box Kinect/Wii www.aahperd.org www.cdc.gov www.edhelper.com www.mypyramid.gov www.pecentral.com www.presidentschallenge.org www.riahperd.org www.shapeupri.org www.wikipedia.com <p>Materials</p> <ul style="list-style-type: none"> binders clip boards construction DVDs markers poster boards student white boards white board markers and erasers 	<p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> Student to student Teacher to student Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> Arguments Informative

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		<p>concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (WHST.9-10.2b)</p> <ul style="list-style-type: none"> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. (WHST.9-10.2c) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. (WHST.9-10.2d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (WHST.9-10.2e) Provide a concluding statement <i>and/evaluation</i> or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (WHST.9-10.2f) 		<p>School library</p> <ul style="list-style-type: none"> Computer lab and library books Current Physical Education Magazines <p>School/Community</p> <ul style="list-style-type: none"> School nurse 	
<p>8. COMMON CORE ELA (Science and Technical Subjects)</p> <p>8.2 Production and Distribution of Writing</p>		<p>The student</p> <p>8.2.1 Produces writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience, e.g. through on-demand and extended portfolio tasks</p> <p>8.2.2 Develops and strengthens writing as needed by</p> <ul style="list-style-type: none"> planning revising editing 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> anchoring cubing, etc. jigsawing pre/post assessments think/pair/share 	<p><u>Textbooks</u></p> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> <i>Appropriate Instructional Practice Guidelines for Middle School Physical Education</i> <i>Fitnessgram/Activitygram Test Administration Manual 4th Edition</i> <i>Guidelines for Physical Education Programs, 2nd edition</i> 	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> Common tasks Formative/summative assessments <p><u>SUGGESTED</u></p> <p>Anecdotal records</p>

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		<p>8.2.3 Uses technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. e.g.</p> <ul style="list-style-type: none"> • Power Point™ • Word processing (e.g. brochures) • Music DVDs/videos • Instructional videos • Spread sheets, logs 	<ul style="list-style-type: none"> • tiered assignments <p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> • authentic • challenging • cognitive • collaborative • constructivist/heuristic • democratic • developmental • experiential • expressive • holistic • reflective • social • student-centered <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • communication • critical thinking • problem solving • reflection/evaluation • research 	<ul style="list-style-type: none"> • Moving into the Future National Standards for Physical Education • Opportunity to Learn Guidelines for Middle School Physical Education NASPE • P.E. Teacher's Skill by Skill • Physical Best Activity Guide, NASPE • Presidential Fitness Challenge • Shape-up Rhode Island • Success Oriented P.E. Activities for Secondary Students • Supporting Physically Active Lifestyles through Quality Physical Education (RIDE) • The Rhode Island Physical Education Framework <p>Technology</p> <ul style="list-style-type: none"> • CDs, I-Pod, radio • Computer lab • Elmo • Internet • LCD projector/ laptop • pedometers • Smart Board • stop watches • VCR/DVD • X-Box Kinect/Wii • www.aahperd.org • www.cdc.gov • www.edhelper.com • www.mypyramid.gov • www.pecentral.com • www.presidentschallenge.org • www.riahperd.org • www.shapeupri.org • www.wikipedia.com <p>Materials</p> <ul style="list-style-type: none"> • binders • clip boards • construction • DVDs • markers • poster boards • student white boards • white board markers and erasers 	<p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <p>Rubrics/checklist</p> <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation</p> <p>Written responses - Common Core</p> <ul style="list-style-type: none"> • Arguments • Informative

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				<p><u>School library</u></p> <ul style="list-style-type: none"> • Computer lab and library books • Current Physical Education Magazines <p><u>School/Community</u></p> <ul style="list-style-type: none"> • School nurse 	