

2014

**NORTH
SMITHFIELD
SCHOOL
DEPARTMENT**

PHYSICAL EDUCATION CURRICULUM GRADES 9-12

North Smithfield High School Curriculum Writers:
Jeffrey Crins, James FitzGerald, Amy Gravel, Alisha Pirri, and Matthew Tek

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The North Smithfield School Department Physical Education Curriculum for grades K-12 was completed in December 2013 by a team of K-12 teachers. The team, identified as the Health and Physical Education Curriculum Writers referenced extensive resources to design the document that included but are not limited to:

- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Classroom Instruction That Works*
- *Common Core Maps*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*
- *Differentiated Instructional Strategies*
- Educational websites
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano*
- *The Rhode Island Physical Education Framework*
- Webb's Depth of Knowledge

Mission Statement

The North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 Physical Education curriculum. It is driven by research-based best practice instruction and assessment in order to develop physically educated individuals through the integration of movement concepts, responsibility, and achievement of life-long physical fitness.

The K-12 Physical Education Curriculum identifies what all students should know and be able to do in physical education. Each grade or course includes *The Rhode Island Physical Education Framework*, and the *Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects*, research-based instructional strategies, resources, map (or suggested timeline), rubrics, and checklists.

The curriculum provides learners with a sequential comprehensive education through the study of Physical Education from *The Rhode Island Physical Education Framework* that includes:

- Movement forms
- Motor skills
- Benefits of physical activity
- Physically active life styles
- Responsible personal and social behavior
- Internal and external environments that influence physical activity

STANDARDS FOR PHYSICAL EDUCATION

- Define content standards— what students should know and be able to do in Physical Education.

RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate, e.g.

- Employs strategies of "**best practice**" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).
- Uses ***Classroom Instruction That Works Strategies***:
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
- Generating and testing hypotheses
- Provide opportunities for independent, partner and collaborative group work

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- Facilitates the integration of **Applied Learning Standards** (problem solving, communication, critical thinking, research, reflection/evaluation).
- **Differentiates instruction** by varying the content, process, and product and implementing
- Analyzes **formative assessment** to direct instruction.
- Provides **exemplars and rubrics**.
- Addresses **multiple intelligences** and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist).
- Models the use of **graphic organizers**: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart).
- Employs Physical Education **best practices** e.g.,
 - 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 objectives
 - 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

COMMON and SUGGESTED ASSESSMENTS

The North Smithfield School Department Physical Education Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common asks/performance-based tasks, standardized mid-term exam, standardized final exam.

- **REQUIRED COMMON ASSESSMENTS**
 - Common units
 - Common unit assessments
- **Common Instructional Assessments (I)** - used by teachers and students during instruction
- **Common Formative Assessments (F)** - used to measure how well students are mastering the content standards before taking assessments
 - teacher and student use to make decisions about what actions to take to promote further learning
 - on-going, dynamic process that involves far more frequent testing
 - serves as a practice for students
- **Common Summative Assessment (S)** - used to measure the level of student, school, or program success
 - make some sort of judgment, e.g. what grade
 - program effectiveness
 - e.g. state assessments (AYP), mid-year and final exams
- Additional assessments may include:

<ul style="list-style-type: none"> • Activity logs/journals • Anecdotal records • Conferencing • Exhibits • Fitnessgram™ • Graphic organizers 	<ul style="list-style-type: none"> • Interviews <ul style="list-style-type: none"> ○ Student to student ○ Teacher to student • Journals • Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> ○ Role playing - bodily kinesthetic ○ Oral presentations 	<ul style="list-style-type: none"> • Problem/Performance based/common tasks • Rubrics/checklists (mathematical practice) • Tests and quizzes • Technology (Photo-story, Power Point, etc.) • Think-alouds
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RESOURCES

Supplementary books/materials

- *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, 2nd Edition*
- *Opportunity to Learn Guidelines for Middle School Physical Education*, NASPE
- *P.E. Teacher's Skill by Skill*
- *Physical Best Activity Guide*, NASPE
- 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*
- *NSMS Health and Physical Education Packet*

Technology

- CDs, tapes
- Computer lab
- I-pads
- LCD projector/ laptop
- Elmo
- VCR/DVD
- Internet
- Pedometers
- Smart Board™

Web sites

- www.aahperd.org
- www.acefitness.org (fitness workouts)
- www.appliedsportspsych.org (psychological benefits of activity)
- www.cdc.gov
- www.charactercounts.org
- www.edhelper.com

- www.edhelper.com
- www.education.com (academic benefits, e.g. improve scores)
- www.exercisedaily.org (research news and information wellness)
- www.fitness.gov
- www.fitnessgram.net
- www.gmap-pedometer.com (incorporating pedometers into lessons)
- www.healthychildren.org (American Academy of Pediatrics)
- www.heart.org
- www.hrsa.gov (health resources)
- www.kidshealth.org
- www.letsmoveinschool.org
- www.livestrong.com (overall wellness)
- www.myfitnessjournal.com (journal writing for activities, calories, etc.)
- www.myplate.gov
- www.ncpad.org (emotional, mental, social benefits of activity)
- www.nfl.com/play60
- www.pecentral.com
- www.peuniverse.com (Physical Education sharing ideas)
- www.riahperd.org
- www.ride.ri.gov
- www.shapeupri.org
- www.teachpe.com (physical education teaching resources)
- www.thrive.org
- www.wikipedia.com
- www.ymcagreaterprovidence.org
- <http://tgfu.wikifoundry.com/page/Invasion+Games>

Materials

- Clipboards
- DVDs
- Easel paper

- Easels
- Markers
- Poster boards
- Stopwatches
- Sports equipment for:
 - Backyard games
 - Basketball
 - Bowling
 - Circuit training
 - Crazy Ball
 - Fitness testing
 - Flag football
 - Floor Hockey
 - Kick Ball
 - Ping Pong
 - Project Adventure
 - Recreational games
 - Soccer
 - Team Handball
 - Tennis
 - Track and Field
 - Ultimate Frisbee
 - Volleyball
 - Whiffle Ball

School/Community

- Beaches
- Bike Paths
- Bowling Alley
- Boys And Girls Clubs (Cumberland)
- Climbing Walls
- Gymnasiums
- Health Centers
- Parks
- Playgrounds
- Recreation Department
- School Grounds
- Skate Parks
- Track/Turf
- YMCA

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PHYSICAL EDUCATION	Other	BENCHMARKS	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 Understands that competency is sufficient ability to safely and knowledgeably participate in an activity; or the ability to perform and apply skills.</p> <p>1.1.2 Shows competency in many movement forms:</p> <ul style="list-style-type: none"> • Net: volleyball, badminton, table tennis, pickle ball, tennis <ul style="list-style-type: none"> ○ Skills <ul style="list-style-type: none"> ▪ badminton, pickleball, tennis (forehand, backhand, serving) ▪ volleyball (passing/bumping, setting, hitting, receiving, serving) ○ Strategies: offensive, defensive, positioning, serving ○ Rules: objective of the game/scoring • Territory/invasion: soccer, capture the flag, capture the throtton, team handball, lacrosse, basketball, flag football, ultimate Frisbee, floor hockey <ul style="list-style-type: none"> ○ Skills: <ul style="list-style-type: none"> ▪ basketball (dribbling, passing shooting, jumping) ▪ floor hockey (striking, controlling, passing, shooting, stick handle) ▪ flag football (passing, catching, kicking/punting, blocking, converting) ▪ lacrosse (passing, catching, cradling, scooping, shooting) ▪ soccer (kicking, trapping, passing, shooting, heading) ▪ team handball (catching, throwing, converting, dribbling, passing) ▪ ultimate Frisbee (catching, throwing, 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <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 objectives • 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>Differentiates instruction by varying the content, process, and product</p> <p>Use Classroom Instruction That Works Strategies:</p> <ul style="list-style-type: none"> • Setting objectives and providing feedback • Reinforcing effort and providing recognition • Cooperative learning 	<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, 2nd Edition</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>Physical Educators Guide for Teaching Tennis</i> • <i>Presidential Fitness Challenge</i> • <i>Shape-up Rhode Island</i> • <i>Success Oriented P.E. Activities for Secondary Students 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"> • Apple T.V. • CDs • Computer lab • Internet • I-pads • Kinects Gammig Systems™ • LCD projector/ laptop • Nike Trainer™ • Run Keeper™ • Smart Board™ 	<p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> • Common tasks • Fitnessgram™ <p><u>SUGGESTED</u></p> <p>Activity log s</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student <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/checklists</p> <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p>

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		<ul style="list-style-type: none"> ▪ omnikin ball, team building activities, hula hut, cooperative games, childhood games: communication, cooperation, listening, leading ○ Strategies: critical thinking, problem solving ○ Rules: respect others and respect objectives of the activity • Target: archery, golf, disc golf <ul style="list-style-type: none"> ○ Skills: balancing, aiming, stance, grip ○ Rules: follow proper etiquette, safety • Recreational: backyard games (spike ball, bocce, ladder golf, baggo) <ul style="list-style-type: none"> ○ Skills: throwing, rolling, tossing , striking, accuracy ○ Rules: scoring <p>1.1.3 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. <ul style="list-style-type: none"> ▪ www.fitnessgram.net ▪ www.pbs.org (life fitness) 		<ul style="list-style-type: none"> ○ Kick Ball ○ Ping Pong ○ Project Adventure ○ Recreational games ○ Soccer ○ Team Handball ○ Tennis ○ Track and Field ○ Ultimate Frisbee ○ Volleyball ○ Whiffle Ball • Student white boards • White board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library books <p>School/Community</p> <ul style="list-style-type: none"> • School nurse 	
<p>1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</p> <p>1.2 Show proficiency in a few movement forms (e.g. individual,</p>		<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 meaningful way. • active participation in increased complexity of movement forms to safely participate in an activity. • adequate understanding of the rules of the activity. <p>1.2.2 Demonstrates proficiency (e.g., basic skills) in an increasing number of more complex versions of movement</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <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 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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<p>team, and recreational activities).</p>		<p>forms (e.g., individual, team, and recreational activities):</p> <ul style="list-style-type: none"> • Net: volleyball, badminton, table tennis, pickle ball, tennis <ul style="list-style-type: none"> ○ Skills <ul style="list-style-type: none"> ▪ badminton, pickleball, tennis (forehand, backhand, serving) ▪ volleyball (passing/bumping, setting, hitting, receiving, serving) ○ Strategies: offensive, defensive, positioning, serving ○ Rules: objective of the game/scoring • Territory/invasion: soccer, capture the flag, capture the thronon, team handball, lacrosse, basketball, flag football, ultimate Frisbee, floor hockey <ul style="list-style-type: none"> ○ Skills: <ul style="list-style-type: none"> ▪ basketball (dribbling, passing shooting, jumping) ▪ floor hockey (striking, controlling, passing, shooting, stick handle) ▪ flag football (passing, catching, kicking/punting, blocking, converting) ▪ lacrosse (passing, catching, cradling, scooping, shooting) ▪ soccer (kicking, trapping, passing, shooting, heading) ▪ team handball (catching, throwing, converting, dribbling, passing) ▪ ultimate Frisbee (catching, throwing, converting, passing) ▪ capture the flag/throton (catching throwing, passing, running, changing direction, agility) ○ Strategies: offensive, defensive, positioning ○ Rules: objective of the game/scoring • Striking: softball/wiffleball, kickball <ul style="list-style-type: none"> ○ Skills <ul style="list-style-type: none"> ▪ softball (catching, throwing, hitting, fielding) ▪ kickball (catching, throwing, kicking, fielding) 	<p>teams</p> <ul style="list-style-type: none"> • 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 objectives • 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>Differentiates instruction by varying the content, process, and product</p> <p>Use Classroom Instruction That Works Strategies:</p> <ul style="list-style-type: none"> • Setting objectives and providing feedback • Reinforcing effort and providing recognition • Cooperative learning • Cues, questions, and advance organizers • Nonlinguistic representations • Summarizing and note taking • Assigning homework and providing practice • Identifying similarities and differences • Generating and testing hypotheses • Provide opportunities for 	
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		<ul style="list-style-type: none"> ○ Strategies: offensive, defensive, positioning ○ Rules: objective of the game/scoring • Dance/rhythm: line dancing, four wall dancing, kinects, zumba <ul style="list-style-type: none"> ○ Skills: <ul style="list-style-type: none"> ▪ line dancing, four wall dancing : rhythm, counting beats, formation, sequence, basic dance steps (e.g. step hop, grapevine), posture ▪ zumba/kinects: mirroring instructor, rhythm, basic dance • Fitness: track and field, personal fitness, yoga, kick boxing, circuit training, weight training <ul style="list-style-type: none"> ○ Skills <ul style="list-style-type: none"> ▪ track and field running, jumping, throwing ▪ personal fitness/ weight training/ circuit training: proper use/technique of free weights, machine weight, and cardio vascular equipment, plyometrics and body weight, proper use of cardio vascular training equipment and weight machines ▪ yoga, kick boxing: stretching, following a routine, mirroring instructor, controlled breathing, balance, flexibility • Cooperative: omnikin ball, team building activities, hula hut, cooperative games, childhood games <ul style="list-style-type: none"> ○ Skills <ul style="list-style-type: none"> ▪ omnikin ball, team building activities, hula hut, cooperative games, childhood games: communication, cooperation, listening, leading ○ Strategies: critical thinking, problem solving ○ Rules: respect others and respect objectives of the activity • Target: archery, golf, disc golf <ul style="list-style-type: none"> ○ Skills: balancing, aiming, stance, grip ○ Rules: follow proper etiquette, safety 	<p>independent, partner and collaborative group work</p> <p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> • student-centered • experiential • holistic • authentic • expressive • reflective • social • collaborative • democratic • cognitive • developmental • constructivist/heuristic • challenging <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/evaluation 		
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		<ul style="list-style-type: none"> • Recreational: backyard games (spike ball, bocce, ladder golf, baggo) <ul style="list-style-type: none"> ○ Skills: throwing, rolling, tossing , striking, accuracy ○ Rules: scoring 			
<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 and proficiency.</p> <p>2.1.2 Uses information from a variety of sources</p> <ul style="list-style-type: none"> • internal origin, e.g. previous knowledge • external origin, e.g. written, verbal, visual materials, and physical demonstration to improve skill performance, e.g. proper technique, stance, grip, preparation, execution, follow through. <p>2.1.3 Applies skills, strategies and rules to specific activity/sport</p> <ul style="list-style-type: none"> • Net: volleyball, badminton, table tennis, pickle ball, tennis <ul style="list-style-type: none"> ○ Skills <ul style="list-style-type: none"> ▪ badminton, pickleball, tennis (forehand, backhand, serving) ▪ volleyball (passing/bumping, setting, hitting, receiving, serving) ○ Strategies: offensive, defensive, positioning, serving ○ Rules: objective of the game/scoring • Territory/invasion: soccer, capture the flag, capture the thronon, team handball, lacrosse, basketball, flag football, ultimate Frisbee, floor hockey <ul style="list-style-type: none"> ○ Skills: <ul style="list-style-type: none"> ▪ basketball (dribbling, passing shooting, jumping) ▪ floor hockey (striking, controlling, passing, shooting, stick handle) ▪ flag football (passing, catching, 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <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 objectives • 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>Differentiates instruction by varying the content, process,</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</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, 2nd Edition</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>Physical Educators Guide for Teaching Tennis</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"> • Apple T.V. • CDs 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> • Common tasks • Fitnessgram™ <p><u>SUGGESTED</u></p> <p>Activity log s</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student <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/checklists</p>	

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		<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ kicking/punting, blocking, converting) <ul style="list-style-type: none"> ▪ lacrosse (passing, catching, cradling, scooping, shooting) ▪ soccer (kicking, trapping, passing, shooting, heading) ▪ team handball (catching, throwing, converting, dribbling, passing) ▪ ultimate Frisbee (catching, throwing, converting, passing) ▪ capture the flag/throton (catching throwing, passing, running, changing direction, agility) ○ Strategies: offensive, defensive, positioning ○ Rules: objective of the game/scoring • Striking: softball/wiffleball, kickball <ul style="list-style-type: none"> ○ Skills <ul style="list-style-type: none"> ▪ softball (catching, throwing, hitting, fielding) ▪ kickball (catching, throwing, kicking, fielding) ○ Strategies: offensive, defensive, positioning ○ Rules: objective of the game/scoring • Dance/rhythm: line dancing, four wall dancing, kinects, zumba <ul style="list-style-type: none"> ○ Skills: <ul style="list-style-type: none"> ▪ line dancing, four wall dancing : rhythm, counting beats, formation, sequence, basic dance steps (e.g. step hop, grapevine), posture ▪ zumba/kinects: mirroring instructor, rhythm, basic dance • Fitness: track and field, personal fitness, yoga, kick boxing, circuit training, weight training <ul style="list-style-type: none"> ○ Skills <ul style="list-style-type: none"> ▪ track and field running, jumping, throwing ▪ personal fitness/ weight training/ circuit training: proper use/technique of free weights, machine weight, and cardio vascular equipment, plyometrics and body weight, proper use of cardio vascular 	<p>and product</p> <p>Use Classroom Instruction That Works Strategies:</p> <ul style="list-style-type: none"> • Setting objectives and providing feedback • Reinforcing effort and providing recognition • Cooperative learning • Cues, questions, and advance organizers • Nonlinguistic representations • Summarizing and note taking • Assigning homework and providing practice • Identifying similarities and differences • Generating and testing hypotheses • Provide opportunities for independent, partner and collaborative group work <p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> • student-centered • experiential • holistic • authentic • expressive • reflective • social • collaborative • democratic • cognitive • developmental • constructivist/heuristic • challenging <p>Addresses multiple intelligences (instructional strategies)</p>	<ul style="list-style-type: none"> • Computer lab • Internet • I-pads • Kinects Gammig Systems™ • LCD projector/ laptop • Nike Trainer™ • Run Keeper™ • Smart Board™ • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.aahperd.org • www.bgcnewport.org • www.cdc.gov • www.charactercounts.org • www.edhelper.com • www.eteamz.com/islanders • www.fitness.gov • www.fitnessgram.net • www.fitnessmercola.com • www.heart.org • www.kidshhealth.org • www.letsmoveinschool.org • www.middlestownri.com • www.mypyramid.gov • www.newportymca.org • www.nfl.com/play60 • www.pbis.org • www.pecentral.com • www.presidentschallenge.org • www.riahperd.org • www.ride.ri.gov • www.shapeupri.org • www.thrive.org • www.wikipedia.com • www.livebinders.com/play/play?id=790009 <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment for: <ul style="list-style-type: none"> ○ Basketball ○ Bowling ○ Circuit training 	<p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Technology</p> <p>Tests/quizzes</p> <p>Written responses</p> <ul style="list-style-type: none"> • Arguments • Informative
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		<p>training equipment and weight machines</p> <ul style="list-style-type: none"> ▪ yoga, kick boxing: stretching, following a routine, mirroring instructor, controlled breathing, balance, flexibility • Cooperative: omnikin ball, team building activities, hula hut, cooperative games, childhood games <ul style="list-style-type: none"> ○ Skills <ul style="list-style-type: none"> ▪ omnikin ball, team building activities, hula hut, cooperative games, childhood games: communication, cooperation, listening, leading ○ Strategies: critical thinking, problem solving ○ Rules: respect others and respect objectives of the activity • Target: archery, golf, disc golf <ul style="list-style-type: none"> ○ Skills: balancing, aiming, stance, grip ○ Rules: follow proper etiquette, safety • Recreational: backyard games (spike ball, bocce, ladder golf, baggo) <ul style="list-style-type: none"> ○ Skills: throwing, rolling, tossing , striking, accuracy ○ Rules: scoring 	<p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/evaluation 	<ul style="list-style-type: none"> ○ Crazy Ball ○ Fitness testing ○ Flag football ○ Floor Hockey ○ Kick Ball ○ Ping Pong ○ Project Adventure ○ Recreational games ○ Soccer ○ Team Handball ○ Tennis ○ Track and Field ○ Ultimate Frisbee ○ Volleyball ○ Whiffle Ball <ul style="list-style-type: none"> • 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 <p><u>School/Community</u></p> <ul style="list-style-type: none"> • School nurse 	
<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 proficiency.</p>		<p>The student</p> <p>2.2.1 Identifies and applies critical elements/sport specific skills to enable the development of movement competence or proficiency:</p> <ul style="list-style-type: none"> • Net: volleyball, badminton, table tennis, pickle ball, tennis <ul style="list-style-type: none"> ○ e.g. in tennis swinging low to high forehand/backhand to create top spin • Territory/invasion: soccer, capture the flag, capture the throton, team handball, lacrosse, basketball, flag football, ultimate Frisbee, floor hockey <ul style="list-style-type: none"> ○ e.g. in flag football running a straight receiver route progressing to a double 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <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 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> • Common tasks • Fitnessgram™ <p><u>SUGGESTED</u></p> <p>Activity log s</p> <p>Anecdotal records</p>

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		<p style="text-align: center;">move or combination route</p> <ul style="list-style-type: none"> • Striking: softball/wiffleball, kickball <ul style="list-style-type: none"> ○ e.g. in softball watching the ball into the glove, using two hands when catching and stepping forward with opposite foot when throwing and follow-through • Dance/rhythm: line dancing, four wall dancing, kinects, zumba <ul style="list-style-type: none"> ○ e.g. in dance taking movement patterns, putting movement together to create a 32 count minimum dance routine • Fitness: track and field, personal fitness, yoga, kick boxing, circuit training, weight training <ul style="list-style-type: none"> ○ e.g. in training applying concepts of reps to weight ratio • Cooperative: omnikin ball, team building activities, hula hut, cooperative games, childhood games <ul style="list-style-type: none"> ○ e.g. in omnikin ball properly positioned team to have best defensive advantage in creating spatial awareness • Target: archery, golf, disc golf <ul style="list-style-type: none"> ○ e.g. in disc golf using proper shot selection to minimize throwing attempts to target • Recreational: backyard games (spike ball, bocce, ladder golf, baggo) <ul style="list-style-type: none"> ○ e.g. in baggo stepping forward with opposite foot and maintaining a consistent underhand throwing motion 	<p>focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</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 		<p>Fitnessgram™</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student <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/checklists</p> <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Technology</p> <p>Tests/quizzes</p> <p>Written responses</p> <ul style="list-style-type: none"> • Arguments • Informative
2. Students will apply movement concepts and principles to the learning and development of		<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 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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<p>motor skills.</p> <p>2.3 Transfer movement skills, concepts, and principles between activities at a more complex level.</p>	<p>2.3.2 Transfers and use movement skills, concepts and principles in the following:</p> <ul style="list-style-type: none"> • Net: volleyball, badminton, table tennis, pickle ball, tennis <ul style="list-style-type: none"> ○ e.g. overhand serve in volleyball progressing to an overhand smash in badminton • Territory/invasion: soccer, capture the flag, capture the thronon, team handball, lacrosse, basketball, flag football, ultimate Frisbee, floor hockey <ul style="list-style-type: none"> ○ e.g. using off the ball movement to create more offensive scoring opportunities • Striking: softball/wiffleball, kickball <ul style="list-style-type: none"> ○ e.g. in softball and golf transferring body weight when swinging • Dance/rhythm: line dancing, four wall dancing, kinects, zumba <ul style="list-style-type: none"> ○ e.g. in dance and fitness maintain balance and coordination in order to execute a skill or movement at a more complex level • Fitness: track and field, personal fitness, yoga, kick boxing, circuit training, weight training <ul style="list-style-type: none"> ○ e.g. push-up on ground to push-up on with feet on stability ball • Cooperative: omnikin ball, team building activities, hula hut, cooperative games, childhood games <ul style="list-style-type: none"> ○ e.g. apply core values of cooperative activities throughout territory invasion sports • Target: archery, golf, disc golf 	<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 objectives • 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>STANDARDIZED AND REQUIRED</p> <ul style="list-style-type: none"> • Common tasks • Fitnessgram™ <p>SUGGESTED</p> <p>Activity log s</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student <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/checklists</p> <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Technology</p> <p>Tests/quizzes</p>
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		<ul style="list-style-type: none"> ○ e.g. from body position when shooting in archery to body positioning while swinging a golf club ● Recreational: backyard games (spike ball, bocce, ladder golf, baggo) ○ e.g. transferring the underhand tossing motion from the release of the bocce ball to a ladder golf ball 			<p>Written responses</p> <ul style="list-style-type: none"> • Arguments • Informative
<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"> ● Net: volleyball, badminton, table tennis, pickleball, tennis <ul style="list-style-type: none"> ○ attack (offense) <ul style="list-style-type: none"> ▪ ready position ▪ shot placement <ul style="list-style-type: none"> ✓ hit to open spaces ✓ force opponent to move 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 pickleball and table tennis ▪ outside hitter vs. an inside hitter in volleyball ● Territory/invasion: soccer, capture the flag, capture the thronon, team handball, lacrosse, basketball, flag football, ultimate Frisbee, floor hockey <ul style="list-style-type: none"> ○ movement of the ball (offense) <ul style="list-style-type: none"> ▪ positioning to receive passes ▪ positioning to threaten the goal ▪ cutting ▪ communication ○ movement of the ball (defense) <ul style="list-style-type: none"> ▪ mark/guard opponents 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <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 objectives • 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>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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		<ul style="list-style-type: none"> ▪ 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, set plays 			
<p>3. Students will understand the implications of and 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>	<p>The student</p> <p>3.1.1 Identifies and analyzes the physical benefits of regular participation in physical activity e.g.</p> <ul style="list-style-type: none"> ○ www.choosemyplate.gov ○ www.fitness.gov ○ www.cdc.gov • health benefits <ul style="list-style-type: none"> ○ improves bone strength ○ improves muscular strength and endurance ○ improves sleep patterns/quality ○ increases energy ○ increases immune system function ○ lowers blood pressure ○ reduces stress ○ strengthens cardio-vascular system • disease prevention and health risks <ul style="list-style-type: none"> ○ chronic illnesses ○ heart disease ○ high cholesterol ○ hypertension/high blood pressure ○ obesity ○ osteoporosis ○ respiratory diseases ○ stroke ○ Type II diabetes • physiological changes <ul style="list-style-type: none"> ○ increase muscle mass ○ increases metabolism ○ longevity ○ reduces body fat, controls weight ○ components of fitness target <ul style="list-style-type: none"> ▪ muscular strength 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <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 objectives • 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>Differentiates instruction by</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p> <p>Supplementary books/materials</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, 2nd Edition</i> • <i>Opportunity to Learn Guidelines for Middle School Physical Education</i>, NASPE • <i>P.E. Teacher's Skill by Skill</i> • <i>Physical Best Activity Guide</i>, NASPE • <i>Physical Educators Guide for Teaching Tennis</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</i> (RIDE) • <i>The Rhode Island Physical Education Framework</i> <p>Technology</p> <ul style="list-style-type: none"> • Apple T.V. • CDs • Computer lab • Internet • I-pads • Kinects Gaming Systems™ • LCD projector/ laptop • Nike Trainer™ • Run Keeper™ • Smart Board™ • VCR/DVD <p>Web sites</p> <ul style="list-style-type: none"> • www.aahperd.org • www.bgcnewport.org 	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p> <p><u>STANDARDIZED AND REQUIRED</u></p> <ul style="list-style-type: none"> • Common tasks • Fitnessgram™ <p><u>SUGGESTED</u></p> <p>Activity log s</p> <p>Anecdotal records</p> <p>Fitnessgram™</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing – bodily kinesthetic, graphic organizing – visual, collaboration- interpersonal, etc.)</p> <p>Oral</p>	

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		<ul style="list-style-type: none"> ▪ muscular endurance ▪ flexibility ▪ cardio vascular <p>3.1.2 Understands the benefits of 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. ○ www.fitnessgram.net ○ www.pbs.org (life fitness) 	<p>varying the content, process, and product</p> <p>Use Classroom Instruction That Works Strategies:</p> <ul style="list-style-type: none"> • Setting objectives and providing feedback • Reinforcing effort and providing recognition • Cooperative learning • Cues, questions, and advance organizers • Nonlinguistic representations • Summarizing and note taking • Assigning homework and providing practice • Identifying similarities and differences • Generating and testing hypotheses • Provide opportunities for independent, partner and collaborative group work <p>Facilitates best practices of teaching that include:</p> <ul style="list-style-type: none"> • student-centered • experiential • holistic • authentic • expressive • reflective • social • collaborative • democratic • cognitive • developmental • constructivist/heuristic • challenging <p>Addresses multiple intelligences (instructional)</p>	<ul style="list-style-type: none"> • www.cdc.gov • www.charactercounts.org • www.edhelper.com • www.eteamz.com/islanders • www.fitness.gov • www.fitnessgram.net • www.fitnessmercola.com • www.heart.org • www.kidshhealth.org • www.letsmoveinschool.org • www.middletownri.com • www.mypyramid.gov • www.newportymca.org • www.nfl.com/play60 • www.pbis.org • www.pecentral.com • www.presidentschallenge.org • www.riahperd.org • www.ride.ri.gov • www.shapeupri.org • www.thrive.org • www.wikipedia.com • www.livebinders.com/play/play?id=790009 <p>Materials</p> <ul style="list-style-type: none"> • Clipboards • DVDs • Easel paper • Easels • Markers • Poster boards • Stopwatches • Sports equipment see introduction • Student white boards • White board markers and erasers <p>School library</p> <ul style="list-style-type: none"> • Computer lab and library books <p>School/Community</p> <ul style="list-style-type: none"> • School nurse 	<p>Rubrics/checklists</p> <p>Performance-based tasks</p> <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Technology</p> <p>Tests/quizzes</p> <p>Written responses</p> <ul style="list-style-type: none"> • Arguments • Informative
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			strategies) Facilitates integration of the applied learning standards		
			<ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/evaluation 		
<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 (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline).</p>		<p>The student</p> <p>3.2.1 Analyzes and evaluates the emotional benefits of regular participation in physical activity e.g.</p> <ul style="list-style-type: none"> • increases <ul style="list-style-type: none"> ○ endorphins (e.g. runners high) ○ self-esteem ○ self-image and confidence ○ self-discipline, e.g. <ul style="list-style-type: none"> ▪ goal setting ▪ time management ○ quality of life and better mood ○ overall feeling of wellness and well being ○ energy to participate in more activities of choice ○ exposure to life-long recreational opportunities, e.g. tennis, golf ○ participation in activities for enjoyment • reduces <ul style="list-style-type: none"> ○ anxiety ○ depression ○ negative peer pressure ○ stress 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>
<p>3. Students will understand the implications of and the benefits derived from involvement in physical activity.</p>		<p>The student</p> <p>3.3.1 Identifies and analyzes the social benefits of regular participation in physical activity e.g.,</p> <ul style="list-style-type: none"> • cooperation • sportsmanship • teamwork 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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<p>3.3 Analyze the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork).</p>		<ul style="list-style-type: none"> • relationships <ul style="list-style-type: none"> ○ community ○ family ○ friends ○ peers ○ school <p>3.3.2 Understands that physical activity provides an opportunity for positive social interaction through:</p> <ul style="list-style-type: none"> • respect • responsibility • integrity • self-direction • perseverance • cooperation • honesty • patience • self-discipline • trust • positive communication • sportsmanship 			
<p>3. Students will understand the implications of and the benefits derived from involvement in physical activity.</p> <p>3.4 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</p>		<p>The student</p> <p>3.4.1 Analyzes, predicts and evaluates the cognitive benefits of regular participation in physical activity e.g.,</p> <ul style="list-style-type: none"> • produces state of relaxed alertness conducive to learning • improves focus, concentration and awareness <p>3.4.2 Analyzes, predicts and evaluates that physical activity can increase</p> <ul style="list-style-type: none"> • physiological factors/changes which enhance cognitive function and decision-making <ul style="list-style-type: none"> ○ increases levels of endorphins in the brain ○ increases blood flow (oxygen) to the brain • test scores • focus, concentration and awareness • better attendance in schools <p>3.4.3 Evaluates the value of physical activity for life-long wellness.</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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learning.)					
<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 Identifies and understand the components of physical fitness:</p> <ul style="list-style-type: none"> • cardiovascular endurance • flexibility • muscular strength and endurance <p>4.1.2 Participates in the pre and post-test Fitnessgram™ to assess</p> <ul style="list-style-type: none"> • cardiovascular endurance • flexibility • muscular strength and endurance <ul style="list-style-type: none"> ○ www.fitnessgram.net <p>4.1.2 Participates in a modified Fitnessgram™ to assess if necessary .</p> <ul style="list-style-type: none"> ○ www.fitnessgram.net 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</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>4.2 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 Fitnessgram™</p> <ul style="list-style-type: none"> • Sit and reach • Curl-ups • Pacer • Shoulder stretch • Push-up • Pull-ups or flexed-arm hang <ul style="list-style-type: none"> ○ www.fitnessgram.net <p>4.2.2 Identifies the nationally recognized scores for the healthy fitness zone (established by the Fitnessgram™, data 2012)</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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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>4.3 Interpret results of fitness assessment to understand personal health status.</p>	<p>The student</p> <p>4..3.1 Compares personal test scores with the Fitnessgram™ healthy fitness zone</p> <ul style="list-style-type: none"> • flexibility • cardiovascular endurance • muscular strength and endurance <ul style="list-style-type: none"> ○ www.fitnessgram.net <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>EXCEEDS</th> <th>MEETS PROF</th> <th>BELOW STAN</th> <th>NOT PROF</th> </tr> </thead> <tbody> <tr> <td></td> <td style="background-color: yellow;">4</td> <td style="background-color: lightgreen;">3</td> <td style="background-color: orange;">2</td> <td style="background-color: red;">1</td> </tr> <tr> <td>SIT-UPS: MALE</td> <td style="background-color: yellow;">48+</td> <td style="background-color: lightgreen;">24-47</td> <td style="background-color: orange;">14-23</td> <td style="background-color: red;">0-13</td> </tr> <tr> <td>SIT-UPS:FEMALE</td> <td style="background-color: yellow;">33+</td> <td style="background-color: lightgreen;">18-32</td> <td style="background-color: orange;">9--17</td> <td style="background-color: red;">0-8</td> </tr> <tr> <td>PUSH-UPS: MALE</td> <td style="background-color: yellow;">35+</td> <td style="background-color: lightgreen;">15-35</td> <td style="background-color: orange;">7--14</td> <td style="background-color: red;">0-6</td> </tr> <tr> <td>PUSH-UPS: FEMALE</td> <td style="background-color: yellow;">16+</td> <td style="background-color: lightgreen;">7--15</td> <td style="background-color: orange;">3--6</td> <td style="background-color: red;">0--2</td> </tr> <tr> <td>PACER: MALE</td> <td style="background-color: yellow;">84+</td> <td style="background-color: lightgreen;">41-83</td> <td style="background-color: orange;">20-40</td> <td style="background-color: red;">0-19</td> </tr> <tr> <td>PACER:FEMALE</td> <td style="background-color: yellow;">61+</td> <td style="background-color: lightgreen;">23-61</td> <td style="background-color: orange;">12--22</td> <td style="background-color: red;">0--11</td> </tr> <tr> <td>MILE:MALE</td> <td style="background-color: yellow;"><7:00</td> <td style="background-color: lightgreen;">7:01-9:30</td> <td style="background-color: orange;">9:31-13:30</td> <td style="background-color: red;">>13:31</td> </tr> <tr> <td>MILE:FEMALE</td> <td style="background-color: yellow;"><8:00</td> <td style="background-color: lightgreen;">8:00-10:30</td> <td style="background-color: orange;">10:31-14:00</td> <td style="background-color: red;">>14:01</td> </tr> </tbody> </table> <p>4.3.2 Analyzes pre-Fitnessgram™, scores (formative) and Identifies personal strengths and weaknesses,</p> <ul style="list-style-type: none"> • e.g. a 15 year old girl runs a mile in 12 minutes and 34 seconds: <ul style="list-style-type: none"> ○ analyze and compare that time to the standard (8-10 minutes, 30 seconds) ○ identify and implement an exercise routine supported by the established decision-making rubric to set a goal to improve. <ul style="list-style-type: none"> ▪ www.fitnessgram.net <p>4.3.3 Analyzes accumulated Fitnessgram™ data, synthesize information, and predict how the results are important to present and future health (grade 10)</p> <ul style="list-style-type: none"> ○ www.fitnessgram.net <p>4.3.4 Compares and analyzes the post Fitnessgram™ scores, in relation to the healthy fitness zone and identifies</p>		EXCEEDS	MEETS PROF	BELOW STAN	NOT PROF		4	3	2	1	SIT-UPS: MALE	48+	24-47	14-23	0-13	SIT-UPS:FEMALE	33+	18-32	9--17	0-8	PUSH-UPS: MALE	35+	15-35	7--14	0-6	PUSH-UPS: FEMALE	16+	7--15	3--6	0--2	PACER: MALE	84+	41-83	20-40	0-19	PACER:FEMALE	61+	23-61	12--22	0--11	MILE:MALE	<7:00	7:01-9:30	9:31-13:30	>13:31	MILE:FEMALE	<8:00	8:00-10:30	10:31-14:00	>14:01	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <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 objectives • 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>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>
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		<p>personal strengths and weaknesses.</p> <ul style="list-style-type: none"> ○ www.fitnessgram.net <p>4.3.5 Analyzes and uses feedback from the post Fitnessgram™ and personal goals to analyze social and emotional factors that contribute to his/her personal Fitnessgram™ results. (grade 11)</p> <p>4.3.6 Uses feedback from the post Fitnessgram™ and personal goals to maintain life-long healthy fitness. (grade 12)</p> <ul style="list-style-type: none"> ○ www.fitnessgram.net 			
<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>4.4 Apply fitness assessment results to develop personal fitness goals and create a detailed plan to achieve those goals to improve personal health status.</p>		<p>The student</p> <p>4.4.1 Knows and applies the goal setting model, “SMARTY” to develop personal fitness goals and create a detail plan. (grade 10)</p> <ul style="list-style-type: none"> • S specific • M measurable • A attainable • R realistic • T timely • Y for you (individual) <p>4.4.2 Understands the components of a fitness plan that includes the FITT principle in conjunction with principles of exercise</p> <ul style="list-style-type: none"> • FITT Principle <ul style="list-style-type: none"> ○ Frequency ○ Intensity ○ Type ○ Time • 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"> ▪ cardiovascular endurance ▪ muscular endurance ▪ muscular strength ▪ flexibility ▪ body composition ○ progression - gradual increase in FITT ○ overload - providing a greater stress on the 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <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 objectives • 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>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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		<p>muscle group than it usually handles in order to increase fitness FITT</p> <ul style="list-style-type: none"> ○ sets - group of repetitions <ul style="list-style-type: none"> ▪ frequency (amount of times exercising a particular muscle) ▪ intensity (how hard and heavy) ▪ time (resting time between sets) ▪ type (drop sets, super sets) ○ repetition (reps) – repeating a certain action a certain number of times <ul style="list-style-type: none"> ▪ 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). ○ variety - alternating exercises to meet common goals <ul style="list-style-type: none"> ▪ www.fitnessgram.net <p>4.4.3 Use Fitnessgram™ results to set and revise goals to improve fitness levels .</p> <ul style="list-style-type: none"> • Analyze strengths and weaknesses • Analyze needs of improvement or maintaining • Design an action plan based on strengths and weaknesses or maintaining improvement for personal fitness levels and criteria of 			
<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</p>		<p>The student</p> <p>4.5.1 Participates in a wide range of activities and is able to connect how the activity is related to his/her fitness and health</p> <ul style="list-style-type: none"> • Net: volleyball, badminton, table tennis, pickle ball, tennis • Territory/invasion: soccer, capture the flag, capture the thron, team handball, lacrosse, basketball, flag football, ultimate Frisbee, floor hockey • Striking: softball/wiffleball, kickball • Dance/rhythm: line dancing, four wall dancing, 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <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, 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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<p>affect fitness and health.</p>		<p>kinects, zumba</p> <ul style="list-style-type: none"> • Fitness: track and field, personal fitness, yoga, kick boxing, circuit training, weight training • Cooperative: omnikin ball, team building activities, hula hut, cooperative games, childhood games • Target: archery, golf, disc golf • Recreational: backyard games (spike ball, bocce, ladder golf, baggo <p>4.5.2 Understands how activities can affect fitness and health, e.g. playing basketball affects cardio-vascular endurance just as running the mile affects cardio-vascular fitness .</p> <p>4.5.3 Selects a variety of activities that are personally appealing.</p> <ul style="list-style-type: none"> • www.livestrong.com (overall wellness) • www.pbs.org (life fitness) <p>4.5.4 Understands and engages in warm-up principles in daily physical activity:</p> <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) <ul style="list-style-type: none"> ▪ www.fitnessgram.net ▪ www.pbs.org (life fitness) 	<p>proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives</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 		
<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</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 and documents data of activities.</p> <ul style="list-style-type: none"> ▪ www.livestrong.com (overall wellness) ▪ www.pbs.org (life fitness) <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 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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<p>(include activities related to each component of health-related physical fitness).</p>		<ul style="list-style-type: none"> ○ aerobics, dance, step aerobics, zumba, cardio kick-boxing ○ electronic guided fitness activities, e.g. Wii fit ● muscular strength/muscular endurance <ul style="list-style-type: none"> ○ push-ups ○ sit-ups ○ resistance training ○ machine weights, free weights, circuit training ○ martial arts ○ surfing/skating boarding ● flexibility <ul style="list-style-type: none"> ○ yoga, Pilates ○ static stretching ○ dynamic stretching ○ martial arts 			
<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 Analyzes factors that inhibit or encourage a physically active lifestyle, e.g.</p> <ul style="list-style-type: none"> ● encourage: friends and family role models, time management, confidence, cultural interests, environment, accessibility ● inhibit: time constraints, financial considerations, motivation, accessibility, environment, illness, low energy, friends and family <p>4.7.2 Develops and applies personal strategies to adopt and maintain a physically active lifestyle</p> <ul style="list-style-type: none"> ● accessibility/transportation ● affordable solutions ● explaining positive and negative attitudes toward exercise ● finding enjoyable activities ● identifying obstacles and creating a plan to avoid them ● participating in a variety of activities ● rewarding success ● scheduling time/time management ● setting goals that are realistic ● working out with a buddy 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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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>4.8 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>The student</p> <p>4.8.1 Maintains a goal setting log (written or technology-based) to document U.S. Department of Health and Human Services* current recommendations for physical activity, e.g.</p> <ul style="list-style-type: none"> • 1 hour or more a day of moderate or vigorous intensity aerobic physical activity every day • vigorous intensity activity at least 3 days per week • muscle and bone strengthening activity at least 3 days per week. <ul style="list-style-type: none"> ▪ www.hrsa.gov (health resources) ▪ www.befrienders.org 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</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>4.9 Utilize a variety of technologies to assess, plan, maintain or enhance physical activity level.</p>		<p>The student</p> <p>4.9.1 Utilizes how various technologies in and out of school that can help to assess, plan, maintain and enhance physical activity level e.g.</p> <ul style="list-style-type: none"> • Nike Fuel Band • Nike Trainer • Run Keeper • Kinects • Fitbit • web-based programs (Fitnessgram) • pedometers • physical activity logs <p>4.9.2 Monitors physical activity and intensity levels using technology e.g.</p> <ul style="list-style-type: none"> • physical activity log 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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		<ul style="list-style-type: none"> • www.myplate.gov • www.heart.org (American Heart Association) • www.mapmyfitness.com 			
<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 Wears specific and appropriate clothing and protective equipment to participate in physical activity. (handbook)</p> <p>5.1.2 Understands and applies safety considerations for all physical education activities:</p> <ul style="list-style-type: none"> • proper attire <ul style="list-style-type: none"> ○ sneakers and socks ○ sweatshirt/sweatpants for outdoor activities (suggested) • rules of the game • proper use of equipment <p>5.1.3 Identifies and avoids actions or behaviors that endanger others, e.g.</p> <ul style="list-style-type: none"> • bullying/ cyber bullying • inappropriate physical contact e.g. <ul style="list-style-type: none"> ○ tackling in flag football ○ tripping ○ pushing/shoving • inappropriate use of equipment e.g. <ul style="list-style-type: none"> ○ swinging bats, sticks, rackets, clubs, bow and arrows <p>5.1.4 Describes safety protocol to avoid</p> <ul style="list-style-type: none"> • blood-borne pathogens • transmission of disease • inhaler usage/breathing emergencies • dehydration • hypo/hyperthermia during physical activity • inappropriate attire for weather conditions • injury. <p>5.1.5 Applies safety protocol in all physical activity settings, e.g.</p> <ul style="list-style-type: none"> • weight room • gymnasium • locker room 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <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 objectives • 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>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>	

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		<ul style="list-style-type: none"> • turf fields • outdoor facilities <p>5.1.6 Selects and uses appropriate warm-up and cool-down activities to prevent injuries.</p> <ul style="list-style-type: none"> • Dynamic • Static 			
<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"> • Rules for specific sports, e.g. <ul style="list-style-type: none"> ○ hockey – no checking ○ flag football – no tackling • proper attire and footwear <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"> • Athletic shorts of appropriate length (following NSHS Handbook) or sweat pants • Jewelry (loose and dangling removed) • Sneakers (tied) • T-shirts or athletic jersey (following NSHS Handbook) 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>
<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 Communicates effectively with others to promote respect, tolerance, and conflict resolution in cooperative and competitive activities.</p> <ul style="list-style-type: none"> • www.pbis.org <p>5.3.2 Shows respect for others in positive and negative game situations.</p> <p>5.3.3 Accepts all decisions of game officials, e.g. teachers, students, and coaches (good sportsmanship).</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.4 Resolve conflicts in appropriate ways.</p>		<p>The student</p> <p>5.4.1 Resolves conflicts in appropriate ways such as:</p> <ul style="list-style-type: none"> • Proper communication • Walking away from a situation • Getting help • Talking to trusted adults <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>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</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 Comprehends the benefits of working cooperatively in a group to achieve one main goal by:</p> <ul style="list-style-type: none"> • Demonstrating positive behavior in both competitive and cooperative settings. • Recognizing good sportsmanship from teammates and opponents. • Makes good decision-making based on the safety of self and others. • Demonstrates cooperation with peers and others through verbal and non-verbal behavior to achieve group goals. • Demonstrates tolerance and acceptance in competitive as well as cooperative settings. 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>
<p>5. Students will demonstrate responsible personal</p>		<p>The student</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the</p>

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<p>and social behavior in physical activity settings</p> <p>5.6 Anticipate potentially dangerous consequences and outcomes of participation in physical activities.</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 and safety concerns • good sportsmanship • procedures and protocol • proper etiquette • rules and regulations <p>5.6.2 Recognizes how to prevent injuries e.g.</p> <ul style="list-style-type: none"> • awareness of potential facility hazards • extreme weather conditions • hydration awareness • importance of warm-ups and cool downs • notify if injured <ul style="list-style-type: none"> ○ www.health.qld.gov 	<p>the introduction</p>		<p>introduction</p>
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings</p> <p>5.7 Describe how physical activity can provide opportunities for positive social interaction.</p>		<p>The student</p> <p>5.7.1 Understands that participating in physical activity provides opportunities to interact with a variety of peers and develop existing relationships.</p> <ul style="list-style-type: none"> ○ www.crnhg.org (conflict resolution, conflict resolving communication in a culture of peace and social justice) ○ www.essentiallifekills.net (personal development and growth, taking control of life) <p>5.7.2 Differentiates between positive and negative verbal and non-verbal communication, e.g.</p> <ul style="list-style-type: none"> • body language • gestures • expressions • words <p>5.7.3 Demonstrates positive verbal and non-verbal communication, e.g.</p> <ul style="list-style-type: none"> • body language • gestures • expressions • words 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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<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 • creativity/thoughtful • communication skills <ul style="list-style-type: none"> ○ active ○ reflective • positive risk taking • leadership/shared leadership • respect • trust • self-discipline <ul style="list-style-type: none"> ○ www.essentiallifekills.net (personal development and growth, taking control of life) <p>5.8.2 Demonstrates the following to achieve the common goal of the activity or sport:</p> <ul style="list-style-type: none"> • communication • conflict resolution • cooperation • etiquette • group identity • positive interaction • rules and procedures • roles and relationships • safe practices • short and long-term goals • sportsmanship • teamwork 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>
<p>6. Students will understand that internal and external environments influence physical activity.</p>		<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"> • Bike paths – Blackstone Valley • Home setting, e.g. Backyard, basement • Lakes/beaches/pools/ Reservoir - fishing 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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<p>6.1 Evaluate appropriate and safe areas within the community to participate in physical activity.</p>		<ul style="list-style-type: none"> • Nature reserve areas - Audubon, Nature Trail • Parks – Pacheco Park, The Meadows • Playgrounds • Private and public facilities <ul style="list-style-type: none"> ○ YMCA ○ Wide World of Sports ○ RI Sport Center/146A Ice Rink ○ The Habitat ○ Karate • Recreation Department <ul style="list-style-type: none"> ○ Tennis courts ○ Outdoor basketball facilities ○ Organized youth sports teams, leagues and clubs • School grounds - Disc Golf Course, weight room, gymnasium • Skate parks • Turf field/track • Bowling Alley • Bryant University • Roads, sidewalks, and parking lots • Scouting (boys and girls) <ul style="list-style-type: none"> ○ www.shapeupri.org (where to go in RI for physical activity, hiking, biking, rock climbing) 			
		<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 • home play <ul style="list-style-type: none"> ○ www.healthychildren.org (American Academy of Pediatrics) 			

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<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"> • Net: volleyball, badminton, table tennis, pickle ball, tennis <ul style="list-style-type: none"> ○ after school clinics ○ elite (e.g. AAU, development team) ○ home setting ○ interscholastic teams ○ intramural activities ○ recreational activities • Territory/invasion: soccer, capture the flag, capture the throtton, team handball, lacrosse, basketball, flag football, ultimate Frisbee, floor hockey <ul style="list-style-type: none"> ○ after school clinics ○ elite (e.g. AAU, development team) ○ home setting ○ interscholastic teams ○ intramural activities ○ recreational activities • Striking: softball/wiffleball, kickball <ul style="list-style-type: none"> ○ elite (e.g. AAU, development team) ○ home setting ○ interscholastic teams ○ intramural activities ○ private facilities ○ recreational activities • Dance/rhythm: line dancing, four wall dancing, kinects, zumba <ul style="list-style-type: none"> ○ public/private facilities ○ personal and home training ○ home setting ○ intramural club • Fitness: track and field, personal fitness, yoga, kick boxing, circuit training, weight training 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <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 objectives • 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>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>
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		<ul style="list-style-type: none"> ○ public/private facilities ○ personal and home training ○ home setting ○ intramural club ○ wellness activities <ul style="list-style-type: none"> ● Target: archery, golf, disc golf <ul style="list-style-type: none"> ○ intramural club ○ public/private facilities (Country View Golf Course, Crystal Lake) ○ personal and home training ● Recreational: backyard games (spike ball, bocce, ladder golf, baggo) <ul style="list-style-type: none"> ○ home setting 			
<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, analyzes, and understands that various media and technology can positively influence one's level of physical activity tracking programs e.g.</p> <ul style="list-style-type: none"> ● Nike Fuel Band ● Run Keeper/ Nike running ● Activity Gram ● My Fitness Pal ● heart rate monitors ● pedometers ● DVDs – exercise programs ● Games – Wii Fitness, X-Box ● Internet, e.g., virtual trainers, logs, journals ● Music - ipods, MP3, cell/smart phones <ul style="list-style-type: none"> ○ www.heartratemonitorzone.net ○ www.gmap-pedometer.com ○ www.myfitnessjournal.com (journal writing for activities, calories, etc.) <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"> ● Nike Fuel Band ● Run Keeper/ Nike running ● Activity Gram ● My Fitness Pal 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p> <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 objectives ● 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 	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>	

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		<ul style="list-style-type: none"> • heart rate monitors • pedometers • DVDs – exercise programs • games – Wii Fitness, X-Box • Internet, e.g., virtual trainers, logs, journals • Music - ipods, MP3, cell/smart phones <ul style="list-style-type: none"> ○ www.acefitness.org (fitness workouts) 	practice		
6. Students will understand that internal and external environments influence physical activity.		<p>The student</p> <p>6.4.1 Understands how the home/family environment can impact one’s level of physical activity.</p> <p>6.4.2 Analyzes that family attitudes toward activity influence commitment to physical activity.</p> <p>6.4.3 Connects financial, nutritional, recreational, and physical activity values from family members.</p> <p>6.4.4 Recognizes that one’s home/family environment can have positive and negative influences.</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>
6.4 Explain how the home/family environment can impact one’s level of physical activity.					
6. Students will understand that internal and external environments influence physical activity.		<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"> • challenging experiences (signing up for a 5K) • inclusion (inviting others, joining groups) • modeling (Unified Sports) • positive reinforcement (buddy system) <ul style="list-style-type: none"> ○ www.healthychildren.org (American Academy of Pediatrics) ○ www.nfl.com/play60 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>
6.5 Design healthy ways to promote physical activity with one’s peers.					
6. Students will understand that internal and external		<p>The student</p> <p>6.6.1 Identifies youth organizations in the community that offer</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the</p>

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<p>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>		<p>physical activity programs</p> <ul style="list-style-type: none"> • Bike paths – Blackstone Valley • Home setting, e.g. Backyard, basement • Lakes/beaches/pools/ Reservoir - fishing • Nature reserve areas - Audubon, Nature Trail • Parks – Pacheco Park, The Meadows • Playgrounds • Private and public facilities <ul style="list-style-type: none"> ○ YMCA ○ Wide World of Sports ○ RI Sport Center/146A Ice Rink ○ The Habitat ○ Karate • Recreation Department <ul style="list-style-type: none"> ○ Tennis courts ○ Outdoor basketball facilities ○ Organized youth sports teams, leagues and clubs • School grounds - Disc Golf Course, weight room, gymnasium • Skate parks • Turf field/track • Bowling Alley • Bryant University • Roads, sidewalks, and parking lots • Scouting (boys and girls) • Dance Steps • Dance Creation • Zumba Max Fitness • X-Press Cheerleading <ul style="list-style-type: none"> ○ www.shapeupri.org (where to go in RI for physical activity, hiking, biking, rock climbing) 	<p>the introduction</p>		<p>introduction</p>
<p>6. Students will understand that internal and external environments influence physical activity.</p> <p>6.7 Analyze a variety of resources to select</p>		<p>The student</p> <p>6.7.1 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"> • classroom teacher • coach • health teacher • internet resources 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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<p>physical activity information that is reliable and valid.</p>		<ul style="list-style-type: none"> • library • parents • peers • physical education teacher • physician • print resources • school nurse <ul style="list-style-type: none"> ○ www.kidshealth.org 			
<p>6. Students will understand that internal and external environments 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>		<p>The student</p> <p>6.8.1 Identifies, analyzes and evaluates how physical activity can be helpful in coping and overcoming negative emotions</p> <ul style="list-style-type: none"> • positive reinforcement • positive self-esteem • set realistic goals • rewarding success • recognizes self-accomplishments • motivational techniques e.g. (music, friends, activity logs, goals, etc.). <ul style="list-style-type: none"> ○ www.ncpad.org (emotional, mental, social benefits of activity) <p>6.8.2 Identifies, analyzes, and evaluates 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 • grade 11 Fitnessgram™ Common Task • self-confidence, self-body image. <ul style="list-style-type: none"> ○ www.kidshealth.org 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>
<p>Common Core Literacy in Technical Subjects</p> <p>READING</p>		<p>Key Ideas and Details:</p> <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it. <p>Craft and Structure:</p> <ul style="list-style-type: none"> • Interpret words and phrases as they are used in a text, including determining technical meanings. <p>Integration of Knowledge and Ideas</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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		<ul style="list-style-type: none"> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. <p>Range of Reading and Level of Text Complexity:</p> <ul style="list-style-type: none"> Read and comprehend complex literary and informational texts independently and proficiently. 			
<p>Common Core Literacy in Technical Subjects</p> <p style="text-align: center;">WRITING</p>		<p>Text Types and Purposes</p> <ul style="list-style-type: none"> Write arguments to support claims in an analysis of substantive topics using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> Gather relevant information from multiple print and digital sources and integrate the information while avoiding plagiarism. Draw evidence from informational texts to support analysis, reflection, and research. <p>Range of Writing</p> <ul style="list-style-type: none"> Write routinely over shorter time frames for a range of tasks, purposes, and audiences. 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>
<p>Common Core Literacy in Technical Subjects</p> <p style="text-align: center;">SPEAKING AND LISTENING</p>		<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction</p>

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		<ul style="list-style-type: none"> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate 			
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