



Dear Physical Education Teacher/Administrator:

Thank you for your interest in the Exemplary Physical Education Awards Program sponsored by the Governor's Council on Physical Fitness, Health and Sports. You are to be commended for your progress in the Awards Program as it represents your commitment to developing an exemplary physical education program. Your achievement of Level 2 status in the program indicates your successful completion of a district or school self-study. Your continued participation in the Awards Program will help you establish a unified curriculum, which in turn will enhance the physical activity-related health of the children and youth in your community.

**GOVERNOR**

Jennifer M. Granholm

**GOVERNOR'S COUNCIL ON PHYSICAL FITNESS, HEALTH AND SPORTS**

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You are required to describe your core curriculum and the plan to implement it in order to be considered for Level 3 recognition. Enclosed is application information. Also enclosed is an important explanation of the circumstances in which individuals can apply and the appropriate use of the sample report (see Attachment A).

In order to be considered for recognition at Level 3 of the Exemplary Physical Education Awards Program, you must have received Level 2 within the past three years or have received Level 2 within the past five years and submit a Level 2 renewal document. You must also submit these materials:

- 1) Application for Level 3 Exemplary Status
- 2) Three copies of typed Curriculum Development and Implementation Report

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Your application and submission will be evaluated according to the enclosed "Review Panel Score Sheet." You must receive 85 out of 100 points to receive an award. Review the score sheet and Attachment A - Important Issues for Level 3 Applications carefully to be certain that your submission meets the criteria for Level 3 recognition and that you understand the circumstances in which an individual can apply.

Good luck in completing the information. Your application must be received by June 1 to be considered for Level 3 exemplary status. Please be aware that if you are awarded Level 3 status, the award will remain current for a period of three years. You must achieve the next level in the Awards Program within three years to remain active in the program.

**PRESIDENT AND CEO**

Marilyn R. Lieber

Sincerely,

Charles T. Kuntzleman, Chair  
Governor's Council on Physical Fitness, Health and Sports

[www.michiganfitness.org](http://www.michiganfitness.org)

Revised 2/05



## Application for Level 3 Exemplary Status Governor's Council Exemplary Physical Education Awards Program

The Governor's Council Exemplary Physical Education Awards Program (Level 3) provides two options for obtaining recognition for exemplary actions which lead to an award. The *preferred* option is to describe the district-wide core curriculum and a plan for its implementation. The *alternative* option is available to a single teacher or cluster of teachers assigned to one building, which is to describe their core curriculum and a plan for its implementation (read Attachment A - Important Issues for Level 3 Applications). Completion of this application requires six steps.

1. Designate the Level 3 option you have selected (check one):  
 district-wide (includes the entire K-12 program)  
 single teacher or a cluster of teachers assigned to one building
2. Use the results of the self-study completed for Level 2, in combination with appropriate procedures (see Attachment B) to identify curriculum goals, objectives, organization, and an implementation plan.
3. Prepare a Curriculum Development and Implementation Report. The report must be typed and must include all sections noted in Attachment C – Outline for Curriculum Development and Implementation Report. Also read Attachment D – Review Panel Score Sheet, Level 3 to be certain that your submitted materials qualify for an award. Do not submit a curriculum document in a format in which the awards panel will have to search for the necessary information. Attachments E and F are also necessary for completion of your report. A sample report can be found in Attachment G.
4. Provide the name and signature of the teacher/administrator submitting this application and report. This person will receive any correspondence and will be recognized with the award should it be granted.

*I hereby acknowledge that I have submitted **three copies** of a typed and completed Curriculum Development and Implementation Report that contains the sections outlined on Attachment C. I understand the awards committee will review this application for Level 3 status according to the score sheet found in Attachment D, with a score of 85% required to pass.*

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_

School Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

School District: \_\_\_\_\_ County: \_\_\_\_\_

School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

***If applicable, attach the names of other individuals who are submitting the report and/or the name and phone number of outside consultants who helped with the curriculum document.***

5. Obtain the signature of the administrator who authorized completion of the curriculum development, read the report and verifies the accuracy of the information.

*I hereby acknowledge that I have read the attached report and that the information included is accurate to the best of my knowledge.*

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

6. Mail this application and **three copies** of the typed Curriculum Development and Implementation Report by June 1 to:  
Michigan Fitness Foundation, P.O. Box 27187, Lansing, MI 48909

***Note: Keep copies of your submitted materials as we cannot return them.***

## **Important Issues for Level 3 Applications**

### **1. Consultants**

The use of a consultant is not required, but is strongly recommended if funds are available. If an outside consultant is not utilized, it is strongly recommended that an administrator (e.g., Curriculum Director) facilitate the process and write the report.

### **2. Sample Reports**

The sample report (Attachment G) is provided as a model only. Your report should reflect your district or school's curriculum goals, objectives, and plan for implementation. Your curriculum organization, program implementation and evaluation must accurately describe the process you are undertaking. Do not copy the sample report verbatim. You may use it as a guide, but the content of your report must be accurate for your setting.

### **3. District versus Individual Applications**

Applications at the district level are preferred because of the interdependency across grades, buildings and teachers that is necessary for high-quality programming. This district-wide approach compliments the current educational reform movement to improve curriculum, instruction, and assessment. When district-wide involvement cannot be accomplished, applications by individual teachers can be submitted.

An individual teacher may begin the Awards Program if his/her district has not already applied for an award on the ladder. The teacher may continue to apply for levels on the awards ladder regardless of whether his/her district later (i.e., in subsequent years) applies for an award. Once a district has begun involvement with the Awards Program, new individual teachers from that district must get special permission, in the form of a typed approval letter, from the superintendent or curriculum director to apply for an individual award. The letter must state that they understand that the district is moving up the awards ladder and the reason why the individual teacher should be allowed to proceed independently. District consistency is the prevailing goal.

### **4. Clarification of Individual Applications**

Individual awards can be submitted by a single teacher (submit one application even if the single teacher has assignment in more than one school building) or by a group of teachers in a single building (submit one application for the cluster of teachers within a single school building). A single application by a cluster of teachers from different school buildings (e.g., three elementary teachers from a district) is outside the definition of an individual application and will not be accepted. In this case, the teachers are encouraged to individually submit applications (when district-wide involvement is not available). However, it is not acceptable for the same report to be reproduced and submitted by several individuals. Each individual application must be unique and not merely copied.

## **Guidelines for the Use of the Results of the Self-Study**

Once the self-study has been completed, the school district should make plans to implement the recommendations for program improvement that emanated from the self study. Program improvement activities might be needed in any or all of the five aspects of an educational program identified during the self study for Level 2, namely: (1) school-community environment; (2) physical education program; (3) instruction; (4) personnel; and (5) facilities, equipment, and safety practices. Because there are several indicators of quality related to each of these aspects, numerous possibilities exist for program improvement work. The nature of this work is highly dependent on the existing problem and the context in which it resides.

Examples of program improvement that might be necessary are:

1. Selecting, modifying, and/or developing relevant and defensible program goals and program objectives in all four domains of learning in physical education and for all students, including special education students.
2. Developing instructional objectives for all program objectives.
3. Sequencing the program objectives by assigning them to the appropriate grade levels.
4. Determining the appropriate amount of time needed to enable achievement of desired objectives by students.
5. Assigning priorities to program objectives.
6. Developing a core of highly-valued program objectives (core curriculum) for all children within the limits of time needed, time available, and personnel and facility resources.
7. Planning the transition from curriculum to instruction by forming unit and lesson plans that combine appropriate program objectives.
8. Developing a plan to implement the core curriculum using effective teaching strategies and techniques.
9. Developing a plan to evaluate the effectiveness of the revised program.
10. Implementing, evaluating, and further revising the program based on the data gathered during the evaluation.

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Dummer, G. M., Reuschlein, P. L., Haubenstricker, J. L., Vogel, P. G., & Cavanaugh, P. L. (1996). *Evaluation of K-12 Physical Education Programs: A Self-Study Approach* (pp. 19-20). Lansing, MI: Michigan Fitness Foundation

## Outline for Curriculum Development and Implementation Report

(to be used for both district-wide and individual teacher/school reports)

1. **Title Page**

Include date of completion and the name(s) and address(es) of the person(s) who prepared the report.

2. **Table of Contents**

3. A narrative description of the evaluation that includes:

a. **Introduction**

Include district/school information, meeting dates and a description of the team completing the curriculum development and plan for implementation.

b. **Goals of the Curriculum**

- Include the overall goals of your physical education program.
- Describe the process used to familiarize stakeholders (i.e., administrators, teachers, students, parents, and interested community members) with your program goals.

c. **Objectives of the Curriculum**

- Describe the process used to select goals and objectives that represent the values of educators and non-educators in the community (see Attachment B).
- Include a brief narrative description of the number of objectives included in each goal area of your physical education program. Include a reference to Appendix A, where a complete listing of all objectives by goal area can be found.
- Provide a least one example of a program objective and key indicators that would certify acceptable performance in each of the following goal areas:
  - motor skills
  - physical fitness
  - cognitive
  - personal/social skills

*Note: these areas must be included even if the titles of your goal areas do not exactly match the four listed above.*

d. **Curriculum Organization**

- Describe the process used to determine the grade levels where the objectives will be taught. Include a reference to Appendix A, containing the grade level(s) at which each program objective in your curriculum is scheduled to be taught.
- Describe the process used to gain approval (how and from whom) of the final core curriculum document.

e. **Special Learners**

Describe the process by which your objectives are altered for special needs students.

f. **Program Evaluation**

Describe how the information contained in Appendix A (your curriculum) will be evaluated and modified. Address how frequently changes are made.

g. **Program Implementation**

- Include a brief narrative description of your plan for implementing the core curriculum that is described in Appendix A. Include a reference to Appendix B, where your complete implementation plan can be found.
- Identify the person (name and title) who is responsible for monitoring the degree to which your plan is implemented as intended.

h. **Dissemination**

Describe how the core curriculum and implementation plan will be communicated to central and building administrators, physical education teachers, and other interested parties.

## Attachment C (cont.)

4. Appendices that include:
  - a. **Appendix A – Core Curriculum: Goals, Objectives, Grades Taught**
    - Using multiple copies of Attachment E (use one sheet for each goal area), state the goal and underneath it, list the program objectives (use words or phrases which describe discrete elements of program content) to be achieved by students. *Note: you are welcome to create a computer version of the form, but it must look like Attachment E for ease of review by the awards panel.*
    - Underline the grade level(s) where the program objectives in your curriculum are scheduled to be taught.
  - b. **Appendix B – Plan for Implementing Curriculum**
  - f. Using Attachment F, indicate your plan for implementing your core curriculum. Indicate by year (Column 1) the percentage of the core curriculum to be implemented (Column 2) by the percentage of the teachers (Column 3). Include the teacher names and grades (Column 4) included in the implementation plan. *Note: you are welcome to create a computer version of the form, but it must look like Attachment F for ease of review by the awards panel.*

Applicant Name \_\_\_\_\_  
 Review Date \_\_\_\_\_

**Review Panel Score Sheet  
 Level 3**

<b>Guide for Awarding Points Within Items</b>	
<b>Condition</b>	<b>Percentage of points to be awarded</b>
Criterion fully met (90% or better)	100
Criterion met at a high level (75% or better)	75
Criterion met at a modest level (50% or better)	50
Criterion met at a low level (25% or better)	25
Criterion unmet (24% or less)	0

<b>Item</b>	<b>Points Available</b>	<b>Points Awarded</b>
<b>School District Approval</b>		
1. The curriculum described in the Level 3 application has been formally adopted by the school board.	3	_____
<b>Curriculum Development and Implementation Report</b>		
A typed report written according to the outline provided in Attachment C must be included with the application. Evaluate the following:		
2. A dated <b>Title Page</b> includes the preparer name(s) and address(es).	1	_____
3. A <b>Table of Contents</b> matches the narrative.	2	_____
4. An <b>Introduction</b> includes school/district information, meeting dates, and a description of the team completing the curriculum development and plan for implementation. (Less information is required for individual applications).	2	_____
5. <b>Goals of the Curriculum*</b>		
a. Goals are clear and defensible.	5	_____
b. The process of familiarizing stakeholders with goals is appropriate and comprehensive.	5	_____
6. <b>Objectives of the Curriculum*</b>		
a. The process used to select goals and objectives is appropriate and considers the values of educators and non-educators in the community.	3	_____
b. A brief narrative description of the number of objectives in each goal area is included, along with a note referring the reader to Appendix A for a comprehensive listing of the core curriculum.	2	_____
c. A sample program objective is given in each of the four required domains (motor skills, physical fitness, cognitive and personal/social skills). <i>Note: All 16 points are awarded if objectives in all four domains are provided. No points are awarded if any domains are missing.</i>	16	_____
d. Key indicators that would certify acceptable performance are given for the program objective in the <i>motor skills</i> area.	5	_____
e. Key indicators that would certify acceptable performance are given for the program objective in the <i>physical fitness</i> area.	5	_____

Item	Points Available	Points Awarded
<b>Objectives of the Curriculum* (cont.)</b>		
f. Key indicators that would certify acceptable performance are given for the program objective in the <i>cognitive</i> area.	5	_____
g. Key indicators that would certify acceptable performance are given for the program objective in the <i>personal/social skills</i> area.	5	_____
<b>7. Curriculum Organization*</b>		
a. The process used to determine grade level placement of objectives is appropriate.	3	_____
	1	_____
b. A note is included referring readers to Appendix A to see where each program objective is scheduled to be taught.	4	_____
c. The process used to gain approval of the final core curriculum document is comprehensive.		
<b>8. Special Learners*</b>	4	_____
The process by which objectives are altered for special needs students is appropriate.		
<b>9. Program Evaluation*</b>	4	_____
The process by which the core curriculum (Appendix A) is evaluated and modified is appropriate.		
<b>10. Program Implementation*</b>	4	_____
a. A brief narrative description of the plan for implementing the core curriculum is appropriate and includes a reference to Appendix B, where the full implementation plan is found.	1	_____
b. A person is identified (by name and title) who will monitor the degree to which the plan is implemented.		
<b>11. Dissemination</b>	4	_____
The process to communicate the core curriculum and plan for its implementation to stakeholders is appropriate.		
<b>12. Appendix A</b>	5	_____
a. Appropriate objectives are listed for each goal area.	5	_____
b. The grade levels where the objectives will be taught are underlined.		
<b>13. Appendix B</b>	3	_____
a. The timetable (including year and percent of teachers) for implementing the core curriculum is appropriate.	3	_____
b. Teachers' names and grades for implementation are specified.		

<b>Totals</b>	<b>100</b>	_____
<b>Award criteria <math>\geq 85</math></b>		
<b>Status (circle one):</b>	<b>Pass</b>	<b>Fail</b>
	<b>Refine and resubmit</b>	

\* **Note: The narrative in these sections of the report must describe the district (or school) process and outcomes and cannot simply be copied from the sample report. Significantly reduce the points awarded if this is not the case.**

**Attachment E**  
 (When completed, becomes Appendix A)  
**Core Curriculum: Goals, Objectives, Grades Taught**  
 (Reproduce the number of copies necessary to describe each goal)

**Goal Area:** \_\_\_\_\_  
 \_\_\_\_\_

Core Program Objectives	Underline the grade(s) where primary instruction occurs
1 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
2 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
3 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
4 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
5 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
1 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
2 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
3 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
4 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
5 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
1 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
2 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
3 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
4 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
5 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
1 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
2 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
3 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
4 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
5 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
1 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
2 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
3 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
4 _____	K 1 2 3 4 5 6 7 8 9 10 11 12
5 _____	K 1 2 3 4 5 6 7 8 9 10 11 12

**Attachment F**  
 (When completed, becomes Appendix B)  
**Plan for implementing Curriculum**  
 (Reproduce the number of copies necessary)

Year (dates)	% of Core*	% of Teachers Implementing Core	Physical Education Teachers Included in the Implementation Plan
1 (_____)	_____%	_____%	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2 (_____)	_____%	_____%	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3 (_____)	_____%	_____%	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4 (_____)	_____%	_____%	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

\* The percentage of program objectives to be implemented

**Curriculum Development and Implementation Plan**  
**for the K-12 Physical Education Program**

SCHOOL NAME  
SCHOOL CITY, MICHIGAN

**Final Report**  
DATE

Prepared by:  
PREPARER'S NAME(S)  
PREPARER'S AFFILIATION  
PREPARER'S INSTITUTION  
PREPARER'S CITY, STATE

## Sample Table of Contents

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## **Introduction**

*[Describe actual stakeholders involved]*

On DATE(S), representatives from SCHOOL DISTRICT organized a curriculum review committee to create a Curriculum Development and Implementation Plan. The purpose of the plan was to identify specific goals and objectives of the physical education program, the grade levels where they will be taught, and the steps needed to implement them. The plan is based upon the previously conducted self-study required for achieving Level 2 in the Governor's Council Exemplary Physical Education Awards Program.

The curriculum review committee was comprised of representatives from the District's Board of Education, central administrative staff, elementary, middle and secondary school principals, physical education teachers, classroom teachers, parents, students, community recreation directors, and others. Committee members were selected to obtain multiple perspectives of the program. A primary criterion for selection was to assemble a team whose judgments would be highly regarded by members of the SCHOOL CITY community. NAME, Director of Instruction; NAME, Physical Education Coordinator; and NAME, Department Head at SCHOOL NAME served as project coordinators for the School District.

## **Goals of the Curriculum**

**Final Goals** *[Describe actual goals identified by committee]*

The curriculum committee established five goals for the physical education curriculum. The goals are stated in terms of student performance. The five goals are:

- 1) demonstrate competence in selected motor skills
- 2) demonstrate the ability to assess, achieve and maintain health-related levels of physical fitness
- 3) demonstrate the ability to apply cognitive concepts in making wise lifestyle choices
- 4) exhibit appropriate personal/social skills while participating in physical activity
- 5) demonstrate competence on selected lifelong games, sports, and activities

**Informing Stakeholders** *[Describe actual process to be used]*

A network was created where teachers actively participating in the curriculum revision process were responsible for keeping stakeholders within their sphere of influence informed of what was taking place and obtaining information and feedback from samples of stakeholders throughout the process. Administrators, teachers, students, parents and community representatives such as members of local regional councils, health professionals and recreation officials were invited to a session where the results of the curriculum revision process were reported.

## **Objectives of the Curriculum**

### **Selection of Objectives** *[Describe the actual process used]*

Michigan's Department of Education Physical Education Core Curriculum<sup>1</sup> was used to categorize potential content appropriate for physical education. The document's 16 content standards were combined by like content to form five goal areas. The titles of the goal areas were discussed and agreed upon by the curriculum review committee. The systematic selection of content (potential objectives) was accomplished by choosing the highest priority objectives according to the values, interests and needs of the stakeholders in the community. To determine the priority objectives to include in the curriculum, a modified Delphi technique was used with a group of stakeholders including teachers, administrators, board members, parents, and students. Two-hundred and fifty potential objectives, divided among the five goal areas, were rated by the stakeholder group and subsequently ranked on the basis of the scores received in the rating process. Lower priority objectives were systematically eliminated until there was a balance between the instructional time available and the amount of time needed to teach the content included in the final curriculum document. Therefore, only the highest priority objectives were included.

### **Final Objectives** *[Insert actual goals and numbers of objectives in each goal area]*

As a result of the process described above, a total of 43 objectives were included in the K-12 curriculum. The number of objectives included by goal area are: motor skills (12), physical fitness (5), cognitive (8), personal/social skills (12), and games, sports and activities (6). For a complete listing of all objectives by goal, please see Appendix A.

### **Example Objectives by Goal Area** *[Provide examples from your curriculum]*

Each program objective is described by key indicators that exemplify acceptable performance. Below are examples of program objectives and their corresponding key indicators in each of the first four goal areas specified above.

#### **Motor Skills Goal Area**

Selected program objective: Vertical Jump

Key indicator(s) of acceptable performance: Demonstrate all elements of correct form (i.e., feet shoulder width apart, hips and knees flexed in preparation, both arms swing forward simultaneously, taking off from both feet, reaching directly overhead with one arm) in a smooth continuous motion when executing vertical jumps from a standing position, at least eight inches, three consecutive times.

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<sup>1</sup>To obtain a copy, contact Elizabeth Haller of the Michigan Department of Education at (517) 373-4582.

### **Physical Fitness Goal Area**

Selected program objective: Aerobic Fitness

Key indicator(s) of acceptable performance: Demonstrate the ability to sustain continuous aerobic exercise at an intensity that allows participants to complete a one mile run/walk in the following times:

<u>Age</u>	<u>Grade</u>	<u>Males</u>	<u>Females</u>		<u>Age</u>	<u>Grade</u>	<u>Males</u>	<u>Females</u>
5	K	14:00	14:45		10	5	11:30	13:00
6	1	13:45	14:30		11	6	11:00	12:15
7	2	13:30	14:15		12	7	10:15	12:00
8	3	13:00	13:45		13	8	9:45	11:30
9	4	12:00	13:15		14+	9+	9:15	11:00

### **Cognitive Goal Area**

Selected program objective: Design a Personal Activity Program

Key indicator(s) of acceptable performance: Demonstrate the ability to accurately assess one's own personal status on health-related fitness indicators, set realistic long- and short- term goals with respect to those indicators, and plan an activity program designed to meet those goals.

### **Personal/Social Skills Goal Area**

Selected program objective: Best Effort

Key indicator(s) of acceptable performance: Demonstrate best effort nearly always (90% or more of the time) while under direct supervision by the teacher on the following indicators:

- a. Displays a willingness to learn new and/or difficult tasks.
- b. Displays consistently high levels of energy expenditure when learning, practicing and applying educational activities.
- c. Requires minimal encouragement from others to maintain high levels of energy expenditure on specified tasks.
- d. Stays on task in the presence of distractions and/or disruptions.
- e. Sets realistic and challenging goals and adheres to effective strategies to achieve them.
- f. Asks for feedback and clarification when needed.

## **Curriculum Organization**

*[Describe actual organization]*

### **Grade Level Placement of Objectives**

Physical education teachers used clearly defined program and instructional objectives and corresponding teaching/learning progressions to determine grade placement. These resources were used to determine the best grade in which to begin instruction on each objective, to establish benchmarks by grade, and to decide when instruction should be completed. Each teacher then estimated the amount of instructional time deemed necessary for at least eighty percent of students to achieve the benchmark within each grade. The amount of instructional time in each grade was then estimated. The estimates were aggregated and results were presented to the group for review and revision until consensus was reached. Seventy-five percent of the available instructional time was allocated for the core curriculum. The discrepancy between instructional time needed and the time available was eliminated by systematically reducing low-priority (in the eyes of stakeholders) content. For a detailed schedule of the grades in which core curriculum program objectives will be taught, please see Appendix A. Those grades underlined are where primary instruction occurs on the objectives listed.

### **Approval Process for Final Core Curriculum**

ADMINISTRATOR NAME, the ADMINISTRATOR TITLE, participated in all parts of the curriculum process. The results from the process were presented to a district curriculum committee, consisting of teachers, administrators and parents, that was responsible for determining the appropriateness and desirability of the product, and were approved by a vote of 2/3 majority. The document was then presented to the school board for final approval.

### **Special Learners**

*[Describe your plan]*

In order to adjust the program objectives for special learners, physical education teachers will participate in all Individualized Educational Program meetings for students in their classes. Program objectives are clearly articulated and further delineated by instructional objectives that tend to be hierarchical in nature and provide the framework for the corresponding teaching/learning progression. Most objectives are appropriate and important for all students to learn. When circumstances exist where students are unable to perform some component of the learning objective (e.g., a child in a wheelchair unable to step when throwing), inappropriate components can be modified or deleted.

### **Program Evaluation**

*[Describe your plan]*

Curriculum representatives will be selected for the elementary, middle, and high school levels. All teachers will be provided with evaluation forms to be used during the year to document concerns and/or insights on students' progress towards achieving established benchmarks. They will write their comments and forward them to their representative. In April, the curriculum representatives will meet to discuss problems and possible solutions. In May, they will report and recommend action plans, such as curriculum document alteration or professional development.

### **Program Implementation**

*[Describe your plan]*

The core curriculum will be gradually implemented over a four-year period. The first year, all physical education teachers will implement a percentage of the core curriculum, increasing the number of objectives taught each year until full implementation (100% of core) is reached by the end of year four. For a detailed breakdown of the implementation schedule, please see Appendix B.

The degree to which the plan is implemented as intended will be monitored by ADMINISTRATOR NAME, ADMINISTRATOR TITLE.

### **Dissemination**

*[Describe your process]*

School administrators participated in the procedure in varying degrees, and attended a session in which the final core curriculum document was reviewed. They will also receive updates in administrative meetings from ADMINISTRATOR NAME. In addition to participating in the creation of the core curriculum document, all physical education teachers participated in a two-day inservice to familiarize them with the document and prepare lesson calendars that correspond to the adopted core curriculum.

**Appendix A**  
**Core Curriculum: Goals, Objectives, Grades Taught**

**Goal Area:** 1 – Demonstrate competence in selected motor skills

Core Program Objectives	Underline the grade(s) where primary instruction occurs
<b>Fundamental Locomotor Skills</b>	
1 Run	<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> 6 7 8 9 10 11 12
2 Vertical jump	<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> 6 7 8 9 10 11 12
3 Skip	<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> 6 7 8 9 10 11 12
4	
5	
<b>Fundamental Object Control Skills</b>	
1 Catch fly balls	<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> 7 8 9 10 11 12
2 Throw overhand	<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> 7 8 9 10 11 12
3 Rope jumping	<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> 5 6 7 8 9 10 11 12
4 Hand dribble	<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> 6 7 8 9 10 11 12
5 Foot dribble	<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> 7 8 9 10 11 12
<b>Postural Skills</b>	
1 Lift and carry posture	K <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> 9 10 11 12
2 Walk/stand posture	<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> 7 8 9 10 11 12
3	
4	
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<b>Body Control</b>	
1 Relaxation	<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> 11 12
2 Landing from a fall	K <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> 6 7 8 9 10 11 12
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**Appendix A**  
**Core Curriculum: Goals, Objectives, Grades Taught**

**Goal Area:** 2 – Demonstrate the ability to assess, achieve and maintain health-related levels of physical fitness

Core Program Objectives	Underline the grade(s) where primary instruction occurs
<b>Cardiovascular Fitness</b>	
1 Aerobic fitness	<u>K 1 2 3 4 5 6 7 8 9 10</u> 11 12
2	
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<b>Muscular Strength</b>	
1 Abdomen, low back	<u>K 1 2 3 4 5 6 7 8 9 10</u> 11 12
2 Upper body	<u>K 1 2 3 4 5 6 7 8 9 10</u> 11 12
3	
4	
5	
<b>Flexibility</b>	
1 Hip, low back	<u>K 1 2 3 4 5 6 7 8 9 10</u> 11 12
2 Arm/shoulder	K 1 2 3 4 5 <u>6 7 8 9 10</u> 11 12
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**Appendix A**  
**Core Curriculum: Goals, Objectives, Grades Taught**

**Goal Area:** 3 – Demonstrate the ability to apply cognitive concepts in making wise lifestyle choices

**Core Program Objectives**

**Underline the grade(s) where primary instruction occurs**

Knowledge of Motor Skills

1	How to learn motor skills	K	1	2	3	4	5	6	7	<u>8</u>	<u>9</u>	<u>10</u>	11	12
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Beneficial Effects of Physical Activity

1	Benefits of physical activity	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
2	Detrimental effects of physical activity	K	1	2	3	4	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
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Design, Implementation and Evaluation of a Personal Activity Program

1	Assess status of health-related fitness	K	1	2	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
2	Design a personal activity program	K	1	2	3	4	5	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
3	Injury prevention and care	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
4	Effects of nutritional habits	K	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
5	Effects of performance modifiers	K	1	2	3	4	5	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12

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**Appendix A**  
**Core Curriculum: Goals, Objectives, Grades Taught**

**Goal Area:** 4 – Exhibit appropriate personal-social character traits while participating in physical activity

**Core Program Objectives**

**Underline the grade(s) where primary instruction occurs**

Personal Character Traits and Social Skills

1	Best effort	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
2	Cooperation	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
3	Respect for others	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
4	Self control	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
5	Decision-making	K	1	2	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
6	Responsibility	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
7	Respect for rules	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
8	Perseverance	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
9	Following directions	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12

Value of Physical Activity

1	Valuing an active lifestyle	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
2	Appreciation of fitness	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12
3	Enjoyment of movement	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	11	12

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**Appendix A**  
**Core Curriculum: Goals, Objectives, Grades Taught**

**Goal Area:** 5 – Demonstrate competence on selected lifelong games, sports and activities

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**Core Program Objectives**

**Underline the grade(s) where primary instruction occurs**

Competency

1	Swimming	K	1	2	<u>3</u>	4	5	6	7	8	9	<u>10</u>	11	12
2	Personal conditioning	<u>K</u>	1	2	3	4	5	6	7	8	9	<u>10</u>	11	12
3	Volleyball	K	1	2	<u>3</u>	4	5	6	7	8	9	<u>10</u>	11	12
4														
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Exposure

1	Basketball	<u>K</u>	1	2	3	4	5	6	7	8	<u>9</u>	10	11	12
2	Soccer	K	<u>1</u>	2	3	4	5	6	7	8	<u>9</u>	10	11	12
3	Tennis	K	1	2	<u>3</u>	4	5	6	7	8	<u>9</u>	10	11	12
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**Appendix B**  
**Plan for implementing Curriculum**

<b>Year (dates)</b>	<b>% of Core*</b>	<b>% of Teachers Implementing Core</b>	<b>Physical Education Teachers Included in the Implementation Plan</b>
1 (06-07)	60%	100%	<u>Elementary School (K-5) Physical Education Teachers:</u> Martha Anderson Joe Davis Kevin Jackson Ruth Shaw Sara Smith
2 (07-08)	80%	100%	<u>Middle School 6-8 Physical Education Teachers:</u> Kelly Brown Mary Burns Matt Darby Wayne Miller
3 (08-09)	90%	100%	<u>High School (9-12) Physical Education Teachers:</u> Pam Cook James Drake Carol Kent Frank Williams
4 (09-10)	100%	100%	

\* The percentage of program objectives to be implemented.