

Elementary Physical Education Curriculum Guide



Jefferson



Mark Twain

Community Unit
School District #1,
Charleston, Illinois



Carl Sandburg



Ashmore

Curriculum for Charleston (CUSD#1) Elementary Physical Education Program

Elementary Schools

Ashmore- (Grades K-4)

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Ashmore, IL 61912
(217)349-3000
www.charleston.k12.il.us

Carl Sandburg- (Grades 1-3)

1924 Reynolds Dr
Charleston, IL 61920
(217)345-2215
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Jefferson Elementary- (Grades 4-6)

801 Jefferson Ave
Charleston, IL 61920
(217)345-7078
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Mark Twain- (Kindergarten Center)

1021 Thirteenth St
Charleston, IL 61920
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Healthy Schools

Table of Contents:

I.	Title Page / cover page.....	Page 1
II.	Introduction to the Curriculum Guide.....	Page 4
III.	Philosophy.....	Page 4
IV.	Justification and Need for Quality PE.....	Page 5
V.	Belief Statements.....	Page 6
VI.	General Safety Guidelines.....	Page 7
VII.	Standards and Benchmarks.....	Page 7
VIII.	Evaluation and Assessment Guidelines.....	Page 9
IX.	Health and Fitness in the Curriculum.....	Page 20
X.	Program Content – K-6.....	Page 21
XI.	Building Environmental Factors.....	Page 24
XII.	References.....	Page 27

II. Introduction to the Curriculum Guide

The following pages contain an overview of the Physical Education Program for grades Kindergarten through Sixth grade for CUSD#1 in Charleston, Illinois. The purpose for this curriculum guide is to give clear focus for the physical education program and the graduate teaching assistants, also fully certified teachers, who serve as the professional physical education teachers in the Charleston elementary schools.

This curriculum has embedded both the National Association for Sport and Physical Education (NASPE) Standards and the Illinois State Standards for Physical Development as the primary steering tenants for the entire program. The guide identifies a variety of important elements which steers and supports a quality physical education program.

III. Philosophy Statement

Through this physical education program, it is paramount that students learn a variety of important life skills which include movement skills, knowledge, and behavior/social skills, over the course of each school year. Some of these include: locomotor, non-locomotor, and manipulative skills, team-building, social interaction skills, and cognitive concepts linked to fitness, wellness, skill development, and social skills appropriate to each grade/developmental level. We want all students to be competent in a variety of fundamental motor skills, because these skills enhance everyday living. The acquisition of fundamental motor skills are essential to improving ones overall fitness and key in leading an enjoyable active lifestyle. Moreover, we want all students to develop an understanding of the importance of lifelong fitness and skill building concepts. It is important that we instill healthy living and activity knowledge, skills, and disposition at a young age in an attempt to impact positive lifestyle choices and patterns for the long term.

We believe that classes should be based on activities that promote fun and more importantly, learning. By participating in a variety of enjoyable physical activities, our mission is to help students discover the benefits and strength of living a healthy and active lifestyle. All students should be able to use their physical education class to develop a sense of creativity, imagination, and unique expression. In doing so, they will be able to develop individuality and use their time in the physical education setting to grow as an individual. “Physical activity instructional settings hold the potential for such development because as environments they are emotional, interactive, and attractive to kids. Life in the gym provides seemingly unlimited opportunities for intervention and for the demonstration of personal and social qualities, not only in games but also in exercises, drills, discussions, and informal student actions (which may include inaction)” (Hellison, 2003).

III. Justification and Need for Quality Physical Education

A growing body of research evidence supported by NASPE is indicating that a child participating in regular physical education can focus better in their other subject areas, as well as being more productive with their class time. Although recess provides an opportunity for physical activity, a structured physical education class will provide developmentally appropriate learning activity in areas of fitness, motor skill development, cooperative behavior, critical thinking and problem solving skills. “Regular physical activity participation throughout childhood provides immediate health benefits, by positively effecting body composition and musculo-skeletal development. [Physical

Education's] place in the school curriculum is that it contributes to children's health and fitness." (Fairclough, 2004).

It is no secret that we live in a society today in which obesity rates keep rising. The Center for Disease Control said that in 2009, 26.5% of the state of Illinois is classified as obese. This epidemic can be attributed to larger portion sizes, too much television time, and lack of physical activity. There has never been a more important time to implement quality elementary physical education programs in our schools. By teaching young children the importance of adequate physical activity and getting them moving in class, teachers can help them develop the foundational knowledge and movement skills for healthy living. This is the first crucial building block to help get students engaged in a lifetime full of healthy physical activity.

IV. Belief Statements

The goals and objectives in this curriculum have been selected to fit with both the National Standards and State Goals for physical education. We believe every student has the ability to benefit socially, physically and mentally from his or her regular participation in physical education class. Physical education should be focused on allowing the students maximum safe participation, and it is the educator's responsibility to ensure a quality physical education experience. As teacher's, we strive to encourage each individual to pursue and enjoy a lifetime of activities to promote healthy lifestyle choices and habits.

We believe that the learning of locomotor, non-locomotor and manipulative skills associated with sport and game skills, recreational activities, body management skills, and rhythmical skills during elementary school physical education will increase the

chances that students will be active into their adult lives. In addition, quality physical education programs have been linked as cognitive support for other disciplines (Chomitz, V. 2009).

V. General Safety Guidelines

Safety is a primary concern in all physical education classes. The following list includes some general safety and common sense practices that are important within our physical education program.

- Students will respect themselves, their classmates, their teachers, and the equipment and facilities.
- Students are encouraged to wear tennis shoes suitable for Physical Education movement activities for safety and efficiency of movement.
- Safe movement practice will be emphasized in all classes.
- Students must ask permission if it becomes necessary to leave the gymnasium, activity space, and/or the classroom during Physical Education Class. Safe supervision will be continuously maintained.

VI. National Standards / State Goals / Benchmark Samples

Both the National Standards and State Goals for physical education are in place to help drive and support a quality physical education program and all physical education lessons experiences. The following standards are listed with corresponding sample grade level benchmarks as sample guideposts for elements that will be addressed across the grade ranges in all the domains of learning.

National Standards with Sample Grade Range Benchmarks

National Standard 1 (State Goal 19) - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

K-2 Benchmark Samples

- Performs a simple dance or rhythm step pattern in keeping with a specific tempo (e.g. Slow-slow, fast- fast).
- Travels forward and sideways, changing direction quickly in response to a signal or obstacle using a variety of locomotor skills.
- Drops ball and catches it at peak of bounce.

3-6 Benchmark Samples

- Balances with control on a variety of body parts and/or objects.
- Develops and refines a gymnastics sequence (or creative dance sequence) demonstrating smooth transitions.
- Dribbles a ball while preventing an opponent from stealing the ball.

National Standard 2 (State Goal 19) - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

K-2 Benchmark Samples

- Identifies correctly body planes (i.e. front, back, side).
- Identifies correctly body parts (i.e. knee, foot, and arm).
- Gives the best effort consistently when trying new and hard task.

3-6 Benchmark Samples

- Identifies and demonstrates key elements of a proper grip when holding a racket to perform the forehand strike.
- Accurately recognizes the critical element of a catch made by a fellow student and provides feed back to that student.
- Identifies physical and psychological benefits that result from long term participation in physical activity.

National Standard 3 (State Goal 20) - Participates regularly in physical activity.

K-2 Benchmark Samples

- Engages in moderate to vigorous physical activity on an intermittent basis.
- Engages in a variety of locomotor activities (e.g. hopping, walking, jumping, galloping, and running).
- Participates in chasing and fleeing activities.
- Engages fully in all movement activities in class.

3-6 Benchmark Samples

- Consciously chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.
- Chooses to participate in structured and purposeful activity in class consistently.
- Regulates physical behavior by using appropriate cues and movement principles.

National Standard 4 (State Goal 20) - Achieves and maintains a health-enhancing level of physical fitness.

K-2 Benchmark Samples

- Demonstrates sufficient muscular strength to be able to bear body weight for climbing, hanging, and momentary body support on the hands.
- Participates in a variety of games that increase breathing and heart rate.

- Sustains activity for increasingly longer periods of time while participating in various activities in physical education.

3-6 Benchmark Samples

- Participates in selected activities that develop and maintain each component of physical fitness (health and skill related).
- Runs the equivalent of two laps around a regulation track without stopping.
- Participates in activities designed to improve or maintain all of the following: muscular strength, endurance, flexibility, cardio respiratory, and body composition both during and outside of school.

National Standard 5 (State Goal 21) - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

K-2 Benchmark Samples

- Practices specific skills as assigned until the teacher signals the end of practice.
- Follows directions given by instructor throughout the entire class activity.
- Uses equipment and space safely and properly.

3-6 Benchmark Samples

- Cooperates with all class members by taking turns and sharing equipment.
- Regularly encourages others and refrains from put-down statements.
- Remains on task in group activity without close teacher monitoring.

National Standard 6 (State Goal 21) – Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

K-2 Benchmark Samples

- Willingly tries new movement and skills.
- Continues to participate when not successful on the first try.
- Identifies several activities that are enjoyable.

3-6 Benchmark Samples

- Explains that skill competency leads to enjoyment of movement and physical activity.
- Interacts with others by helping with their physical activity challenges
- Invites all students, regardless of ability, to participate in physical activities.

VII. Evaluation and Assessment Guidelines

We believe that students are learning a wide variety of skills, knowledge, and positive attitudes in physical education. However, for our purpose, we will be assigning grades based on student behaviors and attitudes in the physical education environment

which represents two National Content Standards including Standard 5 & 6 (NASPE, 2004) which are linked to Standards Based Grading. Conventional wisdom supports the value of positive attitudes as a powerful influence on student learning and we believe that positive attitudes and behaviors can make a tremendous difference toward the development of lifelong fitness and motor skill competencies with children. In addition, parents will be able to see samples of their child’s cognitive and psychomotor assessments completed during each grading period in the physical education classroom during the parent teacher conferences. If parents would like to discuss their child’s motor skill development, fitness development, cognitive development, and/or behavior development in physical education, please feel free to have them contact the physical education teacher. The Physical Education Standards Based grades will be determined based on the following guidelines. **Grading Rubric for K**

E	S	N
Consistent daily participation, displays quality movement attempts during activities, stays on task, maintains solid engagement to support personal fitness.	Needs some reminders to participate, puts forth minimum effort, contributes little to partner and small group play, does not work hard enough to improve personal fitness	Poor engagement, little or no movement during activity, numerous excuses for inactivity, socializing interferes with participation.
Consistently follows rules, good attitude, displays cooperation, and works hard for self and others.	Inconsistently follows rules, plays well most of the time, or when being observed by teacher.	Uncooperative, bends rules to suit self, displays inappropriate frustration and anger towards others, celebrates mistakes of others.
Always prepared for class activity; i.e. tennis shoes, proper PE clothing.	Almost always prepared for daily PE activity; i.e. tennis shoes, proper PE clothing.	Generally prepared for class with tennis shoes, proper PE clothing,
Supportive of all students in class, follow directions, active listener, follows safety rules, treats equipment with care, stays on task during activity.	Needs some reminders to: listen and follow directions, to follow safety rules, to use equipment appropriately, and to stay on task during activity	Needs constant reminders to stay on task and follow directions. Talks during directions, ignores safety rules, argues with others during activity, negative comments directed towards others.

Grading Rubric for 1-6

E	G	S	N
Models a high level of participation and engagement, self-motivated, committed to improving personal fitness by continuous participation, encourages others.	Displays good level of participation, displays quality movement during activities, stays on task, maintains solid participation to support personal fitness.	Needs some reminders to participate, puts forth minimum effort, contributes little to partner and/or small group play, does not maintain sufficient engagement to support or improve personal fitness	Poor effort as evident by little or no movement during activity, numerous excuses for inactivity, socializing interferes with participation.
Models exemplary sports like behavior and positive attitude, accepts winning and losing respectfully, shows respect of opponent.	Consistently follows rules, good attitude, displays cooperation, and works hard for self and others.	Inconsistently follows rules, plays well when on winning team or when being observed by teacher.	Uncooperative, bends rules to suit self, displays inappropriate frustration and anger towards others, celebrates mistakes of others.
Always prepared for class activity; i.e. tennis shoes, proper PE clothing.	Almost always prepared for daily PE activity; i.e.: tennis shoes, proper PE clothing.	Generally prepared for class with tennis shoes, proper PE clothing,	Seldom prepared with tennis shoes, PE clothing.
Respectful of all classmates, helps others when needed, positive and fair game play, follows safety rules, treats equipment with care, models self-control.	Supportive of all students in class, follow directions, active listener, follows safety rules, treats equipment with care, stays on task during activity.	Needs some reminders to: listen and follow directions, to follow safety rules, to use equipment appropriately, and to stay on task during activity	Needs constant reminders to stay on task and follow directions. Talks during directions, ignores safety rules, argues with others during activity, negative comments directed towards others.

Cognitive and Psychomotor Assessments are available in a folder given to the classroom teachers at the end of each grading period.

Behavior Concerns: In addition to the above scoring rubrics, the following list includes the behavior concerns which are priority items in Physical Education Classroom.

1. **Listens attentively**
2. **Follows directions**
3. **Works carefully**
4. **Works independently**
5. **Returns Homework**
6. **Follows PE routines & rules**
7. **Respects adults as authority figures**
8. **Respects rights / property of others**
9. **Resolves conflict without violence**
10. **Works well with others**
11. **Speaks at appropriate times**
12. **Stays on task & is quiet at appropriate times**

VIII. Assessment Samples by Level and Domain of Learning

The following represent assessment samples by Development Level (K, 1-3, 4-6) and Domains of Learning (psychomotor, cognitive, affective):

Psychomotor Assessment Samples

(K) Psychomotor Assessment Sample

Overhand Throwing Assessment Rubric

Note: This assessment can be performed by observing students throw during throwing tasks and or game forms.

<u>Steps:</u>	<u>Never</u>	<u>Sometimes</u>	<u>Always</u>
Brings arm way back	1	2	3
Steps with opposite foot toward target	1	2	3
Follows through with hand at or below the waist	1	2	3

(1-3) Psychomotor Assessment Sample

Soccer Pass (Peer Assessment)

Peers Assessment: Watch your friends pass the ball using their instep...Give them a score for accuracy and using the inside of the foot.

- Partners should stand between 5-10 walking steps apart when passing.

- ACCURACY SCORE
- 3 = consistently goes right to the partner
- 2 = sometimes goes right to the partner but not every time
- 1 = rarely goes straight to the partner
-
- Inside of Foot Use Score
- 3 = always uses the inside of the foot
- 2 = sometimes uses the inside of the foot
- 1 = rarely uses the inside of the foot, uses toe mostly

	<u>ACCURACY SCORE</u>	<u>INSIDE OF FOOT SCORE</u>
<u>Student Name</u>		
Kevin		
Kathy		
Colleen		
Ben		

Cognitive Assessment Sample

(K) Cognitive Assessment Sample

NAME _____

When I jump rope I hold the handles in the starting position, I keep my thumbs pointing?
(circle correct answer)

UP



DOWN



(1-3) Cognitive Assessment Sample

Name: _____

Pillow Polo Cognitive Assessment

1. How many HANDS need to be on your polo stick at ALL times? (Circle One)

1

2

2. Stopping a ball with your polo stick after a pass is called a _____

- A. Score
- B. Trap
- C. Elephant
- D. Fake

3. Circle the proper way to hold your polo stick.....



(4-6) Cognitive Assessment Sample

Football Play Design Challenge

Directions: In the space provided below, draw 3 different offensive pass plays that use all team members as receivers, quarterback, or blockers.

Affective Assessment Samples

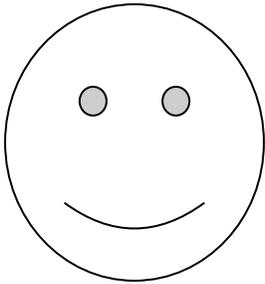
(K) Affective Assessment Sample

Directions: color the picture the best matches how you feel. On the back, draw the PE activity that is your favorite!

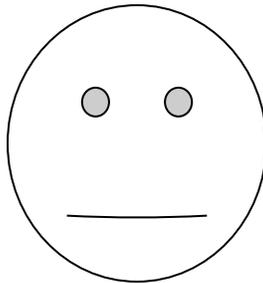
Name: _____

Being active and participating in Physical Education class makes me feel...

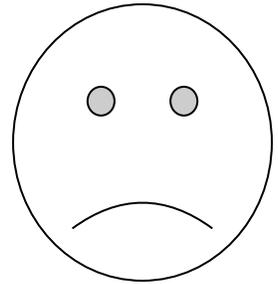
HAPPY



OK



SAD



(1-3) Affective Assessment Sample

Teacher Observation Checklist of Affective Behavior

Students	Maintains personal space during activity and instruction	Listens to instructions/ does not disrupt learning environment	Works well with others/ teacher does not need to solve issues	Contributes to group discussions
Austin				
Brandon				
Cecilia				
Jared				
Kristen				
Megan				
Pierce				
Seth				
Tanner				
Zach				

Comments:

1 = Exhibits behavior regularly

2 = Exhibits behavior sometimes

3 = Exhibits consistent problems with behavior

(4-6) Affective Assessment Sample

NAME: _____

BEHAVIOR SELF-ASSESSMENT

YES

NO

I played fair.



I didn't waste time.



I worked well with other students.



I tried my best today.



I did not get bossy.



Throughout the curriculum, developmentally appropriate health-related physical fitness activities and concept along with skill related physical fitness activities and concepts will be integrated into the curriculum. Health related fitness categories include: Cardiovascular, muscular strength, muscular endurance, flexibility, and body composition. Skill Related fitness categories include: Power, speed, agility, balance, and coordination.



X. Program Content – Kindergarten

Week	Date	Curriculum Outline for 2010-11 for Kindergarten
1		Establish Learning Environment
2		Space Awareness
3		Space Awareness & Effort & Relationships
4		Traveling
5		Traveling
6		Throwing Underhand Focus
7		Dodging
8		Dribbling (hands)
9		Catching
10		Jumping and Landing
11		Throwing Overhand Focus
12		Kicking
13		Transferring Weight
14		Volleying (Beach Balls)
15		Thanksgiving Fun Activities
16		Throwing and Catching Skills
17		Rhythms – Basic Movements to Music
18		Balance
19		Hoop Activities + Holiday Fun Activities
		Winter Break
20		Establish Environment/ Individual Rope Skills
21		Dribbling (hands)
22		Traveling
23		Striking with short Paddles/rackets
24		Rhythms – Basic Movements to Music
25		Catching focus
26		Throwing overhand & underhand
27		Jumping and Landing
28		Transferring Weight
29		Parachute Activities + Cooperative Challenges
		Spring Break
30		Volleying
31		Balancing
32		Fitness Fun
33		Rhythm Sticks –Lumni Sticks linked with mvt patterns
34		Kicking + Punting
35		Throwing and Catching
36		Long Rope Skills
37		Rolling a round object (bowling basics)
38		Striking with long implements
39		Summer Fun Activities

Infuse fitness activities and ideas regularly throughout the program.

Program Content – Grades 1-3

Week	Date	Curriculum Outline for 2010-11 for Grades 1-3
1		Orientation
2		Manipulative Skills using wands and hoops
3		Throwing Skills (1)
4		Football Related Activities (throwing/catching)
5		Football Related Activities (throwing/catching)
6		Manipulative Skills using Play Ground Balls
7		Dribbling, Passing, and Kicking Skills in Soccer
8		Dribbling, Passing, and Kicking Skills in Soccer
9		Gymnastics Skills (1)
10		Gymnastics Skills (2)
11		Fundamental Skills using Parachutes
12		Long Rope Jumping Skills
13		Rolling and Bowling Skills
14		Rhythmic Movement Skills (1)
15		Holiday Activities
16		Juggling Skills
17		Basketball Related Skills
18		Basketball Related Skills (santa shop in the gym??)
19		Manipulative Skills using Wands and Hoops
20		Throwing Skills (2)
21		Individual Jump Rope Skills
22		Pillow Polo Skills (2)
23		Pillow Polo Skills (2)
24		Gymnastics (3)
25		Manipulative Skills using Short Paddle and Ball or Birdie
26		Manipulative Skills using Short Paddle and Ball or Birdie
27		Rhythmical Skills (2)
28		Manipulative Skills with Bean Bags
29		Spring Break Fun Challenges Week
		Volleyball Related Skills (1)
30		Volleyball Related Skills (2)
31		Manipulative Skills with Frisbees
32		Manipulative Skills with Frisbees
33		Rhythmical Skills (3)
34		Softball Skills (throwing, catching, fielding, etc.)
35		Softball Skills (fielding and batting)
36		Track and Field Skills
37		Track and Field Skills and/or Summer Fun Activities
38		Summer Fun Activities
39		Summer Fun Activities
		Infuse fitness activities and ideas regularly throughout the program.

Program Content – Grades 4-6 Scope and Sequence Chart

Program Content – Grades 4-6

Week	Date	Curriculum Outline for 2010-11 for Grades 4-6
1		Orientation, Protocols + Team Building Activities
2		Orientation, Protocols + Team Building Activities
3		Football
4		Football
5		Football
6		soccer
7		soccer
8		soccer
9		Juggling / long Ropes / Individual Rope skills
10		Juggling / long Ropes / Individual Rope skills
11		Bowling
12		Bowling
13		Rhythms - Folk and Square
14		Rhythms - Folk and Square
15		Holiday Fun Activities
16		Basketball
17		Basketball
18		Basketball
19		Basketball and/or Holiday Fun Activities
20		One Wall Handball / short court tennis/striking skills
21		One Wall Handball
22		Volleyball
23		Volleyball
24		Volleyball
25		Basic Stunts and Tumbling and Cooperative Challenges
26		Basic Stunts and Tumbling and Cooperative Challenges
27		Badminton
28		Badminton
29		Badminton
30		Rhythms Tinikling and/or Contemporary Folk Dance
31		Rhythms Tinikling and/or Contemporary Folk Dance
32		LaCrosse Skills
33		LaCrosse Skills
34		Recreational Game skill activities (bags, shuffleboard, 4 square, bocce ball, horse shoes, etc.
35		Frisbee Skills and Challenges (Ultimate & Frisbee Golf)
36		Frisbee Skills and Challenges (Ultimate & Frisbee Golf)
37		Track activities and skills...
38		Track and/or Summer Fun Activities
39		
Infuse fitness activities and ideas regularly throughout the program.		

XI. Environmental Factors to consider for each building

Ashmore Elementary Outdoor Facilities (K-4 building)

Grass Field:

This grass area is located between the school building and the Ashmore Community Center. In this area, you have a chain link fence backstop which could be used for baseball game and a yard used for physical education activities and recreation. There are some concerns with the consistency of the actual grass because of holes and uneven playing surfaces.

Blacktop:

This pavement area is bordered on one side with a chain link fence and is equipped with two large basketball hoop, one miniature basketball hoop, and lines painted for half court. Along with the painted half court line, there are four- square boxes painted in various places.

Play Equipment:

Along with two sets of swings, a merry-go-round, slide, half-moon jungle gym, square jungle gym, monkey bars, and tetherball poles.

Ashmore is privileged to have a very well up kept gymnasium that is used for the cafeteria and physical education classes. The gymnasium is split at the half court of a basketball line with no divider.

Gymnasium:

The gymnasium is a somewhat shared space with the lunchroom with no divider. It is suggested that in times of instruction students should not face the lunchroom because they can be easily distracted. The gymnasium has tile floor with basketball lines that are not regulation size so these lines are located close to the surrounding walls. The gymnasium is also equipped with two basketball rims and one (8 ft. by 4 ft.) equipment room.

Mark Twain Environmental Factors

The gymnasium is split as a cafeteria that includes a small equipment room with one teacher's desk area. Also included in this equipment room is Shelving units available for storage, rolling cart for storage, as well as hooks to hang equipment bags, and jump ropes. The gymnasium includes one regulation height basketball hoop and one seven-foot basketball hoop. The boundary lines on the floor only include basketball lines. The gymnasium has tile flooring with adequate lighting with a ceiling that is approximately 20ft.

The outside facilities include a large blacktop space, with hopscotch markings, and shuffleboard markings. This is not readily available because there are multiple recess classes that use this area. Outdoors also includes a wide variety of playground equipment with woodchips that includes swings, ropes, fire poles, monkey bars, agility benches, and slides. This blacktop area also has two basketball hoops, one of 5ft. and the other 8ft. The only grass area that is available is very small.

Carl Sandburg Environmental Factors (Grades 1-3)

The enclosed gym area is carpeted, a forty by forty foot space, and has a short curtain divider to allow the possibility of two separate lessons to occur. This divider does not work as an efficient sound barrier because noise levels are at a premium with two separate lessons taking place at the same time. When possible, classes are taught conjoined with both teachers because of this issue. Students learn more when they do not have other noise distractions from another class being taught.

There are some present hazards around the gymnasium due to the lack of storage areas at Carl Sandburg. The gym includes adjustable basketball rims that lower and rise from twelve feet to six feet. The carpet presents both positives and negatives, for instance, if a student falls there is less impact but the danger of rug burn may occur.

The outside activity area includes a thirty by seventy yard grass area, blacktop with four square options, three basketball rims as options, and a baseball diamond. Physical education classes have access to both indoor and outdoor play areas with the exception of the outdoor area being occupied by recess times. Each class meets with the

physical education teacher three times a week for two twenty-five minute and one fifty minute session. The budget allotted for equipment purchases is about 700 dollars a year. Each class has approximately 22-28 students per class.

Jefferson Environmental Factors

Inside the gymnasium there is a wood floor with basketball and volleyball lines. The size of the floor is a full basketball court, but with the bleachers pushed in there is additional space (83ft x 107ft), making it the size of two basketball courts with rims that drop from the ceiling. Also there is a plastic curtain that can divide this area only when the bleachers are pushed in. There is an equipment room that is located outside of the gymnasium at the northwest corner. This is where all equipment should be stored but not where the desks are located. The desks (2) are located in the office at the southeast corner of the gymnasium and are also equipped with a phone and the emergency plans.

Outside of the gymnasium there is a field adjacent 211ft x 78ft. Also just outside the gymnasium there is a gravel softball field which is in great condition. Southeast across the parking lot there is a playground with slides, monkey bars, and swings. Also in this area there is a basketball court which is pavement (98ft x 42ft) with four basketball hoops. This area is typically used for recess so the only times available to use this equipment is on non lunch hours.

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