

Mandan Public School District

Physical Education Curriculum

Mandan Public Schools

K-12

Physical Education Curriculum



2010

Table of Contents

Table of Contents	2
Preface.....	4
Writing Committee Members	5
Vision, Mission, Slogan and Philosophy	5
Philosophy of the K-12 Physical Education Curriculum.....	6
K-12 Physical Education Curriculum Codes	6
K-12 Physical Education Curriculum	7
Kindergarten	7
First Grade	9
Second Grade.....	11
Third Grade.....	13
Fourth Grade	15
Fifth Grade.....	17
Sixth Grade	19
Seventh Grade.....	21
Eighth Grade	23
Ninth Grade.....	25
Tenth Grade	27
Eleventh & Twelfth Grade.....	29
Course Descriptions and Course Outlines	32
Mandan Middle School Physical Education	32

Mandan Public Schools
K-12 P E Curriculum 2010

9 th Grade.....	33
Swim I.....	33
Swim II.....	36
10 th Grade Physical Education.....	39
11 th & 12 th Grade Physical Education.....	41
Lifetime Fitness and Activities	41
Team Sports	45
Weight Training	46
Lifeguard Training	48
Advanced Aquatics	51
Adaptive Physical Education	55
Appendix A.....	56
21 st Century Skills – 4 th Grade.....	56
Appendix B.....	59
21 st Century Skills – 8 th Grade.....	59
Appendix C.....	62
21 st Century Skills – 12 th Grade.....	62
Appendix D.....	65
6 th Grade Essential Skills	65
Appendix E.....	66
9 th Grade Essential Skills	66

Preface

Mandan Public Schools' K-12 Physical Education Curriculum Committee revised and updated the K-12 Physical Education Curriculum. The K-12 Physical Education Committee included the current draft of the North Dakota K-12 Physical Education Content Standards in the curriculum. This updated curriculum will provide Mandan Public School students with the best possible curriculum to assist our students in achieving and maintaining a healthy lifestyle.

The K-12 Physical Education Curriculum is articulated in two ways. First, the curriculum is presented based on the current draft of the North Dakota K-12 Physical Education Content Standards. The committee identified each benchmark specific student skill and determined the degree to which each benchmark should be addressed in each course. The following IDM coding system was used to convey this:

- I – Introduce
- D – Develop
- M – Master.

The K-12 Physical Education Curriculum is also articulated according to the 21st Century Skills. The committee identified which K-12 Physical Education Curriculum benchmarks address specific 21st Century Skills. These 21st Century Skills and the match to Mandan Public Schools K-12 Physical Education Standards can be seen in Appendices A, B and C.

The K-12 Physical Education Curriculum IDM matrix lists all of the K-12 Physical Education courses that are available to students in Mandan Public Schools. Please read the course descriptions to learn more about the course content.

Thanks to the K-12 Physical Education Curriculum Committee for their time, effort, and professionalism in working on this curriculum. Mandan Public Schools is fortunate to have such dedicated hardworking professionals who teach our students physical education courses.

Dr. Gaylynn Becker
District Curriculum Director

**Mandan Public Schools
2010 K-12 Physical Education Curriculum
Writing Committee Members**

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Vision, Mission, Slogan and Philosophy

Mandan Public School District's vision is **"Empowering excellence."** Its mission is **"Empowering every student to lead a productive life and positively contribute to society."** Its slogan is **"Mandan Schools: Where the Best Begin."**

The principal objective of the Board shall be to provide maximum educational opportunities for their students to develop in accordance with their individual needs, abilities, and level of maturity. Teachers shall make efforts to aid students to achieve their maximum development mentally, physically, socially, spiritually, and emotionally so that they may properly adjust to our complex democratic society.

The district shall back up its educational program with supporting services necessary for students' health, safety, and personal well being.

Philosophy of the K-12 Physical Education Curriculum is:

Physical education is an integral part of the total educational program of each student in our district. Through the medium of sport and movement all students will participate in a sequential, differentiated program that fosters each student's personal health, fitness and safety. Through exposure to a wide variety of activities, students will gain the necessary knowledge to understand the importance of and make educated decisions around opportunities to achieve and maintain a healthy lifestyle.

The Mandan Public School District is committed to and supports the development of a positive and appropriate values driven education. Social skills which include but are not limited to respect, cooperation, communication, teamwork and sportsmanship are an important aspect of the physical education curriculum and will be directly taught throughout the student's school career.

The values, principles and concepts associated with a quality physical education program surpass the boundaries of the gymnasium and playing fields. Physical activity is a catalyst for learning in all content areas. Mandan Public School District is committed to providing programming in physical education which allows frequent and diverse opportunities to engage in physical activities necessary to support a healthy mind and body.

K-12 Physical Education Curriculum Codes

- I – Introduce
- D – Develop
- M – Master

Anything beyond the mastery level we assume that reinforcement will occur in the more advanced courses.

K-12 Physical Education Curriculum

Kindergarten

<p>Standard 1:</p> <p>Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p>	Kindergarten
MOVEMENT SKILLS	
K.1.1 Demonstrate walking as a basic locomotor skill (i.e., in a straight line with correct body alignment)	I
K.1.2 Demonstrate the underhand ball roll as a basic object control skill (i.e., back swing and follow through, lower body, opposition)	I
K.1.3 Demonstrate a variety of basic non-locomotor skills (e.g., bending, twisting, turning, lifting, body shapes)	I
CONTROL IN MOVEMENT	
K.1.4 Use proper body control while moving through personal and general space	I
<p>Standard 2:</p> <p>Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</p>	Kindergarten
MOVEMENT CONCEPTS	
K.2.1 Respond to visual, verbal/auditory cues (i.e., starting and stopping on a signal)	I
K.2.2 Identify body parts (e.g., head, shoulders, chest, elbows, hands, knees, feet)	I
IMPROVING PERFORMANCE	
<i>No benchmark expectations at this level</i>	
<p>Standard 3:</p> <p>Students participate in regular physical activity.</p>	Kindergarten
BENEFITS OF PHYSICAL ACTIVITY	
K.3.1 Identify the basic health benefits of regular physical activity (e.g., feel better, have more energy, get stronger, live longer)	I

PARTICIPATES IN PHYSICAL ACTIVITY		
K.3.2 Participate in moderate to vigorous physical activity (e.g., playing hard, running) before and after school, during recess, and during the school day		I
Standard 4:		Kindergarten
Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness		
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY		
K.4.1 Identify the body’s response to physical activity (e.g., red face, sweating, increased thirst, increased breathing)		I
Standard 5:		Kindergarten
Students exhibit responsible personal and social behavior in physical activity settings.		
PROCEDURES AND PERSONAL RESPONSIBILITY		
K.5.1 Apply rules and procedures, (e.g., safety, equipment, directions) with teacher reinforcement, during physical activities		I
WORKING WITH OTHERS		
K.5.2 Identify examples of respect for self and others (e.g., sharing space and equipment) during physical activities		I

K-12 Physical Education Curriculum

First Grade

<p>Standard 1:</p> <p>Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p>	1st Grade
<p>MOVEMENT SKILLS</p>	
<p>1.1.1 Demonstrate galloping and hopping as basic locomotor skills (i.e., forward movement, step together step, hop on right foot, hop on left foot)</p>	I
<p>SYSTEMS</p>	
<p>1.1.2 Demonstrate a variety of basic non-locomotor skills (e.g., raising and lowering body parts, rocking and swaying, swinging, pushing and pulling)</p>	D
<p>1.1.3 Demonstrate the underhand throw as a basic object control skill (i.e., swing arm back, step with opposition, and follow through)</p>	D
<p>CONTROL IN MOVEMENT</p>	
<p>1.1.4 Use control in travel activities (e.g., changes directions in a safe manner, shows an awareness of objects and other people when moving)</p>	D
<p>Standard 2:</p> <p>Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities</p>	1st Grade
<p>MOVEMENT CONCEPTS</p>	
<p>1.2.1 Record and describe observations with pictures, numbers, or words</p>	
<p>1.2.2 Identify basic body planes (e.g., front, back, side)</p>	D
<p>IMPROVING PERFORMANCE</p>	
<p>1.2.3 Explain why practice is important in learning motor skills and improving performance</p>	I
<p>Standard 3:</p> <p>Students participate in regular physical activity.</p>	1st Grade
<p>BENEFITS OF PHYSICAL ACTIVITY</p>	
<p>1.3.1 Identify the health benefits of regular physical activity (e.g., strong heart, strong muscles, good flexibility)</p>	I
<p>PARTICIPATES IN PHYSICAL ACTIVITY</p>	
<p>1.3.2 Participate in moderate to vigorous physical activity (e.g., be active with family members and friends) before and after school, during recess, and during the school day</p>	I

<p>Standard 4:</p> <p>Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</p>	<p>1st Grade</p>
<p>PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY</p>	
<p>1.4.1 Identify activities that develop flexibility (e.g., stretching toward the toes while in the sit-and reach position, moving joints through full range of motion)</p>	<p>I</p>
<p>Standard 5:</p> <p>Students exhibit responsible personal and social behavior in physical activity settings.</p>	<p>1st Grade</p>
<p>PROCEDURES AND PERSONAL RESPONSIBILITY</p>	
<p>1.5.1 Apply rules and procedures during physical activities (e.g., safety, equipment, directions)</p>	<p>D</p>
<p>WORKING WITH OTHERS</p>	
<p>1.5.2 Demonstrate respect for self and others (e.g., share space and equipment with others, show good sportsmanship)</p>	<p>D</p>

K-12 Physical Education Curriculum

Second Grade

<p>Standard 1:</p> <p>Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p>	2nd Grade
<p>MOVEMENT SKILLS</p>	
<p>2.1.1 Demonstrate the horizontal and vertical jump as basic locomotor skills (e.g., jumps a distance using floor markings, jumps for height using mats)</p>	I
<p>2.1.2 Use basic object control skills (e.g., chest pass, bouncing a ball, tossing a bean bag)</p>	D
<p>CONTROL IN MOVEMENT</p>	
<p>2.1.3 Use control in travel activities at various speeds (e.g., shows an awareness of objects and other people when moving)</p>	D
<p>2.1.4 Demonstrate static balance (e.g., stand on one foot, balancing on an object)</p>	D
<p>Standard 2:</p> <p>Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</p>	2nd Grade
<p>MOVEMENT CONCEPTS</p>	
<p>2.2.1 Demonstrate the patterns of <i>left/right, forward/backward, and zigzag</i> to verbal/auditory cues (e.g., “Weave through cones”)</p>	D
<p>2.2.2 Demonstrate the basic sequence (e.g., standing in ready position, arm/leg preparation, making a target with your hands and stepping in opposition, and follow through) for kicking, throwing, and catching skills</p>	D
<p>IMPROVING PERFORMANCE</p>	
<p>2.2.3 Explain why feedback (from teacher and self) and practice are important in learning motor skills and improving performance</p>	I
<p>Standard 3:</p> <p>Students participate in regular physical activity.</p>	2nd Grade
<p>BENEFITS OF PHYSICAL ACTIVITY</p>	
<p>2.3.1 Describe the health benefits of regular physical activity (e.g., exercising muscles makes them stronger)</p>	D
<p>PARTICIPATES IN PHYSICAL ACTIVITY</p>	

Mandan Public Schools
K-12 P E Curriculum 2010

2.3.2 Participate in moderate to vigorous physical activity (e.g., riding bike, running and playing outside) before and after school, during recess, and during school day	D
Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.	2nd Grade
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY	
2.4.1 Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing)	D
2.4.2 Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing)	D
Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.	2nd Grade
PROCEDURES AND PERSONAL RESPONSIBILITY	
2.5.1 Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions)	D
WORKING WITH OTHERS	
2.5.2 Demonstrate respect for self and others (e.g., taking turns, sportsmanship, cooperation) during physical activities	D

K-12 Physical Education Curriculum

Third Grade

<p>Standard 1:</p> <p>Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p>	3rd Grade
<p>MOVEMENT SKILLS</p>	
<p>3.1.1 Demonstrate mature form in running (i.e., moment of non-support, arm alignment, opposition)</p>	D
<p>3.1.2 Demonstrate mature form in sliding (i.e., moment of non-support, not crossing legs)</p>	D
<p>3.1.3 Demonstrate mature form in skipping (i.e., alternating hops, opposition in upper body, rhythm)</p>	D
<p>3.1.4 Use locomotor skills to complete a task (e.g., moving in pathways, right/left directions)</p>	D
<p>CONTROL IN MOVEMENT</p>	
<p>3.1.5 Use control in static and dynamic balance activities (e.g., using balance board, walking on a balance beam)</p>	D
<p>Standard 2:</p> <p>Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</p>	3rd Grade
<p>MOVEMENT CONCEPTS</p>	
<p>3.2.1 Demonstrate basic movement concepts and strategies (e.g., force on surface or object, balance and twist, mimic/mirror)</p>	D
<p>IMPROVING PERFORMANCE</p>	
<p>3.2.2 Describe the importance of practice and conditioning (e.g., practice throwing to increase accuracy) in improving the performance of motor skills</p>	D
<p>Standard 3:</p> <p>Students participate in regular physical activity.</p>	3rd Grade
<p>BENEFITS OF PHYSICAL ACTIVITY</p>	
<p>3.3.1 Compare the types of physical activities that enhance health (e.g., bowling compared to cross country skiing, aerobic compared to leisure)</p>	I
<p>3.3.2 Identify the benefits of flexibility (e.g., increased range of motion)</p>	I
<p>PARTICIPATES IN PHYSICAL ACTIVITY</p>	

Mandan Public Schools
K-12 P E Curriculum 2010

3.3.3 Participate in moderate to vigorous physical activity (e.g., free play, play with peers, organized activity)	D
Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.	3rd Grade
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY	
3.4.1 Describe immediate physiological responses to various flexibility activities (e.g., greater range of motion, discomfort with unsafe stretches)	I
Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.	3rd Grade
PROCEDURES AND PERSONAL RESPONSIBILITY	
3.5.1 Demonstrate responsibility for their safe use of shared space (i.e., spatial awareness)	D
WORKING WITH OTHERS	
3.5.2 Demonstrate cooperation and respect to others, in pairs, to achieve a common goal during physical activities	D
3.5.3 Identify appropriate communication skills (e.g., high five, compliment, non-threatening tone of voice) during physical education class	D

K-12 Physical Education Curriculum

Fourth Grade

<p>Standard 1:</p> <p>Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p>	4th Grade
MOVEMENT SKILLS	
4.1.1 Demonstrate mature form in leaping (i.e., momentary balance on right and left foot)	D
4.1.2 Use mature form in non-locomotor skills (e.g., strike a suspended ball, kick a stationary ball)	D
CONTROL IN MOVEMENT	
4.1.3 Use space to move safely in different directions at various speeds (e.g., decreasing space as you increase speed)	D
<p>Standard 2:</p> <p>Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</p>	4th Grade
MOVEMENT CONCEPTS	
4.2.1 Apply basic offensive/defensive strategies (e.g., marking and guarding, keep away) in pairs and small groups	D
IMPROVING PERFORMANCE	
4.2.2 Demonstrate movement concepts (e.g., longer throw, weight transfer concepts) to refine movement skills	D
4.2.3 Apply self assessment to improve motor performance	D
<p>Standard 3:</p> <p>Students participate in regular physical activity.</p>	4th Grade
BENEFITS OF PHYSICAL ACTIVITY	
4.3.1 Identify the benefits of cardio respiratory endurance (e.g., stronger heart, lower resting heart rate, quicker recovery)	D
PARTICIPATES IN PHYSICAL ACTIVITY	
4.3.2 Participate in moderate to vigorous physical activity (e.g., free play, play with peers, organized activity)	D

<p>Standard 4:</p> <p>Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</p>	<p>4th Grade</p>
<p>PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY</p>	
<p>4.4.1 Identify immediate and long term physiological responses (e.g., shortness of breath, increased heart rate, burning calories) to various cardio respiratory activities</p>	<p>D</p>
<p>FITNESS RELATED COMPONENTS AND GOALS</p>	
<p>4.4.2 Identify strengths and areas of need based upon fitness assessments (e.g., compare criterion-reference standards to personal performance)</p>	<p>D</p>
<p>4.4.3 Identify the health related components of fitness (i.e., cardio respiratory endurance, flexibility, body composition, muscular strength and endurance)</p>	<p>D</p>
<p>Standard 5:</p> <p>Students exhibit responsible personal and social behavior in physical activity settings.</p>	<p>4th Grade</p>
<p>PROCEDURES AND PERSONAL RESPONSIBILITY</p>	
<p>4.5.1 Accept responsibility for their actions during physical activities</p>	<p>D</p>
<p>4.5.2 Respect self, others, and equipment</p>	<p>M</p>
<p>WORKING WITH OTHERS</p>	
<p>4.5.3 Demonstrate cooperation and respect to others, in small groups, to achieve a common goal during physical activities</p>	<p>M</p>
<p>4.5.4 Demonstrate appropriate communication skills, in pairs, during physical activities (e.g., listening to the needs of others, using appropriate tone of voice)</p>	<p>D</p>

K-12 Physical Education Curriculum

Fifth Grade

<p>Standard 1:</p> <p>Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities</p>	5th Grade
<p>MOVEMENT SKILLS</p>	
<p>5.1.1 Combine non-locomotor skills in a sequence (e.g., tuck and straddle, bend and squat)</p>	D
<p>5.1.2 Demonstrate mature form in object control skills (e.g., dribbling a soccer ball)</p>	D
<p>5.1.3 Demonstrate object control skills to complete a task (e.g., throwing, catching)</p>	D
<p>CONTROL IN MOVEMENT</p>	
<p>5.1.4 Adapt a skill to the demands of the environment (e.g., stopping, passing, kicking, striking, throwing, catching, bounce or chest pass)</p>	D
<p>Standard 2:</p> <p>Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</p>	5th Grade
<p>MOVEMENT CONCEPTS</p>	
<p>5.2.1 Apply basic offensive/defensive strategies (e.g., screening, movement away from the ball) in physical activities and games in small and large groups</p>	D
<p>IMPROVING PERFORMANCE</p>	
<p>5.2.2 Apply concepts (e.g., appropriate practice improves performance) that impact quality of movement</p>	D
<p>5.2.3 Apply teacher and peer feedback to improve motor performance</p>	D
<p>Standard 3:</p> <p>Students participate in regular physical activity.</p>	5th Grade
<p>BENEFITS OF PHYSICAL ACTIVITY</p>	
<p>5.3.1 Identify health benefits associated with muscular strength and endurance (e.g., increase stamina, increase power)</p>	D
<p>PARTICIPATES IN PHYSICAL ACTIVITY</p>	
<p>5.3.2 Participate in moderate to vigorous physical activity (e.g., free play, play with peers, organized activity)</p>	D

<p>Standard 4:</p> <p>Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</p>	<p>5th Grade</p>
<p>PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY</p>	
<p>5.4.1 Identify immediate physiological responses to muscular strength and endurance activities (e.g., muscular fatigue, muscular discomfort)</p>	<p>D</p>
<p>FITNESS RELATED COMPONENTS AND GOALS</p>	
<p>5.4.2 Apply fitness assessments to set a fitness goal (e.g., show improvement in one or more health related components of fitness)</p>	<p>I</p>
<p>5.4.3 Describe the relationship between regular participation in physical activity and physical fitness (e.g., how different levels of activity can affect physical fitness, using the Fitness Education Pyramid)</p>	<p>I</p>
<p>Standard 5:</p> <p>Students exhibit responsible personal and social behavior in physical activity settings.</p>	<p>5th Grade</p>
<p>PROCEDURES AND PERSONAL RESPONSIBILITY</p>	
<p>5.5.1 Accept responsibility for their actions during physical activities without displaying negative reactions toward others</p>	<p>D</p>
<p>5.5.2 Demonstrate the ability to work independently on task until completed</p>	<p>D</p>
<p>WORKING WITH OTHERS</p>	
<p>5.5.3 Demonstrate cooperation and respect to others, in large groups, to achieve a common goal during physical activities</p>	<p>D</p>
<p>5.5.4 Demonstrate appropriate communication skills during small group physical activities (e.g., listening to the needs of others, using appropriate tone of voice)</p>	<p>D</p>

K-12 Physical Education Curriculum

Sixth Grade

<p>Standard 1:</p> <p>Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p>	6th Grade
<p>MOVEMENT SKILLS</p>	
<p>6.1.1 Demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports (e.g., trapping and dribbling in soccer)</p>	ID
<p>Standard 2:</p> <p>Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</p>	6th Grade
<p>MOVEMENT CONCEPTS</p>	
<p><i>No benchmark expectations at this level</i></p>	
<p>IMPROVING PERFORMANCE</p>	
<p>6.2.1 Provide feedback (e.g., verbal, nonverbal, and constructive) to others on a variety of motor skills to improve motor performance</p>	D
<p>Standard 3:</p> <p>Students participate in regular physical activity.</p>	6th Grade
<p>BENEFITS OF PHYSICAL ACTIVITY</p>	
<p>6.3.1 Identify health benefits (e.g., disease prevention) and risks (e.g., obesity) associated with the effect of physical activity on body composition</p>	D
<p>PARTICIPATES IN PHYSICAL ACTIVITY</p>	
<p>6.3.2 Participate regularly in moderate to vigorous physical activity (e.g., during school day, before and after school, organized outside school activity)</p>	D
<p>OPPORTUNITIES FOR PHYSICAL ACTIVITY</p>	
<p>6.3.3 Identify opportunities for physical activity within the school setting (e.g., intramural and interscholastic sports)</p>	D

<p>Standard 4:</p> <p>Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</p>	<p>6th Grade</p>
<p>PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY</p>	
<p>6.4.1 Demonstrate ways to monitor the body’s response to physical activity (e.g., checking pulse with fingers, using a heart rate monitor)</p>	<p>D</p>
<p>FITNESS-RELATED COMPONENTS AND GOALS</p>	
<p>6.4.2 Set goals related to personal fitness assessments (e.g., use the results of fitness assessment to set specific goals, such as increasing the number of sit-ups completed in one minute)</p>	<p>D</p>
<p>6.4.3 Identify physical activities (e.g., swimming, jogging for cardio respiratory fitness) for the development and maintenance of each component of health-related fitness</p>	<p>D</p>
<p>Standard 5:</p> <p>Students exhibit responsible personal and social behavior in physical activity settings.</p>	<p>6th Grade</p>
<p>PROCEDURES AND PERSONAL RESPONSIBILITY</p>	
<p>6.5.1 Use safety precautions and procedures (e.g., safety gear, appropriate use of equipment, spotting techniques) in physical activity settings</p>	<p>D</p>
<p>6.5.2 Explain the importance of rules, procedures, and etiquette in physical activities (e.g., safety, fairness, organization, inclusion)</p>	<p>D</p>
<p>WORKING WITH OTHERS</p>	
<p>6.5.3 Demonstrate appropriate communication skills during large group physical activities (e.g., listening to the needs of others, using appropriate tone of voice)</p>	<p>D</p>

K-12 Physical Education Curriculum

Seventh Grade

<p>Standard 1:</p> <p>Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p>	7th Grade
<p>MOVEMENT SKILLS</p>	
<p>7.1.1 Demonstrate a variety of rhythmic movements (e.g., square dance, line dance, folk dance, jump rope routines)</p>	D
<p>Standard 2:</p> <p>Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</p>	7th Grade
<p>MOVEMENT CONCEPTS</p>	
<p><i>No benchmark expectations at this level</i></p>	
<p>IMPROVING PERFORMANCE</p>	
<p>7.2.1 Apply the principles of training and conditioning (e.g., using target heart rate zone to monitor intensity, warm up and cool down) to various activities</p>	D
<p>7.2.2 Identify the components of skill-related fitness (i.e., agility, balance, coordination, power, speed, reaction time)</p>	D
<p>Standard 3:</p> <p>Students participate in regular physical activity.</p>	7th Grade
<p>BENEFITS OF PHYSICAL ACTIVITY</p>	
<p>7.3.1 Identify relationships between physical activity and effects on the body (e.g., reduce stress, social interaction, increased energy)</p>	D
<p>PARTICIPATES IN PHYSICAL ACTIVITY</p>	
<p>7.3.2 Participate in moderate to vigorous physical activity (e.g., during school day, before and after school, organized outside school activity)</p>	D
<p>OPPORTUNITIES FOR PHYSICAL ACTIVITY</p>	
<p>7.3.3 Identify opportunities for physical activity in the community (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths)</p>	

<p>Standard 4:</p> <p>Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</p>	<p>7th Grade</p>
<p>PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY</p>	
<p>7.4.1 Analyze the body’s physiological response to various types of exercise or activity (e.g., maintaining target heart rate zone in a variety of activities)</p>	<p>D</p>
<p>FITNESS-RELATED COMPONENTS AND GOALS</p>	
<p>7.4.2 Identify physical activities that enhance each component of health-related fitness (e.g., swimming and jogging for cardio respiratory fitness)</p>	<p>D</p>
<p>Standard 5:</p> <p>Students exhibit responsible personal and social behavior in physical activity settings.</p>	<p>7th Grade</p>
<p>PROCEDURES AND PERSONAL RESPONSIBILITY</p>	
<p>7.5.1 Demonstrate self-control (e.g., positive attitude, sportsmanship, etiquette) during physical activities</p>	<p>D</p>
<p>WORKING WITH OTHERS</p>	
<p>7.5.2 Demonstrate appropriate conflict resolution skills (e.g., using “I” messages, allowing the right to agree and disagree)</p>	<p>D</p>

K-12 Physical Education Curriculum

Eighth Grade

<p>Standard 1:</p> <p>Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p>	8th Grade
<p>MOVEMENT SKILLS</p>	
<p>8.1.1 Demonstrate movement patterns (e.g., screening in basketball, move to the open space) in modified team and individual activities</p>	D
<p>Standard 2:</p> <p>Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</p>	8th Grade
<p>MOVEMENT CONCEPTS</p>	
<p>8.2.1 Apply offensive and defensive strategies (e.g., home base, ready position, strategies for singles vs. doubles) in a variety of modified team and individual sports</p>	D
<p>8.2.2 Identify biomechanical concepts (e.g., range of motion, angle of contact, leverage, force, speed, center of gravity) that govern different types of movement</p>	D
<p>IMPROVING PERFORMANCE</p>	
<p><i>No benchmark expectations at this level</i></p>	
<p>Standard 3:</p> <p>Students participate in regular physical activity.</p>	8th Grade
<p>BENEFITS OF PHYSICAL ACTIVITY</p>	
<p>8.3.1 Explain the long-term physiological benefits (e.g., increased energy, improved health related fitness, disease prevention) of physical activity</p>	D
<p>PARTICIPATES IN PHYSICAL ACTIVITY</p>	
<p>8.3.2 Participate in moderate to vigorous physical activity (e.g., during school day, before and after school, organized outside of school activity)</p>	D
<p>OPPORTUNITIES FOR PHYSICAL ACTIVITY</p>	
<p><i>No benchmark expectations at this level</i></p>	

Standard 4:	
Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.	
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY	
8.4.1 Analyze the body's physiological response to caloric consumption and expenditure	
FITNESS-RELATED COMPONENTS AND GOALS	
8.4.2 Interpret the results of a physical fitness assessment to establish personal fitness goals	D
Standard 5:	
Students exhibit responsible personal and social behavior in physical activity settings.	
PROCEDURES AND PERSONAL RESPONSIBILITY	
8.5.1 Identify potentially dangerous consequences of participation in physical activities (e.g., physical injury, dehydration, overheating, overuse)	
WORKING WITH OTHERS	
8.5.2 Demonstrate respect for others (regardless of gender, ability level, physical or mental challenges, ethnic background, and socioeconomic status) during physical activities	D

K-12 Physical Education Curriculum

Ninth Grade

<p>Standard 1:</p> <p>Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p>	9th Grade Swim I & II
<p>MOVEMENT SKILLS</p>	
<p>9.1.1 Apply intermediate skills in physical activities (e.g., arm strokes in swimming, balance in dance, arm swing in serving)</p>	ID
<p>Standard 2:</p> <p>Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</p>	9th Grade Swim I & II
<p>MOVEMENT CONCEPTS</p>	
<p>9.2.1 Explain intermediate biomechanical concepts that govern different types of movement (e.g., how friction of different surfaces affects movement, how angle of launch affects trajectory and distance of a throw)</p>	ID
<p>9.2.2 Apply intermediate biomechanical concepts that govern different types of movement (e.g., running on various surfaces, releasing a thrown object at different angles)</p>	ID
<p>IMPROVING PERFORMANCE</p>	
<p>9.2.3 Explain the skill-related components (i.e., agility, power, balance, coordination, reaction time, speed) that govern achievement, maintenance, and improvement of motor skills</p>	
<p>9.2.4 Explain the psychological principles (e.g., positive self-talk, visualization, relaxation) that govern achievement, maintenance, and improvement of motor skills</p>	
<p>Standard 3:</p> <p>Students participate in regular physical activity.</p>	9th Grade Swim I & II
<p>BENEFITS OF PHYSICAL ACTIVITY</p>	
<p>9.3.1 Explain the long-term psychological (e.g., healthy self-image, improved confidence, stress reduction) benefits of physical activity</p>	
<p>PARTICIPATES IN PHYSICAL ACTIVITY</p>	
<p>9.3.2 Participate in moderate to vigorous physical activity (e.g., during the school day, before and after school, organized outside school activity)</p>	M

9.3.3 Evaluate personal participation in physical activity in and out of school using various methods of documentation (e.g., physical activity log, pedometer steps)	
OPPORTUNITIES FOR PHYSICAL ACTIVITY	
9.3.4 Explain a variety of factors (e.g., cost of activity, available facilities, required equipment, required time, physical limitations) that impact participation in physical activity.	I
Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.	9th Grade Swim I & II
FITNESS-RELATED COMPONENTS AND GOALS	
9.4.1 Explain the physiological principles (e.g., overload, progression, specificity, FITT) that govern achievement and maintenance of health-related fitness goals	ID
ASSESSMENT OF PHYSICAL FITNESS	
9.4.2 Interpret recorded health-related physical fitness data for maintaining or improving levels of fitness	
LIFE-LONG HEALTH	
9.4.3 Describe a physically active lifestyle across a lifespan (e.g., active lifestyle timeline, survey a relative about activity habits)	
ACHIEVING PHYSICAL FITNESS	
9.4.4 Compare physical fitness activities for their health enhancing potential and benefits	
MAINTENANCE OF PHYSICAL FITNESS	
9.4.5 Adjust activity levels to meet personal fitness needs (e.g., monitor target heart rate or rate of perceived exertion and adjust level of intensity as appropriate)	I
Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.	9th Grade Swim I & II
PROCEDURES AND PERSONAL RESPONSIBILITY	
9.5.1 Explain the potential for physical injury (e.g., potential dangers of high sticking) and property/equipment damage (e.g., misuse of equipment) while participating in physical activities or sports	D
9.5.2 Identify ethical decision-making, both independently and with others, in physical activity settings (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play)	D
WORKING WITH OTHERS	
9.5.3 Explain appropriate behaviors (e.g., teamwork, tolerance, respect, compassion) while participating in group settings to achieve a common goal	D

K-12 Physical Education Curriculum

Tenth Grade

<p>Standard 1:</p> <p>Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p>	10th Grade
<p>MOVEMENT SKILLS</p>	
<p>10.1.1 Apply advanced skills in physical activities (e.g., arm and leg strokes in swimming, balance and change in levels in dance, arm swing and footwork in serving)</p>	D
<p>Standard 2:</p> <p>Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</p>	10th Grade
<p>MOVEMENT CONCEPTS</p>	
<p>10.2.1 Explain advanced biomechanical concepts that govern different types of movement (e.g., how friction of different footwear and surfaces affects movement, how wind affects trajectory and distance of a thrown object)</p>	ID
<p>10.2.2 Apply advanced biomechanical concepts that govern different types of movement (e.g., running with different footwear on various surfaces, releasing a thrown object into and with the wind at different angles)</p>	ID
<p>IMPROVING PERFORMANCE</p>	
<p>10.2.3 Apply the skill-related components (i.e., agility, power, balance, coordination, reaction time, speed) that govern achievement, maintenance, and improvement of motor skills</p>	D
<p>10.2.4 Analyze movement patterns (e.g., golf swing, basketball free throw, dance) to improve performance</p>	D
<p>10.2.5 Apply the psychological principles (e.g., positive self-talk, visualization, relaxation) that govern achievement, maintenance, and improvement of motor skills</p>	D
<p>Standard 3:</p> <p>Students participate in regular physical activity.</p>	10th Grade
<p>BENEFITS OF PHYSICAL ACTIVITY</p>	
<p>10.3.1 Analyze long-term physiological benefits (e.g., weight management, blood pressure regulation) of regular participation in physical activity</p>	D
<p>PARTICIPATES IN PHYSICAL ACTIVITY</p>	
<p>10.3.2 Participate in student-initiated physical activity both in and out of school (e.g., intramural and interscholastic sports, parks and recreation leagues, health clubs, walking and biking)</p>	DM
<p>10.3.3 Evaluate personal participation in physical activity in and out of school using various methods of documentation</p>	

Mandan Public Schools
K-12 P E Curriculum 2010

(e.g., physical activity log, pedometer steps)	D
OPPORTUNITIES FOR PHYSICAL ACTIVITY	
<i>No benchmarks expectations at this level</i>	
Standard 4:	10th Grade
Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.	
FITNESS-RELATED COMPONENTS AND GOALS	
10.4.1 Apply the physiological principles (e.g., overload, progression, specificity, FITT) that govern achievement and maintenance of personal health-related fitness goals	I
ASSESSMENT OF PHYSICAL FITNESS	
10.4.2 Analyze personal fitness data and compare scores to physiological changes over time (e.g., height, weight, age)	ID
LIFE-LONG HEALTH	
10.4.3 Analyze the relationship between daily lifestyle choices and lifelong health (e.g., body composition-diabetes, heart disease-CPR/ First Aid training; muscle strength-low back pain, proper nutritional practices, drug awareness)	M
ACHIEVING PHYSICAL FITNESS	
10.4.4 Analyze various methods (e.g., personal logs, data collection, self assessments) for monitoring activity levels to meet personal physical fitness needs (e.g., gaining weight, losing weight, increasing flexibility)	D
MAINTENANCE OF PHYSICAL FITNESS	
10.4.5 Apply strategies to monitor and adjust activity levels to meet personal fitness needs (e.g., monitor target heart rate or rate of perceived exertion and adjust level of intensity as appropriate)	D
Standard 5:	10th Grade
Students exhibit responsible personal and social behavior in physical activity settings.	
PROCEDURES AND PERSONAL RESPONSIBILITY	
10.5.1 Explain procedures and safe practices for physical activity settings	DM
10.5.2 Demonstrate ethical decision-making independently and with others in physical activity settings (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play)	D
WORKING WITH OTHERS	
10.5.3 Apply appropriate behaviors (e.g., teamwork, tolerance, respect, compassion) while participating in group settings to achieve a common goal	D

K-12 Science Curriculum

Eleventh & Twelfth Grade

<p>Standard 1:</p> <p>Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</p>	Lifetime Fitness & Activities	Team Sports	Weight Training	Lifeguard Training	Advanced Aquatics
MOVEMENT SKILLS					
11-12.1.1 Apply combination movement skills (e.g., high and low movement with a turn, jump, shoot) in a variety of lifetime activities (e.g., dance, outdoor pursuits, tennis)	D	D	I	IDM	ID
<p>Standard 2:</p> <p>Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.</p>	Lifetime Fitness & Activities	Team Sports	Weight Training	Lifeguard Training	Advanced Aquatics
MOVEMENT CONCEPTS					
11-12.2.1 Explain how new knowledge and methods emerge from different types of investigations and public communication among scientists	I	I	I	D	ID
11-12.2.2 Apply complex biomechanical concepts that govern different types of movement (e.g., throwing an object while running to avoid an obstacle)	D	D		D	D
IMPROVING PERFORMANCE					
11-12.2.3 Analyze the psychological principles (e.g., stress, anger, visualization, self image) that affect physical activities	ID	I	ID	ID	ID

Standard 3: Students participate in regular physical activity.	Lifetime Fitness & Activities	Team Sports	Weight Training	Lifeguard Training	Advanced Aquatics
BENEFITS OF PHYSICAL ACTIVITY					
11-12.3.1 Evaluate lifelong outcomes (e.g., life expectancy, healthcare costs, disease prevention) of regular participation in physical activities	D	I	D	D	
PARTICIPATES IN PHYSICAL ACTIVITY					
11-12.3.2 Implement a personal physical activity program based on a personal health and physical assessment	DM	I	D	D	
OPPORTUNITIES FOR PHYSICAL ACTIVITY					
11-12.3.3 Describe how factors (e.g., age, gender, cultural background, socioeconomic status) affect physical activity choices and physical activity patterns throughout one's life.	D	I	I	I	I
Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.	Lifetime Fitness & Activities	Team Sports	Weight Training	Lifeguard Training	Advanced Aquatics
FITNESS-RELATED COMPONENTS AND GOALS					
11-12.4.1 Design a personal fitness program based on the results of a physical fitness assessment, incorporating the physiological principles of training (e.g., overload, progression, specificity, FITT)	D		M		
ASSESSMENT OF PHYSICAL FITNESS					
11-12.4.2 Evaluate personal health-related components of physical fitness (e.g., Pacer, Modified Sit & Reach, Harvard Step Test)	D	I	D		
LIFE-LONG HEALTH					
11-12.4.3 Describe opportunities for physical activities (e.g., fitness centers, golf courses, ski resorts, health fairs) and educational resources (e.g., dining nutritional guidelines, health brochures) available for maintaining a healthy and active lifestyle throughout adulthood	ID	ID	I	I	

Standard 5: Students exhibit responsible personal and social behavior in physical activity settings..	Lifetime Fitness & Activities	Team Sports	Weight Training	Lifeguard Training	Advanced Aquatics
PROCEDURES AND PERSONAL RESPONSIBILITY					
11-12.5.1 Demonstrate procedures and safe practices in all physical activity settings)	DM	D	D	DM	DM
11-12.5.2 Explain the impact of unethical decision making in physical activity settings (e.g., altercations, changing rules to level the playing field, suspensions)	D	D		DM	DM
WORKING WITH OTHERS					
11-12.5.3 Apply roles (e.g., leader and follower) to accomplish group goals in self-directed physical activities	D	D	D	DM	DM

Course Descriptions and Course Outlines

Mandan Middle School

Mandan Middle School Physical Education

Course Description

The framework for middle school students in physical education is to help ensure that all students are given the best possible opportunities to learn basic sports skills. Successful participation in any lead-up, team, individual, or dual sport, as well as nontraditional sports and game activities is directly related to total fitness and future wellness of students. By middle school, students should be able to work cooperatively while enjoying interaction with others. These students should be able to follow rules, regulations, and safety procedures.

Course Outline

1. Warm-up routines
2. Stretching activities
3. Learn sports rules and regulations for various physical activities
 - a. Various activities include: bowling – 6th grade
 - b. Fruitloop ball – 6th grade
 - c. Eclipse ball – 6th grade
 - d. Nitro ball – 6th grade
 - e. Volleyball – 6th, 7th & 8th grade
 - f. Kickball - 6th, 7th & 8th grade
 - g. Track - 6th, 7th & 8th grade
 - h. Soccer - 6th, 7th & 8th grade
 - i. Table tennis - 6th, 7th & 8th grade
 - j. Floor hockey - 6th, 7th & 8th grade
 - k. Pickle ball – 7th & 8th grade
 - l. Basketball – 7th & 8th grade
 - m. Softball – 7th & 8th grade
 - n. Fitness Day encompasses many different fitness activities - 6th, 7th & 8th grade

9th Grade

Swim I

Course Description

Swimming I – Required: Grade 9 – ½ Unit of credit -- 1 semester course. This course is for students with little or no swimming experience. The following units may be included in this course: beginning swimming, lifesaving, springboard diving, snorkeling, basic rescue, water safety, water games, competitive swimming, and synchronized swimming.

Course Outline

- I. Pretest
 - a. Breathing
 - b. Prone Float
 - c. Prone Glide
 - d. Back Glide
 - e. Front Crawl
 - f. Deep water swim
- II. Front Crawl
 - a. Flutter Kick
 - b. Arm stroke
 - c. Rhythmic Breathing
 - d. Coordination
 - e. Skill Test
- III. Elementary Back Stroke
 - a. Whip kick
 - b. Arm stroke
 - c. Coordination
 - c. Skill Test
- IV. Breast Stroke
 - a. Whip kick
 - b. Arm stroke
 - c. Breathing
 - d. Coordination
 - e. Skill Test
- V. Side stroke
 - a. Scissor kick
 - b. Arm stroke
 - c. Coordination

- d. Skill Test
- VI. Sculling
 - a. Feet First
 - b. Head First
 - c. Stationary
 - d. Skill Test
- VII. Turns
 - a. Open
 - b. Flip
- VIII. Deep Water Skills
 - a. Tread Water
 - i. Arm action
 - ii. Kicks (whip, rotary, scissor)
 - b. Survival strokes
 - i. Sidestroke
 - ii. Breaststroke
 - iii. Elementary Back Stroke
 - c. Survival Float
 - i. On front
 - ii. On Back
- IX. Snorkeling
 - a. Mask
 - i. Fit and Adjustment
 - ii. Use
 - iii. Clearing Mask
 - b. Snorkel
 - i. Keeper
 - ii. Clearing Snorkel
 - iii. Fit and adjustment
 - c. Fins
 - i. Dolphin kick
 - ii. Flutter kick
 - d. Surface swims
 - i. Flutter kick
 - ii. Dolphin Kick
 - e. Surface dives
 - i. Straight
 - ii. Tuck
 - iii. Pike

- f. Entries
 - i. Stride (feet first)
 - ii. Sit-in (back roll)
 - iii. Forward roll
- g. Skill test
 - i. Clear mask
 - ii. Clear snorkel
 - iii. Snake swim
 - iv. Entries
 - v. Surface dives
- X. Diving (optional if time allows and if it is appropriate for the class)
 - a. Forward Approach
 - i. Feet first entry (straight, tuck, pike)
 - b. Forward Dive
 - i. Tuck
 - ii. Pike
 - iii. Straight
 - c. Rear Approach
 - i. Feet first Entry (straight, tuck, pike)
 - ii. Back Dive
- XI. Water safety
 - a. Assists
 - i. Reaching
 - ii. Throwing
 - iii. Wading
 - iv. Swimming
- XII. Optional activities based on facilities available

Swim II

Course Description

Swimming II – Required: Grade 9 – ½ Unit of credit – 1 semester course. This course is for intermediate/advanced swimmers. The following units may be included in this course: intermediate/advanced swimming, lifesaving, springboard diving, snorkeling, basic rescue, water safety, synchronized swimming, competitive swimming, and water games.

Course Outline

- I. Pretest
 - a. Breathing
 - b. Prone Float
 - c. Prone Glide
 - d. Back Glide
 - e. Front Crawl
 - f. Deep water swim
- II. Front Crawl
 - a. Flutter Kick
 - b. Arm stroke
 - c. Rhythmic Breathing
 - d. Bilateral Breathing
 - e. Coordination
 - f. Skill Test
- III. Elementary Back Stroke
 - a. Whip kick
 - b. Arm stroke
 - c. Coordination
 - d. Skill Test
- IV. Breast Stroke
 - f. Whip kick
 - g. Arm stroke
 - h. Breathing
 - i. Coordination
 - j. Skill Test
- V. Side stroke
 - a. Scissor kick
 - b. Arm stroke
 - c. Coordination
 - d. Skill Test
- VI. Backstroke

- a. Flutter kick
 - b. Arm stroke
 - c. Coordination
 - d. Skill Test
- VII. Sculling
- a. Feet First
 - b. Head First
 - c. Stationary
 - d. Skill Test
- VIII. Turns
- a. Open
 - b. Flip
- IX. Deep Water Skills
- a. Tread Water
 - 1. Arm action
 - 2. Kicks (whip, rotary, scissor)
 - b. Survival strokes
 - 1. Sidestroke
 - 2. Breaststroke
 - 3. Elementary Back Stroke
 - c. Survival Float
 - 1. On front
 - 2. On Back
- X. Snorkeling
- a. Mask
 - 1. Fit and Adjustment
 - 2. Use
 - 3. Clearing Mask
 - b. Snorkel
 - 1. Keeper
 - 2. Clearing Snorkel
 - 3. Fit and adjustment
 - c. Fins
 - 1. Dolphin kick
 - 2. Flutter kick
 - d. Surface swims
 - 1. Flutter kick
 - 2. Dolphin Kick
 - e. Surface dives

1. Straight
2. Tuck
3. Pike
- f. Entries
 1. Stride (feet first)
 2. Sit-in (back roll)
 3. Forward roll
- g. Search and recovery
 1. Line Search
 2. Line search with dive
 3. Deep water search
- h. Skill test
 1. Clear mask
 2. Clear snorkel
 3. Snake swim
 4. Entries
 5. Surface dives
- XI. Diving
 - a. Forward Approach
 1. Feet first entry (straight, tuck, pike)
 - b. Forward Dive
 1. Tuck
 2. Pike
 3. Straight
 - c. Rear Approach
 1. Feet first Entry (straight, tuck, pike)
 2. Back Dive
 - d. Forward flip
 - e. Optional dives
 - f. Review Diving from diving sheets
 - g. Skill test
- XII. Water safety
 - a. Assists
 1. Reaching
 2. Throwing
 3. Wading
 4. Swimming
- XIII. Optional activities based on facilities available

10th Grade

Sophomore Physical Education

Course Description

Sophomore Physical Education – Required: Grade 10 – ½ Unit of credit -- 1 semester course. Sophomore physical education is an opportunity for building skills, experiences, and knowledge of physical activities for opportunities to develop personal wellness and to prepare for lifelong activities in team or lifetime sports.

Course Outline

- A. Students will dress out and adhere to all Mandan High School and Physical Education Policies.
- B. Cardiovascular Endurance
 1. Know the definition, why it is importance, how to develop it and how to personally test your individual level.
 2. Participate in Steady state program where cardiovascular endurance is developed thru jogging.
 3. Know how to use heart rate monitors.
 4. Know how to analysis and use the data from the heart rate monitors.
 5. Use the data from the heart rate monitors to address your individual training.
 6. Complete a 20 min. steady state test
 7. Complete study guide
 8. Written test
- C. Health-Related and Skill-Related Fitness Components
 1. Test fitness components
 2. Graph results
 3. Fill out personal profiles regarding personal fitness and activity level.
 4. Complete study guide
 5. Written test
 6. Participate in activities associated with health-related and skill-related fitness components.
- D. Softball
 1. Develop skills – throwing, catching, fielding and batting
 2. Know how to play one position on defense
 3. Design a line-up for a softball game
 4. Keep a softball score sheet
 5. Participate in softball games
 6. Know the rules of softball
 7. Know softball etiquette, based on playing in softball leagues

8. Written test

E. Pickle-ball

1. Develop racket skills – forehand, backhand and serve
2. know the rules and apply them in games
3. Use pickle-ball strategies in playing pickle-ball games
4. Serve test
5. Written test
6. Participate in doubles or singles pickle-ball games

F. Volleyball

1. Develop volleyball skills – forearm pass, overhead pass, serving and hitting
2. Use skills to advance to a bump, set and hit during games.
3. Know volleyball rules and strategies
4. Apply strategies in a game
5. Written test

G. Dance

1. Learn the basic steps in a line dance
2. Learn the basic steps in social dance, (two-step, waltz, polka and jitterbug.)
3. Participate in various dances with a partner
4. Know and follow etiquette of dance in social situations

H. Speedminton

1. Develop backhand, forehand, serve and smash
2. Know and apply rules in a game
3. Participate in singles games

I. Teambuilding activities

1. Basic Principals
2. Importance of Teambuilding
3. How it is accomplished

11th & 12th Grade

Lifetime Fitness and Activities Course Description

Lifetime Fitness and Activities – Elective: Grades 11-12 – ½ Unit of Credit – 1 semester course.

Prerequisite: None

Physical education skills and activities will be taught with emphasis on a variety of units of education. These units will develop physical and social aspects of a healthy lifestyle by meeting the national, state, and local physical education standards. Each student will gain knowledge on national practices and fitness principles relevant to personal health as they move into adulthood. Units of activity will include the following but not limited to: volleyball, softball, tennis, horseshoes, walking, and badminton. Students will also participate in activities where they will gain knowledge and techniques necessary to incorporate fitness/wellness as an important part of their own lifestyles.

Course Outline

Life Long Fitness

- a. Definition
 - b. Components
 - i. Health related
 - ii. Skill related
 - iii. Evaluate activities in terms of their fitness value
 1. What components are involved
 2. FIT principle
 - iv. Design a fitness program that meets individual needs and interests
 1. Maintain or lead to an optimal level of the health-related components of fitness
 2. Based upon an understanding of training principles
 3. Individual skill level
 4. Factors that affect activity choices
 - a. Resources
 - b. Age, gender, background
 5. Investigate myths and fads related to fitness
 - c. Nutritional practices related to life-long physical fitness and health
 - i. Recommended Dietary Allowances (energy intakes) based on activity levels
 - ii. Exercise and diet as a method of weight control
 - iii. Myths associated with nutritional practices related to physical activity
 - d. Relationship between physical fitness activities and stress
2. Life long activities that promote the health components in adulthood
 - a. Walking Program
 - i. Benefits
 - ii. Applying the Fit Principle

- iii. Proper walking technique
 - iv. Individualized program
 - b. Yoga
 - i. Introduction
 - ii. Benefits
 - c. Other fitness activities
- 3. Volleyball
 - a. Equipment
 - i. Court
 - b. Knowledge
 - i. Terminology
 - ii. Rules
 - iii. Strategies
 - c. Skills
 - i. Serving
 - ii. Passing
 - iii. Setting
 - iv. Attacking
 - v. Blocking
 - d. Offensive play
 - e. Serve reception
 - f. Tournament play
 - g. Evaluation
 - i. Participation
 - ii. Written test and or skill tests
- 4. Tennis
 - a. Equipment
 - i. Rackets
 - ii. Balls
 - iii. Court
 - b. Knowledge
 - i. Terminology
 - ii. Rules
 - iii. Scoring a game
 - iv. Court Etiquette
 - c. Skills
 - i. Serving
 - ii. Grip
 - 1. Continental
 - 2. Eastern

- iii. Singles and or doubles play
 - iv. Strokes
 - 1. Forehand,
 - 2. Backhand
 - 3. Lob
 - 4. Smash
 - 5. Simple strategies
 - v. Evaluation
 - 1. Participation
 - 2. Written and or skill test
5. Badminton
- a. Equipment
 - i. Racquets
 - ii. Birdies
 - b. Knowledge
 - i. Terminology
 - ii. Rules
 - iii. Scoring
 - iv. Court etiquette
 - c. Skills
 - i. Serving
 - 1. High deep serve
 - 2. Low short serve
 - 3. Drive serve
 - ii. Stokes
 - 1. Forehand
 - 2. Backhand
 - 3. Smash
 - 4. Drop
 - 5. Drive
 - iii. Strategies
 - iv. Participate in singles and doubles tournaments
 - d. Evaluation
 - i. Participation
 - ii. Written and or skill test
6. Horseshoes
- a. Equipment
 - i. Horseshoes
 - ii. Court
 - b. Knowledge

- i. Rules
- ii. Scoring
- iii. Singles play
- iv. doubles play
- v. Etiquette
- c. Skills
 - i. Approach
 - ii. Pitch
 - 1. Single turn delivery
 - 2. One and one quarter –turn delivery
 - 3. One and one half-turn delivery
 - 4. One and three quarter-turn delivery
 - iii. Practice Etiquette
 - iv. Participate in singles and doubles horseshoe activities/tournaments
 - v. Evaluation
 - 1. Written and or skill test
- d. Dance
 - i. Review
 - 1. Open position
 - 2. Closed position
 - 3. Waltz
 - 4. Two step
 - 5. Etiquette
 - ii. Introduce
 - 1. Polka
 - 2. Jitterbug
 - 3. Fox Trot
 - 4. Optional dances
- e. Eclipse Ball
 - i. Equipment
 - 1. Racquets
 - 2. Court
 - ii. K knowledge
 - 1. Rules
 - 2. Strategies
 - 3. Scoring
 - 4. Etiquette
 - iii. Skills
 - 1. Forehand, backhand, serving, and spiking
 - iv. Participate in games/tournaments

Team Sports

Course Description

Team Sports – Elective: Grades 11-12 – ½ Unit of credit -- 1 semester course. Team Sports is an activity/skill-related class with emphasis on team building skills. Activities may include: flag football, soccer, softball, volleyball, archery, basketball, pickle-ball, eclipse ball, walking/hiking, and recreational and leisure games.

Course Outline

The following units are taught as a one semester class. Each of the units of activity are taught using the following basic guidelines:

1. Introduction / history of activity
2. Basic rules
3. Fundamental skill development
4. Practice Basic Skills need for activity
5. Schedule of Games for each activity
6. Written evaluation for each unit / activity

Units of activity: all units emphasize sportsmanship, teamwork, and active involvement.

Unit 1: Invasion Sports

- A. Basketball
- B. Football
- C. Soccer
- D. Floor Hockey
- E. Ultimate Frisbee

Unit 2: Net Sports

- A. Volleyball
- B. Eclipse Ball
- C. Pickle Ball

Unit 3: Field Sports

- A. Softball

Unit 4: Dual Sports

- A. Archery

Weight Training

Course Description

Weight Training - This is a one semester class that will promote and improve the muscular development, flexibility, agility, and cardiovascular components of the student. the course is based on the curriculums from two programs, bigger – faster – stronger and speed and strength curriculum for physical education and athletics. This program is based on a standards based curriculum. Following is the rationale for the class / program.

Course Outline

Weight training: course outline / syllabus (name change from personal fitness and wellness)
This is a one semester class that will promote and improve the muscular development, flexibility, agility, and cardiovascular components of the student. the course is based on the curriculums from two programs, bigger – faster – stronger and speed and strength curriculum for physical education and athletics. this program is based on a standards based curriculum. Following is the rationale for the class / program.

1. Specificity, variability, & economy: this program will incorporate a combination of sets and reps for exercises that changes the training cycle thereby maximizing the results.
2. Intensity: weight workouts will be based on a percentage of maximum weight to allow for proper technique and avoid “overtraining”.
3. Training movements, not muscles: emphasize pushing and pulling exercises of the shoulder and hip complex.
4. Technique before weight: technical mastery before increasing weight.
5. Progression: program will be based on sets – reps- time.
6. Assessment based on daily data: program is based on daily achievement according to program parameters.

Unit 1: Introduction of program

- A. Program guidelines
- B. Demonstration of core lifts
- C. Demonstration of auxiliary lifts
- D. Safety procedures
- E. Demonstrate flexibility program
- F. Demonstrate cardiovascular activities

Unit 2: Core lifts: bench – squat – power clean – military – dead lift

Unit 3: Auxiliary lifts: nautilus equipment – machine lifts

program is based on a 4 week cycle with changing reps and weights. 4 cycles a semester

- A. Core lifts: completed 2 times a week

Week 1: 3 sets – 3 reps each set = technique

Week 2: 3 sets – 5 reps each set = technique

Week 3: 3 sets – 5 reps each set = increase weight

Week 4: 3 sets - 10 reps – 8 reps – 6 reps = technique

B. Auxiliary lifts: nautilus and machine lifts

Week 1: 2 sets of 10 reps for each lift

Week2: 2 sets of 12 reps for each lift

Week 3: 2 sets of 15 reps for each lift

Week 4: test

C. Cardiovascular activities: vary each day / week

Activities: jump rope, ladder drills, plyometrics, running, etc

D. Agility activities: vary each day / week

Activities: dot drill, shuffle drill, “i” test, ring series, speed drills, etc

E. Flexibility sequence: vary each day / week

Activities: “1-2-3-4” stretch, dynamic warm-up

This class will be based on “units” of training. each unit will consist of the 5 basic areas:

1. Core lifts
2. Auxiliary lifts
3. Cardiovascular
4. Agility
5. Flexibility

These units are varied to promote the development of all aspects of strength, speed, cardiovascular, agility, and flexibility.

Lifeguard Training

Course Description

Lifeguard Training/CPR for the Professional Rescuer – Elective: Grades 11-12 – ½
Unit of credit -- 1 semester course. Prerequisite: 500 meter swim and tread water for 2 minutes without using arms or successful completion of Advanced Aquatics. This class will include CPR for the professional rescuer, first aid, and rescue procedures as stated in the lifeguard-training manual. Students may purchase books for the class and keep them for personal use. There will be a \$10 fee assessed for Red Cross certification purposes.

Course Outline

The purpose of this class is to become certified as a lifeguard

A. Course Prerequisites (these prerequisites are for the purpose of certification, if a student does not meet them it does not mean they will not pass the class.)

1. Swim 300 yards continuously, using the following strokes in the following order:
 - ✓ 100 yards of front crawl using rhythmic breathing and a stabilizing, propellant kick
 - ✓ 100 yards of breaststroke
 - ✓ 100 yards of either front crawl using rhythmic breathing or breaststroke. These 100 yards may be a mixture of front crawl and breaststroke, by 25's.
2. Swim 20 yards using front crawl or breaststroke, surface dive to a depth of 7 to 10 feet, retrieve a 10 pound object, return to surface, and swim 20 yards back to the starting point with the object. When returning to the starting point, the candidate must:
 - ❖ Hold the 10 pound object with both hands
 - ❖ Keep his or her face above the water

B. Lifeguarding Skills (must demonstrate)

1. Entries and Approaches
 - a. Slide-in-entry
 - b. Stride jump
 - c. Compact jump
 - d. Rescue approaches-front crawl and breaststroke
2. Rescue Skills (must demonstrate)
 - a. Simple assists
 - b. Extension assists from the deck
 - c. Reaching assist with equipment
 - d. Throwing assist
 - e. Swimming extension rescue
 - f. Active drowning victim rear rescue

- g. Passive drowning victim rear rescue
- h. Two-person removal from the water using a backboard
 - I. Passive submerged victim – shallow water
- j. Multiple- victim rescue
- k. Feet-first surface dive
- l. Submerged victim – deep water
- m. Front and rear head hold escapes

B. Lifeguarding knowledge:

- 1. Characteristics and responsibilities of a professional lifeguard
- 2. Decision making
- 3. Legal considerations
- 4. Lifeguard team
- 5. How facility management promotes lifeguard professionalism
- 6. Preventing injuries- patron safety
- 7. Safety checks
- 8. Weather conditions
- 9. Management and safety
- 10. Rescue equipment
- 11. Patron surveillance
- 12. Victim recognition
- 13. Effective scanning
- 14. Emergency action plans

C. Breathing and Cardiac emergency skills (must demonstrate)

- 1. Initial assessment
- 2. Provide care using breathing barriers
- 3. Rescue breathing (adult, child and infant)
- 4. Airway obstruction (adult, child and infant)
- 5. Use a bag-valve mask
- 6. CPR (adult, child, infant and two-person)
- 7. Use an AED

D. Breathing and cardiac emergency knowledge

- 1. Before providing care
- 2. Standard precautions
- 3. General procedures for injury or sudden illness on land
- 4. Cardiac chain of survival
- 5. Signs and symptoms of a heart attack
- 6. Cardiac arrest
- 7. AED

E. First-aid skills (must demonstrate)

- 1. Applying a sling and binder, soft splint and an anatomic splint

F. First-aid knowledge

1. Sudden Illness
2. Wounds
3. Caring for shock
4. Heat-and cold related emergencies
5. Injuries to muscles, bones and joints

G. Caring for head, neck and back injuries (must demonstrate)

1. In-line stabilization (shallow water)
 - a. head splint
 - b. head-chin
 - c. victim face-up, face-down and submerged
2. In-line stabilization (deep water)
 - a. head splint
 - b. head-chin
 - c. victim face-up, face-down, submerged
3. Back boarding
 - a. victim in shallow water
 - b. victim in deep water
4. on-land in-line stabilization

H. Course exit requirements.

1. Three final skill scenarios
 - a. active drowning victim
 - b. submerged passive drowning victim
 - c. removal from water

Advanced Aquatics

Course Description

Advanced Aquatics – Elective: Grades 11-12 – ½ Unit of credit -- 1 semester course.
Prerequisite: Swimming I. This course provides students the opportunity to develop skills from the American Red Cross “Advanced Swimmer” course. Other activities included in this course are: survival swimming skills, water safety and rescue skills, physical conditioning, springboard diving, snorkeling and beginning lifeguard training skills.

Course Outline

- XIV. Pretest
 - a. Breathing
 - b. Prone Float
 - c. Prone Glide
 - d. Back Glide
 - e. Front Crawl
 - f. Deep water swim
- XV. Front Crawl
 - g. Flutter Kick
 - h. Arm stroke
 - i. Rhythmic Breathing
 - j. Bilateral Breathing
 - k. Coordination
 - l. Skill Test
- XVI. Elementary Back Stroke
 - e. Whip kick
 - f. Arm stroke
 - g. Coordination
 - h. Skill Test
- XVII. Breast Stroke
 - k. Whip kick
 - l. Arm stroke
 - m. Breathing
 - n. Coordination
 - o. Skill Test
- XVIII. Side stroke
 - e. Scissor kick
 - f. Arm stroke
 - g. Coordination
 - h. Skill Test

- XIX. Backstroke
 - a. Flutter kick
 - b. Arm stroke
 - c. Coordination
 - d. Skill Test
- XX. Butterfly
 - a. Dolphin Kick
 - b. Arm stroke
 - c. Breathing
 - d. Coordination
 - e. Skill Test
- XXI. Sculling
 - a. Feet First
 - b. Head First
 - c. Stationary
 - d. Skill Test
- XXII. Turns
 - a. Open
 - b. Flip
- XXIII. Deep Water Skills
 - a. Tread Water
 - 1. Arm action
 - 2. Kicks (whip, rotary, scissor)
 - b. Survival strokes
 - 1. Sidestroke
 - 2. Breaststroke
 - 3. Elementary Back Stroke
 - c. Survival Float
 - 1. On front
 - 2. On Back
- XXIV. Snorkeling
 - a. Mask
 - 1. Fit and Adjustment
 - 2. Use
 - 3. Clearing Mask
 - b. Snorkel
 - 1. Keeper
 - 2. Clearing Snorkel
 - 3. Fit and adjustment
 - c. Fins

1. Dolphin kick
 2. Flutter kick
 - d. Surface swims
 1. Flutter kick
 2. Dolphin Kick
 - e. Surface dives
 1. Straight
 2. Tuck
 3. Pike
 - f. Entries
 1. Stride (feet first)
 2. Sit-in (back roll)
 3. Forward roll
 - g. Search and recovery
 1. Line Search
 2. Line search with dive
 3. Deep water search
 - h. Scuba Introductory)
 1. Explanation
 2. Exploration
 - i. Skill test
 1. Clear mask
 2. Clear snorkel
 3. Snake swim
 4. Entries
 5. Surface dives
- XXV. Diving
 - a. Forward Approach
 1. Feet first entry (straight, tuck, pike)
 - b. Forward Dive
 1. Tuck
 2. Pike
 3. Straight
 - c. Rear Approach
 1. Feet first Entry (straight, tuck, pike)
 2. Back Dive
 - d. Forward flip
 - e. Optional dives
 - f. Review Diving from diving sheets
 - g. Skill test
- XXVI. Water Safety
 - a. Assists

1. Reaching
 2. Throwing
 3. Wading
 4. Swimming
- XXVII. Optional activities based on facilities available

Adaptive Physical Education

Course Description & Outline

Adaptive Physical Education: Unit(s) of Activity and Description

The primary function of this class is to introduce students to simple activities that can be enjoyed for a lifetime. Modifications are made to activities for student involvement. Teamwork and sportsmanship are also taught throughout the units.

Unit 1: Lawn Activities: Activities include but not limited to: Bocce Ball, Horseshoes, Croquet, and Frisbee.

Unit 2: T-Ball an adaptation of softball. Motor skills and hand eye coordination activities are emphasized.

Unit 3: Beach ball Volleyball: This is the modification of regular volleyball. Using a 20” beachball and a 5.5’ net. Students also will use a regulation size volleyball for development of hitting and receiving the ball. Points of emphasis are on basic skills, teamwork, and hand eye coordination.

Unit 4: Invasion Games: This unit is developed throwing skills. Modification of “dodge ball” games are used. The use of assorted Nerf balls allow for the safety and skill development in this unit.

Unit 5: Indoor Horseshoes: Modifications are the use of rubber / plastic horseshoes.

Unit 6: Floor Hockey: Modifications include the use of “brooms” and / or sticks, a rubber ball, and Nerf balls.

Unit 7: Shuffleboard: This activity is played with and without modifications

Unit 8: Scooter Games and Activities: Use of scooter boards for muscular development, coordination, body awareness, and cardiovascular development.

Unit 9: Bowling: This unit is used in both a modified and regular form. In the gym we will use rubber bowling balls and 6 pins instead of 10. The students also will have the opportunity to bowl at a local bowling alley.

Unit 10: Physical Fitness: This unit / activities are done throughout class. Testing is based on the Presidential Physical Fitness Assessment.

APPENDIX A

21st Century Skills – 4th Grade

The Partnership for 21st Century Skills organization in cooperation with the National Council of Teachers of English developed a 21st Century Skills Map. The 21st Century Skills Map has so far been developed at grades 4, 8, and 12.

We did an alignment between the 21st Century Skills Map and Mandan Public Schools' K-4 Physical Education Curriculum. Not all of the 21st Century Skills are addressed by Mandan Public Schools' K-4 Physical Education Curriculum. However, some of the skills may also be addressed by other curriculums in Mandan Public Schools. This match is a guide to assist us in the identification of which 21st Century Skills align to specific benchmarks in each grade. If someone else did the match, we would expect slightly different results.

We numbered the 12 broad 21st Century Skills 1-12. In front of each 21st Century Skill is a digit which indicates the grade level at which the 21st Century Skill was developed. Each of these 12 skills has 1 or more sub-skills. We numbered the sub-skills with a decimal point followed by another digit in numerical sequence.

The numbers in parenthesis below the 21st Century sub-skills refer to Mandan Public Schools' K-4 Physical Education Curriculum. The first digit in parenthesis refers to the grade level. The second digit in the parenthesis refers to the standard. The third digit in parenthesis refers to the benchmark.

It is important that these 21st Century Skills be addressed by the various components of the school curriculum. As new state standards and benchmarks are developed, we hope that they will address the 21st Century Skills.

4.1 Creativity and Innovation

4.1.1 Demonstrate originality and inventiveness in work

4.1.2 Communicate new ideas to others

4.1.3 Develop, implement and communicate new ideas to others

4.2 Critical Thinking & Problem Solving

4.2.1 Identify and ask significant questions that clarify various points of view

4.2.2 Frame, analyze and synthesize information in order to solve problems and answer questions

4.3 Communication

4.3.1 Articulate thoughts clearly and effectively through writing, speaking, and visuals (K.5.2)

- (1.5.2)
- (2.5.1)
- (3.5.3)
- (4.5.4)

4.4 Collaboration

4.4.1 Demonstrate the ability to work effectively with diverse teams

- (1.5.2)
- (2.5.2)
- (3.5.2; 3.5.3)
- (4.5.3; 4.5.4)

4.4.2 Assume shared responsibility for collaborative work

- (4.2.1; 4.5.1)

4.5 Information Literacy

4.5.1 Access and critically evaluate information and use information accurately to solve problems

4.5.2 Access and critically evaluate information and use information creatively

4.5.3 Evaluate information critically and competently

4.5.3 Evaluate information critically and competently and use information accurately and creatively for the problem at hand

4.5.4 Access information efficiently and effectively, evaluate information critically and competently and use information accurately and creatively

4.6 Media Literacy

4.6.1 Understand how media messages are constructed, for what purposes and using which characteristics and conventions

4.6.2 Examine how values and points of view are included or excluded and how media can influence beliefs and behaviors

4.7 ICT Literacy

4.7.1 Use technology as a tool to research, organize, evaluate and communicate information

4.7.2 Use digital technology and communication tools appropriately to access, evaluate, and create information

4.8 Flexibility & Adaptability

4.8.1 Adapt to varied roles and responsibilities

(K.5.2)

(1.5.2)

(2.5.2)

(3.5.2)

(4.5.1; 4.5.2)

4.9 Initiative & Self-Direction

4.9.1 Define, prioritize and complete tasks without direct oversight

4.9.2 Monitor one's own understanding and learning needs

4. 10 Social & Cross-Cultural Skills

4.10.1. Bridge cultural differences and use differing perspectives to increase innovation and the quality of work

4. 10.2 Leverage the collective intelligence of groups when appropriate

4.11 Productivity & Accountability

4.11.1 Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)

4.12 Leadership & Responsibility

4.12.1 Leverage strengths of others to accomplish a common goal

APPENDIX B

21st Century Skills – 8th Grade

The Partnership for 21st Century Skills organization in cooperation with the National Council of Teachers of English developed a 21st Century Skills Map. The 21st Century Skills Map has so far been developed at grades 4, 8, and 12.

We did an alignment between the 21st Century Skills Map and Mandan Public Schools' 5-8 Physical Education Curriculum. Not all of the 21st Century Skills are addressed by Mandan Public Schools' 5-8 Physical Education Curriculum. However, some of the skills may also be addressed by other curriculums in Mandan Public Schools. This match is a guide to assist us in the identification of which 21st Century Skills align to specific benchmarks in each grade. If someone else did the match, we would expect slightly different results.

We numbered the 12 broad 21st Century Skills 1-12. In front of each 21st Century Skill is a digit which indicates the grade level at which the 21st Century Skill was developed. Each of these 12 skills has 1 or more sub-skills. We numbered the sub-skills with a decimal point followed by another digit in numerical sequence.

The numbers in parenthesis below the 21st Century sub-skills refer to Mandan Public Schools' 5-8 Physical Education Curriculum. The first digit in parenthesis refers to the grade level. The second digit in the parenthesis refers to the standard. The third digit in parenthesis refers to the benchmark.

It is important that these 21st Century Skills be addressed by the various components of the school curriculum. As new state standards and benchmarks are developed, we hope that they will address the 21st Century Skills.

8.1 Creativity and Innovation

8.1.1 Demonstrate originality and inventiveness in work

8.1.2 Be open and responsive to new and diverse perspectives

(5.2.3)

(6.2.1)

8.1.3 Develop and communicate new ideas to others

8.2 Critical Thinking & Problem Solving

8.2.1 Frame, analyze and synthesize information in order to solve problems and answer questions

(7.3.1; 7.5.2)

(8.3.1)

8.2.2 Make complex choices and decisions

8.2.3 Identify and ask significant questions that clarify various points of view

8.3 Communication

8.3.1 Articulate thoughts and ideas clearly and effectively

(5.4.3)

(6.3.1; 6.4.3; 6.5.2; 6.5.3)

(7.5.2)

(8.3.1; 8.4.2)

8.3.2 Articulate thoughts and ideas clearly and effectively through writing

8.4 Collaboration

8.4.1 Assume shared responsibility for collaborative work

(7.1.1)

8.4.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

(5.4.2; 5.5.3; 5.5.4)

(6.4.2)

(8.4.2)

8.4.3 Demonstrate the ability to work effectively with diverse teams

(5.2.1; 5.5.1; 5.5.4)

(6.5.3)

(7.5.1; 7.5.2)

(8.5.2)

8.5 Information Literacy

8.5.1 Use information accurately and creatively for the issue or problem at hand

8.5.2 Use information accurately and creatively to generate new knowledge

8.5.3 Evaluate information critically and competently

8.5.4 Possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information

8.6 Media Literacy

8.6.1 Examine how values and points of view are included or excluded and how media can influence beliefs and behaviors

8.6.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors

8.7 ICT Literacy

8.7.1 Use technology as a tool to research, organize, evaluate and communicate information, and possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information

8.7.2 Use digital technology and communication tools appropriately to access, evaluate, and create information

8.7.3 Demonstrate an understanding of legal, ethical, and safe online behavior

8.8 Flexibility & Adaptability

8.8.1 Adapt to varied roles and responsibilities

8.9 Initiative & Self-Direction

8.9.1 Utilize time efficiently and manage workload

8.9.2 Monitor one's own understanding and learning needs

8.10 Social & Cross-Cultural Skills

**8.10.1 Bridge cultural differences and use differing perspectives to increase innovation and the quality of work
(8.5.2)**

8.11 Productivity & Accountability

8.11.1 Set and meet high standards and goals for delivering quality work on time

8.12 Leadership & Responsibility

8.12.1 Demonstrate integrity and ethical behavior

Appendix C

21st Century Skills – 12th Grade

The Partnership for 21st Century Skills organization in cooperation with the National Council of Teachers of English developed a 21st Century Skills Map. The 21st Century Skills Map has so far been developed at grades 4, 8, and 12.

We did an alignment between the 21st Century Skills Map and Mandan Public Schools' 9-12 Physical Education Curriculum. Not all of the 21st Century Skills are addressed by Mandan Public Schools' 9-12 Physical Education Curriculum. However, some of the skills may also be addressed by other curriculums in Mandan Public Schools. This match is a guide to assist us in the identification of which 21st Century Skills align to specific benchmarks in each grade. If someone else did the match, we would expect slightly different results.

We numbered the 12 broad 21st Century Skills 1-12. In front of each 21st Century Skill is a digit which indicates the grade level at which the 21st Century Skill was developed. Each of these 12 skills has 1 or more sub-skills. We numbered the sub-skills with a decimal point followed by another digit in numerical sequence.

The numbers in parenthesis below the 21st Century sub-skills refer to Mandan Public Schools' 9-12 Physical Education Curriculum. The first digit in parenthesis refers to the grade level. The second digit in the parenthesis refers to the standard. The third digit in parenthesis refers to the benchmark.

It is important that these 21st Century Skills be addressed by the various components of the school curriculum. As new state standards and benchmarks are developed, we hope that they will address the 21st Century Skills.

12.1 Creativity and Innovation

12.1.1 Develop and communicate new ideas to others

(9.4.4; 9.5.1)

(10.4.2; 10.4.3; 10.4.4; 10.4.5)

(11-12.4.1; 11-12.4.2; 11-12.4.3; 11-12.5.2; 11-12.5.3)

12.1.2 Demonstrate originality and inventiveness in work

12.1.3 Act on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs

12.2 Critical Thinking & Problem Solving

12.2.1 Frame, analyze and synthesize information in order to solve problems and answer questions

12.2.2 Identify and ask significant questions that clarify various points of view

12.2.3 Exercise sound reasoning in understanding

(9.4.1; 9.4.2)

(10.4.1; 10.4.2)

12.3 Communication

12.3.1 Articulate thoughts clearly and effectively through writing, speaking, and multimedia

(9.4.1; 9.4.2; 9.4.3; 9.5.1; 9.5.2)

(10.5.1; 10.4.4)

(11-12.4.3)

12.3.2 Articulate thoughts clearly and effectively through writing

12.4 Collaboration

12.4.1 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

(9.4.1; 9.5.3)

(10.4.1; 10.5.2)

(11-12.5.3)

12.4.2 Assume shared responsibility for collaborative work

(11-12.5.3)

12.4.3 Demonstrate the ability to work effectively with diverse teams

(9.5.2)

(10.5.2; 10.5.3)

(11-12.5.3)

12.5 Information Literacy

12.5.1 Possess and share a fundamental understanding of the ethical/legal issues surrounding the access and use of information

12.5.2 Use information accurately and creatively for the issue or problem at hand

12.6 Media Literacy

12.6.1 Understand how media messages are constructed, for what purposes and using which tools, characteristics and conventions

12.7 ICT Literacy

12.7.1 Use technology as a tool to research, organize, evaluate and communicate information, and possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information

12.7.2 Use technology as a tool to communicate information

12.7.3 Use digital technology, communication tools and/or networks appropriately to integrate, evaluate, and create information

12.8 Flexibility & Adaptability

12.8.1 Work effectively in a climate of ambiguity and changing priorities

12.9 Initiative & Self-Direction

12.9.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

12.9.1 Demonstrate commitment to learning as a lifelong process

12.10 Social & Cross-Cultural Skills

12.10.1 Bridge cultural differences and use differing perspectives to increase innovation and the quality of work

12.10.2 Leverage the collective intelligence of groups when appropriate

12.11 Productivity & Accountability

12.11.1 Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)

12.12 Leadership & Responsibility

12.12.1 Act responsibly with the interests of the larger community in mind

Appendix D

6th Grade Essential Skills

Essential Skills

Middle School teachers at Mandan Middle School in Mandan Public Schools have determined that in order to be successful, students entering 6th grade need specific physical education knowledge and skills.

Physical Education

Upon entering 6th Grade students need to be able to:

- Demonstrate competency in motor skills and movements needed to perform a variety of physical activities in modified sports and outdoor activities.
 - Upon entering the 6th grade students should have the knowledge to do the following properly:
 - Jump Rope
 - Push-ups
 - Sit-ups
 - Catch/Throw
 - Kick (ball)
- Participate regularly in physical education.
- Demonstrate proper personal hygiene habits.
- Participate in moderate physical activities on a regular basis where they know how to monitor their heart rate and check their pulse.
- Demonstrate good sportsmanship.
- Demonstrate proper problem solving techniques to use in competitive environments.
- Value physical activity for a healthy lifestyle.

Appendix E

9th Grade Essential Skills

Essential Skills

Ninth grade teachers at Mandan High School in Mandan Public Schools have determined that in order to be successful, students entering 9th grade need specific physical education knowledge and skills.

Physical Education

Upon entering 9th Grade students need to be able to:

- Demonstrate competency in motor skills and movement needed to perform a variety of physical activities from modified sports, dance and outdoor activities. They should use skills successfully to participate in increasingly complex games or activities.
- Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. They learner knows when, why and how to use strategies and tactics and they can identify principles of practice and conditioning that enhance movement performance.
- Participate regularly in physical education.
- Participate in moderate-to-vigorous physical activities on a regular basis where they know how to monitor their heart rate, breathing and recovery rate.
- Exhibit responsible personal and social behavior that respects self and others.
- Value physical activity for health, enjoyment and social interaction.
- Make appropriate decisions to resolve conflicts and practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.