MINNESOTA DEPARTMENT OF EDUCATION

LEARNER OUTCOMES FOR PHYSICAL EDUCATION

SOME ESSENTIAL

STUDENT CENTERED

STUDENT CENTERED

SOME ESSENTIAL

LEARNER OUTCOMES

IN

PHYSICAL EDUCATION

Including Adapted Modifications

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DEVELOPMENT TEAM

Content of "Student Centered Some Essential Learner Outcomes (SELO's) in Physical Education with Adapted Modifications" was developed from original field efforts by a team of persons representing special education and physical education from school districts, higher education and the State Department of Education. Since 1975, the Developmental Adapted Physical Education Plan of Action has helped to initiate and encourage cooperative planning, program development and program implementation with special education and physical education between school districts, regional education services and the State Department of Education. The Plan of Action has created a cooperative and highly professional spirit due to the dedicated service provided by leadership persons throughout the state. Editors of this SELO would like to express appreciation to the persons listed below for their creative insight and quality contributions to the development of this document.

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TABLE OF CONTENTS

PHYSICAL EDUCATION CURRICULUM - AN OVERVIEW

At times, physical education has suffered from the stereotype that its curriculum consisted of throwing out balls and blowing whistles. Popular perceptions were that physical education evaluation and assessment tools involved a stop watch and a yardstick. In reality, physical education is a discipline with a sophisticated structure that has an organized scope and sequence and which attempts to accommodate individual needs. State and federal laws require that the needs of all students be met. Early in the process, a developmental/adaptive physical education program was developed. Physical educators found that student-centered curriculums resulted in better programs and more positive attitudes on the part of students.

This SELO document has been developed to help school districts improve their curriculum. However, the SELO document should be considered within the context of a systems approach to curriculum. Additional work needs to be done before the SELO is used. Other curriculum work needs to be done after it is implemented. The following is a short summary of the major components of a systems approach to curriculum.

Curriculum in this paper is defined as a written document which is a plan for the education of pupils during their enrollment in school and which will clarify what will be taught, when it will be taught, and in the ways it might be taught.

There are numerous reasons for developing a physical education curriculum. Some of the most important are:

1. To clarify for students, staff, and community, the mission and elements of a district's total curriculum.

2. To define what learner outcomes/objectives teachers have responsibility/ accountability to cover.

3. To define what outcomes/objectives students should learn at what grades and in which courses.

4. To define how a particular curriculum is to be organized so as to reduce unproductive repetition and important content variations.

5. To maintain reasonable consistency within a district's offerings so that students are able to receive approximately the same content in various sections of an offering.

6. To establish a common base from which local educators, individually and in a group, can plan for instruction.

7. To identify resources that teachers may use to teach specific outcomes and thus enhance the quality of instruction and reduce preparation time.

8. To help integrate learning in the various disciplines.

A curriculum development and implementation system has many formats and designs. The following model has been adapted to practices used in Minnesota. Specifically it has been designed to accommodate the Planning, Evaluation, and Reporting (P.E.R.) Law. As the "Responsive Education" model indicates, curriculum development and implementation is perceived within the context of four general headings. Those four headings are: (1) Educational Goals, (2) Instructional Plan, (3) Evaluation, and (4) Reporting. Each of these headings has many elements and requires different considerations. Illustration No. 1 provides an overview of the P.E.R. curriculum development and implementation process.

Educational Goals

Educational goals evolve from an educational philosophy that defines general expectations in different areas of a student's life. Very often school districts use goal formats already developed by organizations and then they modify and prioritize as is appropriate for them. The Phi Delta Kappa and the Association for Supervision and Curriculum Development goals/subgoals are two sets widely used. It is extremely important to have parent and student participation in the ranking of the goals. Additionally, schools need to consider assessment information derived from test and other sources of data, such as follow-up studies and questionnaires. In short, great care needs to be given to validating what general expectations there will be for students and educators.

Instructional Plan

As noted earlier, the purpose of the student centered Physical Education Some Essential Learner Outcomes (SELO's) is to provide local school districts with suggested program goals and learner outcomes from which they may organize, modify and/or add in order to develop a core physical education curriculum suitable to their philosophy and intended efforts.

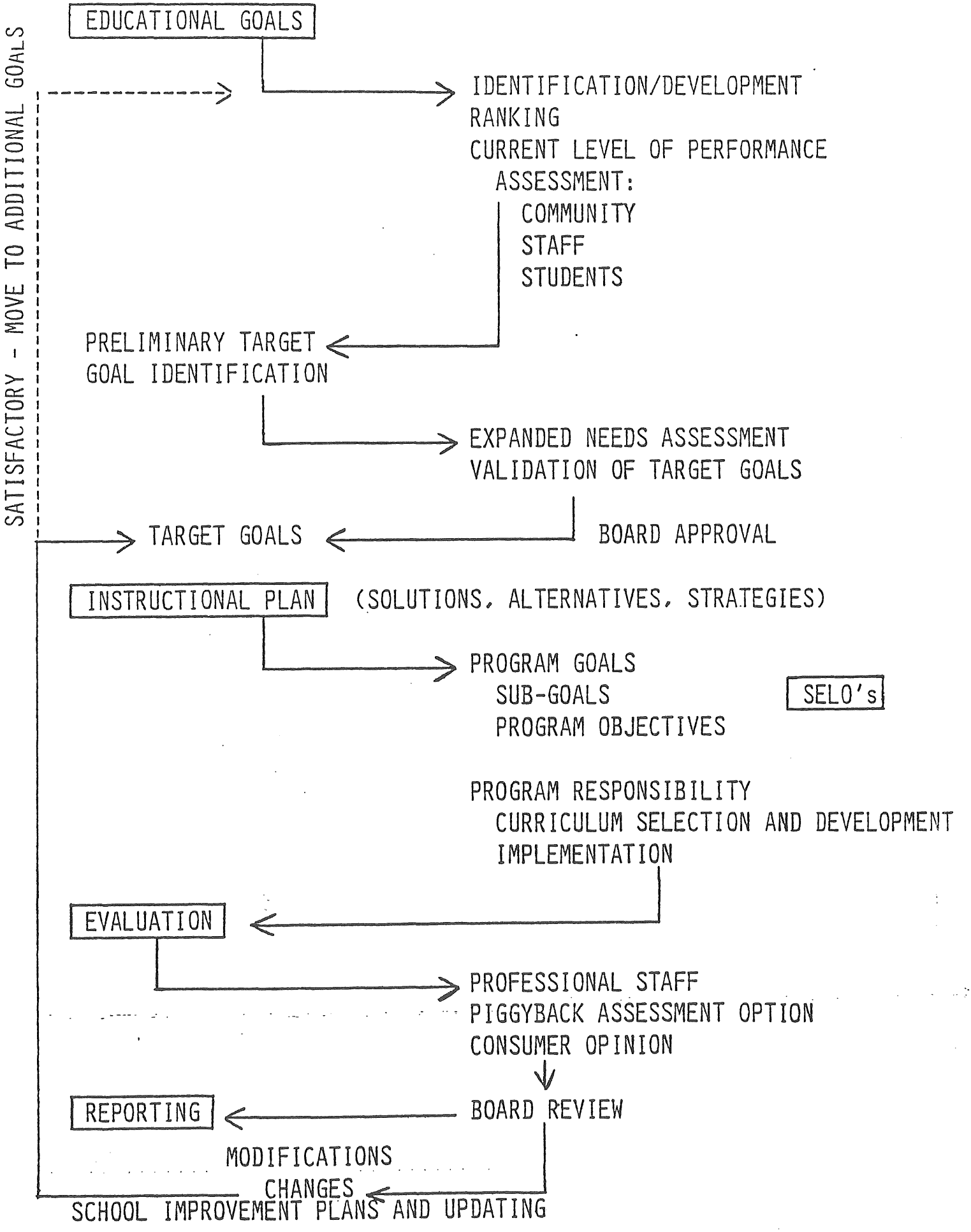
The SELO approach is a process for determining priorities. It provides educators, administrators, parents and students with a systematic way to facilitate curriculum organization in order to make reasonable and valid judgments and decisions at the local level.

Knowing that various diverse philosophies and priorities exist within any group process, it is imperative to elicit the expectations of all concerned. From the onset, differences must be negotiated to expedite and attain the overall goal which is the establishment, maintenance or improvement of a comprehensive core curriculum in physical education (early childhood through the secondary level).

The definition of comprehensiveness is extremely subjective. One person's opinion of a comprehensive program may be very different from another person's definition. A quick way of evaluating the comprehensiveness of an existing program is to examine the amount of time presently allocated to each

ILLUSTRATION NO. 1

"A SYSTEMS APPROACH TO
A RESPONSIVE EDUCATION"



strand (e.g. object manipulation, aquatics, dance). Many districts have found the instrument on pages 8 to 10 valuable in assessing the allocation of time in their existing elementary and secondary program. Obviously some tasks require more time to teach than others, but, often, completing this instrument reveals gaps or imbalance in a Physical Education Program, even when considering only the variable of time.

A more comprehensive means of examining the scope of a program requires a more detailed look at learner outcomes.

Student learner outcomes or program goals are necessary for determining with more specificity what will be taught (scope), when it will be taught (sequence), and how it will be taught (instructional strategies). These three components are the major elements of an instructional plan. Learner outcomes are usually developed within the framework of a goal or more often by subject/discipline areas. Learner outcomes in a well developed curriculum indicate the concepts that students will learn in a given area. They are specific enough so that parents will understand what their children are to learn. Those same learner outcomes help teachers define what their responsibilities are and make them aware of the responsibilities that other teachers have.

Learner outcomes are especially important for determining unproductive duplication and for finding gaps within a subject and amongst different subjects. All instruments for developing scope and sequence, accompanied by a more thorough explanation of the process, may be found on pages 11 and 12. Considerable attention needs to be given to insuring that cognitive, skill, and attitudes outcomes are specified for each major concept and that the curriculum has balance, relevance, and unity. Students are able to understand and retain information much better if they have opportunities to think about the concept being taught, develop personal skills by actually doing an appropriate activity, and then consider the value and utility for themselves and others of what they have done. Educators should also consider whether their curriculum accommodates different learning styles and motivation preferences. Additionally, developers need to be certain that all levels in a learning taxonomy are covered and that there not be an over-reliance on recognition and recall of facts.

Development of a district or school Physical Education Program does not complete curriculum development responsibilities. Students have different needs and those special considerations need to be accommodated if all students are to maximize their learning opportunities. The section titled "Suggested Student Centered Adaptations" was developed to help teachers accommodate these special needs.

The SELO's and their instructional strategies represent an ideal aimed at "average" students. In reality, schools need to develop accommodations within the spectrum of managerial, societal, and economical realities. In some cases, students have major needs that require educational alternatives offered by modified programs. This is especially appropriate when there are significant numbers of students who require that change. Program modifications may involve changes ranging from equipment adaptations, to modifying expectations, to using different delivery systems.

A second type of adaptation involves developing modifications for individual students. Student modifications have the same wide range of possibilities as do program modifications. In both cases, the concern is with meeting needs in the way that provides the most opportunities within given limitations.

Illustration No. 2 gives a visual display of this modification process.

Once the broad curriculum student-centered SELO's have been agreed upon, the staff can further develop Essential Learner Objectives (ELO's) for specific units. The unit objectives are then used as guides for specific lesson plans which are generally stated in behavioral terms. Through this process, the SELO's are translated into specifics for program content and instruction. Illustration number 3 shows an overview of the Physical Education curriculum.

Evaluation

Evaluation is the third major consideration in a systems approach to education. Evaluation generally has two lines of consideration, program and individual. Program evaluations are concerned with the effectiveness of instruction to a group while individual evaluation is concerned with the progress of one student. There are two major types of evaluation at the two levels. Formative evaluation is concerned with ongoing events. This type of evaluation is used to make ongoing corrections, modifications or adjustments as a means of improving the learning effort. Summative evaluation is an overall look at the effort so as to determine whether the individual as well as the program may be characterized as successful. If at all possible, new curriculum development efforts should be pilot-tested so that problems which arise affect only a small group and can be minimized when working with a large population.

Reporting

Reporting is the fourth major consideration in a "Responsible Education System." There should be concern with providing information that is usable to all groups. Parents and students should understand the general process undertaken at each stage and the conclusions should be noted in language that is not overly technically or heavy in educational jargon. Educators should receive clear information about which program components need to be modified and which are working well. They also should have sufficient information to determine whether all populations are being served adequately.

ILLUSTRATION NO. 2

STUDENT CENTERED PHYSICAL EDUCATION

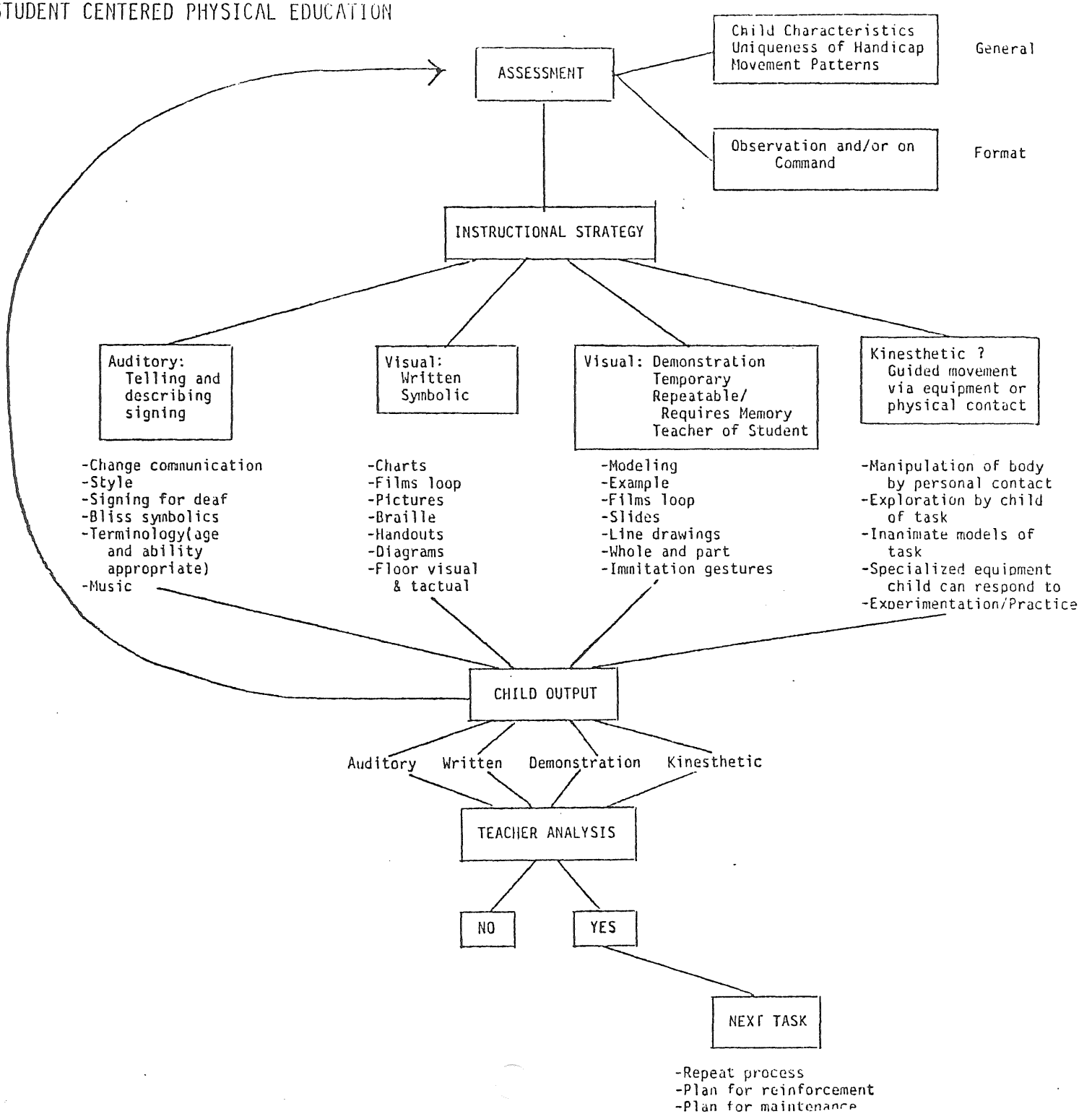
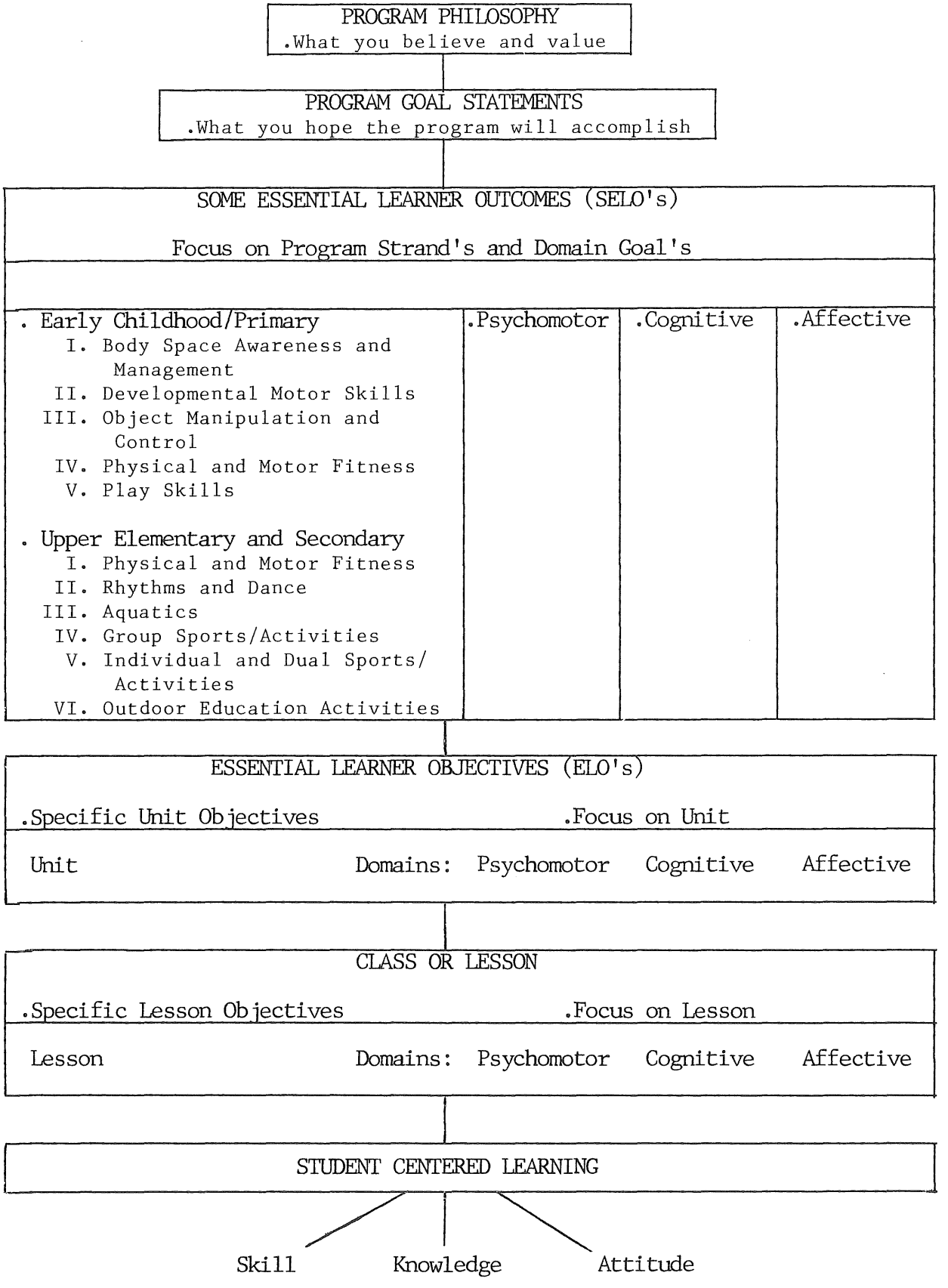


ILLUSTRATION NO. #3

PHYSICAL EDUCATION CURRICULUM



IDENTIFICATION OF EXISTING PROGRAM PROFILE

To better identify existing physical education program course offerings, use Illustrations 4 and 5.

In the upper right-hand corner, indicate what grade or grades the profile chart will be covering. At some time, you will want to combine the separate grades into groups such as: intermediate, junior high school or senior high school in order to develop a profile of scope and sequence focus.

You will note there are five strands identified for Early Childhood/Primary and six for Upper Elementary and Secondary. To use both, begin by listing the titles of your current course offerings within the appropriate strands under letter "A" on the profile sheet. If a course appears to fit in more than one strand, determine by its goals the most appropriate placement and list it there. Do not list a course more than once unless two distinct emphases are covered. Example: Cross-Country Skiing could be listed under Individual/Dual Sports and Activities if the focus were Racing but under Outdoor Education if the emphasis were Touring.

Under Column "B" indicate the participants of the class as either Co-ed (CE) or Girls only (G) or Boys only (B).

Under Column "C" note the contact time with the course such as total number of weeks or total number of hours the class meets.

Additional comments relative to the curriculum offering can be noted at the bottom of the form. Offerings that do not fit precisely into the format such as special events, electives and/or required courses are valuable to note.

Once your curriculum course offerings, class makeup and time frames are listed, connect a line to the appropriate numbers to develop your personal program profile.

Now you are ready to analyze the results and gather further information in order to make some specific judgments and decisions.

SELO CURRICULUM PROGRAM PROFILE

I. Body Space Awareness/Management			II. Developmental Motor Skills			III. Object Manipulation			IV. Physical and Motor Fitness			V. Play Skills		
A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
17.			17.			17.			17.			17.		
16.			16.			16.			16.			16.		
15.			15.			15.			15.			15.		
14.			14.			14.			14.			14.		
13.			13.			13.			13.			13.		
12.			12.			12.			12.			12.		
11.			11.			11.			11.			11.		
10.			10.			10.			10.			10.		
9.			9.			9.			9.			9.		
8.			8.			8.			8.			8.		
7.			7.			7.			7.			7.		
6.			6.			6.			6.			6.		
5.			5.			5.			5.			5.		
4.			4.			4.			4.			4.		
3.			3.			3.			3.			3.		
2.			2.			2.			2.			2.		
1.			1.			1.			1.			1.		
0.			0.			0.			0.			0.		

"A" Course Offering "B" Class Makeup... Co-Ed. (CE), Girl Only (GO), Boy Only (B) "C" Contact time...hours or weeks

10.	10.	10.	10.	10.
9.	9.	9.	9.	9.
8.	8.	8.	8.	8.
7.	7.	7.	7.	7.
6.	6.	6.	6.	6.
5.	5.	5.	5.	5.
4.	4.	4.	4.	4.
3.	3.	3.	3.	3.
2.	2.	2.	2.	2.
1.	1.	1.	1.	1.

TOTAL TIME...within each strand indicated in either hours or weeks.

.Discuss and analyse the profile, evaluate results, plan action and implement efforts as perceived needed.
Results:

ILLUSTRATION #5

INTERMEDIATE/SECONDARY GRADE(S) _____

SELO CURRICULUM PROGRAM PROFILE

I. Physical and Motor Fitness			II. Rhythms and Dance			III. Aquatics			IV. Group Sports & Activities			V. Individual/ Dual Sports/ Activities			VI. Outdoor Education Activities		
A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
17.			17.			17.			17.			17.			17.		
16.			16.			16.			16.			16.			16.		
15.			15.			15.			15.			15.			15.		
14.			14.			14.			14.			14.			14.		
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7.			7.			7.			7.			7.			7.		
6.			6.			6.			6.			6.			6.		
5.			5.			5.			5.			5.			5.		
4.			4.			4.			4.			4.			4.		
3.			3.			3.			3.			3.			3.		
2.			2.			2.			2.			2.			2.		
1.			1.			1.			1.			1.			1.		
0.			0.			0.			0.			0.			0.		

"A" Course Offering "B" Class Makeup... Co-Ed. (CE), Girl Only (G), Boy Only (B) "C" Contact time...hours or weeks

10.	10.	10.	10.	10.	10.
9.	9.	9.	9.	9.	9.
8.	8.	8.	8.	8.	8.
7.	7.	7.	7.	7.	7.
6.	6.	6.	6.	6.	6.
5.	5.	5.	5.	5.	5.
4.	4.	4.	4.	4.	4.
3.	3.	3.	3.	3.	3.
2.	2.	2.	2.	2.	2.
1.	1.	1.	1.	1.	1.

TOTAL TIME...within each strand indicated in either hours or weeks.

.Discuss and analyze the profile, evaluate results, plan action and implement efforts as perceived needed.
Results:

SELO Scope and Sequence Instrument

A Local Physical Education Committee examining the district/school level instructional plan for Physical Education could use the following instrument as a guide for identifying and sequencing the fundamental outcomes for instruction. The instrument allows the committee to assess each strand and outcome by grade level and sequence it according to the key.

For purposes of clarification, the four levels of categories being used in this document are called Strands, Domains and Outcomes. A Strand (represented in the outline as Roman Numerals I-XI) would be one of the eleven major sections (e.g. Developmental Motor Skills, Physical and Motor Fitness). Domains refer to Affective, Cognitive or Psychomotor (A, C, or P). Outcomes are what students should know, do or feel and these are represented in the outline by numbers.

EXAMPLE 1

KEY: SEQUENCE OF INSTRUCTION

I INTRODUCE CONCEPT/SKILL

H HEAVY EMPHASIS

M MASTERY

R REINFORCE

STRAND	DOMAIN	OUTCOME	PRIMARY				MIDDLE SCHOOL: INTERMEDIATE			MIDDLE SCHOOL: JUNIOR HIGH			SENIOR HIGH		
			K	1	2	3	4	5	6	7	8	9	10	11	12
IV	C	C			I		H		M	R	R	→	→	→	→
IV	C	D					I		H			M	R	→	→

In the above example, a Physical Education Committee has decided that the outcome "students should be able to identify basic benefits of exercise" IV Physical and Motor Fitness, Cognitive, Outcome C. (Outcome IV, C, C) should be introduced in the second grade, receive heavy emphasis in the fourth grade, mastery in the sixth grade and reinforcement in the seventh and eighth grades and thereafter.

Committees should consider the balance of outcomes in terms of domains and distribution. The instrument helps committees examine the appropriateness of expectations in relation to developmental theory and also whether certain grades have too many or too few outcomes assigned to certain grades.

In short, this format allows a local staff to sequence the skills, knowledge, and attitudes contained in the SELOs and sequence them according to local priorities and system of beliefs. Please keep in mind that what is shown here is one approach. Local committees may want to user other formats depending upon school/district needs and priorities.

KEY: Sequence of Instruction

I Introduce Concept/Skill

H Heavy Emphasis

M Mastery

R Reinforce

STRAND / DOMAIN / OUTCOME	Primary				Middle School: Intermediate			Middle School: Junior High			Middle School: Senior High		
	K	1	2	3	4	5	6	7	8	9	10	11	12

Early Childhood and Primary children should demonstrate knowledge, competence and appreciation in the areas of Body/Space Awareness and Management, Developmental Motor Skills, Object Manipulation and Control, Physical and Motor Fitness and Play Skills.

I. BODY/SPACE AWARENESS AND MANAGEMENT

Students should demonstrate knowledge, competence and appreciation of body/space awareness and management.

COGNITIVE

A. Students should have basic knowledge of their body parts, directions in space, balance, and left-right orientation.

B. Students should be able to distinguish body parts and basic directions in space (e.g., forward, up, down).

C. Students should be able to organize and employ body parts and spatial directions while moving in the learning environment.

D. Students should analyze body actions while moving in a learning environment.

E. Students should develop variations of body actions using different body parts in different learning environments.

PSYCHOMOTOR

A. Students should imitate actions utilizing body parts, body planes, directions and left and right orientation.

B. Students should be able to move various body parts in various directions in the learning environment.

C. Students should integrate body part actions into movements that are harmonious and efficient.

D. Students should be able to smoothly integrate body actions into natural movements in an automatic and spontaneous manner.

AFFECTIVE

A. Students should accept their own body and its uniqueness.

B. Students should value the physical differences in others.

C. Students should be able to define different approaches to body movements.

D. Students should be able to define their own approaches toward movement and be able to define them in terms of others and aesthetics.

SUGGESTED STUDENT CENTERED ADAPTATIONS

(Following are suggestions that teachers may consider in order to provide opportunity for learning by all students and particularly those students who benefit from particular adaptations to the learning situation.)

COGNITIVE

Student's learning can be assisted by providing:

A. A response system so that a child can show an awareness of a stimulus;

B. The use of visual cues such as pictures, drawing, tracing, dolls, finger plays, and mirrors;

C. Tactile cues such as opportunity to explore various items and textures both animate and inanimate;

D. Auditory cues such as verbal direction, records, and story plays;

E. A combination of visual, auditory, tactile cues;

F. Physical assistance in identifying body parts and moving in space.

PSYCHOMOTOR

Student's psychomotor development may be enhanced by:

A. Utilizing appropriately the response capabilities of students;

B. Touching, labeling or drawing body parts and planes;

C. Moving in space to verbal commands, records, or tapes and mini games;

D. Providing obstacle course variations appropriate for specific handicaps, enabling students to move over, under, around and through objects in general space;

E. Providing opportunity to demonstrate functional ability in static and dynamic balance and laterality appropriate for specific handicap, i.e., wheelchair, walker.

AFFECTIVE

Student's appreciation for body/space awareness and input may be enhanced by:

A. Helping child learn how to tolerate a variety of stimuli;

B. Allowing for a variety of expressions;

C. Allowing for adequate time to express physically and verbally;

D. Involving peers, siblings, aides, parents and guardians;

E. Promoting opportunities for interaction with siblings, peers, and community members.

II. DEVELOPMENTAL MOTOR SKILLS

Students should identify and perform different developmental motor skills including locomotor and non-locomotor activities.

COGNITIVE

A. Students should know and be able to apply safety rules relating to selves and others.

B. Students should be able to identify developmental motor skills.

C. Students should be able to differentiate among the different locomotor and non-locomotor skills.

D. Students should be able to select the appropriate developmental motor skill for the learning environment.

E. Students should be able to analyze developmental motor skills.

F. Students should be able to develop an activity utilizing developmental motor skills.

PSYCHOMOTOR

A. Students should imitate the developmental motor skills.

B. Students should safely demonstrate locomotor and non-locomotor activities.

C. Students should perform developmental motor skills with mature patterns.

D. Students should demonstrate smooth integration of components of developmental motor skills.

E. Students should spontaneously demonstrate developmental motor skills and activities.

AFFECTIVE

A. Students should focus on the presentation of developmental motor skills.

B. Students should be willing to practice locomotor and non-locomotor activities.

C. Students should accept the developmental motor skills of selves and others.

D. Students should value different approaches toward developmental motor skills.

E. Students should be able to define their own approaches toward developmental motor skills and be able to defend them in terms of others and aesthetics.

SUGGESTED STUDENT CENTERED ADAPTATIONS

(Following are suggestions that teachers may consider in order to provide opportunity for learning by all students and particularly those students who benefit from particular adaptations to the learning situation.)

COGNITIVE

Student's learning can be improved by:

A. Recognizing and understanding differences in handicapped conditions as related to maturation, experiences, cognitive and functional ability in understanding motor skills;

B. Utilizing methods for expressing developmental movement skills include verbal, written, tactile, non-vocal communication systems, etc.

PSYCHOMOTOR

Student's access may be enhanced by:

A. Using electronic beepers, guide-ropes, textured surfaces, drum beats, partners, tactile direction, etc;

B. Using wheelchairs, scooter, partners, wagons, tricycle, etc., for non-ambulatory students;

C. Using visual and other sensory cues such as volume changes, speed reduction, size, color and texture of letters and markings;

D. Aquatic activities taught considering unique safety features for ambulatory and non-ambulatory children.

AFFECTIVE

Student's appreciation for motor skills may be enhanced by:

A. Allowing for a variety of expressions;

B. Allowing for adequate time to express physically and verbally;

C. Involving parents or guardians to enhance student's positive self-image.

III. OBJECT MANIPULATION AND CONTROL

Students should appropriately identify, manipulate and control designated objects within various environments.

COGNITIVE

A. Students should recognize objects found in physical environments (weights, ropes, balls, wands).

PSYCHOMOTOR

A. Students will imitate movements involving object manipulation and control.

AFFECTIVE

A. Students will select objects for manipulation voluntarily.

B. Students should be able to determine appropriate use of objects and equipment.

C. Students should be able to choose the appropriate objects for use in activities.

D. Students should be able to compare and contrast the use of objects.

E. Students should be able to determine unique uses for objects.

F. Students should be able to recognize a variety of ways to manipulate and control objects.

G. Students should be able to predict the consequences of manipulating objects.

H. Students should be able to apply movement principles to produce desired manipulation of objects.

I. Students should be able to distinguish between safe and unsafe practices.

J. Students should be able to modify movements in order to discover more affective ways to manipulate objects.

B. Students will be able to perform directed object manipulation and control.

C. Students will be able to manipulate and control objects to achieve desired results.

D. Students will be able to combine a group of manipulative skills to accomplish a desired result.

B. Students will voluntarily practice manipulative activities and skills.

C. Students will demonstrate a preference in object and/or the way it is used.

D. Students will determine the importance of practice as related to their need to improve.

SUGGESTED STUDENT CENTERED ADAPTATIONS

(Following are suggestions that teachers may consider in order to provide opportunity for learning by all students and particularly those students who benefit from particular adaptations to the learning situation.)

COGNITIVE

Student's learning can be improved by providing:

A. Environmental awareness via more time to experience, stimulate knowledge about what is in environment, encouragement to move to objects;

B. Variety of experiences, numerous play objects and sufficient time to practice object manipulation;

C. Sufficient structured and non-structured time to manipulate objects.

PSYCHOMOTOR

Student's success may be enhanced by:

A. The use of assistive devices by uniquely modified patterns may be necessary to accommodate specific handicaps;

   1. Sticks, handles and tape will assist in manipulating objects;

   2. Various body parts may assist throwing, such as tucking ball between chin and shoulder;

   3. Feet, sticks, chairs or other objects may assist in object manipulation;

   4. Consider size, weight, color, shape and texture of objects;

   5. Multisensory responses and activities may assist instruction.

AFFECTIVE

Student's appreciation for object manipulation may be enhanced by:

A. Helping student acquire tolerance for manipulating objects;

B. Allowing for a variety of expressions;

C. Allowing for adequate time to express physically and verbally;

D. Involving parents or guardians to enhance student's positive self-image.

IV. PHYSICAL AND MOTOR FITNESS

Students should demonstrate knowledge, competence and appreciation of physical and motor fitness and understand relationship to health maintenance.

COGNITIVE

A. Students should recognize the concepts and function of basic internal and external body parts.

B. Students should recognize the significance of rest and relaxation.

C. Students should be able to identify basic benefits of exercise.

D. Students should begin to comprehend the relationship between heart-rate and exercise.

E. Students should be able to differentiate body parts involved in selected exercise.

PSYCHOMOTOR

A. Students should imitate selected physical fitness activities.

B. Students should imitate selected motor activities.

C. Students should perform selected physical activities.

D. Students should perform selected motor activities according to instruction.

E. Students should be able to perform (selected) physical fitness activities with precision.

F. Students should be able to perform (selected) motor fitness activities with precision.

G. Students should imitate rest and relaxation techniques.

H. Students should perform selected activities that contribute to rest and relaxation.

I. Students should be able to use rest and relaxation techniques as needed.

AFFECTIVE

A. Students should accept the value of physical activity as it relates to maintaining health.

B. Students should willingly participate in physical activities relating to health fitness.

C. Students should value physical and motor fitness activities as they relate to maintaining health.

D. Students should be able to develop an appreciation for a variety of activities that will enhance their physical and motor fitness.

SUGGESTED STUDENT CENTERED ADAPTATIONS

(Following are suggestions that teachers may consider in order to provide opportunity for learning by all students and particularly those students who benefit from particular adaptations to the learning situation.)

COGNITIVE

Student's learning can be enhanced by:

A. Understanding essential adjustments to their handicap;

B. Recognizing and acknowledging the differences in handicapping conditions when explaining or teaching the basic internal and external body parts;

C. Recognizing and understanding differences in handicapped conditions as related to maturation, cognitive ability and functional ability in physical and motor fitness.

PSYCHOMOTOR

Student's success may be enhanced by:

A. Modifying physical fitness activities for handicapped students (i.e., wheelchair push-ups or pull-ups);

B. Modifying motor fitness activities for handicapped students (i.e., three-point rather than one-point balance);

C. Including passive exercise activities;

D. Aquatic activities taught considering unique safety features for ambulatory and non-ambulatory children.

AFFECTIVE

Student's appreciation for physical and motor fitness may be enhanced by:

A. Allowing for a variety of expressions;

B. Allowing for adequate time to express physically and verbally;

C. Involving parents or guardians to enhance student's positive self-image.

V. PLAY SKILLS

Students should function in the continuum of play-skill activities which include understanding, cooperation, accepting rules, controlling emotions, following group process, and acquiring self-satisfaction.

COGNITIVE

A. Students should have knowledge about play-skill activities and rules.

PSYCHOMOTOR

A. Students should demonstrate use of collective skills in body awareness and management, object manipulation and control, fundamental motor skills and physical and motor fitness.

AFFECTIVE

A. Students should be able to differentiate between various emotions that occur in play situations.

B. Students should understand the significance of cooperative efforts and play skills as a life-long skill;

C. Students should recognize the significance of rules in play situations, e.g., taking turns, sharing;

D. Students should illustrate use of rules for various play situations;

E. Students should know about emotional control as part of appropriate behavior in play activities;

F. Students should begin to illustrate an element of emotional control in play situations;

G. Students should recognize rule modification;

H. Students should understand that rule modification may be necessary to meet individual peer needs.

B. Students should be able to perform collective skills appropriately in various play settings;

C. Students should be able to demonstrate individual, group and competitive play situations;

D. Students should be able to perform a variety of play-skill activities with proficiency.

B. Students should practice a positive attitude toward play activities;

C. Students should accept the unique elements and manner others use in play settings;

D. Students should be willing to accept rules selected for various play situations;

E. Students should be willing to accept rules as modified to meet unique student needs.

SUGGESTED STUDENT CENTERED ADAPTATIONS

(Following are suggestions that teachers may consider in order to provide opportunity for learning by all students and particularly those students who benefit from particular adaptations to the learning situation.)

While the degree and severity of the handicapping condition must be considered in deeming the activities appropriate, almost any play activity can be suitable for children with various handicapping conditions, if you consider how to present and adapt to the needs of the students. One does not have to lose the integrity of the game or the involvement of all in adapting the program.

COGNITIVE

Student's learning can be improved by:

A. Recognizing and understanding differences in handicapped conditions as related to responding, motivation, cognition and functional ability in play activities.

PSYCHOMOTOR

Student's success may be enhanced by:

A. Considering the child's social awareness and development in adapting the activities;

B. Asking student's assistance in finding solutions to involvement (often they know how they can participate);

C. Modifying distances and time periods;

D. Decreasing playing area for children with limited movement capacity;

E. Lowering nets, baskets and other elevated targets;

F. Modifying targets, goals and boundaries for easy identification;

G. Increasing the surface area of striking equipment;

H. Increasing or decreasing the size and weight of objects;

I. Modifying equipment with wrist straps, shorter handles or other grasping devices;

J. Exploring alternative functional uses of body parts to meet demands on an activity;

K. Multisensory stimuli for motivation, e.g., various visual, tactile, auditory, etc.

AFFECTIVE

Student's appreciation for play skills may be enhanced by:

A. Informing family and friends of skills and interests the child may have and encouraging them to give support;

B. Personifying the joy and spontaneous fun of the activities, so the communication of trust, acceptance and pleasure through participation is really "caught" and not "taught";

C. Using the "fun" element to accomplish the more serious purpose of learning.

UPPER ELEMENTARY AND SECONDARY

Upper elementary and secondary students should demonstrate knowledge, competence and appreciation in the areas of physical and motor fitness, rhythms/dance, aquatics, individual and dual sports, group sports and activities, individual and dual sports/activities and outdoor education/activities.

I. PHYSICAL AND MOTOR FITNESS

Students should demonstrate knowledge of, competence in, and appreciation for physical and motor fitness.

COGNITIVE

A. Students should have knowledge about the elements of physical and motor fitness.

B. Students should recognize physical and motor fitness relationship to health maintenance.

C. Students should be able to determine activities that contribute to physical and motor fitness.

D. Students should be able to choose appropriate activities to improve physical and motor fitness.

E. Students should be able to organize activities to improve physical and motor fitness as it relates to health maintenance.

F. Students should be able to assess beneficial relationship of physical and motor activities to health maintenance.

PSYCHOMOTOR

A. Students should perform independently skills that contribute to physical and motor fitness.

B. Students should perform more precisely skills necessary to improve physical and motor fitness.

C. Students should acquire skills to effectively maintain physical and motor fitness at optimum level.

D. Students should develop skills to measure personal physical and motor fitness levels.

E. Students should be able to measure the relative contribution of activities and their relationship to physical and motor fitness.

AFFECTIVE

A. Students should accept the role of physical and motor fitness in lifelong health maintenance.

B. Students should approve the role of physical and motor fitness in society.

C. Students should value personal physical and motor fitness.

D. Students should be able to formulate a personal physical fitness program to maintain health.

E. Students should accept differences in fitness and ability of others to perform various acitivities.

F. Students should support unique physical fitness programs of others.

G. Students should be able to implement their own physical and motor fitness program.

H. Students should be able to develop a program to meet their physical and motor fitness.

SUGGESTED STUDENT CENTERED ADAPTATIONS

(Following are suggestions that teachers may consider in order to provide opportunity for learning by all students and particularly those students who benefit from particular adaptations to the learning situation.)

COGNITIVE

A. Early childhood and primary learner outcomes may be appropriate for some students with handicaps.

B. Handicapped students with limited mobility should develop self-awareness of their unique physical fitness needs.

Examples:

1. informing and guiding the student in understanding unique physiological needs;
2. making use of heart-rate monitoring devices, strength measuring devices, and skin-fold caliphers.

PSYCHOMOTOR

A. Early childhood and primary learner outcomes may be appropriate for some students with handicaps.

B. Students who are handicapped should develop physical and motor fitness skills related to functional tasks of daily living.

Examples:

1. reaching for common objects to improve arm/shoulder flexibility;
2. lifting common objects may improve arm/shoulder strength;
3. performing tasks which may improve their level of heart-lung endurance.

C. Students who are handicapped should develop physical and motor fitness skills and maintain them to the optimum level of their disability.

AFFECTIVE

A. Early childhood and primary learner outcomes may be appropriate for some students with handicaps.

B. Student's appreciation for physical and motor fitness may be enhanced by:

1. allowing for a variety of expressions;
2. allowing for adequate response time to express physically and verbally;
3. involving parents and guardians to enhance student's positive self-image.

Examples:

1. wheeling wheelchairs various distances may improve heart-lung, strength and endurance;

2. cross country skiing may be done in a pulka;

3. stretching and bending arms, shoulder, and trunk can be useful in improving flexibility for students that use wheelchairs.

D. Physical and motor fitness skills for visually handicapped students should be developed and maintained through equipment and facility adaptations.

Examples:

1. making use of electronic beepers to direct students in running;

2. assigning sighted partners to direct students in running;

3. using guideropes to direct students.

E. Communication problems may have to be overcome by use of various communication devices such as Blissymbolics, signing, computerized nonvocal systems and modeling.

II. RHYTHMS AND DANCE

Students should be able to identify, appreciate and perform a variety of fundamental rhythm and dance patterns.

COGNITIVE

A. Students should be able to identify the difference between even and uneven rhythms and tempo and quality of music.

B. Students should be able to recognize some folk dances and their origins.

C. Students should be able to recognize and identify components of creative dance in relation to time (slow, fast), space, level (low, high) and direction.

D. Students should acquire a basic knowledge of terminology of various rhythms and dance.

E. Students should be able to discriminate between different forms of rhythms and dance and have a practical knowledge of at least two forms.

PSYCHOMOTOR

A. Students should imitate a variety of musical tempos through selected motor movements.

B. Students should be able to perform a variety of musical tempos through selected motor movements according to instruction.

C. Students should be able to respond motorically and independently to a variety of musical tempos.

D. Students should be able to imitate a variety of dance steps and/or movements.

E. Students should be able to perform a variety of dance steps and/or movements.

F. Students should become more proficient in performing rhythm and dance movements.

G. Students should demonstrate observable competence in a variety of rhythm and dance forms.

AFFECTIVE

A. Students should accept and enjoy rhythms;

B. Students should augment self-confidence through participation;

C. Students should support the role rhythms and dance in their lives;

D. Students should demonstrate an increased proficiency in self-confidence through social awareness and participation;

E. Students should be able to define rhythms and dance from a social, physical and aesthetic viewpoint;

F. Students should be able to discuss the impact of rhythms and dance as a social and/or creative aspect of their lives.

SUGGESTED STUDENT CENTERED ADAPTATIONS

(Following are suggestions that teachers may consider in order to provide opportunity for learning by all students and particularly those students who benefit from particular adaptations to the learning situations.)

COGNITIVE

A. Early childhood and/or primary learner outcomes may be appropriate for some students with handicaps.

B. Teachers should recognize and understand differences in handicapped conditions as related to:

   1. motivation,
   2. experiences,
   3. cognitive and
   4. functional ability

   in understanding rhythms and dance.

PSYCHOMOTOR

A. Early childhood and/or primary learning outcomes may be appropriate for some students with handicaps.

B. Rhythmic movements and dance steps will need to be modified for students who are physically handicapped.

   Examples:

   1. directing student to keep time to the music with hand clapping, head movements, tapping canes/sticks or general body movements;
   2. using assisted or non-assisted wheelchair dancing.

C. Modifications can be made through physical or visual cues for students who are hard of hearing and deaf.

   Examples:

   1. using blinking lights to indicate the beat or rhythm of the music;

AFFECTIVE

A. Early childhood and/or primary learning outcomes may be appropriate for some students with handicaps.

B. Student's appreciation for rhythm and dance may be enhanced by:

   1. allowing for a variety of expressions;
   2. allowing for adequate time to express physically and verbally;
   3. involving peers, siblings, parents and guardians.

2. providing tactile cues to the hearing impaired student by moving the student's arms or legs; to the beat of the music, or tap out the beat of the music on the student's arm or shoulder;

3. having hearing impaired student dance with a hearing partner;

4. having the hearing impaired student touch speaker or musical instrument which is playing the music, or have the student barefoot on the wooden floor (the hearing impaired student may be able to feel the music through the vibrations created by the music.

III. AQUATICS

Students should be able to demonstrate competence in basic swimming skills and drown-proofing, develop an understanding of safety in and around the water, and develop an appreciation of aquatic activities.

COGNITIVE

A. Students will identify personal safety, general safety rules, lead-up skills, skills related to swimming.

B. Students will restate personal safety and general safety rules.

PSYCHOMOTOR

A. Students will imitate safe behavior in and around the pool, lead-up skills, and swimming skills, and other aquatic activities.

AFFECTIVE

A. Students should accept personal and general safety rules.

B. Students should attend to aquatic instruction.

C. Students will differentiate between appropriate and inappropriate behavior in and around the water.

D. Students will differentiate between swimming strokes and techniques needed to perform strokes.

E. Students will apply personal and general safety rules to instructional and non instructional settings.

F. Students will apply appropriate (principles of movement) techniques in order to improve individual swimming skills.

G. Students will plan their own swimming training program. Students will develop a plan for safety in and around the water.

H. Students will appraise swimming skills and develop a course of action to improve performance.

I. Students will judge personal and general safety rules and consider alternatives and develop standards of behavior.

B. Students will manipulate body parts to perform directed lead-up and swimming skills.

C. When directed, students will demonstrate personal safety and water-rescue skills appropriate for their developmental level.

D. Students will perform directed skills related to aquatic activities.

E. Students will perform swimming, water-rescue skills and other aquatic skills in an efficient manner.

F. Students will combine personal and general safety skills with swimming skills in order to participate independently in aquatic activities.

G. Students will spontaneously respond to emergencies in and around the water.

C. Students should practice swimming skills and will participate in aquatic activities during leisure time.

D. Students should comply with general safety rules.

E. Students should accept the value of swimming as a means to satisfy personal fitness and life-time enjoyment.

F. Students should demonstrate the value of personal and general safety rules through voluntary support.

G. Students should define and formulate a process to reach goals related to personal participation in aquatic activities for life-time health and enjoyment.

H. Students should be able to revise plans and redirect effort to facilitate continued participation in aquatic activities for life-time health and enjoyment.

SUGGESTED STUDENT CENTERED ADAPTATIONS

(Following are suggestions that teachers may consider in order to provide opportunity for learning by all students and particularly those students who benefit from particular adaptations to the learning situations.)

COGNITIVE

A. Early childhood and/or primary learner outcomes may be appropriate for some students with handicaps.

B. Teachers and students should recognize and understand.

Examples:

1. effects of cold water;
2. danger of slippery decks;
3. effects of water on sound source;
4. limitations of instructional equipment and flotation devices;
5. value of increased time spent on activities.

C. Students prone to seizures should avoid irregular breathing patterns.

D. Physically handicapped students should have knowledge of adaptations of specific strokes that best suit their disability.

PSYCHOMOTOR

A. Early childhood and/or primary learner outcomes may be appropriate for some students with handicaps.

B. Students should demonstrate stroke techniques most mechanically efficient within their physical limitation. Instruction aids are kick boards, tubes, hand paddles, flippers, etc.;

C. Student, if physically unable to perform CPR, should be able to verbally direct another person through the steps;

D. Drown-proofing activities may be modified for handicapped students, i.e., back float rather than float, use of personal flotation devices, etc.

AFFECTIVE

A. Early childhood and/or primary learner outcomes may be appropriate for some students with handicaps.

B. Student's appreciation for aquatics may be enhanced by:

1. allowing for a variety of expressions;
2. allowing for adequate time to express physically and verbally;
3. involving parents or guardians to enhance student's positive self-image.

Examples:

1. human stroke substituted for front crawl;

2. combining breast stroke arms and flutter kick for limited leg movement or low leg amputation.

E. Students or responsible person should know that they need to advise person in charge of their special needs and medical condition.

F. Students should have knowledge of lifesaving skills which they are able to perform.

IV. GROUP SPORTS AND ACTIVITIES

Students should develop the skills, knowledge, understanding, appreciation and physical conditioning to participate in at least one group sport or activity for each season of the year.

COGNITIVE

A. Students should know and apply safety rules of group sports and activities.

B. Students should know terminology and rules of group sports and activities.

C. Students should know the prerequisities needed for group sports and activities.

PSYCHOMOTOR

A. Students should imitate skills needes for group sports and activities.

B. Students should safely demonstrate the prerequisite skills and physical conditions needed for group sports and activities.

C. Students should safely demonstrate the necessary skills during group sports and activities.

AFFECTIVE

A. Students should focus on group sports and activities.

B. Students should accept good sportsmanship etiquette.

C. Students should have an acceptance of the aesthetics of a performance.

D. Students should enjoy participating in group sports and activities.

D. Students should understand terminology and rules of group sports and activities.

E. Students should understand strategies used in group sports and activities.

F. Students should apply terminology and rules during group sports and activities.

G. Students should utilize the prerequisite skills during group sports and activities.

H. Students should apply strategies during group sports and activities.

I. Students should analyze strategies used during group sports and activities.

J. Students should analyze skills used during group sports and activities.

K. Students should be able to modify a group sport or activity.

L. Students should design a group sport or activity.

M. Students should be able to appraise individual and team performance.

D. Students should perform group sports and activities skills with mature patterns.

E. Students should apply mature patterns of skills during group sports and activities.

F. Students should demonstrate smooth integration of skills during group sports and activities.

G. Students should spontaneously demonstrate skills and strategies during group sports and activities.

E. Students should demonstrate positive behavior while participating or as a spectator.

F. Students should respond appropriately to demonstrations that have aesthetic components.

G. Students should support developments that make possible more participation in group sports and activities.

H. Students should appreciate the higher level of performance, recognizing that there are individual differences.

I. Students should value a plan which provides for a variety of group sports and activities.

J. Students should be able to defend their preferences for specific group sports or activities as participants or spectators.

SUGGESTED STUDENT CENTERED ADAPTATIONS

(Following are suggestions that teachers may consider in order to provide opportunity for learning by all students and particularly those students who benefit from particular adaptations to the learning situations.)

COGNITIVE

A. Early childhood and primary learner outcomes may be appropriate for some students with handicaps.

B. Students may recall or demonstrate knowledge of group sports and activities through written, computer, verbal sign, non-vocal communication systems, etc.

C. Students with handicaps should understand safety precautions specific to their disability and activity.

D. Students should be made aware of unique group sports and activities:

Examples:

1. modifications and adaptations of equipment and facilities.

2. national organizations for handicapped:

    a. Wheelchair Basketball,
    b. CP Games,
    c. MN Adapted Athletics Association,
    d. Special Olympics,
    e. Etc.

PSYCHOMOTOR

A. Early childhood and primary learner outcomes may be appropriate for some students with handicaps.

B. Modify rules and/or equipment to accommodate orthopedic handicaps, i.e., one bounce allowed before killing volleyball; enlarge play area, target, goal, etc.; use batting tee to practice batting.

C. Rules, equipment and facilities may need to be modified to accommodate a specific student's needs, i.e., modify playing area by making smaller; modify basketball dribble; specialized equipment.

D. Various handicapping conditions may require specialized safety precautions.

AFFECTIVE

A. Early childhood and/or primary learner outcomes may be appropriate for some students with handicaps.

B. Student's appreciation for group sports and activities may be enhanced by:

1. allowing for a variety of expressions;

2. allowing for adequate time to express;

3. involving parents or guardians to enhance students positive self-image.

E. Students should be helped to understand their medical needs and physiological limitations.

F. Questioning strategies and resource materials should be adapted to both ability and functioning levels.

G. Game strategies should be modified to allow for mental and physical abilities.

V. INDIVIDUAL AND DUAL SPORTS/ACTIVITIES

Students should develop the skills, knowledge, understanding, appreciation and physical conditioning to participate in a variety of individual and dual sports/activities.

COGNITIVE

A. Students should have knowledge of the activities' prerequisite skills.

B. Students should demonstrate knowledge of the activities' prerequisite skills.

C. Students should be aware of the activitiy benefits as a life-time skill.

D. Students should have knowledge of rules and terms applicable to individual and dual sports/ activities.

E. Students should explain knowledge of rules and terms applicable to individual and dual sports/activities.

PSYCHOMOTOR

A. Students should show proficiency in prerequisite skills to participate in a variety of individual and dual sports/activities.

B. Students should have advanced skills to participate in a variety of individual and dual sports/activities.

C. Students should have specific physical conditioning for individual and dual sports/activities.

D. Students should apply strategies applicable to individual/dual sports and activities.

E. Students should be able to change strategies for their effectiveness within an individual sport or activity.

AFFECTIVE

A. Students should have a desire to participate in self-directed activities.

B. Students should enjoy participating in individual and dual sports/activities.

C. Students should support the development of opportunities that allow more participation in individual and dual sports/ activities.

D. Students should accept principles of good sportsmanship.

E. Students should demonstrate positive behavior while participating and as spectator.

F. Students should have knowledge of the techniques applicable to individual and dual sports/activities.

G. Students should be able to express techniques applicable to individual and dual sports/activities.

H. Students should have knowledge of basic strategies applicable to individual and dual sports/activities.

I. Students should be able to explain strategies applicable to individual and dual sports/activities.

J. Students will be able to analyze strategies for individual and dual sports/activities.

K. Students should be aware of purchasing and maintaining equipment and supplies, as well as consumer implications.

L. Students should be able to develop a plan to identify and use community resources appropriately.

F. Students should demonstrate a beginning of self-confidence through participation.

G. Students should demonstrate increasing self-confidence and social awareness through participation.

H. Students should help others develop a positive self-image and social relationships through participation.

I. Students should have an acceptance of the aesthetics of a performance.

J. Students should respond appropriately to demonstrations of aesthetics.

K. Students should appreciate the high level of performance.

SUGGESTED STUDENT CENTERED ADAPTATIONS

(Following are suggestions that teachers may consider in order to provide opportunity for learning by all students and particularly those students who benefit from particular adaptations to the learning situations.)

COGNITIVE

A. Early childhood and primary learner outcomes may be appropriate for some students with handicaps.

PSYCHOMOTOR

A. Early childhood and primary learner outcomes may be appropriate for some handicapped students.

AFFECTIVE

A. Early childhood and/or primary learner outcomes may be appropriate for some students with handicaps.

B. Students may recall or demonstrate knowledge of individual and group sports and activities through written, computer, verbal sign, non-vocal communication systems, etc.

C. Students with handicaps should understand safety precautions specific to their disability and activity.

D. Students should be made aware of unique sports opportunities.

Examples:

1. modifications and adaptations of equipment and facilities.

2. National and State Organizations for handicapped:

   a. Wheelchair basketball,
   b. CP Games,
   c. MN Adapted Athletics Association,
   d. Special Olympics.

E. Students should be helped to understand their medical needs and physiological limitations.

F. Questioning strategies and resource materials should be adapted to both ability and functioning levels.

G. Game strategies should be modified to allow for mental and physical abilities.

B. Students may be able to perform various sports activities using functional abilities such as crawl, walk, or run. Students may also perform sports activities using assistive devices such as walkers, canes, chairs, scooter boards.

C. Students should have adequate practice and review time for skill development.

D. Consideration should be given to a student's physical condition and medical concerns.

E. Activities should enhance maximum participation for every child.

B. Student's appreciation for individual and dual sports/ activities may be enhanced by:

1. allowing for a variety of expressions;

2. allowing for adequate time to express physically and verbally;

3. involving parents or guardians to enhance student's positive self-image.

VI. OUTDOOR EDUCATION ACTIVITIES

Students should develop the skills, knowledge, understanding, appreciation and physical conditioning to participate in Outdoor Education Activities.

COGNITIVE

A. Students should be able to recall and interpret rules, terminology, and techniques involved in various outdoor activities.

B. Students should be able to use, articulate and assess rules, terminology and techniques involved in various outdoor activities appropriately.

C. Students should be able to deduce environmental ethics involved in various activities to assure continued availability of outdoor resources.

D. Students should be able to recognize safety principles as they relate to themselves and others.

E. Students should be able to explain and relate safety principles as they relate to themselves and others.

F. Students should be able to relate potential ramifications of dangerous situations and use appropriate interventions.

PSYCHOMOTOR

A. Students should be able to demonstrate basic skills in outdoor education activities.

B. Students should be proficient with several skills areas -- at least one appropriate for each season of the year.

C. Students should demonstrate methods of physical conditioning appropriate for various outdoor education activities.

D. Students should have the precise physical conditioning activity specific to the activity engaged in.

E. Students should demonstrate appropriate selection of and safe use of equipment for specific outdoor education activities.

F. Students should demonstrate basic techniques involved in various outdoor activities.

AFFECTIVE

A. Students should acquire an awareness of self-confidence through participation in outdoor education activities.

B. Students should value their increased self-confidence and social relationships through participation.

C. Students should exemplify positive attitudes and appreciation of individual relationships and interdependence.

D. Students should respond positively to various outdoor education activities.

E. Students should be able to understand and respect the variety of, and participatory choices in, outdoor education activities.

F. Students should be able to match knowledge and feelings in decision-making process of outdoor education activities.

G. Students have a responsibility to themselves, and others regarding safety and survival in outdoor education activities.

G. Students should be able to identify proper equipment and supplies for various outdoor activities.

H. Students should be able to demonstrate appropriate use and care of outdoor equipment and supplies.

I. Students should be able to make decisions utilizing all facts about equipment needs, use and purchase options, to supplement outdoor education activities.

J. Students should be able to explain appropriate techniques for various outdoor activities.

K. Students should be able to describe organization and site information for personal needs.

SUGGESTED STUDENT CENTERED ADAPTATIONS

(Following are suggestions that teachers may consider in order to provide opportunity for learning by all students and particularly those students who benefit from particular adaptations to the learning situations.)

COGNITIVE

A. Early childhood and primary learner outcomes may be appropriate for some students with handicaps.

B. Students may recall or demonstrate knowledge of outdoor education activities through written, computer, verbal sign, non-vocal communication systems, etc.

PSYCHOMOTOR

A. Early childhood and primary learner outcomes may be appropriate for some handicapped students.

B. Students may be able to perform various outdoor education activities using functional abilities such as crawl, walk, or run. Students may also perform sports activities using assistive devices such as walkers, canes, chairs, scooter boards.

AFFECTIVE

A. Early childhood and/or primary learner outcomes may be appropriate for some students with handicaps.

B. Student's appreciation for outdoor education activities may be enhanced by:

1. allowing for a variety of expressions.

C. Students with handicaps should understand safety precautions specific to their disability and activity.

D. Students should be made aware of unique outdoor education activities:

1. Modifications and adaptations of equipment facilities.

2. National and State organizations for handicapped:

a. Vinland,
b. National Outdoor Leadership School,
c. Outward Bound,
d. Camps.

E. Students should be helped to understand their medical needs and physiological limitations.

C. Students should have adequate practice and review time for skill development.

D. Consideration should be given to a student's physical condition and medical concerns.

E. Activities should enhance maximum participation for every child.

2. allowing for adequate time to express physically and verbally;

3. involving parents or guardians to enhance student's positive self-image.

APPENDIX A

SUGGESTED AREAS OF EMPHASIS IN PSYCHOMOTOR, COGNITIVE AND AFFECTIVE DOMAINS

Definitions:

Cognitive - The process of knowing or perceiving
Psychomotor - The motor effects of mental processes
Affective - The stimulus resulting in an emotional feeling or mood response.

SUGGESTED AREAS OF EMPHASIS: PSYCHOMOTOR DOMAIN

DEVELOPMENTAL, PHYSICAL AND MOTOR FITNESS

A. Students should perform at, a minimum, the 50% percentile level on appropriate developmental, physical and motor fitness tests and assessment instruments.

B. Areas of emphasis include:

- Agility
- Auditory Dynamics
- Balance
- Body Awareness
- Cardiorespiratory Endurance
- Fine Motor
- Flexibility
- Fundamental Movements
- General Coordination
- Gross Motor
- Kinesthetics
- Mobility
- Muscular Endurance
- Object Manipulation
- Perceptual Motor
- Power
- Spatial Orientation
- Speed
- Strength
- Tactile Dynamics
- Visual Dynamics
- Other.

The Early Childhood Education (SELO), Curriculum Bulletin #58, is recommended as a source of assessment references in this area.

RHYTHMS AND DANCE

A. Develop movements.

B. Students should have a variety of movement experiences from the following rhythm and dance areas:

1. Create combinations involving locomotor and non-locomotor movements with even and uneven rhythms:

   a. Change of direction
   b. Level and intensity
   c. Various combinations of above.

2. Respond expressively to musical arrangements expressing emotions, occupations, story book characters.

3. Create new body movements through exploration.

4. Perform fundamental movements to singing games and simple folk dances.

5. Perform the step-hop, step-swing, and two-step in simple dances.

6. Identify and perform American folk and square dances involving the left elbow swing, right elbow swing, both hands around, promenade, do-si-do your partner.

7. Demonstrate a number of contemporary dances and line dances.

8. Demonstrate a variety of folk dance step skills from the following:

   . two-step
   . schottische
   . step-hop
   . polka
   . waltz
   . balance step
   . heel and toe polka
   . step-swing
   . step-draw
   . bleking step
   . grapevine
   . buzz step.

9. Demonstrate a variety of square dance performance skills from the following:

   . shuffle step
   . balance step
   . promenade
   . do-si-do
   . allemande left
   . grand right and left
   . sashay
   . right and left through
   . pass right through
   . ladies chain
   . ladies grand chain
   . back grack
   . one-and-a-half.

10. Create and perform a modern dance movement using basic locomotor and non-locomotor skills.

11. Demonstrate a number of Contemporary Dances -

   . Line Dances
   . Folk Dances
   . Square Dances
   . Creative/Modern Dances
   . Social Dances.

AQUATICS

A. It is strongly recommended that swimming instruction levels should be scheduled according to swimming ability.

B. Students should be able to demonstrate a variety of fundamental skills from the following areas essential to being in and around the water:

   1. Beginning/Advanced Beginner:

      . Drownproofing.
      . With proper technique, demonstrate a stroke both on the front and the back. (Example: Front Crawl, Elementary Backstroke.)
      . Basic water safety skills such as Throw, Tow.
      . Use of personal flotation device.
      . Standing Front Dive.
      . Survival Floating - 2 minutes.

   2. Intermediate/Swimmers:

      . Running Front Dive.
      . Front Crawl - 50 yards.
      . Elementary Backstroke - 50 yards.
      . Sidestroke - 25 yards.
      . Back Crawl - 25 yards.
      . Breast stroke - 25 yards.
      . Basic Rescue and Water Safety Skills.
      . Feet First Surface Dive.
      . Water Polo, Water Volleyball.

3. Swimmer/Advanced Swimmer:

. Sidestroke for 100 yards.
. Breast stroke for 100 yards.
. Back Crawl for 50 yards.
. Front Crawl for 100 yards.
. Advanced Lifesaving Rescue Skills.
. Cardiac Pulmonary Resuscitation.

4. Diving:

. Front
. Back
. Inward
. Reverse
. Half Twist.

5. Water Games:

. Water Polo
. Water Basketball
. Water Baseball.

6. Synchronized Swimming Skills:

. Synchronized Swimming skills with Modified Crawl.
. Back Crawl, Sidestroke and Breast Stroke.
. The following are a few of the basic stunts used in Synchronized Swimming: Back Dolphin, Ballet Leg, Clam (Oyster), Kip, Marlin, Porpoise, Somersaults (forward tuck, back tuck, forward pike, back pike).
. Sumersub, Tubbing.

7. Competitive Swimming.

GROUP SPORTS AND ACTIVITIES

A. Students should demonstrate necessary fundamental skills essential to participation in lead-up games contributing to group sports.

B. Students should demonstrate skills in five (5) of the following group sports:

. Baseball
. Basketball
. Broomball
. Field Hockey
. Floor Hockey
. Football (Flag or Touch)
. Ice Hockey
. Soccer
. Softball (Slow or Fast)
. Speedaway
. Speedball
. Team Handball
. Volleyball
. Waterpolo
. Other.

C. Students should demonstrate skills in seven (7) of the following group sports:

. Baseball
. Basketball
. Broomball
. Field Hockey
. Floor Hockey
. Football (Flag or Touch)
. Ice Hockey
. Soccer
. Softball (Slow or Fast)
. Speedaway
. Speedball
. Team Handball
. Volleyball
. Waterpolo
. Other.

INDIVIDUAL AND DUAL SPORTS

A. Students should demonstrate necessary fundamental skills essential to participation in lead-up games contributing to individual and dual sports and activities.

B. The following are appropriate fundamental activities:

. Bowling
. Darts
. Floor Tennis
. Four Square
. Frisbee
. Handball
. Hopscotch
. Ice Skating
. Modified Outdoor Winter Games (Soccer, Broomball, Softball)
. Paddle Ball
. Paddle Tennis
. Roller Skating/Skate Boarding
. Rope Jumping
. Shuffleboard
. Tetherball
. Other.

C. Students should demonstrate skills in five (5) of the following activities:

- Aerial Tennis
- Archery
- Badminton
- Bicycling
- Bocceball
- Bowling
- Croquet
- Curling
- Darts
- Deck Tennis
- Floor Tennis
- Frisbee
- Golf
- Gymnastics
- Handball
- Hoseshoes
- Ice Skating
- Modified Outdoor Winter Games (Soccer, Broomball, Softball)
- Paddle Ball
- Paddle Tennis
- Platform Tennis
- Racquet Ball
- Roller Skating/Skate Boarding
- Rope Jumping
- Shooting Sports
- Shuffleboard
- Skating (ice or roller)
- Skiing
- Table Tennis
- Tennis
- Tetherball
- Track
- Wrestling
- Other.

D. Students should demonstrate skills in seven of the following activities:

. Aerial Tennis
. Archery
. Badminton
. Bicycling
. Bocceball
. Bowling
. Croquet
. Curling
. Downhill Skiing
. Deck Tennis
. Frisbee
. Golf
. Gymnastics
. Handball
. Hoseshoes
. Modified Outdoor Winter Games
. Paddle Ball
. Paddle Tennis
. Platform Tennis
. Roller Skating/Skate Boarding
. Rope Jumping
. Shooting Sports
. Shuffleboard
. Skating (ice or roller)
. Skiing
. Table Tennis
. Tennis
. Track
. Wrestling
. Other.

OUTDOOR EDUCATION/ACTIVITIES

A. Students should demonstrate necessary fundamental skills essential to participation in lead-up outdoor education activities.

B. The following are appropriate fundamental activities:

. Bicycling (safety)
. Camping (all season)
. Fishing (all season)
. Hiking
. Snow caving, sculpturing/painting
. Other.

C. Students should have experiences in various activities that represent each season of the year:

. Archery
. Bicycling
. Camping
. Canoeing
. Cross-country skiing
. Downhill skiing
. Fishing
. Hiking
. Maps and compass
. Orienteering
. Rock Climbing
. Shooting sports (target, trap, skeet)
. Snowshoeing
. Water craft (sailing, white water, kayak, rowing, surf sailing)
. Other.

D. Students should have an elective and required program which provides proficiency in a variety of the following activities:

. Archery
. Backpacking
. Bicycling
. Canoeing
. Cross-country skiing
. Fishing
. Maps and compass
. Orienteering
. Rock Climbing
. Shooting sports (target, trap, skeet, black powder)
. Skin and scuba diving
. Snow caving/climbing
. Snowshoeing
. Water craft (sailing, rowing, whitewater, kayak, sailing)
. Other.

AREAS OF EMPHASIS: COGNITIVE DOMAIN

A. Students should have a comprehensive knowledge and understanding of the many activities involved in the physical education program. The teacher should recognize the age and experience involved in this category.

B. Important areas in the cognitive domain include the following:

1. Understand the principles of movement and body mechanics which result in the efficient use of the body (in work and play).

2. Understand the human body and the factors which influence the development and maintenance of physical fitness.

3. Understand the techniques and strategies involved in the activities.

4. Understand consumer knowledge necessary for purchasing and maintaining equipment and supplies.

5. Understand the safety requirements for enjoyable participation.

6. Understand the history, rules, and terminology of the activities.

C. Evaluative instruments that may be utilized in the cognitive domain include written tests, teacher observations, check lists, rating scales, and other.

AREAS OF EMPHASIS: AFFECTIVE DOMAIN

A. Consider and evaluate the affective and aesthetic domain for each curriculum area of physical education. This assessment will allow the students the opportunity to internalize their feelings, self-image, and their relationship to others. It also allows the instructor to critique the setting and environment they provide for learning.

B. Two basic methods of evaluating the affective domain are:

1. Observation Techniques, i.e.:

   . Films
   . Visual Observation
   . Tapes.

2. Communication Techniques, i.e.:

   . Conversation
   . Questions
   . Writing
   . Discussion
   . Artistic Expression
   . Multi-media - Films/Photographs/Slides
   . Visual Tactile.

C. Various methods and techniques are available by which one can assess the student's self-image, feelings and attitudes. It is suggested that physical education teachers develop their own for each area of curriculum emphasis.

APPENDIX B

STANDARDS OF PERFORMANCE: ITS VALUES & USES

"A Difference is a Difference Only When it Makes a Difference"

Many educators realize that a test in itself is not important-- how it is used is all that really counts. Rules and regulations make it clear that evaluations shall not in and of themselves be discriminatory. This same policy should be carried over to assessment of all students. No positive benefits occur when an assessment instrument is administered and the results are filed with no option or, even worse, when individuals are labeled and no diagnostic-presentation plan implemented.

Assessment can only be effective when:

- The results are used for remedial purposes, grouping, diagnosis, prescription and to plan overall educational programs for each individual.
- Educators know what each test item measures, what results mean in general and what they mean for specific youngsters.
- We know where each youngster started in addition to their present status.
- Results are used as a guide in planning program revisions, as well as for class or individual youngsters, on the basis of strengths and weaknesses revealed in the assessment.
- Used to motivate and challenge youngsters to improve their level of performance.
- Knowledge, information and data about each youngster's functional ability, developmental level and lifestyle are pooled. Test results cannot and should not be used in isolation.
- Both formal and informal procedures and observations of youngsters in a variety of situations is used.
- It is realized that the effect of each individual's total experience and outlook can contribute significantly to the test results.
- Educators responsible for the program know and understand the significance of assessment results.
- Educators combine test results and overall knowledge of a youngster's physical, mental and emotional condition to understand more fully the cause and effect relationship.

Evaluation of performance, achievement and progress is a part of every relevant physical education program. This process will be only as good as the testing instruments themselves and ways in which they are used and the

results interpreted. Each youngster's needs and the benefits from participating in physical education activities and programs can be evaluated efficiently by an overall assessment approach which includes:

- Individual Techniques
- Formal Techniques
- Developmental Measures
- Team/Staff Analysis & Cooperation
- Individual Records.

The assessment effort should "put it all together," realizing that test results alone seldom, if ever, provide complete answers on real understanding of individual problems, deficiencies, and weaknesses. The only real values of testing are to determine strengths and areas that need improvement, for utilizing strengths, and for devising programs, approaches, and techniques to help students overcome or cope with identified problems and deficiencies.

Remember selective and judicious use of testing is an integral part of teaching but teaching is more than testing. Use of assessment is for illumination.

GLOSSARY

For the purpose of this guide, basic components of Physical Fitness are:

Strength: The ability of the muscles to work against resistance. Refers to force exerted.

Power: Maximum force is released at a specified moment.

Agility: The ability to rapidly and effectively change direction. Requires the body to be maneuvered in space. Refers to the ability to initiate movement, change direction or otherwise adjust position.

Flexibility: The ability to provide maximum range of movement to any given joint.

Endurance: of two distinct types:

a. Muscular is closely related to the strength of a muscle but is exemplified in maximum number of repetitions. The ability to persist or physical activity to resist muscular fatigue.

b. Cardiorespiratory is the ability of body cells to obtain and use oxygen and the ability of the body to rid itself of carbon dioxide. Ability of the body to use oxygen in the most efficient way.

Balance: of three types:

a. Static balance is when the postural orientation of the body remains motionless.

b. Dynamic balance is where the equilibrium is maintained while the body is in motion.

c. Object balance: supporting something minimally without letting it fall.

Speed: The time of muscular contraction and also the ability to rapidly transverse from one point to another.

Coordination: The ability to integrate several kinds of movements into a single effective pattern.

Reaction Time: Time elapsed between stimulus and initiation of response to that stimulus.

Locomotion: The greatest degree of extension of movement and it also refers to change of locus of the body. A form of movement (i.e. running, walking, skipping). Moving from one place to another.

Non-Locomotion: All of the ways in which the body and its parts can move and the resulting changing relationships of those body movements (i.e., twisting, curling, stretching, bending), within one local point vs. from place to place.

Alignment: Generally recognized key body positions or alignments that are characteristic and indicative of effective posture.

Environmental Ethics: Those standards of conduct related to the environment that are generally accepted as beneficial to its use and future. A system or code, a philosophy of nurturing and caring for the environment.