

September 16, 2013

Staples High School

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE:

7:00 p.m., Staples High School, Cafeteria B (Room 301)

RECOGNITION/RECEPTION:

1. Westport Teacher of the Year 2014 (1 hour)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

MINUTES: June 17 and 27, 2013 and August 26, 2013

INFORMATION:

1. Update on Progress of Kroll Advisory School Security Audit Mr. Longo

PRESENTATION:

1. Physical Education Curriculum: Grades K-12 (30 minutes) (Encl.) Mr. Gusitsch

DISCUSSION:

1. Short-and Long-Term Curriculum and Assessment Goals (20 minutes) (Encl.) Ms. Comm
Ms. Gilcrest
2. Standard-Based Grading (20 minutes) (Encl.) Ms. Comm
Mr. Corbo
Ms. Denton
3. Approval of Contract: Westport Educational Association of Paraprofessionals (10 minutes) (Encl.) Ms. Cion

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m.
The meeting can also be viewed on cable TV on channel 78; AT&T channel 99 and by video stream @www.westport.k12.ct.us

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes except when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

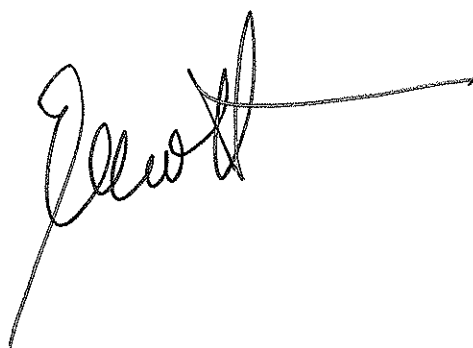
Subject: Physical Education Curriculum: Grades K-12

Date: September 16, 2013

David Gusitsch, Department Chair, Physical Education and Health, Grades K-12, will be addressing the Board of Education on the above-referenced subject at the meeting scheduled for September 16. Dave has been overseeing this curriculum project for the past two years, devoting a lot of time and energy to ensuring that the curriculum is substantive with an emphasis upon: encouraging all students to maintain a physically active lifestyle throughout their lives; developing in students a real lifetime interest in fitness and well-being; and, giving the students the tools to enable them to measure their progress in reaching personal physical activity and fitness goals.

Cognizant of the goals of Westport 2025, the neurological benefits of exercise, and the need for students to live a life focused on their wellness in body and mind, it is my belief that Dave and his support team have produced a curricular document that meets the objectives set out at the start of the project with an incredible amount of success.

I am certain you will find Dave's presentation to be informative and compelling.

A handwritten signature in black ink, appearing to read "Elliott Landon", with a long horizontal line extending to the right.

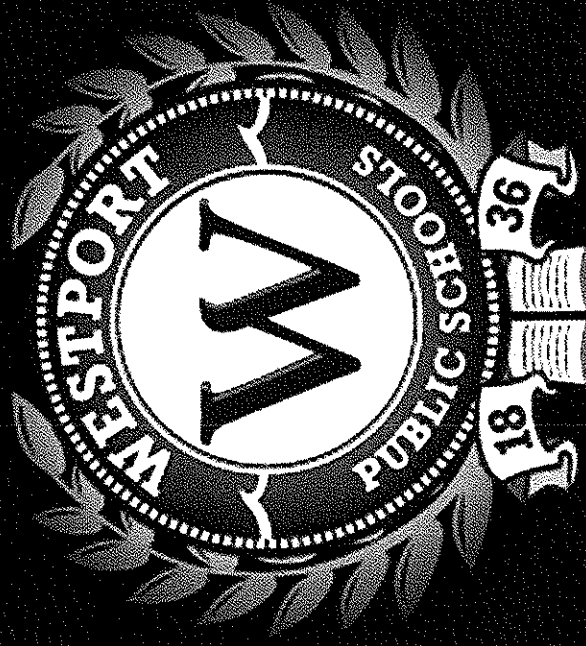
POWER POINT PRESENTATION

September 16, 2013

Westport Public Schools

Physical Education Curriculum

Grades K-12



*Presented to the
WPS Board of Education
September 16, 2013*

~Physical Education~

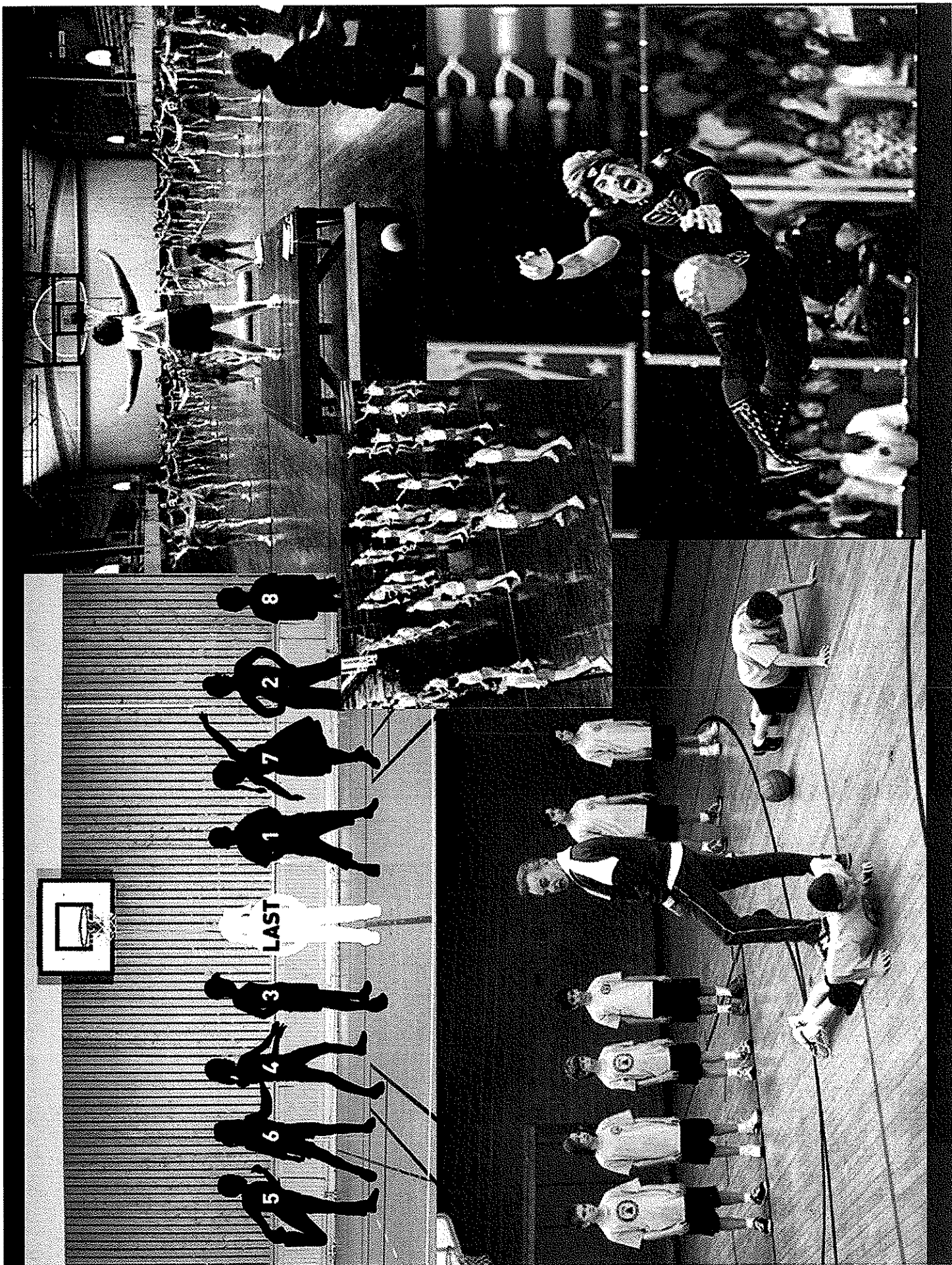
*“It’s about enabling each
student to maintain a
physically-active lifestyle
forever...”*

*...It means emphasizing
fitness and wellbeing, not
athleticism...*

*...And it assesses students
on their progress in
reaching personal
physical activity and
fitness goals...*

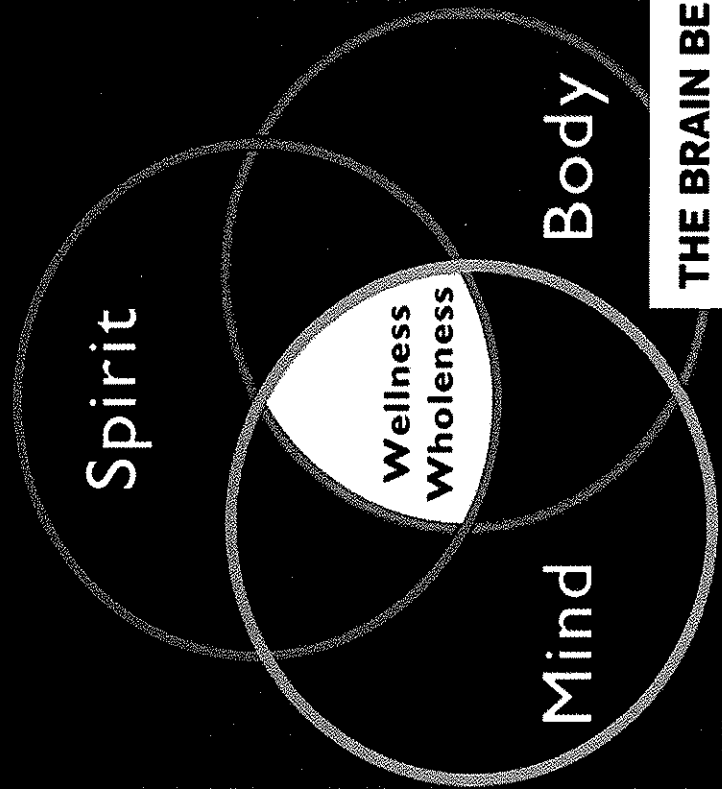
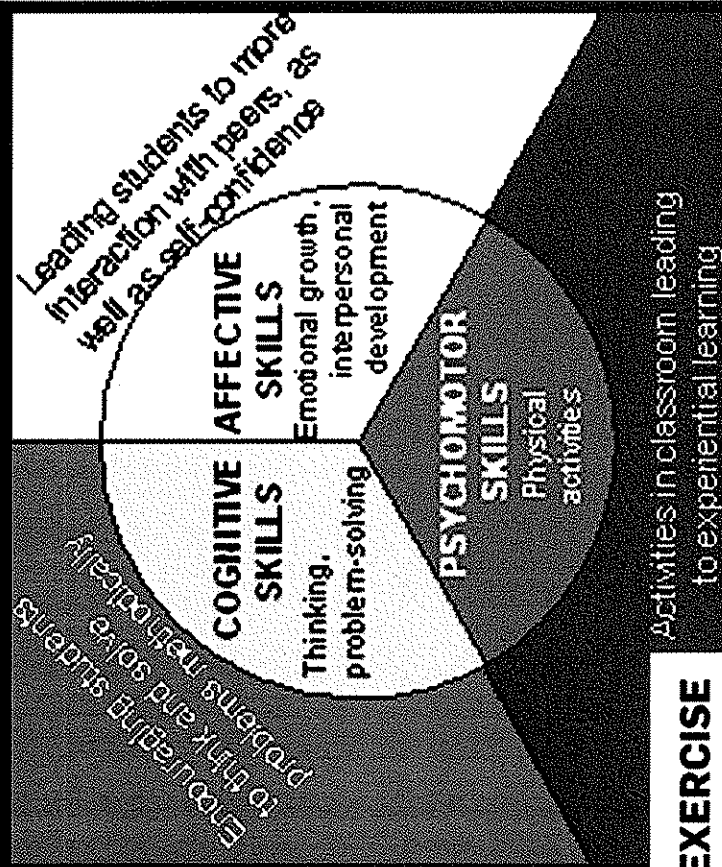
*....A quality program exposes
kids to the fun and long-term
benefits of movement – it's
really that simple.”*

*~ Phil Lawler
Physical Education Pioneer
Naperville, Illinois*



westport2025
meeting the global challenge

- Communication
- Creative Thinking
- Critical Thinking
- Global Thinking



THE BRAIN BENEFITS OF EXERCISE

INCREASES PRODUCTION OF NEUROCHEMICALS THAT PROMOTE BRAIN CELL REPAIR



IMPROVES MEMORY



LENGTHENS ATTENTION SPAN



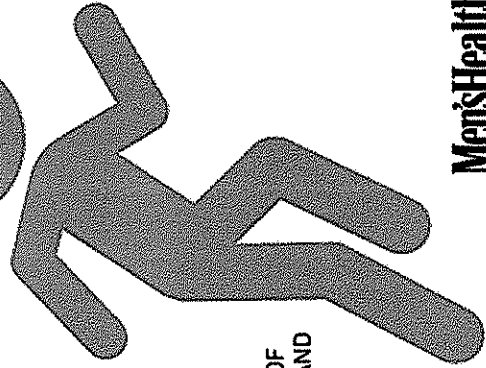
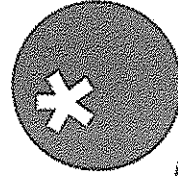
BOOSTS DECISION-MAKING SKILLS



PROMPTS GROWTH OF NEW NERVE CELLS AND BLOOD VESSELS



IMPROVES MULTI-TASKING AND PLANNING



Men'sHealth

well·ness

(www.dictionary.com)

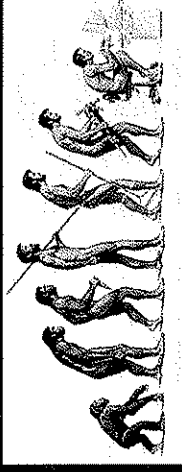
- *noun*

1. The quality or state of being healthy in body and mind, especially as the result of deliberate effort.



How is Wellness Applied to Physical Education?

- Exposure to a variety of Lifetime activities
- Nutrition education
- Provide opportunities that support physical, cognitive, and emotional development through physical activity
- Benefits seen in Physical Education *and* academic classes (*all 3 domains*)



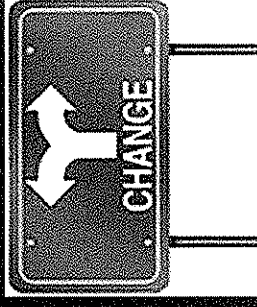
A Brief History of the Process:

- Committee begins research, review, & revision of most recent document - all levels of instruction are included
- Articulated support from the Central Office and parent community for high quality PE programs
- Pat Miller from the State Department of Education is enlisted as a resource consultant
- Site visits and consultations with other districts/schools occur



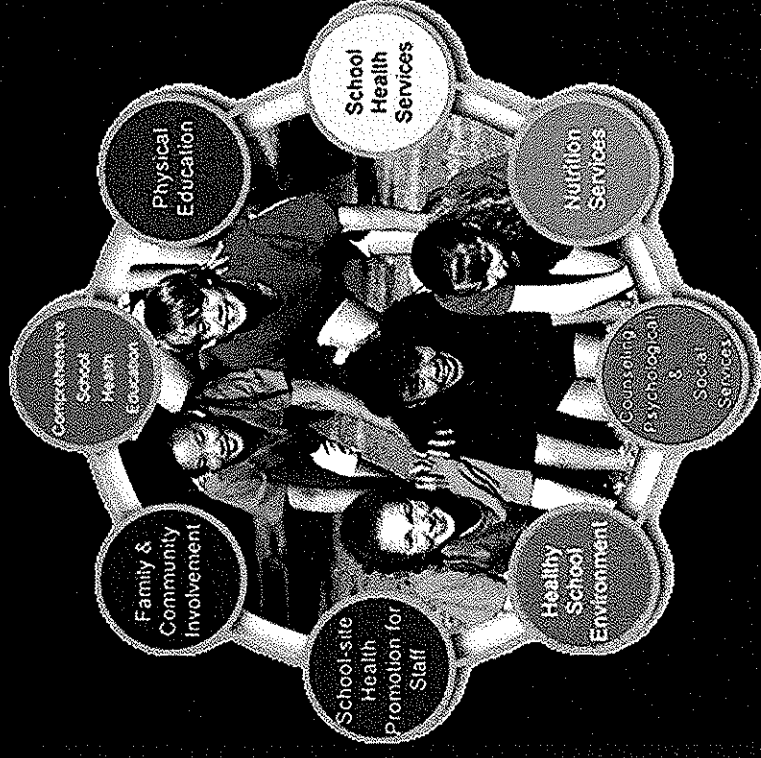
A Brief History of the Process:

- Student focus groups are held in April, 2013
- Parent focus groups are held in May, 2013
- Work continues with the committee focusing on all grade levels through June 2013
- Curriculum Committee meets to make final adjustments to the curriculum document



Current Trends in Curriculum

- Student centered
- Learning readiness
- Lifelong physical activity
- Lifelong wellness
- Effective assessment
- Address current wellness issues



PECAT

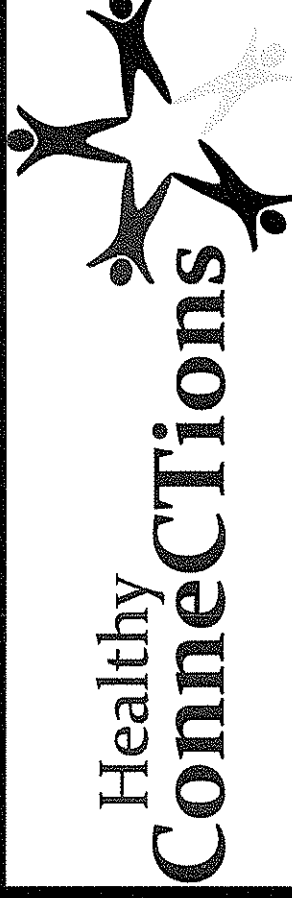
(Physical Education Curriculum Assessment Tool)

- Developed by the Center for Disease Control (CDC) in partnership with Physical Education experts from the State Department of Education (SDE), school districts, colleges/universities, educational agencies and national organizations
- Tool to assess how written curriculum aligns with national standards, state guidelines and best practices

PECAT

(Physical Education Curriculum Assessment Tool)

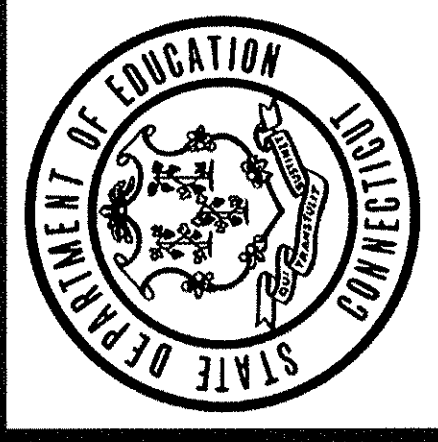
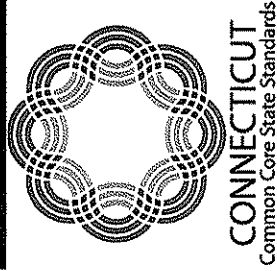
- Highlights strengths, weakness, and gaps in the curriculum
- Focuses at what students know and can do by each grade range (K-2,3-5,6-8,9-12)



Connecticut Common Core of Teaching

■ Discipline-Based professional Teaching Standards for Teachers of Physical Education:

- Content Knowledge
- Growth and Development
- Diverse Learners
- Management and Motivation
- Planning and Instruction



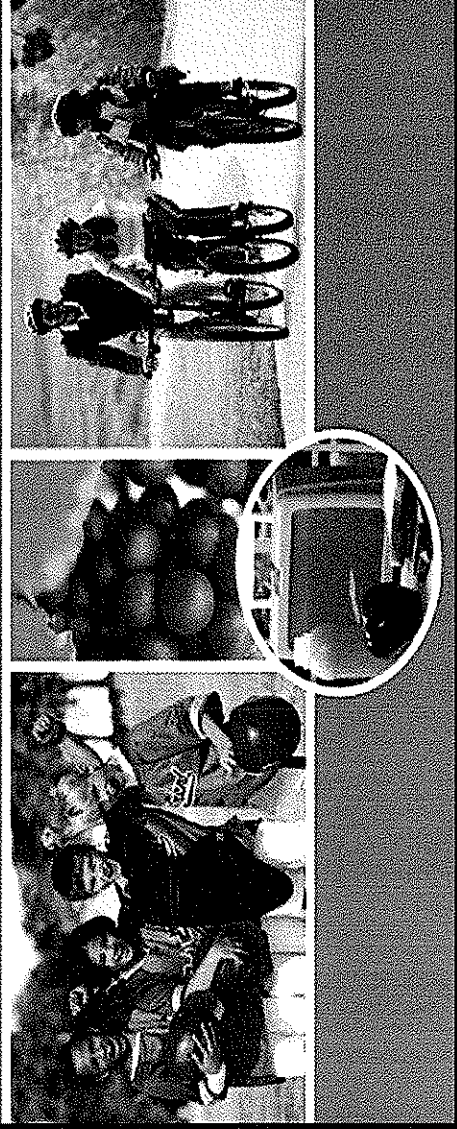
Professional Resources:



Healthy and Balanced Living Curriculum Framework

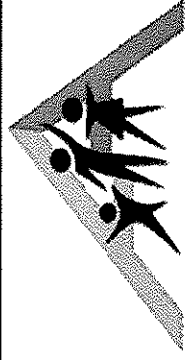
Comprehensive School Health Education
Comprehensive Physical Education

2006



Healthy and Balanced Living Curriculum Frameworks

- State document which aligns with national standards developed by NASPE:
 - Motor Skill Performance
 - Applying Concepts and Strategies
 - Engaging in Physical Activity
 - Physical Fitness
 - Responsible Behavior
 - Benefits of Physical Activity



*American Alliance for
Health, Physical Education,
Recreation and Dance*



Professional Resources:

Acknowledgments

Numerous professionals contributed to the development of the Healthy and Balanced Living Curriculum Framework. It was through their leadership, hard work, dedication and persistence that this document has become a dynamic resource to address and promote the health and wellness of students in Connecticut.

A special thank you to the following individuals who served as the core writing team for the Healthy and Balanced Living Curriculum Framework:

Patricia F. Miller, consultant and facilitator of committee;

Joe Amenta, Area Cooperative Educational Services;

Rosemarie Bonner, West Hartford Public Schools;

Cindy Garrey, Granby Public Schools;

Shirley Hughes, Ridgefield Public Schools;

John Novakowski, Bristol Public Schools;

Patty Pursell, Wallingford Public Schools;

Amanda Reed, early childhood consultant;

Kristen Trezza, New England Dairy & Food Council;

Heidi Zaccara, Canton Public Schools;

Charlene Russell-Tucker, State Department of Education;

Barb Westwater, State Department of Education; and

Joyce Staples, State Department of Education.

Patricia F. Miller,
consultant and facilitator of committee;

We would also like to thank Matt Falconer and Deb Kovai for their editing and formatting of the document.

Bonnie J. Edmondson

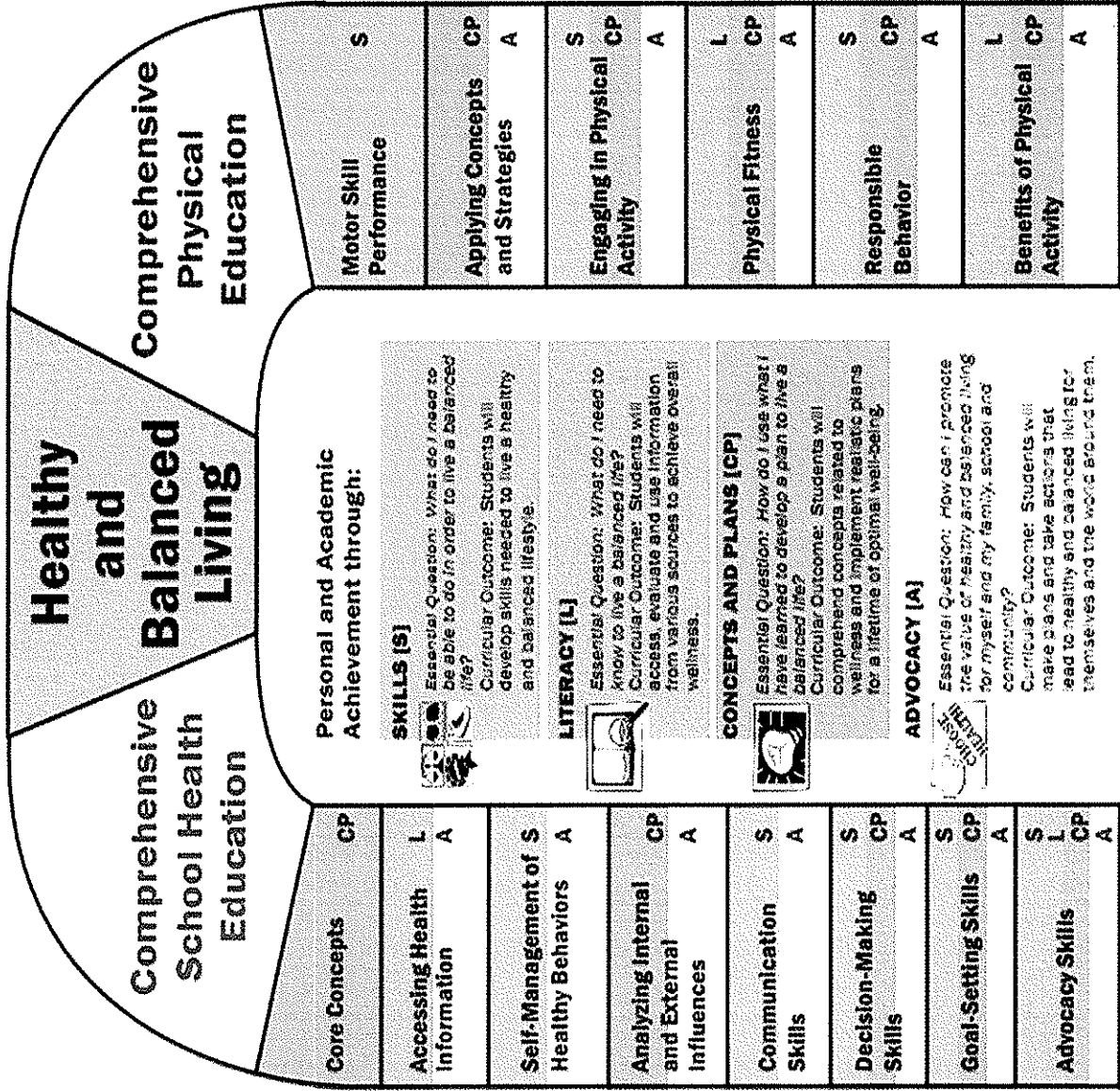
Comprehensive School Health Education Consultant, HIV/STD Prevention Coordinator

Jean Mee

Comprehensive Physical Education and School Health Education Consultant

Professional Resources:

BIG IDEA: How do I live a healthy and balanced life?



An Environment that is Safe – Physically, Socially, Emotionally and Intellectually

Professional Resources:

Comprehensive School Health Education

Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy? **CP**
Curricular Outcome: Students will comprehend concepts related to health-promotion and disease prevention to enhance health.

Standard 2: Accessing Health Information

Essential Question: How and where do I find information and resources? **L**
Curricular Outcome: Students will demonstrate the ability to access valid health information and products and services to enhance health. **A**

Standard 3: Self-Management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks? **S**
Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks. **A**

Standard 4: Analyzing Internal and External Influences

Essential Question: What influences my healthy behaviors and decisions? **CP**
Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health. **A**

Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health? **S**
Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **A**

Standard 6: Decision-Making Skills

Essential Question: How do I make good decisions to keep myself healthy? **S**
Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health. **CP**

Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health? **S**
Curricular Outcome: Students will use goal-setting skills to enhance health. **CP**

Standard 8: Advocacy

Essential Question: What can I do to promote accurate health information and healthy behaviors? **S**
Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health. **L** **CP** **A**

Comprehensive Physical Education

Standard 9: Motor Skill Performance

Essential Question: What different ways can the body move given a specific purpose? **S**
Curricular Outcome: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 10: Applying Concepts and Strategies

Essential Question: How can I move effectively and efficiently? **CP**
Curricular Outcome: Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. **A**

Standard 11: Engaging in Physical Activity

Essential Question: What can I do to be physically active, and why is this important? **S**
Curricular Outcome: Students will participate regularly in physical activity. **CP** **A**

Standard 12: Physical Fitness

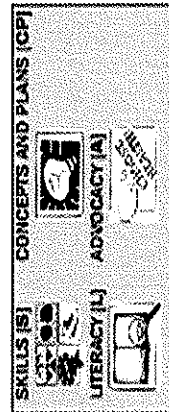
Essential Question: Why is it important to be physically fit and how can I stay fit? **L**
Curricular Outcome: Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness. **CP** **A**

Standard 13: Responsible Behavior

Essential Question: How do I interact with others during physical activity? **S**
Curricular Outcome: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings. **CP** **A**

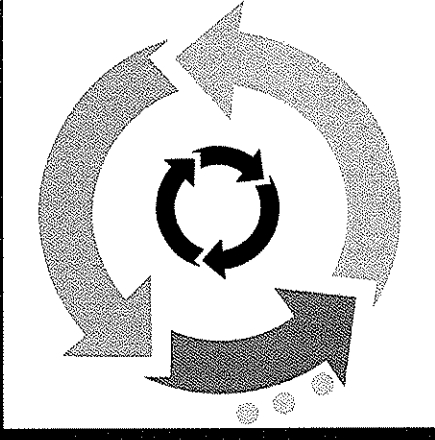
Standard 14: Benefits of Physical Activity

Essential Question: How will physical activity help me now and in the future? **L**
Curricular Outcome: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle. **CP** **A**

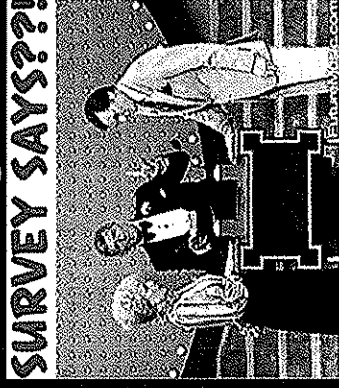


Major Themes for our Curriculum Document:

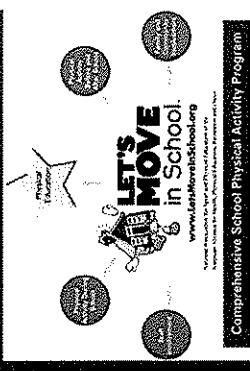
- Lateral Review
- Vertical Review
- Format for continuous improvement
 - Ongoing professional development
- Promote mutual respect, support, safety and cooperative participation



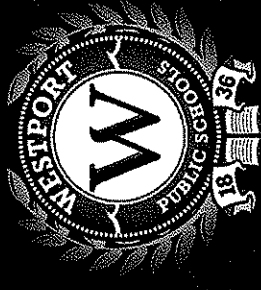
Notable Adjustments:



- Curriculum Review Survey with 12th grade students
 - Provide exposure to more activities
 - Allow for more student choice
 - Embed nutrition education in each grade
 - Design units to be more student centered



Our Goals:



- Follow state/national standards and requirements
- Implement developmentally appropriate instructional strategies to maximize learner participation in safe learning experiences
- To make this curriculum a living document through consistent review and professional development

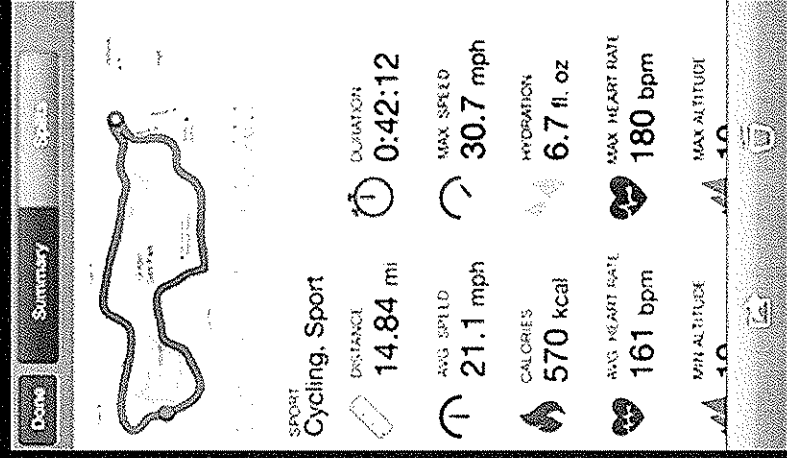
Our Goals:

- Use exit surveys to elicit student reflections on personal experiences in the overall program
 - This will result in constant growth and improvement for future students
- Teach inter-departmentally across the curriculum
- Provide real world experiences to our students

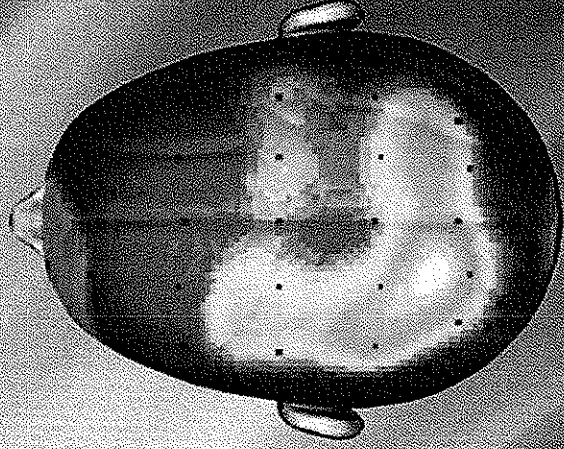


Our Goals:

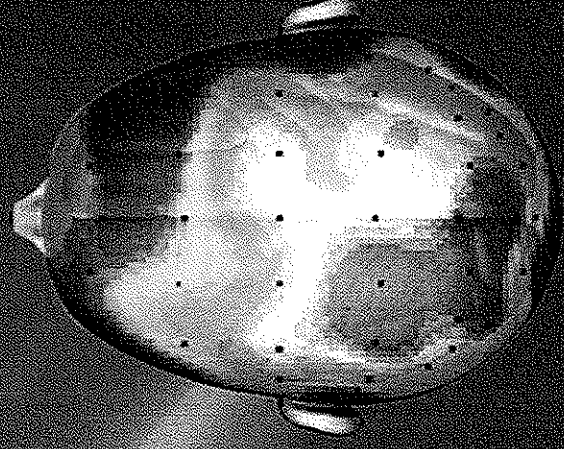
- Continue to incorporate technology and latest research



BRAIN AFTER SITTING
QUIETLY



BRAIN AFTER 20 MINUTE
WALK



Research/scan compliments of Dr. Chuck Fillmer, University of Illinois

Track II

Westport Public Schools

The Physical Education Curriculum Review Committee would like to *THANK* the following people for their support:

Westport Public Schools Board of Education

Dr. Elliott Landon – Superintendent of Schools

Ms. Lisabeth Comm – Director of Secondary Education

Mrs. Cynthia Gilchrest – Director of Elementary Education

Mrs. Pat Miller – Connecticut State Department of Education

All of the Westport Public Schools Physical Education teachers who participated in the curriculum review process.

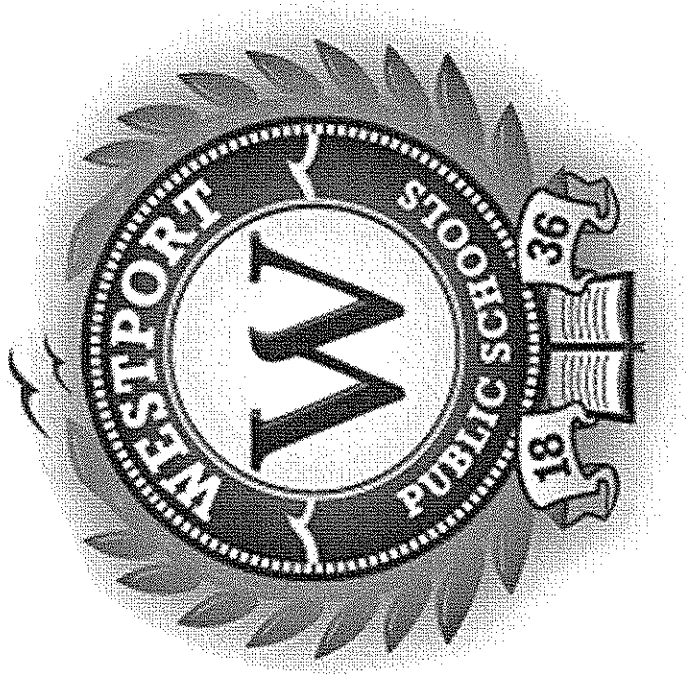
A special thank you to all of the parents and students who were part of the focus groups!

physical students lifelong healthy fitness activities wellness

active mind reach affect K-5 6-8 feel team
body environment individual variety
academic affect K-5 6-8 feel team
social prepare
mental connection
Physical literacy
understand centered
learning
spirit lifetime
choices
lifestyles
creative goals
become well
exposure
learners
child
new opportunity
whole
collaboration
engage
critical
thinking
productive make
potential term
health positive
enjoyment
overall Health
communication
become well
exposure
learners
child
new opportunity
whole
collaboration
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critical
thinking
balance life just enjoy
promote sports
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every school
content short
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engage
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thinking

PHYSICAL EDUCATION CURRICULUM K-12

September 16, 2013



Westport Public Schools
Physical Education Curriculum
Grades K-12

*Presented to the
Board of Education
September 16, 2013*

PHYSICAL EDUCATION CURRICULUM

GRADES K - 12

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PHYSICAL EDUCATION CURRICULUM

GRADES K - 5

Units of Study

In Grades K – 5, the Physical Education Curriculum and its Programming is divided into units of study over the course of each school year. Those units are as follows:

Kindergarten (Pages 8-13)	GRADE 1 (Pages 14-19)	GRADE 2 (Pages 20-25)
Rules and expectations	Rules and expectations	Rules and expectations
Guided discovery	Guided discovery	Guided discovery
Spatial awareness, Safety	Spatial awareness, safety	Spatial awareness, safety
Fitness	Fitness	Chasing, fleeing, dodging
Levels, directions, pathways, locomotor movements	Levels, directions, pathways, locomotor movements	Eye-foot, hand-eye coordination (soccer, basketball)
Eye-foot, hand-eye coordination	Eye-foot, hand-eye coordination	Cooperative games (parachute, etc.)
Manipulatives (scarves, hoops, etc.)	Manipulatives (scarves, hoops, etc.)	Manipulatives (scarves, hoops, etc.)
Jumping, Heart-hop	Jumping, Heart-hop	Scooters (safety and exploration)
Yoga, tumbling	Yoga, tumbling	Rhythms, yoga, tumbling
Volleying	Volleying	Jumping techniques
Striking (tee-ball)	Striking (tee-ball)	Volleying
Throw and catch	Throw and catch	Striking with implements
		Striking, throw and catch (baseball, softball)

PHYSICAL EDUCATION CURRICULUM

GRADES K - 5

Units of Study

In Grades K – 5, the Physical Education Curriculum and its Programming is divided into units of study over the course of each school year. Those units are as follows:

GRADE 3 (Pages 26-31)	GRADE 4 (Pages 32-37)	GRADE 5 (Pages 38-43)
Rules and expectations	Rules and expectations	Rules and expectations
Guided discovery	Instant activities	Instant activities
Spatial awareness, safety	Cooperative games	Cooperative games
Chasing, fleeing, dodging	Fitness	Fitness
Eye-foot, hand-eye coordination (soccer, basketball)	Chasing, fleeing, dodging	Chasing, fleeing, dodging
Cooperative games (parachute, etc.)	Eye-foot, hand-eye coordination (basketball, soccer, football, floor hockey, etc.)	Eye-foot, hand-eye coordination (basketball, soccer, football, floor hockey, etc.)
Manipulatives (scarves, hoops, etc.)	Manipulatives, juggling	Manipulatives, juggling
Scooters (safety and exploration)	Scooter safety and exploration	Scooter safety and exploration
Rhythms, yoga, tumbling	Rhythms, yoga, tumbling	Rhythms, yoga, tumbling
Jumping techniques	Jumping techniques	Jumping techniques
Volleying	Volleying	Volleying
Striking with implements	Striking with implements (badminton)	Striking with implements (badminton)
Striking, throw and catch (baseball, softball)	Striking, throw and catch (baseball, softball)	Striking, throw and catch (baseball, softball)

PHYSICAL EDUCATION CURRICULUM

GRADES 6 - 8

Units of Study

In Grades 6 – 8, the Physical Education Curriculum and its Programming is divided into units of study over the course of each school year. Those units are as follows:

GRADE 6 (Pages 44-49)	GRADE 7 (Pages 50-55)	GRADE 8 (Pages 56-61)
Lifetime Activities Badminton Fitness concepts/fitness center Pedometers Physical fitness assessment Track and field	Lifetime Activities Badminton Fitness concepts/fitness center Golf Physical fitness assessment Track and field	Lifetime Activities Badminton Fitness concepts/fitness center Golf Physical fitness assessment Rollerblading Track and field
Recreational Activities Adventure Education Basketball Cooperative games Pickleball Tumbling Wiffleball	Recreational Activities Adventure Education - Climbing Basketball Cooperative games Pickleball Tumbling Wiffleball	Recreational Activities Adventure Education Basketball Cooperative games Pickleball Tumbling Wiffleball
Team Activities Flag football Floor hockey Soccer Softball/tennis baseball Ultimate Frisbee Ultimate team handball Volleyball	Team Activities Flag football Floor hockey Lacrosse Soccer Softball/tennis baseball Ultimate Frisbee Ultimate team handball Volleyball	Team Activities Flag football Floor hockey Lacrosse Soccer Softball/tennis baseball Ultimate Frisbee Ultimate team handball Volleyball
	In addition to activities, students are introduced to heart rate monitors. Assessments are progressively more challenging.	Students have more opportunity for choice of activities in grade 8. Nutrition is embedded more strongly in grade 8.

PHYSICAL EDUCATION CURRICULUM

GRADES 9 - 12

Units of Study

In Grades 9 – 12, the Physical Education Curriculum and its Programming is divided into units of study over the course of each school year. Those units are as follows:

GRADE 9 (Pages 62-67)	GRADE 10 (Pages 68-73)	GRADE 11 (Pages 74-79)	GRADE 12 (Page 80)
Freshman Health Education	Sophomore Health Education & Aquatics II	Junior Health Education	Senior Health Assembly
Mind and Body Fitness Fitness I Fitness II Modern fitness	Cooperative Activities Basketball Cooperative-new games	Lifetime Activities <i>Opportunities for a combination of:</i> Aquatics, "Crossfit", Fitness, Golf, Pilates, Relaxation, Softball, Tennis, Yoga	Activity Electives
Recreational Activities I Aquatics I Volleyball	Exercise Science Classroom instruction Practical/lab activities	Recreational Activities II <i>Opportunities for a combination of:</i> Badminton, Cooperative-new games, Outdoor-rec activities, Pickleball, Wiffleball, Winter activities, Yard Activities	Emergency Medical Services (elective)
Team Activities I Flag football Speedball Ultimate Frisbee	Racquet Activities Badminton Pickleball Tennis	Team Activities II <i>Opportunities for a combination of:</i> Basketball, Flag football, Floor Hockey, Soccer, Speedball, Team Handball, volleyball, Ultimate Frisbee	Independent Study (elective)
		Emergency Medical Services (elective) Physical Education Leaders (elective)	Physical Education Leaders (elective)
<i>In addition to specific Fitness units, fitness is integrated throughout the year in each grade based on physical fitness assessment results and individual student goals.</i>			

National Association of Sport & Physical Education (NASPE) Standards (abbreviated)

Standard 1: Motor Skill Performance	Standard 2: Applying Concepts and Strategies
Standard 3: Engaging in Physical Activity	Standard 4: Physical Fitness
Standard 5: Responsible Behavior	Standard 6: Benefits of Physical Activity

National Association of Sport & Physical Education (NASPE) Standards (standard)

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

KINDERGARTEN

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <i>Essential Question:</i> <i>What different ways can the body move given a specific purpose?</i> Personal and Academic Achievement through: Skills	The student will: perform movement skills such as galloping, running, walking and hopping. demonstrate progress toward the mature form of skipping. identify basic tossing and catching skills. combine sequences of motor skills in an organized way and move with body control.	Movement activities (i.e., tag, relays, move to music, follow the leader). Tossing and catching (i.e., toss to self, stomp board, balloon toss and catch, toss to a target, toss for distance). Combination of motor skills (i.e., striking a balloon, hitting a ball off a tee, kicking a ball, etc.).	Teacher observation Peer observation Event task (i.e. freeze dance, the perfect hundred game)

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 2:	The student will:		
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	identify simple movement patterns, such as skipping and galloping. recognize different ways of traveling (i.e., backwards, sideways, forward).	Movement games (i.e., follow the leader, tag, relays). Traveling games (i.e., obstacle course, design own pattern, copy the movement of a partner).	Teacher observation Peer observation Event task Self-assessment
<i>Essential Question:</i>	identify how and when to perform a movement in a specific area.	Spatial awareness (i.e., move in own bubble, move around cones)	
<i>How can I move effectively and efficiently?</i>	identify safety and classroom rules.	Rules (i.e., practice for fire drill, safe tag rules, stop on the signal)	
Personal and Academic Achievement through:			
Concepts and Plans Advocacy			

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 3: Participate regularly in physical activity. Essential Question: <i>What can I do to be physically active, and why is this important?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: identify areas of interest connected to participation in physical activity. engage in moderate physical activity. demonstrate awareness that engaging in physical activity is beneficial.	Movement games (i.e., follow the leader, tag, relays) Class discussions (i.e., classify activities based on intensity level) Jump rope activities Jumping jacks Scooter activities Yoga	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 4:	The student will:		
Achieve and maintain a health-enhancing level of physical fitness.	begin to sustain moderate to vigorous activity for short periods of time.	Movement games (i.e., follow the leader, tag, relays, power walking, running).	Teacher observation Peer observation
<i>Essential Question:</i>	identify some of the effects of physical activity on the body before, during, and after exercise.	Class discussions (i.e., classify activities, based on intensity level, healthy food choices).	Event task
<i>Why is it important to be physically fit and how can I stay fit?</i>	identify that heart rate changes according to the type of physical activity.	Jump rope activities. Jumping jacks.	Self-assessment
Personal and Academic Achievement through:	identify how nutrition plays a role in maintaining a healthy life style.	Scooter activities. Yoga.	
Literacy Concepts and Plans Advocacy		Fitness components (i.e., curl ups, push-ups, flexibility).	

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 5: Exhibits responsible personal and social behavior that respects self and other in physical activity settings. <i>Essential Question:</i> <i>How do I interact with others during physical activity?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: use age-appropriate conflict resolution strategies, such as rock-paper-scissors, or seek help from their teacher. demonstrate safe behavior for self and toward others by following class rules and procedures with teacher guidance. demonstrate age-appropriate behaviors that are sensitive to individual differences.	Safety rules (i.e., practice for fire drill, safe tag rules, stop on the signal, etc.). Classroom procedures (i.e., practice lining up, play movement games that involve stopping and starting). Practice sharing (i.e., set up stations that include opportunities for students to share equipment and take turns participating). Conflict resolution (i.e., egg-chicken-super chicken games to practice rock-paper-scissors game). Class discussions. Basic cooperative games (i.e., parachute, partner tag, relay races).	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <i>Essential Question:</i> <i>How will physical activity help me now and in the future?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: identify positive feelings associated with being physically active. explain connections between physical activity and personal enjoyment. demonstrate confidence in attempting movement skills with teacher guidance . identify appropriate social interaction with peers during physical activities.	Practice sharing (i.e., set up stations that include opportunities for students to share positive feelings about being physically active). Classroom discussions.	Teacher observation Event task Self-assessment

GRADE 1

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <i>Essential Question:</i> <i>What different ways can the body move given a specific purpose?</i> Personal and Academic Achievement through: Skills	The student will: review fundamental locomotor, non-locomotor, and manipulative skills. combine locomotor, non-locomotor, and manipulative skills to demonstrate appropriate movement and fitness activities. demonstrate control in traveling, weight bearing and balance activities in a variety of ways. perform catching and throwing skills.	Chasing, fleeing - incorporating different movement skills (i.e., tag games). Catching and throwing activities (i.e., toss to self, toss to a partner, toss to a target, target games). Tumbling activities. Bear walk. Crab walk. Walk on one hand and one foot. Combine motor skills (i.e., striking a ball, hitting ball off a tee, kicking a ball, etc.).	Teacher observation Peer observation Checklist Target toss Student-designed movement sequence

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 2:	The student will:		
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	apply simple movement patterns, such as hopping and galloping during games and activities. demonstrate different ways of traveling in the relationships of movement - in, out, under, over.	Movement games (i.e., follow the leader, tag, relays). Traveling games (i.e., obstacle course, design own pattern, copy a partners movement).	Teacher observation Peer observation Event task Self-assessment
<i>Essential Question:</i>	recognize that motor learning and motor development concepts share many similarities.	Spatial awareness (i.e., move in own bubble, move around cones).	
<i>How can I move effectively and efficiently?</i>	demonstrate safety and classroom rules.	Safety rules (i.e., practice for fire drill, safe tag rules, stop on the signal, etc.).	
Personal and Academic Achievement through:			
Concepts and Plans Advocacy			

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 3: Participate regularly in physical activity. <i>Essential Question:</i> <i>What can I do to be physically active, and why is this important?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: choose areas of interest connected with participation with physical activity. engage in moderate physical activity outside of physical education class. identify at least one activity associated with physical fitness.	Movement games (i.e., follow the leader, tag, relays). Class discussions (i.e., classify activities based on intensity level). Jump rope activities. Jumping jacks. Scooter activities. Muscular strength and endurance activities (i.e., push-ups, curl-ups, bear walk, crab walk). Flexibility activities. Yoga.	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 4: Achieve and maintain a health-enhancing level of physical fitness. <i>Essential Question:</i> <i>Why is it important to be physically fit and how can I stay fit?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: sustain moderate to vigorous activity for short periods of time. recognize various effects of physical activity on the body before, during, and after exercise. recognize that heart rate changes according to the type of physical activity. identify how nutrition plays a role in maintaining a healthy life style.	Movement games (i.e., follow the leader, tag, relays, power walking, running). Class discussions (i.e., classify activities based on intensity level, healthy food choices, hydration). Jump rope activities. Jumping jacks. Scooter activities. Yoga. Fitness components (i.e., curl-ups, push-ups, flexibility)	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 5: Exhibits responsible personal and social behavior that respects self and other in physical activity settings. <i>Essential Question:</i> <i>How do I interact with others during physical activity?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: identify strategies involved in solving conflicts. demonstrate the ability to follow classroom rules and activity specific rules with little reinforcement from the teacher. demonstrate age-appropriate behaviors that are sensitive to individual differences.	Safety rules (i.e., practice for fire drill, safe tag rules, stop on the signal, etc.). Classroom procedures (i.e., practice lining up, play movement games that involve stopping and starting). Practice sharing (i.e., set up stations that include opportunities for students to share equipment and take turns participating). Conflict resolution (i.e., egg-chicken-super chicken games to practice rock-paper-scissors game). Class discussions. Basic cooperative games (i.e., parachute, partner tag, relay races).	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <i>Essential Question:</i> <i>How will physical activity help me now and in the future?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: review positive feelings associated with being physically active. describe the activities they enjoy participating in. Demonstrate confidence in attempting movement skills with or without teacher guidance. describe appropriate social responses to peers during physical activities.	Practice sharing. Set up stations that include opportunities for students to share positive feelings about being physically active. Classroom discussions.	Teacher observation Event task Self-assessment

GRADE 2

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <i>Essential Question:</i> <i>What different ways can the body move given a specific purpose?</i> Personal and Academic Achievement through: Skills	The student will: demonstrate mature forms of locomotor movements. create smooth transitions between sequential motor skills. perform catching and throwing skills in a variety of changing environments.	Movement activities (i.e., tag, relays, move to music, follow the leader). Catching and throwing activities (i.e., throwing stations, toss to self, toss to a partner, toss to a target, target games, stomp it board). Cooperative skills (i.e., parachute, small group activities, relay games). Tumbling activities. Rolling activities (i.e., sideways, forward). Aerobic fitness activities (i.e., PACER, jump rope, scooter activities). Lead up games (i.e., 2 v 2 baseball, shooting relays, dribble tag).	Teacher observation Peer assessment Checklist

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 2:	The student will:		
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. <i>Essential Question:</i> <i>How can I move effectively and efficiently?</i> Personal and Academic Achievement through: Concepts and Plans Advocacy	demonstrate mature movement patterns, such as skipping and galloping during games and activities. apply concepts of spatial awareness while performing locomotor movements in a small group setting. identify at least 2 characteristics of a specific motor skill or movement form. apply safety and classroom rules.	Movement games (i.e., follow the leader, tag, relays). Traveling games (i.e., obstacle course, design own pattern, copy movement of a partner). Spatial awareness (i.e., move in own bubble, move around cones). Combining motor skills (i.e., striking a ball, hitting ball off a tee, kicking a ball, etc.). Safety rules (i.e., practice for fire drill, safe tag rules, stop on the signal).	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 3: Participate regularly in physical activity. <i>Essential Question:</i> <i>What can I do to be physically active, and why is this important?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: identify how a variety of movements affect the body. participate in a variety of moderate physical activities outside of physical education class. choose at least one exercise associated with health-related physical fitness.	Movement games (i.e., follow the leader, tag, relays). Class discussions (i.e., classify activities based on intensity level). Jump rope activities. Jumping jacks. Scooter activities. Muscular strength and endurance activities (i.e., push-ups, curl-ups, bear walk, crab walk). Flexibility activities. Yoga.	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 4: Achieve and maintain a health-enhancing level of physical fitness. <i>Essential Question:</i> <i>Why is it important to be physically fit and how can I stay fit?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: engage in sustained physical activity that causes an increased heart and breathing rate. recognize the physiological indicators that accompany moderate to vigorous physical activity ((i.e., sweating, increased heart rate). explain what activities increase heart rate and identify if the exercise is moderate or vigorous in nature. identify how nutrition plays a role in maintaining a healthy life style.	Movement games (i.e., follow the leader, tag, relays, power walking, running). Class discussions (i.e., classify activities based on intensity level, healthy food choices, hydration). Jump rope activities. Jumping jacks. Scooter activities. Yoga. Fitness components (i.e., curl-ups, push-ups, flexibility).	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 5: Exhibits responsible personal and social behavior that respects self and other in physical activity settings. <i>Essential Question:</i> <i>How do I interact with others during physical activity?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: apply strategies involved in solving conflicts in a variety of settings. initiate independent or cooperative work during class. follow classroom rules and activity specific rules with little or no reinforcement from the teacher. demonstrate age-appropriate behaviors that are sensitive to individual differences.	Safety rules (i.e., practice for fire drill, safe tag rules, stop on the signal, etc.). Classroom procedures (i.e., practice lining up, play movement games that involve stopping and starting). Practice sharing (i.e., set up stations that include opportunities for students to share equipment and take turns participating). Conflict resolution (i.e., egg-chicken-super chicken games to practice rock-paper-scissors game). Class discussions. Basic cooperative games (i.e., parachute, partner tag, relay races).	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <i>Essential Question:</i> <i>How will physical activity help me now and in the future?</i>	The student will: identify the use of movement as a means of self-expression. identify the positive feelings associated with being physically active and making choices about participating in physical activities. identify skill progression through personal challenges in physical activity. explain the benefits of cooperation and sharing during physical activity.	Movement challenges (i.e., moving at various levels and speeds). Set up stations that include opportunities for students to share positive feelings about being physically active. Classroom discussions. Motor skill activities (i.e., individual tossing and catching activities). Combine motor skills (i.e., striking a balloon vs. foam ball, hitting ball off a tee vs. hitting a tossed ball, kicking a ball). Cooperative activities.	Teacher observation Event task Self-assessment
Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy			

GRADE 3

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <i>Essential Question:</i> <i>What different ways can the body move given a specific purpose?</i> Personal and Academic Achievement through: Skills	The student will: apply different locomotor movements based on the environment. combine catching and throwing skills while moving. demonstrate a variation of skills in dynamic environments. define specific striking skills. recognize specialized skills basic to a movement form.	Small sided games (i.e., 3 v 3, 4 v 3, 1 neutral player). Create a tumbling routine (i.e., balances, partner balances, transfer of weight, rolling). Physical fitness activities (i.e., PACER, stations, push-ups, curl-ups, aerobic games) Moving while performing a skill (i.e., station work, catching different objects while moving, passing a ball to a moving partner, kicking a ball, dribbling a soccer ball). Cooperative skills (i.e., parachute, small group activities, relay games).	Teacher observation Peer observation Checklist Event task - Students create tumbling routine Survivor game

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. <i>Essential Question:</i> <i>How can I move effectively and efficiently?</i> Personal and Academic Achievement through: Concepts and Plans Advocacy	The student will: perform variations of skills and skill combinations in increasingly dynamic environments. apply concepts of spatial awareness while performing locomotor movements in a small group setting. demonstrate mature motor patterns for the basic locomotor and non-locomotor and manipulative skills (throwing, catching, striking). apply safety and classroom rules.	Skills combinations (i.e., games of moving and dribbling, running and catching, catching and shooting, dribble and pass). Spatial awareness (i.e., tag games, capture the flag). Small sided games (i.e., 3 v 3, 4 v 3, 1 neutral player). Modified games. Moving while performing a skill (i.e., station work, catching different object while moving, passing ball to a moving partner, kicking a ball, dribbling a soccer ball). Safety rules (i.e., practice for fire drill, safe tag rules, stop on the signal).	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 3:	The student will:		
Participate regularly in physical activity.	develop an awareness that participating in physical activity is both enjoyable and has health-related benefits.	Movement games (i.e., follow the leader, tag, relays).	Teacher observation
<i>Essential Question:</i>	choose to participate in a variety of moderate physical activities outside of physical education class that they enjoy.	Class discussions (i.e., classify activities based on intensity level, name a movement and its effect on the body).	Peer observation
<i>What can I do to be physically active, and why is this important?</i>		Jump rope activities.	Event task
Personal and Academic Achievement through:	perform various exercises associated with health-related physical fitness.	Jumping jacks.	Self-assessment
Skills		Scooter activities.	
Concepts and Plans Advocacy		Muscular strength and endurance activities (i.e., push-ups, curl-ups, bear walk, crab walk).	
		Flexibility activities.	
		Yoga.	

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 4: Achieve and maintain a health-enhancing level of physical fitness. <i>Essential Question:</i> <i>Why is it important to be physically fit and how can I stay fit?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: participate in moderate to vigorous activities in a variety of settings. recognize the physiological indicators that accompany moderate to vigorous physical activity (i.e., sweating, increased heart rate). explain the relationship between some physical activities and physical fitness components. identify how nutrition plays a role in maintaining a healthy life style.	Movement games (i.e., follow the leader, tag, relays, power walking, running). Class discussions (i.e., classify activities based on intensity level, healthy food choices, hydration, roles of different meals). Jump rope activities. Jumping jacks. Scooter activities. Yoga. Fitness components (i.e., curl-ups, push-ups, flexibility).	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 5: Exhibits responsible personal and social behavior that respects self and other in physical activity settings. <i>Essential Question:</i> <i>How do I interact with others during physical activity?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: practice strategies involved in solving conflicts in a variety of settings. demonstrate independent or cooperative work during class. identify the purposes for and follow the classroom and activity specific rules. practice cooperating effectively with others, regardless of their individual differences.	Safety rules (i.e., practice for fire drill, safe tag rules, stop on the signal). Classroom procedures (i.e., practice lining up, play movement games that involve stopping and starting). Practice sharing (i.e., set up stations that include opportunities for students to share equipment and take turns participating). Conflict resolution (i.e., egg-chicken-super chicken games to practice rock-paper-scissors game). Class discussions. Basic cooperative games (i.e., parachute, partner tag, relay races).	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <i>Essential Question:</i> <i>How will physical activity help me now and in the future?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: describe the positive feelings associated with being physically active, making choices about participating in physical activities that they find personally challenging. practice the use of movement as a means of self-expression. identify the relationship between practice and skill progression/acquisition. practice cooperation and sharing during physical activity.	Movement challenges (i.e., moving at various levels and speeds). Set up stations that include opportunities for students to share positive feelings about being physically active. Classroom discussions. Motor skill activities (i.e., individual tossing and catching activities). Combine motor skills (i.e., striking a balloon vs. foam ball, hitting ball off a tee vs. hitting a tossed ball, kicking a ball). Cooperative activities.	Teacher observation Event task Self-assessment

GRADE 4

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <i>Essential Question:</i> <i>What different ways can the body move given a specific purpose?</i> Personal and Academic Achievement through: Skills	The student will: review mature motor patterns for the basic locomotor, non-locomotor and manipulative skills. apply specific striking skills in specific environments. combine catching and throwing skills in increasingly dynamic and complex environments. demonstrate specialized skills basic to movement form.	Small sided games (i.e., 3 v 3, 4 v 3, 1 neutral player, modified games). Create a tumbling routine (i.e., balances, partner balances, transfer of weight, rolling). Physical fitness activities (i.e., PACER, stations, push-ups, curl-ups, aerobic games). Moving while performing a skill. Station work. Catching different objects while moving. Passing a ball to a moving partner. Kicking a ball. Dribbling a soccer ball. Cooperative skills (i.e., pass the hoop in a circle, small group activities, relay games).	Teacher observation Peer observation Checklist Student checklist Group evaluation Event task - students create a tumbling routine Survivor game Partner work

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. <i>Essential Question:</i> <i>How can I move effectively and efficiently?</i> Personal and Academic Achievement through: Concepts and Plans Advocacy	The student will: demonstrate variations of skills and skill combinations in increasingly complex environments. demonstrate mature motor patterns for the basic locomotor, non-locomotor and manipulative skills (throwing, catching, striking). Perform specialized skills basic to movement forms and use those skills with a partner. Demonstrate knowledge of rules of specific activities.	Skills combinations (i.e., games of moving and dribbling, running and catching, catching and shooting, dribble and pass). Spatial awareness (i.e., tag games, capture the flag). Small sided games (i.e., 3 v 3, 4 v 3, 1 neutral player). Modified games. Moving while performing a skill (i.e., station work, catching different objects while moving, passing a ball to a moving partner, kicking a ball, dribbling a soccer ball). Specialized skills (i.e., partner chest pass, soccer dribbling, striking an object). Rules activities (i.e., students write 3 rules and share with a partner, self-monitored games and activities).	Teacher observation Peer observation Event task Exit ticket Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 3: Participate regularly in physical activity. <i>Essential Question:</i> <i>What can I do to be physically active, and why is this important?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: demonstrate an understanding that participating in physical activity will promote an increase in health-related fitness levels. describe personal benefits associated with physical activity. participate in various exercises associated with health-related physical fitness outside of Physical Education classes.	Movement games (i.e., tag, relays). Class discussions (i.e., classify activities based on intensity level, name a movement and its effect on the body). Jump rope activities. Jumping jacks. Scooter activities. Muscular strength and endurance activities (i.e., push-ups, curl-ups, bear walk, crab walk). Flexibility activities. Exercise calendars.	Teacher observation Peer observation Event task Self-assessment Student exercise journal

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 4: Achieve and maintain a health-enhancing level of physical fitness. <i>Essential Question:</i> <i>Why is it important to be physically fit and how can I stay fit?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: identify the four component of physical fitness and how they may be assessed. begin to self-monitor the amount and type of physical activity that students are engaging in. identify how nutrition plays a role in maintaining a healthy life style.	Movement games (i.e., tag, relays, power walking, running, PACER). Class discussions (i.e., classify activities based on intensity level, healthy food choices, hydration, roles of different meals). Jump rope activities. Jumping jacks. Yoga. Fitness components (i.e., curl-ups, push-ups, flexibility). CT physical fitness assessment.	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 5: Exhibits responsible personal and social behavior that respects self and other in physical activity settings. <i>Essential Question:</i> <i>How do I interact with others during physical activity?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: identify dynamic skills and strategies involved in solving conflicts during game situations. work on a task, either independently or with a partner(s), for short periods of time. apply classroom and activity specific rules in a variety of settings. practice cooperating effectively with others, regardless of their individual differences.	Safety rules (i.e., practice for fire drill, safe tag rules, stop on the signal). Classroom procedures (i.e., practice lining up, play movement games that involve stopping and starting). Practice sharing (i.e., set up stations that include opportunities for students to share equipment and take turns participating). Conflict resolution (i.e., egg-chicken-super chicken games to practice rock-paper-scissors game). Class discussions. Cooperative games (i.e., relay races, survivor, titanic challenge).	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <i>Essential Question:</i> <i>How will physical activity help me now and in the future?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: analyze the relationship between personal feelings and choice of activities for a healthy lifestyle. illustrate self-expression through physical activity. identify the positive opportunities for social and group interaction through physical activity. describe the relationship between challenge and enjoyment through physical activity. summarize the relationship between practice and skill competence. select activities that are personally interesting and rewarding when provided with opportunities.	Movement challenges (i.e., moving at various levels and speeds). Provide different choices for the development of the same skill (i.e., stationary basketball dribble, walking basketball dribble, jogging basketball dribble). Classroom discussions. Motor skill activities (i.e., individual tossing and catching activities). Combine motor skills (i.e., striking a balloon vs. foam ball, hitting ball off a tee vs. hitting a tossed ball, kicking a ball). Cooperative activities.	Teacher observation Event task Self-assessment

GRADE 5

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <i>Essential Question:</i> <i>What different ways can the body move given a specific purpose?</i> Personal and Academic Achievement through: Skills	The student will: practice mature motor patterns for basic locomotor, non-locomotor, and manipulative skills during game situations. apply specific striking skills in dynamic and complex environments. demonstrate catching and throwing skills in increasingly dynamic and complex environments. combine and adapt specialized skills to participate in a variety of activities, movement and dance.	Small sided games (i.e., 3 v 3, 4 v 3, 1 neutral player). Modified games. Create a tumbling routine (i.e., balances, partner balances, transfer of weight, rolling). Physical fitness activities (i.e., PACER, stations, push-ups, curl-ups, aerobic games, moving while performing skill). Station work. Catching different object while moving. Passing a ball to a moving partner. Kicking a ball. Dribbling a soccer ball. Cooperative games (i.e., pass the hoop in a circle, small group activities, relays).	Teacher observation Peer observation Self-evaluation Group evaluation Tumbling routine Checklist

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 2:	The student will:		
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	apply variations of skills and skill combinations in increasingly complex and dynamic environments to enhance performance.	Skills combinations (i.e., games of moving and dribbling, running and catching, catching and shooting, dribbling and passing).	Teacher observation
<i>Essential Question:</i>	use mature motor patterns for basic locomotor, non-locomotor and manipulative skills (throwing, catching, striking).	Small sided games (i.e., 3 v 3, 4 v 3, 1 neutral player).	Peer observation
<i>How can I move effectively and efficiently?</i>	perform some specialized skills basic to movement form and uses those skills with a partner.	Modified games.	Self-assessment
Personal and Academic Achievement through:	demonstrate knowledge of rules for specific activities.	Moving while performing a skill (i.e., station work, catching different objects while moving, passing a ball to a moving partner, kicking a ball, dribbling a soccer ball).	Exit ticket
Concepts and Plans Advocacy	identify basic offensive and defensive strategies.	Specialized skills (i.e., partner chest pass, soccer dribbling, striking an object).	Event task
		Rules activities (i.e., have students write 3 rules and share with a partner, self-monitored games and activities, strategies, role play).	
		Small sided games.	

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 3: Participate regularly in physical activity. <i>Essential Question:</i> <i>What can I do to be physically active, and why is this important?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: choose to participate in physical activities to improve and maintain an active lifestyle. identify the critical aspects of a healthy lifestyle. engage in various appropriate physical activities during and outside of school that promote the development and improvement of personal physical fitness levels.	Movement games (i.e., tag, relays). Class discussions (i.e., classify activities based on intensity level, name a movement and its effect on the body). Jump rope activities. Jumping jacks. Scooter activities. Muscular strength and endurance activities (i.e., push-ups, curl-ups, bear walk, crab walk). Flexibility activities. Exercise calendars.	Teacher observation Peer observation Event task Self-assessment Student exercise journal

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 4: Achieve and maintain a health-enhancing level of physical fitness. <i>Essential Question:</i> <i>Why is it important to be physically fit and how can I stay fit?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: recognize the results of formal fitness assessment and correctly associate the results with overall physical fitness and wellness. identify how nutrition plays a role in maintaining a healthy life style.	Movement games (i.e., tag, relays, power walking, running, PACER). Class discussions (i.e., classify activities based on intensity level). Jump rope activities. Jumping jacks. Yoga. Fitness components (i.e., curl-ups, push-ups, flexibility). Food games (i.e., identify healthy verses non-healthy snacks, amount and type of food to sustain a healthy lifestyle). Wellness log.	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 5: Exhibits responsible personal and social behavior that respects self and other in physical activity settings. <i>Essential Question:</i> <i>How do I interact with others during physical activity?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: apply dynamic skills and strategies involved in solving conflicts during game situations. work on a task, either independently or with a partner(s), for longer periods of time. apply classroom and activity specific rules and demonstrate good sportsmanship in a variety of settings. practice cooperating effectively with others, regardless of their individual differences.	Safety rules (i.e., practice for fire drill, safe tag rules, stop on the signal). Classroom procedures (i.e., practice lining up, play movement games that involve stopping and starting). Practice sharing (i.e., set up stations that include opportunities for students to share equipment and take turns participating). Conflict resolution (i.e., egg-chicken-super chicken games to practice rock-paper-scissors game). Class discussions. Cooperative games (i.e., relay races, survivor, titanic challenge).	Teacher observation Peer observation Event task Self-assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 6:	The student will:		
Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	review the relationship between personal feelings and choice of activities for a healthy lifestyle.	Movement challenges (i.e., combining speeds, levels, and directions).	Teacher observation
<i>Essential Question:</i>	select activities they find challenging and enjoyable.	Provide different choices for the development of the same skill (i.e., stationary basketball dribble, walking basketball dribble, jogging basketball dribble).	Event task
<i>How will physical activity help me now and in the future?</i>	design activities that illustrate self-expression through physical activity. demonstrate positive social and group interactions during physical activity.	Classroom discussions.	Self-assessment
Personal and Academic Achievement through:	review the relationship between challenge and enjoyment through physical activity.	Motor skill activities (i.e., individual tossing and catching activities).	
Literacy Concepts and Plans Advocacy	practice skills in order to move from competency towards proficiency. select activities that are personally interesting and rewarding when provided with options.	Combine motor skills (i.e., striking a large ball vs. a small ball, hitting a ball off a tee vs. hitting a tossed ball, kicking a ball). Cooperative activities.	

GRADE 6

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <i>Essential Question:</i> <i>What different ways can the body move given a specific purpose?</i> Personal and Academic Achievement through: Skills	The student will: demonstrate mature forms of movement skills in a variety of environments. demonstrate mature forms for basic manipulative locomotor and non-locomotor skills to participate in movement and fitness activities. participate in a variety of individual, dual and team activities.	Throw a variety of objects demonstrating both accuracy and force (i.e. stationary and non-stationary). Dribbles while stationary and non-stationary (i.e. basketball, soccer, floor hockey). Tumbling and rhythm sequences (i.e. rolling, balancing, and weight transfer; Dance, Dance, Revolution). Striking with a long-handed implement (i.e. floor hockey stick, badminton, pickleball). Video clips.	Teacher observation Self-assessment Written assessment Peer observation Class discussion Student checklist Rubric Skill assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 2:	The student will:		
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	explain basic practice and conditioning principles that enhance performance. apply beginning strategies for offense and defense in game like situations.	Class instruction (i.e. heart rate, pacing, FIT principle). Team and individual activities (i.e. basketball, golf swing, track and field).	Peer assessment Teacher observation Self-assessment Written assessment
<i>Essential Question:</i>	identify errors in personal movement patterns.	Spacing, man-to-man defense.	Peer observation
<i>How can I move effectively and efficiently?</i>	identify performance improvement with the use of technology.	Introduce Pedometers/ GPS watches/activity watches/TriFIT. Video clips.	Class discussion Student checklist
Personal and Academic Achievement through:	demonstrate spatial awareness, knowledge of rules, safety practices and procedures during physical activities.		Rubric
Concepts and Plans Advocacy			Skill assessment Pedometers
			Polar TriFIT report
			Heart rate monitors

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 3: Participate regularly in physical activity. <i>Essential Question:</i> <i>What can I do to be physically active, and why is this important?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: be exposed to an increased variety of moderate to vigorous physical activities. review the connections between the purpose of movements and their effect on fitness. demonstrate a variety of physical activities to promote overall fitness levels during and outside of school.	Team activities (i.e. volleyball, basketball). Individual activities (i.e. badminton, pickleball). Fitness activities (i.e. fitness center). Lifetime activities (i.e. golf, badminton). Video clips.	Peer assessment Teacher observation Self-assessment Written assessment Peer observation Class discussion Student checklist Rubric Skill assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 4: Achieve and maintain a health-enhancing level of physical fitness. <i>Essential Question:</i> <i>Why is it important to be physically fit and how can I stay fit?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: restate basic principles of training to improve their personal level of fitness. review personal physical fitness assessment results.	Physical fitness assessment. “Fit five”. Fitness activities (i.e. fitness center). Class discussion. Video clips.	Peer assessment Teacher observation Self-assessment Written assessment Peer observation Class discussion Student checklist Rubric Skill assessment Polar TriFIT report

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 5: Exhibits responsible personal and social behavior that respects self and other in physical activity settings. <i>Essential Question:</i> <i>How do I interact with others during physical activity?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: demonstrate skills so that all persons, despite individual differences, are able to participate productively in groups for both cooperative and competitive activities. define appropriate skills for resolving conflicts peacefully in physical activity settings.	Adventured based education. Cooperative games. Partner activities. Team based activities (i.e. flag football, basketball, lacrosse). Video clips.	Peer assessment Teacher observation Self-assessment Written assessment Peer observation Class discussion Student checklist Rubric Skill assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <i>Essential Question:</i> <i>How will physical activity help me now and in the future?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: identify benefits resulting from participation in different forms of physical activities. describe the role of games, sports, and dance as a means of self and group expression. explain that physical activity and challenges present opportunities for personal growth and the development of leadership skills. demonstrate willingness to attempt a variety of new physical activities. examine physical activities outside of school that utilize skills and knowledge gained in physical education classes.	“Challenge by Choice”. Physical fitness assessment (i.e. increased flexibility). Skill transfer discussion. Adventure based education. Team activities (i.e. soccer, volleyball, team handball, etc.). Video clips.	Peer assessment Teacher observation Self-assessment Written assessment Peer observation Class discussion Student checklist Rubric Skill assessment

GRADE 7

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <i>Essential Question:</i> <i>What different ways can the body move given a specific purpose?</i> Personal and Academic Achievement through: Skills	The student will: apply skills to meet the demands of increasingly dynamic environments. perform in a variety of individual, dual and team activities.	Throw a variety of objects demonstrating both accuracy and force (i.e. basketball, football, lacrosse, golf, softball). dribble while preventing an opponent from stealing the ball (i.e. basketball, soccer, floor hockey). design tumbling and rhythms sequences (i.e. rolling, balancing, and weight transfer; exergaming-Dance, Dance Revolution, Just Dance). Striking with a long-handed implement during training sessions (i.e. floor hockey stick, badminton, pickle-ball). Video clips.	Peer assessment Teacher observation Self-assessment Written assessment Peer observation Class discussion Student checklist Rubric Skill assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. <i>Essential Question:</i> <i>How can I move effectively and efficiently?</i> Personal and Academic Achievement through: Concepts and Plans Advocacy	The student will: apply practice and conditioning principles that enhance performance. analyze beginning strategies for offense and defense in match play. analyze performance improvement with the use of technology. create spatial awareness during physical activities. integrate knowledge of rules, safety practices and procedures.	Warm/cool down activities (i.e. 4 minute jog). Spacing, zone defense. Team and individual activities (i.e. volleyball, basketball, golf, track & field). Incorporate the use of Pedometers/ GPS watches /activity watches/ heart rate monitors/TriFIT Video clips.	Peer assessment Teacher observation Self-assessments Written assessment Peer observation Class discussion Pedometers Activity monitor GPS watch Heart rate monitor Polar TriFIT report Rubric Skill assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 3: Participate regularly in physical activity. <i>Essential Question:</i> <i>What can I do to be physically active, and why is this important?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: apply the understanding of physical activity concepts to increasingly complex movement and game forms. practice a variety of physical activities to promote overall fitness levels during and outside of school.	Classroom discussion. Team activities (i.e. lacrosse, flag football). Individual activities (i.e. badminton, golf). Lifetime activities (i.e. fitness). Video clips.	Peer assessment Teacher observation Self-assessment Written assessment Peer observation Student checklist Rubric Skill assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 4: Achieve and maintain a health-enhancing level of physical fitness. <i>Essential Question:</i> <i>Why is it important to be physically fit and how can I stay fit?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: apply basic principles of training to improve personal level of fitness. analyze the results of personal physical fitness assessments.	Physical fitness assessment. “Fit five”. Fitness activities (i.e. fitness center, dynamic stretching, endurance training). Class discussion. Video clips.	Peer assessment Teacher observation Self-assessment Written assessment Peer observation Student checklist Rubric Skill assessment Polar TriFIT report

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 5: Exhibits responsible personal and social behavior that respects self and other in physical activity settings. <i>Essential Question:</i> <i>How do I interact with others during physical activity?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: apply the skills so that all persons, despite individual differences, are able to participate productively in groups, in both cooperative and competitive activities. demonstrate appropriate skills for resolving conflicts peacefully in physical activity settings.	Cooperative games. Adventure based education. Partner activities. Team based activities (i.e. volleyball, floor hockey). Video clips.	Peer assessment Teacher observation Self-assessment Written assessment Peer observation Class discussion Student checklist Rubric Skill assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 6:	The student will:		
Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	illustrate benefits resulting from participation in different forms of physical activities.	“Challenge by Choice”.	Writing prompt
<i>Essential Question:</i>	demonstrate the role of games, sports, and dance as a means of self and group expression.	Physical fitness assessment (i.e. increased cardiovascular endurance).	Peer assessment
<i>How will physical activity help me now and in the future?</i>	demonstrate leadership skills in a variety of physical activities and challenges.	Skill transfer discussion.	Teacher observation
Personal and Academic Achievement through:	explain that physical activity and challenges present opportunities for personal growth.	Adventure based education.	Self-assessment
Literacy Concepts and Plans Advocacy	identify the value of practice as it relates to skill competency.	Team activities (i.e. soccer, lacrosse, team handball, etc.).	Peer observation
	practice physical activities that utilize skills and knowledge gained in physical education classes, outside of school.	Video clips.	Class discussion
			Student checklist
			Rubric
			Skill assessment

GRADE 8

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <i>Essential Question:</i> <i>What different ways can the body move given a specific purpose?</i> Personal and Academic Achievement through: Skills	The student will: develop competence in more advanced specialized skills. integrate higher level skill and movement patterns into physical activities. select activities that encompasses individual, dual and team activities.	Striking with a long-handed implement during game play (i.e. floor hockey stick, badminton, pickle-ball). Movement patterns in a proficient manner during activities (i.e. floor hockey, track and field, volleyball). Video clips.	Peer assessment Teacher observation Self-assessment Written assessment Peer observation Class discussion Student checklist Rubric Skill assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 2:	The student will:		
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	interpret an understanding of what the body does, where the body moves, how the body performs the movement, and relationships that occur in increasingly more complex movement and activity forms.	Teams and individual activities (i.e., flag football, soccer, lacrosse, pickleball, badminton). Self-officiating (i.e. calling own fouls).	Peer assessment Teacher observation Self-assessments Written assessment
<i>Essential Question:</i>	design strategies for offensive and defensive game play.	Incorporate the use of Pedometers/ GPS watches /activity watches/ heart rate monitors/TriFIT	Peer observation
<i>How can I move effectively and efficiently?</i>	analyze performance improvement with the use of technology.	Video clips.	Class discussion Pedometers
Personal and Academic Achievement through:	evaluate knowledge of rules, safety practices and procedures.		Activity monitor GPS watch
Concepts and Plans Advocacy			Heart rate monitor Polar TriFIT report Rubric Skill assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 3: Participate regularly in physical activity. <i>Essential Question:</i> <i>What can I do to be physically active, and why is this important?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: discuss basic principles of training. analyze the principles of physical activity concepts as applied to complex movements and game forms. compare and contrast a variety of physical activities to promote overall fitness levels during and outside of school.	Team activities (i.e. soccer, flag football). Individual activities (i.e. track & field, golf). Lifetime activities (i.e. golf, basketball). Tumbling (i.e. strength, flexibility, overuse). Discuss the role of nutrition in a healthy, balanced, physically active routine. Video clips.	Peer assessment Teacher observation Self-assessment Written assessment Peer observation Class discussion Student checklist Rubric Skill assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 4: Achieve and maintain a health-enhancing level of physical fitness. <i>Essential Question:</i> <i>Why is it important to be physically fit and how can I stay fit?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: utilize personal fitness data to improve one or more components of their physical fitness assessment. initiate construction of a wellness program demonstrating an understanding of basic exercise principles and nutritional concepts.	Physical fitness assessment. Fitness journal. Fitness activities (i.e. fitness center, dynamic stretching, endurance training). Video clips.	Peer assessment Teacher observation Self-assessment Written assessment Peer observation Class discussion Student checklist Rubric Skill assessment Polar TriFIT report

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 5: Exhibits responsible personal and social behavior that respects self and other in physical activity settings. <i>Essential Question:</i> <i>How do I interact with others during physical activity?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: examine skills so that all persons, despite individual differences, are able to participate productively in groups, in both cooperative and competitive activities. implement appropriate skills for resolving conflicts peacefully in physical activity settings.	Adventure-based education. Cooperative games. Partner activities. Team based activities (i.e. soccer, basketball). Video clips.	Peer assessment Teacher observation Self-assessment Written assessment Peer observation Class discussion Student checklist Rubric Skill assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <i>Essential Question:</i> <i>How will physical activity help me now and in the future?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: compare and contrast the benefits resulting from participation in different forms of physical activity. distinguish the roles of games, sports, and dance as a means of self and group expression. develop an understanding that physical activity and challenges present opportunities for personal growth and the development of leadership skills. practice leadership skills in a variety of physical activities and challenges. assess the value of practice as it relates to skill competency. integrate physical activities that utilize skills and knowledge gained in physical education classes, outside of school.	“Challenge by Choice”. Physical fitness assessment (i.e. increased muscular strength and/or endurance). Skill transfer discussion. Adventure based education. Team activities (i.e. soccer, lacrosse, team handball, etc.). Video clips.	Peer assessment Teacher observation Self-assessment Written assessment Peer observation Class discussion Student checklist Rubric Skill assessment

GRADE 9

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <i>Essential Question:</i> <i>What different ways can the body move given a specific purpose?</i> Personal and Academic Achievement through: Skills	The student will: demonstrate competencies that will involve the ability to use the basic skills, strategies, and rules of an activity to a degree of success that promotes lifelong learning, participation, and wellness. develop proficiency in a variety of individual and team skills utilized in a competitive and non-competitive environment.	Performs back, breast, side, and freestyle strokes as well as survival techniques. Basic skills and strategies in a volleyball activity. Proper principles of safety and exercise in the fitness center. Create and follow an individual fitness program in the fitness center as well as the classroom. Safety and teamwork in activities such as aquatics, flag football, speedball, ultimate Frisbee, and volleyball.	Teacher/peer assessment in swimming Formative and summative skill assessment in swimming Safety and survival skill assessment in swimming Physical fitness assessment Polar TriFIT data Heart rate monitors Daily cognitive, activity, and skill assessment Teacher assessment Peer assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. <i>Essential Question:</i> <i>How can I move effectively and efficiently?</i> Personal and Academic Achievement through: Concepts and Plans Advocacy	The student will: exhibit specialized knowledge to develop movement competency and/or proficiency. identify and apply characteristics of highly skilled performance to enable development of movement competency and/or proficiency. comprehend and demonstrate sport/activity specific knowledge in their individual performance. make connections between movement and its effect on performance in activities such as swimming and fitness activities. understand and apply sport/activity specific knowledge to their individual performance. discuss the historical significance and etiquette of activities, sports, games, and dance in the cultural life of a population.	Biomechanical concepts and principles relative to performance of self and others in a variety of activities. Basic and intermediate physiological principles in a comprehensive fitness program. Classroom discussion. Kinesthetic awareness (i.e., hydrodynamics in swimming).	Pre-quarter questionnaire End of quarter evaluation

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 3: Participate regularly in physical activity. <i>Essential Question:</i> <i>What can I do to be physically active, and why is this important?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: participate regularly in health-enhancing and personally rewarding physical activities outside of Physical Education. analyze and evaluate personal fitness in order to promote lifelong fitness. understand the importance of being able to swim; living in a waterfront community.	Aquatics. Compare health and fitness benefits derived from various physical activities. Engage in physical activities from a variety of movement forms. Fitness Center (i.e., cardiovascular, free weights, weight machines) Regularly engage in moderate to vigorous physical activities.	Summative unit assessment Daily activity assessment Teacher assessment Peer assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 4: Achieve and maintain a health-enhancing level of physical fitness. <i>Essential Question:</i> <i>Why is it important to be physically fit and how can I stay fit?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: apply basic principles of training to modify levels of fitness. assess personal health-related fitness status (i.e., flexibility, cardiovascular endurance, muscular strength, and muscular endurance). track health-related fitness based on a personal fitness assessment. identify physical, mental, and social benefits from participation in a variety of fitness activities (i.e., swimming, running, cycling).	Participate in a variety of physical activities appropriate for enhancing physical fitness (i.e. aquatics, flag football, speedball, ultimate Frisbee, volleyball, and fitness activities). Physical Fitness Assessment. Mind and Body Fitness. Aquatics.	Physical fitness assessment Heart rate monitors Polar TriFIT report Fitness log/folder Summative unit assessment Daily activity assessment Teacher assessment Peer assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 5: Exhibits responsible personal and social behavior that respects self and other in physical activity settings. <i>Essential Question:</i> <i>How do I interact with others during physical activity?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: practice conflict without confrontation and act independently of peer pressure (i.e., participate under control at all times to avoid aggressive conduct). demonstrate the importance of winning and losing in perspective relative to other established goals of participation (i.e., volunteer to replay a contested shot in volleyball or an aquatics contest). appreciate others with differences (e.g. ethnicity, gender, disabilities) and support combined participation in personally enjoyable physical activities. exhibit a positive attitude (sportsmanship, integrity, respect, cooperation, initiative and enthusiasm). apply safe practices, rules, procedures, and etiquette to avoid injury in all physical activity settings (i.e., use proper spotting techniques in the fitness center, respecting personal space in the pool, maintain awareness of teammates and opponents in flag football, speedball, or ultimate Frisbee, etc).	Participate in a variety of physical activities (i.e. aquatics, fitness activities, flag football, speedball, ultimate Frisbee and volleyball). Classroom instruction. Small-sided activities. Culmination activities/tournament play.	Rules quiz Teacher observation Fitness center assessment Peer assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <i>Essential Question:</i> <i>How will physical activity help me now and in the future?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: describe the connection between personal enjoyment and participation in physical activities. appreciate self-expression in all realms of physical activity. explain how physical activity can provide for a positive social environment. demonstrate a variety of lifetime activities to gain an appreciation of their individual benefits.	Exposure to a variety of activities in competitive, recreational, and lifetime settings (i.e., aquatics, team activities, mind and body fitness, and volleyball). Work with others in an individual, cooperative, or team activity to achieve a common goal. Review physical fitness assessment results (i.e., personal, top 10, most improved) to motivate future performance.	Fitness log/folder Fitness principle quiz Human anatomy quiz in Fitness End of quarter evaluation Teacher observation Teacher checklist Initiation and closure

GRADE 10

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. <i>Essential Question:</i> <i>What different ways can the body move given a specific purpose?</i> Personal and Academic Achievement through: Skills	The student will: demonstrate competencies that will involve the ability to use the basic skills, strategies, and rules of an activity to a degree of success that promotes lifelong learning, participation, and wellness. develop proficiency in a variety of individual and team skills utilized in a competitive and non-competitive environment.	Individual, cooperative and team activities such as Exercise Science, aquatics II, badminton, basketball, pickleball, soccer, and tennis. Transfer previously learned skills in traditional activities into cooperative activities (i.e., cooperative-new games). Passing and receiving skills to stationary and moving teammates in a variety of activities. Exercise Science. Rally with an opponent in a racquet sports activity.	12-minute swim Exercise Science labs and quizzes Physical fitness assessment Polar TriFIT data Heart rate monitors Summative unit assessment Daily activity assessment Teacher assessment Peer assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. <i>Essential Question:</i> <i>How can I move effectively and efficiently?</i> Personal and Academic Achievement through: Concepts and Plans Advocacy	The student will: exhibit specialized knowledge to develop movement competency and/or proficiency. identify and apply characteristics of highly skilled performance to enable development of movement competency and/or proficiency. comprehend and demonstrate fitness concepts and principles in order to practice and maintain a healthy lifestyle. understand and apply sport/activity specific knowledge to their individual performance. describe the connection between movement and performance in a variety of activities. discuss the historical significance and etiquette of activities, sports, games, and dance in the cultural life of a population.	Advanced biomechanical concepts and principles in a physically active settings as well as the classroom. Physiological principles in an physically active setting. Classroom discussion. Body awareness (i.e., eye-foot coordination in soccer, spatial awareness in basketball). Exercise Science.	Exercise Science labs and quizzes Aquatics assessment (i.e., 12 minute swim) Pre-quarter questionnaire End of quarter evaluation

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 3: Participate regularly in physical activity. <i>Essential Question:</i> <i>What can I do to be physically active, and why is this important?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: participate regularly in a variety of appropriate, health-enhancing, and personally rewarding physical activities during and outside of Physical Education. explain the correlation between academics and exercise. recognize the link between exercise and stress relief. comprehend the various benefits of physical activity outside of Physical Education. regularly engage in moderate to vigorous physical activities. comprehend the importance of being a proficient swimmer while living in a waterfront community (i.e., water safety, lifelong fitness/recreation, social interaction). analyze, evaluate, and plan for maintenance or improvement of personal fitness levels.	Compare health and fitness benefits derived from various physical activities. Engage in physical activities from a variety of movement forms. Aquatics II. Stress management activity. Exercise Science.	Summative unit assessment Daily activity assessment Teacher assessment Peer assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 4: Achieve and maintain a health-enhancing level of physical fitness. <i>Essential Question:</i> <i>Why is it important to be physically fit and how can I stay fit?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: analyze and apply principles of training to individual fitness programs and goals. assess and improve upon personal health-related fitness status (i.e., flexibility, cardiovascular endurance, muscular strength, and muscular endurance). track and develop a health-related fitness program based on personal fitness assessments. describe the relationship between nutrition, physical activity, physical fitness, and sport. describe how proper nutrition can affect and/or improve academic performance.	Participates in a variety of physical activities appropriate for enhancing physical fitness (i.e., aquatics II, badminton, basketball, cooperative-new games, pickleball, soccer, and tennis). Review personal fitness goals after a period of training. Exercise Science. Personal fitness profile.	Physical fitness assessment Heart rate monitors Summative unit assessment Daily activity assessment Teacher assessment Peer assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 5: Exhibits responsible personal and social behavior that respects self and other in physical activity settings. <i>Essential Question:</i> <i>How do I interact with others during physical activity?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: practice conflict without confrontation and act independently of peer pressure (i.e., participate under control at all times to avoid aggressive conduct). demonstrate the importance of winning and losing in perspective relative to other established goals of participation (i.e., acknowledges good play from an opponent during competition, refrains from excessive celebration after successes during game play). appreciate others with differences (e.g. ethnicity, gender, disabilities) and support combined participation in personally enjoyable physical activities. show a positive attitude (sportsmanship, integrity, respect, cooperation, initiative and enthusiasm). apply safe practices, rules, procedures, and etiquette to avoid injury in all physical activity settings (i.e., maintains awareness of teammates and opponents in basketball or soccer, respecting personal space in the pool, wearing wrist strap in pickleball, etc.). describe the process of compression only Cardio Pulmonary Resuscitation	Participate in a variety of physical activities (i.e. cooperative activities, swimming, and fitness activities). Classroom instruction. Small-sided activities. Culmination activities/tournament play. Basic introduction to emergency situations (i.e., CPR, AED, etc).	Activities rules quiz Teacher observation Peer assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 6:	The student will:		
Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	analyze the connection between personal enjoyment and participation in physical activities.	Exposure to a variety of activities in competitive, recreational, and lifetime settings (i.e., aquatics II, badminton, basketball, cooperative-new games, pickleball, soccer, and tennis).	End of quarter evaluation
<i>Essential Question:</i>	appreciate self-expression in all realms of physical activity.		Teacher observation
<i>How will physical activity help me now and in the future?</i>	demonstrate how physical activity can provide a positive social environment.	Work with others in an individual, cooperative, or team activity to achieve a common goal.	Teacher checklist
Personal and Academic Achievement through:	apply previously learned skills to participate in a challenging activity.	Water Polo (i.e., apply treading, stroke technique, offensive/defensive strategy).	Initiation and closure
Literacy Concepts and Plans Advocacy	distinguish between a variety of lifetime, recreational, and team activities to gain an appreciation for their individual benefits.	Exercise Science. Review physical fitness assessment results (i.e., personal, top 10, most improved) to motivate future performance.	

GRADE 11

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	The student will: demonstrate competency that will involve the ability to use more advanced skills and rules that promote proficiency in movement forms.	Individual, recreational, and team activities (i.e., basketball, cooperative-new games, dance, personal fitness activities, golf, outdoor rec activities, racquet sports, soccer, ultimate Frisbee, and volleyball, etc.).	Physical fitness assessment Polar TriFIT data Heart rate monitors
Essential Question: <i>What different ways can the body move given a specific purpose?</i>	participate in a variety of movement forms. perform fundamental skills and rules of an activity consistently and skillfully.	Offensive and defensive strategies in a variety of activities.	Summative unit assessment Daily activity assessment
Personal and Academic Achievement through: Skills	consistently execute complex skills and techniques in a variety of activities. understands the deviation of skills and rules in order to modify a regulation contest.	Individual, partner, or group personal fitness activities.	Teacher assessment Peer assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. <i>Essential Question:</i> <i>How can I move effectively and efficiently?</i> Personal and Academic Achievement through: Concepts and Plans Advocacy	The student will: know and understand pertinent information regarding movement performance. independently integrate advanced movement concepts. understand how biomechanical principles are applied to different movement forms (i.e., throwing in ultimate Frisbee and/or football, striking in racquet sports, golf, and/or softball). recognize improvement of skills as the result of repetitive movements.	Principles of training and personal fitness program application. Offensive and defensive strategies in a variety of individual, cooperative, recreational, and team activities.	Pre-quarter questionnaire End of quarter evaluation

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 3: Participate regularly in physical activity. <i>Essential Question:</i> <i>What can I do to be physically active, and why is this important?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: develop skills, knowledge, interest, and desire to independently maintain lifelong physical activity. describe how activity participation patterns will change throughout life. regularly engage in moderate to vigorous physical activities of their choice. engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and maintenance/improvement of wellness. explain the correlation between academics and exercise. recognize the link between exercise and stress relief. feel confident in maintaining and improving physical fitness, motor skills and knowledge through lifetime physical activity.	Yoga, Pilates, meditation, relaxation. Participate in games, sports, dance, outdoor pursuits, and/or other physical activities. List the benefits of individual differences regarding physical activity preferences and participation. Detail how personal characteristics, performance styles, and activity preferences may change throughout life.	Summative unit assessment Daily activity assessment Teacher assessment Peer assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 4: Achieve and maintain a health-enhancing level of physical fitness. <i>Essential Question:</i> <i>Why is it important to be physically fit and how can I stay fit?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: demonstrate skill, knowledge and ability to monitor and adjust activity levels to meet personal fitness goals. design and implement a health-related fitness program based on personal fitness assessments and principles. continually evaluate and improve personal health-related fitness status (i.e., flexibility, cardiovascular endurance, muscular strength, and muscular endurance) necessary for a healthy lifestyle.	Participates in a variety of physical activities appropriate for enhancing physical fitness. Utilize personal fitness assessment scores to determine current levels of fitness. Fitness activities (i.e., Yoga, Pilates, kickboxing, spinning, interactive fitness, etc.).	Physical fitness assessment Heart rate monitors Fitness log/folder Summative unit assessment Daily activity assessment Teacher assessment Peer assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 5: Exhibits responsible personal and social behavior that respects self and other in physical activity settings. <i>Essential Question:</i> <i>How do I interact with others during physical activity?</i> Personal and Academic Achievement through: Skills Concepts and Plans Advocacy	The student will: initiate independent and responsible behavior in physically active settings (i.e., set personal goals for activity and works toward their achievement, create a safe environment for their own skill practice). accept individual responsibility of accomplishing group goals in a mature manner. recognize that responsible and appropriate personal behavior in a physically active setting will transfer to positive behavior in other settings.	Participate in a variety of physical activities (i.e. individual, cooperative, recreational, team, and fitness activities). Classroom instruction. Small-sided activities. Culmination activities/tournament play. Physical Education Leaders.	Teacher observation Fitness activity assessment Peer assessment

National/State Standard	Westport Objective	Activities	Assessment & Data Collection
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <i>Essential Question:</i> <i>How will physical activity help me now and in the future?</i> Personal and Academic Achievement through: Literacy Concepts and Plans Advocacy	The student will: assess how physical activity can provide opportunities for positive social interaction. evaluate and predict activity options that are best suited to meet personal lifetime wellness goals. demonstrate positive social interactions with others in the activity.	Engage in new physical activities in an individual or group setting. Cooperative, lifetime, recreational, and team activities. Interactive fitness. Dance, Yoga, Pilates, “Crossfit”. Review physical fitness assessment results (i.e., personal, top 10, most improved) to motivate towards lifetime wellness. Physical Education Leaders (i.e., advocacy).	End of quarter evaluation Teacher observation Teacher checklist Initiation and closure

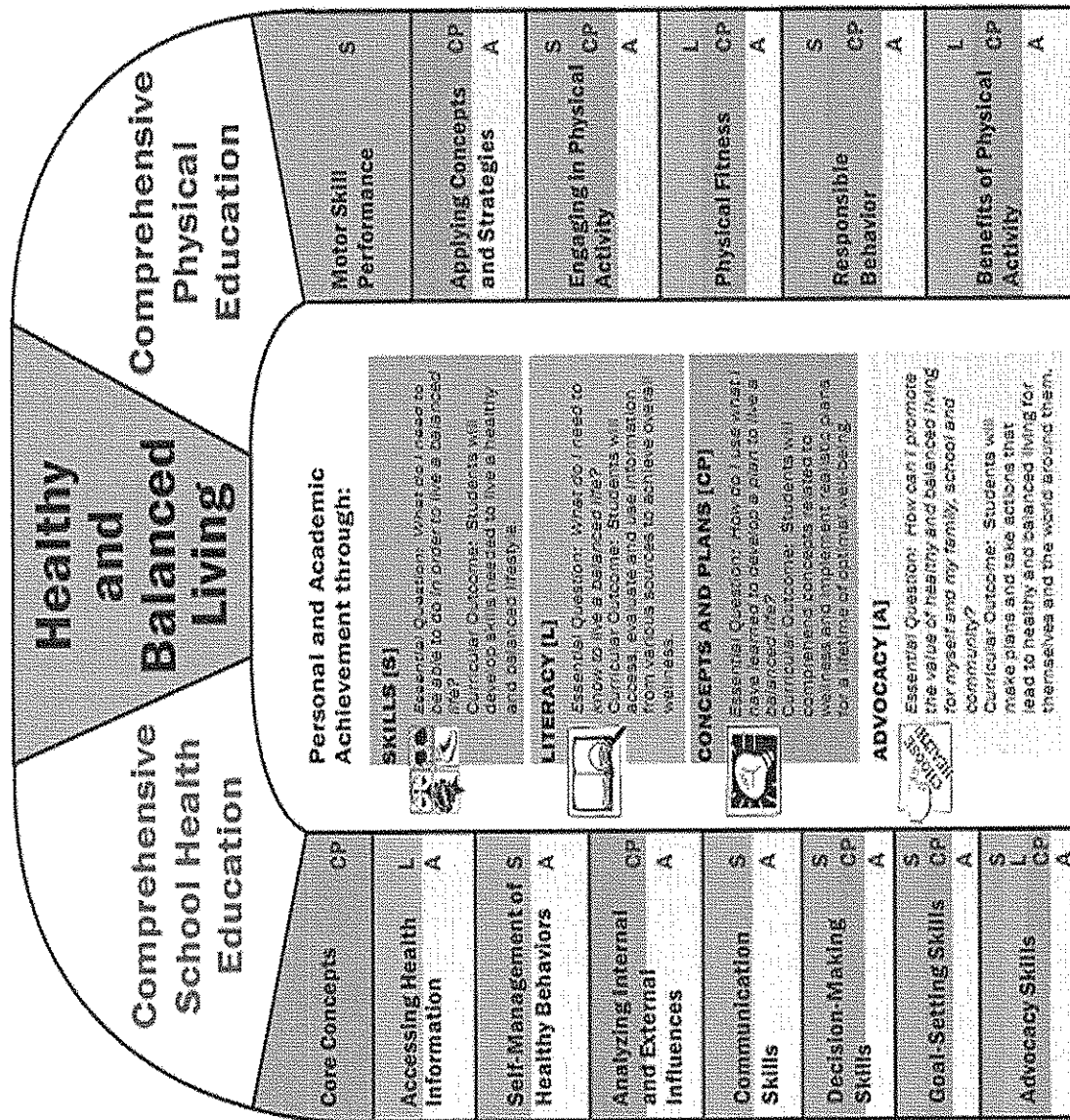
GRADE 12

Physical Education is not required for seniors at Staples High School but students may choose to participate in the Physical Education Leaders program, Independent Study program, or the Senior Elective program. These are elective based programs with activities that may be selected from areas of interest such as lifetime, recreational, and team activities. Students are challenged to participate and engage while practicing teamwork, etiquette, cooperation, decision making, leadership and communication. Programs are comprised of a variety of selected activities during each quarter, with a focus on lifelong wellness and an active and healthy lifestyle. Programs are aligned with state and national standards and meet district objectives and initiatives. Students are eligible for these course selections after completing all Staples High School Physical Education graduation requirements.

Resources

K-12		
www.aahperd.org http://www.aahperd.org/naspe/ http://abllab.com/ www.ctahperd.org http://ctpecadre.com/ http://www.fueluptoplay60.com/ https://www.healthiergeneration.org/ http://johnmedina.com/ www.kanjam.com http://www.learningreadinesspe.com/ http://letsmoveschools.org/ www.ncaa.org www.pe4life.org	www.pcentral.com www.peuniverse.com http://physicaleducationtoday.com/ www.polarusa.org www.redcross.org www.sde.ct.gov http://teammnutrition.usda.gov/ http://thepegeek.com/ www.thephysicaleducator.com www.usapa.org www.usultimate.org www.usta.com	SHS Physical Education Department Essential Components Documents SHS Physical Education Fitness Center handouts CT Healthy and Balanced Framework (include link/address from ct.gov site) <i>Quality Lesson Plans for Secondary Physical Education</i> (by Zakrajsek, Carnes, & Pettigrew) <i>The Physical Education Teacher's Book of Lists</i> (by Milliken) <i>Spark</i> (by Dr. John Ratey) <i>Brain Rules</i> (by Dr. John Medina) <i>Energizing Brain Breaks</i> (by David Sladkey) <i>Energizing Brain Breaks 2</i> (by Scott Miller) <i>Game Changer</i> (by PE4Life, with Ken Reed) <i>Making Thinking Visible</i> (by Ron Ritchhart, Mark Church, Karin Morrison)

BIG IDEA: How do I live a healthy and balanced life?



An Environment that is Safe – Physically, Socially, Emotionally and Intellectually

Original source: CT Healthy and Balanced Living Curriculum Framework
<http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Healthy&BalancedLiving.pdf>



Physical Education
Elementary School Grade Level Activities

<i>Month/Week</i>	<i>K-1</i>	<i>2-3</i>	<i>4-5</i>
September	Cooperative games, spatial awareness		
1	Rules/expectations, guided discovery	Rules/expectations, guided discovery	Rules/expectations, instant activities
2	Rules/expectations, guided discovery	Rules/expectations, guided discovery	Rules/expectations, cooperative games
3	Spatial awareness, large group, listening games	Spatial awareness, large group, listening games	Cooperative games
4	Large group games, safety, fitness	Large group games, fitness, chasing, fleeing, dodging	Large group games, fitness, chasing, fleeing, dodging
5	Levels, directions, pathways, locomotor movements	Large group games, fitness, chasing, fleeing, dodging	Large group games, fitness, chasing, fleeing, dodging
October	Eye-foot coordination K-5 (G4 PFA), fitness		
1	Eye-foot coordination	Eye-foot coordination - soccer	Fitness prep
2	Eye-foot coordination	Eye-foot coordination - soccer	Fitness, eye-foot coordination - soccer
3	Eye-foot coordination	Eye-foot coordination - soccer	Fitness, eye-foot coordination - soccer
4	"Halloween Themes"	"Halloween Themes"	"Halloween Themes"
5	Fitness activities	Fitness activities	<i>Fitness Challenge</i>
November	Eye-hand coordination		
1	Eye-hand coordination	Eye-hand coordination	Eye-hand coordination - football
2	Eye-hand coordination	Eye-hand coordination - football	Eye-hand coordination - football
3	"Gobble games"	Parachute, cooperative games	Eye-hand coordination - floor hockey
4	Parachute, "gobble games"	"Gobble games"	Eye-hand coordination - floor hockey



Physical Education
Elementary School Grade Level Activities

December		Manipulatives, bean bags, hula hoops	
1	Manipulatives – scarves, hoops, etc.	Manipulatives – scarves, hoops, etc.	Manipulatives – scarves, hoops, etc.
2	Manipulatives – scarves, hoops, etc.	Manipulatives – scarves, hoops, etc.	Juggling – scarves, hoops, etc.
3	“Winter Wonderland”	“Winter Wonderland”	“Winter Wonderland”
4	<i>Holiday Recess</i>	<i>Holiday Recess</i>	<i>Holiday Recess</i>
January		Tumbling, Yoga, Dance	
1	Scouter safety and exploration	Scouter safety and exploration	Scouter safety and exploration
2	Scouter activities	Scouter activities	Scouter activities
3	“Scooterville”	“Scooterville”, choice activities	“Scooterville”, choice activities
4	Heart hop prep, Yoga, tumbling	Rhythms, Yoga, tumbling	Rhythms, Yoga, tumbling
5	Heart hop prep, Yoga, tumbling	Rhythms, Yoga, tumbling	Rhythms, Yoga, tumbling
February		Striking with long and short instruments	
1	Heart hop, Yoga, tumbling	Rhythms, Yoga, tumbling	Rhythms, Yoga, tumbling
2	Jumping techniques	Jump rope techniques	Jump rope techniques
3	Jump rope challenges	Jump rope challenges	Jump rope challenges
4	<i>Winter Recess</i>	<i>Winter Recess</i>	<i>Winter Recess</i>
5	Pillo polo sticks, striking	Foam hockey sticks, striking	Plastic hockey sticks, striking, stick handling
March		Eye-hand (basketball) (handball)	
1	Fitness	Fitness	Fitness
2	Eye-hand, basketball theme	Eye-hand, basketball	Eye-hand, basketball
3	Basketball skills, dribbling	Basketball skills, dribbling	Basketball skills, dribbling, passing
4	Basketball, passing	Basketball, passing	Basketball, shooting activities
5	Basketball, shooting	Basketball, shooting	Ultimate basketball, mini games



Physical Education
Elementary School Grade Level Activities

		Volleying		
April				
1	Volleying/passing skills, balloons	Volleying/passing/striking, balloons/feather light ball	Volleying/passing skills	
2	Volleying/passing/striking, balloons	Volleying/passing, beach ball	Serving	
3	<i>Spring Recess</i>		<i>Spring Recess</i>	
4	Volleying over mini nets	Volleying over mini nets	Beach ball volleyball	
5	"4 way" volleying, vb four square	Vb four square	Volleyball tournament	
May				
		Striking with long and short instruments		
1	Striking off tees, throw and catch review	Striking tees, self-toss, throw and catch review	Striking tees, self-toss	
2	Striking off tees, running bases	Striking, running bases	Striking, running bases	
3	Hit and run hitting activities	One vs. one Wiffle ball, pitch and hit	Striking a pitched ball	
4	Hit and run hitting, field day prep	One vs. one Wiffle ball, pitch and hit, field day prep	Small sided striking, softball lead-up activities, field day prep	
5	Fitness concepts	Fitness concepts	Fitness concepts, badminton	
June				
		Track and Field, fitness		
1	Fitness oriented games and activities	Fitness oriented games and activities	Fitness oriented games and activities, badminton	
2	Fitness oriented games and activities	Fitness oriented games and activities	Fitness oriented games and activities	
3	End of year games and activities	End of year games and activities	End of year games and activities	



Physical Education
Elementary School Skill Based Instruction

<u>September:</u>	Cooperative games, spatial awareness
<u>October:</u>	Eye-foot coordination K-5 (4 th grade testing) & fitness
<u>November:</u>	Eye-hand coordination
<u>December:</u>	Manipulatives, bean bags, and hula hoops
<u>January:</u>	Tumbling, Yoga, & dance
<u>February:</u>	Striking with Long & short instruments
<u>March:</u>	Eye hand (basketball, handball)
<u>April:</u>	Volleying
<u>May:</u>	Striking with long and short instruments
<u>June:</u>	Track & field, fitness



Physical Education
Middle School Grade Level Activities

Grade 6	
Adventure Education Badminton Basketball Cooperative Games (Capture the Flag, etc.) Fitness Concepts/fitness center Fitness Testing Flag Football Floor Hockey Frisbee Golf	Lacrosse Pedometers Pickleball Softball/tennis baseball Soccer Track and Field Tumbling Volleyball Wiffleball Ultimate Team Handball
Grade 7	
Transition from using pedometers to heart rate monitors.	
Same activities while incorporating heart rate monitors and more challenging assessments.	
Climbing.	
Grade 8	
Students have more choice between activities; electives are offered.	
Continue the use of heart rate monitors in a more in-depth manner.	
Golf may be substituted for lacrosse.	
Rollerblading may be substituted for track & field.	
Specific fitness unit.	
Nutrition is embedded more strongly.	

Fitness is integrated throughout the year in each grade level based on individual student goals.



Physical Education High School Grade Level Activities

Freshmen Activities

Freshman Health Education
Team Activities I (Flag Football, Speedball, Ultimate Frisbee)
Mind & Body Fitness (Fitness I/II, Modern Fitness)
Recreational Activities I (Aquatics I, Volleyball)

Sophomore Activities

Sophomore Health Education & Aquatics II
Exercise Science (Fitness Concepts)
Racquet Activities (Badminton, Pickleball, Tennis)
Cooperative Activities (Basketball, Coop-New Games, Soccer)

Junior Activities

Junior Health Education
Team Activities II
Lifetime Activities
Recreational Activities II

Lifetime

Aquatics
"Crossfit"
Dance
Fitness
Golf
Meditation/Relaxation
Pilates
Softball
Tennis
Yoga

Recreational

Badminton
Cooperative-New Games
Frisbee golf
Outdoor Rec Activities
Pickleball
Wiffleball
Winter Activities
Yard Activities

Team

Basketball
Flag Football
Floor Hockey
Soccer
Speedball
Team Building
Team Handball
Volleyball
Ultimate Frisbee

PE Leaders Training is available to juniors and seniors (please see course catalog description for requirements).

Emergency Medical Services is available to juniors and seniors (please see course catalog description for requirements).

Physical Education is offered as an elective in 12th grade.

MEMORANDUM

TO: ELLIOTT LANDON

FROM: LISABETH COMM AND CYNTHIA GILCHREST

SUBJECT: PLANNING SHORT AND LONG TERM CURRICULUM AND ASSESSMENT GOALS FOR THE WESTPORT SCHOOLS

DATE: SEPTEMBER 12, 2013

We are providing you with the following documents:

Section 1	High School Strategic Plan for Development Of Curriculum	2013 - 2014
Section 2	Middle School Strategic Plan for Development Of Curriculum	2013 - 2014
Section 3	Elementary School Strategic Plan for Development of Curriculum	2013 - 2014
Section 4	K-12 Strategic Plan for Development of Assessments	2013 - 2014
Section 5	K-12 Long Term Plan for Development of Assessments	
Section 6	K-12 Long Term Plan for Continuous Curriculum Review	2013 - 2019

These documents reflect Westport 2025 initiatives and academic content area initiatives. State-wide mandated programs, standards, initiatives, including Common Core Standards, are also included. Specific information is provided for elementary, middle, and high school levels for the current 2013-14 school year as well as a broader picture of initiatives through 2016-17. However, the Westport vision extends beyond 2016-17, as the title of the Westport 2025 initiative implies, and the documentation in Section 5 illustrates.

Our District Curriculum Council will monitor the progress of our current five year plan and will be responsible for determining when new initiatives will be added.

We are very excited about this ambitious and comprehensive K-12 plan which will move us forward into the 21st century.

Sincerely,

A handwritten signature in cursive script that reads "Lisabeth Comm".

Lisabeth Comm
Director, Secondary Education

A handwritten signature in cursive script that reads "Cynthia Gilchrest".

Cynthia Gilchrest
Director, Elementary Education

SECTION 1

Strategic Plan for Curriculum 2013-14

High School

1. Implement five new courses at Staples: Design and Engineering; AP Art; AP European History; AP Latin; Contemporary World Studies.
2. Review and align ITL curriculum with new AASL standards.
3. Review and align music curriculum with national standards, including revision of instrumental music and choral curriculum.
4. Plan for the inclusion of the science and engineering practices that will be included in the next generation of national science standards.
5. Implement revision and alignment of US History Frameworks.
6. Revise Spanish, French, and Mandarin curricula to reflect 21st century skills. Align vertically and horizontally to meet ACTFL standards as well as CCSS.
7. Continue to develop and implement the teaching of 21st century skills and capacities in all subject areas.
8. Introduce student lens for 21st century skills and begin to include comments in the on-line grade books pertaining to 21st century skills.
9. Implement self-study groups to review curriculum, instruction, and assessment in preparation for NEASC evaluation in 2014-15.
10. Continue to enter courses in Atlas Mapping Software with a focus on teachers working collaboratively on curriculum and assessment.
11. Continue to implement Common Core Standards in all subject areas.

SECTION 2

Strategic Plan for Curriculum 2013-14

Middle School

1. Implement STEM course in grade 8.
2. Develop units of study for LA writing curriculum grades 6, 7, 8 incorporating Common Core Standards and 21st century skills and capacities.
3. Continue development and implementation of problem based learning units in grades 6, 7, and 8.
4. Integrate ITL curriculum into core subject areas in grade 8.
5. Continue to develop and integrate non-routine tasks and assessments into Math grades 6, 7, 8.
6. Revise Math grade 6 based upon implementation of Singapore Math in grade 5.
7. Develop inquiry based units in Science grades 6, 7, 8.
8. Plan for the inclusion of the science and engineering practices that will be included in the next generation of national science standards for grades 6, 7, 8
9. Implement revision of grade 7 Social Studies.
10. Revise grade 8 Social Studies.
11. Revise grades 6, 7, 8 Spanish, French, and Mandarin curricula to reflect 21st century skills. Align vertically and horizontally to meet ACTFL standards as well as CCSS.
12. Continue to develop and implement the teaching of 21st century skills and capacities in all subject areas.
13. Continue to develop and implement challenging units of study for the gifted program grades 6, 7, and 8 as well as continue to develop and implement the extension of the gifted program into the regular education classes.
14. Continue to build capacity for differentiation in all courses in order to challenge all students at the appropriate level.
15. Develop schedule to achieve the following objectives for the 2014-15 school year: offering STEM three times a week for grade 8; offering STEM in some form for grades 6 and 7; providing opportunities for enrichment in core subject areas.
16. Continue to implement Common Core Standards in all subject areas.

SECTION 3

Strategic Plan 2013-2014

Elementary Plan

1. Revise elementary report card to reflect the CCSC standards
2. Implement 5 day full day Kindergarten
3. Implement new instructional minutes chart for core academic areas
4. Develop and implement the integration of ITL curriculum into core content areas (K-5)
5. Implement Singapore Math in grade 5 to complete the roll-out of the program
6. Establish building-based data teams that will track and analyze all students' academic data. Teams will use data to monitor progress, differentiate within classrooms and revise curriculum as needed
7. Revise Social Studies curriculum to align with CCSC standards. Begin to write new units, 3rd thru 5th grade.
8. Continue implementation of Balanced Literacy Program
9. Continue to implement Common Core Standards in all subject areas.

SECTION 4

Westport 2025 Vision for Assessment
Short Term Plan for School Year 2013-14

- Focus on use of formative assessments by all teachers
- Focus on building capacity for use of common summative assessments.
- Differentiated PD on assessment based on needs and readiness level of teachers. PD will be provided by TC consultants for 3-6 volunteer teams of teachers from elementary, middle, and high school. PD will vary depending upon needs of teachers. It may range from a few days of work in the summer to design common summative assessments to the design of a PD module to be shared with colleagues, complete with descriptive rubrics, student work samples, and video footage of instructional strategies in the classroom.
- Supervisors will focus on the use of formative assessment with all teachers and connect the use of formative assessment to success in the new teacher evaluation plan.
- Directors of Elementary and Secondary Education will arrange PD for administrators to focus on developing common understandings and common vocabulary about assessment.
- Supervisors will connect the use of common assessments and rubrics to success in the new teacher evaluation plan.
- Supervisors will connect the use of common assessments and rubrics to success in the Staples NEASC visit.
- NEASC requires the use of school-wide rubrics. A sub-committee of teachers and administrators may investigate the possibility of modifying the lens so that it can be used as a school-wide rubric for student work.
- Summer of 2013: TC Literacy Project consultant and TC lens consultant will lead LA teachers grades 6, 7, 8 in designing three writing units per each grade level which

culminate in common performance-based assessments. These writing units will incorporate Common Core standards as well as 21st century skills.

- Singapore partnership will focus on research with four volunteer teachers from Staples, one each in Math, English, Science, and Social Studies, and four teachers from Hwa Chong Institution. Researchers from Teachers College and the National Institute of Education in Singapore will be doing a comparative study (not evaluative) of how two top performing schools teach 21st century skills. Research will focus on designing curriculum units and assessments.
- Investigation of on line portfolio software organized around four 21st century domains.
- Possible pilot of on line portfolio by individual teachers at middle school and/or high school.
- Summer of 2013: SHS teachers, a sub-committee of task force, will refine student lens, plan roll out of student lens at SHS, write comments pertaining to 21st c skills that can be placed in a drop-box for the on line grade books. The roll out pilot plans for use of student lens and use of comments about 21st century skills will be co-ordinated. This plan will be presented to SHS administrators for approval and implementation of pilot during the 2013-14 school year.

SECTION 5

Westport 2025 – Vision for Assessment

Westport 2025 Skills and Capacities	Teacher Evaluation Plan	Common Core Standards	NEASC
Teachers will work collaboratively, either within subject areas or across subject areas to create common performance based assessments that measure student ability to demonstrate both in-depth understanding of content as well as 21st century skills. To the extent possible, teachers will score the assessments collaboratively in order to understand to what degree students were successful; establish consistent standards for grading; plan instructional strategies to respond to students' degree of success or struggle; consider revising the assessment and/or the instructional strategies.	Create valid and reliable teacher made assessments to measure student success on teacher goals.	Focus on literacy across the disciplines	Performance based assessments New focus on 21 st century skills Teacher collaboration School wide rubrics
Teachers will work collaboratively to design scoring rubrics with descriptors that provide students with feedback on their content mastery as well as their mastery of 21st century skills.	Create valid and reliable teacher made assessments to measure student success on teacher goals.	Supports focus on in-depth critical thinking backed by evidence	New focus for 21 st century skills School-wide rubrics
Assessments and rubrics will be recorded in Atlas curriculum maps	Easy access for teachers using common assessments to measure student success on teacher goals.		Consistent template for writing curriculum and assessments

Westport 2025 Skills and Capacities	Teacher Evaluation Plan	Common Core Standards	NEASC
Teachers will provide formative assessments with feedback to prepare students for the final summative assessment. The use of formative assessments will encourage students to take risks, to tolerate ambiguity, to deal with complexity, and to persevere as they will have several opportunities to revise or to try different iterations of a product or process before completing the summative (graded) assessment. Descriptive feedback will support in-depth critical thinking backed by evidence.	Encourages formative assessment to insure student success on teacher goals and supports possible need to re-calibrate goals.	Supports focus on in-depth critical thinking backed by evidence	Focus on best practice of frequent formative assessments
Students will maintain an online portfolio, grades 4-12 charting their progress in all subject areas. Students will organize their portfolios around the four 21st century domains: critical thinking, creative thinking, communication, global citizenship. They will produce written reflections identifying their areas of strength and need for growth as well as how their work products cross over disciplinary lines and show their development of 21st century skills. The online portfolio will include text as well as video and may be used in the college admissions process. The Westport School System will adopt appropriate software to facilitate the creation and maintenance of these portfolios.	Teachers may use portfolios to research achievement levels of their students in order to set appropriate goals for student success.	Focus on literacy across the curriculum Focus on digital literacy Focus on college and career readiness	Focus on digital literacy Focus on cross-disciplinary learning Focus on engaging students in self-assessment and reflection

Teachers will work collaboratively to create cornerstone assessments for grades 5, 8 and 11. These cornerstones will ask all students to demonstrate their development over time in terms of the skills that Westport considers to be essential. Each student will keep a record of cornerstone assessments in the portfolio and will write a reflection on development over time. These cornerstones will measure individual student growth. Over time, they can also be used to measure our success as a school system.	Teachers may use cornerstone assessments to research achievement levels of their students in order to set appropriate goals for student success.	Focus on literacy across the curriculum. Focus on digital literacy Focus on deep understanding and application of knowledge	Teachers and administrators focus on individual student progress and school-wide progress in achieving 21 st century learning expectations.
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SECTION 6

Executive Summary

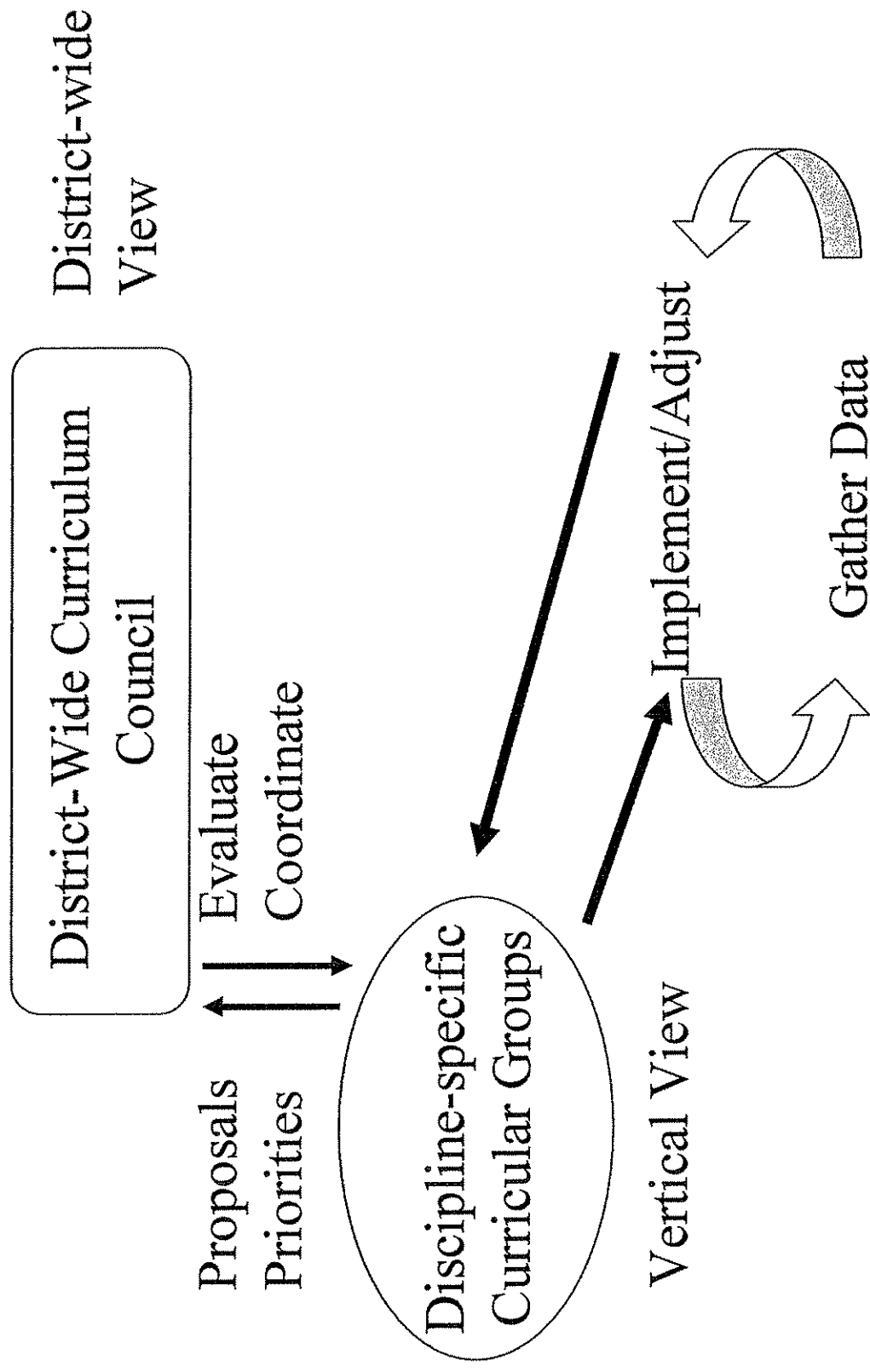
Curriculum Review for Continuous Improvement

Research suggests that the cycle of five year curriculum reviews in each major subject area is no longer effective in the 21st century. Instead, top performing school systems are developing a more dynamic model of continuous review that is responsive to changing state and federal mandates, data about student learning, current research trends, input from all stakeholders (parents, students, administrators, teachers), and input from external evaluation agencies, such as NEASC or Tri-State. This model represents a shift away from linear, periodic review to a continuous or rolling organic model.

Westport will create a District-Wide Curriculum Council composed of the Directors of Secondary and Elementary Education, the Superintendent, the principals of all the schools and all department chairs. The Curriculum Council will develop a rolling five year plan for continuous review and improvement of curriculum, instruction, and assessment K-12 based upon the principles of the Westport 2025 initiative as well as the core academic content performance standards in each discipline. The five year plan will lay out what needs to be done each year in each curriculum area as well as the broader goals of Westport 2025, prioritize these initiatives, and set up benchmarks throughout the five-year cycle by which the system can assess results. The plan developed by the Curriculum Council will provide an organized way to approach continuous improvement and to allocate resources. This Curriculum Council will meet once each semester to monitor and adjust the five year cycle for continuous improvement.

The work of continuous improvement will be conducted through organizational structures already in place in Westport, such as the Westport 2025 Task Force, team meetings, course-alike meetings, grade level meetings, summer curriculum work, and professional development days. In addition, the Westport system might consider creating, on an as-needed basis, vertical teams, K-12, for a particular initiative, such as the backwards design of a new Social Studies curriculum. Westport might also consider creating horizontal teams on an as-needed basis, such as the need to develop a consistent literacy program across the five elementary schools.

Continuous Improvement Curriculum Review



[illegible][illegible]

MEMORANDUM

TO: ELLIOTT LANDON

FROM: LISABETH COMM

SUBJECT: PILOT ON STANDARDS BASED GRADING

DATE: SEPTEMBER 12, 2013

In our efforts to investigate best practice in terms of student assessment, five math teachers and two science teachers are piloting courses using Standards Based Grading.

Standards Based Grading is defined as a system in which teachers report what students know and are able to do relative to the standards outlined in the course. Some key features of Standardized Based Grading include the following:

- Students are graded only on the content of the course: what they know and can do. Students are not graded on an average approach. They do not receive points for homework completion, effort, participation.
- Both students and parents receive specific feedback on all the standards of the course rather than one grade for the whole course.
- Students have opportunities to retake assessments in order to show mastery of the standards.

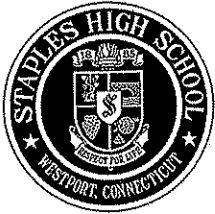
These features of SBG, as well as others, will be presented at the September 16, 2013 Board of Education meeting.

I have included three documents: a letter sent to all parents of students involved in the pilot project inviting them to attend an informational session at Staples; one sample of a document shared with students explaining SBG as used in a math class; a research-based article by Robert Marzano, published in Educational Leadership, on SBG.



Lisabeth Comm
Director of Secondary Education

PARENT LETTER



Staples High School
70 North Avenue
Westport, CT 06880

September 9, 2013

Dear Parents,

We are writing to you to tell you about an important initiative at Staples High School. This year, several math teachers will be piloting a different approach to grading known as Standards Based Grading (SBG). This initiative includes students in some of the Algebra 1A, 1B, 2A, 2B, Pre-Calculus A, B and Calculus Honors classes for the school year 2013-2014. All the classes involved in this pilot will use the same curriculum and resources available to all other classes and will work at the same pace. Classes involved in the pilot will take the same midterm and final exams as other the classes. Standards Based Grades will account for 80% of a student's final year grade. Midterm and final exam grades will account for 20%, just as they do currently in most math classes. The only real difference is that classes using SBG will assess student learning differently and, we believe, more effectively.

What is Standards-Based Grading?

Essentially SBG is an approach to grading that clearly identifies what students know and can do. Unlike grades derived from averaging total points, SBG doesn't mask a student's real mastery of specific content. Because SBG measures a student's mastery of specific learning targets, teachers are better able to align instruction with student needs.

In a standards-based grading system, teachers report what students know and are able to do relative to the Standards outlined for the course. The system includes:

- The mastery of defined learning targets (called standards) instead of the accumulation of points,
- Continuous feedback and reporting of student progress toward meeting learning targets based upon various forms of assessments,
- A record keeping system that provides teachers with information that allows them to adjust instructional practice to meet the needs of students, and
- A system that encourages student reflection and responsibility by giving students an opportunity to re-do assessments at specific times during each marking period.

Students don't typically receive points for participation and effort. Instead, they are assessed and graded specifically on what they know and can do. This provides students and parents with a more accurate assessment of a student's knowledge and skills in the course. Attached is a more detailed information packet that was shared with students in classes using SBG.



Staples High School
70 North Avenue
Westport, CT 06880

We would like to invite you to join us **Wednesday evening, September 25th 7-8pm in Staples High School Library Classroom** to have a conversation about this important initiative. We will be happy to answer any questions you may have at that time. Please join us.

Sincerely,

Trudy Denton, Ann Didelot, Mike Forgette, Maggie Gomez, Rob Papp

We are a community of learners engaged in a quest for academic excellence, and committed to civic and social responsibility. We are unwavering in our belief that we must act with integrity and treat each other with respect.

SAMPLE LETTER

EXPLAINING SBG

Standards Based Grading:

Perhaps the biggest change for you this year is how you will be graded. We will be using a Standards Based Grading approach.

What is Standards-Based Grading?

In a standards-based system, teachers report what students know and are able to do relative to the Standards outlined for the course. The system includes:

- The mastery of defined learning targets (called standards) instead of the accumulation of points,
- The reporting of student achievement toward meeting learning targets at a given time by reflecting on mounting evidence based on various forms of assessments,
- A record keeping system that provides teachers with information that allows them to adjust learning practices to meet the needs of students, and
- A system that encourages student reflection and responsibility.

How does Standards-Based Grading work?

- Units are divided into standards or targets, and students will earn a grade for each target.
- Homework will be assigned regularly, and reviewed in class but will not be checked and will not factor into your grade at all. **In essence, homework is practice.**
- Periodically, usually weekly, students will have small assessments where a certain number of standards are tested. Once or twice a month students will take a larger assessment. Each student's paper will be graded and they will receive a certain number based on their proficiency within each standard.
- If you are not happy with your grade, you have the opportunity to reassess and fix that.
- Reassessment will be allowed TWICE during a marking period. Once at the mid-way point and once again before the end of the quarter. Reassessment will usually take place in the learning center. All reassessments must be complete by one week before grades are due (you will be made aware of these dates well in advance)
- You may reassess on ANY standard at any reassessment time. There is a limit to FIVE standards per reassessment. On any reassessment, there is always the possibility of MORE than the standards you requested being present. And those grades can also affect previous grades (even if you did not want to have those grades affected)
- The grade at the end of the year will determine your final grade and previous grades will not factor into the grade at all. This means that you have the ability to change your grade at any point throughout the year.

How is this different from traditional grading?

- SBG does not work on an average approach. Prior grades will not factor into current grade. If you have a bad quarter, or a bad test, you are able to overcome it more easily.
- **you no longer receive points for participation, effort, homework, etc.** Your grade reflects exactly what you know mathematically in relation to the standards set forth in the course
- at the start of the quarter, your grade from last quarter will carry over and that will be the grade you start with.
- you have the opportunity to fix your grade twice a quarter
- it is your responsibility to keep up with the work and stay current with the material
- the goal of SBG is to understand how well you can master major concepts in Algebra Two. Therefore, many standards will appear throughout the whole year and will be assessed on multiple assessments throughout the year. In other words, you cannot learn something simply for a test and then forget it.

How am I graded?

There are four levels of achievement possible for each content-area standard or skill. These scores will be the numbers assigned to each standard after each assessment.

4= Advanced

- You have totally mastered the skill, meaning you have demonstrated a full understanding of the concepts involved, have clearly showed all steps of your reasoning, have used correct notation, and have made NO algebraic or arithmetic errors.

3.5 = Mastery

- You have mastered the skill, but you might have made a very small notational error, or very small algebraic or arithmetic error

3 = Proficient

- You have a good grasp of the skill, meaning you have demonstrated a full or almost full understanding of the concepts involved, but you possibly didn't show steps of your reasoning and perhaps have minor algebraic errors in your work.

2 = Developing

- You have demonstrated some conceptual understanding of the skill. You possibly have confused reasoning, did not completely answer the question, did not use consistent notation and/or made one or more major algebraic errors in your work.

1 = Beginning

- You have demonstrated weak or no conceptual understanding. You possibly have confused reasoning or made one or more serious algebraic errors in your work.

0 = No basis for judgement

- you left the problem blank OR you were not present for the assessment and therefore missed the opportunity to demonstrate your knowledge on a new standard

This outline shows the levels of mastery from the student's perspective:

4 = Advanced (The "Wow!" level). Indicators include:

- I understand the content/skills completely and can explain them in detail.
- I can explain/teach the skills to another student.
- I have high confidence on how to do the skills.
- I can have a conversation about the content/skills.
- I can independently demonstrate extensions of my knowledge.
- My responses demonstrate in-depth understanding of main ideas and of related details.

3 = Proficient (The "You Got It" level). Indicators include:

- I understand the important things about the content/skills.
- I have confidence on how to do the skills on my own most of the time, but I need to continue practicing some parts that still give me problems.
- I am proficient at describing terms and independently connecting them with concepts.
- I understand not just the "what," but can correctly explain the "how" and "why" of mathematical processes.
- My responses demonstrate in-depth understanding of main ideas.

2 = Developing (The "Not-Quite-There" level). Indicators include:

- I have a general understanding of the content/skills, but I'm also confused about some important parts.
- I need some help from my teacher or peers (one-on-one or small group) to do the skills correctly.
- I can correctly identify concepts and/or define vocabulary; however I cannot not make connections among ideas and/or independently extend my own learning.
- My responses demonstrate basic understanding of some main ideas, but significant information is missing.

1 = Beginning (The "Ask for Lots of Help" level). Indicators include:

- I need lots of help from my teacher (one-on-one).
- I have low confidence on how to do the skills and need more time to learn them.
- I do not understand the concept/skills.
- I cannot correctly identify concepts
- I cannot make connections among ideas or extend the information.
- My responses lack detail necessary to demonstrate basic understanding.

0 = No Basis (The "Are You In My Class?" level).

- I do not provide any responses for which a judgment can be made about my understanding or I do not show up to class to demonstrate my knowledge.

Standard grades will be converted to letter grades using the following scale:

A+ Standard Min: 3, Avg: 3.75	C+ Avg: 2.75
A Standard Min: 3, Avg: 3.50	C Avg: 2.50
A - Standard Min: 3, Avg: 3.25	C- Avg: 2.25
B+ Standard Min: 2, Avg: 3.25	D+ Avg: 2.00
B Standard Min: 2, Avg: 3.00	D Avg: 1.75
B- Standard Min: 2, Avg: 2.75	D- Avg: 1.50

Any standard average lower than a 1.50 is an F

Make-ups:

There are two types of assessments in this class: small (almost weekly) quizzes, and larger unit tests.

- weekly quizzes do NOT have to be made up. Whatever standards are tested on that quiz, you will simply receive a zero for...but DON'T WORRY! If at the end of a quarter, you do not have a grade for a particular standard because you were absent, then your reassessment must simply include these unassessed standards.
- Unit test make-ups are required. This is because they often incorporate many standards and provide students with the opportunity to improve a previous standard score which reduces the necessity for reassessing.

What is the BIG PICTURE that you need to take away from all this?

- You need to stay on top of your work. The best way to do well is to be doing the work as it is assigned to you in class. It is your responsibility to do so. No one will be checking to see if you are doing it.
- Don't rely on reassessments. The wrong philosophy with SBG is to think "I don't have to study, I will just reassess later if I don't like my grade." Remember (as it is stated above) while you may wish to reassess on only two standards, so many concepts in Algebra Two are intertwined, it is VERY possible that other standards that you did not request will appear on the reassessment and the previous grades on those standards could be affected as well. Reassessment is designed to help kids out in situations where they struggled with a concept and then through hard work and practice, mastered it. It is not designed as a "back-up" method to fix your grade.

ARTICLE BY
ROBERT MARZANO

Grades That Show What Students Know

Best practices suggest four ways to make the most of standards-based grading and reporting.

**Robert J. Marzano
and Tammy Heflebower**

Standards-based grading and reporting have been topics of discussion for years, primarily because of the current system's shortcomings (Brookhart & Nitko, 2008; Guskey & Bailey, 2001; Reeves, 2011). In the traditional system, students acquire points for various activities, assignments, and behaviors, which accrue throughout a grading period. The teacher adds up the points and assigns a letter grade.

A variation on this theme is to keep track of percentage scores across various categories of performance and behavior and then translate the average percentage score into a letter grade or simply report the average percentage

score (for example, 62.9 percent).

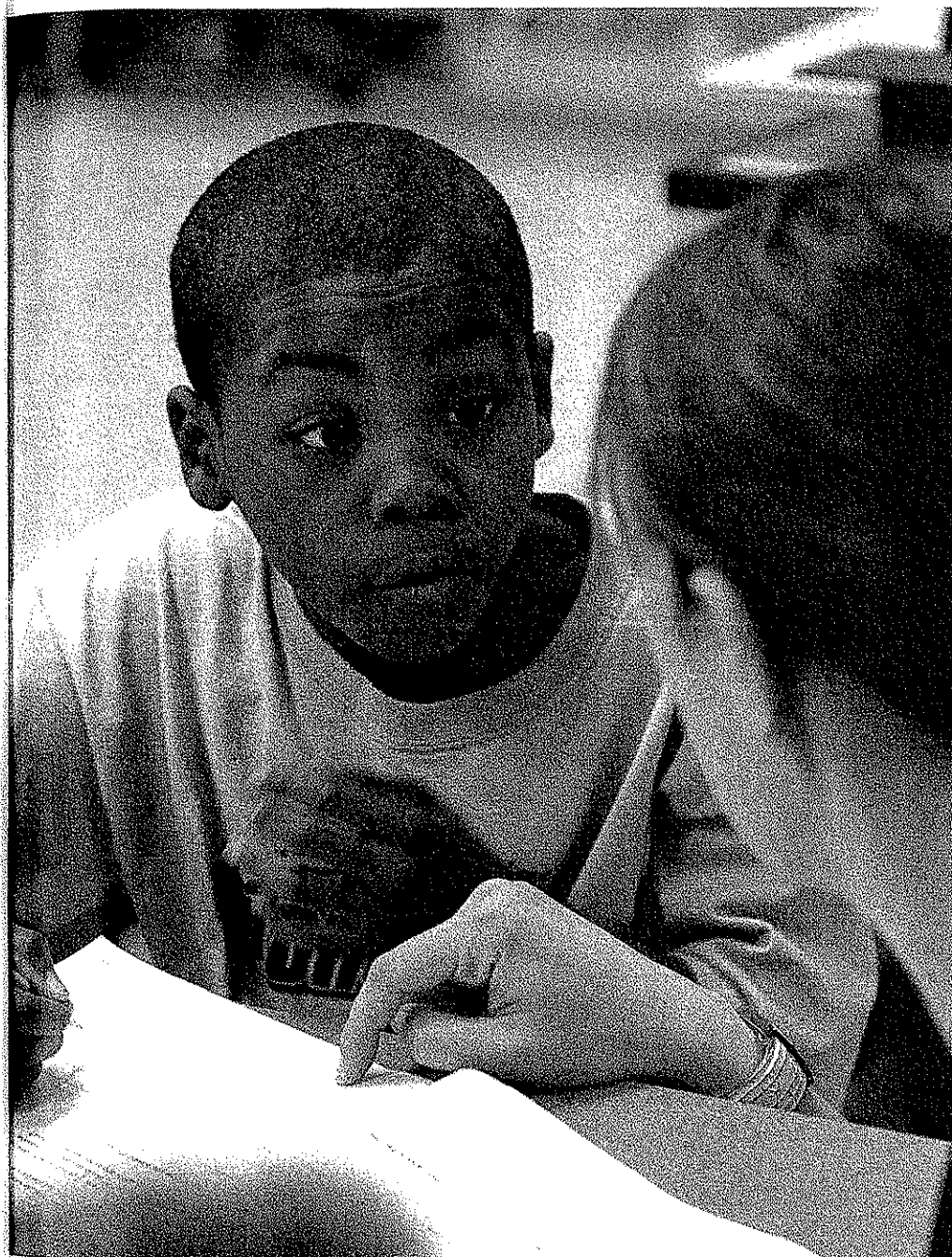
These practices provide little useful information about a specific student. A student might have received an overall or "omnibus" letter grade of B, not because he had a solid grasp of the target content, but because he was exceptionally well behaved in class, participated in all discussions, and turned in all assignments on time. Likewise, a student may have received a percentage score of 62.9, not because she displayed significant gaps in understanding regarding the target content, but because she received a zero for tardiness on assignments or for disruptive behavior. In addition to this lack of specificity, one teacher's criteria for assigning a letter grade of A, for example, might be equivalent to another teacher's criteria for assigning a letter grade of B, or even lower.

In an effort to cure the ills of current grading and reporting systems, many schools and districts across the United States have attempted to implement a standards-based system. We have four recommendations regarding best practices in this area (Marzano, 2000, 2006, 2010).

Recommendation 1: *Get rid of the omnibus grade.*

An effective standards-based grading and reporting system should eliminate the overall or "omnibus" grade. In its place, teachers should score specific measurement topics. Figure 1 (p. 36) depicts how this might look in mathematics for one middle school student for the first-quarter grading period.

Notice that this graph has six bars, each of which depicts the student's



summative score at the end of the grading period. The dark section of each bar represents the student's status at the beginning of the grading period. In the measurement topic "number systems," for example, the student started with a score of 1.0. The lighter section of the

bar represents the student's knowledge gain at the end of the grading period. That same student ended the grading period with a score of 2.5—a gain of 1.5 points. Covington (1992) has proposed that demonstrating knowledge gain can be intrinsically motivating to

students because people typically are encouraged when they see they have increased their understanding and skill.

The scale used in Figure 1 is a 0 through 4.0 metric. This is preferable to the 100-point scale because the latter, used in isolation, is not very amenable to tracking student progress. It tells teachers little about the content measured or the difficulty level of that content.

But Who Knows What?

To illustrate one drawback of the 100-point system, assume that a teacher designs a test worth 100 points that covers two of the topics reported in

Student-generated assessments are perhaps the most powerful form of assessment that a teacher can make available to students.

Figure 1—patterns and data analysis. Let's assume that 35 of the 100 points deal with patterns and 65 of the 100 points address data analysis.

Now consider two students, both of whom have attained a score of 70. The first student might have acquired all 35 of the 35 points on patterns but only 35 of the 65 points on data analysis. The student has demonstrated a robust understanding of patterns but only a partial understanding of data analysis. The second student might have received only 5 of the 35 points on patterns but all 65 points on data analysis. This student has demonstrated an opposite pattern. The convention of designing tests that involve more than one topic

and then scoring these tests using the 100-point (or percentage) scale makes it impossible to gauge individual students' knowledge.

How Complex Is the Content?

Even if a teacher were vigilant enough to design tests that addressed a single topic, the tests still might not be useful in tracking student progress. If the first test addressed simpler content relative to a topic, students would generally receive high scores. However, if the second test addressed more complex content, students might receive lower scores even though they had learned quite a bit about the topic. What we need is a device to determine the level of a test's complexity. Once we do this, we can use the 100-point scale with some integrity in terms of tracking students' progress.

To make classroom assessments more comparable, we can use proficiency scales that delineate both the topic and the level of complexity being measured. Consider the left-hand side of Figure 2 (p. 38), which contains a generic form of the scale; this quantifies student understanding along a continuum that goes from lack of understanding of even the most basic concepts to understanding complex content. The score of 3.0 contains the target instructional goal for a topic and is the fulcrum of the scale.

Figure 2 shows that the instructional goal is for students to be able to describe and exemplify what different plants and animals need to survive. Score 2.0 involves simpler content: in this case, recalling specific terminology and factual information about plants and animals. Score 4.0 contains more complex content relative to the topic: in this case, comparing and contrasting

animals and plants. The remaining scores in the scale all reference these three levels of content. That is, none of the other levels contains new content. A score of 3.5 indicates competence on score 2.0 and 3.0 content and partial success on score 4.0 content. A score of 2.5 indicates success on score 2.0 content and partial success on score 3.0 content, and so on.

In working with schools and districts, we've found that three levels of content make it easy for teachers to design assessments without sacrificing precision of measurement. More specifically, teachers can design assessments that address one level of proficiency only—for example, a test that covers only score 2.0 content—or they can design tests that cover all three levels of content. When a test addresses only one level of content, the 100-point scale makes some sense. If students demonstrate mastery on a test of 2.0 content, they have reached score 2.0 status on the proficiency scale. If a test addresses all levels of proficiency (that is, items involve 2.0 content, 3.0 content, and 4.0 content), then the teacher scores each of these three sections with an eye toward students' competency at that particular level of item difficulty. (For a more detailed discussion of scoring tests using proficiency scales, see Marzano, 2010.)

FIGURE 1. First Quarter Report for a Middle School Mathematics Student

MEASUREMENT TOPICS	Score	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Number systems	2.5								
Estimation and mental computation	1.5								
Ratio/Proportion/Percent	2.0								
Patterns	3.5								
Equations	2.5								
Data Analysis	1.0								

An effective standards-based grading and reporting system should eliminate the overall or "omnibus" grade.

Recommendation 2:

If you can't get rid of the omnibus grade, provide scores on measurement topics in addition to the grade.

If public pressure demands that students receive an overall grade or percentage score, a school or district can still employ the benefits of the approach shown in Figure 1 by including the bar graphs on a report card, along with traditional omnibus grades. The top part of the report card might display traditional grades and the bottom part, the bar graphs. Of course, if the 0–4.0 scale is used, it must be translated into traditional letter grades. Here's what this might look like:

3.51 to 4.00 = A
 3.00 to 3.50 = A-
 2.84 to 2.99 = B+
 2.67 to 2.83 = B
 2.50 to 2.66 = B-

2.34 to 2.49 = C+
 2.17 to 2.33 = C
 2.00 to 2.16 = C-
 1.84 to 1.99 = D+
 1.67 to 1.83 = D
 1.50 to 1.66 = D-
 0.00 to 1.49 = F

For example, the student whose bar graphs in mathematics are depicted in Figure 1 has an average score of 2.17, which translates to a letter grade of C. In addition to just noting this overall grade, teachers can include the bar graphs. That way, parents and students can see how much the student has learned about each measurement topic and ascertain the student's strengths and most pressing needs. Teachers can also apply proficiency scales to such areas as homework, cooperation, and personal responsibility (Marzano, 2010).

Recommendation 3:
Expand the assessment options available to students.

Proficiency scales allow for three powerful classroom assessments that won't work if the teacher uses the 100-point scale in isolation.

Probing Discussions

When using a probing discussion, a teacher meets with a student and questions him or her about the measurement topic, making sure to ask questions that involve 2.0 content, 3.0 content, and 4.0 content. The teacher has the flexibility to continue asking questions until he or she is confident about a student's level of proficiency. At the end of the discussion, using the proficiency scale, the



Demonstrating knowledge gain can be intrinsically motivating to students.

teacher determines the student's level of performance.

For example, if the teacher determines that the student has demonstrated adequate understanding of the simpler content (that is, 2.0 content)

and partial understanding of 3.0 content, the student receives a score of 2.5. If the teacher determines that the student responds accurately to little 2.0 and 3.0 content independently but demonstrates partial understanding of this information with some cueing and prompting, the student receives a score of 1.0, and so on.

Unobtrusive Assessments

When a teacher uses an unobtrusive assessment, the observed student might not even be aware that he or she has been assessed. For example, assume that a physical education teacher has developed a proficiency scale for the overhand throw. Score 2.0 content might involve some of the simpler aspects of this skill, such as proper stance and arm position. Score 3.0 content—the target level of performance—might involve the coordinated timing of hip rotation and forward arm

movement. Score 4.0 content would indicate an advanced level of performance, which might involve adapting the procedure to account for varying desired throwing distances.

Armed with this proficiency scale, the teacher walks onto the playground during lunch and observes a student executing the overhand throw, meeting the target level of performance just as it was taught. The teacher could record this score of 3.0 as an unobtrusive assessment.

Student-Generated Assessments

Student-generated assessments are perhaps the most powerful form of assessment that a teacher can make

available to students. In such a situation, the student approaches the teacher and proposes what he or she will do to exhibit a specific level of performance on the proficiency scale.

For example, a student who is currently at a score 3.0 content level—following our example in Figure 2, the

student is able to describe and exemplify what different plants and animals need to survive—might propose that she create a graphic organizer comparing plants and animals on specific traits and explain the graphic organizer to the class.

Recommendation 4:

Allow students to continually update their scores on previous measurement topics.

Our fourth recommendation is probably the most transformational in its implications. As the school year

FIGURE 2. Generic and Specific Examples of a Proficiency Scale

Score	Generic Form of Proficiency Scales	Specific Example for Topic of Animal and Plant Survival
4.0	More complex content.	Students will be able to compare and contrast different ways in which plants and animals breathe and find nourishment (for example, comparing and contrasting the fact that plants use their roots and leaves to take in air and food, whereas animals use their lungs to breathe air and their digestive systems to obtain nourishment).
3.5	In addition to score 3.0 performance, partial success at score 4.0.	In addition to score 3.0 performance, partial success at score 4.0.
3.0	Target objective.	Students will be able to describe and give examples of what different plants and animals need to survive.
2.5	No major errors regarding score 2.0 content, and partial success at score 3.0 content.	No major errors regarding score 2.0 content, and partial success at score 3.0 content.
2.0	Simpler content.	Students will be able to recall specific terminology, such as <i>plant</i> , <i>animal</i> , <i>survival</i> . Students will be able to recall details about survival—for example, both plants and animals need food, air, and water to survive; plants absorb nutrients and air through their roots and leaves; animals use respiration (lungs) to breathe and digestion to process nutrients.
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
1.0	With help, partial success at score 2.0 content and score 3.0 content.	With help, partial success at score 2.0 content and score 3.0 content.
0.5	With help, partial success at score 2.0 content, but not at score 3.0 content.	With help, partial success at score 2.0 content, but not at score 3.0 content.
0.0	Even with help, no success.	Even with help, no success.

Source: From *Designing and Teaching Learning Goals and Objectives* (pp. 68–69), by R. J. Marzano, 2009, Bloomington, Indiana: Marzano Research Laboratory. Copyright 2009 by Marzano Research Laboratory. Adapted with permission.

progresses, teachers should allow students to upgrade their scores from previous grading periods. To illustrate, assume that the teacher addresses six topics during the first quarter. At the end of the grading period, he or she translates these into an overall grade. Now assume that he or she addresses six more topics in the second quarter. At the end of this grading period, the teacher once again translates these scores into an overall grade.

But what if during the second quarter, students work on content to raise their scores on the six topics from the first quarter? Of course, this means that the second quarter's overall grade would be based on the six topics addressed during the second quarter as well as on the six topics originally introduced during the first quarter. The third quarter grade would be based on the new topics addressed during the third quarter as well as on topics addressed during the previous two quarters, and so on.

This approach begs for a different kind of classroom. Some days, the teacher would address new content targeted for that quarter. Other days, students would work in formal or informal groups either on new content or on content addressed in previous quarters. One interesting option some schools have reported is to allow students to earn a score of 4.0 if they can tutor another student to score 3.0 status.

A Better Approach

Although there's no single best way to design standards-based grading and reporting systems, we have found that these four recommendations form the foundation for a system that's more accurate and informative than the current system and that stimulates new ways of thinking about assessment and instruction. 



Teachers should allow students to upgrade their scores from previous grading periods.

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EL Online



Learn how three teachers revamped their grading systems to better reflect student knowledge in the online-only article "Big Changes in a Small School" at www.ascd.org/publications/educational-leadership/nov11/vol69/num03/Big-Changes-in-a-Small-School.aspx.

Robert J. Marzano (robert.marzano@marzanoresearch.com) is cofounder and CEO and **Tammy Heflebower** (tammy.heflebower@marzanoresearch.com) is vice president of Marzano Research Laboratory in Denver, Colorado. Marzano's latest book, coauthored with Tony Frontier and David Livingston, is *Effective Supervision: Supporting the Art and Science of Teaching* (ASCD, 2011).

WESTPORT PUBLIC SCHOOLS

MARJORIE CION

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To: Elliott Landon
From: Marge Cion 
Subject: Approval of Paraprofessional Contract 7/1/2013 – 6/30/2016
Date: September 16, 2013

Collective bargaining with the Westport Education Association of Paraprofessionals (WEAP), representing both the regular and special education paraprofessionals employed by the Westport Public Schools has been completed successfully. The paraprofessionals have voted to approve the changes to the terms and conditions of employment covered in the final agreement and approved in executive session by the Board previously. It will be necessary for the Board of Education to approve the final agreement in public so that it may be fully implemented.

The major modifications to the existing agreement are summarized below:

1. Length of Contract: July 1, 2013 – June 30, 2016
2. Revised Salary Schedule: Extended from 7 to 12 steps
Step cost in each year: 1.92%
3. General Wage Increases: 2013-2014: .98% GWI plus step movement
2014-2015: .84% GWI plus step movement
2015-2016: .94% GWI plus step movement
4. Health and Medical Insurance: PPO for 2013–2014 School Year with Premium Share of 19%

For 2014-2015 and 2015-2016: Change from PPO to HSA with same plan design as teachers
5. Restrictions on use of sick and personal days incorporated into the contract
6. Requirement to charge accumulated sick leave for workers' compensation absences greater than one year

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves the collective bargaining agreement between the Westport Board of Education and the Westport Education Association of Paraprofessionals, representing all paraprofessionals employed by the Westport Public Schools, for the period July 1, 2013 through June 30, 2016.