

6/13/2012

I wish to retire effective with
the 2011/12 school year

Jackie Kellogg

 RECEIVED
6/13/12

cc: AD/sw
KM/JW

New Document

REVERE LOCAL SCHOOLS

3496 Everett Road, P.O. Box 340, Bath, Ohio 44210-0340
 (330) 666-4155 (330) 659-6111 Fax (330) 659-3127 or 659-3523

CONTRACT FOR SERVICES

THIS CONTRACT made and concluded between **Cristina Di Lullo** and Revere Local Schools, 3496 Everett Road, P.O. Box 340, Bath, Ohio 44210, County of Summit.

NOW, THEREFORE, it is hereby mutually understood and agreed as follows:

- (1) **Cristina Di Lullo** agrees to furnish ESY services for a Revere student (Visually impaired) to the Revere Local School System for the 2012 ESY school year with services commencing June 2012 and concluding August 2012.
- (2) **Cristina Di Lullo** will schedule and provide up to, but no more than 15 hours total for the time period noted above. The therapist will adhere to policies and procedures of the Revere School System when providing services to their students as a purchased service.
- (3) Services provided under this agreement shall be performed in accordance with the standards of skill, ethics and practice required of persons providing such services in the State of Ohio, and will, at all times, comply with all laws and regulations governing the provisions of such services, including but not limited to, licensing and educational requirements.
- (4) Revere Local Schools shall reimburse **Cristina Di Lullo** at the rate of \$55.00 an hour. **Cristina Di Lullo** will invoice Revere Local Schools on a monthly basis for hours or services provided in the previous month.
- (5) **Cristina Di Lullo** will be responsible for providing professional liability coverage for the Visual Therapist and will verify current licensure and acceptable medical status.
- (6) This agreement may be canceled by either party by giving (30) days written notice. Renewal of this agreement for future school terms may occur upon consent of both parties, and fee review annually.

Services provided may include the following: braille reading and writing instruction, assistive technology instruction instructional planning and consultation with parents and/or school district personnel regarding student progress.

The Visually Impaired teacher shall report directly to the Director of Student Services.

Signatures below reflect an agreement with the above provisions.

Cristina Di Lullo
 Cristina Di Lullo, VI Teacher

6/5/12
 Date

 Board of Education President

 Date

 Treasurer

 Date

 Superintendent

 Date

New Document



MAY 31 2012

DIRECTOR OF STUDENT SERVICES

BlickClinic640 West Market Street
Akron, Ohio 44303-1465

Phone: (330) 762-5425 ♦ Fax: (330) 762-4019 ♦ TTY: (330) 762-2284

*Enhancing The Lives of People With Disabilities***AGREEMENT**

This AGREEMENT, executed the day, month and year indicated below, by and between Blick Clinic, Inc., 640 West Market Street, Akron, Ohio 44303 and the Board of Education for **Revere Local Schools**, P.O. Box 340, Bath, OH 44210, sets forth in writing the contractual understanding between the two parties.

- I. Blick Clinic shall provide Revere Local Schools with Alternative Education Programs, Behavioral Health Consultation Services, Occupational Therapy, Physical Therapy and Speech/Language services. All services provided shall adhere to professional standards of service quality and related professional standards of practice. Service array will be determined at the time of the IEP.

A. Personnel

Services shall be provided by Teachers, Educational Assistants, Educational Aides, Occupational Therapist(s), Certified Occupational Therapy Assistants, Physical Therapist(s), Physical Therapy Assistants, Speech/Language Pathologist(s), Psychologist and Social Workers licensed by the state of Ohio. Blick Clinic has the sole discretion to assign the Therapist(s) to perform this Agreement and may change the assigned person from time to time during the term of this Agreement.

B. Agreement Period

The Agreement shall be in effect for the 2012-2013 School Year.

C. Therapist and Teacher Responsibilities

1. Provision of assessment, consultation, education and treatment services, as necessary for each student assigned.
2. Consultations with educational staff concerning establishment of IEP goals and objectives.
3. Provision of the following record work/documentation:
 - a. Initial evaluation or re-evaluation report, if requested or needed.
 - b. Written IEP goals and objectives to support direct treatment.
 - c. Periodic (as specified in IEP) evaluation and reporting of progress on IEP goals and objectives.



AGREEMENT

Page 2 of 3

D. School Responsibility

1. Schools shall provide the following:

- a. Students' names and school placement locations.
- b. Contact person's name and phone number for each site who will be responsible to assist therapists in typing, IEP scheduling and prescription attainment. Adequate workspace and phone access.
- c. All necessary support service elements (typing, etc.) to maintain Clinical/Educational Services shall be provided by Revere Local Schools.
- d. Student assignment for services shall be made by Revere Local Schools with stipulations as indicated in section III.
- e. All support services noted in I.D.1.a-d. shall be provided at no cost to Blick Clinic.

II. Fees and Charges

Fees and charges shall be assessed using the following rules:

A. The rate for the Alternative Education Program shall be \$190 per full day and \$95.00 per half day. The rate for Occupational Therapy shall be \$64.00 per hour. The rate for Certified Occupational Therapy Assistants shall be \$43.00 per hour. The rate for Physical Therapy shall be \$80.00 per hour. The rate for Physical Therapy Assistants shall be \$55.00 per hour. The rate for Speech/Language Therapy shall be \$63.00 per hour. The rate for Social Work shall be \$77.00 per hour. The rate for Psychology shall be \$95.00 per hour.

1. This shall be billed starting with the first day specified in I.B. following contract execution by Revere Local Schools.
2. This shall be billed regardless of student presence or absence across the contract period specified in I.B. If the child is attending the Alternative Education Program and is not present on a school day than the contract is billed.
3. Service time shall be rounded up to the next quarter hour.
4. Service time shall include any and all travel time between service provision site and all spent in the provision of service including, but not restricted to, direct evaluation or treatment time, set-up and waiting time, report writing, staff consultation, phone conversations with family and staff, due process hearings or disclosure conference times, and IEP meeting times.
5. All time records shall be maintained by Blick Clinic and shall be deemed accurate for billing purposes.

B. Invoicing for all fees and charges shall be made monthly by Blick Clinic to Revere Local Schools for payment.

AGREEMENT

Page 3 of 3

III. Schedule Modifications: Cancellations or Additional Service Request

Blick Clinic staff will not routinely reschedule services missed due to weather-calamity days, staff illness, vacation, or other staff cancellations. Services missed in these situations will not be billed. Cancellations by Clinic staff do not require agreement by Revere Local Schools.

IV. Payment

- A. Payment shall be made by Revere Local Schools to Blick Clinic within thirty (30) days of invoice receipt.
- B. Payment not made within the 30 day time period specified in IV.A. shall allow Blick Clinic to immediately terminate this Agreement.

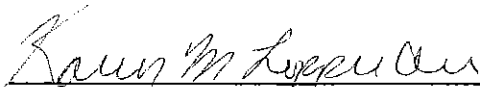
V. General Terms

- A. Changes, additions, or deletions to the AGREEMENT shall be executed in writing, signed by both parties, and physically attached to this document.
- B. This AGREEMENT shall be considered null and void upon written notice by either party. Such notice shall terminate the AGREEMENT no earlier than sixty (60) days from the date of receipt of this notice.

IN WITNESS WHEREOF, the parties have executed the AGREEMENT by their respective officers as shown below:

For: Blick Clinic

For: The Board of Education for
Revere Local Schools



Karin Lopper-Orr, LISW
Executive Director

Signature

Title

Printed Name

5/30/12

Date

Date

New Document

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MAY 29 2012

Orientation and Mobility

DIRECTOR OF STUDENT SERVICES

Instructor: Judy Harpley

Rate: \$110.00 per session

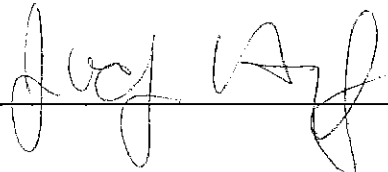
Contract Period: August 2012 – June 2013

5/23/12

Responsibilities of the vendor:

Judy Harpley agrees to provide Orientation and Mobility services, consultation and inservice training activities to benefit the students who are identified as visually impaired through the Special Education Department of the Revere Local School District.

The vendor will provide individual instructional training to one visually impaired student at 2 sessions per month for the 12/13 school year. The rate is \$110.00 per session. The vendor will assume costs for transportation, clerical expenses and liability.

Vendor  Date 5/23/12

Board of Education _____ Date _____

Treasurer _____ Date _____

REVERE LOCAL SCHOOLS

3496 Everett Road . P.O. Box 340 . Bath, Ohio 44210-0340
(330) 666-4155 (330) 659-6111 Fax (330) 659-3127

CONTRACT FOR SERVICES

THIS CONTRACT made and concluded between **Diane Stevens** and Revere Local Schools, 3496 Everett Road, P.O. Box 340, Bath, Ohio 44210, County of Summit.

NOW, THEREFORE, it is hereby mutually understood and agreed as follows:

- (1) **Diane Stevens** agrees to furnish Occupational Therapy services to the Revere Local School System for the 2012-2013 school year with services commencing August 2012 and concluding July 2013 except when extended school year services may be needed and provided based on therapist availability.
- (2) The Occupational Therapist will provide up to 20 hours of therapy per week; exact hours/schedule to be determined between the therapists and the school system. The therapist will adhere to policies and procedures of the Revere School System when providing services to their students as a purchased service.
- (3) Services provided under this agreement shall be performed in accordance with the standards of skill, ethics and practice required of persons providing such services in the State of Ohio, and will, at all times, comply with all laws and regulations governing the provisions of such services, including but not limited to, licensing and educational requirements.
- (4) Revere Local Schools shall compensate **Diane Stevens** at the rate of **\$56.42** an hour. **Diane Stevens** will invoice Revere Local Schools on a monthly basis for hours or services provided in the previous month.
- (5) **Diane Stevens** will be responsible for providing professional liability coverage for the Occupational Therapist and will verify current licensure and acceptable medical status.
- (6) This agreement may be canceled by either party by giving (30) days written notice. Renewal of this agreement for future school terms may occur upon consent of both parties, and fee review annually.

In addition:

Occupational therapy shall be provided to students who meet the following criteria:

- identification through a multi-factored evaluation and the development of an Individualized Education Program (I.E.P.) that an evaluation for O.T. intervention is warranted to meet goal(s) written in the I.E.P. as a related service.

- duration, frequency, and extent of services are based on student's present levels of performance and corresponding goals and objectives.

It is understood that the Occupational Therapist will:

- 1) provide a typewritten report to the school psychologist at the time of the evaluation, or if the service is added; a typewritten addendum on the correct forms from the Ohio Department of Education.
- 2) write separate related service goals but collaborative educational goals based on student need for each I.E.P.
- 3) document intervention progress as required by program.
- 4) function as an active I.E.P. team member
- 5) provide educationally relevant services
- 6) possibly provide in-service at the request of the Revere Local Schools administrative team to other staff
- 7) report directly to the Director of Student Services
- 8) participate in bi-monthly meetings to review M.F.E. and I.E.P. documents and data sheets with principal, assistant principal, teacher, or director.

Signatures below reflect an agreement with the above provisions.

Occupational Therapist

Date

Board of Education President

Date

Treasurer

Date

Superintendent

Date

New Document

CLEVELAND CLINIC CENTER FOR AUTISM
 Cleveland Clinic Children's Hospital for Rehabilitation
2012-2013 School Tuition Contract with School System
REVERE LOCAL SCHOOLS

AGREEMENT dated this first day of May, 2012, is between Revere Local Board of Education in the County of Summit, in the State of Ohio ("SENDING DISTRICT") and the Cleveland Clinic Children's Hospital for Rehabilitation, through its Cleveland Clinic Center for Autism School, a non-public school ("NON-PUBLIC SCHOOL") for children with autism spectrum and related disorders located in the County of Cuyahoga in the State of Ohio.

WITNESSETH:

In consideration of the covenants herein contained, the parties agree as follows:

1. The SENDING DISTRICT agrees to purchase from the NON-PUBLIC SCHOOL the education services described in the individualized educational program ("SERVICES") for a resident pupil ("PUPIL") from the SENDING DISTRICT. The NON-PUBLIC SCHOOL agrees to provide SERVICES to the PUPIL during the 2012-2012 school year in accordance with the Individuals with Disabilities in Education Act (hereafter "IDEA") (20 U.S.C. §§ 1400, *et seq.*) and the regulations promulgated thereunder and Ohio Revised Code Title XXXIII, Chapter 3323 and the regulations promulgated thereunder by the State Board of Education. The NON-PUBLIC SCHOOL will work with SENDING DISTRICT in scheduling reasonable dates and times in advance to conduct on-site observations of the PUPIL; to develop, discuss and re-evaluate the PUPIL's Individualized Education Program (IEP); and to review the PUPIL's progress.
2. This AGREEMENT is effective August 27, 2012 (the "EFFECTIVE DATE") and shall continue in full force and effect until August 9, 2013 unless otherwise terminated as provided herein.
3. Tuition charges, under this AGREEMENT, as well as the payment of the same shall be made in accordance with applicable Ohio Statutes and the rules and regulations of the State Board of Education.
 - A. The SENDING DISTRICT agrees to pay the NON-PUBLIC SCHOOL an annual tuition of \$71,106. Payments may be made according to one of the following payment options (please select one):

☒ **OPTION 1:**
 One payment in the amount of \$69,685 due NO LATER than September 30, 2012. This amount represents a discount of 2.0% off the annual tuition. If payment is not received in full by September 30, 2012, then SENDING DISTRICT will make payments in accordance with Option 2.

☐ **OPTION 2:**

Three payments each in the amount of \$23,702 shall be due as follows:

- a. September 1, 2012
- b. January 1, 2012
- c. May 1, 2012

☐ **OPTION 3:**

Twelve (12) monthly payments each in the amount of \$5,925.50 shall be due NO LATER the first (1st) of each month during the term of this AGREEMENT.

B. In the event that individual services beyond those regularly provided by the NON-PUBLIC SCHOOL are deemed to be needed, the parties will enter into a separate agreement outlining the scope of those services and the related charges. If SENDING DISTRICT deems a multifactorial evaluation (MFE) is needed and wishes to engage the NON-PUBLIC SCHOOL to conduct the MFE, NON-PUBLIC SCHOOL will perform such service for an additional charge.

C. If the PUPIL does not enroll at the start of the term, tuition charges will be pro-rated based on PUPIL's scheduled start date at the NON-PUBLIC SCHOOL as follows:

- Under Payment Option 1, tuition will be pro-rated based on twelve (12) months. Tuition payment is due upon execution of this AGREEMENT.

- Under Payment Option 2, tuition will be pro-rated based on four (4) months per payment for the payment period that included the PUPIL's start date. The first payment is due upon execution of this AGREEMENT. The remaining two (2) payments will be made pursuant to the above payment schedule under Option 2.

D. If the PUPIL transitions to the SENDING DISTRICT during the term of this AGREEMENT, the NON-PUBLIC SCHOOL will pro-rate the tuition charges through the effective date of transition depending on the payment option selected by the SENDING DISTRICT. The NON-PUBLIC SCHOOL will refund the difference between the prorated amount and the amount of tuition the SENDING DISTRICT paid year-to-date, less any outstanding amounts owing to the NON-PUBLIC SCHOOL.

4. Invoices will be mailed to the SENDING DISTRICT based on the tuition payment schedules outlined above and will include appropriate PUPIL identification. All payments are to be mailed to the following address:

Cleveland Clinic Children's Hospital for Rehabilitation – Center for Autism
P.O. Box 931028
Cleveland, Ohio 44193

A late fee of 1.5% or the maximum amount allowed by law, whichever is less, may be charged for any late payments. Payments that are ninety (90) days or more past due will result in the suspension of SERVICES, release of the student from the NON-PUBLIC SCHOOL, and

termination of this AGREEMENT. Termination of this AGREEMENT shall not affect NON-PUBLIC SCHOOL's right to pursue recovery of any payments or other amounts owed under this AGREEMENT.

5. The NON-PUBLIC SCHOOL agrees to record PUPIL's attendance in a public school register as required by the rules and regulations of the State Board of Education.
6. SERVICES for PUPIL will not commence until all required enrollment forms and documents, including the execution of this AGREEMENT, are completed and returned to the NON-PUBLIC SCHOOL prior to the PUPIL's scheduled start date.
7. Either party may terminate this AGREEMENT by giving thirty (30) days prior written notice to the other party and tuition will be prorated and charged through the effective date of termination.
 - If the SENDING DISTRICT does not provide thirty (30) days prior written notice, the NON-PUBLIC SCHOOL will charge the SENDING DISTRICT a prorated amount equal to thirty (30) days from notice date or the PUPIL's last day, whichever is later.
 - If the NON-PUBLIC SCHOOL does not provide thirty (30) days prior written notice, the SENDING DISTRICT is only responsible for tuition up to and including the PUPIL's last day of attendance.
8. If the PUPIL is absent for more than five (5) consecutive days, the NON-PUBLIC SCHOOL agrees to notify the SENDING DISTRICT of such absence to allow the SENDING DISTRICT the option of investigating PUPIL's enrollment status. If the SENDING DISTRICT discovers enrollment has ceased, SENDING DISTRICT will provide written notice of the termination to the NON-PUBLIC SCHOOL and will be responsible for the amount outlined under Section 7 above. If the NON-PUBLIC SCHOOL fails to notify the SENDING DISTRICT, its right to tuition beyond the absences not communicated will be waived.
9. In the event that any dispute arises under this AGREEMENT the parties will seek to resolve the dispute as expeditiously as possible on the understanding that the interests of the PUPIL shall be of the foremost concern in resolving such disputes.
10. In the event that the letter of approval to operate from the Ohio Department of Education is withdrawn from the NON-PUBLIC SCHOOL this AGREEMENT shall terminate. The SENDING DISTRICT shall be responsible for the length of time the PUPIL is enrolled.
11. The parties agree to comply with all laws, rules and regulations as they may be amended from time to time applicable to this AGREEMENT.
12. Enrollment is for full-day SERVICES. Leaves of absence from the program are typically not permitted without payment of tuition, but may be considered on an individual basis. Continued placement will be considered based on individual circumstances.
13. During the performance of this AGREEMENT, the NON-PUBLIC SCHOOL agrees as follows:

- A. The NON-PUBLIC SCHOOL will not discriminate against any employee or applicant for employment because of age, race, creed, color, national origin, ancestry, marital status or gender. The NON-PUBLIC SCHOOL will take affirmative action to ensure that such applicants are recruited and employed, and that employees are treated during employment, without regard to their age, race, creed, color, national origin, ancestry, marital status or gender. Such action shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or training, including apprenticeship.
- B. The NON-PUBLIC SCHOOL will, in all solicitations or advertisements for employees placed by or on behalf of the NON-PUBLIC SCHOOL, state that all qualified applicants will receive consideration for employment without regard to age, race, creed, color, national origin, ancestry, marital status or gender.
- C. The NON-PUBLIC SCHOOL will recruit and admit children of any race, color, gender or ethnic origin to all its rights, privileges, programs and activities. In addition, the NON-PUBLIC SCHOOL will not discriminate on the basis of race, color, gender or ethnic origin in the administration of its educational programs and athletics/extracurricular activities.
- D. The NON-PUBLIC SCHOOL shall furnish such reports or other documents to the Ohio Department of Education, Pupil Development Division, Equity Assurance and Compliance Section, as may be requested by the Department from time to time in order to carry out the purposes of applicable regulations.

14. MISCELLANEOUS.

- A. This AGREEMENT shall be construed in accordance with the laws of the State of Ohio without regard to its conflict of laws provisions.
- B. SENDING DISTRICT shall not use the name, logo, likeness, trademarks, image or other intellectual property of the NON-PUBLIC SCHOOL for any advertising, marketing, endorsement or any other purposes without the specific prior written consent of an authorized representative of the NON-PUBLIC SCHOOL as to each such use.
- C. SENDING DISTRICT hereby represents and warrants that it has not been debarred, suspended, excluded or otherwise determined to be ineligible to participate in federal healthcare programs (collectively, "Debarred") and acknowledges that the NON-PUBLIC SCHOOL shall have the right to terminate this AGREEMENT immediately in the event that SENDING DISTRICT is Debarred.
- D. If Section 952 of the Omnibus Reconciliation Act of 1980, which amended Section 1861(v)(1) of the Social Security Act, and the regulations promulgated thereunder, applies to this AGREEMENT, each party will make available to the Secretary of Health and Human Services, and to the Comptroller General of the United States upon written request, such books, documents and records necessary to verify the nature and extent of

the costs of the SERVICES provided hereunder. Access will be granted until the expiration of six (6) years after the furnishing of SERVICES hereunder. Access will also be granted to any books, documents or records related to this AGREEMENT between a party and organizations related to that party, but only on an as needed basis.

- E. The NON-PUBLIC SCHOOL expends a great deal of time and resources recruiting and training its employees and consultants to assure a high degree of competency and the SENDING DISTRICT agrees that, during the term of this Agreement and for one year thereafter ("Restricted Period"), it will not solicit or hire the NON-PUBLIC SCHOOL'S employees and consultants. The SENDING DISTRICT acknowledges that a breach of this provision will directly cause substantial damage to the NON-PUBLIC SCHOOL, which damage cannot be ascertained with reasonable certainty. Accordingly, upon any breach of this provision, SENDING DISTRICT agrees to pay to the NON-PUBLIC SCHOOL as liquidated damages and not as a penalty a sum equal to two (2) times the annual gross compensation for each such employee or consultant the SENDING DISTRICT hires during the Restricted Period.

IN WITNESS WHEREOF, the parties have caused this AGREEMENT to be duly executed as the EFFECTIVE DATE.

**CLEVELAND CLINIC CHILDREN'S HOSPITAL
FOR REHABILITATION**

SENDING DISTRICT

Hospital Administrator/Hospital Director

Superintendent of Schools/ Board of Education
President

Date

Date

Board of Education Treasurer

Date

New Document

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JUN 06 2012

CONTRACT FOR HANDICAPPED PUPILS
Parental Institutional Placement in a School other than the Parent(s) District of Residence

AGREEMENT FOR ADMISSION FOR TUITION PUPILS
PURSUANT TO SECTIONS 3327.04, 3327.06, 3323.14, AND 3317.08 O.R.C.

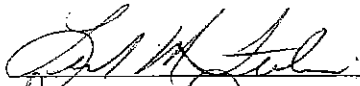
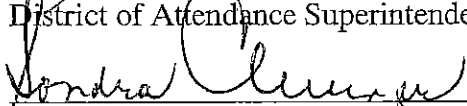
School of Attendance

The Summit County Educational Service Center Board of Governors hereby enters into a contract for admission (pursuant to Section 3327.04 O.R.C.) of the student(s) listed below to the Summit ATM Campus with the **Revere Board of Education** (District of Residence) for educational purposes for the school year of 2012 - 2013.

The **Revere Board of Education** (District of Residence) hereby agrees to pay directly to the Summit County Board of Governors for each of the listed pupil(s) an amount equal to \$21,200.00 for the tuition as calculated by the Summit County Educational Service Center (District of Attendance).

The Summit County Board of Governors (District of Attendance) will NOT include these IEP (Individualized Educational Program) placed handicapped pupils in their ADM certification. The **Revere Board of Education** will pay the above stated tuition and will count in their district ADM the students listed below. We hereby accept the pupil(s) listed below to our school on terms described above.

Name of Student	Address of Student
1. _____	_____
2. _____	_____
3. _____	_____

	6/1/12
District of Attendance Superintendent Signature	Date
	6/1/12
District of Attendance Treasurer Signature	Date

District of Residence

We hereby acknowledge and approve the above listed pupil(s) to your schools on the terms described above for the school year 2012-2013.

_____	_____
District of Residence Superintendent Signature	Date

_____	_____
District of Residence Treasurer Signature	Date

Contract is required for parentally placed student.

New Document

A

By and Between
REVERE LOCAL SCHOOLS and PSI AFFILIATES, Inc.
for 2012/2013, 2013/2014, 2014/2015, 2015/2016 School Years

THIS AGREEMENT for services is entered into this 22nd Day of June, 2012 by and between the Revere Local Schools, hereinafter referred to as the "BOE," and PSI Affiliates, Inc., hereinafter referred to as "PSI," to perform services in the amounts specified to schools in the Revere Local Schools specifically named in Attachment A to this Agreement and thereby becoming a part of this Agreement pursuant to relevant sections of the Ohio Revised Code.

Services

PSI agrees to provide the following identified Services:

- Registered Nurse Services
- Licensed Practical Nurse Services
- Health Aide Services
- Substitute Coordinator Services provided at no charge

Optional Services

- Option to provide one to one health services for medically fragile students, when needed
- As Needed Physical Therapy, Occupational Therapy Services, Speech and Language and School Psychological Services

As positions become available from other (non district hired) contracted providers, PSI will have the option to provide the following additional services at a mutually agreed upon rate, either at or below the current rate paid by the district.

- Physical Therapy
- Occupational Therapy
- Speech and Language
- School Psychological

In accordance with this contract PSI will provide services to the BOE for the 2012-2013, 2013-2014, 2014-2015, 2015-2016 school years, through the conclusion of the 2016 school year.

A detailed description of contracted services is attached (Attachment B), based on 184 days per year for the 2012-2013, 2013-2014, 2014-2015, 2015-2016 school years.

Client Services. Client shall provide and make available to PSI all facilities, services and medical or other equipment and supplies necessary for appropriate provision of Health Services.

Responsibility of Registered Nurse. The Registered Nurse will be responsible for: nursing care; care management (delegation) responsibilities; communication (both verbal and written) with parents and physicians to assure order clarification; assistance with special needs children.

Screening Programs. All required screening programs (vision and hearing) will be completed by trained PSI staff. Optional scoliosis and body mass index screening may also be conducted at the request of the District.

PSI agrees to provide the BOE with reports and/or documentation as needed and determined by the BOE to be necessary to complete local, state, and/or federal reports.

PSI further agrees to employ personnel to service designated schools under the terms of this Agreement and agrees to fully abide by all Federal and State laws applicable to employment and/or assignment of such personnel. Non-licensed personnel will be appropriately supervised.

In Consideration of the services and/or provisions as incorporated into this agreement, the BOE shall cause to be paid to PSI:

YEAR ONE:	\$109,880.00
YEAR TWO:	\$109,880.00
YEAR THREE:	\$112,080.48
YEAR FOUR:	\$115,436.56

BOE also agrees to pay to PSI, in addition to the above-stipulated charges, the hourly rates indicated in Attachment A, for additional and supplemental services requested by the BOE and provided by PSI.

The BOE further agrees not to offer or provide employment to any PSI employee assigned to the BOE in a public or non-public school during the current academic year for the term of this contract and the following year without the express written approval of an officer of PSI.

Staff assignments are determined in collaboration with the BOE and PSI. Assignments and staff changes can be made throughout the term of the contract as requested by the BOE.

PSI agrees to hold harmless BOE from losses, damages, lawsuits, judgments, to the extent caused by or arising out of or relating to the work of PSI.

PSI will name REVERE LOCAL SCHOOLS BOE on our Professional Liability Insurance policy as an additional insured and will provide BOE with that documentation upon request.

This service agreement is subject to termination by the Client without advance notice, if the services requested are performed in an unsatisfactory manner.

MEDICAID AND INSURANCE INVOICING

PSI is an approved Medicaid provider and can invoice Medicaid and/or insurance carriers for qualified health services provided to District students before and/or after school hours in the student's home, as requested by the district.

PSI can develop and explore the provision to provide (at no cost to the district) the appropriately credentialed staff for mental health counseling to the students and families of the Revere Local Schools community through Medicaid and other private insurance options. This will be done in collaboration with the Director of Special Education and district representatives.

Revere Local Schools Designee

M. Bastwalter
PSI Designee

Witness

Nancy Beilan
Witness

Date

6.22.12
Date

ATTACHMENT A

The schools and services in the Revere Local School District to be served by PSI Affiliates, Inc., for the school years are listed below. Any errors, additions, or deletions should be noted either on the purchase order submitted or through an explanatory letter.

<i>School</i>	<i>Position</i>	<i>Allocation/Hrs Per Year</i>	<i>Year 2012-2013</i>	<i>Year 2013-2014</i>
District	Nurse	1288	\$39,928.00	\$39,928.00
Revere High	Health Aide	1080	\$15,606.00	\$15,606.00
Revere Middle	Health Aide	900	\$13,005.00	\$13,005.00
Bath Elementary	Health Aide	900	\$13,005.00	\$13,005.00
Hillcrest Elementary	LPN	1288	\$28,336.00	\$28,336.00
TOTAL			\$109,880.00	\$109,880.00

<i>School</i>	<i>Position</i>	<i>Allocation/Hrs Per Year</i>	<i>Year 2014-2015</i>	<i>Year 2015-2016</i>
District	Nurse	1288	\$40,726.56	\$41,948.36
Revere High	Health Aide	1080	\$15,919.20	\$16,394.40
Revere Middle	Health Aide	900	\$13,266.00	\$13,662.00
Bath Elementary	Health Aide	900	\$13,266.00	\$13,662.00
Hillcrest Elementary	LPN	1288	\$28,902.72	\$29,769.80
TOTAL			\$112,080.48	\$115,436.56

All services to be assigned based on student needs in each building

Additional Services to be billed at the applicable rates below for the 4 year contract

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
RN	\$31.00	\$31.00	\$31.62	\$32.57
LPN	\$22.00	\$22.00	\$22.44	\$23.11
Health Aide	\$14.45	\$14.45	\$14.74	\$15.18

PSI Affiliates, Inc.

ATTACHMENT B

LICENSED PRACTICAL NURSE (LPN) POSITION DUTIES

Licensed Practical Nurses employed by PSI are registered by the State Board of Nursing in the area they serve. Under the supervision and direction of PSI, they assist in providing services to schools that work toward the health and wellness of students and the improvement of health conditions in general.

PSI Licensed Practical Nurses provide assistance with student health needs; administer prescribed medications and monitor student behavior and reaction to the administration of medication; provide first aid in accordance with established first aid procedures; assist in screening programs and school programs; complete required documentation of health services needed and provided; maintain health clinic records and clinic maintenance; provide and promote relationships between community health providers and students, parents, and the community at large. In addition, all PSI Licensed Practical Nurses are conversant with the PSI Affiliates, Inc. *Health Resource Guide*.

PSI Affiliates, Inc.
ATTACHMENT B
REGISTERED NURSE (RN) POSITION DUTIES

Nurses employed by PSI are registered by the State Board of Nursing for the area they serve. As nurses working in schools, they are responsible for the overall administration of the school health services program. In addition to providing direct service to students and ensuring that school health records are properly maintained, the nurse is also the direct supervisor of the PSI school clinic staff and assigns and monitors the duties of the PSI licensed practical nurses, medical assistants and health aides when appropriate. Schedules are ideally arranged so that there is an overlap of time in order that the nurse and LPN, MA or aide can confer on school health activities

The PSI Health Services Department oversees the provision of health services to the schools. Assistance is provided by regional supervisors who also make site visits and evaluate the performance of health personnel. Frequent inservice meetings are held with health personnel, both on a regional and organization-wide basis.

Guidelines and regulations of the State Department of Health are followed by PSI health personnel, and state health forms are used by all schools to provide consistency in record-keeping. Adherence to state requirements regarding immunizations, report of contagious diseases, etc. is strictly maintained. In addition, all RNs in the employ of PSI are conversant with the PSI Affiliates, Inc. *Health Resource Guide*.

PSI Affiliates, Inc.
ATTACHMENT B
HEALTH AIDE POSITION DUTIES

Under the supervision and direction of PSI, the PSI Health Aide assists in providing services to schools that work toward the good health and wellness of students and the improvement of health conditions in general.

The PSI Health Aide, when appropriate, assists the PSI Registered Nurse with student health needs; administers prescribed oral, topical or inhaled, but not injectable medications with the exception of an EpiPen; monitors student behavior and reaction to the administration of medication; provide first aid in accordance with established first aid procedures; assists the PSI Registered Nurse, when appropriate, in screening programs and school programs; completes required documentation of health services needed and provided; is responsible for health clinic records; is responsible for shared health clinic maintenance; provides and promotes relationships between community health providers and students, parents, and the community at large. In addition, all PSI Health Aides are conversant with the PSI Affiliates, Inc. *Health Resource Guide*.

B

SERVICE AGREEMENT
By and Between
REVERE LOCAL SCHOOLS and PSI AFFILIATES, Inc.
for 2012/2013, 2013/2014, 2014/2015, 2015/2016 School Years

THIS AGREEMENT for services is entered into this 22nd Day of June, 2012 by and between the Revere Local Schools, hereinafter referred to as the "BOE," and PSI Affiliates, Inc., hereinafter referred to as "PSI," to perform services in the amounts specified to schools in the Revere Local Schools specifically named in Attachment A to this Agreement and thereby becoming a part of this Agreement pursuant to relevant sections of the Ohio Revised Code.

Services

PSI agrees to provide the following identified Services:

- Registered Nurse Services
- Licensed Practical Nurse Services
- Health Aide Services
- Substitute Coordinator Services provided at no charge

Optional Services

- Option to provide one to one health services for medically fragile students, when needed
- As Needed Physical Therapy, Occupational Therapy Services, Speech and Language and School Psychological Services

As positions become available from other (non district hired) contracted providers, PSI will have the option to provide the following additional services at a mutually agreed upon rate, either at or below the current rate paid by the district.

- Physical Therapy
- Occupational Therapy
- Speech and Language
- School Psychological

In accordance with this contract PSI will provide services to the BOE for the 2012-2013, 2013-2014, 2014-2015, 2015-2016 school years, through the conclusion of the 2016 school year.

A detailed description of contracted services is attached (Attachment B), based on 184 days per year for the 2012-2013, 2013-2014, 2014-2015, 2015-2016 school years.

Client Services. Client shall provide and make available to PSI all facilities, services and medical or other equipment and supplies necessary for appropriate provision of Health Services.

Responsibility of Registered Nurse. The Registered Nurse will be responsible for: nursing care; care management (delegation) responsibilities; communication (both verbal and written) with parents and physicians to assure order clarification; assistance with special needs children.

Screening Programs. All required screening programs (vision and hearing) will be completed by trained PSI staff. Optional scoliosis and body mass index screening may also be conducted at the request of the District.

PSI agrees to provide the BOE with reports and/or documentation as needed and determined by the BOE to be necessary to complete local, state, and/or federal reports.

PSI further agrees to employ personnel to service designated schools under the terms of this Agreement and agrees to fully abide by all Federal and State laws applicable to employment and/or assignment of such personnel. Non-licensed personnel will be appropriately supervised.

In Consideration of the services and/or provisions as incorporated into this agreement, the BOE shall cause to be paid to PSI:

YEAR ONE:	\$114,108.20
YEAR TWO:	\$114,108.20
YEAR THREE:	\$116,398.68
YEAR FOUR:	\$119,884.36

BOE also agrees to pay to PSI, in addition to the above-stipulated charges, the hourly rates indicated in Attachment A, for additional and supplemental services requested by the BOE and provided by PSI.

The BOE further agrees not to offer or provide employment to any PSI employee assigned to the BOE in a public or non-public school during the current academic year for the term of this contract and the following year without the express written approval of an officer of PSI.

Staff assignments are determined in collaboration with the BOE and PSI. Assignments and staff changes can be made throughout the term of the contract as requested by the BOE.

PSI agrees to hold harmless BOE from losses, damages, lawsuits, judgments, to the extent caused by or arising out of or relating to the work of PSI.

PSI will name REVERE LOCAL SCHOOLS BOE on our Professional Liability Insurance policy as an additional insured and will provide BOE with that documentation upon request.

This service agreement is subject to termination by the Client without advance notice, if the services requested are performed in an unsatisfactory manner.

MEDICAID AND INSURANCE INVOICING

PSI is an approved Medicaid provider and can invoice Medicaid and/or insurance carriers for qualified health services provided to District students before and/or after school hours in the student's home, as requested by the district.

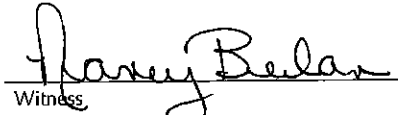
PSI can develop and explore the provision to provide (at no cost to the district) the appropriately credentialed staff for mental health counseling to the students and families of the Revere Local Schools community through Medicaid and other private insurance options. This will be done in collaboration with the Director of Special Education and district representatives.

Revere Local Schools Designee



PSI Designee

Witness



Witness

Date

6.22.12

Date

ATTACHMENT A

The schools and services in the **Revere Local School District** to be served by PSI Affiliates, Inc., for the school years are listed below. Any errors, additions, or deletions should be noted either on the purchase order submitted or through an explanatory letter.

<i>School</i>	<i>Position</i>	<i>Allocation/Hrs Per Year</i>	<i>Year 2012-2013</i>	<i>Year 2013-2014</i>
District	Nurse	1288	\$39,928.00	\$39,928.00
Revere High	Health Aide	1080	\$18,133.20	\$18,133.20
Revere Middle	Health Aide	900	\$13,356.00	\$13,356.00
Bath Elementary	Health Aide	900	\$14,355.00	\$14,355.00
Hillcrest Elementary	LPN	1288	\$28,336.00	\$28,336.00
TOTAL			\$114,108.20	\$114,108.20

<i>School</i>	<i>Position</i>	<i>Allocation/Hrs Per Year</i>	<i>Year 2014-2015</i>	<i>Year 2015-2016</i>
District	Nurse	1288	\$40,726.56	\$41,948.36
Revere High	Health Aide	1080	\$18,500.40	\$19,051.20
Revere Middle	Health Aide	900	\$13,626.00	\$14,031.00
Bath Elementary	Health Aide	900	\$14,643.00	\$15,084.00
Hillcrest Elementary	LPN	1288	\$28,902.72	\$29,769.80
TOTAL			\$116,398.68	\$119,884.36

All services to be assigned based on student needs in each building

Additional Services to be billed at the applicable rates below for the 4 year contract

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
RN	\$31.00	\$31.00	\$31.62	\$32.57
LPN	\$22.00	\$22.00	\$22.44	\$23.11
Health Aide-Middle	\$14.84	\$14.84	\$15.14	\$15.59
Health Aide-High	\$16.79	\$16.79	\$17.13	\$17.64
Health Aide-Bath	\$15.95	\$15.95	\$16.27	\$16.76

New Document

Revere Local Schools Standards-Based Physical Education Course of Study 2011

KINDERGARTEN

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: Standard 1 A. Demonstrate locomotor and non-locomotor skills in a variety of ways. Standard 1 B. Demonstrate developing control of fundamental manipulative skills.	By the end of Kindergarten, the student will: <u>Non-locomotor and Locomotor Skills</u> 1. Use locomotor skill in exploratory and controlled settings. 2. Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and controlled settings. 3. Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted). 4. Transfer weight by rocking and rolling. 5. Move in time with a changing beat (e.g., music, drum, clap, stomp). <u>Manipulative Skills</u> 1. Throw objects in a variety of ways in self and general space. 2. Catch a bounced ball. 3. Use different body parts to strike a lightweight object (such as a balloon) and keep it in the air. 4. Kick a stationary ball. 5. Dribble objects in a variety of ways in self and general space. 6. Roll a ball underhand.	Standard 1A Minuteman Mousetrap Traffic Jam Exercises Balance Exercises Balance Beam Obstacle Course Short/Long Ropes Directions Boogie The Chicken Dance Fun with Balloons Standard 1B Kindergarten Throwing Ball Manipulation Clean up your room Ball Skills Fun with balloons to music Balloon Skills Kicking skills with rag balls Ball Skills (soccer ball) Ball manipulation Rolley Pollee game

Revere Local Schools Standards-Based Physical Education Course of Study 2011

KINDERGARTEN

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: <u>Standard 2</u> A. Demonstrate knowledge of movement concepts related to body, space, effort and relationships. <u>Standard 2</u> B. Demonstrate knowledge of critical elements of fundamental motor skills.	By the end of Kindergarten, the student will: <u>Movement Concepts</u> 1. Establish a movement vocabulary through exploration of body, space, effort and relationships. 2. Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free). 3. Identify body parts and move them in a variety of ways. <u>Knowledge of Critical Elements</u> 1. Differentiate among locomotor skills. 2. Differentiate among non-locomotor skills.	Standard 2A Exercises types, pace levels Halloween – Trick or Treat Movement Exploration Movement It's the Great Pumpkin Charlie Brown Exercises Standard 2B Locomotor Testing Variety of movement games Exercises Variety of manipulation activities

Revere Local Schools Standards-Based Physical Education Course of Study 2011

KINDERGARTEN

STANDARD 3: Participates regularly in physical activity.

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: Standard 3 A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.	By the end of Kindergarten, the student will: Participate 1. Identify interests connected with participation in physical activity. 2. Identify opportunities for increased physical activity outside of school (e.g., taking the stairs, walking the dog, riding a bike). 3. Identify a playground activity that could be performed during leisure time. 4. Participate in a variety of locomotor and non-locomotor skills inside and outside of school on a regular basis. 5. Exhibit satisfaction from regular participation in physical activity inside and outside of school.	Standard 3A Discuss outside interests in exercise, recreation, sport & dance Encourage participation in youth activities Discuss opportunities for increased physical activity Discuss their favorite playground activity (ie: balance beam) Short rope Hula hoop Encourage participation in area youth sports.
Standard 3 B. Recall participation in physical activities both in and outside of school.	Monitor 1. Explore activities of daily participation inside and outside of school. 2. Describe two favorite physical activities.	Hiking sprees Having fun in P.E. Discuss positive thoughts after physical activity Standard 3B Fitness calendar Discuss sport participation outside of school Hiking Spree – Fall Provide a variety of skill based activities Always ask kids how they enjoyed their activity for that day in their PE class. Question/answer Closing activity

Revere Local Schools Standards-Based Physical Education Course of Study 2011

KINDERGARTEN

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: <u>Standard 4</u> A. Demonstrate and develop health-related fitness.	By the end of Kindergarten, the student will: <u>Fitness</u> 1. Perform fitness-related activities using appropriate principles and practices. 2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity. <u>Effects of Physical Activity</u> 1. Explore activities that contribute to a healthy lifestyle. 2. Name activities that increase heart rate. 3. Recognize changes in the body that result from participation in moderate and vigorous physical activity (e.g., faster heart rate, perspiration, changes in breathing).	Standard 4 Clean up your room 1&2 Stations Variety of activities ex: It's the Great Pumpkin Charlie Brown Crazy colors Halloween Trick or Treat Standard 4 Long/short ropes Question/answer Traffic Jam Find pulse/take heart rate

Revere Local Schools Standards-Based Physical Education Course of Study 2011

KINDERGARTEN

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: Standard 5 A. Know and follow procedures and safe practices. Standard 5 B. Demonstrate responsible behavior in physical activity settings.	By the end of Kindergarten, the student will: Safety 1. Respond positively to reminders of appropriate safety procedures. 2. Follow directions and handle equipment safely. 3. Work independently and safely in self and shared space. 4. Explain rules related to safety and activity-specific procedures. Cooperation 1. Follow instructions and class procedures while participating in physical education activities. 2. Demonstrate cooperation and consideration of others in partner and group physical activities. 3. Demonstrate willingness to work with a variety of partners in physical education activities.	Standard 5 A & B Practice Transitions Rules Discussion Strikes Discipline Plan Safety Discussions (per/activity) Dance Standard 5A Here Comes the Cat (remind of safety) Uncle Sam Scooters Journey to the North Pole Halloween Trick or Treat Fun with balloons May stations Standard 5B Indoor/outdoor testing Fun with balloons Kicking skills Ball Skills Fun with balloons

Revere Local Schools Standards-Based Physical Education Course of Study 2011

KINDERGARTEN

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: Standard 6 A. Enjoy participation in a variety of physical activities. Standard 6 B. Discover that physical activities promote self-expression and positive social interaction.	By the end of Kindergarten, the student will: Exploration 1. Try new movement tasks willingly. 2. Attempt to accomplish a movement task in a variety of ways. 3. Identify several physical activities that are enjoyable. 4. Enjoy the opportunity to be creative and express oneself through movement. Self-Expression 1. Identify a new way to complete a movement task. 2. Use movement to express a feeling, tell a story or show effort. 3. Describe feelings that result from participation in physical activity.	Standard 6A Dances Short rope Scooters Halloween Trick or Treat Creative movement activities Question/answer Movement exploration Standard 6B Movement in creative dance Movement exploration with short ropes Halloween Trick or Treat Closing discussion Feelings resulting from physical activity

Revere Local Schools Standards-Based Physical Education Course of Study 2011

FIRST GRADE

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: Standard 1 A. Demonstrate locomotor and non-locomotor skills in a variety of ways. Standard 1 B. Demonstrate developing control of fundamental manipulative skills.	By the end of First Grade, the student will: Non-locomotor and Locomotor Skills 1. Demonstrate the ability to perform locomotor skills (e.g., walk, run, gallop, slide, skip, hop, jump, leap) while changing pathway, direction and /or speed. 2. Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli. 3. Balance in a variety of ways using equipment (e.g., balance ball or board) and/or apparatus (e.g., beam or box). 4. Perform a variety of different rocking skills (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, parachute, circle, shoulder). 5. Move to a rhythmic beat or pattern. Manipulative Skills 1. Throw using variations in time/force. 2. Catch a self-tossed object with hands or an implement. 3. Strike a ball using different body parts. 4. Kick a ball while running, without hesitating or stopping prior to kick. 5. Dribble an object with hands and feet through self and general space. 6. Roll a ball to a specified target.	Standard 1A Assessment tag games Pet shop Grave yard dash Movement exploration with partner Balance beam Exercises & balance boards in stations Stunts & Tumbling (ie: log roll, egg roll) Exercise (ie: shoulder rolls) Martian hop dance Square dance for two Standard 1B Stuff the turkey tag Snow castles Throwing & catching Scoops & balls Catch a falling star Pushball/kick tag Ball manipulation Pushball/kick tag Kicking skills Kick tag/Push Ball/Captain on Deck Ball skills Ghost busters Bowling in 3's

Revere Local Schools Standards-Based Physical Education Course of Study 2011

FIRST GRADE

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: <u>Standard 2</u> A. Demonstrate knowledge of movement concepts related to body, space, effort and relationships.	By the end of First Grade, the student will: <u>Movement Concepts</u> 1. Demonstrate knowledge of movement vocabulary related to space (e.g., self, general, directions, levels and pathways). 2. Demonstrate an understanding of relationships (lead, follow, over, under) in a variety of physical activities. 3. Identify personal effort that varies the quality of movement (e.g., speed up, slow down). <u>Knowledge of Critical Elements</u> 1. Differentiate among manipulative skills. 2. Repeat “cue words” for fundamental motor skills and apply them to improve performance.	Standard 2A Bumper cars/Turkey tag Daily directions for activities Bumper cars Journey to the North Pole Parachute/Shipwreck Standard 2B Ball skills/bean bags Scoops & balls/Hula Hoops Minutemen/Progression Running Throwing & catching (point, step, throw)
<u>Standard 2</u> B. Demonstrate knowledge of critical elements of fundamental motor skills.		

Revere Local Schools Standards-Based Physical Education Course of Study 2011

FIRST GRADE

STANDARD 3: Participates regularly in physical activity.

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: Standard 3 A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.	By the end of First Grade, the student will: Participate 1. Identify opportunities for increased physical activity (e.g., taking the stairs, walking the dog, riding a bike). 2. Identify several playground activities that could be performed during leisure time. 3. Participate in a variety of moderate to vigorous play activities on a regular basis. 4. Explore enjoyable activities which require moderate to vigorous physical activity. 5. Understand that physical activity has both temporary and lasting effects on the body.	Standard 3A Intro to lesson: question/answer Discussions with students about mileage club Youth Sports/hiking sprees Question/answer Short rope/hopscotch Monkey bars/climbing ladders Ornaments in the attic/scooters Summary – Discussion/closure Standard 3B Walking dog/lunch recess Playground challenges on the equipment / Wall Climb/ Chin ups Soccer play/Tadpole game
Standard 3 B. Recall participation in physical activities both in and outside of school.	Monitor 1. Identify activities of daily participation inside and outside of school. 2. Distinguish between active and inactive physical activity.	

Revere Local Schools Standards-Based Physical Education Course of Study 2011

FIRST GRADE

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: Standard 4 A. Demonstrate and develop health-related fitness.	By the end of First Grade, the student will: Fitness 1. Perform fitness-related activities using appropriate principles and practices. 2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity. Effects of Physical Activity 1. Recognize activities that affect heart rate, flexibility and muscle strength. 2. Identify ways to stretch muscles in various parts of the body. 3. Identify how different physical activities (running, stretching, balancing) affect the body (e.g., increased heart rate, increased respiration and perspiration, fatigued muscles).	Standard 4A 50 yard dash Mileage club warm-up: ½ mile jog Stations/Obstacle Course/Disasters/ Jogging May stations/traffic light tag Standard 4B Wall climb/chin up bar/soccer run Exercises Stretching Exercises Jogging Four super stations/disaster game

Revere Local Schools Standards-Based Physical Education Course of Study 2011

FIRST GRADE

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: Standard 5 A. Know and follow procedures and safe practices. Standard 5 B. Demonstrate responsible behavior in physical activity settings.	By the end of First Grade, the student will: <u>Safety</u> 1. Respond positively to reminders of appropriate safety procedures. 2. Follow directions and handle equipment safely. 3. Mount, move on and dismount large apparatus safely. 4. Explain rules related to safety and activity-specific procedures. <u>Cooperation</u> 1. Follow instructions and class procedures while participating in physical education activities. 2. Describe examples of cooperation and sharing in a variety of physical activities. 3. Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.	Standard 5A Scooters/duel Daily instruction for all activities Obstacle Course Rules/consequences/hula hoops Balance beam/climbing ladder Always rules/consequences Standard 5B Gym rules/consequences Ornaments in the attic/ Tad Pole/Parachutes Sharing equipment (ie: station work)/Partner work -- Square dance for two Patty cake polka/Shipwreck

Revere Local Schools Standards-Based Physical Education Course of Study 2011

FIRST GRADE

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: Standard 6 A. Enjoy participation in a variety of physical activities.	By the end of First Grade, the student will: Effort / Enjoyment 1. Try new movement tasks, skills and activities without hesitation. 2. Sustain effort to complete tasks. 3. Express pleasure from trying a new activity or learning a new skill. 4. Invite someone to participate in a favorite physical activity. 5. Identify positive feelings that result from participation in physical activity.	Standard 6A Piñata/Stuck in the mud Journey to North Pole Obstacle Course Mileage club job – ½ mile Poison bean bags Summary/closure/comments Post activity discussions Mileage Club Sharing/outside of class Comments/closure Post activity discussions
Standard 6 B. Discover that physical activities promote self-expression and positive social interaction.	Self-Expression / Social Interaction 1. Explore different ways to accomplish a movement task. 2. Devise a plan to accomplish a movement challenge. 3. Express personal feelings about progress in learning a new skill. 4. Identify feelings that result from participation in physical activity, alone and with others.	Standard 6B Movement exploration North Pole Tag Monkey Bars Bumper cars Comments/closure Post activity discussions

Revere Local Schools Standards-Based Physical Education Course of Study 2011

SECOND GRADE

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: Standard 1 A. Demonstrate locomotor and non-locomotor skills in a variety of ways.	By the end of Second Grade, the student will: <u>Non-locomotor and Locomotor Skills</u> 1. Perform combinations of locomotor, weight transfer and balance skills. 2. Perform locomotor skills using critical elements correctly. 3. Combine non-locomotor and locomotor skills in a movement pattern. 4. Move on, over, under and around equipment/apparatus with purpose, control and balance. 5. Perform combinations of rolling and balance skills. 6. Perform rhythmic dance steps and sequences. <u>Manipulative Skills</u> 1. Throw a variety of objects demonstrating a side orientation. 2. Catch objects coming from different directions, heights, speed, etc. 3. Strike a variety of objects with the hand or an implement, attempting to control force/direction. 4. Kick a rolled or moving ball. 5. Dribble a ball with hands and feet using variations in time/force. 6. Roll a ball or object to a moving target.	Standard 1A Balance beam duel Loco motor skills/parachute activities/tumbling Tadpole Assessment of loco motor skills Parachutes Recreational games: (ie: hopscotch/frogs) Journey to the North Pole/wands Journey to North Pole Tumbling/tinickling Dance: Scattered square dance Hamster dance Standard 1B Cone smash/Five little pumpkins Bean bag toe tag/manipulative skills/ hula hoops Catch a falling star Scoop & balls Tee ball Hockey Skills/4 Square Kick tag/kicking skills Ball skills Push ball/kick tag/Captain on deck Pushball Guard your pin/roadrunner

Revere Local Schools Standards-Based Physical Education Course of Study 2011

SECOND GRADE

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: Standard 2 A. Demonstrate knowledge of movement concepts related to body, space, effort and relationships. Standard 2 B. Demonstrate knowledge of critical elements of fundamental motor skills.	By the end of Second Grade, the student will: Movement Concepts 1. Use movement vocabulary to describe a pattern (e.g., levels: high, medium, low). 2. Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer). 3. Apply different degrees of effort to accomplish a task (e.g., adjust speed). Knowledge of Critical Elements 1. Differentiate among manipulative skills. 2. Identify critical elements which lead to successful performance of locomotor, non-locomotor and manipulative skills.	Standard 2A Scoops & I balls/tossing/catching balls Santa's sleigh Long rope skills Pushball/Kick tag Tadpole Parachute activities Standard 2b Jump rope Catch a cup/bowling The great flood/cup stacking Balance beam

Revere Local Schools Standards-Based Physical Education Course of Study 2011

SECOND GRADE

STANDARD 3: Participates regularly in physical activity.

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: Standard 3 A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.	By the end of Second Grade, the student will: Participate 1. Identify several moderate to vigorous playground activities. 2. Choose to participate in a variety of physical activities on a regular basis inside and outside of school to improve health. 3. Recognize that participation in physical activity is a conscious choice. 4. Discuss positive feelings that are associated with physical activity. Monitor 1. Compare and contrast activities of daily participation inside and outside of school. 2. Share physical activities done in and out of school.	Standard 3 A & B I can identify physical activities I enjoy in and outside of school I can explain why physical education is important to our bodies Standard 3 A Four squire/Short & Long Ropes Discussion of favorite activities Discussion of choosing exercise Closure/comment on feelings on exercise Standard 3 A Hula hoop/jump rope/basketball Sled riding/walking dog

Revere Local Schools Standards-Based Physical Education Course of Study 2011

SECOND GRADE

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: Standard 4 A. Demonstrate and develop health-related fitness.	By the end of Second Grade, the student will: Fitness 1. Perform fitness-related activities using appropriate principles and practices. 2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.	Standard 4A Jogging Fitness Stations/Short & Long rope Parachute activities/Hamster dance/Step aerobics Mileage Club
Standard 4 B. Understand the principles, components and practices of health-related physical fitness.	Effects of Physical Activity 1. Distinguish between exercises that improve endurance, flexibility and muscle strength. 2. Identify the importance of pacing to sustain moderate to vigorous activity for longer periods of time. 3. Recognize the importance of muscular strength to support body weight. 4. Recognize that health-related fitness consists of several different components (e.g., strength, flexibility, endurance).	Standard 4B Assessment Exercises/warm-up Warm-up/Jogging=pacing/Physical Best/running, pacing Jogging Wall climb/chin-up Name activities that increase heart rate Physical Bet testing program

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SECOND GRADE

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: <u>Standard 5</u> A. Know and follow procedures and safe practices. <u>Standard 5</u> B. Demonstrate responsible behavior in physical activity settings.	By the end of Second Grade, the student will: <u>Safety</u> 1. Respond positively to reminders of appropriate safety procedures. 2. Follow directions and handle equipment safely. 3. Mount, move on and dismount large apparatus safely. 4. Explain rules related to safety and activity-specific procedures. <u>Cooperation</u> 1. Follow instructions and class procedures while participating in physical activities. 2. Demonstrate cooperation with others when resolving conflicts. 3. Take turns using equipment or performing a task. 4. Interact positively with others in partner and small group activities without regard to individual differences.	Standard 5A Orientation (familiarize student with procedures)/rules & consequences, entering & exiting Use equipment safely/Maintain self space/Follow directions Individual jump skills/orientation Balance beam/monkey bars Orientation; rules specific to activities or apparatus Standard 5B Orientation; class rules & consequences I can work with different partners I can accept the skill & ability of others Discuss one of gym rules "respecting others" See above; sharing equipment/five skill stations Discuss respecting others/hamster dance/duel/partner tag/square dance for two

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SECOND GRADE

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

Grades K-2 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the K-2 program, the student will: Standard 6 A. Enjoy participation in a variety of physical activities.	By the end of Second Grade, the student will: Self-Challenge 1. Continue to participate when not successful on the first try. 2. Practice to refine the performance of a movement pattern. 3. Encourage someone to try to perform a movement task, skill or sequence. 4. Enjoy participating with others to accomplish a movement challenge. 5. Identify positive feelings that result from participation in physical activity.	Standard 6A Enjoy participating with others Monkey bars/climbing ladder Short rope routine/step aerobic routine Ghost busters/Target games Sharing with teacher & classmates positive experiences Long rope sequence/ Wand challenge/students & tumbling Assessment/closure
Standard 6 B. Discover that physical activities promote self-expression and positive social interaction.	Self-Expression / Social Interaction 1. Demonstrate and describe a new way to accomplish a movement task. 2. Express an idea, concept or emotion through movement. 3. Express personal feelings about progress made learning a new skill or improving a previously learned skill. 4. Enjoy participating with others to accomplish a movement challenge or achieve a physical activity goal.	Standard 6B Assessment/discussion Ribbons Movement exploration Assessment/discussion Sharing thoughts during team time Celebrating team victories Pirate ball/pigs & chickens

Revere Local Schools Standards-Based Physical Education Course of Study 2011

THIRD GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 1 A. Combine locomotor and non-locomotor skills into movement patterns. Standard 1 B. Apply the critical elements of fundamental manipulative skills in a variety of physical activities.	By the end of Third Grade, the student will: Combined Skills 1. Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end. 2. Balance on a variety of objects that are either static or dynamic. Application of Skills 1. Throw overhand with force using appropriate critical elements (e.g., side to target, step with opposite foot, rotate trunk, bend elbow, extend and follow through). 2. Catch a variety of objects in dynamic conditions using the critical elements (e.g., eyes on object, move into line, hands ready, hands catch, absorb force or "give"). 3. Strike an object with a short-handled implement using the critical elements (e.g., sideways to target, eyes on object, bat or racket, back and up or down, step with opposite foot, trunk and hip rotation, swing through the ball). 4. Kick a ball to a target using the critical elements (e.g., long stride to the ball, support foot next to the ball or toe to the target, contact the center of the ball or bottom if the goal is height, use the inside of the foot for accuracy or laces if the goal is power, follow through to the target). 5. Dribble and maintain control while moving through space using the critical elements (e.g., hand dribble cues – use the finger pads, elbow extends and retracts, contact at waist level or below, eyes up). 6. Roll a ball (one-handed underhand) to hit various targets using the critical elements (e.g., eyes on the target, arm back, step with opposition, release at front foot, roll through to target).	Standard 1A Rope Skills Jump rope routing/Dance routine Balance Beam/Balance board Standard 1B Wall targets Cone smash/Catch me in Fox tails Hit me in/Jailbird Batting tee station Hockey skills/May stations Kick tag/California kickball Ball skills Basketball skills/ Journey to the North Pole Ghostbusters/ Bowling as station activity

Revere Local Schools Standards-Based Physical Education Course of Study 2011

THIRD GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 2 A. Demonstrate and apply basic tactics and principles of movement.	By the end of Third Grade, the student will: <u>Movement Concepts / Strategies and Tactics</u> 1. Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate). 2. Explain how the characteristics of an object (e.g., size, material, weight) affect performance of manipulative skills. 3. Identify the most stable and unstable positions from 2-, 3-, 4-point balance positions. 4. Demonstrate understanding of boundaries. 5. Recognize offensive and defensive situations. 6. Start and restart activity in appropriate ways. <u>Principles and Critical Elements</u> 1. Describe the critical elements of the manipulative skills (e.g., throw, catch, kick, strike). 2. Explain how appropriate practice improves performance.	Standard 2A Foxtails Bowling/Hockey skills Discussion of (ie: yarn ball, gator ball, playground ball) Beanbag activities Animal walks Stunts and Tumbling Four square/Volley ball boundaries Use of lines on floor during activities Pigs and chickens California kickball/Volleyball skills Escape from the help zone/ Square dance Beanbag games Standard 2B Describe/recite Assessment/discussion Discussion/closure Repetition of skills

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THIRD GRADE

STANDARD 3: Participates regularly in physical activity.

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 3 A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.	By the end of Third Grade, the student will: Participate 1. Meet the minimum daily expectations for physical activity inside and outside of school. 2. Identify activities within school that contribute to a physically active lifestyle. 3. Meet/exceed recommendations for physical activity time each week.	3A Discussion/posters, bulletin boards Days, 30 min. Challenge students to exercise 90 minutes a week outside of school Physical education class 2x per week Lunch recess & other recess Relate activity to impact on the body Rewards Engage students in constant activity at least 35 min. per class/Use Physical Best
Standard 3 B. Self-monitor levels of physical activity using information from different sources.	Monitor and Plan 1. Track amount of daily physical activity using a log or calendar. 2. Meet/exceed recommendations for physical activity time each week. 3. Plan to increase activity time inside and outside of school. 4. Plan to use local resources in the community to increase physical activity time.	3B Monthly calendar assignment Notebook log 1-4 Promote youth sports opportunities Community based fitness programs Rewards Notebook log/rewards Church gyms/activities YMCA/Jewish center/Wellness centers

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THIRD GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 4 A. Meet or exceed criterion-referenced health-related physical fitness standards.	By the end of Third Grade, the student will: Fitness 1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness.	4A February fitness stations Physical Best practice stations Meet healthy fitness zone in Physical Best for health related fitness Physical Best testing/Outdoor testing/50 yd. dash/ ½ mile run
Standard 4 B. Understand the principles, components and practices of health-related physical fitness.	Components and Principles 1. Identify the healthy fitness level (e.g., zone, criteria) for a fitness assessment. 2. Recognize when to increase or decrease intensity during an activity based on internal or external feedback. 3. Understand the overall benefits of a healthy, active lifestyle. 4. Define the components of health-related fitness (e.g., body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength). 5. Know parts of a physical activity session/workout (e.g., warm-up, main activity, cool-down). 6. Monitor heart rate at rest, during physical activity and during cool down.	4B Physical Best charts for assessment Physical Best Verbal assessment Discussion of healthy lifestyle benefits Verbal discussion of Physical Best components (ie: body composition, flexibility, etc.) Structure by example of P.E. class/warm-up/Jump & jog main activity/Short rope skills/Cool down/Long ropes Teach H.R./How to monitor

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THIRD GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 5 A. Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.	By the end of Third Grade, the student will: Safety 1. Follow rules and safe practices in class activities. 2. Identify equipment-specific safety rules and follow them. 3. Recognize characteristics of the equipment and environment that affect safe play.	5A Orientation to rules, consequences Have students repeat rules about safe play Safety rules specific to equipment/Balance beam/wall climb Monkey bars/Climbing ladder/Chin up bar
Standard 5 B. Interact and communicate positively with others.	Cooperation / Respect 1. Work cooperatively with a partner in the development of an activity, dance sequence or game. 2. Cooperate with a partner or small group by taking turns and sharing equipment. 3. Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior. 4. Demonstrate cooperation with others when resolving conflict.	5B Tinickling Tinickling/long rope Stilts/Tinickling/Titanic activity Cooperation/Respect; following gym rules Titanic/Foxtails/The great flood

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THIRD GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 6 A. Appreciate physical activities that promote self-challenge and enjoyment. Standard 6 B. Appreciate physical activities that promote self-expression and social and group interaction.	By the end of Third Grade, the student will: Self-Challenge 1. Identify positive feelings associated with participation in physical activity. 2. Select and practice physically challenging activities to improve a skill and/or to experience success. 3. Explain reasons for selecting a particular physical activity as a favorite. 4. Demonstrate enjoyment (e.g., smiling, positive reinforcement, high five) while participating with others during activity. Social Interaction / Self-Expression 1. Discuss personal feelings, thoughts or ideas that result from participation in physical activities with others (e.g., dance sequence, game). 2. Recognize that physical activity provides opportunities for social interaction. 3. Interact positively with partners or small groups in a variety of physical activity settings.	6A Stilts Discussion/assessments Discussion/assessments Sharing ideas/discussing favorite activities High five tag/Social skills/Square dance/Line dance 6B Station work & Stilts Assessment/discussion Dance/The Virginia reel/Tinickling Ornaments in the attic/Santa's sleigh ride

Revere Local Schools Standards-Based Physical Education Course of Study 2011

FOURTH GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 1 A. Combine locomotor and non-locomotor skills into movement patterns. Standard 1 B. Apply the critical elements of fundamental manipulative skills in a variety of physical activities.	By the end of Fourth Grade, the student will: Combined Skills 1. Perform a sequence of 5-7 movements (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements. 2. Balance on a variety of objects that are either static or dynamic. Application of Skills 1. Throw overhead with varying degrees of force using appropriate critical elements to reach different distances. 2. Catch (two-handed) during a game or game-like situation using the critical elements. 3. Strike an object with a long-handled implement using the critical elements. 4. Kick a ball to a moving target using the critical elements. 5. Punt a ball using the critical elements (e.g., hold ball in two hands at waist level, take a long stride, drop the ball onto the foot, point the toe, make contact with the laces, kick through the ball). 6. Dribble with control while moving through space to avoid stationary objects using the critical elements (e.g., hand dribble cues: use the finger pads, elbow extends and retracts, contact at waist level or below, eyes up – foot dribble cues: push the ball ahead with force depending on space available, use inside and/or outside of the foot – stick dribble cues: hands apart on the stick for control, push the ball ahead with force depending on space available). 7. Roll a ball to strike targets in different directions and locations using the critical elements.	Standard 1A 1-2 Jump rope routine Balance Beam Tumbling Step, dance Standard 1B 1 Whiffle ball, softball, team handball, football, games 2 Team handball, basketball, football, various games 3 Whiffle ball, tennis, eclipse ball, hockey 4 Kickball, soccer 5 Football, soccer 6 Basketball, races, soccer 7 Bowling games, pin dodge ball, bocce

Revere Local Schools Standards-Based Physical Education Course of Study 2011

FOURTH GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 2 A. Demonstrate and apply basic tactics and principles of movement.	By the end of Fourth Grade, the student will: <u>Movement Concepts / Strategies and Tactics</u> 1. Explain the importance of weight transfer in object propulsion skills (throw, strike). 2. Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (space, number of players). 3. Explain the importance of balance in effective movement performance. 4. Demonstrate basic understanding of spacing in a dynamic environment (e.g., partner or small group dance spacing, proximity to the ball or teammate in small-sided games). 5. Demonstrate understanding of tactics needed to score (e.g., ball possession, attack, moving an opponent).	Standard 2A 1 Kickball, team handball, Dodge ball, whiffle ball, softball 2 Invasion sports, target sports/games 3 Fitness, locomotor, tumbling 4 Volleyball, line dance, team handball, invasion games 5 Invasion sports, various games
Standard 2 B. Demonstrate knowledge of critical elements for more complex motor skills.	<u>Principles and Critical Elements</u> 1. Use knowledge of critical elements to analyze skill performance to determine strengths and weaknesses of motor skills. 2. Explain how appropriate practice can improve performance of a movement or skill.	Standard 2B Fitness, peer assessment, written assessment

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FOURTH GRADE

STANDARD 3: Participates regularly in physical activity.

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 3 A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.	By the end of Fourth Grade, the student will: Participate 1. Participate in self-selected activities to meet the minimum daily expectations for physical activity. 2. Identify activities outside of school that could contribute to a physically active lifestyle. 3. Meet/exceed recommendations for physical activity time each week. Monitor and Plan 1. Track amount of weekly physical activity using assessment tools (e.g., journal, log, pedometer, stopwatch). 2. Meet/exceed recommendations for physical activity time each week. 3. Plan to increase physical activity time inside and outside of school. 4. Plan to use local resources in the community to increase physical activity time.	Standard 3A 1 Training for personal improvement 2 Discussion, report 3 Journal Standard 3B Logs, journals

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FOURTH GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 4 A. Meet or exceed criterion-referenced health-related physical fitness standards. Standard 4 B. Understand the principles, components and practices of health-related physical fitness.	By the end of Fourth Grade, the student will: <u>Fitness</u> 1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness. <u>Components and Principles</u> 1. Relate performance on fitness assessment with criteria for health-related fitness. 2. Identify activities or exercises that might improve or maintain a component of health-related fitness. 3. Define and describe the role of each health-related fitness component (body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength) in a healthy lifestyle (e.g., why be flexible, why have muscular strength). 4. Recognize and recall the components of the Frequency, Intensity, Time and Type (FITT) principle. 5. Compare and contrast the difference between resting, active and cool-down heart rates.	Standard 4A 1 Fitness testing, fitness unit 2 Presidential physical fitness test Physical Best Standard 4B 1 Goal setting for fitness 2 Fitness unit, muscular system 3 Fitness unit 4 Fitness unit 5 Fitness unit, worksheets

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FOURTH GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 5 A. Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.	By the end of Fourth Grade, the student will: Personal Responsibility / Safety 1. Follow rules and safe practices in class activities. 2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).	Standard 5A 1 Consequences/discussion 2 Inside v. outside Class size, special needs students Standard 5B 1-4 Cooperative games: Titanic, stepping stones Chariot ball
Standard 5 B. Interact and communicate positively with others.	Cooperation / Respect 1. Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play. 2. Participate with a group in cooperative problem-solving activities. 3. Demonstrate cooperation with and respect for peers different from oneself. 4. Demonstrate cooperation with others when resolving conflict.	

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FOURTH GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: <u>Standard 6</u> A. Appreciate physical activities that promote self-challenge and enjoyment. <u>Standard 6</u> B. Appreciate physical activities that promote self-expression and social and group interaction.	By the end of Fourth Grade, the student will: <u>Self-Challenge</u> 1. Select and practice physically challenging activities to improve a skill and/or to experience success. 2. Explain reasons for choosing to participate in selected physical activity. 3. Celebrate personal success and achievement, and that of others due to effort and practice. 4. Determine aspects of an activity that contribute to enjoyment in physical activity. 5. Describe physical activities that provide personal enjoyment. <u>Social Interaction / Self-Expression</u> 1. Participate in physical activities that allow for self-expression (e.g., create a dance sequence, a routine or game that reflects personal feelings, thoughts and ideas). 2. Identify multiple physical activities that provide opportunities for social interactions. 3. Interact positively with partners or small groups in a variety of physical activity settings.	Standard 6A 1-5 Levels in classroom Discussion, logs, progress charts, journals, reports Standard 6B 1 Creative movement: Jump rope, tumbling, balance beam, dance 2 Discussion, journal 3 Observation

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FIFTH GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 1 A. Combine locomotor and non-locomotor skills into movement patterns. Standard 1 B. Apply the critical elements of fundamental manipulative skills in a variety of physical activities.	By the end of Fifth Grade, the student will: Combined Skills - Design and perform a sequence of 5-7 movements (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements. - Balance on a variety of objects that are either static or dynamic. Application of Skills - Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements. - Catch with an implement (e.g., glove, scoop) using the critical elements. - Strike an object with an implement in a game or game-like situation using the critical elements. - Receive a kick, dribble and then kick a ball to a target using the critical elements (e.g., move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to your target). - Punt using the critical elements to reach a sufficient distance. - Dribble under control during a game or game-like situation using the critical elements. - Send (e.g., pass, roll) an object to strike a moving target at different directions and locations.	Standard 1A 1-2 Creative movement: Jump rope, balance beam, tumbling, step, dance Standard 1B 1 Target sports, dodging games, invasion sports 2 Softball 3 Softball, tennis, eclipse ball 4 Races, soccer skills 5 Soccer, flag football 6 Basketball, soccer 7 Target sports, dodging games, invasion sports

Revere Local Schools Standards-Based Physical Education Course of Study 2011

FIFTH GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 2 A. Demonstrate and apply basic tactics and principles of movement. Standard 2 B. Demonstrate knowledge of critical elements for more complex motor skills.	By the end of Fifth Grade, the student will: <u>Movement Concepts / Strategies and Tactics</u> 1. Identify similar patterns/concepts across related activities (e.g., striking with a bat, tennis forehand). 2. Analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (space, number of players) in a dynamic or changing environment. 3. Use knowledge of balance to affect movement performance. 4. Demonstrate basic understanding of positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent). 5. Demonstrate basic decision-making capabilities in simple performance settings (e.g., What skill should I use?). <u>Principles and Critical Elements</u> 1. Use knowledge of critical elements to analyze and provide feedback on motor-skill performance of others. 2. Use the principles of practice (e.g., part-practice, variable practice, simplifying the environment, identifying key cues) to develop a plan to improve performance for a movement skill.	Standard 2A 1 MTB, eclipse ball, pickle ball, soft/whiffle ball 2 Indoor vs. outdoor Class size, team size 3 Skill instruction 4 Offense/defense, team sports 5 Cooperative games, various game activities Standard 2B 1 Peer evaluation, team goals 2 Modify for disabled students, modified skills; modified game, full game

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FIFTH GRADE

STANDARD 3: Participates regularly in physical activity.

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 3 A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.	By the end of Fifth Grade, the student will: Participate 1. Participate in self-selected activities to meet the minimum daily expectations for physical activity. 2. Identify local resources for participation in physical activity (e.g., parks, recreational facilities, playing fields, walking trails, cycling routes). 3. Meet/exceed recommendations for physical activity time each week.	Standard 3A 1 Train for personal goals (Pres. Fit. Award), journal, log 2 Discussion 3 Logs, journals Standard 3B 1-3 Logs, journals
Standard 3 B. Self-monitor levels of physical activity using information from different sources.	Monitor and Plan 1. Track amount of weekly physical activity using assessment tools (e.g., journal, log, pedometer, stopwatch). 2. Plan to increase physical activity time inside and outside of school. 3. Plan to use local resources in the community to increase physical activity time.	

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FIFTH GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 4 A. Meet or exceed criterion-referenced health-related physical fitness standards. Standard 4 B. Understand the principles, components and practices of health-related physical fitness.	By the end of Fifth Grade, the student will: Fitness 1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness. Components and Principles 1. Relate performance on fitness assessment with criteria for health-related fitness. 2. Identify activities or exercises that might improve or maintain a component of health-related fitness. 3. Understand the components of the FITT principle. 4. Describe feelings in the body that result from varying frequency, intensity, time and type of physical activity. 5. Understand the components of health-related fitness and identify activities that have potential to develop each component. 6. Identify and perform activities to complete each part (e.g., warm-up, main activity, cool-down) of a physical activity or workout. 7. Recognize the principles of target heart rate.	Standard 4A 1 Fitness testing, fitness units 2 Presidential Fitness Tests, Physical Best Standard 4B 1 Personal goal setting 2 Fitness unit 3-5 Lessons – Fitness related, reports 6 Daily routine in class 7 Worksheet, demo

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FIFTH GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 5 A. Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings. Standard 5 B. Interact and communicate positively with others.	By the end of Fifth Grade, the student will: Personal Responsibility / Safety 1. Adhere to class and activity-specific rules and safe practices. 2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others). Cooperation / Respect 1. Lead, follow and support group members to improve play in cooperative and competitive settings. 2. Evaluate personal behavior to ensure positive effects on others. 3. Demonstrate respectful and responsible behavior toward peers different from oneself. 4. Demonstrate cooperation with others when resolving conflict.	Standard 5A 1 Consequences 2 Group activities, small-sided games, inside v. outside, class size Standard 5B 1 Cooperative games: Titanic, stepping stones, team goals 2-3 Discussion, logs 4 Cooperative games, RPS

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FIFTH GRADE

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

Grades 3-5 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 3-5 program, the student will: Standard 6 A. Appreciate physical activities that promote self-challenge and enjoyment.	By the end of Fifth Grade, the student will: Self-Challenge 1. Explain reasons for choosing to participate in a selected physical activity. 2. Select and practice physically challenging activities to improve a skill and/or to experience success. 3. Share feelings with others in class about personal success, challenges or failure during an activity. 4. Explain how practice increases the level of personal success that leads to increased enjoyment. 5. Celebrate personal success and achievement, and that of others, due to effort and practice.	Standard 6A 1-5 Personal goal setting/discussion, journals Standard 6B 1 Creative movement activities, dance, jump rope, step, beam 2 Outdoor education, heritage day 3 Group/team activities
Standard 6 B. Appreciate physical activities that promote self-expression and social and group interaction.	Social Interaction / Self-Expression 1. Participate in physical activities that allow for self-expression (e.g., create a dance sequence, a routine or game that reflects personal feelings, thoughts and ideas). 2. Participate in a variety of physical activities that provide opportunities for social and group interaction. 3. Interact positively with partners or small groups through physical activities.	

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SIXTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: Standard 1 A. Demonstrate movement skills and patterns in a variety of physical activities. Standard 1 B. Demonstrate critical elements of specialized manipulative skills in a variety of settings.	By the end of Sixth Grade, the student will: Specialized Skills and Movement Patterns 1. Design and demonstrate a routine that includes variety of movement patterns (e.g., dance, gymnastics) with smooth transitions between movement patterns. 2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading). 3. Perform simple dance sequences. Application of Specialized Manipulative Skills 1. Send, receive, dribble and shoot in game-like practice using appropriate critical elements. 2. Strike an object (with hand or implement) in game-like practice using appropriate critical elements. 3. Strike and field an object (with foot, hand or implement) in game-like practice. 4. Send an object to a target in game-like practice using appropriate critical elements.	Standard 1A Jump rope long Tae Bo Physical Best Test Stretching activities Mile run Indian run Standard 1B Four square Speed ball Soccer Basket ball

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SIXTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: <u>Standard 2</u> A. Apply tactical concepts and performance principles in physical activities.	By the end of Sixth Grade, the student will: <u>Tactics and Principles</u> 1. Demonstrate understanding of basic tactics related to off-the-ball movements while participating in game-like settings (e.g., When and where should I move?). 2. Demonstrate basic decision-making capabilities in a variety of physical activities (e.g., When and where do I execute?). 3. Describe and explain elements of performance principles as they relate to movement (e.g., the effects of different body positions on rotation in gymnastics). <u>Principles and Critical Elements</u> 1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized locomotor and non-locomotor skills/movements. 2. Describe and explain critical elements of specific sport skills (e.g., shooting hand under the ball) and movement skills (e.g., tuck the chin on the chest as you roll).	Standard 2A Volleyball Soccer Floor hockey Kick ball Eclipse ball Flag football Standard 2B Bowling Basketball Speed ball Flag football
<u>Standard 2</u> B. Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.		

Revere Local Schools Standards-Based Physical Education Course of Study 2011

SIXTH GRADE

STANDARD 3: Participates regularly in physical activity.

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: Standard 3 A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.	By the end of Sixth Grade, the student will: Participate 1. Participate in moderate to vigorous self-selected activities to meet the minimum daily expectations for physical activity. 2. Develop awareness of the opportunities inside and outside of school for participation in a broad range of activities that may meet personal needs and interests. 3. Develop a list of available school and community activities.	Standards 3A & 3B Journals: After school activities Level of activity Time per day Is progress regulated
Standard 3 B. Create and monitor a personal plan for physical activity.	Plan and Monitor 1. Establish personal physical activity goals to meet the minimum daily expectations for physical activity inside and outside of school. 2. Organize time to meet/exceed national recommendations for physical activity at least five days during the week. 3. Track progress toward daily physical activity goals using assessment tools (e.g., log, planner, pedometer, stopwatch).	

Revere Local Schools Standards-Based Physical Education Course of Study 2011

SIXTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: Standard 4 A. Meet or exceed criterion-referenced health-related physical fitness standards. Standard 4 B. Understand the principles, components and practices of health-related physical fitness.	By the end of Sixth Grade, the student will: Fitness 1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness. Components, Principles and Practices 1. Identify areas of improvement from fitness test results and identify and develop a plan to improve areas of deficit. 2. Use various forms of technology to monitor physical activity (e.g., heart monitor, pedometer). 3. Understand the components of health-related fitness (body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength) and participate in specific fitness activities to benefit these components. 4. Give multiple examples of physical activities that meet basic requirements for each health-related component. 5. Recognize the principles of target heart rate. 6. Describe feelings in the body that result from varying frequency, intensity, time and type of physical activity. 7. Apply FITT principle when participating in a physical activity. 8. Identify principles of training such as specificity, overload and progression.	Standard 4A Jump rope long Short jump rope Tac bo Pacer test Standard 4B Indian run Stairs run Physical Best Jump rope: short/long Tac bo

Revere Local Schools Standards-Based Physical Education Course of Study 2011

SIXTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: Standard 5 A. Develop and apply rules, safe practices and procedures in physical activity settings. Standard 5 B. Communicate effectively with others to promote respect and conflict resolution in physical activity settings.	By the end of Sixth Grade, the student will: Safety / Personal Responsibility 1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity. 2. Acknowledge and apply rules to game situations to ensure personal and group safety. Communication / Respect 1. Offer positive suggestions to facilitate group progress in physical activities. 2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings. 3. Show consideration of the rights and feelings of others when resolving conflict. 4. Accept decisions made by the designated official and return to activity.	Standard 5A Speed ball Flag football Speed ball Volley ball Kick ball Standard 5B Pickle ball Kick ball Speed ball Floor hockey

Revere Local Schools Standards-Based Physical Education Course of Study 2011

SIXTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: Standard 6 A. Engage in challenging experiences that develop confidence and independence. Standard 6 B. Select physical activities that promote self-expression and provide opportunities for social and group interaction.	By the end of Sixth Grade, the student will: Self-Challenge / Personal Growth 1. Demonstrate perseverance when challenged by a new physical activity. 2. Attempt to improve attained skills through effort and practice. 3. Identify the physical, social and psychological benefits of participation in physical activities. Social Interaction / Self-Expression 1. Participate in activities which allow students to set and achieve individual and team goals. 2. Participate in a variety of non-traditional activities of interest (e.g., initiatives, cooperative games, orienteering, rollerblading). 3. Describe the role participation in physical activities has in getting to know oneself and others. 4. Work positively toward outcomes in small group settings (e.g., solve an initiative, work on a cooperative task, modify a game or an activity through group discussions). 5. Resolve conflicts that arise with others without confrontation.	Standard 6A Bowling Corn hole Bocce ball Mile run Standard 6B Bowling Kick ball Floor hockey Flag football

Revere Local Schools Standards-Based Physical Education Course of Study 2011

SEVENTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: Standard 1 A. Demonstrate movement skills and patterns in a variety of physical activities. Standard 1 B. Demonstrate critical elements of specialized manipulative skills in a variety of settings.	By the end of Seventh Grade, the student will: Specialized Skills and Movement Patterns 1. Design and demonstrate a routine that includes a variety of movement patterns individually and with a partner or small group (e.g., dance, gymnastics). 2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts) in a controlled setting. 3. Perform basic folk/square/line-dance sequences to music. Application of Specialized Manipulative Skills 1. Send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion game settings. 2. Strike an object (with hand or implement) using appropriate critical elements in controlled practice and singles/small-sided net/wall games. 3. Strike and field an object (with foot, hand or implement) using appropriate critical elements in controlled practice and small-sided striking/fielding games. 4. Send an object to a target in controlled practice and individual/small-sided games.	Standard 1A Physical Best Run stairs Indian run Mile run Pacer test Tae Bo Standard 2A Ultimate Frisbee Speedball Basketball Floor hockey Soccer Lacrosse

Revere Local Schools Standards-Based Physical Education Course of Study 2011

SEVENTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: <u>Standard 2</u> A. Apply tactical concepts and performance principles in physical activities.	By the end of Seventh Grade, the student will: <u>Tactics and Principles</u> 1. Demonstrate transfer of performance principles across activities to aid learning (e.g., sending principles: throw/tennis serve/volley serve). 2. Demonstrate understanding of basic tactics related to defending space while participating in game and sport activities (e.g., When, where and how do I move?). 3. Explain similarities of skill application and movement patterns across activities (e.g., sending, receiving and movement).	Standard 2A Soccer Volleyball Kick ball Ultimate Frisbee Tae bo Standard 2B Bowling Floor hockey Basketball Soccer
<u>Standard 2</u> B. Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.	<u>Principles and Critical Elements</u> 1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized manipulative skills and movements. 2. Describe and explain critical elements required for the application of specific sport and movement skills in controlled settings (e.g., practice settings).	

Revere Local Schools Standards-Based Physical Education Course of Study 2011

SEVENTH GRADE

STANDARD 3: Participates regularly in physical activity.

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: <u>Standard 3</u> A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity. <u>Standard 3</u> B. Create and monitor a personal plan for physical activity.	By the end of Seventh Grade, the student will: <u>Participate</u> 1. Spend a portion of each day participating in physical activity inside or outside of class. 2. Identify community resources for physical activity to meet personal needs. 3. Participate in various physical activities that are part of the school or community. <u>Plan and Monitor</u> 1. Establish personal physical activity goals to meet the minimum daily expectations for physical activity. 2. Organize time to meet/exceed national recommendations for physical activity at least five days during the week. 3. Monitor physical activity to assess achievement of national daily recommendations for physical activity.	Standard 3A & 3B Journals: After school activities Level of activity Time per day Is progress regulated

Revere Local Schools Standards-Based Physical Education Course of Study 2011

SEVENTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: Standard 4 A. Meet or exceed criterion-referenced health-related physical fitness standards. Standard 4 B. Understand the principles, components and practices of health-related physical fitness.	By the end of Seventh Grade, the student will: Fitness 1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness. Components, Principles and Practices 1. Evaluate results of fitness test and develop a plan to improve a fitness component. 2. Determine health-related fitness activities designed to improve or maintain body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength both inside and outside of school. 3. Understand principles of training (i.e., specificity, overload, progression). 4. Apply FITT principle when participating in a physical activity. 5. Apply principles of target heart rate to physical activity.	Standard 4A Jump rope long Tae bo Physical Best Mile run Pacer Standard 4B Run stairs 12 minute run Pacer test Circuit train, w/o weights Indian run

Revere Local Schools Standards-Based Physical Education Course of Study 2011

SEVENTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: Standard 5 A. Develop and apply rules, safe practices and procedures in physical activity settings. Standard 5 B. Communicate effectively with others to promote respect and conflict resolution in physical activity settings.	By the end of Seventh Grade, the student will: Safety / Personal Responsibility 1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity. 2. Acknowledge and apply rules to game situations to ensure personal and group safety. Communication / Respect 1. Offer positive suggestions or constructive feedback to facilitate group progress. 2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings. 3. Resolve conflict with sensitivity to the rights and feelings of others. 4. Accept and respect decisions made by the designated official.	Standard 5A Speed ball Floor hockey Flag football Lacrosse Kick ball Standard 5B Volley ball Pickle ball Badminton Eclipse ball Tennis

Revere Local Schools Standards-Based Physical Education Course of Study 2011

SEVENTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: <u>Standard 6</u> A. Engage in challenging experiences that develop confidence and independence. <u>Standard 6</u> B. Select physical activities that promote self-expression and provide opportunities for social and group interaction.	By the end of Seventh Grade, the student will: <u>Self-Challenge / Personal Growth</u> 1. Seek personally challenging experiences in physical activity opportunities. 2. Adhere to a practice plan to become a more skilled performer. 3. Investigate and participate in a variety of physical activities to develop personal interest. <u>Social Interaction / Self-Expression</u> 1. Describe ways to use the body and movement to communicate ideas and feelings (e.g., demonstrate a rhythmic activity that conveys a particular feeling). 2. Recognize physical activity as a positive opportunity for social and group interaction. 3. Praise peer performance by showing appreciation of others. 4. Resolve conflicts that arise with others without confrontation.	Standard 6A Bowling Corn hole Bocce ball Mile run Standard 6B Bowling Kick ball Floor hockey Flag football

Revere Local Schools Standards-Based Physical Education Course of Study 2011

EIGHTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: Standard 1 A. Demonstrate movement skills and patterns in a variety of physical activities.	By the end of Eighth Grade, the student will: Specialized Skills and Movement Patterns 1. Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group. 2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts). 3. Perform a variety of simple dance sequences individually and with a partner or small group. Application of Specialized Manipulative Skills 1. Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes. 2. Strike an object (with hand or implement) in controlled practice and apply these skills to net/wall games to achieve successful game-related outcomes. 3. Strike and field an object (with foot, hand or implement) in controlled practice and apply these skills to striking/fielding games to achieve successful game-related outcomes. 4. Send an object to a target in controlled practice and apply these skills to target games to achieve successful game-related outcomes.	Standard 1A Jump rope Physical Best Pacer test Mile run 12 Minute run Line tag Standard 1B Kick ball Floor hockey Volley ball Tennis Eclipse ball Speed ball

Revere Local Schools Standards-Based Physical Education Course of Study 2011

EIGHTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: Standard 2 A. Apply tactical concepts and performance principles in physical activities. Standard 2 B. Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.	By the end of Eighth Grade, the student will: Tactics and Principles 1. Demonstrate developing understanding of tactics related to decision-making (e.g., shoot, pass, dribble hierarchy) in game and sport activities. 2. Demonstrate developing understanding of tactics related to creating space (e.g., moving opponents and/or the ball) in game and sport activities Principles and Critical Elements 1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of combined (locomotor, non-locomotor and manipulative) skills and movements. 2. Describe and explain critical elements required for the application of specific sport and movement skills in a dynamic environment (e.g., games). 3. Detect and correct errors in personal performance based on knowledge of results (e.g., analysis of contact and release point in sport skill execution). 4. Detect and correct errors based on knowledge of results and biomechanical principles (e.g., analysis of contact and release point in sport skill execution).	Standard 2A Ultimate Frisbee Speed ball Floor Hockey Lacrosse Badminton Standard 2B Floor hockey Soccer Flag football Speed ball Volley ball Basketball

Revere Local Schools Standards-Based Physical Education Course of Study 2011

EIGHTH GRADE

STANDARD 3: Participates regularly in physical activity.

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: Standard 3 A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.	By the end of Eighth Grade, the student will: Participate 1. Participate in a variety of moderate or vigorous physical activities to meet national recommendations for physical activity. 2. Spend a portion of each day participating in physical activity inside or outside of school. 3. Develop and refine physical activity choices inside and outside of school. 4. Select areas of interest from school and community resources that can fulfill physical activity needs.	Standard 3A & 3B Journals: After school activities Level of activity Time per day Is progress regulated
Standard 3 B. Create and monitor a personal plan for physical activity.	Plan and Monitor 1. Set realistic goals utilizing assessment tools (e.g., log, pedometer, heart rate monitor). 2. Develop a time-management schedule that emphasizes physical activity and active recreational activities. 3. Monitor progress toward physical activity goals and plan for continued physical activity.	

Revere Local Schools Standards-Based Physical Education Course of Study 2011

EIGHTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: Standard 4 A. Meet or exceed criterion-referenced health-related physical fitness standards. Standard 4 B. Understand the principles, components and practices of health-related physical fitness.	By the end of Eighth Grade, the student will: Fitness 1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness. Components, Principles and Practices 1. Evaluate results of fitness test and develop a comprehensive program to improve fitness. 2. Apply health-related fitness activities designed to improve or maintain body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength both inside and outside of school. 3. Apply principles of training (e.g., specificity, overload, progression) to maintain or improve health-related fitness. 4. Apply FITT principle when participating in a physical activity. 5. Apply principles of target heart rate to physical activity.	Standard 4A Jump rope Tae bo Physical Best Circuit training Standard 4B Bleachers run 12 Minute run The mile Pacer Indian run

Revere Local Schools Standards-Based Physical Education Course of Study 2011

EIGHTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: Standard 5 A. Develop and apply rules, safe practices and procedures in physical activity settings. Standard 5 B. Communicate effectively with others to promote respect and conflict resolution in physical activity settings.	By the end of Eighth Grade, the student will: Safety / Personal Responsibility 1. Work cooperatively with peers of differing skill to promote a safe school environment. 2. Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting. Communication / Respect 1. Provide support or positive suggestions to facilitate group progress or success. 2. Demonstrate and encourage respect for individual similarities and differences through positive interaction. 3. Resolve conflict with sensitivity to the rights and feelings of others. 4. Accept and respect decisions made by the designated official.	Standard 5A Speed ball Pickle ball Volley ball Basketball Standard 5B Badminton Kick ball Floor hockey Speed ball

Revere Local Schools Standards-Based Physical Education Course of Study 2011

EIGHTH GRADE

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

Grades 6-8 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 6-8 program, the student will: Standard 6 A. Engage in challenging experiences that develop confidence and independence. Standard 6 B. Select physical activities that promote self-expression and provide opportunities for social and group interaction.	By the end of Eighth Grade, the student will: Self-Challenge / Personal Growth 1. Assess personal ability and practice to become a more skilled performer. 2. Determine appropriate level of challenge for own ability and select tasks to maximize performance. 3. Participate regularly in physical activities of personal interest and enjoyment. 4. Encourage others to participate in physical activities that one finds enjoyable. Social Interaction / Self-Expression 1. Describe how engaging in physical activity promotes awareness of self and others. 2. Identify and describe personal feelings resulting from participating in physical activity (e.g., journals, class discussions, activity calendars). 3. Engage in cooperative and competitive physical activities voluntarily and regularly. 4. Assume a variety of roles as a team member (e.g., leader, record keeper, equipment manager). 5. Invite peers to become group members in physical activities.	Standard 6A Bowling Corn hole Bocce ball Mile run Standard 6B Bowling Kick ball Floor hockey Flag football

Revere Local Schools Standards-Based Physical Education Course of Study 2011

HIGH SCHOOL

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

Grades 9-12 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 9-12 program, the student will: Standard 1 A. Demonstrate combined movement skills and patterns in authentic settings.	By the end of High School, the student will: Grade 9 – Combined Movement Skills and Patterns 1. Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group in a performance setting. 2. Demonstrate consistency in performing specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking). 3. Demonstrate consistency in performing specialized skills in a variety of movement forms (e.g., aquatics, outdoor/recreational activities, and track and field). 4. Perform a variety of complex dance routines in small and large groups. Grade 10 – Combined Movement Skills and Patterns 1. Design and demonstrate a routine that combines complex movement patterns into a smooth, flowing sequence individually and with a partner or group in a performance setting. 2. Demonstrate consistency in performing specialized skills in a variety of movement forms. 3. Perform a variety of complex dance routines in small and large groups. Grade 11 – Combined Movement Skills and Patterns 1. Demonstrate competent performance of specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking). 2. Demonstrate competent performance of specialized skills in select movement forms (e.g., aquatics, outdoor activities, track and field, gymnastics). 3. Demonstrate competent performance of basic and advanced skills within current and traditional dance genres (e.g., line, hip-hop, aerobic, square, jazz, tap, modern, ballet, interpretive).	Demonstrate skills while performing health related fitness activities (tae bo, yoga, zumba, weightlifting, fitness balls, medicine balls, circuit training, stretching exercises, etc.)
Standard 1 (Continued)	Grade 12 – Combined Movement Skills and Patterns	

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A. Demonstrate combined movement skills and patterns in authentic settings.	1. Demonstrate competent performance of specialized skills in health-related fitness activities. 2. Demonstrate competent performance of specialized skills in select movement forms. 3. Demonstrate competent performance of basic and advanced skills within current and traditional dance genres.	Standard 1 B. Demonstrate specialized manipulative skills in a variety of settings.	Grade 9 – Specialized Skill Performance 1. Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby and lacrosse). 2. Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net-wall games (e.g., badminton, volleyball, tennis, racquetball, pickleball, squash). 3. Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, bowling, fielding) in small-sided and/or full-sided striking and fielding games (e.g., softball, cricket, rounders, baseball). 4. Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent (e.g., golf, archery, bowling, shuffleboard, croquet, bocce, baggo). Grade 10 – Specialized Skill Performance 1. Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and full-sided invasion games. 2. Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net-wall games. 3. Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring in small-sided and/or full-sided striking and fielding games. 4. Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent. Grades 11 Through 12 – Specialized Skill Performance 1. Demonstrate competent performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings. 2. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings. Standard 1 (Continued) Grades 11 Through 12 – Specialized Skill Performance (Continued)
			Demonstrate skills while performing team activities (basketball, volleyball, soccer, pickle ball, badminton, ultimate Frisbee, speed football, floor hockey, lacrosse, softball) Demonstrate skills while performing individual activities (golf, jump rope, corn hole, tennis, badminton, pickle ball, etc.)

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B. Demonstrate specialized manipulative skills in a variety of settings.	3. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings. 4. Demonstrate competent performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.	
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Revere Local Schools Standards-Based Physical Education Course of Study 2011

HIGH SCHOOL

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

Grades 9-12 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 9-12 program, the student will: Standard 2 A. Apply knowledge of tactical concepts and strategies in authentic settings. Standard 2 B. Apply biomechanical principles to performance in authentic settings.	By the end of High School, the student will: Grades 9 Through 12 – Strategies and Tactics 1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms. 2. Describe effective strategies for successful performance in multiple categories of movement forms. 3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms. Grades 9 Through 12 – Principles and Critical Elements 1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms. 2. Analyze and evaluate performance of self and others across multiple movement forms. 3. Use information from a variety of sources to design a plan to improve performance.	Demonstrate tactical strategies during various team and individual activities Demonstrate proper form and techniques during various team and individual activities

Revere Local Schools Standards-Based Physical Education Course of Study 2011

HIGH SCHOOL

STANDARD 3: Participates regularly in physical activity.

Grades 9-12 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 9-12 program, the student will: Standard 3 A. Identify and engage in regular physical activities inside and outside of school to meet daily national recommendations for daily physical activity.	By the end of High School, the student will: Grade 9 – Identify and Participate 1. Participate in moderate to vigorous physical activities. 2. Participate in a variety of physical activities outside of school (e.g., exergaming, rock climbing, dance, martial arts) for maintaining or enhancing a healthy, active lifestyle. 3. Participate in and report on at least two available fitness and/or recreational opportunities in the community. Grade 10 – Identify and Participate 1. Participate in moderate to vigorous physical activities. 2. Participate in a variety of physical activities (e.g., yoga, orienteering, cycling, skating, hiking, kayaking) for maintaining or enhancing a healthy, active lifestyle. 3. Participate in and report on at least two available fitness and/or recreational organizations in the community that meet personal needs and interests. 4. Report on at least two available fitness and/or recreational opportunities in the community, focusing on access, affordability, quality of facility, staffing, etc. Grade 11 – Identify and Participate 1. Participate in self-selected physical activity and keep logs of factors that influence ability to participate (e.g., time, cost, facilities used, equipment required, personnel involved). 2. Research and report on local, state and national resources for participation in physical activity outside of physical education class (e.g., recreational/fitness facilities, dance studios, martial arts clubs, walking or cycling paths). 3. Analyze and compare health and fitness benefits for participation in physical activity at two or more local, state and national resources (e.g., parks/wilderness areas, natural resources, fitness/recreational facilities).	Participate in a number of lifetime activities.
Standard 3 (Continued)	Grade 11 – Identify and Participate (Continued)	

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A. Identify and engage in regular physical activities inside and outside of school to meet daily national recommendations for daily physical activity.	4. Analyze and compare at least two physical activity resources for participation, focusing on personal needs/interests, access and affordability (e.g., exergames, media). <u>Grade 12 – Identify and Participate</u> 1. Participate in one or more local, state, national or international fitness or recreational resources (e.g., recreational/fitness facilities, dance studios, martial arts clubs, parks/wilderness areas, natural resources). 2. Participate in self-selected physical activity and keep logs of factors that influence ability to participate (e.g., time, cost, facilities used, equipment required, personnel involved). 3. Research and visit at least two different available physical activity and/or recreational opportunities in the state or region. 4. Analyze and compare health and fitness benefits for participation in physical activity at two or more of the physical activity and/or recreational opportunities in the state or region that were visited. 5. Analyze and compare at least two physical activity resources for participation, focusing on personal needs/interests, access and affordability (e.g., exergames, media).
<u>Standard 3</u> B. Create and monitor a personal plan for physical activity.	<u>Grade 9 – Monitor / Evaluate</u> 1. Evaluate personal needs and set realistic goals for improving physical activity participation. 2. Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week. 3. Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor and/or physical activity log). 4. Document participation in a variety of physical activities for one month. <u>Grade 10 – Monitor / Evaluate</u> 1. Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor, physical activity log). 2. Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week. 3. Keep a daily record of physical activity participation to evaluate progress in achieving personal goals. 4. Document participation in a variety of physical activities for one month. <u>Grades 11 Through 12 – Monitor / Evaluate</u>

Monitor and record the following health related components (weight, body composition, flexibility, muscular strength/endurance, cardio respiratory endurance, resting heart rate, target heart rate, blood pressure, etc.)

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B. Create and monitor a personal plan for physical activity.	1. Use technology (e.g., heart rate monitor, stopwatch, fitness software) to determine appropriate levels of intensity and progressively adjust level of intensity as fitness level improves. 2. Document participation in physical activity in addition to physical education class to achieve personal goals. 3. Develop a schedule that accommodates participation in moderate to vigorous physical activity most days of the week. 4. Document and evaluate participation in physical activity for one month.
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Revere Local Schools Standards-Based Physical Education Course of Study 2011

HIGH SCHOOL

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

Grades 9-12 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 9-12 program, the student will: Standard 4 A. Meet or exceed criterion-referenced health-related physical fitness standards.	By the end of High School, the student will: Grades 9 Through 12 – Fitness 1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness. Grade 9 – Components, Principles and Practices 1. Evaluate a fitness self-assessment and develop and implement a one-month personal physical fitness plan. 2. Demonstrate and report on the components of health-related fitness within a personal physical activity program. 3. Construct a timeline for improvement to accompany personal fitness plan. 4. Define and determine target training zone and apply it to fitness and physical activities. 5. Apply principles of training to monitor and adjust activity levels to meet personal fitness needs. Grade 10 – Components, Principles and Practices 1. Evaluate a fitness self-assessment and develop an appropriate conditioning program for lifetime participation. 2. Refine and report the components of health-related fitness within a personal physical activity program. 3. Construct a timeline for improvement to accompany personal fitness plan. 4. Define and determine target training zone within a personal physical activity program and work to improve. 5. Analyze and apply the components of fitness to a personal physical activity program (e.g., body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength).	Participate in various fitness tests Show continued improvement with fitness tests Perform various fitness tests using the correct form Record weight lifting exercises completed during a workout to show improvement Create a workout plan to address all the health related components
Standard 4 (Continued)	Grades 11 Through 12 – Components, Principles and Practices	

Revere Local Schools Standards-Based Physical Education Course of Study 2011

B. Understand the principles, components and practices of health-related physical fitness.	1. Evaluate a fitness self-assessment and develop a physical fitness plan that accommodates changes in age, growth and development to enhance personal health and performance in future leisure and workplace activities. 2. Create a personal physical activity fitness program recognizing all components utilized in a balanced manner. 3. Develop and maintain a personal fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). 4. Apply the overload, specificity, progression and FITT principles to a personal fitness program. 5. Include scientific principles and concepts as strategies for improvement of personal fitness (methods of stretching, types of muscular contractions).
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Revere Local Schools Standards-Based Physical Education Course of Study 2011

HIGH SCHOOL

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

Grades 9-12 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 9-12 program, the student will: <u>Standard 5</u> A. Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.	By the end of High School, the student will: <u>Grade 9 – Safety / Etiquette</u> 1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities. 2. Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities. <u>Grade 10 – Safety / Etiquette</u> 1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities. 2. Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities. 3. Identify unsafe practices and offer appropriate alternatives. <u>Grade 11 – Safety / Etiquette</u> 1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities. 2. Encourage others to apply appropriate etiquette in a variety of authentic physical activity settings. 3. Recognize unsafe conditions in practice or play and take steps to correct them. <u>Grade 12 – Safety / Etiquette</u> 1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities. 2. Demonstrate leadership in physical activity settings (e.g., officiate a game, make own calls, resolve conflicts). 3. Recognize unsafe conditions in an athletic venue and independently take steps to correct them.	Apply rules and proper etiquette during all activities
<u>Standard 5</u>	<u>Grades 9 Through 12 – Communication / Social Responsibility</u>	

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B. Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.	1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities. 2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs. 3. Encourage appropriate etiquette and socially responsible behavior of participants and audience. 4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.
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Revere Local Schools Standards-Based Physical Education Course of Study 2011

HIGH SCHOOL

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

Grades 9-12 Benchmarks	Grade-Level Indicators	Teaching Strategies/Resources
By the end of the 9-12 program, the student will: Standard 6 A. Use physical activity to promote personal growth, goal setting and enjoyment.	By the end of High School, the student will: <u>Grade 9 – Self-Challenge / Personal Growth</u> 1. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime. 2. Reflect on motivations and goals that determine physical activity participation. 3. Appreciate enjoyment, satisfaction and benefits of regular physical activity. 4. Participate in activities that provide enjoyment and challenge. <u>Grade 10 – Self-Challenge / Personal Growth</u> 1. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime. 2. Reflect on motivations and goals that determine physical activity participation. 3. Articulate reasons one activity is more enjoyable than others. <u>Grade 11 – Self-Challenge / Personal Growth</u> 1. Reflect on motivations and goals that determine physical activity participation. 2. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime. 3. Participate in activities that provide enjoyment and challenge. <u>Grade 12 – Self-Challenge / Personal Growth / Advocate for a Physically Active Lifestyle</u> 1. Analyze the physical, social and psychological benefits of participation in physical activity. 2. Actively encourage others to pursue physical activities through their actions and positive experience. 3. Identify individual movement and health-related fitness skills requiring improvement. 4. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime. <u>Grade 12 – Self-Challenge / Personal Growth / Advocate for a Physically Active</u>	Establish short term and long term goals Monitor short term and long term goals Reflect on short term and long term goals Encourage students to maintain a life lone healthy lifestyle

Standard 6 (Continued)

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A. Use physical activity to promote personal growth, goal setting and enjoyment. Standard 6 B. Pursue physical activities that promote self-expression and provide opportunities for social and group interaction.	Lifestyle (Continued) 5. Participate in and promote physical activity outside the formal educational environment for enjoyment. Grades 9 Through 10 – Social Interaction / Self-Expression 1. Describe participation factors that contribute to enjoyment and self-expression. 2. Participate in physical activities that allow for self-expression and enjoyment. 3. Understand that physical activity provides an opportunity for positive social interaction. Grade 11 – Social Interaction / Self-Expression 1. Reflect on goals and needs related to lifetime participation in physical activity. 2. Actively pursue goals and needs related to lifetime participation in physical activity. 3. Select and pursue physical activities that provide opportunities for self-expression and enjoyment. 4. Recognize and participate in physical activities that provide a positive social atmosphere for interaction with others. Grade 12 – Social Interaction / Self-Expression 1. Actively pursue goals and needs related to lifetime participation in physical activity. 2. Identify participation factors in physical activities that contribute to personal enjoyment and self-expression. 3. Recognize that physical activities can provide a positive social atmosphere for interaction with others.
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New Document

REVERE MIDDLE SCHOOL
PROUDLY PRESENTS WASHINGTON DC
MAY 23 – 25, 2012

Attachment 13

Wednesday, May 23rd

- 6:00 am Students report to school - **3195 Spring Valley Road Akron, Ohio 44333**
**(Each motor coach needs one table set up)*
- 6:30 am Depart school for Gettysburg, rest stops will be made every 2 – 3 hours (Oakmont MM48 / Sideling Hill MM171).
- 12:15 pm Enjoy lunch at the Orchards in Chambersburg (included).
- 2:30 pm Arrive in Gettysburg for time in the visitors center followed by a guided tour of the battlefields - (2:45 pm – 4:45 pm).
- 4:45 pm Depart Gettysburg for Washington DC.
- 6:30 pm Arrive at the Washington Monument for a boxed dinner (included) followed by the WWII, Lincoln, Korean and Vietnam Memorials.
- 9:00 pm Check into our hotel for two-night stay:

Springhill Suites by Marriott
9715 Washingtonian Blvd.
Gaithersburg, Maryland, 20878
301-987-0900

Private nighttime supervision is provided

Thursday, May 24th

- 6:45 am Group wake up call. *(Breakfast in their rooms – start loading at 7:30 am)*
- 7:45 am Depart the hotel for a group photo (8:45 am) at the Capitol followed by a visit to the Newseum (confirmed @ 9:30 am – 11:00 am)
- 11:30 am Board the Odyssey for a student DJ luncheon cruise (included - sail 12:00 pm – 2:00 pm). Next, we visit Smithsonian including the Air & Space, Natural and American History Museums (Smithsonian closing time will be verified before departure).
- 6:15 pm Dinner at Reagan Food Court (included, please arrive by 6:15 pm, closes @ 7 pm); after dinner, we visit Lafayette Park for a photo opportunity at the White House. Next, our motor coaches pick us up on 15th Street and drop us at the Martin Luther King Memorial followed by a walk over to the FDR and Jefferson Memorials. Group would also like buses to split up as much as possible.
- 10:15 pm Return to the hotel - ***Private nighttime supervision is provided***

Friday, May 25th

- 7:00 am Group wake up call. *(Breakfast in their rooms – check out to begin at 7:30 am)*
- 8:00 am Depart the hotel for a stop at the Two Jima Memorial followed by a tram tour at Arlington Cemetery where we stop at the Kennedy Gravesites, followed by the Tomb of the Unknown Soldier and changing of the Guard ceremony (group would like to be dropped off at Arlington House and they will walk back to the buses).
- 11:45 am Enjoy lunch at Pentagon City (included, souvenir shopping time allotted outside Pentagon City).
- 1:00 pm Depart for a guided tour at the National Cathedral (confirmed at 1:45 pm).
- 2:45 pm Depart Washington for home; rest and meals stops will be made every 2 – 3 hours, dinner in route is included, \$7 each (dinner – Breezewood, split buses at fast food / rest stop – New Stanton).
- 10:45 pm Arrive back at school.

*****ITINERARY IN MAY BE ADJUSTED TO SUIT GROUP NEEDS.**

ATTRACTIONS LISTED MAY NOT ALL BE SEEN DUE TO TIME CONSTRAINTS SUCH AS LONG LINES, TRAFFIC, INCREASED SECURITY, DRIVER HOURS OF SERVICE OR CLOSURES BEYOND OUR CONTROL .***

FOR OFFICE USE ONLY: T / D / IP / W / O / IND / DC

Updated 3/23/12

Nowak Tour & Travel - 1395 Barn Run Dr - Valley City, Ohio - 44280 330-483-4900 - www.nowaktours.com

New Document

June 13, 2012

Board of Education

The high school cross country team is asking your permission for our annual trip to Kettering, Ohio. The team has made this trip for the past eighteen years. The date of the trip is Friday September 28th. The purpose of this trip is to participate in the Kettering Fairmont Cross Country Invitational. We will be returning early Saturday evening September 29th. The team will be staying at the Drury Hotel & Suites Dayton North. There is no cost to the school other than bus transportation. We pay for all hotel accommodations for the team. Many parents travel separately to provide additional chaperones and also a picnic after all the races. We would be happy to provide more details upon request.

Thanks,
Dave Parry

A handwritten signature in black ink, appearing to read "D. Parry", written over the printed name "Dave Parry".

Revere Cross Country

Two handwritten signatures in black ink. The first signature is "P. King" and the second is "W. Schumacher", both written below the "Revere Cross Country" text.

New Document

Graduating Class of 2012

Revere High School

First Name	Last Name	Matthew	Erle	Xintong	Lin	Eric	Roose	Mackenzie	Warner
Katherine	Abboft	Jarrod	Evangelist	Scott	Lippitt	Katherine	Rosin	Xun	Wei
Marc	Ahlborg	Natalia	Farian	Arianna	Lizanich	Mitchell	Ruetty	Deborah	Weidrick
Nathaniel	Allen	Michael	Fazio	Joseph	Lopez	Andrea	Rykalla	Mark	Weiland
Mohammed	Almusaiteer	Amy	Feher	Jonathan	Mackall	Adam	Salzman	Hayley	Whitford
Evan	Amerio	Natalie	Fiore	Mason	Mackulin	Rebecca	Sampson	Allison	Willen
Michael	Ames	Erin	Fogle	Ryan	Mangus	William	Sandorf	Clinton	Winebrenner
Cassandra	Andrews	Olga	Fowler	Frank	Manning	Nabil	Sowan	Ashley	Winkler
Paul	Antal	Kaley	Franks	Mackenna	Marks	Kristen	Sawka	Jonathan	Wintrow
Nicholas	Antonias	Kelly	Frantz	Samantha	Matusik	Garrett	Scherba	Alexandra	Wiseman
Amanda	Apicella	Taylor	Freicks	Katelyn	Megazzini	John	Scherler	Joseph	Wojciechowski
Daniel	Arnold	Christopher	Gallucci	George	Michalos	Bergen	Schmetzer	Domonique	Woods
Lucas	Aronson	Delphine	Gamin	Travis	Mikoda	Jacqueline	Schor	Edwin	Zhang
Jared	August	Jonathan	Gaydos	Austin	Miller	Scott	Schultz	Leon	Zhang
Cory	Austin	Jessica	Gentner	Tyler	Miller	Daniel	Schweikert	Kimberly	Zimmerman
Emily	Ayers	Alexander	Gentsch	Katherine	Minchak	Avery	Scianamblo	Alexander	Zucco
Clair	Babak	Kara	Gerhart	John	Mitchell	Danielle	Sedlacek	Michelle	Zumpano
Michelle	Baris	Jennifer	Giltner	Mark	Mackbee	Brian	Selmanis		
Justin	Bean	Anna	Glowe	Matthew	Money Penny	Nicholas	Seman		
Sonja	Beckner	Michael	Grajzl	Olivia	Moskaluk	Christopher	Serfass		
Sean	Bennett	Matthew	Gutierrez	Macy	Mruk	Jason	Serpentini		
Victoria	Benza	David	Hanus	Shannon	Murphy	Jordan	Serpentini		
Justin	Bergh	Emma	Harding	Kevin	Murray	Tyler	Shepherd		
Matthew	Bezbatchenko	Margaret	Harris	Justin	Nakonieczny	Margaret	Shockey		
Daniel	Bonacci	Peter	Harts	Judy	Ni	Ryan	Sibbio		
Christine	Bondi	Rachel	Hartjen	Trevor	Nielsen	Alexander	Silvidi		
Megan	Brandenstein	Robert	Hartman	Kairsten	Nitsch	Richard Luke	Singer		
Alexa	Brimovich	Amanda	Heid	Maria	Nixon	Ian	Slifcak		
Lauren	Burt	Alyssa	Holahan	Conner	Nowicki	Justin	Smith		
Scott	Butorac	Kimberly	Homolak	Obianuju	Okeke	Alexandra	Smola		
Jacob	Carroll	Brian	Hua	Daniel	Oros	Elizabeth	Sobolewski		
Anthony	Charara	Avish	Jain	Maxwell	Palazzo	Aaron	Solitt		
Colton	Cherryholmes	Joseph	Janis	Maria	Pantich	Danielle	Soroczak		
Kathryn	Cialkevich	Zita	Jasper	Ellen	Papp	Corey	Spector		
Bonnie	Cola	Nicholas	Jett	Raymond	Parr	Rebecca	Sperhac		
Ashley	Combs	Adam	Johnson	Alexandra	Pearl	Evan	Stevens		
John	Costello	Mara	Jones	Amanda	Peiffer	Mackenzie	Stiff		
Sarah	Courtad	Giovanni	Karim	Brandon	Peterson	Meghan	Stiff		
Christopher	Cowley	Joshua	Keller	Matthew	Peterson	Samuel	Suglio		
Sean	Cox	Nicholas	Kerkimis	Anastasia	Philabaum	Yi	Sun		
Kevin	Crum	Taylor	Kessler	Melissa	Phillips	Timothy	Sustersic		
Allison	D'Anniballe	Robert	Kisler	Alexandra	Pottinger	Timothy	Swift		
Andrea	Debs	Nicholas	Kollert	Caleb	Post	Ashley	Taylor		
Adam	DeLong	Claudia	Konstand	Justin	Radosevich	Neil	Taylor		
Arlinn	Dennis	Nathaniel	Kostoff	Carly	Rauch	Newman	Telischak		
John	Detorakis	Alexandra	Kovacevich	Sherah	Redman	Benjamin	Tisdale		
Maria	Detorakis	Talor	Krauth	Emilia	Resanovic	Amanda	Tocchi		
Taylor	Devilbiss	Avanti	Krovi	Hannah	Richart	Stephen	Troike		
Megan	Deighton	Samuel	Kuo	George	Rizk	Brittany	Tusek		
Amanda	Ede	Kylie	Levin	Kelsey	Robinson	Troy	Valentik		
Allison	Egeland	Daniel	Li	Aaron	Rode	Marion	Walker		
Mohamed	Elsayed	Katie	Likar	Colin	Romisher	Megan	Walker		