Standards—There are six NASPE standards. These six standards can be found several times in bold on pages 8-11. Read them carefully.

Benchmarks—Each benchmark falls under one of these six standards. The benchmarks for grades 9-12 are listed on page 6. The benchmarks indicate what a student should be able to do at the end of a particular grade level.

Listed under each of the benchmarks are activities that can be taught so that the student will be able to accomplish the benchmarks.

After examining the benchmarks and the activities, turn to the Units under activities and objectives (p.18-26) for guidance in teaching the various classes.

Scope and Sequence (p. 5)—This shows you in table form the activities by grade. This gives you, at a glance, a look at the developmentally appropriate units.

Content Outline (p. 12)—This is a listing of activities under each content area.

Time Allotments (p. 13)—These are the time allotments as dictated by the district.

Multicultural, Gender Fair Education Plan (p.13)—These points have already been part of our district’s policy and now replace NASPE’s previous sixth standard.

Instructional Materials (p. 14)—The listing here is to assist you in planning and ordering materials.

Lesson Plan—The format is explained on page 15 and the actual lesson plan is on page 16.

Assessment Options—A variety of options are listed on page 17.

The Weight Room Guidelines for Des Moines Public Schools was developed by a special committee and is located on page 26.

Resources can be found on pages 27 and 28.

District approved Fitness Program
DISTRICT MISSION STATEMENT

“The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn.”

PHYSICAL EDUCATION PROGRAM MISSION STATEMENT

The Des Moines Independent Community School District’s physical education program will provide a comprehensive approach to enhancing the students’ total wellness through mental, social, emotional, and physical development. Recognizing that each student is unique, the physical education program will provide for the varying needs of students through a student centered curriculum. The benefits of interaction of students with family, community, and school through physical activities will be emphasized in the physical education curriculum. Additionally, the curriculum will provide each student the opportunity to realize personal accomplishments and enhance self-image.
PROGRAM DESCRIPTION

The physical education program for students in ninth through twelfth grades creates a positive and cooperative learning environment that provides a variety of activities and strategies to develop healthy lifestyle choices. Students begin to actively pursue life-long physical activities which meet their own needs.

PROGRAM GOALS

1. The student will acquire the basic skills necessary to participate in a wide variety of life-skills, leisure, work-related physical activities and advanced skills.

2. The student will acquire the knowledge and skills necessary to maintain a healthy and active lifestyle.

3. The student will acquire a greater understanding of fitness components needed to design and develop a personal fitness program.

4. The student will acquire knowledge of appropriate nutrition and personal hygiene.

5. The student will demonstrate appropriate social behavior in general public settings.

6. The student will be able to demonstrate basic first aid skills.
### SCOPE AND SEQUENCE

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GRADES 9-12

Benchmarks

1. Demonstrates basic to advanced competence in at least one activity from three of the following categories: Aquatics, Health Related Fitness, Recreational Activities, Team Sports, Goal Games / Net Games, Innovative Fitness Activities, Low Organizational Activities.

2. Applies scientific principles to learning and improving skills (e.g., plyometrics).

3. Uses the results of fitness assessments to guide changes in one's personal program of physical activity.

4. Monitors exercise and other behaviors related to a healthful lifestyle (e.g. portfolios).

5. Recognizes effects of exercise and aging.

6. Maintains appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, and flexibility necessary for a healthful lifestyle.

7. Is empowered to maintain and improve physical fitness, motor skills, and knowledge about physical activity.

8. Follows safety guidelines.

9. Demonstrates and encourages appropriate peer interaction.

10. Takes a supportive role in an activity.

11. Continues to exhibit good sportsmanship.

12. Displays a willingness to experiment with the sport and activity of other cultures.

13. Develops strategies for including persons of diverse backgrounds and abilities in physical activity.

14. Makes a commitment to physical activity as an important part of one's lifestyle.

15. Demonstrates basic competence in Cardiopulmonary Resuscitation (CPR).
GRADE 9-12

STANDARD

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

The emphasis for the 9-12 grade student will be to:
• Demonstrate proficiency in a few movement forms.

Benchmarks

1. Demonstrates intermediate or advanced competence in at least one activity from three of the following categories: Aquatics, Health Related Fitness, Recreational Activities, Team Sports, Goal Games / Net Games, Innovative Fitness Activities, Low Organizational Activities.

IA Core: Skill Development – Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful (IACore, 21st C.S.)

SUGGESTED CONTENT AREAS

Aquatics
Health-Related Fitness
Recreational Activities
Team Sports
Goal Games / Net Games
Innovative Fitness Activities
Low Organizational Activities

STANDARD

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

The emphasis for the 9-12 grade student will be to:
• Independently applies advanced movement-specific information.
• Integrate discipline-specific knowledge to enable the independent learning of movement skills.
Benchmarks

1. Applies scientific principles to learning and improving skills (e.g., plyometrics).
2. Uses the results of fitness assessments to guide changes in one’s personal program of physical activity.
3. Monitors exercise and other behaviors related to a healthful lifestyle (e.g. portfolios).

IA Core: Skill Development – Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful (IACore, 21st C.S.)

SUGGESTED CONTENT AREAS
- Aquatics
- Health-Related Fitness
- Recreational Activities
- Team Sports
- Goal Games / Net Games
- Innovative Fitness Activities
- Low Organizational Activities

STANDARD
3. Participates regularly in physical activity.

The emphasis for the 9-12 grade student will be to:
- Have the skills, knowledge, interest, and desire to independently maintain an active lifestyle throughout life.
- Understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes.

Benchmarks

1. Is empowered to maintain and improve physical fitness, motor skills, and knowledge about physical activity.
2. Makes a commitment to physical activity as an important part of one’s lifestyle.
3. Recognizes the effects of exercise and aging.
4. Applies scientific principles to learning and improving skills.

IA Core: Health Related Fitness – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)
STANDARD

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

The emphasis for the 9-12 grade student will be to:
• Participate regularly in health-enhancing fitness activities independent of teaching mandates.
• Demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs.
• Design a personal fitness program.
• Meet the health-related fitness standards as defined by Fitnessgram.

Benchmarks

1. Maintains appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, and flexibility necessary for a healthful lifestyle.
2. Uses the results of fitness assessments to guide changes in one's personal program of physical activity.
3. Monitors exercise and other behaviors related to a healthful lifestyle.
   (e.g., portfolios).
4. Demonstrates basic competency in Cardiopulmonary Resuscitation (CPR).

IA Core: Health Related Fitness – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)

SUGGESTED CONTENT AREAS
Aquatics
Health-Related Fitness
Recreational Activities
Team Sports
Goal Games / Net Games
Innovative Fitness Activities
Low Organizational Activities
STANDARD

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

The emphasis for the 9-12 grade student will be to:

• Initiate independent and responsible personal behavior in physical activity settings.
• Accept the responsibility for taking a leadership role and willingly follow as appropriate in order to accomplish group goals.
• Anticipate potentially dangerous consequences and outcomes of participation in physical activity.

Benchmarks

1. Follows safety guidelines.
2. Demonstrates and encourages appropriate peer interaction.
3. Takes a supportive role in an activity.
4. Continues to exhibit good sportsmanship.

IA Core: Health Related Fitness – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)

SUGGESTED CONTENT AREAS

Aquatics
Health-Related Fitness
Recreational Activities
Team Sports
Goal Games / Net Games
Innovative Fitness Activities
Low Organizational Activities

STANDARD

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

The emphasis for the 9-12 grade student will be to:

• Enjoy regular participation in physical activity.
• Recognize that physical activity can provide opportunities for positive social interaction.
• Enjoy learning new activities.
• Recognize the positive feelings that result from physical activity participation alone and with others.
Benchmarks

1. Makes a commitment to physical activity as an important part of one's lifestyle.
2. Displays a willingness to experiment with the sport and activity of other cultures.
3. Develops strategies for including persons of diverse backgrounds and abilities in physical activity.

IA Core: Health Related Fitness – Utilize interactive literacy and social skills to establish personal, family, and community health goals, (IACore, 21st C.S.)

SUGGESTED CONTENT AREAS
- Aquatics
- Health-Related Fitness
- Recreational Activities
- Team Sports
- Goal Games / Net Games
- Innovative Fitness Activities
- Low Organizational Activities
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*=MOVING PHYSICAL EDUCATION INTO THE 21st CENTURY*
PHYSICAL EDUCATION TIME ALLOTMENT FOR HIGH SCHOOLS  
DES MOINES PUBLIC SCHOOLS  

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INFUSIONS  

The physical education curriculum includes activities that incorporate multicultural/non-sexist concepts, global education, higher order thinking skills, school-to-work initiatives, technology, and interdisciplinary connections. These are visible in the goals and objectives, the curriculum guide, and the daily lesson plans.

MULTICULTURAL, GENDER FAIR EDUCATION PLAN  
Des Moines Public Schools  
NON-SEXIST PHYSICAL EDUCATION  

PHYSICAL EDUCATION  

a. Students will show respect and sensitivity toward one another while taking part in physical activities with diverse racial/cultural groups, members of the other sex, or with students with disabilities.  
b. Students will demonstrate an awareness of how prejudice, stereotyping, and discrimination have been historically exhibited in the fields of recreation, athletics, and health.  
c. Students will participate in activities that effectively accommodate their needs, interests and abilities regardless of their gender, race, national origin, or disability.  
d. Students will explore a broad range of career roles in the fields of physical education, health, recreation, and athletics regardless of their gender, race, national origin, or disability.  
e. Students will demonstrate an awareness of historical and cultural origins of the activities in which they participate.
INSTRUCTIONAL MATERIALS

AQUATICS

Balls, nets, kick boards, rescue tubes, shepherd’s crook, swim fins, ring buoy, noodles, backboard, reaching pole

HEALTH-RELATED FITNESS

TV/VCR, CPR mannequins, CPR books, sanitizing solutions, CPR certificates, sit and reach box, modified pull-up bar, pull-up bar, mats, stop watches, pacer tap, curl-up and push-up tapes, Fitness Gram software, pedometers, scales, BMI tester, height, vertical measure

INNOVATIVE FITNESS ACTIVITIES

Innovative Fitness Manual, Tae Bo Video tapes/DVD’s, TV/VCR/DVD player, sound system, microphone, CD’s, aerobic steps, short and long ropes, stop watches, medicine balls, yoga mats, rollers, stability balls, hand weights, functional trainers, bands, bars, treadmills, ellipticals, bikes, matrix machines, weights, ladders, hurdles, plyo boxes

RECREATIONAL ACTIVITIES

Tennis racquets and tennis balls, badminton racquets, shuttlecocks, archery bows and arrows, table tennis paddles, table tennis balls, frisbees, golf balls, golf clubs

TEAM SPORTS

Football, flags, cones, vests, basketballs, softballs and bats

GOAL GAMES / NET GAMES

Soccer balls, vests, goals, floor hockey sticks, pucks, volley balls, nets, standards, eclipse balls, paddles, waffle balls

LOW ORGANIZATIONAL ACTIVITIES

Whiffle balls, paddles
PHYSICAL EDUCATION LESSON PLAN FORMAT

1. INTRODUCTORY ACTIVITY

   Purpose:  a. to prepare the student’s body for strenuous activity  
             b. to ensure the student’s immediate activity upon entering the gym

2. FITNESS FOCUS

   Purpose: to develop physical fitness in following areas  
            (1) arm and shoulder girdle region  
            (2) trunk region  
            (3) leg region  
            (4) cardiorespiratory endurance

3. ACTIVITY

   Purpose:  a. to carry out the objectives of the total physical education program  
             b. to give students an opportunity to apply fundamental skills and knowledge learned in lesson core activities
HIGH SCHOOL PHYSICAL EDUCATION LESSON PLAN

Unit: ___________________________ Date ____________

Skill/Activity: ____________________________

Lesson Objectives:

**Fitness Focus**: Cardiovascular, Muscular Strength, Muscular Endurance, Flexibility,

Health Concepts: ____________________________

**Introductory Activity/Warm-up**: 

**ACTIVITY**: 

**Closure**: 

**Equipment**: 

**Special Needs**: 

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16
ASSESSMENT OPTIONS

Teacher Observation
Student Projects/Presentations
Video Taping / Pictures
Portfolios
Class Discussion
Health and Fitness Assessments
Role Modeling
Monitoring

Written Tests
Group Projects
Skill Tests
Activity Log
CPR Certification
Teacher
Rubrics
PHYSICAL EDUCATION ACTIVITIES AND OBJECTIVES

UNIT: AQUATICS

Fundamental Swimming Skills  Water Safety  Water Games
Water Exercise/Aerobics  Balls (various)

Unit Objectives

1. The student knows the reason for pool rules and applies safety practices while participating in aquatic activities.

2. The student demonstrates the elements of personal swimming safety and basic non-swimming rescue techniques.

3. The student understands that participation in strenuous water activities is a means for attaining and maintaining physical fitness.

4. The student identifies aquatics as a lifetime leisure activity.
Aquatic Facility Usage Guidelines

Working with the Aquatic Facility CPO (Certified Pool Operator) at each school, the physical education staff should assist in maintaining a safe facility that meets safety standards as required by the State Department of Health relative to the conduct of classes in an aquatic facility. These might include:

1) Copies of required certifications for all instructors/coaches using the aquatic facility should be on file with the facility CPO. Certifications should be based on the usage of the facility as required by the State Health Code.

2) Safety rules and regulations regarding the aquatic facility are posted and maintained by the facility CPO with input from physical education department staff.

3) Emergency equipment as required by the State Health Code should be readily available for use by staff. They may include: reaching pole, backboard, ring buoy, and other safety equipment as available and needed.

4) Consideration should be given by aquatic staff that a rope be in place separating the shallow from the deep portions of the pool except when the pool is used for supervised lap swimming or other instructed activities.

5) The aquatic facility should be locked and not available for usage without a staff person on deck who has the necessary certifications to be responsible for the facility. In the absence of the required certifications, the instructor/coach should make certain that at least one certified lifeguard is on duty during the activity.

Instructors/coaches should continue to provide for a safe environment relative to the use of the aquatic facility by maintaining proper certifications and aquatic safety awareness.
UNIT: HEALTH-RELATED FITNESS

<table>
<thead>
<tr>
<th>Fitness Assessments</th>
<th>CPR Training</th>
<th>Fitness Plan Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition Plan Development</td>
<td>Stress Management/Relaxation</td>
<td></td>
</tr>
</tbody>
</table>

**Unit Objectives**

1. The student demonstrates an understanding of monitoring and adjusting activity level to meet personal fitness needs through the use of heart rate monitors and other forms of technology used in the classroom.

2. The student knows the definition of terms related to conditioning exercise including muscular endurance, flexibility, cardiorespiratory endurance, and strength.

3. The student understands the value of physical activity and its relationship to health, physical fitness, and a productive lifestyle.

4. The student understands personal health and safety concepts pertaining to fitness activities.

5. The student demonstrates competency in designing and implementing a personal fitness program.
UNIT: RECREATIONAL ACTIVITIES

Bowling           Tennis           Badminton
Archery           Table Tennis    Disc Activities
Golf

Unit Objectives

1. The student performs skills needed for the activity.
2. The student demonstrates proper techniques of safety.
3. The student values individual and dual activities and their relationship to health, physical fitness, and a productive lifestyle.
4. The student demonstrates skill, strength, and fitness through individual and dual activities.
5. The student applies strategies involved in a variety of individual and dual activities.
6. The student demonstrates positive sportsmanship.
UNIT: TEAM SPORTS

Basketball | Softball | Flag Football / Football Activities
Rugby

Unit Objectives

1. The student understands and applies the rules for group and team activities.
2. The student demonstrates skill, strength, and fitness through team activities.
3. The student knows and applies strategies involved in a variety of team activities.
4. The student knows and applies desirable health and safety practices while participating in team activities throughout life.
5. The student will understand and appreciate the role the individual plays in team activities.
6. The student demonstrates emotional control through sharing, winning, and losing while participating in team activities.
7. The student evaluates personal levels of performance in team activities.
8. The student demonstrates competency in a variety of group and team sports.
UNIT: GOAL GAMES / NET GAMES

<table>
<thead>
<tr>
<th>Soccer</th>
<th>Floor Hockey</th>
<th>Lacrosse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Hand Ball</td>
<td>Volleyball</td>
<td>Eclipse Ball</td>
</tr>
</tbody>
</table>

**Unit Objectives**

1. The student understands and applies the rules for group and team activities.

2. The student demonstrates skill, strength, and fitness through team activities.

3. The student knows and applies strategies involved in a variety of team activities.

4. The student knows and applies desirable health and safety practices while participating in team activities throughout life.

5. The student will understand and appreciate the role the individual plays in team activities.

6. The student demonstrates emotional control through sharing, winning, and losing while participating in team activities.

7. The student evaluates personal levels of performance in team activities.

8. The student demonstrates competency in a variety of group and team sports.
UNIT: INNOVATIVE FITNESS ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rope Jumping</td>
</tr>
<tr>
<td>Creative Dance</td>
</tr>
<tr>
<td>Aerobics (Steps, Dance)</td>
</tr>
<tr>
<td>Bosu Trainers</td>
</tr>
<tr>
<td>Tae Bo</td>
</tr>
<tr>
<td>Kick Boxing</td>
</tr>
<tr>
<td>Strength and Conditioning</td>
</tr>
<tr>
<td>Jogging/Walking</td>
</tr>
<tr>
<td>Medicine Ball</td>
</tr>
<tr>
<td>TRX-Strength System</td>
</tr>
</tbody>
</table>

**Unit Objectives**

1. The student knows the appropriate definition of terms related to rhythms and dance.

2. The student demonstrates competency in performing a variety of movements in rhythms and dance.

3. The student demonstrates acceptable social skills while dancing.

4. The student understands that participation in strenuous rhythms and dance may contribute to physical fitness.

5. The student demonstrates safety procedures in rhythms and dance.
UNIT: LOW ORGANIZATIONAL ACTIVITIRES

<table>
<thead>
<tr>
<th>Extreme Four Square</th>
<th>Trench Ball</th>
<th>Bowl-A-Basket</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whiffle Ball</td>
<td>Four Corner Volleyball</td>
<td>Wall Ball</td>
</tr>
<tr>
<td>Kick Ball</td>
<td>Pickle Ball</td>
<td></td>
</tr>
</tbody>
</table>

**Unit Objectives**

1. The student understands and applies the rules for group and team activities.
2. The student demonstrates skill, strength, and fitness through team activities.
3. The student knows and applies strategies involved in a variety of team activities.
4. The student knows and applies desirable health and safety practices while participating in team activities throughout life.
5. The student will understand and appreciate the role the individual plays in team activities.
6. The student demonstrates emotional control through sharing, winning, and losing while participating in team activities.
7. The student evaluates personal levels of performance in team activities.
8. The student demonstrates competency in a variety of group and team sports.
Des Moines Public School Weight Room Guidelines for Physical Education

There is always a degree of danger when individuals work with weight equipment. The Des Moines Public Schools recognize these risks and identified guidelines to reduce the chance for injury. Safety is our number one concern.

The following guidelines have been established for protection of anyone utilizing the weight room facilities.

1. Proper attire, including shoes, will be worn at all times.
2. Do not enter the weight room without an instructor/coach present.
3. Warm up properly before lifting.
4. Absolutely NO horseplay.
5. Make sure your lifting area is clear of equipment before and after you lift.
6. Lift within your range; have and follow an approved program.
7. Know the technique of your lift before performing it.
8. Use capable spotters when lifting and make eye contact with those spotting.
9. When spotting, pay attention to the lifter.
10. Never interfere with someone who is lifting.
11. No food or glass containers in the weight room.
12. Promptly notify your instructor/coach of any injuries that occur.

An instructor/coach must always be present in the weight room when students are participating in weight lifting activities. The instructor/coach should assess the student’s ability and set the proper program to be followed.

Weight Room Rules and Procedures should be posted in a prominent place in the weight room.

The weight room should have charts of proper lifting techniques prominently posed. The instructor/coach should explain the rules and teach techniques to his/her students prior to any weight training.

In case of injury, do not move the student if there are suspected injuries to the neck, back, spine, or if the student experiences blunt trauma to the head or chest wall area.
RESOURCES

AAHPERD
1900 Association Dr.
Reston, VA 22091
(800) 213-7193

American Heart Association, Iowa Affiliate
1111 Ninth St., Suite 280
Des Moines, IA 50314
(515) 244-3278

American Red Cross, Iowa Affiliate
2116 Grand Avenue
Des Moines, Iowa 50312
(319) 243-7681


Physical Education Curriculum Guide
Fargo Public Schools
Fargo, N.D.

Fitnessgram
Cooper Institute for Aerobics Research
12330 Preston Road
Dallas, TX 75230
(800) 635-7050


Human Kinetics Publishers
P.O. Box 5076
Champaign, IL 61825
(217) 351-5076

Innovative Fitness Connections
7713 Hennings Way
Anchorage, AK 99504
(800) 453-9343
Iowa Association for Health, Physical Education Recreation and Dance (IAHPERD)
School of HPELS
University of Northern Iowa
Cedar Falls, IA 50614
Larry Hensley, Executive Director
(319) 273-6442

Iowa Governor’s Council on Physical Fitness and Sports
Tim Lane, Chair
1304 42nd Street
Des Moines, IA 50311
(515) 281-7833


Kirkpatrick, Beth (1993). The Ultra Shuffle "Who's Keeping Score?" Grundy Center, IA.


Mehrhof, Joella and Ermler, Kathy (1997). Fitness Ideas and Resources. Emporia State University, Emporia, KS.


(800) 321-0789

PE Central-World-Wide Web Site-http://pe.central.vt.edu