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A GUIDE FOR BOYS PHYSICAL EDUCATION IN
BOOKER T. WASHINGTON JUNIOR
HIGH SCHOOL

A GUIDE FOR TEACHING PHYSICAL EDUCATION
IN BOOKER T. WASHINGTON JUNIOR HIGH SCHOOL

A Thesis

by

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A GUIDE FOR BOYS PHYSICAL EDUCATION
IN BOOKER T. WASHINGTON JUNIOR HIGH SCHOOL

A Thesis
Presented to the
Faculty of the Department of Physical Education
Prairie View A. & M. College

CV224
MB266

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Milton H. Gooden
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

For a number of years some Junior High School students have avoided taking part in physical education programs offered by the school partly because of a lack of a textbook, or a guide on the subject, the lack of interest by pupils, and by being able to substitute other courses for physical education.

This deficiency in knowledge, interest and being able to substitute other courses for physical education has resulted in the formulation of bad attitudes regarding physical education.

I. THE PROBLEM

Statement of the Problem. The purpose of this study is to provide a guide that will serve as a source of reference for boys enrolled in physical education classes at Booker T. Washington Junior High School. This guide is to be used by the students who experience physical education at the Booker T. Washington School.

Importance of the Study. In order for students to fully understand and appreciate the advantage of a subject it is necessary to have readily available some one or resource materials to provide solutions to questions that arise, when they arise. Obviously, the teacher cannot be available every time there is a demand for knowledge. Students sometimes will ask all of the questions to which they desire a solution. For these students, there is insufficient material in most of our schools in which to find the answers, thus the learning process is hindered. For these and other reasons, it is clearly evident that some kind of resource material is needed for the students in physical education.

II. DEFINITIONS OF TERMS USED

Physical Education. The activities and games conducted at Booker T. Washington Junior High School to develop the physiological, sociological, and psychological aspects of each boy between the ages of 12-16.

Guide. A directive of the proposed plan for Physical Education for boys in the Booker T. Washington Junior High School.

Boys. All boys between the ages of 12-16 in grades 7-9 attending Booker T. Washington Junior High School.

Booker T. Washington Junior High School. A Junior High School located in Marlin, Texas with an enrollment of

approximately 350 students. The teaching staff is composed of 12 teachers and a supervising principal.

LIMITATION OF THE STUDY

This study is limited to the study of Physical Education in the Booker T. Washington Junior High School in Marlin, Texas. A town with a population of approximately 10,000 which is located on the Brazos River in North Central Texas. Marlin is the county seat of Falls County, and the chief occupation or industry is agriculture.

In the Booker T. Washington Junior High School, there are approximately 350 students enrolled. At present, there is only one teacher of physical education for boys in the junior high school. The average class enrollment in grades 7-9 taking physical education is 35-40.

Equipment, facilities, and supplies are limited, and in some instances do not meet the minimum requirements of a good physical education program. However, through improvisations and adaptations made in facilities, equipment, supplies and the activities offered, the boys enrolled in physical education classes receive a foundation in physical education.

ORGANIZATION OF REMAINDER OF THE STUDY

The remainder of this study is organized in the following sections:

- Chapter II. Review of Literature
Chapter III. Materials Used, Methods Used and
Groups studied
Chapter IV. Table of Teaching Units Offered In
The Junior High School

CHAPTER II

REVIEW OF THE LITERATURE

Extensive investigation failed to produce another guide of this nature. Other guides were reviewed which had been written especially for the teacher, and were found to be of great value in producing this guide.

Books by the American Association for Health, Physical Education, and Recreation,¹ Brace,² Harrison,³ Hetherington,⁴ McCloy,⁵ and Nixon and Cozens⁶ were thoroughly reviewed and provided valuable information to be used in this guide.

¹American Association For Health, Physical Education, and Recreation, Youth Fitness Test Manual (Washington, D.C.: National Education Association, 1958), p. 45.

²David K. Brace, Health and Physical Education For Junior and Senior High Schools (New York: A. S. Barnes and Company, 1958), p. 45.

³Emma Louis Harrison, Games For All Grades, Buffalo: James R. Garrett and Sons, 1959), p. 72.

⁴Clark, Hetherington, The Physical Education Program (Yonkers-On-The-Hudson: World Book Company, 1957), p. 45.

⁵C. H. McCloy, Philosophical Bases For Physical Education (New York: Crofts and Company, 1960), p. 96.

⁶Eugene W. Nixon and F. W. Cozens, An Introduction To Physical Education (Philadelphia: W. B. Saunders Company, 1956). p. 86.

The manual by the American Association of Health, Physical Education and Recreation was used in writing the unit on "Appraisal of Physical Fitness", and for securing the tables of percentile scores based on age used in the guide. The book by Harrison provided information in writing the "Brief History of Physical Education", and the books of Hetherington, McCloy, and Nixon were invaluable in obtaining a definition of physical education.

The book by Brace was used more extensively than any of the others reviewed. Without this book, unique listings of the achievement standards would have been very difficult.

WHAT IS PHYSICAL EDUCATION?

If you were asked this question, would you have readily available an answer that would adequately define the term? Would you answer that "Physical Education is a class in which we play games such as soft ball, basketball and touch football." Or would you say that "It is just another subject we are required to take in school?" If your answers are similar to one of these, or if difficulty is experienced in formulating a definition, do not become discouraged. Many junior high school students find it difficult to provide suitable answers to this question. Most students need help in developing a meaningful definition of physical education.

Authorities vary in their definitions of physical education. It is possible to become confused with the many definitions found in various books. This confusion could be avoided if one important thing is remembered. All of these definitions mean the same thing. Only the words have been changed to express each person's interpretation.

In this guide, physical education is considered as that subject in the curriculum which contributed to the complete growth and development of the individual through use of big-muscle activities, in which one learns to control and direct movement. It is the instruction of or participation in those activities that serve as a means of attaining or maintaining physical well-being. It is that part of the schools' program which,

. . . consists fundamentally of a specialized environment characterized by many situations and stimuli intended to induce or give opportunity for muscular and other responses on the part of the student through which he may be changed, modified, or educated in desirable ways.⁷

This approach in the consideration of physical education is taken in order to give junior high school students a meaningful definition of this part of education which has previously been misinterpreted as being as being the play period in the school day.

⁷Ibid., pp. 6-7

WHO SHOULD TAKE PHYSICAL EDUCATION?

Have you ever wondered "Why should I take a certain subject?" If so, then the question probably has arisen concerning physical education. The answer to this question may be stated in various ways, but it is a part of education. Being a part of education, it has the same general goals, but the ways of attaining these goals are different from those of other subjects.

Sound health habits are acquired through practice, not by reading or hearing about them. This being true, athletics, a part of physical education, contributes greatly to health in this respect. In order to be a better player now or at some time in the future, individuals will gladly practice good health habits. Stimulants should be avoided, regular and sufficient hours of sleep will be established and the food eaten will be more carefully selected by those individuals who take physical education.

Physical education is one phase of education that contributes greatly to the development of character. Physical education classes provide more than just a place to discuss ways of developing character; they serve as a laboratory for actual practice. This is very important because character is developed much more surely by living it out than just by hearing what should or should not be done.

There are many reasons that could be listed why physical education should be taken by every student in the school system. To list all of them would require more space than can be allotted to this particular topic. Perhaps, an adequate ending to the discussion would be to say that students should take physical education because it contributes to the education of the entire individual through activities that are enjoyable.

WHEN ARE YOU PHYSICALLY EDUCATED?

Education is a process that occurs throughout the entire life span of an individual. This being true, an individual is never physically educated. Each individual does, however, attain a certain degree or level of physical education. The degree achieved depends upon the amount of participation in physical education activities.

A BRIEF HISTORY OF PHYSICAL EDUCATION

Physical education is not a new field. It is as old as man himself, and dates back to the beginning of mankind. Physical education has a most interesting, and colorful history. A history that is worthy of recognition and study.

Primitive man was educated physically, but he was not aware of it. The hazardous conditions under which he lived made it necessary to keep mentally and physically fit in order to survive. There were homes to be built, food to gather, animals to destroy and domesticate, forests to clear, enemy tribes to fight, and many other things necessary for life through which primitive man received physical training.

The Greek and Romans were the first to have a form of physical education in their schools. The Greeks had an organized program, while the Romans did not. The Greek boys were taught the following concepts by their fathers and older men:

1. To accept responsibility
2. To be good citizens
3. To learn whatever there was to learn by doing
4. To develop bodies beautiful through activities

The Romans had a program similar to the Greeks in some instances. They stressed military training in order to prepare strong soldiers to defend them in war since they

were always fearful of invasions. They gave to the world the art of hygienic worth of bathing while the Greek contributed the importance of strong beautiful bodies.⁸

⁸Harrison, Op. Cit., pp. 9-10.

PHYSICAL EDUCATION IN AMERICA

When the colonists came to America they did not bring with them a system of physical education. An organized program had not existed in the countries from which they came. They did, however, bring their childhood games in which they participated during their leisure time.

At first, the colonists did not have the time for play activities. Although this new land in which they were living offered many opportunities insofar as personal, social, and religious freedom were concerned, it also demanded a lot of hard work if the people were to survive. Many of the people arrived in America only a few months before winter, and most of their time was used to build homes and make other necessary preparations to protect themselves from the cold weather.

As the years passed and new colonists came from Europe bringing with them new games that had been invented, more and more games and sports could be found in the settlements. Before the start of the Revolutionary War, the boys and young men in all the English settlements were playing such games as football, cricket, arm wrestling, tug of war, jousting and boxing. Long before this period, however, such activities as foot races, jumping, wrestling, horseracing, bowling, hunting and fishing were popular at picnics and fairs in the settlements.

Physical education in schools in America was started in the academies. These were secondary schools that became very popular in America and soon replaced the colonial grammar schools. The aim of the academies was to prepare the students for life and social participation, rather than for college. Because the curriculum contained subjects of a practical nature, these schools appealed to the middle class.

Since World War I, in which many of our young men were found to have an alarming number of physical defects, there has been a tremendous spurt in developing education programs in our schools. Again in World War II, too many of our men were rejected or treated for physical defects that could have been minimized had there been a well organized physical education program in our schools. The depression and a relaxed feeling on the part of Americans after World War I caused negligence in seeing that our physical education programs were kept up to date.

Today we are meeting the challenge offered to us by the last two World Wars through our physical education programs. We are trying to provide more organized and graded programs in order that our young men and women will be physically fit, with well balanced emotional, social and spiritual control.

Physical education is no longer considered a waste of time by a majority of the people. It has been found to

be very vital in substaining life and physical and mental fitness.

CHAPTER III

MATERIALS AND METHODS USED

CONTESTS, GAMES, AND RELAYS FOR GRADES 7-9

The contests, games, and relays that will be taught are of great value to the individual because of the possibility of their dual roles. They may be used as warm up activities for most sports, activities and are of great value in minimizing barriers in many types of community groups.

I. GENERAL BEHAVIORIAL OBJECTIVES

1. To play a wide variety of games well
2. To contribute full share to the fun and success of the group
3. To learn to direct others in contests, games, and relays
4. To be able to conduct out-side-of class activities
5. To develop qualities of good leadership and good cooperation

II. UNIT REQUIREMENTS

1. Number of periods - (Grades 7-8-9) 15
2. Regular physical education uniform
3. Paper and pencil
4. Pass achievement standards and tests

III. CULMINATING ACTIVITY

None

IV. GRADING PLAN

Grades will be given on the basis of the number of achievement standards mastered and the amount of knowledge acquired.

V. INSTRUCTIONAL MATERIALS

1. Paper and pencil
2. Chairs, ropes, and Indian clubs
3. Balls and bean bags

VI. REFERENCES

1. Fait, Hollis., A Manual of Physical Education Activities., W. B. Saunders., Philadelphia., 3rd Ed., pp. 272-77.
2. Means, Louis E., Physical Education Activities., W. C. Brown., Dubuque, Iowa, pp. 69-80.

LEVEL I - Grade 7

I. NUMBER OF PERIODS - 5

II. ACHIEVEMENT STANDARDS

1. Know all class members by name.
2. Teach and conduct a new game and a new relay to class.
3. Know and be able to perform well 10 dual type games.
4. Know and be able to conduct 10 new relays.
5. Observe safety precautions at all times.

6. Show evidence of ability to listen carefully. This is done by following directions of other class leaders.
7. Serve as equipment manager for a day.
8. Display desirable social attitudes toward situations arising in the activities.

RECREATION GAMES

Because of the increasing amount of leisure time afforded to each individual, the problem of what to do with this time is of great importance. True, the invention of television has solved this problem to a great degree, however, the value of such a past time is debatable. Certainly it is not conducive to promoting or maintaining physical fitness.

This unit is being offered to give training and experience in providing recreation games to use for recreational or leisure time activities. An effort should be made to be as creative as possible in selecting activities for such occasions.

I. GENERAL BEHAVIORIAL OBJECTIVES

1. To increase skill in playing many recreational games
2. To develop an attitude of fun at home with the family
3. To develop an appreciation for the skills of others

II. UNIT REQUIREMENTS

1. Number of Periods - 5
2. Regular Physical Education uniforms
3. Paper and pencil
4. Pass achievement standards

III. CULMINATING ACTIVITY

None

IV. GRADING PLAN

Grades will be given on the basis of the number of achievement standards mastered and the amount of knowledge acquired.

V. INSTRUCTIONAL MATERIALS

None

VI. REFERENCES

To be given by the instructor

ALL GRADE LEVELS

I. NUMBER OF PERIODS - 15 (Grades 7-8-9)

II. ACHIEVEMENT STANDARDS

1. Plan 4 recreation games for a rainy day at home.
2. Direct the class in playing one of these activities.
3. Teach 2 singing games to the class.
4. Compile a recreation handbook for own family.
5. Demonstrate skills in leadership.
6. Display desirable social attitudes toward situations arising in the activities.
7. Display habits consistent with good health and sound safety practices.

STUNTS-TUMBLING-PYRAMIDS-APPARATUS

Stunts, tumbling, pyramids, and apparatus exercises were developed in an early period of Grecian and Roman history. Modern exercises differ from those of the ancient athletes, which at first consisted of athletic feats performed by each individual according to his own notion, and were encouraged among the youth as combining amusement with exercise.

The activities included in this unit offer many opportunities to overcome awkwardness, to speed up reaction to develop flexibility, muscle strength, agility, and body control.

I. GENERAL BEHAVIORIAL OBJECTIVES

1. To develop balance, strength, endurance, flexibility, agility and relaxation in coordinated movements
2. To develop personal responsibility for own safety and that of others
3. To perfect form
4. To develop the ability to respond to a variety of situations, efficiently
5. To evaluate one's own performance and that of others
6. To learn and observe safety precautions

II. UNIT REQUIREMENTS

1. Number of periods - 30 (Grades 7-8-9)
2. Regular physical education uniform
3. Paper and pencil
4. Pass achievement standards and tests

III. ACHIEVEMENT STANDARDS

1. Perform 5 individual stunts.
2. Perform 3 groups of couple stunts.
3. Do a forward roll from a stand.
4. Do a backward roll from a stand.
5. Do a headstand with support.
6. Do a cartwheel.
7. Participate in 6 simple pyramids, one of which is original.
8. Demonstrate correct method of "spotting" on each of the above achievement standards.

Tumbling

9. Do 5 push-ups.
10. Clear a bar 3 feet high using springboard.

Ropes

11. Climb a rope 10 feet high. Descend and repeat.

Horizontal Ladder

12. Climb 3 times from a straight arm hang.
13. Skin a cat, let down, and return.

Horse

14. Do a side vault.
15. Do a squat vault.
16. Show good sportsmanship by waiting one's turn.
17. Serve as equipment manager for a day.
18. Display desirable social attitudes toward situations that arise in the activities.
19. Display habits consistent with good health and sound safety practices.

LEVEL II - Grade 8

- I. NUMBER OF PERIODS - 10
- II. ACHIEVEMENT STANDARDS
 1. Do a forward roll from a run or skip, both with the use of the hands.
 2. Perform 5 new individual stunts.
 3. Perform 5 new group or individual stunts.
 4. Combine a backward roll and a forward roll.
 5. Do 3 consecutive cartwheels.
 6. Dive over a rolled mat or person.
 7. Do a head stand without support.
 8. Participate in 10 pyramids, 3 of which are original.
 9. Hold a forearm stand for 5 seconds.
 10. Do a knee to shoulder hand stand.
 11. Demonstrate correct method of "spotting"

- on each of the above achievement standards.
12. Show appreciation for the skills of others.
 13. Serve as equipment manager for a day.
 14. Display habits consistent with good health and sound safety practices.
 15. Display social attitudes that are desirable toward situations arising in the activities.

Tumbling

16. Do an assisted straight-arm handspring.
17. Do a backward roll with a high lift.
18. Do a push-up from the floor.

Ropes

19. Climb up ropes 10 feet, hand over hand and return in like manner.
20. Swing on ropes and vault over bar 3 feet high.

Horse

21. Do a squat vault.
22. Do a wolf vault.

Horizontal Bar

23. Chin 5 times from straight-arm hang.
24. Do a single knee mount.
25. Hang by the knee for 5 seconds.

Parallel Bar

26. Jump to cross rest and dismount.

27. Jump to cross riding seat and front.
Dismount over right bar.

28. Do 3 push-ups.

Buck

29. Do a right and left side vault.

30. Do a squat vault.

31. Leap to a stand on back.

LEVEL III - Grade 9

I. NUMBER OF PERIODS - 10

II. ACHIEVEMENT STANDARDS

1. Do 5 new individual stunts.
2. Do 5 new group or couple stunts.
3. Do a head stand for 5 seconds.
4. Perform a series of forward rolls, backward rolls, and cartwheels.
5. Dive and forward roll over a 3 foot distance.
6. Dive and roll over 2 students on knees.
7. Do a handspring over rolled mats.
8. Leap frog consecutively over 10 persons.
9. Give tactful advice to a classmate.
10. Recognize and admit own mistakes and work for improvement.
11. Serve as equipment manager for a day.
12. Display desirable social attitudes toward situations arising in the activities.

13. Display habits consistent with good health and sound safety practices.

Tumbling

14. Do a forward roll to a head stand.
15. Do a dive to chest, sit through, and backward roll.
16. Do a headspring off rolled mat.
17. Do a high dive over 3 foot rope.

Ropes

18. Climb rope to height of 15 feet using hands and legs.
19. Climb rope 10 feet, across the rope over one foot, and chest while holding with one hand.
20. Climb a rope 15 feet hand over hand.

Horse

21. Do a thief vault.
22. Do a high front vault.
23. Mount to a cross riding seat at end, scissor, to cross riding seat facing end.
24. Do a single knee-mount to a side riding seat on bar.
25. Do a single knee-joint to a side riding position on bar.

Parallel Bar

26. Run, jump to center, swing, and back

vault right.

27. Run, jump to center, swing and back
vault left.

Springboard

28. Jump to end and work the board.
29. Jump from both feet and land with a
full turn.

Buck

30. Straddle vault over buck 4 feet high.

BADMINTON

Badminton was first originated in India centuries ago, where it was known as "poona". British army officers brought the game back to England in the early 1870's. It is a game that many people play at home on the grassy lawn. The game resembles tennis, but does not require as large a court, neither does it require a hard surface court, since the shuttlecock must be played before it hits the ground. All that is needed are a net, two posts to support it, and boundary lines. The game demands quick thinking, eye-hand coordination, skill and mastery of the direction of the shuttle.

Because it can easily be mastered, badminton lends itself readily to family recreation and co-ed competition. Beginners learn easily and from the start derive pleasure and satisfaction from the game. There is no chasing the ball as in tennis, and action play is more rapid action creates interest in any activity, and badminton, because it is a fast game, gives just that.

I. GENERAL BEHAVIORAL OBJECTIVES

1. To develop an appreciation of the game through participation in the activities
2. To develop sufficient skills to enjoy and desire to play the game
3. To know and practice proper ettiquette of the game

4. To develop an attitude of good sportsmanship as a player and as a spectator

II. UNIT REQUIREMENTS

1. Number of periods - Grades 7-8-9) 30
2. Regular physical education uniform
3. Paper and pencil
4. Pass achievement standards and tests

III. CULMINATING ACTIVITY

An interclass tournament

IV. GRADING PLAN

Grades will be given on the basis of the number of achievement standards mastered and the amount of knowledge acquired.

V. INSTRUCTIONAL MATERIALS

1. One bird (shuttlecock) for every 4 students
2. One net per court
3. One whistle per court
4. Four rackets per court
5. Score cards, pencils, table, and chairs

VI. REFERENCES

1. Armbruster, David., Basic Skills in Sports., C. V. Mosby Co., 3rd ed., pp. 39-48
2. Seaton, Don C., Physical Education Handbook., Prentice-Hall, New Jersey. 4th ed., pp. 71-81.

LEVEL I - Grade 7

- I. NUMBER OF PERIODS - 10
- II. ACHIEVEMENT STANDARDS
 1. Execute 4 good services out of 10.
 2. Execute in acceptable form the clear or lob shot.
 3. Make a minimum scale score of 30 on each service test.
 4. Make a minimum score of 30 on the clear lob.
 5. Pass a test of history, present significance and rules of badminton.
 6. Write a one page essay on health, and safety habits in connection with the game of badminton.
 7. Serve as equipment manager for a day.
 8. Help officiate a game.
 9. Display desirable social attitudes toward situations arising in the game.
 10. Display habits consistent with good health and sound safety practices.

LEVEL II - Grade 8

- I.+ NUMBER OF PERIODS
- II. ACHIEVEMENT STANDARDS
 1. Execute 5 good services out of 10.

2. Execute in acceptable form the clear lob, drive drop shot, and net shot.
3. Make a minimum scale score of 35 on the service test.
4. Make a minimum scale score of 35 on the clear test.
5. Pass a test on history, present significance, and rules of badminton.
6. Write a 1 or 2 page essay on sportsmanship, health, and safety habits in connection with the game of badminton.
7. Serve as equipment manager for a day.
8. Help officiate a game.
9. Display desirable social attitudes toward situations arising in the game.
10. Display habits consistent with good health and good sound health safety practices.

LEVEL III - Grade 9

- I. NUMBER OF PERIODS - 10
- II. ACHIEVEMENT STANDARDS
 1. Execute 6 good services out of 10.
 2. Execute in acceptable form the clear or lob, drive drop shot, and net shot.
 3. Make a minimum scale score of 40 on the service test.
 4. Make a minimum scale score of 40 on the

clear test.

5. Pass a test on history, present significance, and rules of badminton.
6. Write a 1 or 2 page essay on sportsmanship, health, and safety habits in connection with the game of badminton.
7. Serve as equipment manager for a day.
8. Help officiate a game.
9. Display desirable social attitudes toward situations arising in the game.
10. Display habits consistent with good health and sound safety practices.

BASKETBALL

The game of basketball was invented in 1891 by Dr. James E. Naismith after he was asked to develop a new game that would keep the students at the college he was working interested during the winter season.

Basketball has become our greatest indoor team sport. It is essentially a game of speed, skill, endurance and teamwork, although a certain amount of contact is involved. The first unit (Level I) is offered to develop the natural skills of running, starting, dodging, stopping, pivoting, passing, handling the ball and shooting for goal, as well as to satisfy the interest in basketball through activities more suited to younger boys.

I. GENERAL BEHAVIORIAL OBJECTIVES

1. To increase the enjoyment of basketball
2. To develop the ability to perform the necessary skills
3. To encourage improvement in skills through tests
4. To learn the rules of the game
5. To understand the decisions of officials
6. To improve general muscular and physical development
7. To develop good leadership and followship.
8. To develop a sense of responsibility for

and an interest in the proper care of equipment.

II. UNIT REQUIREMENTS

1. Number of periods - (7-8-9) 90
2. Regular physical education uniform
3. Paper and pencil
4. Pass achievement standards and tests

III. CULMINATING ACTIVITY

A Round Robin Basketball Tournament

IV. GRADING PLAN

Grading will be given on the basis of the number of achievement standards mastered and the amount of knowledge acquired

V. INSTRUCTIONAL MATERIALS

1. One basketball for each six players
2. Four whistles
3. Two stop watches
4. Scorebooks, pencils, tables, chairs, and pump
5. First aid kit

VI. REFERENCES

1. Armbuster, David., Basic Skills in Sports., C. V. Mosby Co., St. Louis., 3rd Ed., pp. 49-57.
2. Means, Louis., Physical Education Activities, Sports and Games., W. C. Brown., Dubuque, Iowa., pp. 35-49.
3. Seaton, Don., Physical Education Handbook., Prentiss-Hall., New Jersey., 4th Ed., pp. 82-100.

LEVEL I - Grade 7

- I. NUMBER OF PERIODS - 30
- II. ACHIEVEMENT STANDARDS
 1. Demonstrate the basic principles of throwing a basketball.
 2. Demonstrate the basic principles of catching a basketball.
 3. Bounce pass 3 balls to a teammate using correct procedure.
 4. Throw 3 balls to a teammate using the following underhand throws: One hand, two hands.
 5. Do a front and rear pivot keeping balance.
 6. Teach a basketball type game to the group.
 7. Know 8 basketball safety rules.
 8. Shoot 4 out of 10 foul shots.
 9. Know how to keep score in a basketball game.
 10. Serve as equipment manager for a day.
 11. Display desirable social attitudes toward situations arising in the activities.
 12. Display habits consistent with good health and sound safety practices.

LEVEL II - Grade 8

- I. NUMBER OF PERIODS - 30
- II. ACHIEVEMENT STANDARDS

1. Pass 5 standards in skills as set by the instructor.
2. Demonstrate how to prevent 3 accidents that might occur.
3. Pass a knowledge test on rules of basketball.
4. Catch 10 passes from a teammate from a distance of 20 feet using any of the different types of basketball throws.
5. Throw 10 passes to a teammate done from a distance of 20 feet using any of the different types of basketball throws.
6. Pass accurately 3 balls to a running player.
7. Catch 3 balls thrown by a teammate while running.
8. Help officiate a game.
9. Keep score for a game.
10. Display desirable social attitudes toward situations arising in the activities.
11. Display habits consistent with good health habits and sound safety practices.

LEVEL III - Grade 9

- I. NUMBER OF PERIODS
- II. ACHIEVEMENT STANDARDS
 1. Do a front and rear pivot satisfactorily.

2. Stop and hold balance in 3 steps, running full speed.
3. Step in all directions and hold balance keeping one foot in place, with basketball in hands.
4. Catch 4 out of 5 passes thrown with reasonable speed from a distance of 25 feet.
5. Catch 4 out of 5 rolling balls.
6. Co a low dribble around an object 25 feet from the starting line and return, using both hands and catching the ball at the finish line.
7. Hit a target 3 out of 5 times with one hand pass, standing behind a line 30 feet from target.
8. From a distance of 20 feet, hit a targe 3 out of 5 times with a push pass.
9. Execute satisfactorily the hook, overhead, bounce, and underhand pass.
10. Shoot 6 goals within one minute from any distance and any method provided the shot is made from the point of recovery.
11. Shoot 3 out of 10 goals anywhere on foul circle or behind the foul line with push shot.
12. Write a 5 point code on sportsmanship in

basketball.

13. Shoot 4 out of 10 foul shots.
14. Name 5 safety practices in connection with the game of basketball.
15. Pass a knowledge test on basic rules of basketball with a minimum score of 75.
16. Serve as equipment manager for a day.
17. Help officiate a game.
18. Serve as captain of your team for a game.
19. Serve as scorekeeper for a game.
20. Display desirable social attitudes toward situations arising in the activities.
21. Display habits consistent with good health and sound safety practices.

LEVEL II - Grade 8

I. NUMBER OF PERIODS - 10

II. ACHIEVEMENT STANDARDS

1. Kick 8 out of 10 goals standing 30 feet from the goal.
2. Dribble around 4 obstacles 20 feet apart and retreat in 24 seconds.
3. Kick a ball 65 feet with the right foot.
4. Kick a ball 50 feet with the left foot.
5. Trap 4 out of 5 balls rolled from a distance of 5 feet.
6. Hit a spot 5 yards away 4 out of 5 times

on a throw-in.

7. Write a 10 point code on safety measures in soccer.
8. Help officiate a game.
9. Pass a knowledge test on rules and play of soccer.
10. Serve as equipment manager for a day.
11. Display desirable social attitudes toward situations arising in the activities.

LEVEL III - Grade 9

- I. NUMBER OF PERIODS - 10
- II. ACHIEVEMENT STANDARDS
 1. Kick 12 out of 15 goals standing 30 feet from the goal.
 2. Dribble around 5 obstacles 20 feet apart and return in 24 seconds.
 3. Kick a ball 70 feet with the right foot.
 4. Kick a ball 55 feet with the left foot.
 5. Trap 5 out of 6 balls rolled from a distance of 5 feet.
 6. Hit a spot 5 yards away 5 out of 6 times on a throw-in.
 7. Write a 10 point code on safety measures in soccer.
 8. Help officiate a game.
 9. Pass a knowledge test on rules and play of

soccer.

10. Serve as equipment manager for a day.
11. Display desirable social attitudes toward situations arising in the activities.

SOFTBALL

Softball has had the most rapid and remarkable growth of all sports in the United States. Indoor baseball was first played in the United States about 50 years ago, but the game was not played outside to any extent until the late 1920's when the Canadians began to use it on small play ground areas. The game developed rapidly in Canada and returned to the United States, where it received impetus from the National Recreation Association. The game has been called play ground ball, kitten ball, recreation baseball, ladies' baseball, and soft baseball. But in 1933, the name softball was generally adopted and a national tournament held at the World's Fair in Chicago.

Equipment generally is less expensive than that required for baseball, making softball more acceptable for use in informal groups often found in parks, playgrounds, churches, and other community groups.

I. GENERAL BEHAVIORIAL OBJECTIVES

1. To increase the enjoyment of the game
2. To develop the ability to perform the necessary skills
3. To learn the rules of the game
4. To develop socially accepted attitudes of behavior by participation in playing situations and as a spectator.

II. UNIT REQUIREMENTS

1. Number of periods - (7-8-9) 60
2. Regular physical education uniform
3. Paper and pencil
4. Pass achievement standards and tests

III. CULMINATING ACTIVITY

Intersquad softball game

IV. GRADING PLAN

Grading will be on the basis of the number of achievement standards mastered and the amount of knowledge acquired.

V. INSTRUCTIONAL MATERIALS

1. One bat for every 6 players
2. One ball for every 6 players
3. Gloves and mitts for each position
4. Two sets of catcher's equipment for each diamond
5. Four bases for each diamond
6. One rule book

VI. REFERENCES

1. Armbruster, David A., Basic Skills in Sports for Men and Women., C. V. Mosby., St. Louis., 35
2. Seaton, David C., Physical Education Handbook., Prentice-Hall, New Jersey., 4th Ed., pp. 238-247.

LEVEL I - Grade 7

- I. NUMBER OF PERIODS - 20
- II. ACHIEVEMENT STANDARDS
 1. Run the bases in 11.3 seconds with bases 45 feet apart.
 2. Hit a target 3 feet in diameter 5 out of 10 times from a distance of 45 feet using overhand throw.
 3. Hit a target 3 feet in diameter 4 out of 10 times from a distance of 30 feet using underhand throw.
 4. Throw a softball 90 feet.
 5. Catch a fly ball 3 out of 5 times.
 6. Catch a bouncing ball 3 out of 5 times from a distance of 45 feet
 7. Catch a bouncing ball 3 out of 5 times.
 8. Hit 2 out of 5 fair balls at a distance of 36 feet.
 9. Call balls and strikes for a game.
 10. Keep score for a game.
 11. Pass a knowledge test on rules of softball.
 12. Serve as equipment manager for a day.
 13. Display desirable social attitudes toward situations that arise in the activities.
 14. Display habits consistent with good

health and sound safety practices.

LEVEL II - Grade 8

- I. NUMBER OF PERIODS - 20
- II. ACHIEVEMENT STANDARDS
 1. Run the bases in 10.9 seconds with bases 45 feet apart.
 2. Hit a target 3 feet in diameter 6 out of 10 times.
 3. Hit a target 3 feet in diameter 7 out of 10 times from a distance of 45 feet using overhand throw.
 4. Throw a softball 110 feet.
 5. Demonstrate good form in pitching.
 6. Demonstrate good form in catching a ball below the waist.
 7. Demonstrate good form in catching a ball above the waist.
 8. Demonstrate good form in batting.
 9. Demonstrate good form in an overhand throw.
 10. Pass a knowledge test on rules and play.
 11. Assist in officiating a game.
 12. Keep score for a game.
 13. Serve as equipment manager for a day.
 14. Display desirable social attitudes toward situations arising in the activities.
 15. Display habits consistent with good

health and sound safety practices.

LEVEL III - Grade 9

- I. NUMBER OF PERIODS - 20
- II. ACHIEVEMENT STANDARDS
 1. Run the bases in 10.6 seconds.
 2. Hit target 8 out of 10 times using overhand throw.
 3. Hit target 7 out of 10 times using underhand pitch.
 4. Throw a softball 120 feet.
 5. Catch 4 out of 5 fly balls.
 6. Catch 4 out of 5 bouncing balls.
 7. Catch a ball thrown 45 feet 4 out of 5 times.
 8. Assist in officiating a game.
 9. Keep score for a game.
 10. Serve as equipment manager for a day.
 11. Display desirable social attitudes toward situations arising in the activities.
 12. Display habits consistent with good health and sound safety practices.

TOUCH FOOTBALL

Touch football is offered in the curriculum to allow for participation in a highly organized team sport without the equipment and danger of football. Touch football has values of its own entirely different from the contribution of football skills. It offers opportunities for developing a high degree of team play and sportsmanship as well as good training in running, passing, catching, and kicking.

I. GENERAL BEHAVIORIAL OBJECTIVES

1. To develop skills in performing the fundamentals essential in playing the game
2. To develop the teamwork and cooperation
3. To learn the fundamentals and rules of the game
4. To develop good social attitudes by being a member of a team
5. To learn offensive and defensive strategy
6. To develop physical fitness
7. To develop mental fitness

II. UNIT REQUIREMENTS

1. Number of Periods - (7-8-9 Grades) 60
2. Regular physical education uniform
3. Paper and pencil
4. Pass achievement standards and tests

III. CULMINATING ACTIVITY

An inter-squad touch football game

IV. GRADING PLAN

Grades will be given on the basis of the number of achievement standards mastered and the amount of knowledge acquired.

V. INSTRUCTIONAL MATERIALS

1. One football for each squad
2. Two whistles and one stop watch
3. Rule book

IV. REFERENCES

1. Armbruster, David A., Basic Skills in Sports., C. V. Mosby, St. Louis., 3rd Ed., pp. 240-47.
2. Seaton, Don C., Physical Education Handbook., Prentice-Hall., New Jersey., 4th Ed., pp. 302-10.

LEVEL I - Grade 7

I. NUMBER OF PERIODS - 20

II. ACHIEVEMENT STANDARDS

1. Pass the ball with accuracy 3 out of 5 times at a distance of 15 yards.
2. Catch the ball 2 out of 3 times, on the run, thrown from a distance of 10 yards.
3. Throw a forward pass 20 yards.
4. Kick the ball correctly 3 out of 5 times at a distance of 7 yards.
5. Kick the ball a distance of 25 yards.

6. Catch the ball over the left shoulder 2 out of 3 times.
7. Catch the ball over the right shoulder 2 out of 3 times.
8. Participate in 5 football type games.
9. Understand how to organize a group of football type games.
10. Write a 5 point code on safety habits in touch football.
11. Pass a knowledge test on the rules of football type games played during this unit.
12. Serve as equipment manager for a day.
13. Display desirable social attitudes toward situations arising in the activities.
14. Display habits consistent with good health and sound safety practices.

LEVEL II - Grade 8

- I. NUMBER OF PERIODS - 20
- II. ACHIEVEMENT STANDARDS
 1. Pass the ball with accuracy 3 out of 5 times at a distance of 20 yards.
 2. Catch the ball 3 out of 5 times, on the run, at a distance of 15 yards.
 3. Punt the ball a distance of 25 yards with accuracy within 10 high yards of receiver.
 4. Center the ball with accuracy, 3 out of 5 times, from a distance of 10 yards.
 5. Place kick over the goal from 12 yards, 1 out of 3 times.
 6. Throw a forward pass 25 yards.
 7. Pass the ball to the right while running a distance of 20 yards.
 8. Pass the ball to the left while running a distance of 15 yards.
 9. Catch the ball over the right shoulder 2 out of 3 times while running at a distance of 20 yards.
 10. Catch the ball over the left shoulder 2 out of 3 times while running at a distance of 20 yards.
 11. Participate in 7 football type games.
 12. Write a 5 point code on health practices

in football.

13. Pass a knowledge test on the rules of football type games played during the unit.
14. Serve as equipment manager for a day.
15. Display habits consistent with good health and sound safety practices.
16. Display desirable social attitudes toward situations arising in the activities.

LEVEL III - Grade 9

- I. NUMBER OF PERIODS - 20
- II. ACHIEVEMENT STANDARDS
 1. Pass the ball with accuracy 2 out of 3 times to a springing classmate a distance of 25 to 30 yards.
 2. Catch the ball 2 out of 3 times, on the run, at a distance of 25 to 30 yards.
 3. Center the ball with accuracy 2 out of 3 times from a distance of 15 yards.
 4. Punt the ball a distance of 25 yards with accuracy within 5 yards of the receiver.
 5. Catch the ball punted by a teammate 2 out of 3 times.
 6. Know the names, positions, and responsibilities of each player of a touch football

team.

7. Pass a knowledge test on the rules of touch football.
8. Help officiate one touch football game.
9. Know how to mark off a touch football field.
10. Play at least 3 different positions in a game.
11. Serve as equipment manager for a day.
12. Display desirable social attitudes toward situations that arise during the activities.
13. Display habits consistent with good health and sound safety practices.

TRACK AND FIELD

Most of the events of track and field are as old as the history of man. Every race of people has devised and participated in various competitive forms of running, jumping, and throwing. It was the Greeks during their golden age, however, who developed the pattern for the modern events. They held many different track and field games, but the most famous were the Olympic Festivals. They began in 776 B.C., and continued to be held every four years until 394 A.D.

The large variety of track and field events that call for speed, endurance and skill, including more than thirty different events that are composed of walking, running, jumping, throwing, and climbing activities, offer an opportunity for practically every type of individual to participate successfully. Although track and field events in general are not considered recreational sports that can be practical in later life, the one basic fundamental, running is a wholesome exercise that every physically fit person should learn and practice for many years past the accepted retirement-from-sport age.

I. GENERAL BEHAVIORIAL OBJECTIVES

1. To develop interest in participation in track and field events
2. To develop skills in running, jumping, and throwing

3. To recognize the value of improving physical fitness
4. To increase endurance, agility and strength
5. To develop appreciation for good training rules
6. To develop an appreciation for good training rules
7. To learn respect for the ability of an opponent
8. To develop good sportsmanship in individual and group competition

II. UNIT REQUIREMENTS

1. Number of periods (7-8-9) Grades - 60
2. Regular physical education uniform
3. Paper and pencil
4. Pass achievement standards and tests

III. CULMINATING ACTIVITY

An interclass track and field meet

IV. GRADING PLAN

Grades will be given on the basis of the number of achievement standards mastered and the amount of knowledge acquired.

V. INSTRUCTIONAL MATERIALS

1. Twine for finish lines
2. Two jumping pits

3. Track with distance marked off
4. Four 24 inch hurdles
5. One basketball for each squad
6. One baseball for each squad
7. Steel measuring tape
8. Six bamboo cross bars
9. Four jump standards with inches marked
10. Two 8 pound shots
11. Two spot watches
12. Two 12 pound shots
13. Four vaulting poles
14. Two discuses
15. Broom, rake, and spade
16. Pegs for marking distances

VI. REFERENCES

1. Armbrusher, David., Basic Skills in Sports for Men and Woman., C. V. Mosby., St. Louis., 3rd Ed., pp. 248-55.
2. Fait, Hollis., Physical Education Activities. W. B. Saunders., Philadelphia., 3rd., pp. 292-302.
3. Seaton, Don C., Physical Education Handbook., Prentice-Hall., New Jersey., 4th Ed., pp. 311-17.

LEVEL I - Grade 7

- I. NUMBER OF PERIODS - 20
- II. ACHIEVEMENT STANDARDS
 1. Run the 40 yard dash in 6.8 seconds.
 2. Run the 50 yard dash in 8.0 seconds.
 3. Run the 60 yard dash in 8.2 seconds.
 4. Run and walk a mile in 10 minutes.
 5. Run the potato race in 24 seconds.
 6. Better the class average time in a shuttle relay.
 7. Better the class average time in the jump stick relay.
 8. Run the 60 yard (24 in.) low hurdles in 11 seconds.
 9. Stand and broad jump 9 feet.
 10. Run, hop, step and jump 15 feet.
 11. Stand and broad jump 9 feet.
 12. Run and broad jump 9 feet.
 13. Throw a basketball 50 feet (round arm).
 14. High jump 3 feet.
 15. Throw a softball 90 feet.
 16. Participate in at least 2 events in the interclass track and field meet.
 18. Compile a table of your best records.
 19. Serve as equipment manager for a day.
 20. Display desirable social attitudes toward

situations arising in the activities.

21. Display habits consistent with good health and sound safety practices.

LEVEL II - Grade 8

I. NUMBER OF PERIODS - 20

II. ACHIEVEMENT STANDARDS

1. Run the 40 yard dash in 6.6 seconds.
2. Run the 50 yard dash in 7.8 seconds.
3. Run the 60 yard dash in 8.0 seconds.
4. Walk and run a mile in 9.5 minutes.
5. Run the potato race in 23 seconds.
6. Run the 60 yard low hurdles in 10 seconds.
7. Stand, hop, step and jump 16 feet.
8. Stand and broad jump 5 feet 6 inches.
9. Run and broad jump 11 feet.
10. Run, hop, step, and jump 20 feet.
11. High jump 3 feet 4 inches.
12. Throw a baseball 100 feet.
13. Throw a basketball (round arm) 60 feet.
14. Put the shot (8 pounds) 18 feet.
15. Better the class average time in a shuttle relay.
16. Better the class average time in the jump stick relay.
17. Compete in at least 2 events in the in-class track and field meet.

18. Compile a table of your best records.
19. Serve as equipment manager for a day.
20. Display desirable social attitudes toward situations arising in the activities.
21. Display habits consistent with good health practices.

LEVEL III - Grade 9

- I. NUMBER OF PERIODS - 20
- II. ACHIEVEMENT STANDARDS
 1. Run the 50 yard dash in 7.5 seconds.
 2. Walk and run one mile in 9 minutes.
 3. Run the 220 yard dash in 30 seconds.
 4. Stand, hop, step, and jump 18 feet.
 5. Run, hop, step and jump 18 feet.
 6. Run and broad jump 12 feet.
 7. Stand and broad jump 12 feet.
 8. High jump 3 feet 6 inches.
 9. Vault 7 feet.
 10. Throw a baseball 110 feet.
 11. Throw a basketball 65 feet.
 12. Put the 8 pound shot 20 feet.
 13. Throw the discus 50 feet.
 14. Run the potato race in 22 seconds.
 15. Better the class average time in a shuttle race.
 16. Better the class average time in a jump

stick relay.

17. Participate in 3 events in the interclass track and field meet.
18. Compile a table of your best records.
19. Serve as equipment manager for a day.
20. Display desirable social attitudes toward situations arising in the activities.

VOLLEYBALL

Volleyball was invented in 1895 by William G. Morgan, who at that time was physical director at the Y.M.C.A. in Holyoke, Massachusetts. His reason for inventing this game was to provide an indoor game for the winter months in which relatively large groups of men could participate in a small gymnasium. Mr. Morgan employed the principal features of tennis, but the net was raised and the players struck the ball with their hands instead of rackets.

The game of volleyball for men and women is played on a rectangular court 60 feet long by 30 feet wide, divided by a tightly stretched net 3 feet wide. For men, the top of the net is 8 feet from the floor. Six players comprise a team. The six players are designated as right, center, and left forwards and right, center and left backs.

I. GENERAL BEHAVIORIAL OBJECTIVES

1. To promote physical fitness
2. To develop an interest in, and enthusiasm for participation in the game
3. To increase the knowledge of techniques and strategy used in the game
4. To develop desired behavior pattern in social situations that arise from playing the game

II. UNIT REQUIREMENTS

1. Number of periods - (7-8-9 Grades) 60
2. Regular physical education uniforms
3. Paper and pencil
4. Pass achievement standards and tests

III. CULMINATING ACTIVITY

An Intersquad volleyball tournament

IV. GRADING PLAN

Grades will be given on the basis of the number of standards mastered and the amount of knowledge acquired.

V. INSTRUCTIONAL MATERIALS

1. Volleyball court properly marked off
2. Volleyball nets
3. Volleyballs
4. Whistles
5. Stop watches and score book.

VI. REFERENCES

1. Armbruster, David A. Basic Skills in Sports for Men and Women., C. V. Mosby, St. Louis, 3rd Ed., pp. 273-79.
2. Means, Louis E., Physical Education Activities., Sports and Games, W. C. Brown, Dubuque, Iowa.
3. Seaton, Don C., Physical Education Handbook., Prentice-Hall, New Jersey, 4th Ed., pp. 318-25.

LEVEL I - Grade 7

- I. NUMBER OF PERIODS - 20
- II. ACHIEVEMENT STANDARDS

1. Serve 5 out of 10 balls over the net with underhand serve.
2. Demonstrate correct position in order to receive a high ball.
3. Demonstrate correct skill in playing a ball out of the net.
4. Rotate from position to position.
5. Pass back and forth to a team 7 times without error.
6. Receive 1 out of 3 low balls.
7. Pass a knowledge test of volleyball.
8. Serve as equipment manager for a day.
9. Display good health and safety practices.

LEVEL II - Grade 8

- I. NUMBER OF PERIODS - 20
- II. ACHIEVEMENT STANDARDS
 1. Serve 6 out of 10 balls over the net with underhand serve.
 2. Demonstrate correct position to receive a high ball.
 3. Demonstrate correct skill in playing a ball out of the net.
 4. Rotate from position to position.
 5. Pass back and forth to a team mate 8 times without error.
 6. Leave the court to make a pass to your team.

7. Receive 2 out of 3 high balls.
8. Receive 2 out of 3 low balls.
9. Help referee a game.
10. Keep score for a game.
11. Pass a knowledge test on the rules of volleyball.
12. Serve as equipment manager for a day.
13. Display desirable social attitudes toward situations that arise in the activities.
14. Display good health and safety practices.

LEVEL III - Grade 9

- I. NUMBER OF PERIODS - 20
- II. ACHIEVEMENT STANDARDS
 1. Serve 7 out of 10 balls over the net with underhand serve.
 2. Demonstrate correct position to receive a high ball.
 3. Demonstrate correct skill in playing a ball out of the net.
 4. Rotate from position to position.
 5. Pass back and forth to a teammate 10 times without error.
 6. Leave the court to make a pass to your team.
 7. Receive 2 out of 3 high balls.
 8. Receive 2 out of 3 low balls.

9. Referee a game.
10. Keep score for a game.
11. Pass a knowledge test on the rules of volleyball.
12. Serve as equipment manager for a day.
13. Display desirable social attitudes toward situations that arise in the activities.
14. Display good health and safety practices.

CHAPTER IV

TABLES OF TEACHING UNITS

Tables of the units offered in the junior high school included in the guide as a means of listing the activities that are offered from year to year. The name of the units, the number of periods offered during the year, and the grade levels in which each unit is taught is listed in the tables. Frequent examinations of these tables should be made in order to ascertain what the schedule of activities for the year will be in any particular grade.

The units are not listed in the order that they will be taught during the year. This decision will be made by the instructor and announced to the class at an appropriate time.

PHYSICAL EDUCATION REPORT CARDS

Special report cards for each grade are included in the guide in order that a more accurate reporting of the grades made in physical education can be made. Spaces are provided for the listing of scores or grades made in the various units of instruction, in the physical fitness tests, and in other desirable traits, that are developed

through participation in the physical education program. Spaces are also provided to list the age, height, weight and normal weight of the student in each grade.

Care should be taken to keep each report card undamaged. A supplementary report card has been provided at the junior high school level to be used should one of the originals become damaged.

All grades and scores will be placed in the appropriate spaces on the cards by the instructor. Students should not make entries in any of the spaces on the report card. Further information concerning the handling of these cards can be obtained from the section on "School and Department Administrative Policies" under the policy on the "reporting of grades" in the guide, and from the instructor.

TABLE I

TABLE FOR TEACHING UNITS AND PERIODS FOR PHYSICAL EDUCATION
IN BOOKER T. WASHINGTON JUNIOR HIGH SCHOOL

GRADE UNIT	LEVEL	7	8	9
1. Class Organization and Orientation		5	5	5
2. Conditioning Exercise and Body Mechanics		5	5	5
3. Appraisal of Physical Fitness		5	5	5
4. Contests, Games, and Relays	(I, II, III)	10	10	10
5. Stunts, Tumbling, Apparatus, and Pyramids	(I, II, III)	10	10	10
6. Badminton	(I, II, III)	10	10	10
7. Basketball	(I, II, III)	30	30	30
8. Soccer	(I, II, III)	10	10	10
9. Softball	(I, II, III)	20	20	20
10. Touch Football	(I, II, III)	20	20	20
11. Track and Field	(I, II, III)	20	20	20
12. Volleyball	(I, II, III)	20	20	20
Total Number of Periods (Based on 5 per week)		175	175	175

TABLE II

PHYSICAL EDUCATION REPORT CARD

Name: _____ School: _____ Date: _____

Address:	Grade: 7						Instructor:	EXPLANATIONS
	1	2	I	SK	K			
Physical Fitness	R	S	R	S				
1. Pull-Ups				Contest, Games and Relays				1- First Test 2- Second Test
2. Sit-Ups				Soccer - I				R- Record S- Scale Score
3. Shuttle-Run				Recreation Games-I				I- Improvement Sk-Skills
4. 50-Yard Dash				Stunts, Tumbling, Apparatus, Pyramids				K- Knowledge
5. Softball Throw				Track and Field				
6. 600-Yard Run-Walk				Basketball Type Games				
7. Standing Broad Jump Athletic Index				Football Type Games				
8. (Items 4-5-7) Brace Motor Ability								
9. Test				Softball - I				

Parent's Signature _____
Total Overall Grade _____

Classification Index

Age _____
Height _____
Weight _____
Normal Weight _____

(Age-Height-Weight)
Cooperation _____
Sportsmanship _____
Courtesy _____

Dependability _____
Initiative _____
Hlth & Safety Habits _____
Posture _____

TABLE III

PHYSICAL EDUCATION REPORT CARD

Name: _____ School: _____ Date: _____

Address:	Grade: 8			Instructor:		EXPLANATIONS
	1 R	2 S	I	SK	K	
Physical Fitness						1- First Test 2- Second Test R- Record S- Scale Score I- Improvement Sk-Skills K -Knowledge
1. Pull-Ups						
2. Sit-Ups						
3. Shuttle-Run						
4. 50-Yard Dash						
5. Softball Throw						
6. 600-Yard-Dash-Run						
7. Standing Broad Jump Athletic Index						
8. (Items 4-5-7) Brace Motor Ability						
9. Test						
						Parent's Signature _____

Classification Index

(Age-Height-Weight) _____
 Cooperation _____
 Sportsmanship _____
 Courtesy _____
 Normal Weight _____
 Age _____
 Height _____
 Weight _____
 Dependability _____
 Initiative _____
 Health & Safety Habits _____
 Posture _____

TABLE IV

PHYSICAL EDUCATION REPORT CARD

Name: _____ School: _____ Date: _____

Address: _____ Grade: 9 Instructor: _____

Physical Fitness	1		2		I	UNITS OF INSTRUCTION	SK	K	EXPLANATIONS
	R	S	R	S					
1. Pull-Ups						Basketball			1- First Test
2. Sit-Ups						Volleyball			2- Second Test
3. Shuttle-Run						Softball			R- Record
4. 50-Yard Dash						Badminton			S- Scale Score
5. Softball Throw						Track and Field			I- Improvement
6. 600-Yard-Run-Walk						Stunts, Tumbling, Apparatus and Pyr.			K- Knowledge
7. Standing Broad Jump						Touch Football			SK-Skills
8. Athletic Index						Total Overall Grade			
9. Brace Motor Ability									
Test									

Parent's Signature _____

Classification Index

(Age-Height-Weight) _____
 Cooperation _____
 Sportsmanship _____
 Courtesy _____

Age _____
 Height _____
 Weight _____
 Normal Weight _____

Dependability _____
 Initiative _____
 Health & Safety Habits _____
 Posture _____

TABLE V

PHYSICAL EDUCATION REPORT CARD*

Name _____ School: _____ Date: _____

Address: _____ Grade: _____ Instructor: _____

Physical Fitness	Grade:			UNIT OF INSTRUCTION	SK	K	EXPLANATIONS
	1	2	I				
1. Pull-Ups							1- First Test 2- Second Test
2. Sit-Ups							R- Record S- Scale Score
3. Shuttle-Run							I- Improvement SK-Skills
4. 50-Yard Dash							K- Knowledge
5. Softball Throw							
6. 600-Yard Run-Walk							
7. Standing Broad Jump Athletic Index							
8. (Items 4-5-7) Brace Motor Ability							
9. Test							

Parent's Signature _____

Classification Index

Age _____
 Height _____
 Weight _____
 Normal Weight _____

(Age-Height-Weight)
 Cooperation _____
 Sportsmanship _____
 Courtesy _____

Dependability _____
 Initiative _____
 Health & Safety Habits _____
 Posture _____

*Supplementary Copy.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

For a number of years there has been a definite need for some type of reference material to make physical education more meaningful to the junior high school student. This need could be fulfilled in various ways, one of which, is by providing a guide to acquaint the students with the activities in the physical education program.

With this hypothesis in mind, the task of developing such a guide for boys involved in the physical education program in the Booker T. Washington Junior High School in Marlin, Texas was investigated. This proved to be a real challenge because a thorough investigation of the literature failed to produce another guide to be used in the junior high school. Thus, it became necessary to assimilate information from various sources and arrange it in a manner thought to be best suited for a guide of this kind.

In this guide, special emphasis is given to the following areas of the physical education program in the Booker T. Washington Junior High School: School and

departmental; the history of physical education; safety practices; and achievement standards for the activities offered in the curriculum. Special report cards for each grade level are also included to make the program more meaningful and attractive.

In developing the area unit on achievement standards, the following were considered: The number of periods each activity is offered the student during his junior high school days; the number of periods required each year; some general objectives for each activity; unit requirements for each student is expected to master in each activity. Also suggested references for each activity, and an explanation of how grades are made.

Most junior high school students need answers to the following questions: Who should take physical education? Why should physical education be taken? When is one physically educated? and What is physical education? Possible answers to these questions are examined in the guide with a definition of physical education being, that subject offered in the curriculum which contributes to the complete growth and development of the individual through use of big-muscle activities, in which one learns to control and direct movement.

Conclusions

A physical education guide has been developed that will make physical education more meaningful to the students in Booker T. Washington Junior High School. This guide will serve as a source of reference for students, and a guide to understanding the value of physical education. The boys enrolled in physical education at the Booker T. Washington Junior High School will receive many benefits from this guide because it is adapted especially to their local situation.

As a result of this guide, hopefully, it will inspire other Marlin Public School personnel to develop guides in other subject areas to enhance the teacher pupil learning process.

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