

Seymour Public Schools Curriculum

Grade Four Physical Education Curriculum

Most object-control skills, locomotor skills, knowledge and activity skill objectives are taught in a “Spiral” fashion. Steps in the teaching/learning progression are introduced and/or reviewed in several lessons per grade. Each lesson is dedicated to instruction in a particular skill as well as a personal/social skill component of good sportsmanship.

The fitness objectives do not “spiral”, but instead are focused on helping students achieve grade level standards through a variety of exercises.

Each lesson will consist of:

- **Objective:** The lesson objective will describe the desired student performance.
- **Instruction/Demonstration:** Based on research instruction will be provided to motivate students, clearly explain the lesson’s objectives, and maximize student practice and review the day’s work.
- **Practice:** Maximizing time on task, students will apply and rehearse what was just explained and demonstrated. All students will be provided with equal amounts of practice, so activities do not eliminate less-skilled students.
- **Review:** Students will recall what they just learned.
- **Assessments:** Rubrics are used as a pretest and/or posttest to provide information on how well students are mastering the content taught and whether students are progressing through the steps taught by achieving grade level benchmarks.
- **Follow-up (as needed):** After assessing student application of the skills during the activity, the students will be provided with additional time on task as needed.

Seymour Public Schools Curriculum

Elementary Physical Education Teachers

**Melissa Drozd
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Physical Education Philosophy

Physical education is an integral part of our educational process. Our program contributes significantly to the optimal development of each student, and it is designed to promote a healthy lifestyle through a multi-disciplinary approach.

The physically educated person is:

- Physically conditioned for life's demands
- Motivated to be physically active
- Skilled in health-enhancing physical activities
- Prepared for citizenship
- Safely equipped

Instruction is based on clearly stated outcomes.

Physical Education Learner Goal

All students will develop physical skills in sports and recreational activities; develop physical fitness; acquire knowledge and appreciation of sports and physical activity as lifetime recreational activities; and demonstrate attributes of good sportsmanship. Differentiation, modifications and accommodations are used based on the needs of each student.

Seymour Public Schools Curriculum

Grade Four Physical Education

Knowledge, Activity, Fitness; Personal/Social Skills

August/September/ October (10 Days)

SUBTOPIC	DAYS	LESSON/ASSESSMENT	CT STANDARD	SOURCE
Knowledge, Activity, Fitness; Personal/Social Skills; Object Control	10	<p>Safety; Personal and Social Skills; Aerobic and Fitness activities; Motor Skill Performance</p> <p>Stronger emphasis on fitness components: aerobic, abdominal low back strength, arm shoulder strength, hip/ low back flexibility (health related fitness tasks such as: crunches, curl-ups, push ups, running, stretching) with concentration on testing for the Connecticut Physical Fitness Assessment.</p> <p>Continue to broaden physical education vocabulary. Emphasis on best effort.</p> <p>Reinforce and review ball handling skills through games and activities.</p>	9.2-9.5;10.1;10.2;10.3; 11.1;11.2; 12.1; 12.2;12.3 13.1-13.4; 14.1;14.2;14.3;14.4;14.5;14.6	EPEC K-5; Teacher-created activities

Seymour Public Schools Curriculum

Grade Four Physical Education

Motor Skills / Physical Activity / Physical Fitness

November/December (6 Days)

SUBTOPIC	DAYS	LESSON/ASSESSMENT	CT STANDARD	SOURCE
Knowledge, Activity, Fitness; Personal/Social Skills; Object Control	6	<p>Safety; Personal and Social Skills; Aerobic and Fitness activities; Motor Skill Performance</p> <p>Soccer/football skills and lead-up activities and games. Review and continue to develop ball handling skills. Emphasis on team work, sportsmanship, and self-control.</p>	<p>9.2-9.5;10.1;10.2;10.3; 11.1;11.2; 12.1; 12.2;12.3 13.1-13.4; 14.1;14.2;14.3;14.4;14.5;14.6</p>	EPEC K-5; Teacher-created activities

Seymour Public Schools Curriculum

Grade Four Physical Education

Motor Skills / Physical Activity / Physical Fitness

January (4 Days)

SUBTOPIC	DAYS	LESSON/ASSESSMENT	CT STANDARD	SOURCE
Knowledge, Activity, Fitness; Personal/Social Skills; Object Control	4	Safety; Personal and Social Skills; Aerobic and Fitness activities; Motor Skill Performance Emphasis is on applying basic motor skills to teacher-created activities and games. Reinforce and review rolling, throwing, catching, kicking, tagging, working with partners/teams; cooperation, following directions, and self-control. Rhythm/Tumbling Activities	9.2-9.5;10.1;10.2;10.3; 11.1;11.2; 12.1; 12.2;12.3 13.1-13.4; 14.1;14.2;14.3;14.4;14.5;14.6	EPEC K-5; Teacher-created activities

Seymour Public Schools Curriculum

Grade Four Physical Education

Motor Skills / Physical Activity

February / March (6 Days)

SUBTOPIC	DAYS	LESSON/ASSESSMENT	CT STANDARD	SOURCE
Knowledge, Activity, Fitness; Personal/Social Skills; Object Control	6	Safety; Personal and Social Skills; Aerobic and Fitness activities; Motor Skill Performance Teach game specific skills and lead-up activities for basketball, floor hockey and/or batting activities.	9.2-9.5;10.1;10.2;10.3; 11.1;11.2; 12.1; 12.2;12.3 13.1-13.4; 14.1;14.2;14.3;14.4;14.5;14.6	EPEC K-5; Teacher-created activities

Seymour Public Schools Curriculum

Grade Four Physical Education

Motor Skills / Physical Activity

April/May (6 Days)

SUBTOPIC	DAYS	LESSON/ASSESSMENT	CT STANDARD	SOURCE
Knowledge, Activity, Fitness; Personal/Social Skills; Object Control	6	Safety; Personal and Social Skills; Aerobic and Fitness activities; Motor Skill Performance Teach game specific skills and lead-up activities for volleyball: Set; Bump; Serve.	9.2-9.5;10.1;10.2;10.3; 11.1;11.2; 12.1; 12.2;12.3 13.1-13.4; 14.1;14.2;14.3;14.4;14.5;14.6	EPEC K-5; Teacher-created activities

Seymour Public Schools Curriculum

Grade Four Physical Education

Motor Skills / Physical Activity

June (2 Days)

SUBTOPIC	DAYS	LESSON/ASSESSMENT	CT STANDARD	SOURCE
Knowledge, Activity, Fitness; Personal/Social Skills; Object Control	2	Safety; Personal and Social Skills; Aerobic and Fitness activities; Motor Skill Performance Reinforce and review: Ball handling / Kicking Skills; Independent choice	9.2-9.5;10.1;10.2;10.3; 11.1;11.2; 12.1; 12.2;12.3 13.1-13.4; 14.1;14.2;14.3;14.4;14.5;14.6	EPEC K-5; Teacher-created activities

*NOTE: Use of playscape area and fields may be used.

Seymour Public Schools Curriculum

Grade: Grade four	Subject: Physical Education
CSDE Standard	Connecticut Content Standard 9: Motor Skill Performance
Enduring Understanding	The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.
Essential Questions	Essential question: What different ways can the body move given a specific purpose?
Content Standards:	Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (NASPE Standard 1; Connecticut Content Standard 9)
Performance Expectations (Student outcomes)	<p>E 9.1 Students will demonstrate developmentally mature form in the fundamental movement skills in the fundamental movement skills: locomotor and nonlocomotor and manipulative, in a closed environment (skills in isolation)</p> <p>E9.2 Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities.</p> <p>E9.3 Explore and adapt fundamental movement skills in a variety of dynamic environments</p> <p>E9.4 Acquire beginning skills for a few specialized movement forms</p> <p>E9.5 Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement,</p>

Seymour Public Schools Curriculum

	dance and play.	
Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Hop Horizontal Jump Leap Run Vertical Jump</p>	<p>Jump rope Hoops Cones Hurdles Floor markers</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Runs into and out of a turning long rope 2. Designs a rhythmic routine 3. Demonstrates mature locomotor patterns and transfers them to modified game situations 4. Uses balancing skills in a variety of activities to enhance performance and safety <p>Gymnastics:</p> <ol style="list-style-type: none"> 1. Performs a static and dynamic balancing sequence on equipment 2. Performs a skill sequence that includes a forward and backward roll 3. Performs a skill sequence that includes a cartwheel, roll, and balance 4. Dismounts from low and high apparatuses and lands safely

Seymour Public Schools Curriculum

Grade: Grade four	Subject: Physical Education
CSDE Standard	<u>Connecticut Content Standard 9: Object-Control Skills</u>
Enduring Understanding	The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.
Essential Questions	Essential question: What different ways can the body move given a specific purpose?
Content Standards:	Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (NASPE Standard 1; Connecticut Content Standard 9)
Performance Expectations (Student outcomes)	<p>E 9.1 Students will demonstrate developmentally mature form in the fundamental movement skills in the fundamental movement skills: locomotor and nonlocomotor and manipulative, in a closed environment (skills in isolation)</p> <p>E9.2 Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities.</p> <p>E9.3 Explore and adapt fundamental movement skills in a variety of dynamic environments</p>

Seymour Public Schools Curriculum

	<p>E9.4 Acquire beginning skills for a few specialized movement forms</p> <p>E9.5 Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play.</p>	
Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Batting Catch Fly Balls Catch Rolling Balls Foot Dribble Forehand Strike Hand Dribble Instep Kick Lift and Carry Posture Overhand Throw Underhand Strike Underhand Throw</p>	<p>Variety of balls Bean Bags Balloons Targets Cones or tees Bats Bases</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Dribbles a ball with his or her foot while changing pathways, directions, and speed 2. Catches an object thrown overhand with varying degrees of force and speed 3. Kicks a stationary or rolling ball with the inside or instep of the foot 4. Volleys a tossed object back to a partner, using hands, arms, or equipment <p>Basketball:</p> <ol style="list-style-type: none"> 1. Dribbles a ball with either hand while changing pathways, directions, and speed 2. Dribbles a ball increasing speed and maintaining control 3. Develops proper technique for a bounce pass and chest pass to a partner 10 feet

Seymour Public Schools Curriculum

		<p>away</p> <p>4. Develops introductory technique for shooting (i.e., ready position, release, follow through)</p> <p>Softball:</p> <ol style="list-style-type: none">1. When throwing, demonstrates trunk rotation, hand/foot opposition, and follow through2. Tracks and catches a thrown or struck ball3. Steps toward and makes contact with an underhand tossed ball, using a bat4. Demonstrates base running5. Identifies strategies used in modified games and activities6. Identifies strategies used in modified games and activities
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Seymour Public Schools Curriculum

Grade: Grade four	Subject: Physical Education
CSDE Standard	Content Standard 10: Applying Concepts and Strategies
Enduring Understanding	The intent of this standard is facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociobiology, and biomechanics and exercise physiology.
Essential Questions	Essential question: How can I move effectively and efficiently?
Content Standards:	Students will demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (NASPE Standard 2; Connecticut Content Standard 10)
Performance Expectations (Student outcomes)	<p>E10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement</p> <p>E10.2 Recognize critical performance skill elements in self and others using movement vocabulary</p> <p>E10.3 Demonstrate knowledge of rules, safety practices and procedures of specific outcomes</p>

Seymour Public Schools Curriculum

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Beneficial Effects of Physical Activity</p>	<p> Stop watches Pedometer Aerobic videos Pull-up bars Cones Ropes Hoops Parachute Scooters </p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identifies three of the five health-related components of fitness derived from participating in physical activities associated with each (cardio respiratory endurance, muscular strength, muscular endurance, body composition, and flexibility) 2. Explains the relationship between the food pyramid and food choices relating to physical activity 3. Sets and monitors progress toward personal fitness goals 4. Differentiates among strength, flexibility, and cardio-respiratory endurance activities 5. Identifies nutrients provided by a variety of foods and describes how the body and physical performance are affected by those foods 6. Establishes and monitors both short-

Seymour Public Schools Curriculum

		<p>term and long-term personal health goals</p> <ol style="list-style-type: none">7. Identifies the health-related fitness component(s) necessary for pursuing selected physical activities and sports8. Participates in formal assessments of health-related fitness and interprets results as an indicator of his or her personal health (e.g., mile run, push-ups)9. Develops, with the teacher's assistance, goals and strategies for improvement/maintenance of selected fitness components, based on fitness assessments
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Seymour Public Schools Curriculum

Grade: Grade four	Subject: Physical Education
CSDE Standard	Content Standard 11: Engaging in Physical Activity
Enduring Understanding	The intent of this standard is the establishment of patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside the classroom. Although participation within the physical education class is important, what the student does outside the physical education class is crucial to developing an active, healthy lifestyle that has the potential to help prevent a variety of problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis.
Essential Questions	Essential question: What can I do to be physically active and why is this important?
Content Standards:	Students will participate regularly in physical activity. (NASPE Standard 3; Connecticut Content Standard 11)
Performance Expectations (Student outcomes)	E11.1 Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis E.11.2 Demonstrate an understanding of a variety of movements and how they affect the body E11.3 Apply the understanding of physical activities concepts to developing movement sequences and game strategies E11.4 Engage in appropriate and physical activity during and outside of school that promotes the development and

Seymour Public Schools Curriculum

	improvement of physical fitness level.	
Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Aerobic Activity / Fitness Activity</p>	<p> Stop watches Pedometer Aerobic videos Pull-up bars Cones Ropes Hoops Parachute Scooters </p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Monitors his or her own heart rate 2. Performs a two-foot movement with a change of body position or levels 4. Demonstrates push-ups with hands on a bleacher or incline 5. Performs push-ups on knees (modified) on the floor 6. Performs the Pacer Test 7. Demonstrates high knee travel 8. Demonstrates the grapevine step 9. Performs the hurdler's stretch on both sides 10. Jumps a long rope turned by others 11. Jumps a long rope while tossing and catching a ball 12. Performs the flexed-arm hang 13. Demonstrates variations of tumbling (e.g., variations of rolls and wheels)

Seymour Public Schools Curriculum

Grade: Grade four	Subject: Physical Education
CSDE Standard	Content Standard 12: Physical Fitness
Enduring Understanding	The intent of this standard is the development of students’ knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio respiratory endurance, muscular strength and endurance, flexibility and body composition.
Essential Questions	Essential question: Why is it important to be physically fit and how can I stay physically fit?
Content Standards:	Students will achieve and maintain a health-enhancing level of physical fitness. (NASPE Standard 4; Connecticut Content Standard 12)
Performance Expectations (Student outcomes)	<p>E12.1 Demonstrate understanding of the relationship between activities and physical fitness components (e.g. cardio respiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition)</p> <p>E12.2 Recognize physiological indicators (e.g. heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity</p> <p>E12.3 Understand the results of formal fitness testing and correctly associate these results with overall physical fitness,</p>

Seymour Public Schools Curriculum

	nutritional levels and personal status E12.4 Maintain a wellness log including exercise and food intake for a set period of time	
Strategies/Modes (examples) Abdominal Strength/ Low Back Strength Arm Strength / Shoulder Strength Hip Flexibility / Low Back Flexibility	Materials/Resources (examples) Balance Beam Rhythm Bands Sit and Reach box	Assessments (examples) Students will: <ol style="list-style-type: none"> 1. Performs a two-foot stand on a balance beam 2. Performs a single-leg stork stand 3. Demonstrates a variety of standing motor patterns (balance skills, motor pattern learning skills) 4. Demonstrates a step-hop pattern 5. Demonstrates large-muscle coordination in locomotor and non-locomotor skills

Seymour Public Schools Curriculum

Grade: Grade four	Subject: Physical Education
CSDE Standard	Content Standard 13: Personal / Social Skills
Enduring Understanding	The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race and socioeconomic status.
Essential Questions	Essential question: How do I interact with others during physical activity?
Content Standards:	Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings. (NASPE Standard 5; Connecticut Content Standard 13)
Performance Expectations (Student outcomes)	E13.1 Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical settings E13.2 Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks.

Seymour Public Schools Curriculum

	<p>E13.3 Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities</p> <p>E13. 4 Develop skills needed for resolving conflicts peacefully</p>	
Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Respect for Others Responsibility Self-Control</p> <p>CSDE:</p> <p>4.3-4.1 Distinguish between compliance and non-compliance with game rules and fair play.</p> <p>4.3-4.2 Identifies the appropriate safety practices for the chosen activities.</p> <p>4.3-4.3 Analyze potential risks associated with physical activities.</p> <p>4.3-4.4 Demonstrate positive ways to resolve conflicts that occur in physical activity settings.</p>		<p>Students will:</p> <ol style="list-style-type: none"> 1. Participates in class activities willingly and enthusiastically 2. Follows game rules when playing with others. 3. Follows safety rules when playing with others and using sports equipment. 4. Shares and takes turns while participating in physical activities (e.g., using sports equipment) 5. Participates in class physical education activities with respect for the rights and feelings of others 6. Moves safely alone and when moving with others

Seymour Public Schools Curriculum

Grade: Grade four	Subject: Physical Education
CSDE Standard	Content Standard 14: Benefits of Physical Activity
Enduring Understanding	The intent of this standard is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging and fun. These benefits develop self-confidence and promote a self-image, thereby enticing people to continue participation in activity throughout the life span.
Essential Questions	Essential question: How will physical activity help me now and in the future?
Content Standards:	Students will value physical activity for health enjoyment, challenge, self-expression, and/or social interaction. (NASPE Standard 6; Connecticut Content Standard 14)
Performance Expectations (Student outcomes)	E14.1 Express and identify feelings about participating in physical activity and begin to make choices based on those feelings. E14.2 Use physical activity as a means of self expression E14.3 Use physical activity as a positive opportunity for social and group interaction E14.4 Experience personal challenges through physical activities

Seymour Public Schools Curriculum

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Constructive Competition</p> <p>CSDE:</p> <p>6.3-4.1 Accept the feelings resulting from challenge and successes in physical activity.</p> <p>6.3-4.2 Begin to recognize areas for personal and group growth and improvement.</p> <p>6.3-4.3 Expresses personal satisfaction in his or her accomplishment.</p> <p>6.3-4.4 Celebrate personal successes and achievements and those of others.</p> <p>6.3-4.5 Identify activities that are personally interesting.</p> <p>6.3-4.6 Design games, gymnastics, and dance sequences that demonstrate personal creativity and self-expression.</p> <p>6.3-4.7 Willingness to accept challenges and explores new activities.</p>		<p>Students will:</p> <ol style="list-style-type: none"> 1. Participates in at least three vigorous activities, outside of school hours, using skills learned in physical education classes 2. Explains the objectives of and benefits from frequent physical activity 3. Demonstrates peaceful conflict resolution in game situations 4. Respects decisions of officials in game situations 5. Demonstrates teamwork in game situations 6. Considers the consequences when confronted with a behavior choice in a game situation 7. Is sensitive to the strengths and weaknesses of others in physical education activities 8. Treats others with respect in game situations 9. Plays on a team with others respectfully, regardless of differences in skill levels and backgrounds 10. Demonstrates acceptable behavior toward others when winning and losing (e.g., compliments winning team) 11. Demonstrates a willingness to try new activities and judges which ones are enjoyable 12. Explains the benefits that result from participation in different types of physical activity

Seymour Public Schools Curriculum

APPENDIX

Resources

Connecticut Physical Fitness Assessment Implementation September 2009 for Grade Four

Seymour Public Schools Curriculum

Resources

EPEC Exemplary Physical Education Curriculum Grades K-5

National Association for Sport and Physical Education (2004) Moving into the Future: National Standards for Physical Education

Physical Education - A Guide to K-12 Program Development <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320982>

PE Central (<http://www.pecentral.org>)

Seymour Public Schools Curriculum

Connecticut Physical Fitness Assessment

Implementation September 2009

For Grade Four

Connecticut's 3rd Generation Physical Fitness Assessment Program is slated for implementation in **September 2009**. The changes will be *evolutionary* (not revolutionary), with improvements to most tests expected to increase validity and reliability as well as administrative manageability.

Here are the most important highlights of the updated fitness assessment:

For the 2008-09 school year

1. the fitness assessment test battery, testing periods and reporting dates will be unchanged.
2. the test administrators' manual is the same as last year.

For the 2009-10 school year

3. there will be a significant change in the aerobic capacity test. Districts will have the option of using the one-mile run/walk **or** the P.A.C.E.R. to determine VO₂MAX.
4. performance criteria for the curl-up test is revised.
5. performance criteria for the sit-and-reach is revised.
6. the shoulder stretch has been added as an optional activity (results not reported to state database) for instructional purposes.

CT's fitness assessment aligns with the national movement to encourage adults to assess their own health-related physical fitness.

Improvements to the fitness assessment represent one component of a larger physical fitness promotion program statewide.

Seymour Public Schools Curriculum

The primary purposes of the physical fitness assessment program continue to be individual fitness assessment and monitoring, identification of strengths and weaknesses in health-related physical fitness, to inform students and their families of health-related physical fitness status and ways to improve, and to inform program improvement.

During the 2008-09 school year there will be numerous opportunities for professional development, demonstrations and explanations, as well as resource and management sharing forums to learn about the updated test. Among other venues, the CTAHPERD Conference will host a relevant session on each of the 2 days of the Fall Conference. Materials will be distributed to all districts in the state. **The "new test" will be implemented effective September 2009.**