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A Proposed Program Of Physical Education For Freeman High School, Caldwell, Texas

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A PROPOSED PROGRAM OF PHYSICAL EDUCATION
FOR FREEMAN HIGH SCHOOL, CALDWELL, TEXAS

DANIELS

1955

A PROPOSED PROGRAM OF PHYSICAL EDUCATION FOR
FREEMAN HIGH SCHOOL, CALDWELL, TEXAS

by

Harry Lee Daniels

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Science

in the

Graduate Division

of

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Prairie View, Texas

August, 1955

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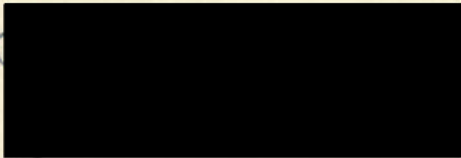
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ACKNOWLEDGEMENTS

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H.L.D.



DEDICATION

Dedicated to my lovely wife Alma and daughter
Veronica Ruth, who through their sacrifices made this
possible..

H.L.D..

TABLE OF CONTENTS

| Chapter | page |
|---|------|
| I Introduction. | 1 |
| II Procedure | 3 |
| III Physical Education Program. | 4 |
| Required Program. | 8 |
| Corrective Program. | 11 |
| Intramural Program. | 12 |
| Athletic Program. | 15 |
| Equipment and Facilities. | 16 |
| IV Evaluation. | 18 |
| Bibliography. | 32 |

Chapter I

INTRODUCTION

The real purpose of the school today is to train an individual for complete living. Training for citizenship in the dynamic universe, should include making the student not only well informed but, well and strong, physically, mentally and socially so that he will be able to find his place in modern civilization.

Physical education has many things in common with all other phases of education and in many cases the experiences gained in physical education have more carry over value than any other subject in the curriculum.

Physical education relates to those aspects of instruction in schools intended to improve the physical fitness of boys and girls. It contributes to general education by developing efficiency in activities that promote health, teach physical and recreational skills, attitudes, knowledge, habits of conduct, and safety practices.

Caldwell, Texas, a small city with one Class A high school has a total enrollment of approximately three hundred students, one hundred and ten in the high school department, forty-eight boys and sixty-two girls. Approximately one-half of the high school enrollment must be trans-

ferred by bus while the rest live in the surrounding community.

These children will have available a new school and gymnasium in September 1955. The students of Freeman High School have never had a workable physical education nor one that has been well-supervised.

Statement of the Problem

The purpose of this investigation is to construct a program of Physical Education for Freeman High School, Caldwell, Texas. It is hoped that this program will meet both the present and future needs of both boys and girls in the Freeman High School. It is further hoped that facilities on hand can be used to the extent that the students through participation in varied activities may develop knowledge, understanding, habits, attitudes and ideals necessary to maintain physical, mental, and social health.

Chapter II

PROCEDURE

The program constructed in this study for use in Freeman High School was made in light of criteria found in other like studies and textbooks of physical education which meet the needs of the students and will utilize to the utmost the facilities and equipment available.

Chapter III

THE PHYSICAL EDUCATION PROGRAM

The purposes of education are best exemplified by the seven cardinal principles:

1. Health
2. Command of fundamental processes
3. Vocation
4. Citizenship
5. Worthy use of leisure time
6. Worthy home membership
7. Ethical character

Physical education contributes to the above educational principles as follows:

1. Health - The development of the organic systems of the body is stimulated by vigorous activity, and it is the normal and efficient functioning of these systems, together with freedom from, that results in the state of being which is thought of as health. Children who are interested in physical activity and want to do well are eager to follow the rules of health in order that they may be stronger and free from handicaps.

This is the same type of interest and motivation that causes high school athletes to discipline themselves

rigorously in observing health training rules.

2. Command of fundamental processes - Physical education contributes largely to the attainment of an adequate command of many important fundamental educational processes. In school athletics and leisure time sports activities there is a demand of thorough grounding in the fundamental physical activity skills.

3. Ethical character, worthy home membership and good citizenship are grouped together.

Physical education is one phase of school work that lends itself to the development of character because it provides a laboratory for actual practice. We develop character much more surely by living it rather than hearing about what should be done and what should not be done.

Any competitor in physical activity is an active citizen and a actor receives training. There are rules and laws that must be obeyed as he moves on toward his major ambition of winning the contest or performing well.

Opportunities to give, to take, to obey and to cooperate are numerous in physical education and sports. He will find the ideal setting for developing good citizenship.

Worthy home membership is another educational objective which physical education can help boys and girls to achieve. A direct contribution is the teaching of games and other events that can be used as part of the recreation pro-

in the home. The ability to get along with others is one of the valuable contributions of team sports.

Physical education provides exceptional opportunities for teaching pupils to exercise tolerance, cooperative effort and loyalty to ideals. The duties of citizenship can be advantageously emphasized as a part of many activities in physical education. Some of the duties that aid in this are participation in choosing leaders and in supporting and following the leader who are elected, sharing common burdens and doing his share of the work so that combined efforts of the team will result to the advantage of all.

4. Worthy use of leisure time- Physical education is eminently qualified to contribute to worth use of leisure time. Labor for children has been reduced and there is a vast amount of leisure time for both children and adults, much more than ever before in the history of this country. It is not during the hours of labor that unsocial conduct develop but in the hours of relaxation and freedom. Since it is during free or play time that those who enter crime prepare for that regrettable adventure, steps must be taken to employ the child's time more profitably. Physical education, properly supervised, provides constructive adventure, instead of an approach to unsocial conduct, for proper training and correct habit formation in youth that should carry over into later adult life.

5. Vocation - Physical education contributes to vocational preparation in many different ways.

- a.) Better physical and mental health, character and citizenship will aid in securing and maintaining employment.
- b.) The skills and knowledge gained through participation in physical education are of direct economic value because many people make their living by teaching and coaching physical activities; others by actually playing the games professionally.

Those individuals who are able to coach or teach physical education as well as teach other subjects find it easier to secure positions as teachers and, when they are hired, receive better wages in proportion to their academic preparation and experience than they otherwise would. The increased demand for recreation and playground directors provides another vocational advantage for people with adequate physical education experience.

THE REQUIRED PROGRAM ORGANIZATION

The anatomical, physiological and psychological differences between sexes are so important, that they must be given special consideration.

Co-recreational activities have been included in the selection of activities for the proposed program of physical education for Freeman High School.

The physical activities for boys will be conducted on Monday and Wednesday from 1:10 P.M. until 2:50 P.M.

The physical activities for girls will be conducted on Tuesday and Thursday from 1:10 P.M. until 2:50 P.M.

The boys and girls will meet together on Friday from 1:10 P.M. until 2:50 P.M. for co-recreation activities.

Health classes will be conducted on Monday and Wednesday for the girls and on Tuesday and Thursday for the boys from 1:10 P.M. until 2:50 P.M.

The program includes a number of activities suitable for both boys and girls of high school, which may be continued through out life.

Men and women enter many of these activities in life together. It has been found that psychological adjustment problems are less when boys and girls have been exposed to conditions where they have the chance to play, sing and dance together. The practices of offering co-recreational opportunities in high school are very important because the

students today will make up the communities of tomorrow.

The following are required activities for the program of physical education for Freeman High School, Caldwell, Texas.

The required program shall be divided into two semesters of three six week sessions.

FIRST SEMESTER

First Six Weeks
September-October

Boys

Touch Football
Volleyball
Softball
Social Dancing
Table Tennis

Girls

Volleyball
Playground Ball
Softball
Social Dancing
Table Tennis

Second Six Weeks
October-November

Boys

Basketball fundamentals
Basketball
Badminton
Shuffle Board
Social Dancing
Wrestling

Girls

Basketball skill
Games
Badminton
Volleyball
Social Dancing
Table Tennis

Third Six Weeks
November-December

Boys

Basketball skill games
Badminton
Basketball
Wrestling
Folk Dancing

Girls

Basketball
Basketball skill games
Volleyball
Folk Dancing

SECOND SEMESTER

First Six Weeks
December-February

Boys

Social Dancing
Ping Pong
Tumbling
Stunts
Basketball Skills

Girls

Social Dancing
Ping Pong
Pyramids
Stunts
Basketball Skills

Second Six Weeks
February-March

Boys

Twenty One
Wrestling
Track Activities
Shuffle Board
Basketball Skills

Girls

Twenty One
Archery
Shuffleboard
Basketball
Badminton Skills

Third Six Weeks
April-May

Volleyball
Softball
Horseshoes
Track & Field Activities
Archery
Baseball
Tennis
Social Dancing

Volleyball
Softball
Horseshoes
Archery
Speedball
Tennis
Social Dancing

CORRECTIVE PROGRAM

The school does not have sufficient staff to maintain corrective classes on a basis conducive to the best results.

The students with handicaps will participate in the activities in the following capacities, scorers, umpires, or judges. In all situations where it is at all possible the student will be kept in the activities with the other students and expected to participate.

In situations where the students deformity will not permit his participation, every attempt will be made to find special activities that will be challenging and interesting.

ACTIVITIES ADAPTED FOR PHYSICALLY HANDICAPPED

| | |
|--------------|----------------|
| Archery | Basketball |
| Shuffleboard | Softball |
| Table Tennis | Handball |
| Volleyball | Bag Punching |
| Horesoes | Hand Balancing |
| Soccer | Wrestling |

INTRAMURAL PROGRAM

Intramural athletics provides a voluntary program of wholesome recreation activities, basically physical which are mentally stimulating and socially sound and the program will be designed to contribute to the development of every student.

Some of the immediate objectives are listed as follows:

1. To provide wholesome developmental activities.
2. To provide every student with an opportunity to take part in an activity of his choice.
3. To develop an active, wholesome out-of-school play spirit and develop hobbies.

It is proposed that this program be kept on a voluntary basis with activities that are wholesome, healthful and socially sound.

The program will include all of the students, boys and girls and the handicapped. Student leadership will be used to conduct this program as much as possible.

It is further proposed that this program be financed by the educational funds and that facilities be provided for the various activities listed in the program, also that awards be given to help stimulate interest, recognize achievement and motivate continued activity.

It is also planned that the administration of this program be the function of the physical education department and that the administrators of this program be teachers of physical education.

The writer feels that the time for locking of the school at four o'clock should be a thing of the past. Education is a continuous process, and the program should be conducted on that basis.

Since the elementary students go to lunch first and approximately half of the high school enrollment is transferred by bus it is suggested that this program be conducted during the noon hour, after school, and during vacations.

The program of activities shall include as many activities as facilities permit. Some of the activities that may be used in the fall, winter and spring.

A PROPOSED INTRAMURAL PROGRAM FOR THE FREEMAN HIGH SCHOOL

| <u>Fall</u> | <u>Winter</u> | <u>Spring</u> |
|----------------|------------------------|-----------------|
| | <u>Boys</u> | |
| Touch football | Basketball skill games | Softball |
| Volleyball | Basketball | Horseshoes |
| Tennis | Badminton | Track and Field |
| Softball | Volleyball | Volleyball |
| Speedball | Table Tennis | Tennis |
| Archery | Foul Shooting | Square Dancing |
| | Wrestling | |
| | Square Dancing | |

Fall

Playground ball
 Volleyball
 Tennis

WinterGirls

Basketball
 Basketball skill games
 Badminton
 Shuffleboard
 Volleyball
 Square Dancing

Spring

Horseshoes
 Softball
 Volleyball
 Tennis
 Playground
 ball
 Archery
 Square Danc-
 ing

THE PROGRAM OF INTERSCHOOL ATHLETICS

In this suggested athletic program the staff assistants are limited and the school enrollment is small. An attempt is made to include as many boys and girls in this program as possible. It is felt that athletics play an important part in the lives of high school boys and girls and the benefits to be derived is of such value that every one should have an opportunity to avail themselves to their attainment.

The interschool program for Freeman High School, Caldwell, Texas is as follows:

The Interschool Program for High School Boys

| <u>Fall</u> | <u>Winter</u> | <u>Spring</u> |
|-------------|---------------|---------------|
| Football | Basketball | Track & Field |
| | | Baseball |
| | | Tennis |

The Interschool Program for High School Girls

| | | |
|------------|------------|---------------|
| Volleyball | Basketball | Track & Field |
| | | Softball |
| | | Tennis |

The equipment and facilities on hand to be used in the Freeman High School are as follows:

A List of Play Areas and Equipment

Gymnasium

Playground

Courts (horseshoes)

Courts (volleyball)

Diamonds (softball)

Diamonds (baseball)

Fields (football)

A List of Equipment

Balls (softball)

Balls (baseball)

Gloves (softball and baseball)

Basketballs

Footballs

Volleyballs and Nets

Masks (catcher, softball, and baseball)

Needs

Backstop-(softball and baseball)

Table tennis set

Phonograph and records

Posts (tennis and volleyball)

Basketball Court (marked for shuffleboard, tennis, and badminton)

Gymnasium mats

Bats (softball, baseball)

Archery sets

Rope

Chapter IV

EVALUATION

Evaluation serves as a means of measuring pupil progress and as a guide for continued practice and improvement of skills. The following score sheets show the method for evaluation of the program formulated in this study. Test will be given concerning the activities required during each six weeks period. Score sheets have been provided for evaluating the pupils progress for each six weeks. The students will be divided into three groups according to size as devised by classification index using $(20 \times \text{Age} \div 6 \times \text{Height} \div \text{Weight})$. A table is provided to aid in computing the classified index.

The students are scored 2, 3 or 4 credit points for each activity in which they participate. This also included the written tests concerning activities. The scale for grading the activities will vary on a number of the score sheets because some six weeks periods more activities were scheduled.

The general scoring procedure is listed below:

| | | |
|---------|---|----|
| 15 - 16 | = | A/ |
| 12 - 14 | = | A |
| 9 - 11 | = | B |
| 6 - 8 | = | C |
| Below 5 | = | D |

First Six Weeks
September-October

Freeman High School
Department of Physical and Health Education
Squad Score Sheet--Grades

BOYS

Squad No. _____

Leader _____

| Name | Index No. | Football Throw | Football Punt | Volley Skills | Softball Dist. | Total Points | Grade |
|------|-----------|-------------------|------------------|------------------|-------------------|-----------------|-------|
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ACTIVITY

ACHIEVEMENT STANDARDS

FORMULA FOR COMPUTING INDEX
NUMBERS

| Index No. | I | | | II | | | III | | |
|-------------------------|-----------|-----|-----|------------|-----|-----|--------------|-----|-----|
| | UP TO 700 | | | 701 TO 745 | | | 746 AND OVER | | |
| Credit Points | 2 | 3 | 4 | 2 | 3 | 4 | 2 | 3 | 4 |
| Football Throw | 45' | 57' | 68' | 50' | 65' | 75' | 57' | 70' | 86' |
| Football punt | 42' | 53' | 64' | 47' | 60' | 70' | 56' | 70' | 80' |
| Volleyball Skills Tries | 3 | 6 | 9 | 6 | 9 | 12 | 6 | 9 | 12 |
| Softball Throw Dist. | 45' | 57' | 68' | 50' | 65' | 75' | 57' | 70' | 86' |

20 X Age plus 6 X Height in inches plus Weight equals the Index No.
Example: A girl 13 years of age, 62 inches tall, weighing 108 lbs. (20 X 13 equals 260) + (62 X 6 equals 372) + (108) equals 740 the Index No. Note: See Computing Sheet when computing Index Numbers

MARKING SCALE

15-20 EQUALS A / 10-12 EQUALS B
13-15 " A 8-10 " C
Below 7 Equals D

Touch Football Skills (passing, receiving, kicking)
Written test on table tennis - 2 points
Modern dance rhythm - 2 points

Second Six Weeks
October-November

Freeman High School
Department of Physical and Health Education
Squad Score Sheet--Grades

BOYS

Squad No. _____

Leader _____

| Name | Index No. | Baskets per $\frac{1}{2}$ min. | Badminton serve | Wrestling 2 out of 4 | Shuffle Board pts. | Total Points | Grade |
|------|-----------|--------------------------------|-----------------|----------------------|--------------------|--------------|-------|
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ACTIVITY

ACHIEVEMENT STANDARDS

FORMULA FOR COMPUTING INDEX NUMBERS

| Index No. | I | | | II | | | III | | |
|--------------------------------------|-----------|---|----|------------|---|----|--------------|----|----|
| | UP TO 700 | | | 701 TO 745 | | | 746 AND OVER | | |
| Credit Points | 2 | 3 | 4 | 2 | 3 | 4 | 2 | 3 | 4 |
| Baskets per $\frac{1}{2}$ minute | 2 | 3 | 5 | 2 | 3 | 5 | 2 | 4 | 6 |
| Badminton serve | 3 | 4 | 5 | 3 | 4 | 5 | 3 | 5 | 8 |
| Wrestling - best out of Three-bouts. | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| Shuffleboard points | 7 | 8 | 10 | 7 | 8 | 10 | 8 | 10 | 12 |

20 X Age plus 6 X Height in inches plus Weight equals the Index No.
Example: A girl 13 years of age, 62 inches tall, weighing 108 lbs.
(20 X 13 equals 260) + (62 X 6 equals 372) + (108) equals 740 the Index No. Note: See Computing Sheet when computing Index Numbers

MARKING SCALE

15-16 EQUALS A
12-14 " A
Below 5 EQUALS D
9-11 EQUALS B
6-8 " C

Social dance rhythm 2 points
Written test on fundamentals of each activity 2 points each

Third Six Weeks
November-December

Freeman High School
Department of Physical and Health Education
Squad Score Sheet--Grades

BOYS

Squad No. _____

Leader _____

| Name | Index No. | Two hand chest shot | Badminton return ser. | One push shot | | Total Points | Grade |
|------|-----------|---------------------|-----------------------|---------------|--|--------------|-------|
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ACTIVITY

ACHIEVEMENT STANDARDS

FORMULA FOR COMPUTING INDEX NUMBERS

| Index No. | I | | | II | | | III | | |
|-----------------------|-----------|---|---|------------|---|---|--------------|---|---|
| | UP TO 700 | | | 701 TO 745 | | | 746 AND OVER | | |
| Credit Points | 2 | 3 | 4 | 2 | 3 | 4 | 2 | 3 | 4 |
| Two hand chest shot | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| Badminton return ser. | 1 | 2 | 4 | 1 | 3 | 5 | 2 | 4 | 6 |
| One hand push shot | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |

20 X age plus 6 X Height in inches plus Weight equals the Index No.
Example: A girl 13 years of age, 62 inches tall, weighing 108 lbs. (20 X 13 equals 260) + (62 X 6 equals 372) + (108) equals 740 the Index No. Note: See Computing Sheet when computing Index Numbers

MARKING SCALE

15-16 EQUALS A+ 9-11 EQUALS B
12-14 " A 6-8 " C
Below 5 EQUALS D

Written test on origin of folk dancing 4 points

Second Semester
Fifth Six Weeks
February-March

Freeman High School
Department of Physical and Health Education
Squad Score Sheet--Grades

BOYS

Squad No. _____ Leader _____

| Name | Index No. | Stand | | Running | Running | 50 yd. Dash | Total Points | Grade |
|------|-----------|-------|------|------------|-----------|-------------|--------------|-------|
| | | Leap | Jump | Broad Jump | High Jump | | | |
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ACTIVITY

ACHIEVEMENT STANDARDS

FORMULA FOR COMPUTING INDEX NUMBERS

| Index No. | ACHIEVEMENT STANDARDS | | | | | | | | |
|--------------------|-----------------------|-------|-------|------------|-------|-------|--------------|-------|-------|
| | I | | | II | | | III | | |
| | UP TO 700 | | | 701 TO 745 | | | 746 AND OVER | | |
| Credit Points | 2 | 3 | 4 | 2 | 3 | 4 | 2 | 3 | 4 |
| Stand Leap Jump | 10'6" | 11'4" | 12'1" | 11' | 12' | 13'5" | 11'5" | 12'3" | 13'3" |
| Running Broad Jump | 9' | 10' | 11'4" | 9'6" | 10'9" | 12' | 10' | 11'3" | 13' |
| Running High Jump | 2'10" | 3'4" | 3'8" | 3'2" | 3'5" | 3'8" | 3'5" | 3'9" | 4'2" |
| 50 yd. Dash (sec.) | 8.7 | 7.9 | 7.3 | 8.8 | 7.8 | 7.2 | 8.2 | 7.4 | 6.8 |

20 X Age plus 6 X Height in inches plus Weight equals the Index No.
Example: A girl 13 years of age, 62 inches tall, weighing 108 lbs. (20 X 13 equals 260) + (62 X 6 equals 372) + (108) equals 740 the Index No. Note: See Computing Sheet when computing Index Numbers

MARKING SCALE

15-20 EQUALS A/ 9-11 EQUALS B
12-14 " A 6-8 " C
Below 5 EQUALS D

Shot Put 12'2 points
Discus Distace 45' 2 points

First Semester
 Third Six Weeks
 November-December

Freeman High School
 Department of Physical and Health Education
 Squad Score Sheet--Grades

GIRLS

Squad No. _____

Leader _____

| Name | Index No. | Two hand chest shot | Basketball Skills | Badminton return serve | Dance - Folk | Total Points | Grade |
|------|-----------|---------------------|-------------------|------------------------|--------------|--------------|-------|
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ACTIVITY

ACHIEVEMENT STANDARDS

FORMULA FOR COMPUTING INDEX NUMBERS

| Index No. | I | | | II | | | III | | |
|--------------------------------------|-----------|---|---|------------|---|---|--------------|---|---|
| | UP TO 700 | | | 701 TO 745 | | | 745 AND OVER | | |
| Credit Points | 2 | 3 | 4 | 2 | 3 | 4 | 2 | 3 | 4 |
| Speedball | 1 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 4 |
| Basketball Skills | 1 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 4 |
| Badminton Return Ser. | 1 | 2 | 3 | 2 | 3 | 4 | 3 | 4 | 5 |
| Written Test on Origin of Folk Dance | 4 points | | | | | | | | |

20 X age plus 6 X Height in inches plus Weight equals the Index No.
 Example: A girl 13 years of age, 62 inches tall, weighing 108 lbs. (20 X 13 equals 260) + (62 X 6 equals 372) + (108) equals 740 the Index No. Note: See Computing Sheet when computing Index Numbers

MARKING SCALE

Basketball Skills - dribbling, passing, taking, pivots, passing

15-16 EQUALS A/ 9-11 EQUALS B
 12-14 " A 6-8 " C
 Below 5 EQUALS D

Second Semester
 Second Six Weeks
 February-March

Freeman High School
 Department of Physical and Health Education
 Squad Score Sheet--Grades

GIRLS

Squad No. _____

Leader _____

| Name | Index No. | 50 yd. Dash | Standing Broad Jump | Stand Leap Jump | Stand Hop & Leap | Total Points | Grade |
|------|-----------|-------------|---------------------|-----------------|------------------|--------------|-------|
| | | | | | | | |
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ACTIVITY

ACHIEVEMENT STANDARDS

FORMULA FOR COMPUTING INDEX NUMBERS

| Index No. | I | | | II | | | III | | |
|---------------------|-----------|------|-------|------------|-------|-------|--------------|-------|------|
| | UP TO 700 | | | 701 TO 745 | | | 746 AND OVER | | |
| Credit Points | 2 | 3 | 4 | 2 | 3 | 4 | 2 | 3 | 4 |
| 50 yd. Dash (sec.) | 9 | 8 | 7.5 | 9 | 8 | 7 | 9 | 8 | 7 |
| Standing Broad Jump | 4'6" | 5' | 5'6" | 4'9" | 5'3" | 5'9" | 4'6" | 5' | 5'9" |
| Stand, Hop & Leap | 9'5" | 10½" | 11'2" | 9'10" | 10'9" | 11'9" | 10½" | 11'2" | 12' |
| Discus Distance | 30' | 35' | 40' | 30' | 35' | 40' | 35' | 40' | 50' |

20 X Age plus 6 X Height in inches plus Weight equals the Index No.
 Example: A girl 13 years of age, 62 inches tall, weighing 108 lbs. (20 X 13 equals 260) + (62 X 6 equals 372) + (108) equals 740 the Index No. Note: See Computing Sheet when computing Index Numbers

MARKING SCALE

15-16 EQUALS A / 9-11 EQUALS B
 12-14 " A 6-8 " C
 Below 5 EQUALS D

APPENDIX I

Table I

A Table for Computing 20A / 6H

The value obtained, when added to the weight, gives Classification Index I

| Height | Age in Years and Half Years | | | | | | | | | | | | | | |
|--------|-----------------------------|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|
| | 10 | 10.5 | 11 | 11.5 | 12 | 12.5 | 13 | 13.5 | 14 | 14.5 | 15 | 15.5 | 16 | 16.5 | 17 |
| 50 | 500 | 510 | 520 | 530 | 540 | 550 | 560 | 570 | 580 | 590 | 600 | 610 | 620 | 630 | 640 |
| 51 | 506 | 516 | 526 | 536 | 546 | 556 | 566 | 576 | 586 | 596 | 606 | 616 | 626 | 636 | 646 |
| 52 | 512 | 522 | 532 | 542 | 552 | 562 | 572 | 582 | 592 | 602 | 612 | 622 | 632 | 642 | 652 |
| 53 | 518 | 528 | 538 | 548 | 558 | 568 | 578 | 588 | 598 | 608 | 618 | 628 | 638 | 648 | 658 |
| 54 | 524 | 534 | 544 | 554 | 564 | 574 | 584 | 594 | 604 | 614 | 624 | 634 | 644 | 654 | 664 |
| 55 | 530 | 540 | 550 | 560 | 570 | 580 | 590 | 600 | 610 | 620 | 630 | 640 | 650 | 660 | 670 |
| 56 | 536 | 546 | 556 | 566 | 576 | 586 | 596 | 606 | 616 | 626 | 636 | 646 | 656 | 666 | 676 |
| 57 | 542 | 552 | 562 | 572 | 582 | 592 | 602 | 612 | 622 | 632 | 642 | 652 | 662 | 672 | 682 |
| 58 | 548 | 558 | 568 | 578 | 588 | 598 | 608 | 618 | 628 | 638 | 648 | 658 | 668 | 678 | 688 |
| 59 | 554 | 564 | 574 | 584 | 594 | 604 | 614 | 624 | 634 | 644 | 654 | 664 | 674 | 684 | 694 |
| 60 | 560 | 570 | 580 | 590 | 600 | 610 | 620 | 630 | 640 | 650 | 660 | 670 | 680 | 690 | 700 |
| 61 | 566 | 576 | 586 | 596 | 606 | 616 | 626 | 636 | 646 | 656 | 666 | 676 | 686 | 696 | 706 |
| 62 | 572 | 582 | 592 | 602 | 612 | 622 | 632 | 642 | 652 | 662 | 672 | 682 | 692 | 702 | 712 |
| 63 | 578 | 588 | 598 | 608 | 618 | 628 | 638 | 648 | 658 | 668 | 678 | 688 | 698 | 708 | 718 |
| 64 | 584 | 594 | 604 | 614 | 624 | 634 | 644 | 654 | 664 | 674 | 684 | 694 | 704 | 714 | 724 |
| 65 | 590 | 600 | 610 | 620 | 630 | 640 | 650 | 660 | 670 | 680 | 690 | 700 | 710 | 720 | 730 |
| 66 | 596 | 606 | 616 | 626 | 636 | 646 | 656 | 666 | 676 | 686 | 696 | 706 | 716 | 726 | 736 |
| 67 | 602 | 612 | 622 | 632 | 642 | 652 | 662 | 672 | 682 | 692 | 702 | 712 | 722 | 732 | 742 |
| 68 | 608 | 618 | 628 | 638 | 648 | 658 | 668 | 678 | 688 | 698 | 708 | 718 | 728 | 738 | 748 |
| 69 | 614 | 624 | 634 | 644 | 654 | 664 | 674 | 684 | 694 | 704 | 714 | 724 | 734 | 744 | 754 |
| 70 | 620 | 630 | 640 | 650 | 660 | 670 | 680 | 690 | 700 | 710 | 720 | 730 | 740 | 750 | 760 |
| 71 | 626 | 636 | 646 | 656 | 666 | 676 | 686 | 696 | 706 | 716 | 726 | 736 | 746 | 756 | 766 |
| 72 | 632 | 642 | 652 | 662 | 672 | 682 | 692 | 702 | 712 | 722 | 732 | 742 | 752 | 762 | 772 |
| 73 | 638 | 648 | 658 | 668 | 678 | 688 | 698 | 708 | 718 | 728 | 738 | 748 | 758 | 768 | 778 |
| 74 | 644 | 654 | 664 | 674 | 684 | 694 | 704 | 714 | 724 | 734 | 744 | 754 | 764 | 774 | 784 |
| 75 | 650 | 660 | 670 | 680 | 690 | 700 | 710 | 720 | 730 | 740 | 750 | 760 | 770 | 780 | 790 |
| 76 | 656 | 666 | 676 | 686 | 696 | 706 | 716 | 726 | 736 | 746 | 756 | 766 | 776 | 786 | 796 |
| 77 | 662 | 672 | 682 | 692 | 702 | 712 | 722 | 732 | 742 | 752 | 762 | 772 | 782 | 792 | 802 |
| 78 | 668 | 678 | 688 | 698 | 708 | 718 | 728 | 738 | 748 | 758 | 768 | 778 | 788 | 798 | 808 |

To use this table to compute Classification Index I, find the number below the age reckoned to the last half year, and to the right of the height taken at the last full inch, and add this to the weight. E.G., if the individual is 16 years and four months old, 66.7 inches tall and weighs 121 pounds the result will be 716 + 121 = 837, which is his Classification Index I.