

# **Physical Education Model Content Standards for California Public Schools**

**Kindergarten through Grade  
Twelve  
(2004)**

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## ACKNOWLEDGEMENTS

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The following educators were appointed by Jack O'Connell, State Superintendent of Public Instruction to assist in the development of the *Physical Education Model Content Standards*.

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The development of the *Physical Education Model Content Standards* was coordinated by Dianne Wilson-Graham, Physical Education Consultant, California Department of Education.

## INTRODUCTION

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According to the U.S. Surgeon General, regular physical activity is one of the most important things that people can do to maintain and improve their physical health, mental health, and overall well-being. A student who is physically educated is more likely to become a healthy adult who is motivated to remain healthy and physically active throughout his or her life.

The *Physical Education Model Content Standards for California Public Schools, Kindergarten through Grade Twelve* represent the essential skills and knowledge that all students need to maintain a physically active, healthy lifestyle. *Education Code* section 51210 requires 200 minutes of physical education every 10 school days for students in grades one through six, and *Education Code* Section 51222 provides for 400 minutes of physical education every 10 school days for students in grades seven through twelve.

The model content standards provide guidance for developing physical education programs by identifying what California student should know and be able to do at each grade level. Students in every school should be able to achieve these standards with adequate instruction and sustained effort. Some students with special needs may require appropriate accommodations, adaptations, and modifications to meet these standards. Local flexibility is maintained with these standards. Decisions about how best to teach the standards are left to teachers, schools, and local education agencies.

The forthcoming revision of the *Physical Education Framework* will be based upon and will incorporate the model content standards. The *Framework* will also include suggested ways to assess student achievement based on the standards and to make connections within and across grades, as well as provide guidance for instruction, program development, and support for the teacher. The standards and framework working in tandem will guide instruction and serve as a resource for all school stakeholders in developing a quality physical education program that will provide students with essential skills and knowledge to establish and maintain a physically active, healthy lifestyle.

### **An Essential Discipline**

Physical education is an integral part of the educational program for all students. It teaches students how their bodies move, how to perform a variety of physical activities, the health-related benefits of regular physical activity, and specific skills that will allow them to adopt a physically active, healthy lifestyle. It also provides learning experiences that meet the developmental needs of students. With physical education, students become confident, independent, self-controlled and resilient; develop positive social skills; learn to set and strive for personal, achievable goals; learn to assume leadership, cooperate with others, and accept responsibility for their own behavior; and improve their academic performance.

The model content standards provide opportunities for teachers to reinforce student learning in all areas of the curriculum. In addition, the standards create opportunities for linking the content in English-language arts, science, mathematics, and history-social science with the content in physical education, thereby establishing and emphasizing the many connections between the subjects.

### **Development of the Standards**

The California Physical Education Model Content Standards Development Committee appointed by State Superintendent of Public Instruction Jack O'Connell, was convened to answer the question "What should California students know and be able to do in Physical Education?" The recommended model physical education standards build on the work of exemplary documents from both within and outside California, most notably the National Association for Sport and Physical Education, *Moving into the Future: National Standards for Physical Education* (2004), and current research concerning the health-related issues facing children and youth in our state.

The model standards also reflect guidance and input from members of the California teaching community and other citizens who attended professional meetings and public hearings held around the state. At the meetings and hearings, parents and guardians, teachers, administrators, and business and community leaders helped define key issues. Current practice and the state of physical education instruction in California were also given special consideration during the process. In addition, physical education experts from around the nation reviewed the first draft and submitted formal comments. Their input helped immeasurably to strengthen the rigor and quality of the standards.

While the committee recognizes that it will take time and changes in practices for schools, teachers, and students to achieve these standards, the committee believes this is a high priority for California students. When students master the content and develop the skills contained in these standards, they will be well equipped to lead a physically active, healthy lifestyle.

### **Highlights of the Standards**

The *Physical Education Content Standards* will assist schools in establishing specific learning goals and objectives for physical education. A sequential, developmentally appropriate curriculum should be designed and implemented to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle.

There are five overall model content standards for elementary and middle school children. They are:

- Standard 1:**      **Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.**
- Standard 2:**      **Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.**

- Standard 3:** Assess and maintain a level of physical fitness to improve health and performance.
- Standard 4:** Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Standard 5:** Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

In the elementary grades, the specific content standards emphasize how students move in their environment, moving through space and time, how they (student and a partner) move in space together, continuity and change in movement, manipulating objects in time and through space, and manipulating objects with accuracy and speed.

In middle school, the specific content standards emphasize working cooperatively to achieve a common goal, meeting challenges and making decisions, and working as a team to solve problems.

For high school youth there are only three overall model content standards. They are:

- Standard 1:** Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.
- Standard 2:** Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- Standard 3:** Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

The high school experience represents the culmination of physical education. From kindergarten through fifth grade, the content is delivered in small pieces to best facilitate learning at the appropriate developmental level. In sixth through eighth grade, consolidation of content occurs and student skills are refined, representing a natural progression of skill sophistication. When students reach ninth grade, they are ready to integrate all that they know with all that they can do. They experience higher order thinking and increased skill performance. For this reason, the five elementary and middle school model content standards have been combined into the three high school model content standards seen above.

To fulfill the requirement for high school graduation, students must take two years of physical education in high school. In this publication, these two years are referred to as

Course 1 and Course 2 .The content of these courses will be selected from activities required by the *California Code of Regulations Title 5, Section10060*.

In addition to Courses 1 and 2, Elective Courses 3 and 4 are available to students. All schools are mandated by *Education Code* to provide physical education elective courses for students after they have completed the two years required for graduation. Course 3 electives allow students to explore a variety of different lifelong activities in search of one they really enjoy. Course 4 electives are designed as a continuation of Course 3 and are intended for students who wish to pursue advanced knowledge and skills. Students who take Course 4 have completed Course 3 and want an intensive experience in an activity that they are committed to for a lifelong activity.

### **Organization of This Document**

This document is organized by grade level, beginning with kindergarten and ending with high school's Course 4 Elective. A glossary at the back of the book provides definition of terms used.

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## KINDERGARTEN

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### **Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.**

#### Movement Concepts

- 1.1 Travel within a large group using locomotor skills without bumping into others or falling.
- 1.2 Travel forward and sideways while changing direction quickly in response to a signal.
- 1.3 Demonstrate clear contrasts between slow and fast speeds while using locomotor skills.
- 1.4 Create shapes at high, medium, and low levels using hands, arms, torso, feet, and legs in a variety of combinations.

#### Body Management

- 1.5 Create shapes using non-locomotor movements.
- 1.6 Balance on one, two, three, four, and five body parts.
- 1.7 Balance while walking forward and sideways on a narrow, raised surface.
- 1.8 Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward and in front of by using the body and an object.

#### Locomotor Movement

- 1.9 Perform a continuous log roll.
- 1.10 Travel in straight, curved, and zigzag pathways.
- 1.11 Jump over a stationary rope several times in succession using forward and back and side-to-side movement patterns.

#### Manipulative Skills

- 1.12 Strike a stationary ball or balloon with the hands, arms, and feet.
- 1.13 Toss a ball using the underhand throw pattern to self and catch it before it bounces twice.
- 1.14 Kick a stationary object using a simple kicking pattern.
- 1.15 Bounce a ball continuously using two hands.

#### Rhythmic Skills

- 1.16 Perform locomotor and non-locomotor movements to a steady beat.
- 1.17 Clap in time to a simple rhythmic beat.



# KINDERGARTEN

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## **Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.**

### Movement Concepts

- 2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backwards, and sideways.
- 2.2 Identify and use independently personal space, general space, and boundaries and discuss why they are important.

### Body Management

- 2.3 Identify and describe body parts including the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
- 2.4 Explain base of support.

### Locomotor Movement

- 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.

### Manipulative Skills

- 2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.
- 2.7 Identify the point of contact for kicking a ball in a straight, forward direction.
- 2.8 Describe the position of the fingers in the follow through phase of dribbling a ball continuously.

## KINDERGARTEN

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### **Standard 3: Assess and maintain a level of physical fitness to improve health and performance.**

#### Fitness Concepts

3.1 Participate in physical activities that are enjoyable and challenging.

#### Aerobic Capacity

3.2 Participate 3-4 days per week in moderate to vigorous physical activities that increase breathing and heart rate.

#### Muscular Strength/Endurance

3.3 Hang and hold body weight on overhead bars for a prolonged period of time.

3.4 Climb a ladder, jungle gym, or apparatus.

#### Flexibility

3.5 Stretch shoulders, legs, arms, and back without bouncing.

#### Body Composition

3.6 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.

#### Assessment

3.7 Identify indicators of increased capacity to participate in vigorous physical activity.

## KINDERGARTEN

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### **Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

#### Fitness Concepts

- 4.1 Identify physical activities that are enjoyable and challenging.
- 4.2 Explain that the body is comprised mostly of water.
- 4.3 Explain why nutritious food provides energy for physical activity.

#### Aerobic Capacity

- 4.4 Identify that the heart is a muscle located in the chest, and explain that the heart beats faster and becomes stronger with physical activity.
- 4.5 Identify that the lungs are in the chest near the heart and explain that they collect air.

#### Muscular Strength/Endurance

- 4.6 Explain that strong muscles help the body to climb, hang, push, and pull.
- 4.7 Explain that muscles move bones.

#### Flexibility

- 4.8 Identify the body part involved when stretching.

#### Body Composition

- 4.9 Explain that the body is composed of bones, muscles, organs, tissue, and fat.

## KINDERGARTEN

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### **Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.**

#### Self Responsibility

- 5.1 Identify feelings that result from participation in physical activity.
- 5.2 Willingly participate in physical activities.

#### Social Interaction

- 5.3 Demonstrate the characteristics of sharing in a physical activity setting.
- 5.4 Describe how positive social interaction can make physical activity with others more fun.

#### Group Dynamics

- 5.5 Participate as a leader and a follower during physical activity.

## GRADE ONE

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### **Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.**

#### Movement Concepts

- 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and with the body at high, medium and low levels in space.
- 1.2 Travel over, under, in front of, behind and through objects and partners using locomotor skills.
- 1.3 Using all locomotor skills, travel in straight, curved, and zigzag pathways while changing speeds in response to tempos, rhythms, and signals.
- 1.4 While walking, running, hopping, and jumping (locomotor skills), change direction from forward and back, and right and left, in response to tempos, rhythms, and signals.
- 1.5 While moving, demonstrate the difference between slow and fast, heavy and light, and hard and soft.

#### Body Management

- 1.6 Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than two feet as a base of support.

#### Locomotor Movement

- 1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.
- 1.8 Land on two feet using one and two footed takeoffs.
- 1.9 Jump a swinging rope held by others.

#### Manipulative Skills

- 1.10 Demonstrate the underhand movement (throw) pattern.
- 1.11 Demonstrate the overhand movement (throw) pattern.
- 1.12 Demonstrate the two-handed overhead (throw) pattern.
- 1.13 Catch a gently thrown ball showing proper form.
- 1.14 Underhand toss and catch a ball to self.
- 1.15 Catch a self-bounced ball.
- 1.16 Kick a rolled ball from a stationary position.
- 1.17 Kick a stationary ball using a smooth continuous running approach.
- 1.18 Strike a balloon upward continuously using arms, hands, and feet.
- 1.19 Strike a balloon upward continuously using a large, short-handled paddle.
- 1.20 Dribble a ball in a forward direction using the inside of the foot.
- 1.21 Continuously dribble a ball with one hand.

#### Rhythmic Skills

- 1.22 Create or imitate movement in response to rhythms and music.

## GRADE ONE

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### **Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.**

#### Movement Concepts

- 2.1 Identify moving from right to left, and left to right, and identify right and left sides of the body.
- 2.2 Identify people/objects that are within personal space and within boundaries.

#### Body Management

- 2.3 Identify the base of support of balanced objects.

#### Locomotor Movement

- 2.4 Explain the difference between a jog and a run, a hop and a jump, and a gallop and a slide.

#### Manipulative Skills

- 2.5 Identify examples of underhand and overhand movement patterns.
- 2.6 Explain that when using the underhand throw, the position of the fingers at the time of the release influences the direction an object travels.
- 2.7 Explain that the non-throwing arm and hand provide balance and can influence the direction an object travels.
- 2.8 Explain that when using the overhead throw, the point of release influences the direction an object travels.
- 2.9 Describe the proper hand and finger position for catching a ball.
- 2.10 Demonstrate and explain how to absorb force while catching.
- 2.11 Identify the position to plant the non-kicking foot when kicking with a smooth running approach.
- 2.12 Identify the location of the contact point to strike an object upward.
- 2.13 Analyze how much force is needed to move the ball forward while dribbling with the hand and also the foot.

## GRADE ONE

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### **Standard 3: Assess and maintain a level of physical fitness to improve health and performance.**

#### Fitness Concepts

3.1 Participate in physical activities that are enjoyable and challenging.

#### Aerobic Capacity

3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate.

#### Muscular Strength/Endurance

3.3 Demonstrate for increasing periods of time a “v” sit position, a push-up position with arms extended, and a squat position.

3.4 Move from a sitting to standing position and a lying to sitting position without using arms to brace self while on the floor.

3.5 Travel hand-over-hand along a horizontal ladder, or hang from an overhead bar.

#### Flexibility

3.6 Stretch arms, shoulders, back, and legs without hyper-flexing or hyper-extending the joints.

#### Body Composition

3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.

#### Assessment

3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure change in activity levels.

## GRADE ONE

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### **Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

#### Fitness Concepts

- 4.1 Identify enjoyable and challenging physical activities that one can do for increasing amounts of time without stopping.
- 4.2 Explain the importance of drinking water during and after physical activity.
- 4.3 Explain that nutritious food provides energy for alertness and mental concentration.

#### Aerobic Capacity

- 4.4 Explain that the heart is the most important muscle in the body and is approximately the size of a fist.
- 4.5 Explain that the heart becomes stronger from regularly beating faster during physical activity.
- 4.6 Identify physical activities that cause the heart to beat faster.
- 4.7 Explain that blood collects oxygen from the lungs.

#### Muscular Strength/Endurance

- 4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.
- 4.9 Explain that prolonged participation in physical activity will increase endurance, which allows for movement to occur for longer periods of time.

#### Flexibility

- 4.10 Explain that proper body position while stretching and strengthening will help prevent injury.
- 4.11 Explain that flexible muscles will allow more range of motion in activity.

#### Body Composition

- 4.12 Identify and list the body components of bones, muscles, organs, tissue, and fat.



## GRADE ONE

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### **Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.**

#### Self Responsibility

- 5.1 Willingly participate in new physical activities.
- 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.

#### Social Interaction

- 5.3 Demonstrate the characteristics of sharing and cooperation in a physical activity setting.
- 5.4 Invite others to use equipment and/or apparatus before repeating a turn.

#### Group Dynamics

- 5.5 Identify and demonstrate the factors for being an effective partner in a physical activity setting.
- 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.

## GRADE TWO

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### **Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.**

#### Movement Concepts

- 1.1 Move to open spaces within boundaries while traveling at higher rates of speed.

#### Body Management

- 1.2 Transfer weight from feet to hands and back to feet, landing with control.
- 1.3 Demonstrate balance on the ground and on objects, using bases of support other than two feet.
- 1.4 Create a routine including two types of body rolls: log roll, egg roll, shoulder roll, forward roll, with a stationary balance position after each roll.

#### Locomotor Movement

- 1.5 Jump for distance, landing on two feet and absorbing force.
- 1.6 Skip and leap using proper form.

#### Manipulative Skills

- 1.7 Roll a ball for distance using proper form.
- 1.8 Throw a ball for distance using proper form.
- 1.9 Catch a gently thrown ball above the waist by absorbing force with fingers pointing up.
- 1.10 Catch a gently thrown ball below the waist by absorbing force with fingers pointing down.
- 1.11 Kick a slowly rolling ball.
- 1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.
- 1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.
- 1.14 Hand-dribble a ball with control for a continuous time period.
- 1.15 Foot-dribble a ball along the ground with control.
- 1.16 Jump a turned rope repeatedly.

#### Rhythmic Skills

- 1.17 Demonstrate a smooth transition between even beat locomotor skills and uneven beat locomotor skills in response to music or an external beat.
- 1.18 Perform rhythmical sequences related to simple folk dance or ribbon routines.
- 1.19 Perform with a partner rhythmical sequences related to simple folk dance or ribbon routines.

## GRADE TWO

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### **Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.**

#### Movement Concepts

- 2.1 Define “open space.”
- 2.2 Explain how to absorb the force of an oncoming object.

#### Body Management

- 2.3 Explain the importance of a wide base of support versus a narrow base of support in balance activities.
- 2.4 Explain why one hand or foot is often preferred when practicing movement skills.

#### Locomotor Movement

- 2.5 Compare and contrast locomotor movements conducted to even and uneven beats.

#### Manipulative Skills

- 2.6 List opportunities to use an underhand and overhand movement (throw) pattern.
- 2.7 List different opportunities to use striking skills.
- 2.8 Compare changes in force and speed when rolling a ball, and when rolling a ball for distance.
- 2.9 Explain key elements when throwing for distance.
- 2.10 Identify the roles of body parts not directly involved in catching objects.
- 2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.
- 2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.
- 2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee.
- 2.14 Explain the role of increasing arm and hand speed when hand-dribbling a ball.

## GRADE TWO

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### **Standard 3: Assess and maintain a level of physical fitness to improve health and performance.**

#### Fitness Concepts

- 3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging.

#### Aerobic Capacity

- 3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate.

#### Muscular Strength/Endurance

- 3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench, to enhance endurance and increase muscle efficiency.
- 3.4 Traverse overhead ladder one bar at a time.

#### Flexibility

- 3.5 Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps.

#### Body Composition

- 3.6 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.

#### Assessment

- 3.7 Measure improvements in individual fitness levels.

## GRADE TWO

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### **Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

#### Fitness Concepts

- 4.1 Explain the fuel requirements of the body during physical activity and inactivity.
- 4.2 Explain that the body needs to move regularly in moderate to vigorous physical activity to achieve or maintain good health.
- 4.3 List ways to increase physical activity time outside of school.
- 4.4 Explain that water is essential during physical activity to maintain normal body temperature and normal blood volume.
- 4.5 Explain that the intensity and duration of exercise, as well as nutritional choices affect fuel use during physical activity.

#### Aerobic Capacity

- 4.6 Compare and contrast the function of the heart during rest and physical activity.
- 4.7 Describe the relationship between the heart and lungs during physical activity.
- 4.8 Compare and contrast changes in heart rate before, during, and after physical activity.

#### Muscular Strength/Endurance

- 4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.
- 4.10 Identify muscles that are being strengthened while performing specific physical activities.
- 4.11 List activities or skills that would be accomplished more efficiently with stronger muscles.
- 4.12 Explain the role that weight-bearing activities play in bone strength.

#### Flexibility

- 4.13 Identify the muscles that are being stretched during specific physical activities.
- 4.14 Explain why it is safer to stretch a warm muscle than a cold muscle.

#### Body Composition

- 4.15 Distinguish the differences in density and weight between bones, muscles, organs, tissue, and fat.

## GRADE TWO

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### **Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.**

#### Self Responsibility

- 5.1 Participate in diverse group settings without interfering with others.
- 5.2 Accept responsibility for one's own behavior in a group activity.

#### Social Interaction

- 5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on their performance.
- 5.4 Encourage others using verbal and non-verbal communication.
- 5.5 Demonstrate respect for self, others, and equipment during physical activities.
- 5.6 Demonstrate how to solve a problem with another during physical activity.

#### Group Dynamics

- 5.7 Participate positively in physical activities that rely on cooperation.

## GRADE THREE

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### **Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.**

#### Movement Concepts

- 1.1 Chase, flee, and move away from others in a constantly changing environment.

#### Body Management

- 1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts.
- 1.3 Perform a forward roll.
- 1.4 Perform a straddle roll.

#### Locomotor Movement

- 1.5 Continuously jump a forward-turning rope and a backward-turning rope.

#### Manipulative Skills

- 1.6 Balance while traveling and manipulating an object on a ground-level balance beam.
- 1.7 Catch an object thrown by a stationary partner while traveling.
- 1.8 Roll a ball for accuracy toward a target.
- 1.9 Throw a ball using the overhand movement pattern at a target for accuracy.
- 1.10 Throw and catch with a partner while increasing distance and maintaining control.
- 1.11 Kick a ball to a stationary partner using the inside of the foot.
- 1.12 Continuously strike a ball upward using a paddle or racket.
- 1.13 Continuously hand-dribble a ball around obstacles.
- 1.14 Continuously foot-dribble a ball while traveling and changing directions.

#### Rhythmic Skills

- 1.15 Perform with a partner a line, circle, and folk dance.

## GRADE THREE

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### **Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.**

#### Movement Concepts

- 2.1 Explain how changing speed and changing direction can allow one person to move away from another.

#### Manipulative Skills

- 2.2 Explain and demonstrate the correct hand position when catching a ball – above the head, below the waist, near the middle of the body, and away from the body.
- 2.3 Explain the difference between throwing to a stationary partner and throwing to a moving partner.
- 2.4 Identify key elements for increasing accuracy in rolling a ball, and throwing a ball.
- 2.5 Identify the differences in dribbling a ball (hand and foot) while moving forward and changing direction.

#### Rhythmic Skills

- 2.6 Define the terms folk dance, line dance, and circle dance.
- 2.7 Compare and contrast folk dances, line dances, and circle dances.



## GRADE THREE

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### **Standard 3: Assess and maintain a level of physical fitness to improve health and performance.**

#### Fitness Concepts

- 3.1 Demonstrate warm-up and cool-down exercises.
- 3.2 Demonstrate how to correctly lift and carry objects.

#### Aerobic Capacity

- 3.3 Participate 3-4 days per week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large muscle groups to increase breathing and heart rate.

#### Muscular Strength/Endurance

- 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on bench, forward lunges, side lunges, and triceps push-ups from a chair.
- 3.5 Climb a vertical pole or rope.

#### Flexibility

- 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

#### Body Composition

- 3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.

#### Assessment

- 3.8 Measure and record improvement in individual fitness activities.

## GRADE THREE

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### **Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

#### Fitness Concepts

- 4.1 Identify the body's normal reactions to moderate to vigorous physical activity.
- 4.2 List and define the components of physical fitness.
- 4.3 Explain the purpose of warming-up before physical activity and cooling-down after.
- 4.4 Explain that the body will adapt to increased work loads.
- 4.5 Explain that fluid needs are linked to energy expenditure.
- 4.6 Explain that requirements for energy during ongoing muscle contraction include needing oxygen and fuel to be available while heat and waste products are removed.

#### Aerobic Capacity

- 4.7 Describe the relationship of the heart, muscles, blood, and oxygen during physical activity.
- 4.8 Describe and record the changes in heart rate before, during, and after physical activity.

#### Muscular Strength/Endurance

- 4.9 Identify which muscles are used while performing muscular endurance activities.
- 4.10 Name and locate the major muscles of the body.
- 4.11 Explain and demonstrate how to relieve a muscle cramp.
- 4.12 Explain how muscle strength and proper lifting prevent back injuries.

#### Flexibility

- 4.13 List flexibility exercises that are not safe for the joints and should be avoided.
- 4.14 Explain why a specific stretch is appropriate preparation for a given physical activity.

#### Body Composition

- 4.15 Explain that moderate physical activity for long periods of time may increase the body's ability to consume calories and burn fat.

## GRADE THREE

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### **Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.**

#### Self Responsibility

- 5.1 Set a personal goal to improve a motor skill that is worked toward outside of school.
- 5.2 Collect and record progress data on a motor skill goal.
- 5.3 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

#### Social Interaction

- 5.4 Use appropriate movement cues and positive words of encouragement while coaching others in physical activities.
- 5.5 Demonstrate respect for individual differences in physical abilities.

#### Group Dynamics

- 5.6 Work in pairs or small groups to achieve an agreed-upon goal.

## GRADE FOUR

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### **Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.**

#### Body Management

- 1.1 Perform simple balance stunts with a partner sharing a common base of support.
- 1.2 Change directions quickly to maintain spacing between two players.
- 1.3 Determine spacing between offensive and defensive players based on the speed of the players.

#### Locomotor Movement

- 1.4 Jump a self-turned rope.

#### Manipulative Skills

- 1.5 Throw and catch an object with a partner while both partners are moving.
- 1.6 Throw overhand at increasingly smaller targets using proper follow through.
- 1.7 Throw a flying disc for distance using the backhand movement pattern.
- 1.8 Catch a fly ball above the head, below the waist, and away from the body.
- 1.9 Kick a ball to a moving partner using the inside of the foot.
- 1.10 Kick a stationary ball from the ground into the air.
- 1.11 Punt a ball dropped from the hands.
- 1.12 Strike with a paddle/racket a lightweight object that has been tossed by a partner.
- 1.13 Serve a lightweight ball to a partner using the underhand movement pattern.
- 1.14 Strike a gently tossed ball with a bat using a side orientation.
- 1.15 Keep a foot-dribbled ball away from a defensive partner.
- 1.16 Keep a hand-dribbled ball away from a defensive partner.
- 1.17 Manipulate an object with a long-handled implement.
- 1.18 While stationary, stop a kicked ball by trapping it with the foot.
- 1.19 Volley a tossed lightweight ball using the forearm pass.

#### Rhythmic Skills

- 1.20 Perform a series of basic square dance steps.
- 1.21 Perform a routine to music including even and uneven locomotor patterns.

## GRADE FOUR

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### **Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.**

#### Movement Concepts

- 2.1 Explain the difference between offense and defense.
- 2.2 Describe ways to create more space between an offensive player and a defensive player.

#### Body Management

- 2.3 Explain the appropriate body orientation to serve a ball using the underhand movement pattern.
- 2.4 Explain the appropriate body orientation to strike a ball using the forehand movement pattern.

#### Manipulative Skills

- 2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.
- 2.6 Describe the difference between punting and kicking.
- 2.7 Compare and contrast dribbling a ball without a defender and with a defender.
- 2.8 Explain the differences in manipulating an object with a long-handled implement and a short-handled implement.
- 2.9 Identify key body positions used for volleying a ball.

#### Rhythmic Skills

- 2.10 Design a routine to music that includes even and uneven locomotor patterns.

## GRADE FOUR

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### **Standard 3: Assess and maintain a level of physical fitness to improve health and performance.**

#### Fitness Concepts

- 3.1 Participate in appropriate warm-up and cool-down exercises for specific physical activities.
- 3.2 Demonstrate the correct body position for pushing and pulling large objects.

#### Aerobic Capacity

- 3.3 Participate 3-4 days per week, for increasing amounts of time, in continuous, moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

#### Muscular Strength/Endurance

- 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or two traditional push-ups, triceps push-ups on the floor.
- 3.5 Hang from an overhead bar with knees bent holding thighs at a 90 degree angle.

#### Flexibility

- 3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.

#### Body Composition

- 3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.

#### Assessment

- 3.8 Measure and record changes in aerobic capacity and muscular strength and endurance using state mandated fitness test protocols.
- 3.9 Meet the healthy fitness zones for each of the State-mandated fitness tests.

## GRADE FOUR

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### **Standard 4: Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.**

#### Fitness Concepts

- 4.1 Identify correct body alignment for performing lower body stretches.
- 4.2 Explain the physical fitness principles: frequency, intensity, time, and type.
- 4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility, and monitor progress by measuring and recording personal fitness scores.
- 4.4 Identify healthy meal and snack choices that help improve physical performance.
- 4.5 Explain why the body needs water before, during, and after physical activity.
- 4.6 Explain why carbohydrates are the preferred fuel for high intensity physical activity and why protein is the preferred fuel for endurance physical activity.
- 4.7 Explain the purpose of warm-up and cool-down periods.

#### Aerobic Capacity

- 4.8 Calculate personal heart rate per minute from heart beat data collected in 10-second and 15-second intervals.
- 4.9 Explain why a strong heart is able to quickly return to its resting rate after exertion.
- 4.10 Identify at least two characteristics of physical activity that build aerobic capacity.
- 4.11 Determine the intensity of personal physical activity using the concept of perceived exertion.

#### Muscular Strength/Endurance

- 4.12 Explain the difference between muscular strength and muscular endurance.
- 4.13 Explain why preadolescent children will not develop bulky muscles by working on muscular endurance or strength activities.
- 4.14 Explain why strengthening the major muscles can improve performance at work and play.
- 4.15 Describe the correct form to push and pull heavy objects.

#### Flexibility

- 4.16 Explain why flexibility is valuable when performing physical activities.

#### Body Composition

- 4.17 Explain the relationship between regular, sustained physical activity and the body's ability to consume calories and burn fat for energy.

## GRADE FOUR

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**Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.**

### Self Responsibility

- 5.1 Set a personal fitness goal that is worked on outside of school.
- 5.2 Collect and record progress data on a personal fitness goal.
- 5.3 Accept responsibility for one's own performance without blaming others.
- 5.4 Respond to winning and losing with dignity and respect.

### Social Interaction

- 5.5 Include others' in physical activities and respect individual differences in skill and motivation.

### Group Dynamics

- 5.6 Accept an opponent's outstanding skill, use of strategies, or ability to work together as a challenge in physical activity settings.



## GRADE FIVE

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### **Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.**

#### Body Management

- 1.1 Perform simple small-group balance stunts by sharing the distribution of weight and base of support.

#### Locomotor Movement

- 1.2 Jump for height using proper takeoff and landing form.
- 1.3 Jump for distance using proper takeoff and landing form.

#### Manipulative Skills

- 1.4 Enter, jump, and leave a turning, long rope.
- 1.5 Throw a flying disc for accuracy at a target/partner using a backhand movement pattern.
- 1.6 Throw and catch an object underhand and overhand while avoiding an opponent.
- 1.7 Field a thrown ground ball.
- 1.8 Punt a ball dropped from hands at a target.
- 1.9 Stop a kicked ball by trapping it with the foot while moving.
- 1.10 Strike a dropped ball with a racket/paddle toward a target using the forehand movement pattern.
- 1.11 Backhand hit a softly tossed ball with a paddle/racket.
- 1.12 Strike a gently tossed ball with a bat from a side orientation.
- 1.13 Serve a lightweight ball over a low net using the underhand movement pattern.
- 1.14 Dribble a ball (hand and foot) while preventing another from stealing it.
- 1.15 Dribble a ball and kick toward a goal while being guarded.
- 1.16 Pass a ball back and forth with a partner using a chest pass and bounce pass.
- 1.17 Volley a tossed ball to an intended location.

#### Rhythmic Skills

- 1.18 Design and perform a creative dance combining locomotor patterns with intentional changes in speed and direction.
- 1.19 Design and perform a routine to music involving manipulation of an object.

## GRADE FIVE

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### **Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.**

#### Movement Concepts

- 2.1 Explain the importance of open space when playing sport-related games.
- 2.2 Explain the differences in applying and receiving force when jumping for height and distance.

#### Body Management

- 2.3 Explain how to adjust body position to catch a ball thrown off center.

#### Manipulative Skills

- 2.4 Identify the following striking phases: preparation, application of force, follow through, and recovery.

#### Rhythmic Skills

- 2.5 Design a routine to music using change of speed and direction while manipulating an object.

## GRADE FIVE

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### **Standard 3: Assess and maintain a level of physical fitness to improve health and performance.**

#### Fitness Concepts

- 3.1 Demonstrate how to warm-up muscles and joints prior to running, jumping, kicking, throwing, and striking.
- 3.2 Plan a day of healthy, balanced meals and snacks designed to enhance performance of physical activity.

#### Aerobic Capacity

- 3.3 Participate 3-4 days per week, for increasing periods of time, in continuous, moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.

#### Muscular Strength/Endurance

- 3.4 Continuously perform increasing numbers of oblique curl-ups on each side.
- 3.5 Perform increasing numbers of triceps push-ups.

#### Flexibility

- 3.6 Perform flexibility exercises that will stretch specific muscle areas for given physical activities.

#### Body Composition

- 3.7 Sustain continuous movement for an increasing period of time, while participating in moderate to vigorous physical activities.

#### Assessment

- 3.8 Assess health related fitness using the state mandated fitness test.
- 3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition on the State-mandated fitness test.

## GRADE FIVE

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### **Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

#### Fitness Concepts

- 4.1 Record and analyze food consumption for one day and make a plan to replace foods and quantities less likely to enhance performance in physical activity with healthier choices.
- 4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.
- 4.3 Develop and describe three short-term and three long-term fitness goals.
- 4.4 Identify personal results of the State-mandated fitness test, and identify one or more ways to improve components that do not meet minimum standards.
- 4.5 Explain the elements of warm-up and cool-down exercises.
- 4.6 Record water intake before, during, and after physical activity.
- 4.7 Describe the principles of training and their application for each of the components of physical fitness.

#### Aerobic Capacity

- 4.8 Identify target heart rate range for increasing aerobic capacity.
- 4.9 Determine the intensity of personal physical activity using the concept of perceived exertion.
- 4.10 Compare target heart rate and perceived exertion during physical activity.
- 4.11 Measure and record heart rate before, during, and after vigorous physical activity.
- 4.12 Explain how technology resources (i.e., pedometers, heart rate monitors) can assist in the pursuit of physical fitness.

#### Muscular Strength/Endurance

- 4.13 Explain the benefits of having strong arms, chest, and back muscles.

#### Flexibility

- 4.14 Explain the benefits of performing stretches and holding them for increasing periods of time after warm-up.

#### Body Composition

- 4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.
- 4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.

## GRADE FIVE

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### **Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.**

#### Self Responsibility

- 5.1 Work outside of school to improve personal best on one fitness component and one motor skill.
- 5.2 Work toward a long-term physical activity goal and record progress data.
- 5.3 Explain the difference between acts of physical courage and physically reckless acts.
- 5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.

#### Social Interaction

- 5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.
- 5.6 Verbally acknowledge the contributions and strengths of others.

#### Group Dynamics

- 5.7 Accommodate individual differences in others' physical abilities in small group activities.
- 5.8 Appreciate physical games and activities reflecting diverse heritages.

## GRADE SIX

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### **Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.**

#### Manipulative Skills

- 1.1 Volley an object repeatedly with a partner using the forearm pass.
- 1.2 Strike a ball continuously to a wall or a partner with a paddle using forehand and backhand movement patterns.
- 1.3 Strike an object consistently using a body part or implement so that it travels in an intended direction and height.
- 1.4 Dribble and pass a ball to a partner while being guarded.
- 1.5 Throw an object with accuracy and force using the underhand, overhand, and sidearm movement (throw) patterns.

#### Rhythmic Skills

- 1.6 Perform folk and line dances.
- 1.7 Develop, refine, and demonstrate routines to music.

#### Combinations of Movement Patterns and Skills

- 1.8 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- 1.9 Combine motor skills to play a lead-up or modified game.
- 1.10 Design and perform stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences.

## GRADE SIX

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### **Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.**

#### Movement Concepts

- 2.1 Explain how to increase the force of a throw based on biomechanical principles.
- 2.2 Explain how force is absorbed by changing time and distance.
- 2.3 Analyze and correct errors in movement patterns.
- 2.4 Provide feedback to a partner to assist in the development and improvement of movement skills.
- 2.5 Identify practices and procedures necessary for safe participation in physical activities.

#### Manipulative Skills

- 2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.
- 2.7 Identify how much time is necessary to prepare for and begin a forehand and backhand swing.
- 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
- 2.9 Identify opportunities to pass or dribble while being guarded.

#### Rhythmic Skills

- 2.10 Identify steps and rhythm patterns for folk and line dances.
- 2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.

#### Combination of Movement Patterns and Skills

- 2.12 Develop and teach another a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy.

## GRADE SIX

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### **Standard 3: Assess and maintain a level of physical fitness to improve health and performance.**

- 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test and/or other research-based fitness assessment tools.
- 3.2 Compare individual physical fitness results with research-based standards for good health.
- 3.3 Develop individual goals for muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition.
- 3.4 Participate in moderate to vigorous physical activity a minimum of 4 days per week.
- 3.5 Measure and evaluate changes in physical fitness based on physical activity patterns.
- 3.6 Monitor heart rate intensity during physical activity.



## GRADE SIX

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### **Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.
- 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of physical fitness.
- 4.3 Identify contraindicated exercises and their adverse effects on the body.
- 4.4 Classify physical activities as being aerobic or anaerobic.
- 4.5 Explain methods of monitoring heart rate intensity.
- 4.6 List the long-term benefits of participation in regular physical activity.
- 4.7 Compile and analyze a log listing food intake/calories consumed and energy expended through physical activity.

## GRADE SIX

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### **Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.**

#### Self Responsibility

- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.

#### Social Interaction

- 5.3 Identify and define the role of each participant in a cooperative physical activity.

#### Group Dynamics

- 5.4 Identify and agree upon a common goal while participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to consensus on the best solution.

## GRADE SEVEN

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### **Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.**

#### Manipulative Skills

- 1.1 Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

#### Rhythmic Skills

- 1.2 Perform multicultural dances.

#### Combinations of Movement Patterns and Skills

- 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
- 1.4 Demonstrate body management and object manipulation skills needed for successful participating in individual and dual physical activities.
- 1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field, and combative activities.
- 1.6 Demonstrate body management and object manipulation skills needed for successful participation in introductory adventure/outdoor activities.

## GRADE SEVEN

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### **Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.**

#### Manipulative Skills

- 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

#### Movement Concepts

- 2.2 Apply feedback from the teacher or others to improve skill performance.
- 2.3 Use information, feedback, and practice to set goals for skill improvement.
- 2.4 Explain and demonstrate spin and rebound principles while performing manipulative skills.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole, and practicing skills in smaller parts.
- 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

#### Combination of Movement Patterns and Skills

- 2.7 Develop and teach another an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system.

## GRADE SEVEN

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### **Standard 3: Assess and maintain a level of physical fitness to improve health and performance.**

- 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test.
- 3.2 Evaluate individual physical fitness measures in relationship to patterns of physical activity.
- 3.3 Develop individual goals for each of the five areas of fitness based on research-based standards.
- 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
- 3.5 Participate in moderate to vigorous physical activity a minimum of 4 days per week.
- 3.6 Periodically assess attainment of, or progress toward personal physical fitness goals, and make necessary adjustments to personal physical fitness program.

## **GRADE SEVEN**

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### **Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up, cool-down, principles of exercise for each component of health-related fitness.
- 4.2 Identify physical activities that are effective in improving each of the health-related fitness components.
- 4.3 Match personal preferences in physical activities with each of the five areas of health-related fitness.
- 4.4 Explain the effects of physical activity on heart rate and recovery rates.
- 4.5 Describe the role of physical activity and nutrition on achieving physical fitness.
- 4.6 Identify and apply principles of resistance in safe, age-appropriate activities.
- 4.7 Explain progression, overload, and specificity as principles of exercise.
- 4.8 Discuss the effect of body segment growth rates on physical fitness.

## GRADE SEVEN

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### **Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.**

#### Self Responsibility

- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- 5.2 Accept responsibility for individual improvement.

#### Social Interaction

- 5.3 Demonstrate acceptance of differences in gender, physical development, and personal preferences as they affect participation in physical activity.

#### Group Dynamics

- 5.4 Evaluate the effect of encouraging words and phrases to others while participating in a group physical activity.
- 5.5 Identify the responsibilities of a leader in physical activity.

## GRADE EIGHT

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### **Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.**

#### Rhythmic Skills

- 1.1 Identify and demonstrate square dance steps, positions, and patterns to music.
- 1.2 Create and perform a square dance.

#### Combinations of Movement Patterns and Skills

- 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.
- 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.
- 1.5 Demonstrate fundamental gymnastic/tumbling skills.
- 1.6 Create and perform a routine using fundamental gymnastics/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.



## GRADE EIGHT

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### **Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.**

#### Movement Concepts

- 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another.
- 2.2 Explain rotation principles used in performing various manipulative skills.
- 2.3 Explain how growth in height and weight affects one's performance and influences the selection of developmentally appropriate physical activities.

#### Combination of Movement Patterns and Skills

- 2.4 Identify characteristics of highly-skilled performances for the purpose of improving one's own performance.
- 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sport games and activities.
- 2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.

## GRADE EIGHT

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### **Standard 3: Assess and maintain a level of physical fitness to improve health and performance.**

- 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test and/or other research-based fitness assessment tools.
- 3.2 Refine individual personal physical fitness goals for each of the five areas of fitness based on research-based standards.
- 3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.
- 3.4 Participate in moderate to vigorous physical activity a minimum of 4 days per week.
- 3.5 Periodically assess attainment of, or progress toward, personal physical fitness goals, and make necessary adjustments to personal physical fitness program.
- 3.6 Participate safely in moderate to vigorous physical activity when conditions are unconventional (weather, travel, injury).

## GRADE EIGHT

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### **Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- 4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up, cool-down and principles of exercise for each the five components of health-related fitness.
- 4.2 Identify and perform appropriate physical activities that can be completed in inclement weather, while away from home or school, and when a minor injury may require an alternate activity.
- 4.3 Identify ways to increase physical activity in routine daily activities.
- 4.4 Identify and apply basic weight/resistance training principles and safety practices.
- 4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.
- 4.6 Explain the different types of conditioning for different physical activities.

## GRADE EIGHT

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### **Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.**

#### Self Responsibility

- 5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation of participants.
- 5.2 Organize and work cooperatively with a group to achieve goals.
- 5.3 Identify and evaluate three life-long physical activity preferences and determine self-responsibility for skill development, knowledge of concepts, and fitness benefits.

#### Social Interaction

- 5.4 Identify and reward the contributions of members of a group or team in accomplishing a task or goal.

#### Group Dynamics

- 5.5 Accept the roles of group members within the structure of a game or activity.
- 5.6 Describe leadership roles and responsibilities within the context of team games and activities.
- 5.7 Model and encourage others to be supportive and inclusive of all ability levels.

## HIGH SCHOOL COURSE 1

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### **Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.**

- 1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in:  
Aquatics      Dance/Rhythms      Individual Activities      Dual Activities
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.
- 1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities.
- 1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.
- 1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.
- 1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.
- 1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.
- 1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.

## HIGH SCHOOL COURSE 1

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### **Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Participate in moderate to vigorous physical activity at least 4 days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related fitness standards established by the State-mandated fitness test.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupational choice.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 List available community fitness resources.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.

## HIGH SCHOOL COURSE 1

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### **Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.**

#### Self Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independent of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological response to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve performance in physical activities.

#### Social Interaction

- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- 3.7 Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

#### Group Dynamics

- 3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings.

## HIGH SCHOOL COURSE 2

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### **Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.**

- 1.1 Combine, and apply movement patterns to progress from simple to complex in combatives, gymnastics/tumbling, and team activities.
  - 1.2 Demonstrate proficient movement skills in:  
combatives                      gymnastics/tumbling                      team activities
  - 1.3 Explain and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combatives, gymnastics/tumbling, and team activities.
  - 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combatives, gymnastics/tumbling, and team activities.
  - 1.5 Explain, apply, and evaluate the use of the biomechanical principles of leverage, force, inertia, rotary motion, and opposition to achieve advanced performance in combatives, gymnastics/tumbling, and team activities.
  - 1.6 Evaluate the interrelationships among physical, emotional, and cognitive factors affecting individual and team performance.
  - 1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in combatives, gymnastics/tumbling, and team activities.
  - 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combatives, gymnastics/tumbling, and team activities.
  - 1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in combatives, gymnastics/tumbling, and team activities.
  - 1.10 Analyze specific situations to determine appropriate strategies in combatives, gymnastics/tumbling, and team activities.
  - 1.11 Assess the effect/outcome of a specific performance strategy in combatives, gymnastics/tumbling, and team activities.
  - 1.12 Evaluate independent learning of movement skills.
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## HIGH SCHOOL COURSE 2

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### **Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Participate in moderate to vigorous physical activity at least 4 days each week.
- 2.2 Participate in challenging physical fitness activities that meet individual needs and interests using the principles of exercise.
- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established in the State-mandated fitness tests.
- 2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.
- 2.5 Justify the use of specific physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family and/or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, and physical fitness and performance.
- 2.10 Evaluate the availability and quality of community fitness resources.
- 2.11 Use and analyze scientifically based data and protocols to self assess the five components of health-related fitness.

## HIGH SCHOOL COURSE 2

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### **Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.**

#### Self Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and activity preferences may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

#### Social Interaction

- 3.6 Identify the effects of age, gender, ethnicity, socioeconomic status, and culture on physical activity preferences and participation.
- 3.7 Explain how to select and modify physical activities to allow for participation by children, elderly, and those with special needs.

#### Group Dynamics

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of all ability levels.

## **HIGH SCHOOL COURSE 3A Adventure/Outdoor Activities**

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**Requirement:** *The prerequisite for this course is completion of Courses 1 and 2 and passage of the State-Mandated Fitness Test.*

**Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate advanced knowledge and skills in two or more adventure/outdoor activities.
- 1.2 Identify and apply characteristics and critical elements of a highly- skilled performance in adventure/outdoor activities.
- 1.3 Apply previously learned movement concepts and principals to the learning and development of motor skills required for successful participation in adventure/outdoor pursuits and activities.
- 1.4 Identify and apply biomechanical principles necessary for the safe and successful performance of adventure/outdoor activities.
- 1.5 List, describe, and demonstrate use of safety equipment required for participation in outdoor pursuits and adventures.
- 1.6 Demonstrate independent learning of movement skills in adventure/outdoor activities.

## **HIGH SCHOOL COURSE 3A Adventure/Outdoor Activities**

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**Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Participate in adventure/outdoor activities that improve health-related fitness.
- 2.2 Analyze the effects of adventure/outdoor activities on a personal physical fitness program and personal levels of health-related fitness.
- 2.3 Improve or maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.
- 2.4 Explain the relationship between participation in adventure/outdoor activities and health.

## **HIGH SCHOOL COURSE 3A Adventure/Outdoor Activities**

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**Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.**

### Self Responsibility

- 3.1 Compare and contrast effective leadership skills used with adventure/outdoor activities with those used in other physical activity settings.
- 3.2 Develop personal goals to improve performance in adventure/outdoor activities.
- 3.3 Identify and analyze outdoor/adventure physical activities that enhance personal enjoyment.
- 3.4 Evaluate the risks and safety factors that may affect participation in adventure/outdoor activities throughout a lifetime.

### Social Interaction

- 3.5 Explain how to select and modify adventure/outdoor activities to allow for participation by children, the elderly, and those with special needs.
- 3.6 Analyze the role of social interaction in the successful participation, and enjoyment of adventure/outdoor activities.

### Group Dynamics

- 3.7 Accept and perform planned and spontaneous leadership assignments and roles in adventure/outdoor activities.
- 3.8 Analyze the role cooperation and leadership play in adventure/outdoor activities.
- 3.9 Engage in opportunities to be a member of an adventure/outdoor activity both in and outside of school activities.

## HIGH SCHOOL COURSE 3B Aerobic Activities

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**Requirement:** *The prerequisite for this course is completion of Courses 1 and 2 and passage of the State-Mandated Fitness Test.*

### **Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate advanced knowledge and skills in two or more aerobic activities, one or more from each of the following categories:

Category 1

Running  
Aerobic dance  
Skating  
Swimming

Category 2

Cycling  
Cross-country skiing  
Triathlon  
Rowing  
Walking

- 1.2 Identify and apply characteristics and critical elements of a highly skilled performance in aerobic activities.
- 1.3 Apply previously learned movement concepts to the learning and development of motor skills required for successful participation in aerobic activities.
- 1.4 Identify and apply biomechanical principles necessary for the safe and successful performance of aerobic activity.
- 1.5 List, describe, and demonstrate use of safety equipment required for participation in aerobic activities.
- 1.6 Demonstrate independent learning of movement skills in aerobic activities.

## **HIGH SCHOOL COURSE 3B**

### **Aerobic Activities**

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**Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Identify and achieve personal levels of excellence in physical fitness.
- 2.2 Independently engage in physical activity that increases aerobic capacity.
- 2.3 Evaluate goal-setting and other strategies as effective tools for exercise adherence.
- 2.4 Measure health-related fitness periodically and adjust physical activity to achieve fitness goals.
- 2.5 Identify and explain the positive effects of participation in aerobic activity on personal health.

## **HIGH SCHOOL COURSE 3B**

### **Aerobic Activities**

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**Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.**

#### Self Responsibility

- 3.1 Independently engage in aerobic activities.
- 3.2 Develop personal goals to improve performance in aerobic activities.
- 3.3 Compare and contrast the effective leadership skills used in aerobic activities with those used in other physical activity settings.
- 3.4 Identify and analyze aerobic activities that enhance personal enjoyment and challenge.
- 3.5 Evaluate the risks and safety factors that may affect participation in aerobic activity throughout a lifetime.

#### Social Interaction

- 3.6 Invite others to join in aerobic activity.
- 3.7 Explain how to select and modify aerobic activities to allow for participation by children, the elderly, and those with special needs.
- 3.8 Analyze the role of social interaction in the successful participation and enjoyment of aerobic activities.

#### Group Dynamics

- 3.9 Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities.
- 3.10 Analyze the role cooperation and leadership play in aerobic activities.
- 3.11 Engage in opportunities to be a member of an aerobic activity both in and outside of school activities.



## HIGH SCHOOL COURSE 3C

### Individual and Dual Activities

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**Requirement:** *The prerequisite for this course is completion of Courses 1 and 2 and passage of the State-Mandated Fitness Test.*

**Standard 1: Demonstrate knowledge and competency in motor skill, movement pattern and strategies essential to perform a variety of physical activities.**

1.1 Demonstrate advanced knowledge and skills in two or more individual and dual activities, one or more from each of the following categories:

Individual

Cycling  
Golf  
Archery  
Skiing  
Surfing  
Skating  
Yoga  
Gymnastics/Tumbling

Dual

Badminton  
Handball  
Two-player volleyball  
Tennis  
Racquetball  
Squash

- 1.2 Identify and apply characteristics and critical elements of highly skilled performances in individual and dual activities.
- 1.3 Apply previously learned movement concepts to the learning and development of motor skills required for successful participation in individual and dual activities.
- 1.4 Identify and apply biomechanical principles necessary for the safe and successful performance of individual and dual activities.
- 1.5 List, describe, and demonstrate the use of safety equipment required for participation in individual and dual activities.
- 1.6 Demonstrate independent learning of movement skills in individual and dual activities.

## **HIGH SCHOOL COURSE 3C**

### **Individual and Dual Activities**

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**Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Meet physical fitness standards that exceed those of the State-mandated fitness test.
- 2.2 Participate in individual and dual activities that improve or maintain health-related fitness.
- 2.3 Analyze the effects of individual and dual activities on a personal physical fitness program and personal levels of health-related fitness.
- 2.4 Improve or maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.
- 2.5 Explain the relationship between participation in individual and dual activities and health.
- 2.6 Demonstrate the ability to effectively analyze and economically purchase products and programs for individual and dual activities.
- 2.7 Develop and implement a month-long personal physical fitness plan that includes individual and dual activities.

## **HIGH SCHOOL COURSE 3C**

### **Individual and Dual Activities**

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**Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.**

#### Self Responsibility

- 3.1 Compare and contrast effective leadership skills used with individual and dual activities with those used in other physical activity settings.
- 3.2 Develop personal goals to improve performance in individual and dual activities.
- 3.3 Identify and analyze individual and dual physical activities that enhance personal enjoyment.
- 3.4 Evaluate risks and safety factors that may affect participation in individual and dual activities throughout a lifetime.

#### Social Interaction

- 3.5 Explain how to select and modify individual and dual activities to allow for participation by children, the elderly, and those with special needs.
- 3.6 Analyze the role of social interaction in the successful participation and enjoyment in individual and dual activities.

#### Group Dynamics

- 3.7 Accept and perform planned and spontaneous leadership assignments and roles in individual and dual activities.
- 3.8 Analyze the role cooperation and leadership play in individual and dual activities.
- 3.9 Engage in opportunities to be a member of an individual and dual activity both in and outside of school activities.

## HIGH SCHOOL COURSE 3D

### Aquatics

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**Requirement:** *The prerequisite for this course is completion of Courses 1 and 2 and passage of the State-Mandated Fitness Test.*

**Standard 1: Demonstrate knowledge and competency in motor skill, movement patterns and strategies needed to perform a variety of physical activities.**

1.1 Demonstrate advanced knowledge and skills in two or more aquatic activities, one or more from each of the following categories:

Category 1

Swimming

Diving

Snorkeling

Kayaking/Canoeing/Rowing

Category 2

Water polo

Synchronized Swimming

SCUBA

Life guarding

1.2 Identify and apply characteristics and critical elements of a highly skilled performance in aquatic activities.

1.3 Apply previously learned movement concepts to the learning and development of motor skills required for successful participation in aquatic activities.

1.4 Identify and apply biomechanical principles necessary for the safe and successful performance of aquatic activities.

1.5 List, describe, and demonstrate use of safety equipment required for participation in aquatic activities.

1.6 Demonstrate independent learning of movement skills in aquatic activities.

1.7 Identify and apply safety skills necessary for entering swimming pools, lakes, rivers and oceans (e.g. walking, jumping, falling and diving).

1.8 Demonstrate and explain basic water rescue with and without equipment.

1.9 Demonstrate and explain basic cardiopulmonary resuscitation.

## **HIGH SCHOOL COURSE 3D**

### **Aquatics**

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#### **Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Meet physical fitness standards that exceed those of the State-mandated fitness test.
- 2.2 Participate in aquatic activities that improve or maintain health-related fitness.
- 2.3 Analyze the effects of aquatics on a personal physical fitness program and personal levels of health-related fitness.
- 2.4 Improve or maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.
- 2.5 Explain the relationship between participation in aquatics activities and health.
- 2.6 Demonstrate the ability to effectively analyze and economically purchase products and programs for aquatic activities.
- 2.7 Develop and implement a month-long personal physical fitness plan that includes aquatic activities.
- 2.8 Explain how aquatic activities contribute to the development and maintenance of health related physical fitness.
- 2.9 Create and implement aquatic programs that improve health-related physical fitness.

## **HIGH SCHOOL COURSE 3D**

### **Aquatics**

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#### **Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.**

##### Self Responsibility

- 3.1 Compare and contrast effective leadership skills used with aquatic activities with those used in other physical activity settings.
- 3.2 Develop personal goals to improve performance in aquatic activities.
- 3.3 Identify and analyze aquatic physical activities that enhance personal enjoyment.
- 3.4 Evaluate risks and safety factors that may affect participation in aquatic activities throughout a lifetime.
- 3.5 Identify and apply personal responsibilities for safety and hygiene in the aquatics setting.

##### Social Interaction

- 3.6 Explain how to select and modify aquatic activities to allow for participation by children, the elderly, and those with special needs.
- 3.7 Analyze the role of social interaction in the successful participation and enjoyment of aquatic activities.

##### Group Dynamics

- 3.8 Accept and perform planned and spontaneous leadership assignments and roles in aquatic activities.
- 3.9 Analyze the role cooperation and leadership play in aquatic activities.
- 3.10 Engage in opportunities to be a member of an aquatic activity both in and outside of school.

## **HIGH SCHOOL COURSE 3E**

### **Weight Training and Fitness**

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**Requirement:** *The prerequisite for this course is completion of Courses 1 and 2 and passage of the State-Mandated Fitness Test.*

**Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.**

- 1.1 Explain and apply biomechanical principles of 1<sup>st</sup>, 2<sup>nd</sup>, & 3<sup>rd</sup> class levers specific to a variety of lifting techniques.
- 1.2 Observe and analyze the techniques of another while lifting (or yourself through video) and write an analysis of the performance.
- 1.3 Demonstrate proper spotting techniques for all lifts and exercises which require spotting.
- 1.4 Observe and analyze the techniques of another performing a plyometric exercise (or yourself through video) and write-up an analysis of the performance.
- 1.5 Measure and assess multiple performances of another in the following areas: balance, reaction time, agility, coordination, power, and speed.
- 1.6 Identify and apply biomechanical principles necessary for the safe and successful performance of weight training.
- 1.7 List, describe, and demonstrate use of safety equipment required for participation in weight training.
- 1.8 Demonstrate independent learning of movement skills in weight training.

## **HIGH SCHOOL COURSE 3E**

### **Weight Training and Fitness**

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#### **Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Establish a set of personal physical fitness goals utilizing the principles of training and create a strength-training and conditioning program.
- 2.2 Identify the prime mover muscles, antagonistic muscles, and stabilizer muscles for each of the major weight training exercises.
- 2.3 Measure and assess multiple performances of another in the following areas: muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.
- 2.4 Explain that biomechanics, muscle size, gender, age, training experience, training technique, specificity, and muscle stretch affect strength performance.
- 2.5 Demonstrate and explain the techniques and concepts of three different types of weight training programs.
- 2.6 Demonstrate and explain the concepts of two different conditioning programs.
- 2.7 Develop and/or use a personal physical fitness log to record all workout data on a daily basis.
- 2.8 Based on the personal physical fitness goals set in 2.1, achieve a significantly higher level of speed, strength, power, and endurance.
- 2.9 Meet physical fitness standards that exceed those of the State-mandated test.



## **HIGH SCHOOL COURSE 3E**

### **Weight Training and Fitness**

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**Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.**

#### Self Responsibility

- 3.1 Display safe and responsible behavior while training.
- 3.2 Describe the role of motivation in physical activity.
- 3.3 Describe how the perception of effort and quality is a personal assessment and the role it plays in achieving fitness goals.
- 3.4 Develop personal goals to improve performance in weight training and fitness.
- 3.5 Identify and analyze weight training and fitness activities that enhance personal enjoyment.
- 3.6 Evaluate risks and safety factors that may affect participation in weight training and fitness throughout a lifetime.

#### Social Interaction

- 3.7 Explain how to select and modify weight training and fitness activities to allow for participation by children, the elderly, and those with special needs.
- 3.8 Analyze the role of social interaction in the successful participation and enjoyment of participating in weight training and fitness activities.

#### Group Dynamics

- 3.9 Assist others in achievement of their fitness goals.

## HIGH SCHOOL COURSE 3F

### Dance

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**Requirement:** *The prerequisite for this course is completion of Courses 1 and 2 and passage of the State-Mandated Fitness Test.*

**Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate advanced knowledge and skills in two or more dance activities from each of the following categories:

Category 1

Ballet  
Jazz  
Folk

Category 2

Modern  
Social  
Square

- 1.2 Identify and apply characteristics and critical elements of a highly skilled performance in dance activities.
- 1.3 Apply previously learned movement concepts to the learning and development of motor skills required for successful participation in dance activities.
- 1.4 Identify and apply biomechanical principles necessary for the safe and successful performance of dance activities.
- 1.5 List, describe, and demonstrate use of safe equipment and facilities required for participation in dance activities.
- 1.6 Demonstrate independent learning of movement skills in dance activities.

## **HIGH SCHOOL COURSE 3F**

### **Dance**

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#### **Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Meet physical fitness standards that exceed those of the State-mandated fitness test.
  - 2.2 Participate in dance activities that improve or maintain health related fitness.
  - 2.3 Analyze the effects of dance activities on a personal physical fitness program and personal levels of health related fitness.
  - 2.4 Improve or maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.
  - 2.5 Explain the relationship between participation in dance activities and health.
  - 2.6 Demonstrate the ability to effectively analyze and economically purchase products and programs for dance activities.
  - 2.7 Develop and implement a month long personal physical fitness plan that includes dance activities.
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## **HIGH SCHOOL COURSE 3F**

### **Dance**

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**Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.**

#### Self Responsibility

- 3.1 Compare and contrast effective leadership skills used with dance activities with those used in other physical activity settings.
- 3.2 Develop personal goals to improve performance in dance activities.
- 3.3 Identify and analyze dance physical activities that enhance personal enjoyment.
- 3.4 Evaluate risks and safety factors that may affect participation in dance activities throughout a lifetime.

#### Social Interaction

- 3.5 Explain how to select and modify dance activities to allow for participation by children, the elderly, and those with special needs.
- 3.6 Analyze the role of social interaction in the successful participation and enjoyment of dance activities.

#### Group Dynamics

- 3.7 Accept and perform planned and spontaneous leadership assignments and roles in dance activities.
- 3.8 Analyze the role cooperation and leadership play in dance activities.
- 3.9 Engage in opportunities to be a member of a dance activity both in and outside of school.

## **HIGH SCHOOL COURSE 4A**

### **Advanced Adventure/Outdoor Activities**

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***Requirement:** The prerequisite for this course is completion of Courses 1 and 2, passage of the State-Mandated Fitness Test, and completion of Course 3A.*

**Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate expertise in one adventure/outdoor activity.
- 1.2 Analyze and evaluate the interrelationship of biomechanical principles and strategies in high-level performance.
- 1.3 Create and/or modify a practice/training plan based on evaluative feedback from skill acquisition and performance.
- 1.4 Practice adventure/outdoor activities in real world settings.

## **HIGH SCHOOL COURSE 4A**

### **Advanced Adventure/Outdoor Activities**

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**Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Achieve a level of fitness that improves health and performance, and provides opportunities for enjoyment and challenge in an adventure/outdoor activity.
- 2.2 Design a personal physical fitness program to be completed in a home or gym that will be consistent with the demands of an adventure/outdoor activity.

## **HIGH SCHOOL COURSE 4A**

### **Advanced Adventure/Outdoor Activities**

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**Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.**

#### Self Responsibility

- 3.1 Compare and contrast changes in self responsibility as skill levels in adventure/outdoor activities increase.
- 3.2 Set personal goals for improved performance and enjoyment of adventure/outdoor activities.

#### Group Dynamics

- 3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level adventure/outdoor activities.

## **HIGH SCHOOL COURSE 4B Advanced Aerobic Activities**

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**Requirement:** *The prerequisite for this course is completion of Courses 1 and 2, passage of the State-Mandated Fitness Test, and completion of Course 3B.*

**Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate expertise in two or more of the following aerobic activities, preferably one from each category:

Category 1

Running  
Swimming  
Aerobic dance  
Skating

Category 2

Cycling  
Cross country skiing  
Triathlon  
Rowing  
Walking

- 1.2 Analyze and evaluate the interrelationship of biomechanical principles and strategies in high-level performance.
- 1.3 Create and/or modify a practice/training plan based on evaluative feedback from skill acquisition and performance.
- 1.4 Practice aerobic activities in real world settings.



## **HIGH SCHOOL COURSE 4B Advanced Aerobic Activities**

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**Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Identify and achieve levels of personal excellence in health-related fitness.
- 2.2 Measure health-related fitness periodically adjusting personal fitness goals to improve performance in aerobic activities.
- 2.3 Design a personal physical fitness program that will prepare one for the demands of a competitive aerobic activity.

## **HIGH SCHOOL COURSE 4B Advanced Aerobic Activities**

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**Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.**

### Self Responsibility

- 3.1 Demonstrate a physically active lifestyle that provides for enjoyment and challenge through aerobic activity.
- 3.2 Identify the qualities of aerobic activity that enhance personal enjoyment.
- 3.3 Compare and contrast changes in self responsibility as skill levels in aerobic activities increase.
- 3.4 Set personal goals for improved performance and enjoyment of aerobic activities.

### Group Dynamics

- 3.5 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level aerobic activities.

## HIGH SCHOOL COURSE 4C

### Advanced Individual and Dual Activities

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**Requirement:** *The prerequisite for this course is completion of Courses 1 and 2, passage of the State-Mandated Fitness Test, and completion of Course 3C.*

**Standard 1: Demonstrate knowledge and competency in motor skill, movement pattern and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate expertise in two or more of the following individual and dual activities, preferably one from each category:

Individual

Cycling  
Golf  
Archery  
Skiing  
Surfing  
Skating  
Yoga  
Gymnastics/Tumbling

Dual

Badminton  
Handball  
Two-player volleyball  
Tennis  
Racquetball  
Squash

- 1.2 Analyze and evaluate the interrelationship of biomechanical principles and strategies in high-level performance in individual and dual activities.
- 1.3 Create and/or modify a practice/training plan based on evaluative feedback from skill acquisition and performance.
- 1.4 Practice individual and dual activities in real world settings.

## **HIGH SCHOOL COURSE 4C**

### **Advanced Individual and Dual Activities**

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**Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principle, and strategies.**

- 2.1 Develop personal physical fitness standards that exceed those of the State-mandated fitness test.
- 2.2 Demonstrate the ability to effectively analyze and economically purchase products and programs for individual and dual activities.
- 2.3 Achieve a level of fitness that improves health and performance, and provides opportunities for enjoyment and challenge in individual and dual activities.
- 2.4 Design a personal physical fitness program to be completed in a home or gym that will be consistent with the demands of a selected individual or dual activity.

## **HIGH SCHOOL COURSE 4C**

### **Advanced Individual and Dual Activities**

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**Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.**

#### Self Responsibility

- 3.1 Compare and contrast changes in self responsibility as skill levels in individual and dual activities increase.
- 3.2 Set personal goals for improved performance and enjoyment of individual and dual activities.

#### Group Dynamics

- 3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level individual and dual activities.

## HIGH SCHOOL COURSE 4D Advanced Dance

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**Requirement:** *The prerequisite for this course is completion of Courses 1 and 2, passage of the State-Mandated Fitness Test, and completion of Course 4F.*

**Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate expertise in two or more dance activities from the following categories, preferably one from each category:

Category 1

Ballet  
Jazz  
Folk

Category 2

Modern  
Social  
Square

- 1.2 Analyze and evaluate the interrelationship of biomechanical principles and strategies in high-level performance in dance activities.
- 1.3 Create and/or modify a practice/training plan based on evaluative feedback from skill acquisition and performance.
- 1.4 Practice dance in real world settings.
- 1.5 Demonstrate skills in choreography.

## **HIGH SCHOOL COURSE 4D Advanced Dance**

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**Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principle, and strategies.**

- 2.1 Achieve a level of fitness that improves health and performance, and provides opportunities for enjoyment and challenge in a dance activity.
- 2.2 Design a personal physical fitness program to be completed in a home or gym that will be consistent with the demands of a dance activity.
- 2.3 Measure health-related fitness periodically adjusting personal fitness goals to improve performance in dance activities.

## **HIGH SCHOOL COURSE 4D Advanced Dance**

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**Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.**

Self Responsibility

- 3.1 Compare and contrast changes in self responsibility as skill levels in dance activities increase.
- 3.2 Set personal goals for improved performance and enjoyment of dance activities.

Group Dynamics

- 3.3 Perform planned and spontaneous leadership assignments and roles in high-level dance activities.



## GLOSSARY

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Adapted Physical Education – Adapted physical education is a physical education program designed to meet the unique needs of an individual with a disability who is unable to fully participate in the general physical education program.

Adventure/outdoor activities – Activities centered in natural settings. Examples include orienteering, backpacking, hiking, rope activities, canoeing, cycling, skating, and rock climbing.

Aerobic activity – Long duration exercise that relies on the presence of oxygen for the production of energy; it may also control body weight, reduce the percentage of body fat, improve the circulatory function, and reduce blood pressure. Examples include aerobic dance, aqua aerobics, cycling, jogging, power walking, recreational dance, in-line skating, step aerobics, kickboxing, and super circuit.

Anaerobic activity – Short duration exercise completed without the aid of oxygen; it is used to build muscle mass and to improve one's ability to move quickly and to deliver force.

Balance – The ability to maintain equilibrium in relation to the force of gravity.

Basic resistance principles – Resistance is the weight or force that is used to oppose a motion. Resistance training increases muscle strength by pitting the muscles against a weight, such as a dumbbell or barbell. The basic principles of resistance training include: type of lift, intensity, volume, variety, progressive overload, rest, and recovery.

Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.

Body composition – The makeup of the body in fat free mass (muscle, bone, vital organs and tissues) and fat mass.

Body management – Basic skills focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.

Combative activities – Activities that utilize basic combatives—pulling, pushing, and defiances, stands, and guards. Some examples include wrestling, fencing, boxing, kick-boxing, martial arts, and self defense.

Components of physical fitness – Aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition.

Cool down exercises – Five to ten minutes of light to moderate physical activity. It maintains blood pressure, helps enhance venous return, and prevents blood from pooling in the muscles.

Core muscles – The abdominal, back, hip, and pelvic floor muscles.

Dehydration – Loss of water and important blood salts like potassium and sodium which are essential for vital organ functioning.

Ergogenic aids – Substances, devices, or practices that enhance an individual's energy use, production, or recovery.

Even beat locomotor skills – Examples include walking, running, hopping, and jumping.

Flexibility – The ability to move joints of the body through normal range of motion.

F.I.T.T. principles/concepts – Inter-related and inter-dependent rules for gaining and maintaining physical fitness—frequency, intensity, time, and type.

Frequency – A principle of training that establishes how often to exercise.

Fundamental movement skills – An organized series of basic movements that involve the combination of movement patterns of two or more body segments. Fundamental movement skills may be categorized as stability, locomotor, or manipulative movements.

Group dynamics – Each person in a group influences and is influenced by each other. The most important aspect of group cohesiveness and good performance seems to be commitment to the group task, which leads to a sense of collective efficacy—team members can respond to the demands of a difficult situation.

Health – Optimal well being that contributes to quality of life. It is more than freedom from disease and illness. Optimal health includes high-level mental, social, emotional, spiritual, and physical wellness within the limits of one's heredity and personal abilities.

Health-related physical fitness – Consists of those components of physical fitness that have a relationship with good health. The components are body composition, aerobic capacity, flexibility, muscular endurance, and strength.

Healthy fitness zone – The lower and upper ranges of performance on physical fitness tests that have been identified as being related to good health.

Healthy target heart rate zone – A safe range of activity intensity that can be used to enhance the level of aerobic capacity.

Hyper-extension – Greater than normal stretching or straightening of an extended limb.

Hyper-flexion – Greater than normal stretching or straightening of a flexed limb.

Individuality – A principle of training that establishes the program must take into account the specific needs and abilities of individuals for whom it is designed.

Individual or dual activity – Physical activities that require either one or two participants. Examples include badminton, swimming, golf, handball, and weight lifting.

Intensity – A principle of training that establishes how hard to exercise.

Kinesiology – The study of human movement.

Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.

Locomotor movements – The basic patterns used to travel (walking, running, leaping, hopping, jumping, galloping, sliding, and skipping).

Manipulative movements – Movements in which skills are developed while using an implement. Examples include throwing, catching, punching, kicking, trapping, rolling, dribbling, striking, and volleying.

Mode/type – A principle of training that establishes the specific activity to use.

Moderate physical activity – Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of the effort a healthy individual might expend while walking briskly, dancing, swimming, or bicycling on level terrain, for example. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Modified/Lead-up game – Active games that involve the use of two or more of the sport skills, rules, or procedures used in playing the official sport.

Movement concepts – The ideas used to modify or enrich the range and effectiveness of skill employment. Involves learning “how, where, and with what” the body moves.

Movement patterns – An organized series of related movements.

Muscle endurance – The ability of a muscle to avoid fatigue.

Muscle strength – The ability of a muscle to exert force.

Non-locomotor movements – Stability movements in which the axis of the body revolves around a fixed point—the student moves but remains in one spot. Examples include bending, stretching, twisting, swinging, balancing, hanging, turning, lifting, and falling.

Overload – A principle of training that establishes a minimum threshold to obtain a benefit.

Perceived exertion index – A way of rating how hard you feel your body is working during physical activity, based on physical sensations you experience, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue.

Physical activity – Bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, broadly including exercise, sport, dance, and other movement forms.

Physical fitness – A positive state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup and nutritional adequacy.

Plyometric exercise – A rapid powerful movement preceded by a preloading countermovement which creates a stretch-shortened cycle of the muscle.

Principles of training/principles of exercise – Principles to follow in planning an exercise program to affect physiological changes in the human body related to health and performance including: frequency, individuality, intensity, mode/type, overload, progression, regularity, specificity and time.

Progression – A principle of training that establishes increases in the elements addressed in the principles to provide improvements over periods of time.

Rebound principles – Newton’s Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit.

Recovery rates – The time necessary for an exercise-induced elevated heart rate to return to a normal resting heart rate.

Regularity – A principle of training that establishes exercise on a regular schedule. A pattern of physical activity is regular if activities are performed most days of the week, preferably daily; five or more days of the week if moderate-intensity activities are chosen; or three or more days of the week if vigorous-intensity activities are chosen.

Resistance principle – The principle that the use of some implement, device, or simply bodyweight as a resistance can enhance some physical characteristic like strength or muscular endurance.

Rhythmic skills – Skills that develop an understanding and feeling for the elements of rhythm. Examples of physical activities that allow students to express themselves rhythmically include singing rhythms, rhymes and poems, creative movement, folk dance, square dance, interpretive dance.

Specificity – A principle of training that establishes a particular kind of activity for each component of physical fitness.

Strategies – Decisions made by individuals and/or a team about the overall play of the game.

Striking pattern – Fundamental motor skill in which an object is hit, with or without an implement.

Tactics – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation.

Time – A principle of training that establishes the amount of time for each exercise period.

Travel – Movement of the body from one point to another.

Type – A principle of training that establishes which muscles to target during an exercise period.

Uneven beat locomotor skill – Examples include galloping, sliding, skipping, and leaping.

Vigorous physical activity – Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill, for example. Vigorous-intensity physical activity may be intense enough to result in a significant increase in heart and breathing rate.

Volley – To strike a ball upward.

Warm-up exercises – Low intensity exercises that prepare the muscular/skeletal system and heart and lungs (cardiorespiratory system) for the hard work to follow.

Weight-bearing activities – Any activity in which one's feet and legs carry their own weight. Examples include walking, running, tennis, aerobic dancing.

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